

## COMMUNICATION

# A CLiFi Zine Comic Harri's Guide to Hippieness in Apocalyptic Heat

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### Abstract

Climate change impacts and stresses young people and although their pro-environmental behaviours have been studied their perspectives have not been widely heard. This creative output is a lo-fi comic engaging with themes of imagined alternative futures in climate fiction. It was constructed to provide an example of a multimodal text with a low barrier to entry for use in the classroom, to complement the study of solar punk texts. The methodology of an autoethnographic art provides a tool for reflection and provides a suitably rebellious outlet for their perspectives, a departure from factual poster assignments on environmental issues. This particular perzine discusses the challenges faced by young people in addressing environmental issues and sustainable practice with limited personal agency.

**Keywords:** Autoethnography; adolescence; arts-based; climate fiction; future thinking

### Practitioner statement

This slice of life perzine was created to model the lo-fi storytelling that can be brought into the classroom (Figure 1). Students can fold a page and use their choice of multimedia expression to tell their story and imagined future. The perzine is inclusive with unlimited communication formats and focus on self-expression (Martin, 2020). This activity is designed to build on speculative methods in education discussed by Truman (2023) could provide permission to imagine an alternate future, working.

There is a long tradition of zines in education, (Ross & Pears, 2022). However it is the contention of if it maintains its counter culture integrity when prescribed in an education setting that is the reason that it is well places to support young people in expressing and building their biospheric values. Young people are more responsive when pro-environment behaviours are framed as voluntary and rebellious (van de Wetering *et al.*, 2025). The activity could complement students' analysis of solar punk texts. This approach could lead to student led conversations about climate (Balundé *et al.*, 2020).



Figure 1. Harri's Guide to Hippieness in Apocalyptic Heat, 2025.

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**Ethical standards.** All characters and events depicted are entirely fictitious. Informal consent and ethics processes were used in this autoethnographic research.

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## Author Biography

**Claire Bowmer** is an instructional designer and teacher educator. She delivers media and expressive arts workshops for preservice teachers at Flinders University. This has included using zines and reflective art for learning and introducing challenging topics of sustainability. She remains connected to education through delivering creative workshops in schools from nature journaling and sketch note-taking to AI for imagining futures. She shares both her professional design career experience and more illustration practice of telling stories in comics and picture books under Claire Richards. She has volunteered with the SA chapter of Australian Association of Environmental Educators to develop resources linked with art and story telling. Claire has a Master of Education degree and is continuing to study sustainability at UTAS.