

# Phase 4: How do we imagine futures?

## Learning intentions

- I can describe sustainability concepts and connect these to human and natural places, needs, and resources
- I can work collaboratively and creatively to generate ideas for an Anthropocene Museum artefact
- I can critically reflect on and evaluate my own and others' ideas

## Key vocabulary

**Systems**

**Futures**

**Design**

**World views**

**Interspecies empathy**

## Resources

- ❖ 6x large sheets of paper or whiteboards
- ❖ Markers
- ❖ Journals
- ❖ Artmaking materials
- ❖ Phase 4 PowerPoint

## Outcomes (Interdisciplinary, Multi-Curriculum)

	Levels 5 and 6	Levels 7 and 8	Levels 9 and 10
<b>Generating, exploring, developing, modelling, analysing, and improving ideas</b>	<ul style="list-style-type: none"> <li>•Generate, explore, develop, communicate, and document ideas</li> <li>•Collectively negotiate sustainability criteria for evaluating ideas</li> </ul>	<ul style="list-style-type: none"> <li>•Generate, explore, develop, and test ideas, plans, and processes</li> <li>•Independently develop sustainability criteria for evaluating ideas and processes</li> </ul>	<ul style="list-style-type: none"> <li>•Creatively develop, modify, and communicate innovative and sophisticated ideas</li> <li>•Evaluate ideas, processes, and solutions against comprehensive sustainability criteria</li> </ul>
<b>Investigating relationships and changes between systems and components</b>	<ul style="list-style-type: none"> <li>•Discuss how understandings, discoveries and inventions affect people and environments</li> </ul>	<ul style="list-style-type: none"> <li>•Investigate, explain, and predict changes in simple systems</li> </ul>	<ul style="list-style-type: none"> <li>•Analyse, explain, and predict effects of conserving, transferring, and transforming systems</li> </ul>
<b>Collaborating</b>	<ul style="list-style-type: none"> <li>•Perform a variety of team roles</li> <li>•Contribute to group tasks</li> </ul>	<ul style="list-style-type: none"> <li>•Accept responsibility as a team member and leader</li> <li>•Support other team members</li> </ul>	<ul style="list-style-type: none"> <li>•Evaluate own and others' contributions</li> <li>•Provide useful feedback to peers</li> </ul>
<b>Considering futures</b>	<ul style="list-style-type: none"> <li>•Investigate and consider possible futures</li> </ul>	<ul style="list-style-type: none"> <li>•Examine and prioritise preferred futures</li> </ul>	<ul style="list-style-type: none"> <li>•Critically analyse factors for preferred futures</li> </ul>

## Outcomes (Learning Areas, Victorian Curriculum)

LEARNING AREA	Strand	Levels 5 and 6	Levels 7 and 8	Levels 9 and 10
<b>THE ARTS</b> <i>Although these descriptors are based in the Visual Arts Curriculum, they are similar to other Arts learning areas</i>	<b>Explore and Express Ideas</b>  <b>Arts Practices</b>  <b>Respond and Interpret</b>	Explore arts practices as inspiration to express different ideas and beliefs <a href="#">(VCAVAE029)</a>  Select and apply techniques and processes <a href="#">(VCAVAV030)</a>  Identify and describe how ideas are expressed in different artworks <a href="#">(VCAVAR032)</a>	Explore arts practices as inspiration to explore and develop themes, concepts, or ideas <a href="#">(VCAVAE033)</a>  Experiment with different techniques and processes and develop skills in planning and designing artworks and documenting artistic practices <a href="#">(VCAVAV035)</a> <a href="#">(VCAVAV036)</a>  Analyse how artists' ideas and viewpoints are expressed and viewed by audiences <a href="#">(VCAVAR038)</a>	Explore arts practices and styles as inspiration to develop a personal style, and explore and express ideas, concepts, and themes <a href="#">(VCAVAE040)</a>  Conceptualise, plan, and design artworks using a range of techniques and processes <a href="#">(VCAVAV042)</a> <a href="#">(VCAVAV043)</a>  Analyse and interpret different artists' forms of expression, intentions, and viewpoints <a href="#">(VCAVAR045)</a>
<b>SCIENCE</b>	<b>Science Understanding</b>	Identify how the growth and survival of living things are affected by their environment <a href="#">(VCSSU075)</a>	Recognise how interactions between organisms can be affected by human activity <a href="#">(VCSSU093)</a>	Investigate how ecosystems change as a result of environmental change <a href="#">(VCSSU121)</a>
<b>THE HUMANITIES: Geography</b>	<b>Geographical Knowledge</b>	Describe and explain interconnections within and between places, and effects of these interconnections <a href="#">(VCGGC087)</a>	Identify, analyse, and explain interconnections within and between places, and changes resulting from these interconnections <a href="#">(VCGGC101)</a>	Identify, analyse, and explain significant interconnections within and between places over time, and evaluate resulting changes and consequences <a href="#">(VCGGC129)</a>
<b>TECHNOLOGIES: Design and Technology</b>	<b>Technologies and Society</b>  <b>Creating Designed Solutions</b>	Investigate and consider possible futures <a href="#">(VCDSTS033)</a>  Generate, explore, develop, communicate, and document ideas <a href="#">(VCDSCD039)</a>  Collectively negotiate sustainability criteria for evaluating ideas <a href="#">(VCDSCD041)</a>	Examine and prioritise preferred futures <a href="#">(VCDSTS043)</a>  Generate, explore, develop, and test ideas, plans, and processes <a href="#">(VCDSCD050)</a>  Independently develop sustainability criteria for evaluating ideas and processes <a href="#">(VCDSCD052)</a>	Critically analyse factors for preferred futures <a href="#">(VCDSTS054)</a>  Creatively develop, modify, and communicate innovative and sophisticated ideas <a href="#">(VCDSCD061)</a>  Evaluate ideas, processes, and solutions against comprehensive sustainability criteria <a href="#">(VCDSCD063)</a>
<b>CAPABILITIES: Personal and Social Capability</b>	<b>Social Awareness and Management</b>	Undertake various team roles and contribute to group tasks <a href="#">(VCPSCSO032)</a>	Accept responsibility as a team member and leader and support other team members <a href="#">(VCPSCSO041)</a>	Evaluate own and others' contributions and provide useful feedback to peers <a href="#">(VCPSCSO050)</a>

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# Activities

## Acknowledging Country

- The Country you are on has been shaped by First Nations peoples since time immemorial, and by non-Indigenous peoples for the past 250+ years. How have humans shaped the lands you live on? What differences in First Nations and non-Indigenous values, needs, and resources have affected the ways in which we have shaped the land?

## Warming-up

- Check out the [warm-ups](#) for suitable activities. You might like to engage with a sustainability challenge, such as *Wildlife Corridors (Floor is Lava)* or *Overfishing (Octopus)*. Alternatively, you might like to warm-up for artmaking through an activity like *ABC*.

## Conceptualising sustainability

- Individually, reflect on the following concepts. Close your eyes and embody the concept as your teacher describes it:
  - **Systems.** *Community. Ecosystem. Interdependent. Caring. Healing. Empathy. Laws. Politics. Processes. Businesses.*
  - **Futures.** *Imagining. Building capacities. Thinking. Acting. Creating. Empowerment. Equality. Sustainability. Inclusivity. Challenges. Threats. Change. Loss.*
  - **Design.** *Innovation. Research. Creativity. Solutions. Impacts.*
  - **World views.** *Values. Beliefs. Social justice. Individual action. Community action. Our role in the world. Agendas. Decisions. Representation.*
- What do you notice about your body's responses to these concepts? Jot these noticings down in your journal.

## Brainstorming places, needs, and resources

- Divide into six groups. Each group is assigned a large sheet of paper/whiteboard and one of the following topics. Spend 2-5 minutes brainstorming your topic. Be specific:
  - Human-affected places
  - Places with little to no human impact
  - Human needs
  - Environmental needs
  - Human-created resources
  - Natural resources
- Rotate to the next sheet. Add to the previous group's brainstorm for another 2-5 minutes. Continue until you have contributed to all the topics.

### **Systems**

*Interdependent and dynamic networks of beings, places, and things that support all life on Earth and our collective wellbeing*

### **Futures**

*Possibilities of what is to come and capacities for thinking and acting in ways to create equitable, sustainable, and inclusive possibilities*

### **Design**

*Innovative and creative planning for preferred futures taking into account impacts and effects on systems*

### **World views**

*Individual and community ideas about how the world works and our role therein*

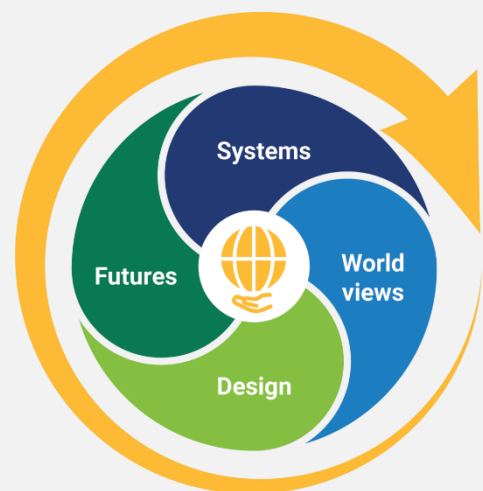
## Examples

### Acknowledging Country

Resources like this BTN Special on [Connection to Country](#) or SBS's documentary [First Australians](#) can help develop your understandings of Australia's past, present, and possible futures.

### Conceptualising sustainability

These sustainability concepts come from the [Australian Curriculum V9.0](#). What do you notice about their conceptualisation of sustainability?



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### Brainstorming places, needs, and resources

Here are some ideas for each topic to get you started:

Human-affected places	Places with little to no human impact	Human needs	Environmental needs	Human-created resources	Natural resources
Urban areas	Tundra	Food	Healthy ecosystems	Technologies	Water
Farmlands	Forests	Shelter	Biodiversity	Agriculture	Minerals
First Nations-managed lands	Deserts	Health	Wildlife conservation	Education	Plants
Landfills	Grasslands	Relationships	Stable climate	Culture	Animals
		Purpose			

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## Exploring connections

- Return to your original sheet. Choose one of the brainstormed topics. Hold this topic as your main focus but remain aware of other topics and how they interconnect. For example, if your topic is *wetland* as a ‘place with little to no human impact’, remain aware of human impacts on this place, human and environmental needs, and relevant human-created and natural resources.
- Choose one of the concepts embodied at the beginning of this phase (systems, futures, design, world views). Spend approximately 20 minutes exploring how this concept connects to your topic using one or more of the following strategies:
  - *First Nations knowledges*. Reflect on what you learnt while on Country about First Nations knowledges and responsibilities. How do First Nations peoples (in Australia and/or globally) connect with, care for, know about, and/or contribute to your word? Do further research as necessary.
  - *Mapping systems*. Using stickynotes or scraps of paper, individually brainstorm for one minute everything you can think of that is influenced by or influences your word (for ‘wetlands’, this might include ducks, water, dogs, rubbish...). As a group, examine these influences and organise them into a ‘map’. Draw relationships between the different areas of the map.
  - *Preposterous futures*. Go around the circle and share an imagining of a probable change humans might make to live more sustainably in relation to your word. Now share a plausible change. Then a possible change. Finally, share a preposterous change. Who can imagine the most preposterous sustainable future?
  - *Modelling designs*. Using found objects, create an artefact representing a human creation that will improve sustainability in relation to your word. Explain to your teacher or another group how your creation works and what it will achieve.
  - *Political resistance*. Develop a creative strategy for disrupting, resisting, or challenging society to improve sustainability in relation to your word, such as a strike, political performance, slogan, protest song, petition, or artwork.
  - *Political action*. Develop a creative strategy for working within existing societal systems to improve sustainability in relation to your word, such as changing or creating new policies, laws, voting systems, political parties, or agendas.
  - *Listening to Cassandra*. Cassandra was a Trojan priestess fated to have the true gift of prophecy but never be believed. Create an artistic warning of what may happen to your word if humans do not learn to live more sustainably. Share your warning with another group or the whole class. Reflect as a class on what you would be sad to lose, and what you will remember or learn from the warning.
  - *Empathy timescales*. Individually or as a group, imagine you are the chosen word. Spend 5 minutes describing, drawing, and/or embodying what you are like now. Then spend 5 minutes describing/drawing/embodying what you used to be like 25 years ago. Finally, spend 5 minutes describing/drawing/embodying what you will be like 25 years in the future (just before the Anthropocene Museum opens).

## Exploring connections

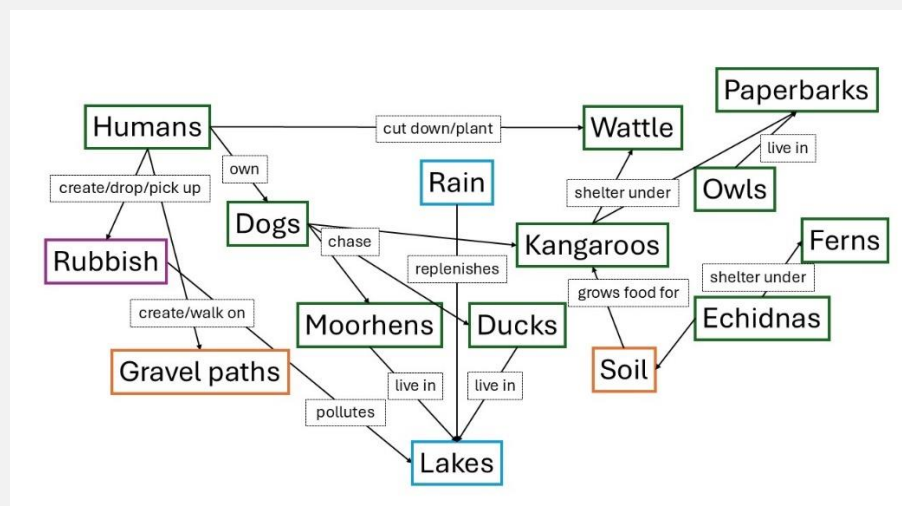
Below are examples for some strategies, based on the sustainability topic *wetlands*. Wetlands are areas that are covered by or saturated by water either seasonally or permanently. The water can be salt, fresh, or somewhere in between. Wetlands can be human-affected or places with little to no human impact. Can you think of a wetlands near you?

### First Nations knowledges

Wetlands are materially and culturally important to First Nations peoples. Wetlands can be ceremonial sites, hunting and gathering grounds, and boundary markers.

In Australia, 11 of the most important wetlands are managed or jointly managed by First Nations peoples. For example, the Gippsland Lakes on Tatungalung Country are jointly managed by the Gunaikurnai Peoples and Parks Victoria. Read more about the importance of these wetlands and how they are managed [here](#).

### Mapping systems



### Empathy timescales

*I am* the wetlands.

*I see* kids riding bikes along gravel paths, herons and ducks nesting, grey skies, and rough paperbarks stretching out of the scrub.

*I hear* the ever-rustling winds, soft birdsong, crunching footsteps, the bark of a dog.

*I smell* salty air, fresh soil after rain, an abandoned chips packet from Coles.

*I taste* water mingling with sand and rushes, the distant exhaust fumes from the highway, fresh blood from a hunting fox.

*I feel* the scars of the mines, slowly settling into healing earth.

*25 years ago, I saw* the miners leave.

*I heard* the councils argue about what was to become of me.

*I smelt* the bbqs of the working bees.

*I tasted* the first seedlings as they were gently nestled in my fragile soil.

*I felt* their roots spread and the water return.

*25 years from now, I will see* the kids now grown, return with their own children to see the nesting birds.

*I will hear* the endangered species returning to full birdsong.

*I will smell* the rich soil, filled with organic carbon.

*I will taste* freedom from foxes and wild cats.

*I will feel* the cycle of life growing ever stronger.

FOR EXAMPLES OF EACH STRATEGY, PLEASE VISIT THE PAGE [GENERATING IDEAS](#)

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## Sharing and evaluating ideas

- If you have not already done so, share your ideas and creations with the class, and reflect on and evaluate others' ideas. Ideas and creations do not have to be fully realised to be shared.
- Independently and/or as a class, develop sustainability criteria for assessing ideas. Consider:
  - Awareness of and impact on **systems**
  - **Futures** thinking and acting
  - Innovative and creative **designs**
  - Recognition of **world views**
- Choose another topic, word, and concept, and repeat the exercise twice more. You should finish this phase with at least three ideas for artefacts that might be placed in the Anthropocene Museum in 2050.

## Reflecting

- Individually, reflect in your journals on your ideas. Which ideas are you most drawn to? Why do you think that is? How would you like to develop this idea further?

## Sharing and evaluating ideas

Here is one way you could evaluate awareness of and impact on systems, based on the Australian Curriculum V9.0:

<b>Excellent</b>	Suggests sustainable patterns of living, such as responsible use of resources, maintenance of clean air, water, and soils, and/or preservation or restoration of healthy environments.
<b>Good</b>	Shows awareness of how all life forms are connected through Earth's systems for wellbeing and survival.
<b>Needs improvement</b>	Focuses on one place, resource, or need, to the detriment of others.
	<b>Awareness of and impact on systems</b>