

# HERE IS THE NEWS..IN 2050

## TEACHERS' NOTES

Teachers should read all the instructions intended for pupils but may find the following of further use. Overall we do not believe in prescriptive resources so each teacher is free to adapt the project to their needs and those of their pupils. In order to benefit from the work of others and allow others to make use of your work, it is ideal if you can follow the majority of our sections in producing your project.

Once we begin to upload the links to these projects, you will be able to use them as part of any learning programme you have. The idea that others may be reading their work is a great motivation for pupils to carry out the projects.

## PARTICIPANTS

The project is best done by a class, split into groups responsible for 1 of the 10 different elements.

## DURATION

We would suggest a minimum of 2 introductory hour-long lessons to explain the project and split pupils into groups and work out a programme to do the work.

It should then take another 7 similar length lessons to carry out the work with a final couple of lessons to collate it all together. This would neatly fit into one term of work, with weekly lessons.

It is obviously easy to extend this into a longer programme of work but we feel the above is the minimum time to complete the project

## LESSON GUIDELINES

At the beginning the pupils should be presented with the project outline or it should be read to them. Emphasise the sections that we have want them to cover. Make them aware that students all over the world will have the chance to read their work.

They should then discuss in which format they will produce their result, i.e. text or video. Obviously this will depend on what equipment you have available.

The pupils can then be divided, or divide themselves, into groups to cover each section. Each group can be responsible for the final design of their information or, if there are particular pupils in the class with design talents, they can do all of this. Similarly if you have a group of younger pupils then you could always ask an older group or an ICT class to do the final design.

We would suggest that the first lessons are taken up with understanding the project and dividing the groups. Then pupils can have the next lessons to research, collect and collate the material they need. During these lessons we would suggest you check their progress and offer help if necessary.

After this we would suggest a full lesson is taken up with looking at how all the material should be displayed. Find out if they have any interesting ideas to make their project a little different from others but still within our guidelines.

Then they can have the next lessons inputting their material into the chosen display format. Finally there should be a session in which all the material is brought together in a completed project and all pupils have a chance to see the end result and, if necessary, make final improvements.

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## FOR PUPILS

## AIMS

To find out the views of young people toward the future.  
To enable young people to work together to produce a requested output.  
To allow comparisons across a country and, hopefully, globally.

## FORMAT

The end result of this project should be either a video produced news bulletin or an electronic newspaper.

## INSTRUCTIONS

We would like your finished project to cover the following sections. You may also decide to add additional topics and we would welcome this. Do have a look at the examples done some years ago by two schools in Poland.

### HEADLINES

This will be the last part of your project you write or film. It will simply take some of the items that are included in the other sections and use them as the headline for your first page or the beginning of your bulletin.

### MAJOR EVENTS

Either using a calendar type display or some other format, we would like you to itemise the major events both nationally and internationally that you imagine will take place between when you carry out the project and 2050.

The next five sections correspond to the sections in Owlbut's Hoots of History in the Times Past section of our website.

### HOMES

For this one we would like you to think about the homes that people might be living in by 2050. You can either simply tell us how it is like in that year or, if you want, take us through the changes as you think they will happen until 2050.

### CLOTHES

Now we would like you to think about the clothes people might be wearing in 2050. You should look at clothes for both men and women and also children. You can also include something about special event clothes, such as those worn to a wedding. Again, you can either simply tell us how it is like in 2050 or, if you want, take us through the changes as you think they will happen until 2050.

### FOOD

Next we turn to the food that people might be eating in 2050. Not only should you look at what the food is but also how it is bought. You can also include something about food for special occasions, perhaps a celebratory dinner party or a birthday. Again, you can either simply tell us how it is like in 2050 or, if you want, take us through the changes as you think they will happen until 2050.

## **DAILY LIFE**

Next on our list is daily life. This will cover work, school, and all the things that make up the lives of the people who will be living in 2050. In other words, you. However, as there is a separate section for culture don't include here any activities which might be part of leisure time. Again, you can either simply tell us how it is like in 2050 or, if you want, take us through the changes as you think they will happen until 2050.

## **CULTURE**

The final one of these topics is culture. We would like you to include in this cinema, music, art, television and sport, assuming of course that you think any of these will still exist. You can, if you wish also look at religion and whether people still go on holidays in 2050. Again, you can either simply tell us how it is like in 2050 or, if you want, take us through the changes as you think they will happen until 2050.

## **INVENTIONS**

We would like you to list, and explain, all the major inventions that you think might happen between now and 2050. The choice of what they may be is entirely yours but we would like you to give us a brief explanation of how they work. You can also include unsuccessful ones if you want.

## **WEATHER**

Always part of any newspaper or news bulletin, we need the weather. You can give us the weather for the year 2050 but also include how you think the weather from now until 2050 has affected the environment and what does the future hold.

## **..... AND FINALLY**

And finally, and finally. Close your paper or your bulletin with a weird or funny story which you think might happen in 2050.

These then are the sections of your bulletin or newspaper, plus any you wish to add. Good luck.

## GENERAL OUTCOMES

At the completion of this project the student will be able to:-

- think about their possible future life
- better understand what might happen in the future
- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources work with others to achieve individual and collective goals
- understand and appreciate social, cultural, geographical and historical contexts and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- understand and apply a variety of analytical and creative techniques to solve problems
- speak, listen, read, write, view and represent
- use language and communicate appropriately and effectively
- think in ways that are imaginative, interpretative and critical
- understand the power of language to explore and express views of themselves, others and the world
- understand the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- understand the role of language in developing positive interaction and co-operation with others
- use the diversity and aesthetics of language through literary and other texts
- understand the independence gained from thinking imaginatively, interpretatively and critically
- use the power of language to express the personal, social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- use technology and aids to communicate with a range of audiences recognise visual texts in a range of contexts
- use visual texts in a range of contexts
- read and respond to short written texts
- respond to increasingly complex written texts
- write short texts for everyday purposes
- compose increasingly complex written texts using language appropriately and effectively view and respond to a range of visual texts, media and multimedia
- communicate for a variety of purposes, in a range of contexts and with a range of audiences
- draw on background and experiences to respond to texts in ways that are imaginative, interpretative or critical
- express themselves and their relationships with others and the world
- explore social and cultural issues through texts
- use individual and collaborative skills in the learning process
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