

# What does the future hold?

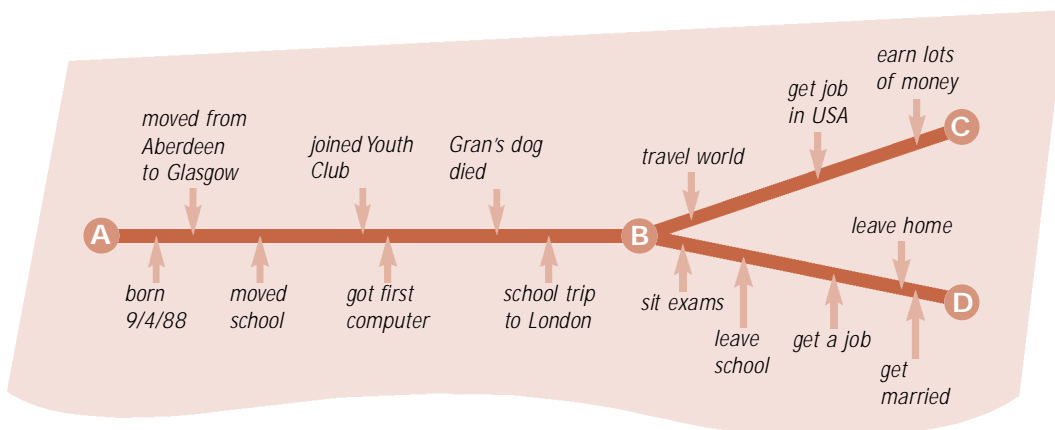
## Purpose

To enable students to see the past, present and future as a continuum.

To introduce the students to the idea of alternative futures.

## Preparation

- ✗ Copies of **Student sheet 1– What does the future hold?**
- ✗ Copies of **Student sheet 2 – Quotes about the future.**



## Procedure

- ◆ Ask each student to copy an example of a timeline (see *the sample shown above to help the explanation*).
- ◆ Show that point A is when they were born and point B is now. B-C is the ideal future they would like and B-D is the probable future they will have.
- ◆ The students then mark memorable events (with approximate dates) in their lives.
- ◆ They then imagine what events they would ideally like to happen in their future, and the events that will probably happen in their future.
- ◆ Now ask students to fill in **Student sheet 1– What does the future hold?** When they have finished, ask them to discuss their thoughts in pairs. Students should share their ideal futures and share what they think is more likely to happen.

## Looking more closely at their ideal future

- ◆ List some of the things which might prevent their ideal future from happening.
- ◆ Discuss what actions they would need to take to make their ideal future happen.
- ◆ What might they need help with and who would they ask to help them?
- ◆ What are some of the things they feel they can do nothing about?
- ◆ Will their choices affect others?
- ◆ Will they affect the environment?
- ◆ Does that make a difference?

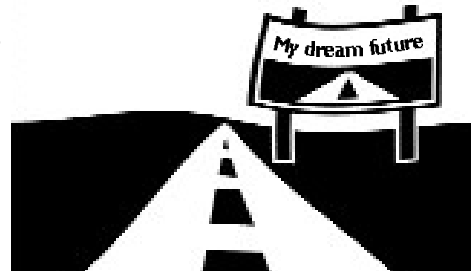
## Looking at the wider picture

- ◆ Did anyone include events that were not part of their personal lives?
- ◆ What are some of the issues that are worrying people just now – locally, nationally and internationally?
- ◆ Are there issues which bother them?
- ◆ Who are some of the people tackling them?
- ◆ What could they do to help make a difference?

## Looking at sustainability

- ◆ Ask the students to choose one of the quotes on **Student sheet 2 – Quotes about the future** and talk with their neighbour about why they chose it. What are the quotes all saying?
- ◆ Make a list of what is not sustainable about their ideal futures.
- ◆ Does it make them want to change their ideal future? If yes, why? If not, why not?

# What does the future



## My dream future

*Will you get there?*

*If yes, then how?*

*If not, why not?*

*What could you do to get closer to your dream?*

- ◆ *By yourself:*
  
  
  
  
  
  
  
  
  
- ◆ *With help from others:*
  
  
  
  
  
  
  
  
  
- ◆ *As part of what others are doing already:*

# Quotes about the future

'Treat the earth well. It was not given to you by your parents it was loaned you by your children.'

'Anybody, Somebody and Everybody knew there was a job to be done. Anybody could do it and Everybody thought that Somebody would do it. But in the end Nobody did it.'

'There is only so much land in our world. Expanding human needs are increasing pressure on it, creating competition and conflicts.'

*Agenda 21*

'How to be green? Here's the answer: consume less, share more, enjoy life.'

*Penny Kemp and Derek Wall.  
A Green Manifesto  
for 1990s*

'Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.'

*World Commission on Environment and Development, 1987*

'If I was a child today, I would be worried. If you think that you can solve the problems of the world by recycling a few cans, you'll get to 2040 and find that you have been misled. The world will be in a mess because you haven't dealt with the main problem. The widening gap between rich and poor is the main problem. The challenge is to reduce your consumption or face war between rich and poor.'

*Warren Lindener, Our Common Future*

'The future of our children depends on our ability to live in harmony with nature and each other. Sustainable development means we cannot satisfy our own needs at the expense of those of future generations.'

*Gro Harlem Bruntland, 1991, Save the Earth, ed. Jonathan Porrit*