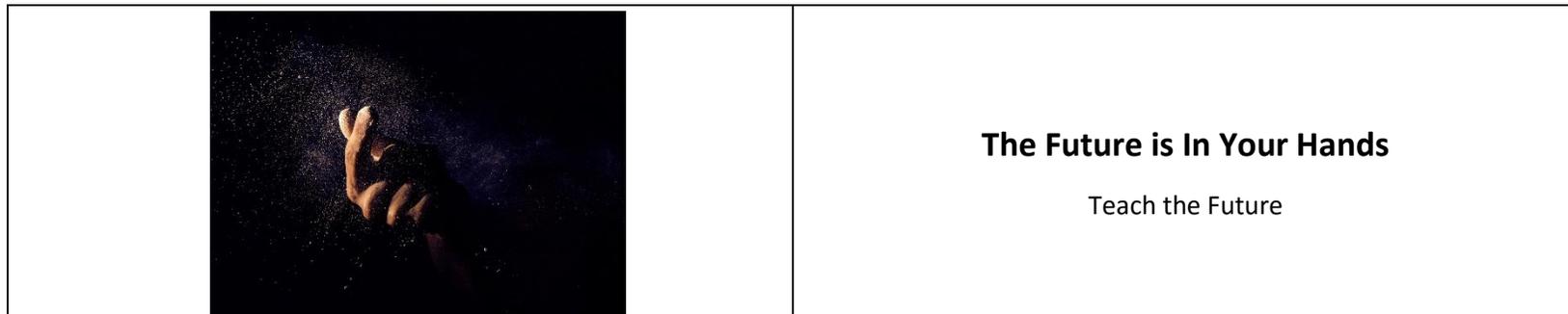


This is a partial preview. For full access to these teaching materials, please register and download.



DESCRIPTION/RATIONALE: This mini-unit designed for middle- or high-school students introduces students to an understanding of trends, change, and scenarios while giving them the opportunity to grapple with issues that could have major influence on their futures: the impact of social media, automation and jobs, and sea level rise. This unit can be completed in one week and leave students with deeper critical thinking and understand of how to consider future possibilities.

FINAL PROJECT/ASSESSMENT: Students will create scenarios based on their futures wheels and identify key points that leaders and influencers should consider for the future.

ESSENTIAL QUESTIONS:

- What possible futures might lay ahead?

- How do I use tools to help clarify possible futures?
- How can we mitigate or enable certain futures today?

UNIT/LESSON OBJECTIVES: Students will be able to...

- Explain their position on various future issues.
- Define trends
- Consider the effects of certain trends on the future
- Develop scenarios based on various possibilities
- Analyze scenarios for challenges and opportunities
- Identify and explain choices that could mitigate or enable certain futures

RELATED COMMON CORE ANCHOR STANDARDS

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

LEARNING PLAN OUTLINE/SCHEDULE

| DAY # | LEARNING PLAN/ACTIVITIES | MATERIALS NEEDED |
|-------|--|--|
| 1 | Unit Intro/Warm Up (15 minutes) <ul style="list-style-type: none"> • Review slides 1 and 2 | <ul style="list-style-type: none"> • PPT slides 1-8 • Post Its/writing utensils • Tracking Trends handout |

| | | |
|--|--|---|
| | <ul style="list-style-type: none"> • Show quote on slide 3 and ask students to write on a Post It how strongly they agree with the statement and line up in order from 1-10 (not all numbers may be represented and some students may choose the same number, in which case absent numbers are skipped in line and students with the same number are next to one another in line in any order. Neither of these possibilities affect the outcome of the activity). • Ask the line to “fold” so that the students the “agree” end of the line (5-10) move to face students at the “disagree” end of the line. Rearrange students as necessary so everyone has a discussion partner. • One student in each pair shares why he or she chose that number. Partners reflect back what they heard. Repeat with the second partner. • Repeat activity for all three quotes and have students share with the group as time allows/as desired. <p>Topics and Trends (30-45 minutes)</p> <ul style="list-style-type: none"> • Per slide 6, assign or allow students to choose which groups they will be in. Organize groups so each topic has at least 2 groups working on it. • Explain that they will be learning more about their topics and will be paying particular attention to trends in that topic area. • Review slide 7. Ask students to identify trends they notice, using “more” or “less” of something, as | <ul style="list-style-type: none"> • Research materials (any combination of the below resources or other related resources not listed here, depending on Internet access and time): <p><i>Social Media:</i></p> <ul style="list-style-type: none"> • “The Impact of Social Media” (included as a PDF) • 2016 version of Did You Know? • 11 facts about social media (BuzzFeed) • Social media changing your brain <p><i>Jobs and Automation:</i></p> <ul style="list-style-type: none"> • “The Global Workplace” (included as a PDF) • Humans need not apply • Will Robots Take Out Jobs? <p><i>Sea Level Rise:</i></p> <ul style="list-style-type: none"> • “Think Today’s Refugee Crisis Is Bad? Climate Change Will Make It a Lot Worse” • Sea Level Rise: Fact and Fiction • Abundance Is Our Future |
|--|--|---|

described on the slide. [NOTE: Students are likely familiar with the word trend in more of a fashion and entertainment context. Though related, the goal here is to identify a *specific* trend – more of less of a specific quantity – instead of just saying something is “trendy” or “trending.” So if they want to talk about fashion and entertainment, what specifically are we seeing more or less of over time? Also, encourage students to think of trends in all the categories, not just those that are most obvious.]

- Review slide 8 and give students the Track the Trends handout and access to reading and research material. [NOTE: Several sources are listed in the “Materials” section. Instructors can decide how many/which sources to use (and many others exist that can serve as replacements for any of these) and how to model/organize student research. As long as students end up finding a number of trends in each category, they will be set up for the next section.]