

Futures Thinking Teachers Pack



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

The pack consists of 15 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.

Four activities are defined as cross-curricular and may be use individually or grouped together to provide a set of resources for a whole-school or key stage off-timetable day.

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

The other activities are grouped into four subject areas: **PSHE, Citizenship, English** and **Geography**, which have been identified as having particularly strong curriculum links with the concept of futures thinking (discussed in further detail in the curriculum relevance section). These grouped activities can be accessed and downloaded separately as discreet subject resource packs.

Alternatively teachers may wish to use the whole pack as the basis for a cross-curricular day or series of lessons or simply incorporate a single activity into existing planning.

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.

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Digital Vision developed and produced the video scenarios.

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

Futures Thinking Index



This pack comprises of 15 activities which map to subject requirements of the National Curriculum, PLTS, or are suitable for cross-curricular days. Further mapping information is given at the end of each activity. Please click a title below to open the activity, and to print individual activities. You can return to this matrix at any time by clicking the 'Index' button on each page.

Activity	PSHE	Citizenship	English	Media	Geography	History	Maths	PLTS	Cross Curricular
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To print all activities for a particular subject click the print button above.

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

The World Around Us

Curriculum links

Cross-curricular

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

The World Around Us activity uses Power League, an online resource that stimulates discussion and debate, to encourage students to think about how decisions being made now may influence society in the future. Students discuss which possible future developments are desirable, which are not and how much influence they have over them. This opens up opportunities for whole-class or group discussions about students' perceived agency, now and in the future.


Preparation


You may wish to familiarise yourself with the Power League resource.

Power League repeatedly presents students with random pairs of competing ideas, people or things within a theme. Students choose their preferred option each time, thus casting a vote. Power League then creates a league of the ideas, people or things, ranked in order of the most powerful, important, popular or influential.

There is a useful Power League teachers guide on the website that includes tips for stimulating a good debate in the classroom.


Resources and Tools

 **Be Prepared: Future Trends**

 **Be Prepared: Power League**

The World Around Us prompt question cards (pages 4-8 of this activity)

Suggested web tools

 **Power League**

Students can cast votes between two competing people, ideas or things.
www.powerleague.org.uk

The teacher guide gives help in using the leagues in the classroom.
www.powerleague.org.uk/guide

Suggested starter activity

Students could explore and play other Power League games found at the Power League website to familiarise themselves with the functionality of the game.

Main Activity

1. In pairs, give students one or two trends from Be Prepared: Future Trends.
 - _ Would they want to see the trends continuing or not continuing? Why?
 - _ What actions or decisions, of themselves or others, influence these trends?
2. In groups or as a whole class, play the Be Prepared Power League. Ask students to discuss and debate each of the choices presented and decide which trend in each pair they have the most influence over and why.
 - _ Why did they make the choices they made?
 - _ Does everyone agree?
 - _ Which trends do students feel they have the most/least influence over?
 - _ Do they think they will be able to have more/less influence over the trends in the future?
 - _ Who has roles to play in creating a preferable future?
3. In their groups, ask students to create their own Power League, either using the Power League website or by making a pack of cards which from which pairs can be selected.
 - _ Each group of students chooses a topic area that interests them, where change, development or innovation is taking place. You may wish to relate this to a particular curriculum subject area or to have to have a pre-selected list of areas which they would like students to focus on eg scientific developments, environmental change, technology.
 - _ Students identify different trends or changes happening now in their topic area.
 - _ They input their trends into their online Power League or create a set of cards with a trend on each one.
 - _ Students define their question for the decision making process within their league eg 'Which trend is most likely to continue?', 'Which trend is most beneficial to society?', 'Which trend do you have most influence over?'.
4. Now ask each group to play each others' Power League games, giving feedback on the extent to which the Power League makes them think about what might happen in the future and the roles they are playing in change and development.

Differentiation and extended learning

The World Around Us 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:

- Produce a whole class Power League during part three of the main activity
- Choose one topic area in which each group must identify two emerging trends or changes
- Feed back all trends to the rest of group to build a whole class Power League

Extended/older learners:

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

- Research independently other areas of change with the subject that interests them
- Individually create other Power League games for other topic areas within a given subject

Independent learning:

Suggested ideas for activities outside the classroom:

- Students list other trends that they think may be happening that have not been included in the main activity
- What evidence can they find to support their ideas?

Notes

Personalised news

News is automatically selected to fit your interests – your electronic newspaper has become the “daily me”. You get less boring stuff, but can also live in a world

Choose your education

A system where money follows demand lets students choose the education they want.

New technology in education faster

Stronger links between industry and education speed up application of new technology.

More international travel to find work

Fierce global competition makes people move between countries faster, and more often, in search of work.

Vast improvements in information access

Information access improves in leaps and bounds – knowing how to find the right stuff, combine and edit it are key skills.

Ageing population

Half the people of Western Europe are over 50 by 2030, with an average life expectancy of 90. 25% of the population is over 65 and 15% over 75.

Personalised public services

Public services stop being standardised for the average customer. People expect to fit what the government provides around their own needs.

Nationality loses its importance

Nationality means less as people move between countries more often and stay in one place for shorter spells.

Protection of personal data

Worries about hacking, theft and leaks in information systems run by big organisations – especially public ones - lead individuals to protect their personal data.

Defining who you are gets trickier

People question how much it matters whether they are male or female, old or young and know that they can explore different identities online.

Personal responsibility vs. rights to public services

The massive rise in obesity highlights arguments about 'personal responsibility' in exchange for 'rights' to public services like health care.

Coordinated action to meet global challenges

Economic, environmental and social challenges – like global warming - cannot be met by local communities. They call for co-ordinated national and international action.

More emphasis on citizenship

Worries about divided societies and conflict between cultures lead to increased emphasis on citizenship and group identities.

Cooperative and collective societies thrive

After the economic depression of 2007-2009, more co-operative and collective societies thrive.

Inter-generational support

Support goes both ways between the generations – sometimes the young look after or pay for the old, sometimes vice-versa.

'Working to live' rather than 'living to work'

Most people do some voluntary work, and younger workers are 'working to live' rather than living to work.

Lifelong learning sought

People are older, on average, and living longer – they look for lifelong learning and a new balance of education, leisure and work.

Employers support elderly staff and parents

Governments and employers need to keep on older workers, and help parents of young children stay in the workforce.

More and bigger weather disasters

Weather disasters, including storms, forest fires, droughts, and floods, will be bigger and happen more often.

Conflict over resources, including water

There is increased conflict over scarce resources, including water.

Disruption to global food supply

Water shortages, especially from longer droughts in some regions, threaten to disrupt global food supply.

Climate refugee crisis

Global warming creates tens of millions of climate refugees by 2050.

The World Around Us National Curriculum links

The World Around Us is designed to be a cross-curricular activity.

PLTS (As activity may be tailored to individual curriculum areas, other opportunities for PLTS may arise)	Cross-curriculum Dimensions
<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: _ Identify the diverse interests, priorities and concerns that communities have and how these can be balanced</p> <p>Global dimension and sustainable development: _ Understand long term global challenges and how these issues impact on and change society</p> <p>Creativity and critical thinking: _ Think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p>

What If?

Curriculum links

PSHE

Citizenship

PLTS: independent enquirers, creative thinkers, 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

In this activity students think about three possible futures that researchers have proposed based on current trends. These futures are presented to students via sets of statements about aspects of life in each future and through webcasts of young people talking about what their world might be like in each of the three futures.

The activity aims to stimulate debate and discussion about students' future aspirations for themselves and society. Students are encouraged to make connections between their present identities and a range of possible futures.

Preparation

You may wish to familiarise yourself with the Power League resource.

Power League repeatedly presents students with random pairs of competing ideas, people or things within a theme. Students choose their preferred option each time, thus casting a vote. Power League then creates a league of the ideas, people or things, ranked in order of the most powerful, important, popular or influential.

There is a useful teachers guide on the website that includes tips for stimulating a good debate in the classroom.

If access to the internet is not available, you can play an offline version of a Power League type game using the What If? cards. Students randomly select and choose between pairs of cards, putting the 'winners' in one pile. They then repeat with the winners pile and continue until they are left with five or six cards which they then rank.

NB The What If? Power League and cards are about education in the future.

Resources and Tools

 **Future Worlds webcasts**

 **Future Worlds: In Brief**

What If? prompt question cards
(pages 4-6 of this activity)

 **What If? Power League**

Suggested starter activity

Explain to students that they are going to explore three possible futures for the year 2025. Spend some time with students supporting them to understand this time-frame. How many years is 2025 from now? How old will they be in 2025? How old will their parents/carers/siblings be in 2025?

Main Activity

1. Show students the Future Worlds webcasts and read the Future Worlds: In Brief supporting document.
2. In groups, ask students to identify ten differences between how they live now and how they might live in the future.
3. Play the What If? Power League game either online or in card form. Students must choose the one from each pair of What If? prompts they are presented with, deciding which is more preferable and why. This can be done in pairs or as a whole class with discussion.
4. Discuss the results of the What If? Power League. Choose a few statements from the top, middle and bottom of the one of the class leagues (or a few of students top choices along with some of the ones discarded early on if playing the card version).
 - Do students think the statements are likely to happen? Why? Are there any current trends that indicate that is the way things are already heading?

Differentiation and extended learning

What If? can be extended for Key Stage 4 (Years 10-11) learners or for independent learning. Below are some suggestions:

Extended/older learners

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

- What do students think is the likely timescale for the What If? statements at the top of their class league?

Independent learning

Suggested ideas for activities outside the classroom:

- Create their own questions for a What If? Power League about another aspect of life such as family, work, leisure

Notes

What if every class had learners of all different ages?

What if classrooms were filled with comfortable chairs, sofas and beanbags?

What if there were lots of teachers in the classroom – not just one?

What if students had control over all the resources in the room rather than the teacher and could use them whenever they wanted?

What if students could choose when to receive their education eg evenings, weekends, holidays?

What if students could choose where to receive their education eg in places other than in school or college?



What if going to school was optional?

**What if students were taught remotely
– via a computer at home?**

**What if students took examinations
when they were ready to take them
and not a particular age?**

**What if education happened
throughout people's lifetimes to
keep their skills updated?**

**What if the curriculum was based
around skills and not subjects?**

**What if there were lots of different
places students could get an
education from – businesses, clubs,
families, as well as schools?**



What If? prompt question cards

What if students left school much earlier and continued to learn in a job?

What if students designed their own timetables and negotiated with each teacher when they would receive tuition?

What if the school leaving age was extended to 21 and students didn't drop any subjects?

What if there were no qualifications, but instead personal portfolios of work which demonstrate essential skills?



What If? National Curriculum links

Subjects:	KEY STAGE 3	KEY STAGE 4
<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>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>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>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"> _ Take into account a range of contexts, such as school, neighbourhood, local, regional, national, European, international and global, as relevant to different topics 	<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)

What If? National Curriculum links

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"> _ 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>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>Global dimension and sustainable development:</p> <ul style="list-style-type: none"> _ Reflect on consequences of their own actions and take account of the needs of present and future generations <p>Creativity and critical thinking:</p> <ul style="list-style-type: none"> _ Think and act creatively, using their imagination to explore the unfamiliar and make unlikely connections 	<p>What If? 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

A Day In The Life

Curriculum links

Cross-curricular

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

This activity asks students to consider their future selves, what their aspirations are now and what kind of society they would like to live in. This activity also encourages students to think about the links between life in the early 21st century and what life might be like in the future.

Preparation

You may wish to familiarise yourself with the Future Worlds webcasts which the students will be watching and the Future Worlds: In Brief supporting document. You may also wish to complete a Day Routine sheet based on your own experiences as a model for students. Create two different versions; one which represents a working day and one which represents a leisure day.

The Future Worlds webcasts feature teenagers living in three separate, possible futures. It is important to explain to students that these are not predictions but are possible futures that may develop around the year 2025 if current trends continue. These possible futures are designed to challenge assumptions about the future and spark debate.

Resources and Tools

 **Future Worlds webcasts**

 **Future Worlds: In Brief**

Day Routine worksheet
(page 4 of this activity)

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

Ask students to compile a wish list of things they would like to happen in the future. At this stage some of their ideas may be fantastical but all ideas should be encouraged at the start. Ask the class to share their wish lists.

- Are there any similarities in their aspirations for the future? If some of them are very similar, ask students to consider why that is and what influences how we think about the future eg film, fiction, media.

Main Activity

Spend some time with students explaining that the Future Worlds webcasts are set in possible futures which are based on the analysis of current trends. Support students to understand the time-frame involved: How many years is 2025 from now? How old will the students be in 2025? How old will their parents/carers/siblings be in 2025?

1. Show students the Future Worlds webcast and in class or group discussions consider the following:
 - How does life differ in each of these future worlds from life today?
 - What isn't so different from life today?
 - What aspects of each of the three future worlds do they like and why?
 - What aspects of each of the three future worlds don't they like and why?
 - Do any aspects of these possible future worlds match some of the ideas discussed in the starter?

2. Using the Day Routine sheet, ask students to sketch out what a typical working or leisure day in their own lives is like in the present and what they think a typical day in one of the three possible futures might look like.

- How do these outlines differ? In what ways are they the same?
- What aspects of the potential future day do students find appealing/unappealing? Why?
- How might various aspects of their future lives be organised ie family; living spaces; work or learning?
- How does their futures wish list from the starter activity fit with a typical future day in one of the three worlds?

✔ Tips for creating a webcast:

- Students can access a more comprehensive view of the three worlds by looking at the Future Worlds: In Brief supporting material.
- Students may wish to keep a video diary of their present typical school or leisure day to support them with this activity.
- Students could work together in groups to consider other ways in which they might present a typical future day, this could be a video, a podcast or a drama piece.

Differentiation and extended learning

A Day In The Life 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:

- Focus on clips from the Future World webcast which directly relate to the students' lives eg education, leisure, media, family, etc

Extended/older learners:

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

- Students choose five elements from their future wish list created in the starter activity which they think are achievable and explain how

Independent learning:

Suggested ideas for activities outside the classroom:

- Consider the present and future daily lives of people other than themselves (students could interview members of their family or community)

Notes

A Day In The Life

 Day Routine worksheet

Present

Future

8.30am		
9.30am		
10.30am		
11.30am		
12.30pm		
1.30pm		
2.30pm		
3.30pm		
4.30pm		
5.30pm		
6.30pm		

A Day In The Life National Curriculum Links

A Day In The Life is designed to be a cross-curricular activity.

PLTS (As activity may be tailored to individual curriculum areas, other opportunities for PLTS may arise)	Cross-curriculum Dimensions
<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>Reflective learners:</p> <ul style="list-style-type: none">_ Assess themselves and others, identifying opportunities and achievements <p>Team workers:</p> <ul style="list-style-type: none">_ 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>Creativity and critical thinking:</p> <ul style="list-style-type: none">_ Think and act creatively, using their imagination to explore the unfamiliar and make unlikely connections

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>

Where Am I Going?

Curriculum links

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

Where Am I Going? allows to students to think about their future selves and introduces them to backcasting: working backwards from an ideal future to understand the actions that need to be taken in the present to reach that point.

Preparation

You may wish to complete this activity yourself before introducing it to your students. In particular, you could complete your own backcasting worksheet to use as an example.

Resources and Tools

Where Am I Going? backcasting worksheet (page 4 of this activity)

Where Am I Going? backcasting worksheet example (page 5 of this activity)

Suggested starter activity

Ask students to write a top-ten list of things that they would like to achieve in 20 years time. These do not need to be just career-oriented but could also be personal or social.

- Feed back to the rest of class.
- What differences and similarities are there between each students' top ten?
- How realistic do students think their aspirations are?

Main Activity

1. Divide the class into groups (maximum four students) and allocate each group one of the following four stations or staging-posts:

- Where am I now?
- Where will I be in five years?
- Where will I be in ten years?
- Where will I be in 20 years?

Ideally these staging-posts will be physically located in different areas of the learning space so the groups have to move to different spaces.

Each group considers what they think the following aspects of their lives might be like at the staging-post they have been allocated: place and home, family and friends, leisure, career.

Encourage the groups to record one or two key points of their discussion under each aspect. Each group feeds back their discussions to the rest of the class.

2. Give students a copy of the Where Am I Going? backcasting worksheet example and discuss it with them.

3. Ask students to complete their Where Am I Going? backcasting worksheet individually.

- Where do they see themselves in relation to the four themes at the different staging posts?
- What skills do they think they might need for each of these stages?
- How might they arrive at each point?

4. Ask the students to present their Where Am I Going? backcasting worksheets to the rest of the class/group they worked with. In their presentations, students must:

- Explain clearly what they want to have achieved at each staging post.
- Explain what skills and experience they will need to acquire in order to progress between each stage.

Differentiation and extended learning

Where Am I Going? 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 just one theme in part one of the activity rather than addressing all of them
- Work with fewer staging posts or a timescale that is more easily grasped, such as two years, five years and ten years

Extended/older learners:

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

- Assess the skills they think they have and list the skills they would like to obtain
- Create an action plan with achievable short, medium and long term goals in order to achieve them

Independent learning:

Suggested ideas for activities outside the classroom:

- Choose a family member or friend. Ask them to complete a backcasting sheet

Notes

⬇ Start here

NOW	5 YEARS	10 YEARS	20 YEARS
Place:	Place:	Place:	Place:
Family and friends:	Family and friends:	Family and friends:	Family and friends:
Leisure:	Leisure:	Leisure:	Leisure:
Career:	Career:	Career:	Career:
Skills:	Skills:	Skills:	Skills:
Goals:	Goals:	Goals:	Goals:

⬇ Start here

NOW	5 YEARS	10 YEARS	20 YEARS
<p>Place: Year 10 – Cotham School, Bristol Studying: Eng Lang, Eng Lit, maths, DT, French, triple science, geog & history GCSEs</p> <p>Family and friends: Mum, step dad, two half sisters (younger), best friends Omar and Kyle; girlfriend Stacey</p> <p>Leisure: Skateboarding, playing guitar, listening to music, shopping, movies, climbing and other outdoor pursuits, Duke of Edinburgh (DoE)</p> <p>Career: Would like to be a ranger in a National Park in Canada or America – a gap year after A-levels (geography, French, history for A2) doing volunteering in some environmental way would be good</p> <p>Skills: Like researching, gathering data in geography, interpreting results, looking for conservation solutions (part of my DoE)</p> <p>Goals: Get good results, get on A-level courses I want and into university to study geography</p>	<p>Place: Final year of geography/environmental degree in UK based University – possibly somewhere coastal</p> <p>Family and friends: Hope to keep in contact with old friends and have some new ones made at uni – would prefer to be away from family home</p> <p>Leisure: Continue to develop climbing skills and completed all my DoE awards</p> <p>Career: Go back into volunteering for environmental agencies/ Forestry Commission/National Trust etc</p> <p>How: Contact all the relevant organisations, start volunteering</p> <p>Skills: Interest in environmental projects, working independently and part of a small team</p> <p>Goals: Become trainee ranger</p>	<p>Place: Living as trainee park ranger in Highlands of Scotland</p> <p>Family and friends: Probably will keep all old friends – working like this could be quite isolating but hopefully be part a good team</p> <p>Leisure: Now putting all my previous experience into practice – skiing and climbing etc</p> <p>Career: Working for a UK based organisation like the Forestry Commission or National Parks somewhere like Scotland</p> <p>How: Having built up loads of experience apply for trainee/apprenticeship programmes</p> <p>Skills: Probably increased my experience of working on particular projects and hopefully can lead my own</p> <p>Goals: Become park ranger for large National Park in America or Canada</p>	<p>Place: Living in own/job provided house in or near National Park</p> <p>Family and friends: Maybe married/living with someone – children possibly – hopefully old friends and family will visit me!</p> <p>Leisure: Continuing my outdoor pursuits as before and teaching my own children</p> <p>Career: Working as ranger in a National Park – preferably abroad. In charge of leading education programme for children in similar scheme to DoE</p> <p>How: Having successfully completed traineeship I will be able to apply for full ranger jobs</p> <p>Skills: Lots of experience now leading projects and finding solutions as well as teaching</p> <p>Goals: Return to UK at some point and manage more than one park – have some say in national environmental decisions</p>

Where Am I Going? National Curriculum links

Where Am I Going is designed to be a cross-curricular activity.

Subjects:	KEY STAGE 3	KEY STAGE 4
<p>PSHE</p> <p>Range and content:</p> <ul style="list-style-type: none"> _ Allows students to share examples of diverse values encountered in society and the clarification of personal values _ Encourages the knowledge and skills needed for setting realistic targets and personal goals _ Focuses on the personal review and planning processes _ Assesses skills and qualities in relation to employer's needs <p>Curriculum Opportunities:</p> <ul style="list-style-type: none"> _ Gives students opportunities to research options and progression routes in learning and work <p>Personal identities:</p> <ul style="list-style-type: none"> _ Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self esteem (1.1b) 	<p>Critical reflection:</p> <ul style="list-style-type: none"> _ Reflect on personal strengths, achievements and areas for development (2.1b) _ Identify and use strategies for setting and meeting personal targets in order to increase motivation (2.1d) <p>Career:</p> <ul style="list-style-type: none"> _ Understanding that everyone has a 'career' (1.1a) _ Developing a sense of personal identity for career progression (1.1b) _ Understanding the qualities, attitudes and skills needed for employability (1.1c) <p>Self development:</p> <ul style="list-style-type: none"> _ Assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise (2.1c) <p>Enterprise:</p> <ul style="list-style-type: none"> _ Identify the main qualities and skills needed to enter and thrive in the working world (2.3a) <p>Personal identities:</p> <ul style="list-style-type: none"> _ Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self esteem (1.1b) <p>Critical reflection:</p> <ul style="list-style-type: none"> _ Reflect on their own and others' strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure (2.1b) _ Identify and use strategies for setting and meeting personal targets and challenges in order to increase motivation, reflect on their effectiveness and implement and monitor strategies for achieving goals (2.1c) 	<p>Career:</p> <ul style="list-style-type: none"> _ Understanding that everyone has a 'career' (1.1a) _ Developing a sense of personal identity for career progression (1.1b) _ Understanding the qualities, attitudes and skills needed for employability (1.1c) <p>Self development:</p> <ul style="list-style-type: none"> _ Develop and maintain their self-esteem and envisage a positive future for themselves in work (2.1a) _ Assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise (2.1c) _ Assess the importance of their experiences and achievements in relation to their future plans (2.1d) <p>Enterprise:</p> <ul style="list-style-type: none"> _ Identify the main qualities and skills needed to enter and thrive in the working world (2.3a)

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

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

The Futures Game

Curriculum links

Geography

PLTS: independent enquirers, creative thinkers, team workers, effective participators
Cross-curriculum dimensions: global dimension and sustainable development, creativity and critical thinking

See the section at the end of this activity

Purpose

This game was designed by a group of researchers with an interest in encouraging people to explore uncertainties when thinking about possible futures. The aim of The Futures Game¹ is to playfully explore the ways in which diverse trends might interact to create diverse futures. It supports students to consider cause-and-effect relationships between current trends and future events and also develops their understanding of there being several possible futures.

Preparation

There is an online version of the Futures Game available with this pack and the game can also be played offline by downloading and printing off the image cards and mission cards.

Whether your students are playing online or offline, they will need hard copies of the Futures Game score card.

In both the online and offline version there are sufficient resources for a maximum of 15 pairs (or maximum group of three) students.

For the online version, each pair will need internet access.

Instructions are given for both the online and offline version of the game.

Resources

Futures Game

Futures Game score card
(page 5 of this activity)

1. Tsing, A. and Pollman, E. (2005) Global Futures: The Game, in Histories of the Future, Rosenberg et al (eds), Duke University Press

The Futures Game – Online

1. Divide the class into pairs/small groups. Each pair/small group will need internet access. Number the pairs/small groups of students, one to however many there are (maximum 15). This is their group number. They will need to remember their number for the duration of the game.
2. At the top of the online game screen is a drop down box. Ask the students to choose the drop down option for their group number and round one, ie. group one will choose 'group one round one'.
3. The students will be presented with three images on the screen. Ask them to choose the image that appeals to them most and to discard the other two by dragging them to the edge of the screen (NB To enlarge an image, double click on it).

The task is to make up a short story about the image they have chosen:

- _ Who or what is the subject of the image card?
- _ Where is it? When is it?
- _ What's happening in the image?

This introduces students to creating stories from images. The idea is to be as creative as possible whilst making the story seem plausible (this may need to be modeled to students).

Ask students to share their story with the rest of the class/another group and invite comments on the plausibility and creativity of the stories.

4. Now ask students to choose the drop down option from the top of their page that corresponds to their group number and round two ie. group one will choose 'group one round two'.
5. The website will present students with three more image cards plus a mission card.

Warn students that they do not necessarily have to agree with their mission card, it's just their mission for the game!

From the three image cards, students should carefully choose their preferred two, discarding the one that least appeals to them (by dragging it to the edge of the screen).

6. Encourage students to think carefully about their mission.

- _ What might the world be like if their mission was completed?
- _ Why might their mission be necessary?
- _ What might need to happen in order for their mission to be completed?

Then, ask students to describe an unlikely or unexpected connection between their two chosen images that creates an imaginative and creative, yet plausible set of conditions that would lead to the completion of their mission. Before they make-up their stories, show students the Futures Game score card so they can keep in mind the criteria their peers will be scoring them against.

The score card has some space for students to enter their own criteria.

Ask students to get into groups, listen to all the stories in their group and rate each others' stories. The top scoring stories from each group tell their stories to class.

The Futures Game – Offline

1. Divide the class into groups of about eight – students will work in pairs within in the groups.
2. Give each pair of students three future image cards. Having considered them, the pair must choose the one that appeals to them both the most and return the others to you.
3. The task is to make up a short story about the image they have chosen:

- _ Who or what is the subject of the image card?
- _ Where is it? When is it?
- _ What's happening in the image?

This introduces students to creating stories from images. The idea is to be as creative as possible whilst making the story seem plausible (this may need to be modeled to students).

Ask students share their story with the rest of their group and invite comments on the plausibility and creativity of the stories.

4. Now give each pair a Futures Game mission card.

Warn students that they do not necessarily have to agree with their mission card, it's just their mission for the game!

5. Give each pair of students two more image cards. From the three, they carefully choose their preferred two, discarding the one that least appeals to them.

Encourage students to think carefully about their mission.

- _ Why might their mission be necessary?
- _ What might need to happen in order for their mission to be completed?
- _ What might the world be like if their mission was completed?

6. Then, ask students to describe an unlikely or unexpected connection between their two chosen images that creates an imaginative and creative, yet plausible set of conditions that would lead to the completion of their mission. Before they make-up their stories, show students the Futures Game score card so they can keep in mind the criteria their peers will be scoring them against.

The score card has some space for students to enter their own criteria.

Ask students to listen to all the stories in their group and rate each others' stories. The top scoring stories from each group tell their stories to class.

Differentiation and extended learning

The Futures Game can be played with a 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:

- Run through an example of the whole game as a class first
- The online version allows you to show all the images or all the mission cards on the screen at the same time. You could play the game as a class with students coming to the interactive whiteboard at the front to choose their images and missions

Extended/older learners:

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

- Students could devise their own futures game mission cards

Independent learning:

Suggested ideas for activities outside the classroom:

- This futures game is based around geographical ideas. Students could devise missions and source extra images to come up with a futures game that explores connections around another subject area

Notes

The Futures Game score card

Give each pair/group a score from 1-5 (1 low, 5 high) in each of the boxes for each round of the game.

GROUP NAME/NUMBER:								
Overall, how well was the story imagined and told?								
How imaginative & creative was the 'unexpected connection' between the images?								
How well does the story connect to real world knowledge?								
How well does the player's story accomplish their mission?								
Extra criteria decided by class/group:								
TOTAL SCORE								

Subjects:	KEY STAGE 3	KEY STAGE 4
<p>Geography</p> <p>Range and content:</p> <ul style="list-style-type: none"> _ Considers interactions between people and their environments <p>Curriculum opportunities:</p> <ul style="list-style-type: none"> _ Make links between geography and other subjects, including citizenship and ICT, and other areas of the curriculum, including sustainability and global dimension 	<p>Place:</p> <ul style="list-style-type: none"> _ Developing 'geographical imaginations' of places (1.1b) <p>Physical and human processes:</p> <ul style="list-style-type: none"> _ Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies (1.5a) <p>Environmental interaction and sustainable development:</p> <ul style="list-style-type: none"> _ Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change (1.6a) <p>Geographical enquiry:</p> <ul style="list-style-type: none"> _ Collect, record and display information 	<p>No Statutory requirement</p>

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>Global dimension and sustainable development:</p> <ul style="list-style-type: none"> _ Consider alternative future scenarios for the planet and the risks associated with not tackling sustainability _ Think imaginatively about what individuals can do to develop a more informed society and sustainable future 	<p>The Futures Game 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"> _ Social studies – People, place and environment

What's Likely?

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

See the section at the end of this activity

Purpose

What's Likely? supports learners to make connections between the present and a range of possible futures. This activity uses the technique of backcasting: working backwards from an ideal future to understand the actions that need to be taken in the present to reach that future. This encourages students to see how the future might develop if present trends continue.


Preparation

You may wish to complete this activity yourself before introducing it to your students. In particular, you could complete your own backcasting worksheet as an example or select an event from the webcast that you want students to focus on.

Resources

 **Future Worlds webcast**

 **Future Worlds: In Brief**

 **Be Prepared: Future Trends**

What's Likely? backcasting worksheet
(page 4 of this activity)

What's Likely? backcasting worksheet
completed example
(page 5 of this activity)

Suggested starter activity

Discuss with students what the term trend means in this context and give them some examples of current trends.

- What trends can students identify in today's world? It might be useful to give students themes or areas to identify trends in eg the way people listen to music.

Main Activity

1. Show students the Future Worlds webcasts of the experiences of teenagers in three possible futures, all of which are based on the possible outcomes of current trends.
 - What are the main differences between these worlds and our current world?
 - What aspects of these future worlds can students link to trends that are happening now?
2. In order to study this a bit more closely, divide the class into pairs or groups and allocate one or more of the 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.

Ask each group or pair to look closely at the relevant section of the Future Worlds: In Brief document. Students may also want to watch the Future Worlds webcasts again focusing on their theme/s.

- What aspects of each theme in the future worlds are recognisable in our current society?
- What aspects are unfamiliar? Do students think that these are likely to happen?

✔ Tips for creating campaign material:

To help students and stimulate discussion, teachers may wish to use the Be Prepared: Future Trends cards. These contain details of trends which have been identified as they are happening now.

Ask students to feed back the results of their findings to the rest of the class.

3. Explain the concept of backcasting to students, as described in the purpose section above. Show and discuss with them the What's Likely? backcasting worksheet completed example.
4. In their groups or pairs, ask students to select one aspect from one of the three possible futures that they a) think is clearly linked to a current trend and b) think is desirable.
 - Using the What's Likely? backcasting worksheet students decide what stages the trend will go through as it changes from the present trend to the aspect of the future world.
5. Ask the groups to present their backcasting exercise to the rest of the class. As a class decide on most effective presentation.
 - Which backcast was the most convincing and why?
 - Which event do students think is most likely to happen and why?

Differentiation and extended learning

What's Likely? 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:

- Select one theme for class to backcast as a whole class activity.

Extended/older learners:

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

- Select other likely trends which may become possible future scenarios
- Complete the same backcasting activity for each of these trends

Independent learning:

Suggested ideas for activities outside the classroom:

- Identify one current trend that has not been discussed in the main activity
- How might this trend develop in the future?

Notes

⬇ Start here

NOW	STEP 2	STEP 1	THE FUTURE
<p data-bbox="107 391 246 422">The trend:</p> <p data-bbox="107 630 268 662">Description:</p> <p data-bbox="107 1045 392 1077">Where it is happening:</p>	<p data-bbox="631 391 884 422">What happens next:</p>	<p data-bbox="1155 391 1408 422">What happens next:</p>	<p data-bbox="1680 391 1814 422">The event:</p> <p data-bbox="1680 630 1836 662">Description:</p> <p data-bbox="1680 1045 1960 1077">Where it is happening:</p>

Start here

NOW	STEP 2	STEP 1	THE FUTURE
<p>The trend: People are becoming worried about how information about themselves is being used by criminals, businesses and governments.</p> <p>Description: Worries about hacking, theft and leaks in information systems and databases run by big organisations lead individuals of protect their personal data (see Be Prepared: Future trends).</p> <p>Where it is happening: Mainly in western countries, though as developing countries become linked to the digital world, abuse of information and data is spreading rapidly.</p>	<p>What happens next: Following a number of high profile incidences in which big data files have been lost or sold, people having their identities hijacked by criminal gangs, and several murder cases involving teenagers using social networking sites, new laws are introduced forcing companies to be more responsible with people's personal data. Schools provide better education to students about how to look after and protect their personal data in the future.</p>	<p>What happens next: Businesses see the new legislation and the desire by people to be better protected as an opportunity to introduce new commercial services. People realise that paying for these services gives them control over their personal information and they become more careful about what they choose to reveal about themselves on the world wide web</p>	<p>The aspect we have chosen to focus on: Information and data is closely protected at all levels.</p> <p>Description: People pay to store all their personal information and data in huge data protection services. This ensures that personal information is only accessible by the people it concerns and incidences of hacking and identity fraud are now virtually nonexistent. Businesses and organisations have to apply for data to be released and there are strict codes of conduct on how this information is then used. If any data or information is misused, severe penalties are applied in line with the law.</p> <p>Where it is happening: Globally but developing nations are struggling to develop the systems required to provide the service and lots of people can't afford it.</p>

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 _ Stimulates discussion about how the actions that individuals, groups and organisations can take can influence decisions affecting communities and the environment <p>Curriculum opportunities:</p> <ul style="list-style-type: none"> _ Takes into account a range of contexts, such as school, local, regional, national, European, international and global, as relevant to different topics 	<p>Identities and diversity:</p> <ul style="list-style-type: none"> _ Exploring community cohesion and the different forces that bring about change in communities over time (1.3d) <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>Taking informed and responsible action:</p> <ul style="list-style-type: none"> _ Analyse the impact of their actions on communities and the wider world, now and in the future (2.3c) 	<p>Identities and diversity:</p> <ul style="list-style-type: none"> _ Exploring community cohesion and the different forces that bring about change in communities over time (1.3d) <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) _ 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>Taking informed and responsible action:</p> <ul style="list-style-type: none"> _ Critically assess the impact of their actions on communities and the wider world, now and in the future, and make recommendations to others for further action (2.3d)
<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>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>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	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 _ Explore issues, events or problems from different perspectives _ Analyse and evaluate information, judging its relevance and value <p>Creative thinkers:</p> <ul style="list-style-type: none"> _ Generate ideas and explore possibilities _ Ask questions to extend their thinking _ 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 <p>Team workers:</p> <ul style="list-style-type: none"> _ Collaborate with others to work towards a common goal <p>Effective participators:</p> <ul style="list-style-type: none"> _ Actively engage with issues that affect them and those around them 	<p>Global dimension and sustainable development:</p> <ul style="list-style-type: none"> _ Consider alternative future scenarios for the planet and the risks associated with not tackling sustainability <p>Identity and cultural diversity</p> <ul style="list-style-type: none"> _ Engage critically with controversial issues 	<p>What's Likely? 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

Decoding Data

Curriculum links

Maths

Geography

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

Cross-curriculum dimensions: technology and the media, creativity and critical thinking

See the section at the end of this activity


Purpose

Decoding Data explores the different ways in which information and data from surveys, polls and research can be interpreted and how this may be used to try to consider future developments on a variety of issues. This activity also looks at some of the current debates about how this kind of information is presented to the general public and encourages students to develop the appropriate critical and analytical skills that are involved in handling data.


Preparation


You could research and gather material about some current debates in society and/or research the interpretation of data, particularly around the issue of climate change. You may also wish to gather national statistics or other material to use with this exercise.


Resources

 **Be Prepared: Future Trends**

Suggested Web Tools

 **stats4schools**
Comprehensive web resource collating nearly 1,000 large statistical datasets.
www.stats4schools.gov.uk

 **SurveyMonkey**
Design your survey, collect responses and analyse results.
www.surveymonkey.com

 **Polldaddy**
Create your surveys and polls using custom templates or create your own. Use reporting engine to aggregate, print and export your results.
polldaddy.com

Suggested starter activity

As a class, brainstorm and discuss ways that organisations gather information and data about people eg consumer patterns in supermarkets via reward card schemes, online behaviour via cookies, surveys and polls to gather opinions and beliefs.

- _ What kind of information is gathered about individuals?
- _ How is information about people gathered?
- _ Who do you think uses this information and why?

Main Activity

1. In pairs students look at the Be Prepared: Future Trends resource.
 - _ How do students think these forecasts are made?
 - _ Which statements do they think make use of statistics?
 - _ How have these statistics been used?
2. In groups or pairs, students look at a sample of national statistics from a variety of organisations. Try the Stats4schools site from the suggested web tools section.
 - _ What type of data is being studied?
 - _ What forecasts can students make based upon the dataset they are studying?
 - _ What justification can students give for making these interpretations
3. Divide students into groups and ask them to choose an issue they are interested in. Ask them to research people's beliefs and behaviour on the subject in order to try to forecast a future trend eg if they are interested in sustainability, they might want to explore people's beliefs about recycling and whether they have changed their recycling behaviour over the past three to five years.
4. Ask students to design a questionnaire aimed at their peer groups. This could be done online using one of the suggested tools.
5. In their groups, ask the students to present the findings from their survey. In their presentations students should:

- _ Describe the background to their survey.
- _ Evaluate and interpret their results.
- _ Use appropriate statistical diagrams to present their findings back to their audience.
- _ Explain how they gathered data and information and what type of data was used.
- _ Make forecasts based on the information they have found with justification for these extrapolations.
- _ Evaluate and consider the reliability of conclusions drawn and forecast made.

Ask the class to assess each presentation based on:

- _ Quality of presentation.
- _ Quality of research and data collection.
- _ Appropriateness of chosen methods to represent data.
- _ Quality of interpretation.

✔ Tips for creating a questionnaire:

- _ Ensure that the majority of your questions are either multiple choice or yes/no responses. This makes answers easier to analyse.
- _ Do not ask leading questions, maintain neutrality.
- _ Allow one section for your interviewees to record their own opinions in more detail.
- _ Use one of the suggested web tools to create an online questionnaire.
- _ Use statistics to present your findings back to your audience.

Differentiation and extended learning

Decoding Data 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 just one dataset to examine as a class from stats4schools
- _ Design one whole class survey in which everyone takes part in designing the questions and collecting the results
- _ Divide class into groups and each group makes its own interpretations and predictions
- _ Compare each group's findings – what differences and similarities are there between groups? What does this tell us about the nature of statistics in predicting future events?

Extended/older learners:

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

- _ Look at one dataset from stats4schools.
- _ What alternative interpretations could there be for the set of statistics they have chosen? Discuss the implications of data manipulation and find examples of potential manipulation of statistics in history
- _ Consider how different methods of sampling and different sample sizes may affect reliability of conclusions drawn

Independent learning:

Suggested ideas for activities outside the classroom:

- _ Find one story in which statistics and surveys have been used to present a certain attitude or viewpoint
- _ Present findings to the rest of the class

Notes

Subjects:	KEY STAGE 3	KEY STAGE 4
<p>Mathematics</p> <p>Range and content:</p> <ul style="list-style-type: none"> _ Allows students to apply their knowledge, skills and understanding to relevant real-world situations _ Uses statistics <p>Curriculum opportunities:</p> <ul style="list-style-type: none"> _ Enables students to work on a sequence of tasks that involve using the same mathematics in increasingly difficult or unfamiliar contexts _ Allows student to work on problems that arise in other subjects and in contexts beyond the school 	<p>Statistics:</p> <ul style="list-style-type: none"> _ The Handling Data cycle, incorporating all key processes (3.3 a,b,c,d): _ Specifying the problem and planning _ Collecting data _ Processing and presenting data _ Interpreting and discussing the results 	<p>Statistics:</p> <ul style="list-style-type: none"> _ The Handling Data cycle, incorporating all key processes (3.3 a,b,c,d): _ Specifying the problem and planning _ Collecting data _ Processing and presenting data _ Interpreting and discussing the results
<p>Geography</p> <p>Range and content:</p> <ul style="list-style-type: none"> _ Study of a range of investigations focusing on places, themes and issues _ Investigate key aspects of the UK, including its changing human geography <p>Curriculum opportunities:</p> <ul style="list-style-type: none"> _ Explore real and relevant contemporary contexts _ Use a range of approaches to enquiries _ Examine geographical issues in the news _ Make links between geography and other subjects 	<p>Geographical enquiry:</p> <ul style="list-style-type: none"> _ Collect, record and display information (2.1b) _ Identify bias, opinion and abuse of evidence in sources when investigating issues (2.1c) _ Analyse and evaluate evidence , presenting findings to draw and justify conclusions (2.1d) 	<p>No statutory requirement – however this activity may be useful for GCSE geography and AS/A2 geography</p>

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>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>Technology and the media: _ Use and manage information effectively, learning to question the authenticity, accuracy and reliability of the information they encounter</p> <p>Creativity and critical thinking: _ Collaborate with others through negotiation, modification and compromise _ Refine, modify and develop ideas to ensure they are of real value</p>	<p>Decoding Data 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"> _ Numeracy across learning _ Numeracy and mathematics _ People, place and environment

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

The Survival Game

Curriculum links

Geography

PLTS: independent enquirers, creative thinkers, team workers, effective participators
Cross-curriculum dimensions: global dimension and sustainable development, creativity and critical thinking

See the section at the end of this activity

Purpose


The Survival Game asks students to suggest, develop then consider a set of scenarios based on global issues that might affect future generations. Students devise an action plan on how they might respond to each scenario within four different time scales¹. This activity is designed to encourage students to investigate the potential future impact of global issues upon them and their communities. This activity also requires students to think about what role they can play as citizens in the resolution of potential problems in the future.

Preparation

You may wish to gather supporting materials which can be used in conjunction with the Be Prepared: Future Trends resource. These can include newspaper articles or documentaries about global issues. This may be particularly helpful for younger learners and those needing extra support.

You may also wish to prepare a set of scenarios for less confident learners.

Resources

 **Be Prepared: Future Trends**

Suggested Web Tools

 **DoInk**

This site provides a platform for students to create and share animations.
www.doink.com

 **comicbrush**

This site allows students to create and share a comic using a combination of their own drawings or photographs which are scanned in and ready to use artwork. Students can choose from a library of characters, backgrounds and speech bubbles and add their own text and captions.
www.comicbrush.com

 **Audacity**

Easy-to-use, multilingual audio editor and recorder.
audacity.sourceforge.net

 **JamStudio**

Create or edit recordings.
www.jamstudio.com

1. This activity adapted from the 'What if' project conducted by Langtree School as part of the Young People's Geographies project:
www.youngpeoplesgeographies.co.uk/resources-ideas/the-what-if-project

Suggested starter activity

As a class think of recent films that include global environmental disasters such as energy shortages, floods etc.

✔ **Tip:** Recent popular films include 2012 (12A), The Road (15) the trailers of both of which are available online (easily found using a search engine). You might wish to start the lesson by showing a trailer of one of these or your own choice of film.

- What happens to communities in these films? How do they deal with the situation facing them?
- How realistic do the students think these films are?
- How likely are the events that are portrayed likely to happen?
- Why do they think that films about the future often include end-of-the-world type disasters?

It is also worth spending some time with students considering things that might not change in the future.

Main Activity

1. As a class, look at the Be Prepared: Future Trends resource. Tell students that these forecasts are grounded in research into changes that are happening now.

- In groups or pairs, students identify as many global issues as possible that have the potential to affect future generations eg shortages of energy or water, aging populations and decreasing birth rates, melting icecaps, etc.
- Discuss with students the global issues they have identified

2. Allocate pairs of students one of the global issues they have identified and ask them to come up with a scenario for their local area which they write on a card eg an energy shortage scenario might be: 'global energy shortages means oil and gas is cut off to our local area', a water shortage scenario might be: 'water is rationed in our local area'. You may wish to develop some ideas for scenarios as a class first so that students have some examples to work from.

3. Divide the glass into groups of three or four students. Allocate each group one of the class scenario cards. Ask students to discuss their scenario and work collaboratively to conduct some research into the global issue behind it and consider the impact on their community if the scenario were to occur in:

- 28 days
- 28 weeks
- 28 months
- 28 years

For each time scale students should consider:

- What would probably happen in that scenario, what might possibly happen and what outcome would be preferable?
- What could communities and individuals begin to do now, to try to ensure a preferable outcome?
- How could communities and individuals overcome the difficulties they will face?

✔ **Tip:** Spend some time supporting students to understand these time scales. What date will it be in 28 days? What month will it be in 28 weeks? Approximately how many years is 28 months? What year will we be in 28 months, how old will you be? How old will you be in 28 years?

4. Ask students to decide how they want to present their scenario creatively to the class or another audience. They might wish to create a podcast; script a small drama piece; record a series of news reports, video or audio; write newspaper articles or create a presentation.

However they choose to convey the information they should include at least the following:

- Their scenario.
- Some of the information they have found out about the global issue from their research.
- What the impact of the scenario would be on their community if it were to occur in each of the four time scales.
- The action that could be taken by communities and individuals over each of the four timescales, in order to try to ensure the most preferable outcomes.
- The probable, possible and preferable outcomes at each of these stages.

✔ **Tip:**

Consider the needs of your audience:

- What means of communication will support them to understand the message? For example, if something the students are talking about would best be understood with supporting images, then a podcast may not be the best choice.
- 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.
- There is only a limited time available to communicate with the audience. Make sure the students know they need to carefully choose the knowledge they are going to share. What are the most important bits of information?

Differentiation and extended learning

The Survival Game can be adapted for a 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 scenarios and focus the whole group on this one particular problem
- Focus group investigation on just one of the four time scales outlined in the activity

Extended/older learners:

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

- Develop their action plans in more detail and produce a guideline aimed at young people advising on what actions can be taken now and offering practical suggestions

Independent learning:

Suggested ideas for activities outside the classroom:

- Create a different Survival Game from the one featured in the main activity
- Present back to class and even play the different versions of the game

Notes

Subjects:	KEY STAGE 3	KEY STAGE 4
<p>Geography</p>	<p>Place _ Developing 'geographical imaginations' of places (1.1b)</p> <p>Physical and human processes _ Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies (1.5b)</p> <p>Environmental interaction and sustainable development _ Exploring sustainable development and its impact on environmental interaction and climate change (1.6b)</p> <p>Geographical Enquiry _ Ask geographical questions, thinking critically, constructively and creatively (2.1a) _ Solve problems and make decisions to develop analytical skills and creative thinking about geographical issues (2.1g)</p>	<p>No statutory requirement</p>

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>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>Creativity and critical thinking: _ Express and pursue original ideas with purpose and persistence _ Collaborate with other learners _ Refine, modify and develop ideas</p> <p>Consider Global dimension and sustainability: _ Consider alternative future scenarios for the planet and the risks associated with not tackling sustainability</p>	<p>The Survival Game allows opportunities for study in the following curriculum areas in Scottish schools and colleges:</p> <p>S 1-4 All</p>

Enterprise

Curriculum links

PSHE

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

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

See the section at the end of this activity

Purpose


Enterprise encourages learners to think about the kinds of skills that they will need as they move into the future. Students make connections between current trends in employment and possible future developments, working together to create a class resource bank of jobs, careers and future work pattern trends.

Preparation

You may wish to prepare a simple summary for each of the different types of working mentioned in the starter. You may also wish to set up a collaborative online space for students to create their resource bank. This could be done on the schools learning platform online or by setting up a class wiki using the free web tool suggested.

Resources

 **Future Worlds: In Brief**

 **Be Prepared: Future Trends**

Enterprise backcasting worksheet
(page 4 of this activity)

Enterprise backcasting worksheet example
(page 5 of this activity)

Suggested Web Tools

 **The Insiders**

An 'inside view' of six different jobs.
www.insiderjob.co.uk/insiders

 **Wikispaces**

Create simple class wikis that can be used to collaboratively edit and comment on class research.
www.wikispaces.com

Suggested starter activity

As a class, discuss the meaning of each of the following different types of working lives and the work patterns involved: shift work, nine to five, freelancer, entrepreneur, casual, professional, public sector, self-employed.

- _ What do students think are the advantages and disadvantages of the various working patterns?
- _ Which ways of working appeal to them?
- _ Discuss and vote on what students think they would like from a career: flexibility, security, challenge, risk, control, balance between work and leisure time?

Main Activity

1. In pairs or groups, ask students to look at both the Be Prepared: Future Trends and the Future Worlds: In Brief resources.
 - _ What do they learn about possible patterns of work and employment in the future?
2. In their groups, ask the students to discuss different types of jobs and careers of people they know and the types of hours and working conditions associated with these jobs.
3. Are any of the working conditions and patterns of employment similar to what students have read in the Be Prepared: Future Trends and the Future Worlds: In Brief resources?
 - _ If so, what are they? What does this tell students about the trends and possible futures?
 - _ Are there any jobs that students think won't exist in the future? Why?
4. Collaboratively create a class resource bank of jobs and careers students think will continue to exist in the future. Compiling the resource could involve students:
 - _ Writing a job profile for each of the jobs or careers identified, including work patterns.
 - _ Researching the career route needed to get into the selected jobs and the kinds of skills that are needed. Students could choose which format they wish to use eg text, audio, video.
 - _ Interviewing people in the job roles in which they are interested (see Independent Learning section below)

5. Once the information is compiled ask to spend time reviewing the resource they have created and to vote on their most preferred jobs.

Tip:

Students can refer to www.insiderjob.co.uk/insiders for ideas and an informal look at the real working lives.

6. Introduce students to the concept of backcasting: working backwards from an ideal future to understand the actions that need to be taken in the present to reach that future.
7. Using the Enterprise backcasting worksheet, students think about:
 - _ Their preferred ways of working.
 - _ The kinds of jobs they would like to have.
 - _ The skills they think they will need to develop now for possible future ways of working.

Tip:

There is a completed example of the Enterprise backcasting worksheet. Students may select a number of different career options – use a backcasting sheet for each option.

Ask the students if they would like to add their completed backcasting worksheets to the class resource so all students can see the different career paths that are potentially open to them.

Differentiation and extended learning

Enterprise 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:

- _ Select one possible job or career at part three as a class
- _ Class research together how many different pathways into this job or career there are
- _ Students then consider their choices and complete the backcasting sheet as per step four

Extended/older learners:

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

- _ In groups, identify which skills they need to develop for the future
- _ Each group develops a project brief which will give them the greatest scope for developing these skills. The project must be collaborative and enterprising in nature and possible involve the wider community
- _ Put the plan into action

Independent learning:

Suggested ideas for activities outside the classroom:

- _ Interview people in the job roles in which they are interested, asking questions such as: How would they describe their jobs? What are their current fears and worries about their jobs? How do they see work and employment developing in the future?

Notes

⬇ Start here

NOW	5 YEARS	10 YEARS	15 YEARS
<p>School:</p> <p>Skills:</p> <p>Goals:</p>	<p>School/College/University:</p> <p>How I will get here:</p> <p>Skills:</p> <p>Goals:</p>	<p>Career:</p> <p>How I will get here:</p> <p>Skills:</p> <p>Goals:</p>	<p>Career:</p> <p>How will I get here:</p> <p>Skills:</p> <p>Goals:</p>

⬇ Start here

NOW	5 YEARS	10 YEARS	15 YEARS
<p>School: Anywhere Academy. Studying: creative and media diploma – higher level (including enterprise and project work), Spanish, maths, science, drama, English, art, media.</p> <p>Skills: Imaginative, creative, confident in speaking and listening.</p> <p>Goals: To continue diploma at advanced level. To get lots of experience performing in school productions. To develop dancing and singing skills as well as acting. To get acting/performing experience outside school.</p>	<p>School/College/University: Following course at The Central School of Speech and Drama www.cssd.ac.uk or The Royal Academy of Dramatic Art www.rada.org.</p> <p>How I will get here: With good diploma and lots of experience already.</p> <p>Skills: The same as before including persistence and determination!</p> <p>Goals: To finish the course, get an agent and hopefully find work immediately or get a big break.</p>	<p>Career: Appearing regularly in small theatre productions across the country, doing a number of ad campaigns and voice-overs, beginning to get small parts on the small screen.</p> <p>How I will get here: Having a good agent and making some careful decisions. Having headshots, full CV, business cards, show reel and photo cards. Lots of networking. Be prepared to move where opportunities are eg London.</p> <p>Skills: Ability to adapt to different performing opportunities whether it is live theatre, musicals or television.</p> <p>Goals: To break into films.</p>	<p>Career: Working actor hopefully in films and on stage.</p> <p>How will I get here: A good agent will have secured a number of small film roles which will build my national, and maybe international, reputation.</p> <p>Skills: Being adaptable, taking risks, being professional.</p> <p>Goals: Hollywood calls!</p>

Subjects:	KEY STAGE 3	KEY STAGE 4
<p>PSHE</p> <p>Range and content:</p> <ul style="list-style-type: none"> _ Allows students to share examples of diverse values encountered in society and the clarification of personal values _ Encourages the knowledge and skills needed for setting realistic targets and personal goals _ Focuses on the personal review and planning processes _ Assesses skills and qualities in relation to employer's needs <p>Curriculum opportunities:</p> <ul style="list-style-type: none"> _ Gives students opportunities to research options and progression routes in learning and work 	<p>Personal identities:</p> <ul style="list-style-type: none"> _ Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self esteem (1.1b) <p>Critical reflection:</p> <ul style="list-style-type: none"> _ Reflect on personal strengths, achievements and areas for development (2.1b) _ Identify and use strategies for setting and meeting personal targets in order to increase motivation (2.1d) <p>Career:</p> <ul style="list-style-type: none"> _ Understanding that everyone has a career (1.1a) _ Developing a sense of personal identity for career progression (1.1b) _ Understanding the qualities, attitudes and skills needed for employability (1.1c) <p>Self development:</p> <ul style="list-style-type: none"> _ Assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise (2.1c) <p>Enterprise:</p> <ul style="list-style-type: none"> _ Identify the main qualities and skills needed to enter and thrive in the working world (2.3a) 	<p>Personal identities:</p> <ul style="list-style-type: none"> _ Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self esteem (1.1b) <p>Critical reflection:</p> <ul style="list-style-type: none"> _ Reflect on their own and others' strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure (2.1b) _ Identify and use strategies for setting and meeting personal targets and challenges in order to increase motivation, reflect on their effectiveness and implement and monitor strategies for achieving goals (2.1c) <p>Career:</p> <ul style="list-style-type: none"> _ Understanding that everyone has a career (1.1a) _ Developing a sense of personal identity for career progression (1.1b) _ Understanding the qualities, attitudes and skills needed for employability (1.1c) <p>Self development:</p> <ul style="list-style-type: none"> _ Develop and maintain their self-esteem and envisage a positive future for themselves in work (2.1a) _ Assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise (2.1c) _ Assess the importance of their experiences and achievements in relation to their future plans (2.1d) <p>Enterprise:</p> <ul style="list-style-type: none"> _ Identify the main qualities and skills needed to enter and thrive in the working world (2.3a)

PLTS	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>Team workers:</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>Reflective learners:</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>Enterprise 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

Campaigning

Curriculum links

PSHE

Citizenship

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

Cross-curriculum dimensions

See the section at the end of this activity


Purpose

Campaigning allows students to engage with local, national and international issues affecting them and others. Students are encouraged to see that the individual citizen is not necessarily powerless and things that happen now can be challenged, leading to different possible futures. This activity allows students to develop the skills of advocacy and through doing so gives them the experience of being involved in shaping the world that lies ahead of them.

Preparation

You could visit the Battlefront website and look at the range of campaigns being conducted by young people. The interactive Campaigner's Handbook is a particularly useful resource. It contains lots of hints and tips about how to get started as well as a sample of famous campaigns which successfully ended in change. You may also want to gather examples of both online and offline campaigning materials.

Resources

 **Be Prepared: Future Trends**

Suggested Web Tools

 **Battlefront**

A site dedicated to the support of teenage campaigners who are trying to make changes.

battlefront.co.uk

 **Battlefront handbook**

It includes an interactive guide on how to construct and maintain a campaign, with lots of hints and tips from professionals.

handbook.battlefront.co.uk

Suggested starter activity

As a class, discuss campaigns that students have heard about which have brought about change in some way, either socially, economically, politically or environmentally. You may wish to start the discussion by giving the students some examples.

✔ **Tip:** If students have access to the internet during the activity, they can refer to the Battlefront handbook (see suggested web tools) for ideas about campaigns through both contemporary and historical societies.

Share ideas as a class:

- Describe what happened during the campaign they have chosen.
- What made these campaigns particularly successful?

Main Activity

1. Ask students to look at the Be Prepared: Future Trends central resource and discuss some of the issues raised in the trends identified.
 - Which issues highlighted in the trends do they think will have the greatest impact on them in the future?
 - If students had political power, what solutions might they want to introduce to solve these problems?
2. Divide the students into groups. Ask them to select an issue that they feel strongly will affect their future and consider what influence they would like to have over decisions being made about the issue in the present.

They could choose an issue from the Be Prepared: Future Trends resource, look at the different issue based campaigns at the Battlefront website (see suggested web tools) or select one of their own. The campaign ideas could be at a local (school or neighbourhood community), national or international level.
3. Using the Battlefront Campaign handbook (see suggested web tools), ask each group to plan the outline of a campaign.
4. Ask the groups to present their campaign action plans and ask the class to assess each group's presentation on the following:
 - The potential effectiveness of the campaign outline. Is it realistic?
 - The quality of the group presentation. How well has it been researched?

The groups could present their plans in their choice of format. This might be a PowerPoint presentation, a video, written or as a recorded radio interview.

5. If timing and practicalities allow, support students to put their campaigns into action.

✔ Tip:

- Encourage students to choose something they feel passionate about and to which they have a commitment.
- Suggest students carefully research their chosen issue before they plan their campaign of action. Are there any other organisations already campaigning about a similar issue? What could be learnt from them? Students may benefit from some explicit teaching of research skills.
- Advise groups to organise themselves so that each member within the group has a designated role.
- Support students to consider the audience of their campaign and how best to communicate with that audience. Could technology play a supporting role? If so, what technology would be most effective in communicating their message to that audience?

Differentiation and extended learning

The Campaigning activity 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:

- Select a single issue which each group must work with. Groups can then compare each group's campaign plans more effectively
- Use one of the campaigns from the Battlefront website

Extended/older learners:

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

- Support students to create a timescale and put their campaign action plan into effect
- Use all the support mechanisms on the Battlefront site – students can even apply to become an official Battlefront campaigner

Independent learning:

Suggested ideas for activities outside the classroom:

- Create a Campaigner's Handbook aimed younger students
- Use different presentational techniques to create it. Which work best? Why?

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 – Stimulates discussion about how actions that individuals, groups and organisations can take can influence decisions affecting communities and the environment <p>Curriculum opportunities:</p> <ul style="list-style-type: none"> – Takes into account a range of contexts, such as school, local, regional, national, European, international and global, as relevant to different topics 	<p>Identities and diversity:</p> <ul style="list-style-type: none"> – Exploring community cohesion and the different forces that bring about change in communities over time (1.3d) <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>Taking informed and responsible action:</p> <ul style="list-style-type: none"> – Analyse the impact of their actions on communities and the wider world, now and in the future (2.3c) 	<p>Identities and diversity:</p> <ul style="list-style-type: none"> – Exploring community cohesion and the different forces that bring about change in communities over time (1.3d) <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) – 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>Taking informed and responsible action:</p> <ul style="list-style-type: none"> – Critically assess the impact of their actions on communities and the wider world, now and in the future, and make recommendations to others for further action (2.3d)
<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>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>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	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 _ Explore issues, events or problems from different perspectives _ Analyse and evaluate information, judging its relevance and value <p>Creative thinkers:</p> <ul style="list-style-type: none"> _ Generate ideas and explore possibilities _ Ask questions to extend their thinking _ Connect their own and others' ideas and experiences in inventive ways <p>Team workers:</p> <ul style="list-style-type: none"> _ Collaborate with others to work towards a common goal <p>Effective participators:</p> <ul style="list-style-type: none"> _ Actively engage with issues that affect them and those around them 	<p>Depending on campaign issue chosen, all cross-curriculum dimensions are applicable</p>	<p>Campaigning 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

Be Prepared: Future Trends

News is automatically selected to fit your interests – your electronic newspaper has become the “daily me”. You get less boring stuff but can also live in a world you choose, and ignore others.

A system where money follows demand lets students choose the education they want.

Stronger links between industry and education speed up application of new technology.

Fierce global competition makes people move between countries faster, and more often, in search of work.

Information access improves in leaps and bounds. Knowing how to find the right material, combine and edit it are key skills.

On average, people are older and living longer. They look for lifelong learning and a new balance of education, leisure and work.

Public services stop being standardised for the average customer. People expect to fit what the government provides around their own needs.

Nationality means less as people move between countries more often and stay in one place for shorter spells.

Worries about hacking, theft and leaks in information systems and databases run by big organisations, especially public ones, lead individuals to protect their personal data.

Defining who you are, your identity, gets trickier. People question how much it matters whether they are male or female, old or young, able-bodied or disabled, black or white, well or ill, educated or not, and know that they can explore different identities online.

The massive rise in obesity highlights arguments about personal responsibility in exchange for rights to public services like health care.

Support goes both ways between the generations. Sometimes the young look after or pay for the old, sometimes vice-versa.

Worries about divided societies and conflict between cultures lead to increased emphasis on citizenship and group identities.

After the economic depression of 2007-2009, more cooperative and collective societies thrive.

Economic, environmental and social challenges, like global warming, cannot be met by local communities. They call for coordinated national and international action.

Be Prepared: Future Trends

Most people do some voluntary work and younger workers are working to live rather than living to work.

There is increased conflict over scarce resources, including water.

Governments and employers need to keep on older workers and help parents of young children stay in the workforce.

Water shortages, especially from longer droughts in some regions, threaten to disrupt global food supply.

Weather disasters including storms, forest fires, droughts and floods will be bigger and happen more often.

Half the people of western Europe are over 50 by 2030, with an average life expectancy of 90. 25% of the population is over 65 and 15% over 75.

Global warming creates tens of millions of climate refugees by 2050.

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
<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
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
<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
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
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
Media, arts and technology	<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
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>