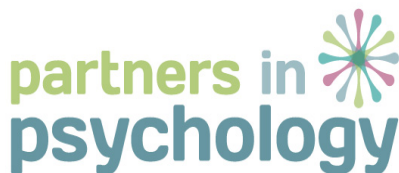


## IMAGINE RATIONALE

Imagine the future where the obstacles we now face are overcome. What would we want to be able to do again but, also what would we want to differently?



## TIPS

Talk about dreams, goals and wishes. Integrate activities around these into curriculum content where feasible to enable pupils to keep think about the future and what they would like to achieve. This is very important to encourage hopefulness in children and keep them engaged in future thinking. This is particularly important for those pupils who will be reaching transition points and be starting to make future choices in the immediate context of the current crisis. Encourage them to keep thinking beyond the crisis period in their decision making, help them make pathways that led to their choices where possible to try and support this.

Encourage pupils to engage in futures thinking approaches.. In order to engage with Futures Thinking, there are a few things that you could consider:

- Existing situation – What is happening now and why? Who benefits and who loses?
- Trends – How does the existing situation compare to the past? Are there patterns in the changes?
- Drivers – What is causing the changes? The causes might be specific community perceptions, beliefs, values or attitudes. It might be that other changes have caused ripple effects, such as demographic changes, environmental damage, developments in science and technology or changes in political policy
- Possible futures – What might happen in the future?
- Probable futures – What is most likely to happen in the future? Which trends and drivers are likely to persist?
- Preferable futures – What do you want to happen in the future? Why? Who benefits and who loses?

More information and resources can be found at

<https://encounteredu.com/cpd/subject-updates/how-to-teach-futures-thinking>

Futures thinking teaching resources can be found at

<https://www.nfer.ac.uk/media/1785/futl21.pdf> this includes lessons and tips for KS3 and 4