

### 30 Years From Now

- Recommended time four to five hours.

#### Objective:

- Children should learn to explore, develop and communicate their ideas about the future within several specified topic areas.
- They should think about the impact of changing technology, global warming and economics as they develop a picture of the future 30 years from now.
- They will create a presentation of their ideas using an appropriate media.

#### Topic areas:

- Home
- Work
- Entertainment
- Sport
- Transport
- Food
- Buildings
- Clothes

#### Curriculum Objectives:

Literacy, pupils should:

- T21 make short notes e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form
- T22 fill out brief notes into connected prose
- T23 collect information from a variety of sources and present it in one simple format e.g. wall chart, labeled diagram
- T24 improve the cohesion of written explanations through paragraphing and the use of link phrases and organisational devices such as sub-headings and numbering

Design and Technology, pupils should:

- Explore, develop and communicate aspects of their design proposals by modeling their ideas in a variety of ways
- Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail
- Evaluate their design ideas as these develop, indicating ways of improving their ideas and to evaluate the book against the original design criteria

ICT, pupils should:

- Plan, select, present and evaluate their work using text, graphs, pictures, sound or video.
- Investigate, evaluate and use secondary sources with software that animates, simulates or models
- Access up-to-date news using secondary sources like the internet and multimedia software.

## Introduction

1. Begin with the whole class.
2. Explain the lesson objective.
3. If possible, darken the room and project an Internet browser screen on the interactive whiteboard or screen.
4. With the whole class, go to the RM website [www.rm.com/primaryschoolsforthefuture](http://www.rm.com/primaryschoolsforthefuture) and in the *Our Children's Future* section click on "Watch the video."  
The video shows pupils talking about their views of the future. Towards the end of this video, children from the future appear on screen and introduce the lesson. You might also want to show pupils the materials devised by pupils at Windmill Primary School.
5. At the end of this presentation, spend five minutes discussing the initial content.
6. Now look at each topic area in turn



7. Discuss with the class their initial ideas of the possible future developments for each topic area.
8. Divide pupils into eight groups and allocate one topic area to each group.

## Group Activities

### 1. Home

Ask pupils to think about their own homes and choose four areas to focus on e.g., furniture, appliances, cleaning, cooking etc. Pupils should take five minutes to discuss and share as a group their initial thoughts on how these areas may be developed and changed 30 years into the future. Select one of the focus areas, and create an idea of how it will look and function. Draw the design and clearly label. The group should use this information and diagram to make their presentation.

### 2. Work

The group should pick one workplace on which to focus e.g. a fire station. The pupils should initially research the chosen workplace and discover the most important aspects within that workplace e.g. the fire engine and hoses and equipment needed. They should then consider how

these areas will be developed in 30 years, and create a presentation of their ideas. A diagram e.g. of the fire engine of the future, should accompany any text in the presentation.

### **3. Entertainment**

The pupils should choose to focus on a small area of entertainment e.g. personal entertainment, though they may like to explore several aspects or appliances within this area. Choosing up to four appliances, the group should develop their ideas about how these will appear and function in 30 years time, or even if the appliances will become obsolete and replaced by new technology. As a group, the pupils should create 3D models of the personal entertainment models of the future. For the presentation, the group should write up accompanying notes to explain their models and ideas.

### **4. Sport**

The group should choose one aspect of sport to focus on e.g. type of games played, athletic performance, sport for children etc. Using the Internet and links suggested later in this lesson plan, the children should research the chosen aspect of sport and develop a picture of how it has changed throughout history so far. Using this information, the group should then create a hypothesis of how their chosen area of sport will progress 30 years into the future e.g. international games may be played in a virtual reality arena due to curtailment of international flights. The group should develop a presentation of their work, including textual and diagrammatical information.

### **5. Transport**

The group should choose four or five different types of transport e.g. car, aeroplane, bicycle, ship, and, as a group, should create a 2D display of each of these transport types as the pupils imagine they will have developed in 30 years time. Pupils should be encouraged to keep their ideas as sensible and likely as possible. Once the 2D display has been created, the group can choose one of their futuristic transport designs and create a 3D model for the presentation.

### **6. Food**

The group is to create a news video clip as if it is playing on the evening news 30 years from now. They should discuss different aspects of food e.g. are we still eating three meals a day? Are our nutritional needs being met? Is global production sufficient? Do we have new technology that means we no longer need to cook our food ourselves? What do our food cupboards at home look like? As a group, the pupils should write out the news report, addressing the aspects they feel are most important and most likely to have changed within the next 30 years. When the report is written, the group should elect an 'anchorperson' to read the news while it is being videoed. The video will then be used as the presentation of the group's ideas.

### **7. Buildings**

Ask the pupils to mind map different building types, materials and their uses. Using this mind map as stimulus and reference point, the pupils should think about the aspects of buildings most likely to change in the next 30 years. The changes may be structural, the use of buildings or materials for building. The group should then design and construct a labelled town of the future, considering what buildings will be necessary, their function and where they would be situated within a town.

### **8. Clothes**

The group needs to consider the changing images of our clothing throughout history, and what influences the changes. Pupils should then consider what may influence the design of clothes in the future e.g. functionality, new fabrics, fashion, global change etc. The pupils should draw designs for several complete outfits people may be wearing 30 years from now. To present their

ideas, the group should create a fashion show, using paper dolls and paper clothes with tags to hold them on. The group should also create an audio commentary for each outfit to explain to the audience what is special about each outfit, how much it might cost and what has influenced its design.

Once the pupils have completed their displays in each topic area, come back together as a whole class and discuss the possible impact each area of development will have on our schools of the future. Record the pupils' ideas on the whiteboard. Encourage pupils to discuss and debate their ideas within the class group. Using the ideas recorded, as a whole class write a fictional recount of a day at school 30 years in the future. Pupils should consider the technology available, whether pupils need to come into school, the topics covered etc. Draw and label a diagram of the classroom of the future.

The recount and diagram can then be entered into the competition.

### **Plenary**

Arrange a session to invite parents and members of the community to view a display of the children's work and talk with the children about their presentations.

## **Accompanying Information**

The following list provides links to relevant sites where children can conduct further research.

### **Home**

[www.bbc.co.uk](http://www.bbc.co.uk)  
[www.cat.org.uk](http://www.cat.org.uk)  
[www.objectlessons.org.uk](http://www.objectlessons.org.uk)  
[www.brimms.co.uk/romans/](http://www.brimms.co.uk/romans/)  
[www.atschool.eduweb.co.uk](http://www.atschool.eduweb.co.uk)  
<http://atschool.eduweb.co.uk>

### **Work**

[www.bbc.co.uk](http://www.bbc.co.uk)  
[www.cat.org.uk](http://www.cat.org.uk)  
[www.brimms.co.uk/romans/](http://www.brimms.co.uk/romans/)  
[www.woodlands-junior.kent.sch.uk/homework/index.html](http://www.woodlands-junior.kent.sch.uk/homework/index.html)

### **Entertainment**

[www.bbc.co.uk](http://www.bbc.co.uk)  
[www.cat.org.uk](http://www.cat.org.uk)  
[www.ipl.org/div/kidspace/](http://www.ipl.org/div/kidspace/)  
[www.tvhistory.tv/](http://www.tvhistory.tv/)

### **Sport**

[www.bbc.co.uk](http://www.bbc.co.uk)  
[www.cat.org.uk](http://www.cat.org.uk)  
[www.northeasthistory.co.uk](http://www.northeasthistory.co.uk)  
[www.sportsofworld.com](http://www.sportsofworld.com)  
<http://en.wikipedia.org/wiki/Sports>  
[www.ipl.org/div/kidspace/](http://www.ipl.org/div/kidspace/)

### **Transport**

[www.bbc.co.uk](http://www.bbc.co.uk)  
[www.cat.org.uk](http://www.cat.org.uk)  
[www.objectlessons.org.uk](http://www.objectlessons.org.uk)  
[www.wingweb.co.uk](http://www.wingweb.co.uk)  
[www.ruralroads.org](http://www.ruralroads.org)  
[www.northeasthistory.co.uk](http://www.northeasthistory.co.uk)

### **Food**

[www.bbc.co.uk](http://www.bbc.co.uk)  
[www.cat.org.uk](http://www.cat.org.uk)  
[www.brimms.co.uk/romans/](http://www.brimms.co.uk/romans/)  
[www.foodtimeline.org/](http://www.foodtimeline.org/)  
[http://inventors.about.com/od/foodrelatedinventions/History\\_of\\_Food\\_and\\_Food\\_Products.htm](http://inventors.about.com/od/foodrelatedinventions/History_of_Food_and_Food_Products.htm)  
[www.ipl.org/div/kidspace/](http://www.ipl.org/div/kidspace/)

### **Buildings**

[www.bbc.co.uk](http://www.bbc.co.uk)  
[www.cat.org.uk](http://www.cat.org.uk)



[www.objectlessons.org.uk](http://www.objectlessons.org.uk)  
<http://atschool.eduweb.co.uk>  
[www.brimms.co.uk/romans/](http://www.brimms.co.uk/romans/)  
[www.woodlands-junior.kent.sch.uk/homework/index.html](http://www.woodlands-junior.kent.sch.uk/homework/index.html)

**Clothes**

[www.bbc.co.uk](http://www.bbc.co.uk)  
[www.cat.org.uk](http://www.cat.org.uk)  
[www.objectlessons.org.uk](http://www.objectlessons.org.uk)  
<http://atschool.eduweb.co.uk>  
[www.brimms.co.uk/romans/](http://www.brimms.co.uk/romans/)