



WISH FOR THE FUTURE LESSON PLAN

GRADES 6TH - 8TH

ONE WISH

WISH FOR THE FUTURE

ONE HUNDRED YEARS



ABOUT WISH FOR THE FUTURE

How do we make the world work for 100% of humanity?

Inspired by the Voyager Golden Records that were sent into space in 1977 and the work of pioneering design scientist, Buckminster Fuller, Wish for the Future (W4tF) is a Web-based creative platform to empower users to shape the world around them now and create a better future through experiential learning, creative expression, and collaboration.

Participants make or choose a wish for the future, and they can grant one via a creative act such as writing a story, conceiving an idea, or taking an action. Select

granted wishes will be prototyped using 3D printers and software hacks in an effort to create a tangible artifact. Wishes, creative expressions, and prototypes will be placed in multiple time capsules and buried for 100 years.

W4tF is a non-profit organization that uses a system of combined participatory storytelling and design science to help young people create the future.

OVERVIEW

This packet consists of 2 lessons, aimed to fit within three class periods. They are designed for students in grades 6 – 8. **Feel free to customize the lessons** to best meet your students' needs, as well as to address any of your school's curriculum standards not listed here. Correlating Social Studies and Language Arts standards supported by this packet can be found on page 7. Finally, please visit the Wish for the Future website at www.wishforthefuture.com to gain an understanding of the program's goals and usage of your students' outputs.

TARGET AUDIENCE? → Middle school; grades 6 – 8

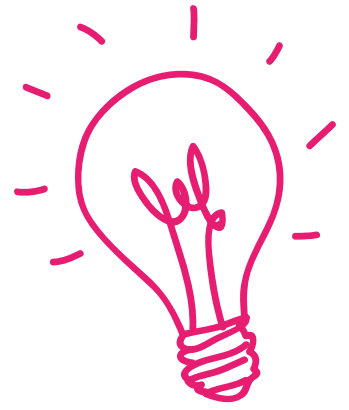
DURATION? → 3 class periods

OBJECTIVES? → Students will use these predictions to compose one or more wishes for the future and submit them to the Wish for the Future website.

Assigned a category, students will formulate and present a prediction about it in their hometown/region in 100 years.

Students will research and define the categories: culture, economy, education, government, health, humanity, sustainability, and urbanization.

SUBJECT AREAS? → Social Studies, Language Arts



LESSON 1

Materials: magazines, newspapers, scissors, glue, tape, markers, pencils, large paper

Objective: Students will research and define the terms culture, economy, education, government, health, humanity, sustainability, and urbanization.

Duration: Two class periods

1 Set the Purpose (Day 1 - 10 minutes)

Introduce the program by visiting the Wish for the Future website together and explaining that you'll be talking about the ways people function in society, as well as relate to one another and the Earth. Present the idea that one's future, and therefore, the world's future, rests in the choices we make every day.

Introduce the idea of how ripples from one drop in a pond expand outward. In the same way, wishes can start small. And, some stay small. But what happens when one person has a wish, and everyone helps them make it come true? What happens when a wish grows, because we all push it along?

Small dreams expand. Words cluster into stories. Mysteries embrace science. Questions are asked and answered, together. Children learn what they are capable of. How do we do it? How do we build the future?

2 Review Activity 1 (Day 1 - 10 minutes)

Introduce the eight categories of wishes from the Wish for the Future website: Culture, Economy, Education, Government, Health, Humanity, Sustainability, and Urbanization. Divide the class into eight teams. Choose a leader for each team. Cut eight strips of paper with the category labels on them and toss them in a container. Invite each team leader to blindly draw a strip of paper from the container.

3 Conduct Activity 1 (Day 1 - 35 minutes)

On large pieces of paper, teams will have 35 minutes to compile a collage of symbols, images, and words to define their categories. For example, the team that draws the category Culture may list popular slang, songs, styles, and attitudes of today and yesterday, among other things. Walk around the room conferencing with teams as needed.

Consider using a technology-based tool to make the collages: Mural.ly, edcanvas.com, Google Presentations, Wordle, etc.

Collages communicate a clear message through pictures and only the most essential words. As students work, ask them what is the main point they'd like to make?

4 Finalize Collages (Day 2 - 10 minutes)

Give student teams 10 minutes to make any final additions or changes to their collages.

The information contained in the collages must be accurate, clear, and concise. Encourage students to add or remove collage items to make the point they want to make.

5 Collage Presentations & Discussion (Day 2 - 45 minutes)

Bring students together to share their collages. Each team will have 5 minutes to describe its collage and define its selected term.

Discussion points:

Are there any patterns or overlap you see?

Have teams used similar words to define both Humanity and Culture; or, perhaps Sustainability and Urbanization?

Is there a way to sharpen the distinction among terms? Or examine them as mirrors or complements of each other?

ACTIVITY 1

Cut the following labels into individual strips. Place the folded strips into a container and have students blindly draw one strip at a time.

CULTURE

ECONOMY

EDUCATION

GOVERNMENT

HEALTH

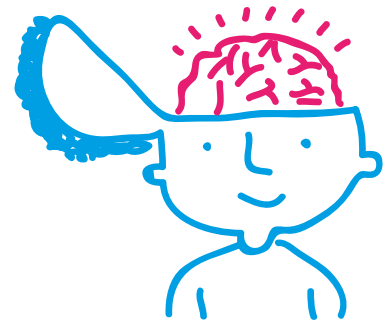
HUMANITY

SUSTAINABILITY

URBANIZATION

OUR CATEGORY IS:

Using a large piece of paper, you have 35 minutes to compile a collage of words, images, and examples to define your category.



LESSON 2

Students will discuss which categories they believe might experience the most changes in 100 years and why.

Given a category specified by the teacher, students will describe an imaginary future scenario or development in their community and, based on this, will compose a group wish to post to the Wish for the Future website.

Materials (optional): Pipe cleaners, egg cartons, markers, paper, Playdoh

Duration: 1 class period

1 Set the Purpose (20 minutes)

Discuss why making predictions or wishes for the future is an enduring human endeavor. What are the possible benefits and negative impacts of speculative thinking when it comes to planning a society's progress?

In which categories do the students believe there might be the most changes over the next 100 years? Why? Which categories need to change the most, in their opinions? Why?

(Optional) Explain to students that the materials are available to help them use both sides of their brains for today's task: brainstorming the future. Want use BOTH SIDES OF YOUR BRAIN at once?

Keep your body busy while you're thinking! Mold Playdoh, do finger calisthenics, doodle, hop, squeeze a tennis ball.

2 Brainstorm Future Predictions (20 minutes)

Designate one category. Ask students to mull an imaginary future scenario for it. Ask them to write a sentence or short paragraph describing their prediction. Walk around the room conferencing with students as needed. Samples:

Culture – What's the ethnic makeup of your town? Will that change in 100 years? Or, how will language evolve 100 years from now? Or, which cultural events in your town will take place 100 years from now?

Economy – How do most folks in your town make their livings? Will this stay the same in 100 years? Will society still be using physical money in 100 years?

Education – What will students need to learn about in 100 years that they don't currently study?

Government – Will voting methods be the same? Or, what might be a future law that we don't have today?

Health – What will be considered healthy in 100 years? Or, describe a future medical advance.

Humanity – Given ways that people separate themselves from each other (race, religion, sexual identity, social class, and so on), will any or all of these

change in 100 years?

Sustainability – What are the predominant natural resources in your town/region, and how might they change in 100 years?

Urbanization – How will inhabitants get around? How might mass transit, living conditions, or town growth change?

3 Compose a Wish for the Future (15 minutes)

Based on the category you designated, engage the students in composing a group wish to post to the Wish for the Future website.

The purpose of wishing is to brainstorm issues that affect the sustainability of humanity and planet Earth. Once you identify a wish, refine it from a global or general statement to a specific one in 140 characters or less that might be enacted at a local level.

Sample wishes:

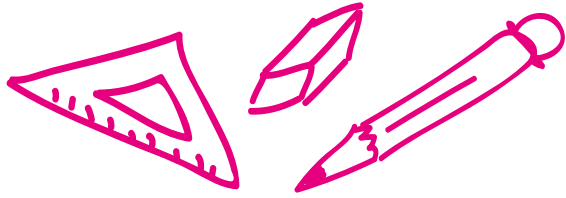
My environmental wish for Cape Town: farm of wind turbines; roof top gardens; use of more solar panels; affordable electric cars.

Teach all children the connection of mind~body~spirit to develop society w/ goodness in mind, not greediness or even accumulateness.

For mentally ill people to receive the care they need without having to worry about insurance (or lack thereof).

Save (local/regional) rare species from threat of extinction and preserve habitats as national parks.

I wish to empower refugees, especially refugee musicians who feel they have lost their musical identity/heritage in their new environment.



ALIGNMENT TO STANDARDS GRADES 6-8

Social Studies Standards

Culture and Cultural Diversity

- Compare and analyze societal patterns for transmitting and preserving culture while adapting to environmental and social change

People, Places, and Environments

- Describe how people create places that reflect culture, human needs, current values and ideals, and government policies
- Consider, compare, and evaluate existing uses of resources and land in communities, regions, countries, and the world

Individual Development and Identity

- Describe the influence of cultures, present and future, upon the daily lives of individuals

Individuals, Groups and Institutions

- Evaluate the role of institutions in furthering both continuity and change

Power, Authority and Governance

- Examine the rights and responsibilities of the individual in relation to their families, their social groups, their community, and their nation

Production, Distribution and Consumption

- Understand the relationships among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations

Science, Technology and Society

- Analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes influence scientific and technological endeavors

Global Connections

- Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations
- Analyze and evaluate the effects of changing technologies on the global community

(Source: National Council for Social Studies "National Standards for Social Studies Teachers" - <http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>)

Common Core State Standards for Writing - Grades 6 - 8

Text Types and Purposes

- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Research and Information Fluency

- Students apply digital tools to gather, evaluate, and use information.

(International Society for Technology in Education) NETS Standards > Grades 6-12

EXTENSION ACTIVITIES

1



Interview your grandparent about the changes s/he has witnessed since childhood.

Ask for his/her predictions about the future in 100 years.

How can you frame this prediction as a wish for the future?

If s/he could leave a message to the future, what would it be?

2



Select a wish from the WishfortheFuture.com website and grant it by writing a short story, poem, song, video, or play.

EXAMPLE

Wish: Give open access to health care to 100% of the earth's population.

Grant: A story about a person who invents the world's first holographic doctor.



HERO'S JOURNEY:

Choose a protagonist and use the wish to set his/her task.

VISION:

Set the hero's goal. What's the context for it? What drives him to set out and do something?

OPPOSITION:

Choose an antagonist (can be a person, organization, or situation) and why it is a problem.

OBSTACLE:

Create a situation that challenges your heroine in her pursuit.

SOLUTION:

How will your hero's unique objective overcome the obstacle?

RISKS:

What are the pitfalls your heroine encounters? How does she master them?

HELPERS:

Who or what comes into the story to help our hero as his ideas gain traction?

CHANGE:

What does the accomplishment look like?

100 %:

Step back and check if it really works for 100% of humanity. How might this story be continued and improved?

OUTPUT:

Present your finished story in any format that inspires you: prose, poetry, song, play, short film. Upload it as a Grant to its related Wish on the WishfortheFuture.com website.

3

Review the User-Submitted predictions for 2110 made at the “Predict-O-Meter” feature on the FUTURESTATES website: http://www.futurestates.tv/predict_o_meter/.

Select or designate one of the predictions and ask students to write a short essay on whether they agree or disagree with it, and why.

