We teach the future
as we do the past.

**Telling My Story
Discovering Personal Futures**

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**DESCRIPTION AND RATIONALE:** In this unit, middle or high school students will be able to think about their own futures and approach their goals in a critical and constructive way by understanding and using valid foresight strategies. This unit is meant offer students new ways to think about themselves and their lives in a rigorous and engaging way.

**FINAL PROJECT/ASSESSMENT:** Students will create a portfolio of work and explain their learning to a small group and the instructor. Key elements of the portfolio are a final scenario/timeline.

**ESSENTIAL QUESTIONS:**

- How has the past contributed to the present? How might it contribute to the future?

- How do trends, events, my choices, and the choices of others shape my future?

- What are my dominant images of the future?

**OVERALL UNIT OUTCOMES:**

- analyze past events and explain how they contributed to the present

- analyze present situations and explain how they might contribute to the future

- analyze multiple future possibilities  create personal goals for the future, considering external inputs and alternatives

-  develop scenarios of multiple personal futures, considering external inputs and alternatives

- Reinforce Common Core Competencies: develop and discuss evidence-based opinions; consider uncertainties and multiple possibilities; analyze complex sets of ideas and explain interactions and outcomes; present complex ideas visually, verbally, and in writing; synthesize and integrate information across disciplines; comprehend and analyze various forms of text;

**LEARNING PLAN OUTLINE/SCHEDULE**

| DAY | LEARNING PLAN/ACTIVITIES | MATERIALS NEEDED |
|-----|--------------------------|------------------|
| 1-3 | **Objective:** Students will be able to comprehend articles about the future, examine their own assumptions about the future, and explain the value of considering the future.<br><br>**Activity:** Read, annotate[1], and discuss one or multiple of the accompanying articles Possible discussion questions:<br>• What stood out to you most about this article?<br>• How would you compare these ideas of the future to your own? Do they change any of your own ideas about the future? How?<br>• What evidence do we have that these futures are possible? What evidence do we have that something else might happen?<br>• Consider one main possibility raised by the article. What might happen as a result if that actually happened?<br><br>**Assessment:** Knowing that predictions are often wrong, do you think it's valuable to think about the future? Why or why not? | • http://www.bbc.com/future/sponsored/story/20150706-how-the-internet-of-things-is-changing-the-way-we-live<br>• http://www.futuristspeaker.com/2013/07/by-2030-over-50-of-colleges-will-collapse/<br>• http://www.fastcompany.com/3050131/tech-forecast/shuddle-launches-a-new-carpooling-feature-for-kids-developed-by-mom-engineers |

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[1] Use any text analysis or annotation strategy students know or refer to Annotation Supplemental