

Futures Thinking Teachers Pack

English



Education is about the future. Educators aim to prepare young people for the future and to support them to fully participate in all aspects of civic, cultural, social, intellectual and economic life. It is therefore important for young people to be given opportunities to think carefully about that future and their role in it.

The Futures Thinking Teaching Pack supports teachers and learners to develop approaches to exploring the future that are not about making predictions, but about considering possible, probable and preferable futures in order to support action and decision-making in the present.¹

The pack, which is closely linked to National Curriculum requirements, engages Key Stage 3 and Key Stage 4 students in grounded inquiry into current trends and possible futures. The activities in the pack encourage students to critically examine their place in the world, the structures and features that bring about the societies they live in, their own beliefs and their agency in shaping their preferable future.

About the Futures Thinking Teacher Pack

The Futures Thinking Pack in brief

15 classroom activities

- Designed to be adaptable for **KS3 and KS4**
- Non-sequential and can be used as standalone resources
- Can be grouped by four subject areas: **Geography, English, PSHE, Citizenship**
- Cross-curricular activities can be grouped together for an off-timetable/collapsed 'Futures Day'

Resources

- Central resources: six Future Worlds Webcasts, Future Worlds: In Brief, Future Worlds: Summarised and the Be Prepared: Future Trends document
- Resources to support each activity
- All resources can be used online or downloaded to be used offline

Curriculum relevance

- National Curriculum links for each activity with reference to the Scottish Curriculum for Excellence for Excellence

Activities

This English pack consists of 5 classroom activities, each of which is a free-standing resource, with supporting materials and curriculum links. The activities are designed to be adaptable for use with both KS3 and KS4 students and are flexible enough that teachers may adapt them to suit their subject area and the needs of their students.

Suggestions for developing the activities for different age ranges and students with varying levels of support needs are provided, as are ideas for independent learning/homework. Each activity may be condensed for the purpose of a single lesson or expanded to cover a series of lessons.

Activities in this pack are:

Talking Teens
Future Visions
Whose Future
Media Mash-up
Learning Lives

1. The activities and resources in the pack have been developed from the Beyond Current Horizons programme, a three year Futurelab research project funded by the DCSF, which explored how social and technological change might impact on education over the next 15-20 years and beyond www.beyondcurrenthorizons.org.uk

Resources

As well as providing materials to support each activity, the Futures Thinking Teacher Pack has a set of core central resources that are used for all activities. These are based around the concept of three possible future worlds that have been created to prompt discussion and debate.

These are a set of webcasts in which young people explain what life might be like in the three possible future worlds and written overviews of each of those worlds. There is also a Be Prepared document that contains details of some of the current trends which have been used as a basis for proposing the three future worlds.

Using the Three Future Worlds²

It is important for both teachers and learners to understand that the three future worlds described are not predictions. They are possible futures which may develop around the year 2025 and beyond, if current trends continue.

The worlds are neither dystopian nor utopian and it is important that teachers encourage students to critically analyse the potential upsides and downsides of each. They are intended to challenge assumptions and stereotypical visions of the future and spark debate and discussion.

The activities in the pack support teachers and learners to use the three worlds to make explicit links between the past, present and future and to use them as a springboard for developing their ideas about what the future might mean for individuals and society.

All activities and supporting materials are available online and can be downloaded, as can the central resources. In the few activities that are supported by specially created interactive resources available only online, an offline alternative is suggested so that it is not essential to have internet access in the classroom.

For teachers and learners keen to explore the use of digital technology to support their futures thinking and the creative communication of their ideas, there are suggestions for using online tools throughout the pack.

A useful listing of other web 2.0 tools which may be used in addition or as an alternative to the ones suggested within the activity can be found at

Web 2.0:

Cool Tools for Schools

cooltoolsforschools.wikispaces.com

2. The three possible future worlds are adapted from those proposed by the Beyond Current Horizons research programme. The original material can be accessed here www.beyondcurrenthorizons.org.uk/scenarios

Curriculum relevance

All the activities in the Futures Thinking Teachers Pack support the core, statutory aims of the National Curriculum which are to enable students to become successful learners, confident individuals and responsible citizens.

Links to Futures Thinking in the National Curriculum aims³

Successful learners

- have enquiring minds and think for themselves to process information, reason, question and evaluate
- know about big ideas and events that shape our world

Confident individuals

- who are able to live safe, healthy and fulfilling lives
- have secure values and beliefs, and have principles to distinguish right from wrong

Responsible citizens

- who make a positive contribution to society
- take account of the needs of present and future generations in the choices they make

Each activity has an accompanying table detailing its relevance to specific National Curriculum subjects, Cross-Curriculum Dimensions, Personal, Learning and Thinking Skills (PLTS) and the Scottish Curriculum for Excellence.

The curriculum subject links for each activity are outlined in the Index.

The four subjects with the strongest curriculum links to futures thinking and the activities in the pack are detailed below:

– Citizenship:

Citizenship education aims to equip students with the knowledge and understanding to become active members of society who will take an effective role in public life. Knowledge of the Law, the rights and responsibilities of citizens, the structure of democracy and an understanding and acceptance of diversity allows students to participate in local, national and global debates. Engagement with futures thinking is essential for students to start making connections between their place in the world and how decisions made now will affect the development of the future and future generations

Example of curriculum link:

Assess critically the impact of their actions on communities and the wider world, now and in the future, and make recommendations to others for further action (KS4, Taking informed and responsible action, 2.3c)

– PSHE:

The PSHE programme of study aims to support students to develop as mature and confident people who can manage risk, make informed decisions, and lead happy and fulfilled lives both financially and emotionally. Students learn to recognise their strengths and weaknesses in a variety of fields and to develop the self-esteem needed to make necessary changes. Activities in the futures thinking teachers pack supports students to consider the future in a grounded and evidence based way and explore what their lives might be like in three different futures. Projecting themselves into future settings allows students to assess what skills they have now, and what skills and plans they may need to develop in order to follow their chosen paths.

Example of curriculum links:

Investigate the main trends in employment and relate these to their career plan (KS3, Exploration, 2.2c)

3. Full details of the Secondary National Curriculum aims can be found online at curriculum.qcda.gov.uk/key-stages-3-and-4/aims-values-and-purposes/index.aspx

– **English:**

As a core subject, the study of English encourages students to develop critical awareness and the language of analysis. These central skills can be applied to a wide variety of texts, including the multimodal nature of media texts – texts which are likely to proliferate in the future. The ability to articulate ideas and opinions and to listen and respond appropriately to those of others is central to students' engagement with this critical analysis. These vital skills will enable students to challenge, question and articulate as they move from the present into the future. The activities in the pack support students to critically engage with the concept of the future and to challenge assumptions by interrogating the ways in which the future is portrayed.

Example of curriculum links:

Question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems (KS4 Critical Thinking and Enquiry, 2.1a)

– **Geography:**

The study of geography encourages students to realise that although the world is challenging, complex and ever-changing, we are all interconnected on many different levels. This subject shows students how people and their environments, both locally and globally, are intrinsically linked and forever interacting. The diversity of peoples and places, societies and economies are all critical elements in how the future will evolve. Exploring what might happen in the future if current trends continue allows students to make the connection between decisions being made now and future scenarios.

Example of curriculum links:

Understand how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and society (KS3, Physical and human processes, 1.5a)

Acknowledgements

This pack has been created by Futurelab from the original outputs of the Beyond Current Horizons research programme.

The curriculum links were explored and the activities were developed and reviewed in collaboration with a small group of secondary school teachers who attended a participatory, ideas generating workshop in November 2009.

Futurelab would like to thank the teachers involved:

Vivienne Agostan, Niamh Black, Pete Brealey, Charmaine Collins, Deb McKinney, Duncan Potts, Richard Wells, Susan White and Darren Wilson.

Futurelab would also like to thank Alison Woodiwiss of TeacherText who collaborated with us to develop and write the activities and Jon Turney who re-purposed the Beyond Current Horizons material to create the central resources.

Digital Vision developed and produced the video scenarios.

Sarah Payton
with **Claire Denney, Marisa Harlington,**
Graham Hopkins and **Duncan Thomson**

Talking Teens

Curriculum links

Citizenship

PSHE

English

PLTS: independent enquirers, creative thinkers, reflective learners, team workers, effective participators

Cross-curriculum dimensions: identity and cultural diversity, global dimension and sustainable development, creativity and critical thinking

See the section at the end of this activity

Purpose

Talking Teens asks students to consider developments and trends in society and how these changes might manifest themselves in the future. During the activities students identify changes that are occurring now and how these might develop over the next 20-30 years of their lives. This supports students to make links between present actions and the future rather than thinking of the future as a pre-defined space and time.

Preparation

You may wish to collate information about developing trends which cover the ten themes identified in the main activity: the role of the citizen; the role of the state; geography; society; family; work and employment; leisure; media, the arts and technology; education; politics.

This information may take the shape of newspaper stories, news items, surveys etc.

Resources

 **Future Worlds webcasts**

Suggested web tools

 **JayCut**

Free online movie editing software.
jaycut.com

 **Movie Maker**

Microsoft's free movie editing tool.
www.microsoft.com/windowsxp/downloads/updates/moviemaker2.msp

 **VIDDIX**

Upload your video and publish to any web page.
www.viddix.com

 **Kids' Vid**

Instructional website to help teachers and students to use video production in class, includes scripting, making the video, editing and showtime.
kidsvid.4teachers.org

Suggested starter activity

As a class or in pairs, ask students to identify things in their lives that have changed or evolved in the last three to five years. This could be personal or something that they have been aware of happening at a local, national or international level that has directly affected them.

Main Activity

1. Show students the Future Worlds webcasts which detail the experiences of teenagers in three possible futures. Explain that these are written based on the possible outcomes of current trends.
 - What obvious differences can students identify between life now and life in each of the possible futures?
 - What current trends or decisions happening now in society might lead to some aspects of the possible futures they have been presented with?
2. As a class discuss what is meant by the ten following themes: the role of the citizen; the role of the state; geography; society; family; work and employment; leisure; media, the arts and technology; education; politics.
3. In groups, allocate students one of the themes just discussed.
 - Each group of students then has to identify three changes/trends that are happening now in the theme they have been allocated.
 - Do any of the trends they have identified appear in the worlds described in the webcasts?
 - Each group feeds back to the class.
4. In their groups, ask students to create their own webcasts or presentations to communicate their thoughts on the links between what is happening

now and what might happen in the future. They should describe their current experiences of the world using some or all of the ten themes already discussed and suggest changes that may take place in those areas of life over the next 20-30 years.

✔ Tips for creating a webcast:

- Students may wish to use online editing tools suggested on the previous page to edit and sequence their webcasts, add sound and graphics and publish to the web
 - Support students to consider who the audience will be for their webcast. This will help them carefully choose content
5. Students show their webcast to an audience. This could be watching each others' if another audience is not available but it is important that this is decided at the beginning. Students should reflect on the needs of their audience throughout the creation of their webcasts or presentations.
 6. Students peer review each others' work against criteria set by the whole class or invite comments from their audience.

Differentiation and extended learning

Talking Teens can be adapted for the range of learners in both Key Stage 3 (Years 7-9) and Key Stage 4 (Years 10-11). Below are some suggestions for both younger and older students, as well as those needing extra support and extension. There are also suggestions for independent learning outside the classroom.

Supported/younger learners

For lower Key Stage 3 students or students needing more support try the following:

- Choose one of the themes as a focus eg 'education' or 'geography'
- Create a series of ten questions for the chosen theme designed to focus students on what is happening now and what changes might happen over the next 30 years
- Focus on clips from the webcasts which match your chosen theme
- Create webcasts which focus only one theme

Extended/older learners

For Key Stage 4 students or students needing extension work try the following:

- Create a webcast montage of different representative members of our current society eg a politician; a retired person; a teenager; an environmental activist; an asylum seeker; etc.
- Discuss how these roles might develop over the next 30 years

Independent learning

Suggested ideas for activities outside the classroom:

- Choose one representative from our current society and script and film a webcast of this representative explaining what life is like now
- What changes does each representative think may happen over the next 20-50 years?

Notes

| Subjects | KEY STAGE 3 | KEY STAGE 4 |
|---|--|--|
| <p>Citizenship</p> <p>Range and content:</p> <ul style="list-style-type: none"> Helps students make sense of the world today and equips them for the challenges and changes facing communities in the future <p>Curriculum opportunities:</p> <ul style="list-style-type: none"> Helps students evaluate the extent to which a partial view of events and issues is presented | <p>Critical thinking and enquiry:</p> <ul style="list-style-type: none"> Engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems (2.1a) Analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias (2.1c) | <p>Critical thinking and enquiry:</p> <ul style="list-style-type: none"> Question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems (2.1a) Research, plan and undertake enquiries into issues and problems, using a range of information, sources and methods (2.1b) Analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias (2.1c) Evaluate different viewpoints, exploring connections and relationships between viewpoints and action in different contexts (2.1d) |
| <p>PSHE (Personal wellbeing)</p> <p>Range and content:</p> <ul style="list-style-type: none"> Allows students to express diversity in their values and see examples of others' diverse values <p>Curriculum opportunities:</p> <ul style="list-style-type: none"> Work as members of groups and teams, taking on different roles and responsibilities | <p>Diversity:</p> <ul style="list-style-type: none"> Appreciating that, in our communities, there are similarities as well as differences between people (1.5a) <p>Critical reflection:</p> <ul style="list-style-type: none"> Reflect critically on their own and others' values (2.1a) <p>Developing relationships and working with others:</p> <ul style="list-style-type: none"> Use the social skills of communication, negotiation, assertiveness and collaboration (2.3c) | <p>Diversity:</p> <ul style="list-style-type: none"> Appreciating that, in our communities, there are similarities as well as differences between people (1.5a) <p>Critical reflection:</p> <ul style="list-style-type: none"> Reflect critically on their own and others' values and change their behaviour accordingly(2.1a) <p>Developing relationships and working with others:</p> <ul style="list-style-type: none"> Use the social skills of communication, negotiation, assertiveness and collaboration (2.3c) |
| <p>English</p> <p>Range and content:</p> <ul style="list-style-type: none"> Varieties of discussion and presentation Varieties of purposes Varieties of writing opportunities <p>Curriculum opportunities:</p> <ul style="list-style-type: none"> Develop speaking and listening skills through work that makes cross-curricular links with other subjects Develop reading skills through work that makes cross-curricular links with other subjects Develop writing skills through work that makes cross-curricular links with other subjects | <p>Competence:</p> <ul style="list-style-type: none"> Being clear, coherent and accurate in spoken and written communication (1.1a) <p>Creativity:</p> <ul style="list-style-type: none"> Making fresh connections between ideas, experiences, texts and words (1.2a) Using creative approaches to answer questions, solving problems and developing ideas (1.2d) <p>Critical understanding:</p> <ul style="list-style-type: none"> Assessing the validity and significance of information and ideas from different sources (1.1b) Exploring others' ideas and developing their own (1.1c) <p>Speaking and listening:</p> <ul style="list-style-type: none"> Engage an audience, using a range of techniques to explore, enrich and explain ideas (2.1d) Engage an audience, using a range of techniques to explore, enrich and explain ideas (2.1d) Make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions (2.1g) | <p>Competence:</p> <ul style="list-style-type: none"> Expressing complex ideas and information clearly, precisely and accurately in spoken and written communication (1.1a) <p>Creativity:</p> <ul style="list-style-type: none"> Making fresh connections between ideas, experiences, texts and words ((1.2a) Using creative approaches to answer questions, solving problems and developing ideas (1.2d) <p>Critical understanding:</p> <ul style="list-style-type: none"> Connecting ideas, themes and issues, drawing on a range of texts (1.4b) Forming independent views and challenging what is heard or read on the grounds of logic, evidence or argument (1.4c) <p>Speaking and listening:</p> <ul style="list-style-type: none"> Speak fluently, adapting talk to a wide range of familiar and unfamiliar contexts and purposes (2.1a) Reflect and comment critically on their own and others' performances (2.1d) |

| PLTS | Cross-curriculum Dimensions | Curriculum for Excellence (SQA) |
|---|--|--|
| <p>Independent enquirers: _ Explore issues, events or problems from different perspectives</p> <p>Creative thinkers: _ Generate ideas and explore possibilities _ Question their own and others' assumptions</p> <p>Reflective learners: _ Assess themselves and others, identifying opportunities and achievements</p> <p>Team workers: _ Work confidently with others Listen to and take account of different views</p> <p>Effective participators: _ Actively engage with issues that affect them and those around them _ Discuss issues of concern</p> | <p>Identity and cultural diversity: _ Engage critically with controversial issues</p> <p>Global dimension and sustainable development: _ Reflect on consequences of their own actions and take account of the needs of present and future generations</p> <p>Creativity and critical thinking: _ Think and act creatively, using their imagination to explore the unfamiliar and make unlikely connections</p> | <p>Talking Teens allows opportunities for study in the following curriculum areas in Scottish schools and colleges:</p> <p>S 1-4</p> <ul style="list-style-type: none"> _ Health and wellbeing across learning - Planning for choices and changes _ Literacy across learning _ Literacy and English |

Future Visions

Curriculum links

Citizenship

PSHE

English

Science

Art

Music

PLTS: independent enquirers, creative thinkers, reflective learners, team workers, effective participators

Cross-curriculum dimensions: identity and cultural diversity, global dimension and sustainable development, creativity and critical thinking

See the section at the end of this activity

Purpose

Future Visions helps students to develop critical awareness of a range of representations of the future. By comparing and contrasting a variety of interpretations of the future from a range of media sources and examining what visions of the future people have had in the past, students are encouraged to recognise patterns in the way the future is represented.

This supports students to challenge their own and society's current assumptions about the future.

Preparation and resources

You and/or your students should research and collect a range of material depicting the future. These can include newspaper articles and stories, films, cartoons, television programmes, fiction, music or art. See below for some ideas.

Novels:

Key Stage 3 (Years 7-9)

His Dark Materials Trilogy - Philip Pullman
Children of the Dust - Louise Lawrence
Brother in the Land - Robert Swindells
The day of the Triffids - John Wyndham

Key Stage 4 (Years 10-11)

1984 - George Orwell
Frankenstein - Mary Shelley
The Time Machine - H.G Wells
The War of the Worlds - H.G Wells

Key Stage 5 (Years 12-13)

The Handmaid's Tale - Margaret Atwood
Brave New World - Aldous Huxley
Woman on the Edge of Time - Ursula Le Guin
The Children of Men - P D James

2010: Living in the Future is a fascinating book, written in 1972 about what life would be like in 2010 and it has been made available online: 2010book.tumblr.com

Films:

Avatar (12A), Wall-E (U), 2012 (12A), The Road (15), Back to the Future Part 2 (PG), Reign of Fire (12)

Animations:

Ulysses 31, The Jetsons, Futurama, Future Boy Conan, Astro Boy

✔ Tips:

Cartoon episodes and trailers for films are often freely available on the web. Try searching YouTube or enter the film or animation's name into a search engine. Showing one of these trailers or cartoons would be an engaging way to start the activity.

Wikipedia also has useful lists such as:

Films set in the 21st century
en.wikipedia.org/wiki/Category:Films_set_in_the_21st_century

Films set in the future
en.wikipedia.org/wiki/List_of_films_set_in_the_future

TV programmes:

The online BBC Archive is a useful place to start:
www.bbc.co.uk/archive

One programme that might be particularly interesting to look at in the archives is Tomorrow's World, the BBC's flagship science programme, which ran from 1965 for 40 years. Each episode featured changing technology and discussed how this might impact on the future generations.

Newspapers:

Many newspapers now have free, searchable archives online. An example is The Times:
archive.timesonline.co.uk/tol/archive. Wikipedia has a useful list of online newspaper archives
en.wikipedia.org/wiki/List_of_online_newspaper_archives#United_Kingdom.

Images from the Future... from the Past:

Paleofuture is a website and blog dedicated to past visions of the future, which has an enormous library of images of the future from the 1870s through to the 1990s
www.paleofuture.com

To download images from this website for use offline, please download Images Future Past from:
www.futurelab.org.uk/futures-thinking

Suggested web tools

✉ Scrapblog

Combine photos, audio, video and text to create multimedia pages which can be posted to shared class space on the school's learning platform.

www.scrapblog.com

✉ Glogster

Combine images, video, music, photos and audio to create multimedia posters.

www.glogster.com

✉ Wikispaces

Create simple wikis, online spaces that can be edited collaboratively.

www.wikispaces.com

✉ Flickr

An online photo sharing space that allows users to upload, organise and 'tag' their photos with relevant categories. Images are uploaded by people around the world and are searchable by anyone.

www.flickr.com

Suggested starter activity

Ask students to consider five things that symbolise the future for them, then ask them to write them down or draw them. These ideas can be technological, creative, scientific, environmental, social, etc.

Individually or in groups, ask students to prepare a montage of images which best represents their visions of the future. Students could do this digitally or by hand and could use images, video clips, graphics, etc.

✔ Tips for creating a webcast:

- Students could search Flickr (see suggested web tools) for images of certain things that symbolise the future for them or search using the term future to see what types of image people have considered to be relevant.
- Create digital montages using one of the suggested web tools.
- Create an online class space dedicated to the class' digital montages.
- Students could add text to their montages to explain why they chose the images in and why they feel they represent the future.

Review the series of montages with the class.

- Are there any dominant images throughout the sequences of montages? If so, what are they? Why do students think these images keep reoccurring?

Main Activity

1. As a class, look at the Images of the Future... from the Past (see previous page) along with one or two of the other suggested resources, eg 2010: Living in the Future or clips from past episodes of the BBC's Tomorrow's World.

- How close are the past future visions to the present? What things did people in the past forecast correctly and what things did they get wrong?
- Are there any aspects of the past visions of the future that are similar to the students' montages?
- What do students think influence their visions of the future? Are they realistic or unrealistic?
- Do students think the future means different things to different generations? Why?

2. Divide the class into groups of three or four students. Depending on their age and ability, either allocate or ask the groups to select for themselves, one or more pieces of media (film, TV programme, cartoon etc) which present a view of the future. Ask them to research and consider their piece and present back to the class.

- What year was the piece was created in?
- What view of the future does it present?
- Do the students think it is realistic or unrealistic?
- Can they link the view of the future presented to present day?
- What concerns for the future are portrayed in these fictional representations?
- Can we identify society's present fears in these texts?

3. As a class, discuss:

- Are there any similarities in the sorts of futures people imagine regardless of when they have imagined them (eg technology-driven change)?
- What concerns do people have for the future?
- The future is often thought of in terms of great change but it is important to consider what won't change. What might stay the same in the future?

Differentiation and extended learning

Future Visions can be adapted for the range of learners in both Key Stage 3 (Years 7-9) and Key Stage 4 (Years 10-11). Below are suggestions for both younger and older students, as well as those needing extra support and extension. There are also suggestions for independent learning outside the classroom.

Supported/younger learners:

For lower Key Stage 3 students or students needing more support try the following:

- Choose one representation of the future and analyse as a whole class

Extended/older learners:

For Key Stage 4 students or students needing extension work try the following:

- In groups, ask students to look at a sample of daily newspapers on any given day.

Ask each group to identify which stories or articles contain references to things that might happen in:

- a) the immediate future (the next few days or weeks)
- b) the mid range future (the next few months or years) and
- c) the long term future (future generations)

What different kinds of concerns for the future are expressed in each of the stories e.g. crime; family breakdown; gang violence etc?

- Analyse two different periods of history and society's concerns for the future in each of them

Independent learning:

Suggested ideas for activities outside the classroom:

- Create a treatment for a film about an aspect of the future discussed in class
- Write the opening chapter of a book aimed at teenagers about an aspect of the future discussed in class

Notes

| Subjects: | KEY STAGE 3 | KEY STAGE 4 |
|---|--|--|
| <p>English</p> <p>Range and content:</p> <ul style="list-style-type: none"> _ Varieties of discussion and presentation _ Varieties of purposes _ Texts of quality, interest and engagement including those from English literary heritage and multimodal texts _ Varieties of writing opportunities <p>Curriculum opportunities:</p> <ul style="list-style-type: none"> _ Develop speaking and listening skills through work that makes cross-curricular links with other subjects _ Develop reading skills through work that makes cross-curricular links with other subjects _ Develop writing skills through work that makes cross-curricular links with other subjects and responsibilities | <p>Competence:</p> <ul style="list-style-type: none"> _ Being clear, coherent and accurate in spoken and written communication (1.1a) _ Reading and understanding a range of texts, and responding appropriately (1.1b) <p>Creativity:</p> <ul style="list-style-type: none"> _ Making fresh connections between ideas, experiences, texts and words (1.2a) _ Using creative approaches to answer questions, solving problems and developing ideas (1.2d) <p>Critical reflection:</p> <ul style="list-style-type: none"> _ Reflect critically on their own and others' values and change their behaviour accordingly (2.1a) <p>Critical understanding:</p> <ul style="list-style-type: none"> _ Engaging with ideas and texts, understanding and responding to the main issues (1.4a) _ Assessing the validity and significance of information and ideas from different sources (1.1b) _ Exploring others' ideas and developing their own (1.1c) | <p>Competence:</p> <ul style="list-style-type: none"> _ Expressing complex ideas and information clearly, precisely and accurately in spoken and written communication (1.1a) _ Reading, understanding the detail and gaining an overview of texts from a wide range of sources, including those found beyond the classroom (1.1b) <p>Creativity:</p> <ul style="list-style-type: none"> _ Making fresh connections between ideas, experiences, texts and words (1.2a) _ Using creative approaches to answer questions, solving problems and developing ideas (1.2d) <p>Critical understanding:</p> <ul style="list-style-type: none"> _ Engaging with the details of ideas and texts (1.4a). _ Connecting ideas, themes and issues, drawing on a range of texts (1.4b) _ Forming independent views and challenging what is heard or read on the grounds of logic, evidence or argument (1.4c) <p>Cultural understanding:</p> <ul style="list-style-type: none"> _ Gaining a sense of the English literary heritage and engaging with important texts in it (1.3a) |
| <p>Citizenship</p> <p>Range and content:</p> <ul style="list-style-type: none"> _ Focuses on the political and social dimensions of living together in the UK and recognises the influence of historical context _ Helps students make sense of the world today and equips them for the challenges and changes facing communities in the future <p>Curriculum Opportunities:</p> <ul style="list-style-type: none"> _ Helps students evaluate the extent to which a partial view of events and issues is presented _ Makes links with the media in English and provides historical context | <p>Critical thinking and enquiry:</p> <ul style="list-style-type: none"> _ Engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems (2.1a) _ Analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias (2.1c) | <p>Critical thinking and enquiry:</p> <ul style="list-style-type: none"> _ Question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems (2.1a) _ Research, plan, and undertake enquiries into issues and problems, using a range of information, sources and methods (2.1b) _ Analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias (2.1c) _ Evaluate different viewpoints, exploring connections and relationships between viewpoints and action in different contexts (2.1d) |

| Subjects: | KEY STAGE 3 | KEY STAGE 4 |
|--|---|--|
| <p>History</p> <p>Range and content:</p> <ul style="list-style-type: none"> – Make appropriate links to parallel events, changes and developments in British, European and world history <p>Curriculum opportunities:</p> <ul style="list-style-type: none"> – Make links between history and other subjects and areas of the curriculum, including citizenship | <p>Cultural, ethnic and religious diversity:</p> <ul style="list-style-type: none"> – Understanding the diverse experiences and ideas, beliefs and attitudes of men, women, and children in past societies and how these have shaped the world (1.2a) <p>Change and continuity:</p> <ul style="list-style-type: none"> – Identifying and explaining change and continuity within and across periods of history (1.3a) <p>Historical enquiry:</p> <ul style="list-style-type: none"> – Identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses (2.1a) <p>Communicating about the past:</p> <ul style="list-style-type: none"> – Present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary (2.3a) | <p>No Statutory Requirement</p> |

| PLTS (As activity may be tailored to individual curriculum areas, other opportunities for PLTS may arise) | Cross-curriculum Dimensions | Curriculum for Excellence (SQA) |
|--|---|---|
| <p>Independent enquirers: _ Explore issues, events or problems from different perspectives</p> <p>Creative thinkers: _ Generate ideas and explore possibilities</p> <p>Team workers: _ Question their own and others' assumptions _ Work confidently with others _ Listen to and take account of different views</p> <p>Effective participators: _ Actively engage with issues that affect them and those around them _ Discuss issues of concern</p> | <p>Technology and the media: _ Read, deconstruct and critically evaluate different types of media</p> <p>_ Consider the relationship between reality and the world portrayed by the media</p> | <p>Future Visions allows opportunities for study in the following curriculum areas in Scottish schools and colleges:</p> <p>S 1-4</p> <p>_ Health and wellbeing across learning – Planning for choices and changes</p> <p>_ Literacy across learning</p> <p>_ Literacy and English</p> <p>_ Social studies – People, past events and societies</p> |

Whose Future?

Curriculum links

Citizenship

English

PSHE

PLTS: independent enquirers, creative thinkers, reflective learners, team workers, effective participators

Cross-curriculum dimensions: identity and cultural diversity

See the section at the end of this activity

Purpose

Whose Future? supports students to consider the ways in which the political landscape may change and how their actions in the present can influence the future. This activity encourages students to debate, discuss and decide what they believe to be possible developments in this political landscape and what they believe would be a preferable future.

Preparation

You may want to prepare a brief outline of the UK electoral system and key figures in current British Politics. You may also want to gather election materials from a representative selection of political parties which can be used as samples in the main activities.

Suggested web tools

🔗 Glogster

Combine images, video, music, photos and audio to create multimedia posters.
www.glogster.com

🔗 SurveyMonkey

Design a survey, collect responses and analyse the results.
www.surveymonkey.com

Suggested starter activity

- Students brainstorm the political parties that they know.
 - Students list as many politicians names as they can, identify which party they are associated with and what role/job they perform.
 - Provide feedback filling in any missing knowledge.
- ✔ **Tip:**
- At this stage, teachers may wish to conduct a quick Citizenship revision session about the UK electoral system and key players in current national politics.

Main Activity

1. In groups, ask students to choose one political party and research what future vision it is trying to sell to the voter and feed back to the rest of the class.
 - What 'promises' do the parties make to the electorate?
 - How many of these promises are linked to things that might happen in the future? How far into the future?

✔ **Tip:** You may wish to allocate specific political parties to different groups to ensure a fair representation.

2. In groups, ask students to consider the Future Worlds: In Brief document which describes three possible futures that researchers have proposed based on current trends. Ask students to pay particular attention to the information under the themes of the role of the state and politics.
 - For each of the three worlds, how does the role of the state and the political landscape compare with current society?
 - Which differences do students think are more or less likely to develop in the future?
3. In their groups, ask the students to choose one aspect from one of the three worlds. This should be an aspect which they believe to be possible and which they would prefer to happen. Each group should plan an outline of an election campaign for

their chosen aspect. This could include speeches, leaflets and pamphlets, websites, television and radio advertisements.

- ✔ **Tips for creating campaign material:**
- Look at existing election material of the major political parties.
 - Match your use of language to your intended audience.
 - Look at techniques used to persuade and convince.

4. Ask the groups to prepare and present a political speech outlining their arguments for change.
 - Class assesses the effectiveness of each political speech.
 - Class votes for the political change they would support the most.
 - Class votes for the political change they think is most likely to happen.

Differentiation and extended learning

Whose Future? can be adapted for the range of learners in both Key Stage 3 (Years 7-9) and Key Stage 4 (Years 10-11). Below are some suggestions for both younger and older students, as well as those needing extra support and extension. There are also suggestions for independent learning outside the classroom.

Supported/younger learners:

For lower Key Stage 3 students or students needing more support try the following:

- If students are completely unfamiliar with the current political system, spend longer on the starter activity and omit part one

Extended/older learners:

For Key Stage 4 students or students needing extension work try the following:

- Teachers may also wish to spend some time considering alternative international political systems

Independent learning:

Suggested ideas for activities outside the classroom:

- Research one other political system currently used in another part of the world
- List the possible advantages and disadvantages of this system

Notes

| Subjects: | KEY STAGE 3 | KEY STAGE 4 |
|--|---|--|
| <p>Citizenship</p> <p>Range and content:</p> <ul style="list-style-type: none"> _ Encourages understanding of freedom of speech and diversity of views and the role the media plays in informing and influencing public opinion _ Allows opportunities to review key features of British parliamentary democracy and varieties of government (in the UK and beyond) <p>Curriculum opportunities:</p> <ul style="list-style-type: none"> _ Work collaboratively taking on different roles and responsibilities _ Participate in campaigning _ Use and interpret different media and ICT both as sources of information and as a means of communicating ideas _ Makes links between citizenship and work in other subjects and areas of the curriculum | <p>Democracy and justice:</p> <ul style="list-style-type: none"> _ Participating actively in different kinds of decision-making and voting in order to influence public life (1.1a) _ Understanding and exploring the roles of citizens and parliament in holding government and those in power to account (1.1d) <p>Critical thinking and enquiry:</p> <ul style="list-style-type: none"> _ Analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias (2.1c) <p>Advocacy and representation:</p> <ul style="list-style-type: none"> _ Express and explain their own opinions to others through discussions, formal debates and voting (2.2a) _ Justify arguments, giving reasons to try and persuade others to think again, change or support them (2.2c) <p>Taking informed and responsible action:</p> <ul style="list-style-type: none"> _ Work individually and with others to negotiate, plan, and take action on citizenship issues to try to influence others, bring about change or resist unwanted change, using time and resources appropriately (2.3b) | <p>Democracy and justice:</p> <ul style="list-style-type: none"> _ Participating actively in different kinds of decision-making and voting in order to influence public life (1.1a) _ Understanding and exploring the roles of citizens and parliament in holding government and those in power to account (1.1d) <p>Critical thinking and enquiry:</p> <ul style="list-style-type: none"> _ Interpret and critically analyse sources used, identifying different values, ideas and viewpoints and recognising bias (2.1c) <p>Advocacy and representation:</p> <ul style="list-style-type: none"> _ Critically evaluate different ideas and viewpoints including those with which they do not necessarily agree _ Present a convincing argument that takes into account of, and represents, different viewpoints, to try and persuade others to think again, change or support them (2.2c) <p>Taking informed and responsible action:</p> <ul style="list-style-type: none"> _ Negotiate, decide on and take action to try to influence others, bring about change or resist unwanted change, managing time and resources appropriately (2.3c) |
| <p>English</p> <p>Range and content:</p> <ul style="list-style-type: none"> _ Varieties of discussion and presentation _ Varieties of purposes _ Texts of quality, interest and engagement including multimodal texts _ Varieties of writing opportunities <p>Curriculum opportunities:</p> <ul style="list-style-type: none"> _ Develop speaking and listening skills through work that makes cross-curricular links with other subjects _ Develop reading skills through work that makes cross-curricular links with other subjects _ Develop writing skills through work that makes cross-curricular links with other subjects <p>Competence:</p> <ul style="list-style-type: none"> _ Being clear, coherent and accurate in spoken and written communication (1.1a) _ Reading and understanding a range of texts, and responding appropriately (1.1b) | <p>Creativity:</p> <ul style="list-style-type: none"> _ Making fresh connections between ideas, experiences, texts and words (1.2a) _ Using creative approaches to answer questions, solving problems and developing ideas (1.2d) <p>Critical understanding:</p> <ul style="list-style-type: none"> _ Engaging with ideas and texts, understanding and responding to the main issues (1.4a) _ Assessing the validity and significance of information and ideas from different sources (1.1b) _ Exploring others' ideas and developing their own (1.1c) | <p>Competence:</p> <ul style="list-style-type: none"> _ Expressing complex ideas and information clearly, precisely and accurately in spoken and written communication (1.1a) _ Reading, understanding the detail and gaining an overview of texts from a wide range of sources, including those found beyond the classroom (1.1b) <p>Creativity:</p> <ul style="list-style-type: none"> _ Making fresh connections between ideas, experiences, texts and words (1.2a) _ Using creative approaches to answer questions, solving problems and developing ideas (1.2d) <p>Critical understanding:</p> <ul style="list-style-type: none"> _ Engaging with the details of ideas and texts (1.4a). _ Connecting ideas, themes and issues, drawing on a range of texts (1.4b) _ Forming independent views and challenging what is heard or read on the grounds of logic, evidence or argument (1.4c) |

| Subjects: | KEY STAGE 3 | KEY STAGE 4 |
|---|--|---|
| <p>PSHE</p> <p>Range and content:</p> <ul style="list-style-type: none"> _ Allows students to express diversity in their values and see examples of others' diverse values <p>Curriculum Opportunities:</p> <ul style="list-style-type: none"> _ Work as members of groups and teams, taking on different roles and responsibilities | <p>Diversity:</p> <ul style="list-style-type: none"> _ Appreciating that in our communities there are similarities as well as differences between people (1.5a) <p>Critical reflection:</p> <ul style="list-style-type: none"> _ Reflect critically on their own and others' values (2.1a) <p>Developing relationships and working with others:</p> <ul style="list-style-type: none"> _ Use the social skills of communication, negotiation, assertiveness and collaboration (2.3c) | <p>Diversity:</p> <ul style="list-style-type: none"> _ Appreciating that in our communities there are similarities as well as differences between people (1.5a) <p>Critical reflection:</p> <ul style="list-style-type: none"> _ Reflect critically on their own and others' values and change their behaviour accordingly (2.1a) <p>Developing relationships and working with others:</p> <ul style="list-style-type: none"> _ Use the social skills of communication, negotiation, assertiveness and collaboration (2.3c) |

| PLTS (As activity may be tailored to individual curriculum areas, other opportunities for PLTS may arise) | Cross-Curriculum Dimensions | Curriculum for Excellence (SQA) |
|---|---|--|
| <p>Independent enquirers:</p> <ul style="list-style-type: none"> _ Plan and carry out research. Appreciating the consequences of decisions <p>Creative thinkers:</p> <ul style="list-style-type: none"> _ Generate ideas and explore possibilities _ Connect their own and others' ideas and experiences in inventive ways <p>Reflective learners:</p> <ul style="list-style-type: none"> _ Assess themselves and others, identifying opportunities and achievements _ Set goals with success criteria for their development and work _ Evaluate experiences and learning to inform future progress <p>Team workers:</p> <ul style="list-style-type: none"> _ Listen to and take account of different views _ Provide constructive support and feedback to others <p>Effective participators:</p> <ul style="list-style-type: none"> _ Actively engage with issues that affect them and those around them _ Propose practical ways forward, breaking these down into manageable steps _ Identify improvements that would benefit others as well as themselves | <p>Identity and cultural diversity:</p> <ul style="list-style-type: none"> _ Explore their own identities | <p>Where Am I Going? allows opportunities for study in the following curriculum areas in Scottish schools and colleges:</p> <p>S 1-4</p> <ul style="list-style-type: none"> _ Health and wellbeing across learning - Planning for choices and changes |

Media Mash-up

Curriculum links

English

Media studies

PLTS: independent enquirers, creative thinkers, team workers, effective participators
Cross-curriculum dimensions: technology and the media

See the section at the end of this activity

Purpose

Media Mash-up asks students to consider themselves as daily consumers of media. It develops media literacy and the skills in critical analysis. This activity also encourages students to reflect on how media production and consumption are likely to develop in the future and what the positive and negative effects of recent and future developments might be.

Preparation

You may wish to read the media, the arts and technology section from the Future Worlds: In Brief resource and be prepared with prompts, questions or summaries in preparation for taking students through the section. You may also wish to prepare your own outline of your media consumption to share with students. Before starting this activity, you should ask students to keep a diary of their media consumption for a set period of time.

Resources

📄 **Future Worlds: In Brief** – with particular reference to the media, the arts and technology section

📄 **Future Worlds webcasts**

Suggested Web Tools

- 📄 **Jog The Web**
Create a tour of your favourite websites.
www.jogtheweb.com
- 📄 **JayCut** Free online movie editing software.
jaycut.com
- 📄 **Movie Maker**
Microsoft's free movie editing tool.
www.microsoft.com/windowsxp/downloads/updates/moviemaker2.msp
- 📄 **Animoto**
Create short, film-trailer style videos from uploaded photographs or video clips.
animoto.com
- 📄 **drop.io**
Create a private (or public, if you choose) collaborative online space in which students can share, work on and comment on documents, videos and images.
drop.io

Suggested starter activity

As a class brainstorm as many different media platforms as possible eg web, television, MP3 players.

Ask students to note down when they use each platform and how often eg MP3 player, several times a day, before and after school.

Discuss in groups:

- The similarities and differences between what media they consume.
- The similarities and differences between their individual patterns of consumption of different media.

Main Activity

1. Either individually or in groups, ask students to prepare a short visual guide of their media worlds. NB The presentation must be about the different platforms used by students but can also detail favourite content as well. In each presentation they should:
 - Describe each of the media experiences outlined and explain why it appeals to them
 - Critically analyse any content described with particular relation to audio, images and text. Support students with this with a whole class example.
 - Be short and snappy - you might wish to consider a time limit of three to five minutes.
2. Share the presentations, either by showing them in class or uploading them to a shared space. This could be on the school learning platform or you could create a private class space using one of the suggested web tools such as drop.io (see Web Tools), where students can upload and comment on each others' presentations.
3. In pairs, ask students to discuss what developments in media production and consumption they have been aware of.
 - What have these developments been?
 - Who has these changes impacted upon? What has been the impact been?
 - What are the positive and negative effects?
 - How do students think different media will develop over the next 30 years?
4. Ask the class to read the media, the arts and technology section in the Future Worlds: In Brief

resource. Students may also watch the relevant sections of the Future Worlds webcasts for extra support.

- What do they notice about media consumption and production in the three different worlds described?
- What are the differences and similarities between these futures and the present?
- Which aspects of media consumption and production in the possible futures do students find appealing and why?
- Do they have any other ideas about what changes there might be in media production and consumption in the future?

✔ Tips for creating a presentation:

- Use the web tools suggested to create a walkthrough of favourite sites.
- Take screenshots of favourite sites and incorporate them into presentations.
- Include podcasts of favourite radio shows.

Remember the audience!

What sort of presentation will hold the audience's attention? Reading bullet points of complicated language from presentation slides may not be the best way to engage them.

- Time is limited for communicating with the audience. What does the audience really need to know?

Differentiation and extended learning

Media Mash-up can be adapted for the range of learners in both Key Stage 3 (Years 7-9) and Key Stage 4 (Years 10-11). Below are some suggestions for both younger and older students, as well as those needing extra support and extension. There are also suggestions for independent learning outside the classroom.

Supported/younger learners:

For lower Key Stage 3 students or students needing more support try the following:

- Students can watch relevant sections of the webcasts to support their reading
- Presentations can be prepared in groups for extra support rather than individually

Extended/older learners:

For Key Stage 4 students or students needing extension work try the following:

- Prepare presentations which critically analyse the development of one or more of the following issues: personal information and data, advertising on the web, reporting on war and conflict

Independent learning:

Suggested ideas for activities outside the classroom:

- Choose a favourite piece of content
- Explain why this content is particularly appealing
- Create a top-ten list of favourite content with reason why they are favourites

Notes

| Subjects: | KEY STAGE 3 | KEY STAGE 4 |
|---|---|---|
| <p>English</p> <p>Range and content:</p> <ul style="list-style-type: none"> _ Varieties of discussion and presentation _ Varieties of purposes _ Texts of quality, interest and engagement including multimodal texts _ Varieties of writing opportunities <p>Curriculum opportunities:</p> <ul style="list-style-type: none"> _ Develop speaking and listening skills through work that makes cross-curricular links with other subjects _ Develop reading skills through work that makes cross-curricular links with other subjects _ Develop writing skills through work that makes cross-curricular links with other subjects | <p>Competence:</p> <ul style="list-style-type: none"> _ Being clear, coherent and accurate in spoken and written communication (1.1a) _ Reading and understanding a range of texts, and responding appropriately (1.1b) <p>Creativity:</p> <ul style="list-style-type: none"> _ Making fresh connections between ideas, experiences, texts and words (1.2a) _ Using creative approaches to answer questions, solve problems and develop ideas (1.2d) <p>Critical understanding:</p> <ul style="list-style-type: none"> _ Engaging with ideas and texts, understanding and responding to the main issues (1.4a) _ Assessing the validity and significance of information and ideas from different sources (1.1b) _ Exploring others' ideas and developing their own (1.1c) | <p>Competence:</p> <ul style="list-style-type: none"> _ Expressing complex ideas and information clearly, precisely and accurately in spoken and written communication (1.1a) _ Reading, understanding the detail and gaining an overview of texts from a wide range of sources, including those found beyond the classroom (1.1b) <p>Creativity:</p> <ul style="list-style-type: none"> _ Making fresh connections between ideas, experiences, texts and words (1.2a) _ Using creative approaches to answer questions, solving problems and developing ideas (1.2d) <p>Critical understanding:</p> <ul style="list-style-type: none"> _ Engaging with the details of ideas and texts (1.4a) _ Connecting ideas, themes and issues, drawing on a range of texts (1.4b) _ Forming independent views and challenging what is heard or read on the grounds of logic, evidence or argument (1.4c) <p>Cultural understanding:</p> <ul style="list-style-type: none"> _ Gaining a sense of the English literary heritage and engaging with important texts in it (1.3a) |

| PLTS | Cross-Curriculum Dimensions | Curriculum for Excellence (SQA) |
|--|---|--|
| <p>Independent enquirers:</p> <ul style="list-style-type: none"> _ Explore issues, events or problems from different perspectives <p>Creative thinkers:</p> <ul style="list-style-type: none"> _ Generate ideas and explore possibilities _ Question their own and others' assumptions <p>Team workers:</p> <ul style="list-style-type: none"> _ Work confidently with others _ Listen to and take account of different views <p>Effective participators:</p> <ul style="list-style-type: none"> _ Actively engage with issues that affect them and those around them _ Discuss issues of concern | <p>Technology and the media:</p> <ul style="list-style-type: none"> _ Read, deconstruct and critically evaluate different types of media _ Consider the relationship between reality and the world portrayed by the media _ Adapt to the changing nature of the technologies and the media _ Consider media both as consumers and as authors | <p>Media Mash-up allows opportunities for study in the following curriculum areas in Scottish schools and colleges:</p> <p>S 1-4</p> <ul style="list-style-type: none"> _ Literacy across learning _ Literacy and English |

Learning Lives

Curriculum links

Citizenship

English

History

Cross-curricular

PLTS: independent enquirers, creative thinkers, team workers, effective participators

Cross-curriculum dimensions: community participation, identity and cultural diversity

See the section at the end of this activity

Purpose

Learning Lives invites students to consider the role of education in society. It encourages them to reflect upon and critically evaluate the current system of formal education, what it looked like during different periods in history, and consider what education might be like in the future.

Preparation

You could discuss your own educational experiences with students – what are the similarities and differences between then and today's educational system? Were the perceptions of what education meant then different to the perceptions today? If so, how?

Resources

 **Future Worlds webcasts**

 **Future Worlds: In Brief**

Suggested Web Tools

 **Dipity**

Allows users to create visual, interactive, online timelines.

www.dipity.com

Suggested starter activity

Start a short class discussion by asking the students why they think they go to school. You might like to prepare another set of prompt questions that you think will encourage your students to go beyond their initial thoughts.

Main Activity

1. As a class, brainstorm and discuss what students know about education.
 - How is the current formal education system organised?
 - Where does education happen?
 - What is the point at which education ends? Does it end?
 - Do people only learn at school?
 - What is the point of education?
 - What do students like about the current formal education system? What don't they like?
2. As a class or in groups, research what formal education was like during particular periods of history in the eg during the Roman Empire, the Tudor age, the Victorian era. This information will be added to a class timeline later.
 - How were young people educated? Who was formally educated?
 - What was the purpose of education during the chosen time period?
 - What are the differences between formal education then and now?
 - What are the positive and negative effects of the way in which education has changed?
3. As a class, watch the Future Worlds webcasts paying particular attention to what the teenagers say about education in the three possible futures for around 2025. Students should also read the education section in the Future Worlds: In Brief resource.
 - What does education look like in each of the three worlds described?
 - How is it different to the current formal education system?
 - Are there any differences that students can link to current trends?
 - What are positive and negative effects on students in each of the three worlds?
 - Are there any aspects of these future education systems that are particularly appealing or unappealing to students? Why?
 - What future changes to education over the next 30 years would students like to happen?
 - What do students think will probably happen?
4. In groups or as a whole class, use the information researched, collated and discussed in steps two and three to create an education timeline which has three possibilities for the year 2025.

✓ Tips for creating a questionnaire:

- The timeline could include images and drawings as well as text to show what education was, is or may be like at each point on the line.
- If creating an online timeline (see suggested web tools) students could link to video clips and images they have found online.

Differentiation and extended learning

Learning Lives can be adapted for the range of learners in both Key Stage 3 (Years 7-9) and Key Stage 4 (Years 10-11). Below are some suggestions for both younger and older students, as well as those needing extra support and extension. There are also suggestions for independent learning outside the classroom.

Supported/younger learners:

For lower Key Stage 3 students or students needing more support try the following:

- At stage two all learners could research the same period of history

Extended/older learners:

For KS4 students or students needing extension work try the following:

- Research and present their ideas for making changes to the present formal education system
- Interview a range of students, teachers, friends or family members about what they think the purpose of education is and what changes they would like to see develop to benefit future generations

Independent learning:

Suggested ideas for activities outside the classroom:

- Design an educational centre for one of the future worlds
- What purpose does each area of this new centre serve and why?

Notes

| Subjects: | KEY STAGE 3 | KEY STAGE 4 |
|--|--|---|
| <p>Citizenship</p> <p>Range and content:</p> <ul style="list-style-type: none"> _ Focuses on the political and social dimensions of living together in the UK and recognises the influence of historical context _ Helps students make sense of the world today and equips them for the challenges and changes facing communities in the future <p>Curriculum opportunities:</p> <ul style="list-style-type: none"> _ Helps students evaluate the extent to which a partial view of events and issues is presented _ Makes links with other subjects in the curriculum and provides historical context | <p>Critical thinking and enquiry:</p> <ul style="list-style-type: none"> _ Engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems (2.1a) _ Analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias (2.1c) | <p>Critical thinking and enquiry:</p> <ul style="list-style-type: none"> _ Question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems (2.1a) _ Research, plan, and undertake enquiries into issues and problems, using a range of information, sources and methods (2.1b) _ Analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias (2.1c) _ Evaluate different viewpoints, exploring connections and relationships between viewpoints and action in different contexts (2.1d) |
| <p>English</p> <p>Range and content:</p> <ul style="list-style-type: none"> _ Varieties of discussion and presentation _ Varieties of purposes _ Texts of quality, interest and engagement _ Varieties of writing opportunities <p>Curriculum opportunities:</p> <ul style="list-style-type: none"> _ Develop speaking and listening skills through work that makes cross-curricular links with other subjects _ Develop reading skills through work that makes cross-curricular links with other subjects _ Develop writing skills through work that makes cross-curricular links with other subjects | <p>Competence:</p> <ul style="list-style-type: none"> _ Being clear, coherent and accurate in spoken and written communication (1.1a) _ Reading and understanding a range of texts, and responding appropriately (1.1b) <p>Creativity:</p> <ul style="list-style-type: none"> _ Making fresh connections between ideas, experiences, texts and words (1.2a) _ Using creative approaches to answer questions, solving problems and developing ideas (1.2d) <p>Critical understanding:</p> <ul style="list-style-type: none"> _ Engaging with ideas and texts, understanding and responding to the main issues (1.4a) _ Assessing the validity and significance of information and ideas from different sources (1.1b) _ Exploring others' ideas and developing their own (1.1c) | <p>Competence:</p> <ul style="list-style-type: none"> _ Expressing complex ideas and information clearly, precisely and accurately in spoken and written communication (1.1a) _ Reading, understanding the detail and gaining an overview of texts from a wide range of sources, including those found beyond the classroom (1.1b) <p>Creativity:</p> <ul style="list-style-type: none"> _ Making fresh connections between ideas, experiences, texts and words (1.2a) _ Using creative approaches to answer questions, solving problems and developing ideas (1.2d) <p>Critical understanding:</p> <ul style="list-style-type: none"> _ Engaging with the details of ideas and texts (1.4a) _ Connecting ideas, themes and issues, drawing on a range of texts (1.4b) _ Forming independent views and challenging what is heard or read on the grounds of logic, evidence or argument (1.4c) |

| Subjects: | KEY STAGE 3 | KEY STAGE 4 |
|--|---|--|
| <p>History</p> <p>Range and content:</p> <ul style="list-style-type: none"> _ Make appropriate links to parallel events, changes and developments in British, European and world history <p>Curriculum opportunities:</p> <ul style="list-style-type: none"> _ Make links between history and other subjects and areas of the curriculum, including citizenship | <p>Cultural, ethnic and religious diversity:</p> <ul style="list-style-type: none"> _ Understanding the diverse experiences and ideas, beliefs and attitudes of men, women, and children in past societies and how these have shaped the world (1.2a) <p>Change and continuity:</p> <ul style="list-style-type: none"> _ Identifying and explaining change and continuity within and across periods of history (1.3a) <p>Historical enquiry:</p> <ul style="list-style-type: none"> _ Identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses (2.1a) <p>Communicating about the past:</p> <ul style="list-style-type: none"> _ Present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary (2.3a) | <p>No Statutory Requirement</p> |

| PLTS | Cross-Curriculum Dimensions | Curriculum for Excellence (SQA) |
|--|--|---|
| <ul style="list-style-type: none"> _ Explore issues, events or problems from different perspectives _ Generate ideas and explore possibilities _ Question their own and others' assumptions _ Work confidently with others _ Listen to and take account of different views _ Actively engage with issues that affect them and those around them _ Discuss issues of concern | <p>Community participation:</p> <ul style="list-style-type: none"> _ Engage in dialogue with a range of outside individuals, groups and organisations <p>Identity and cultural diversity:</p> <ul style="list-style-type: none"> _ Identify the diverse interests, priorities and concerns that communities have and how these can be balanced | <p>Learning Lives allows opportunities to for study in the following curriculum areas in Scottish schools and colleges:</p> <p>S 1-4</p> <ul style="list-style-type: none"> _ Health and wellbeing across learning - Planning for choices and changes _ Literacy across learning _ Literacy and English _ Social studies – People, past events and societies |

Future Worlds: In Brief

What could the future hold?

Can we predict the future? Not really. But we can imagine what is likely. And some cases things are pretty certain. A tenth birthday this year means that in fifteen years time, around 2025, you will be an impressively adult 25. Today's 15 year-old will be 30, heading into their fourth decade. Today's 50 year-old will probably think fifteen extra years less of a big deal but will still be adjusting to clocking up 65 years and counting their pension, if we still have them. And today's 80 year-old... well, who knows?

For those who are around a bit further ahead, in twenty or thirty years, what might life be like? There are lots of extreme possibilities, good and bad. Let's think about the middle ground. Assume that a space monster does not suddenly appear from behind the Sun and gobble up the Earth (most people assume that). Presume also that there will be no giant asteroid impact and no new, world-ending diseases. Add a few more good guesses, with at least some experts voting for them:

- There will be climate change, but not enough to cause catastrophe.
- There will be new technology and lots of it.
- There will be a lot more people in the world but global population will be levelling off.
- Most people will live longer and the proportion of old people will go up quite a bit.
- Resources, especially water, may be stretched and food supplies tight.
- The internet will go on connecting everything to everything else more and more.

What else? A lot of the variation between possible futures will depend on what people think worthwhile, how they behave, how they try and organise things. The worlds summarised below explore three versions of how those things might turn out, building from some trends we can see now and some which might develop over the coming decades.

Now read on...

World one – Trust yourself

- Good citizens take care of their own needs.
- Government leaves things alone if it can.
- People move around easily and compete for work globally.
- Society is in the background, personal and family interests matter more.
- Family support in life is essential and families are more complex.
- People work hard but want to control the work they do.
- Leisure pastimes are chosen for personal satisfaction.
- Information is available wherever you need it.
- Education leads to qualifications but how you get them is up to you.
- Politics sees many small parties representing competing interests.

World two – Loyalty points

- Citizens are involved with others in many different groups, each with their own rules.
- National government provided basic security, most other things are organised locally.
- Some groups are tied to particular places. People who move around belong more to groups which function mainly online.
- Local communities are strong and life is highly social – like it or not.
- Family matters a lot but who belongs can be pretty flexible.
- Work is more likely to be a series of short-term assignments than a job for life.
- Leisure is highly organised for the young, more varied for adults.
- Personal information is closely managed and monitored.
- Education helps keep skills updated throughout life.
- Politics is largely about things which are not covered by smaller-scale contracts and agreements.

World three – Only connect

- Citizens put the common good first.
- Government is in a supporting role, with most services arranged locally.
- People relate strongly to where they live and work.
- People are strongly involved with their communities, and are expected to be.
- Family arrangements are flexible and care for those who need it is shared beyond the family.
- Work is less about money, more about contributing to worthwhile projects.
- Work often shades into leisure and the other way round.
- Art is everyone's property and artists have to live with that.
- Much of education is about learning ways of getting along with other people.
- Politics involves pretty much everyone and the discussion is time-consuming.

| | World one - Trust yourself | World two - Loyalty points | World three - Only connect |
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| <p>General outlines</p> <p>These are three possible futures, between twenty and thirty years from 2009. Any real future will be some mix of these, and others!</p> | <p>A world where the individual comes first. People take charge of their own lives and rely on the state, the government and all its agencies like the health service or the police, for as little as possible.</p> <p>Possible downside: you have to look after yourself, no-one else will.</p> <p>Possible upside: create your own opportunities, solve your own problems; less need to depend on others.</p> | <p>A world where people work with others a lot but are often torn between what they want and the demands of the groups they belong to.</p> <p>Relationships between people, employers and the state are carefully worked out. Formal agreements or contracts cover more and more of life. What everyone else thinks of you, your personal reputation, is very important and must be carefully managed.</p> <p>Possible upside: you can know where you stand in most situations, what you have to do, what others will do for you.</p> <p>Possible downside: you have to get really good at negotiation and keep track of all those detailed agreements telling you what you have to do.</p> | <p>A world where people see themselves as members of a wider community first and as individuals second. They believe that risks facing one group are faced by everybody and that people depend on each other to tackle them.</p> <p>There is a renewed sense that the talk about serious issues that happens in public, whether in the media, in pubs and clubs or in the playground and the staffroom, can really matter. The internet makes this kind of discussion far richer and more interconnected.</p> <p>Possible upside: everyone can get more involved in the things that really matter to them.</p> <p>Possible downside: everyone is also judging everyone else's actions all the time and there can be relentless pressure to do your bit.</p> |

| | World one - Trust yourself | World two - Loyalty points | World three - Only connect |
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| The role of the citizen | <p>Good citizens provide for own needs. They take responsibility for themselves and take little from society. Don't be a burden - look after yourself! Organisations and collective schemes like the health service or pensions are expected to be opt-in, rather than opt-out. People do things because they want to rather than have to.</p> <p>Taking good care of yourself and your immediate family is a strong obligation. If you expect the state to do it for you or pay the bills, you will be disappointed.</p> | <p>People get involved in many groups and organisations, usually through a contract of some kind which spells out what they need to do. Even nationality is less fixed. Some people move around in pursuit of a better deal.</p> <p>With associations and organised groups looming large in everyone's life, personal reputation is crucial. Can you be trusted? What can you contribute? Do we want you to join? Some groups want to restrict membership to the right kind of person. Who decides?</p> | <p>Good citizens help to keep up the supply of common goods. These are things that people cannot own for themselves; like a nice environment, decent government or services that allow everyone to do important things; like roads, the national power grid or the internet.</p> <p>Citizens keep an eye on their local and national representatives, get involved in democratic discussion, rather than just voting, and are ready to take action, even if only in small ways. Many small contributions will get the job done.</p> |
| Role of the state | <p>There is not so much for national government to do in this world. It interferes in people's lives as little as possible.</p> <p>What's left? Law and order, defence, regulating monopolies – where one organisation controls too much of a market or activity - and trying to defuse conflicts and squabbles which can't be sorted out at a lower level.</p> | <p>Much of what used to be organised nationally is now done locally under contracts whose general terms are set by the state. It also provides basic security but even policing is now often local. The many new associations have to keep to overall rules, which control who can organise to do what. There are also rules about how they get and store information. Government keeps key records about everyone itself.</p> | <p>The main role of the state is to maintain civil society – all of the bits which fit in between the family and the national government.</p> <p>As much as possible, from child care and rubbish collection to community policing, gets managed at local level, often by local groups. Taxes have risen to support benefits which are paid to retired people and those not in paid employment who still work to get these things done.</p> |

| | World one - Trust yourself | World two - Loyalty points | World three - Only connect |
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| <p>Geography</p> <p>Distance matters less in all three worlds. Migration is easier and dense global internet connections make information and contacts available wherever you are.</p> | <p>It is easier to move from place to place. This means people often move for work which increases competition. Global competition for jobs which can be done remotely by computer is even fiercer. Families are often dispersed but still sharing income and keep in touch remotely, with occasional visits.</p> | <p>Personal mobility is important but so is belonging to groups. Some of the groups' people join actually meet, some only exist online. Either kind can easily get involved in larger networks via the internet.</p> <p>The importance of place to any particular group depends on what kind of group it is. It matters for the town football team but a big league team can recruit from anywhere. For online gamers, it hardly matters at all.</p> | <p>Politics concentrates on local action even though some of the problems, like global warming, are worldwide.</p> <p>This local emphasis makes place more important.</p> <p>It is easier to find out what people are doing elsewhere but much of the effort is in working out how to act locally, working with people you know and can meet face to face.</p> |
| <p>Society</p> | <p>Life is focused on individual and family interests and needs. Society is a backdrop, not a central concern. People are not that worried about the wider community which they do not want to interfere with their choices.</p> | <p>People have strongly social lives, knit together through their roles in groups of lots of different kinds: religious groups, those linked to their work, local area, interests, health or education.</p> <p>Local communities are strong, except in areas dominated by the very rich, who can manage without, and the very poor, who have less to build with.</p> | <p>Individuals are defined through their contribution to society, and to social life. It works the other way round, too. A strong commitment of time and energy to discuss how things ought to get done means that most people have a rich social network. They may be missing out on time for themselves, but are involved with the things that matter.</p> |

| | World one - Trust yourself | World two - Loyalty points | World three - Only connect |
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| Family | <p>Family is central to life and the only group most people tend to belong to. It is first source of support and care for all, including financial support. There are fewer old-style two-parents-and-two-children families. More families have new combinations, partly because there are lots and lots of step-parents, step-grandparents and half-brothers and sisters, and partly because there are more same sex couples and children born using new techniques like laboratory fertilisation.</p> <p>These new, more complex families are also a source of tension - belonging can be restricting. Close ties to relatives can conflict with freedom to follow opportunities elsewhere. But children generally have more control over their lives, experiencing free-range parenting, whether they like it or not!</p> | <p>Families remain important but who makes up the family can vary a lot. On top of the new kinds of arrangements in World one, some families are close-knit, others more extended through relationships based on friendship as well as kinship - who you are related to by biology or marriage.</p> <p>Some households are home to families who relate less to each other than to all the people they know online.</p> <p>Most families place a premium on caring and keeping members healthy, as this brings benefits such as discounts on health insurance.</p> | <p>Family, like everything else, is as much negotiated as given. The traditional model of a couple caring for their own children still exists but is only one option among many, made possible by changes in the law and in technology.</p> <p>The new flexibility is easier to deal with because some of the old family responsibilities, like caring for those who cannot look after themselves, are now shared more widely.</p> |

| | World one - Trust yourself | World two - Loyalty points | World three - Only connect |
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| Work/employment | <p>Work is central to most people’s lives – it brings in the money they need to get services. Employers provide on-the-job training and deal with people who all really want to be their own boss. More people are self-employed, and do well. People who can trade work and skills and get by without much actual money also benefit.</p> | <p>Work is more likely to be on contract, often to more than one organisation at a time. Groups form and re-form around particular projects and are often managed online. It can be pretty insecure if you are not that good at what you do or if people do not like you much. Local work centres offer a home from home for mobile workers and their laptops. Domestic work and care work are valued, but still not high status.</p> | <p>Work is important but not the only thing, and not just about the money. Success is defined less in terms of how much you earn and spend. People care more about quality of life and employers support this in lots of ways. They may offer flexible jobs or sign up for good causes that their employees support. They accept that it is in everyone’s interest to help workers contribute to society as well as to the organisation that pays their salary.</p> |
| Leisure | <p>There is a strong DIY culture, with leisure time taken up with growing food, making clothes or other crafts and by digital cottage industries and home-based businesses. Solitary sports and outdoor pursuits such as running, climbing and hiking are also popular.</p> | <p>Children’s leisure is highly organised and some react against this when they get older by taking risks with extreme sports or drugs. Adults tend to drop these as they know they will have to pay their own bills if they hurt themselves. They tend to go shopping instead. Leisure products which boost health and fitness and make you look good are popular - they help your image and that helps your reputation. Life can be a popularity contest.</p> | <p>There is a less clear-cut distinction between work and leisure in this world. This goes beyond the blurring of boundaries introduced by having the internet everywhere, all the time. Employers may take an interest in employees’ pastimes outside work. Some aspects of traditional leisure pursuits may be introduced into people’s workplaces in the interests of having well-rounded employees. Sometimes those activities can seem more like work than fun but most people feel there is a better balance between work and life.</p> |

| | World one - Trust yourself | World two - Loyalty points | World three - Only connect |
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| <p>Media, arts and technology</p> | <p>Most information is stored on faraway computers linked to the internet and plucked from the cloud of information you can access from anywhere when you need it. But this makes it easy to steal, so many people pay as a family for a secure alternative for personal information about money, health problems, or passwords for online accounts - the family data vault.</p> <p>There is lots of creative work because people are brought up to believe in self-expression. This means that artists trying to make a living need other jobs, or rich friends and fans, because old ways of making money by selling media products, like books or CDs, no longer work. Sponsorship of bands and writers by people who sell products, like food and drink or clothing companies, is common.</p> | <p>People keep a close eye on their personal data because managing reputation is so important. There are strong rules about what information organisations can share about you.</p> <p>Sharing knowledge also helps promote reputation for people and communities, leading to lots of entertaining and original communication.</p> <p>Words, music, pictures and films mostly appear for free, the reward for creators instead coming from approval of their work. Showing off on You Tube can work wonders – or go terribly wrong!</p> | <p>Old divisions between producers and consumers have pretty much disappeared and artists expect their work to be changed, re-mixed, sampled and mashed up with other creations. Only the rarest and finest material is preserved in its original form.</p> <p>Organising who pays for what is complex and so is making a living. It is easy to contribute, but getting an audience, whether consumers or co-producers, has got harder in some ways.</p> |

| | World one - Trust yourself | World two - Loyalty points | World three - Only connect |
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| Education | <p>Qualifications matter a lot for jobs. But education is also about developing the individual and is shared between the state, employers and the family. However, only the family is really interested in the learner's long-term well-being.</p> <p>There are lots of ways to get educated, some carefully designed for each student. Older students and the parents of the very youngest, are able to choose from a large range of possibilities.</p> | <p>The school leaving age has come down, while full adulthood comes later – creating a long extended playground in between.</p> <p>Online reputation and identity are worth more than qualifications and skills need constant updating.</p> <p>The general goal of education is to help people find their place among lots of different organisations and groups and equip them to contribute to the ones they want to belong to.</p> | <p>Education is mainly aimed at helping people discover how to get on with others, in every sense. That includes learning about different ways of seeing things, how people depend on each other and the value of working together.</p> <p>There is quite a lot of learning on the job or in the community. Participation is part of learning and learning to participate is crucial!</p> |
| Politics | <p>There are many small parties, representing lots of different interests. Few issues are dealt with by simple majority, there is lots of bargaining before any decision is agreed. There is little support for social welfare payments for the unemployed or disabled, instead seen as unearned handouts.</p> <p>All three worlds use the global internet for wider political discussions – for debate and even for voting on specific decisions. But the people in this world tend to vote to be left alone, if at all possible.</p> | <p>Old style politics has a restricted range in this world, so much of people's lives is covered by specially worked out contracts. Laws set the framework in which the contracts operate and say what details have to be in them. Things that have to be decided at an international or global level produce long bargaining sessions. These are closely monitored by individuals and groups interested in the outcome but actually run by professionals.</p> | <p>People in this world live and breathe politics but it has a different flavour from our own. They are directly involved in discussion of the things they really care about and, as far as possible, in decisions too. There is no less heated argument about important issues but it is more taken for granted that people will discuss them in detail. This is a never-ending opportunity for some, a tedious chore for others.</p> |