Theme 3
What Will the Society of Tomorrow Be?
Unit 6
Imagining Tomorrow’s Society with 21st Century Technology

Unit 6 Part 2
Exploring and presenting the impacts that these technologies can have on tomorrow’s society

Overview of Unit 6 Part 2:
6 sessions
Session 7: Project part 2 overview and contextualization
Session 8-11: Tasks to finalize the project; post-test.
Session 12: Project presentation to the community with discussion and feedback

SESSION 7
Project Part 2 Overview:

TOC
1. Contextualization (95 minutes)
2. Exploring and Discussing the Project Part 2 (50 minutes)
3. My Personal Glossary (10 minutes)

1. Contextualization (95 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Ask students to share any lingering questions or concerns that they may have based on the part 1 of the project.

Guided Practice (Whole group: 15 minutes):
⇒ Explain as much of the context that you think is necessary for students to understand the work of the Institute for the Future (IFTF)
Context: The IFTF, a non-profit organization based in Palo Alto, California, is one of the world’s leading futures thinking organization. For decades, businesses, governments, and social impact organizations have used IFTF global forecasts, custom research, and foresight training to navigate complex change and develop world-ready strategies, that together support a more sustainable future. In 2017 the IFTF launched a research initiative titled The Next Era of Human-Machine Partnerships involving a large number of global experts to examine how these human-machine partnerships will transform the economy, the way we work, and our daily lives by 2030. From their work, they created several short scenarios describing a day in the life of fictional persons.
⇒ Explain that students will be viewing these short scenarios for the group activity.
⇒ Show students the Padlet A Day in the Life – 2030.
Explain that each group will create an illustration showing how technology changed the person’s life.

**Practice (Groups of 4 or 5: 50 minutes):**

⇒ Tell groups to go to the Padlet *A Day in the Life – 2030.*
⇒ Have each group select one story of one day in the life of a fictional person (Lydia, Ndidi, Lauren, Danny or Nadia).
⇒ Explain that they will read carefully the description of a day in the life of this person.
⇒ Tell them to then illustrate this day.
⇒ Explain that their goal for the illustration is to capture how technology is changing the life of this person.
⇒ Remind students that they can use PPT or any other support, they can draw, they can use images, photos, etc.
⇒ Have groups upload their illustration on the Padlet *A Day in the Life – 2030.*

**Check for Understanding (Whole class: 20 minutes):**

⇒ Have groups tell their story of this person to the rest of the class, using their illustration.

2. **Exploring and Discussing the Project Part 2** (50 minutes)

**Warm-Up** (Whole group: 10 minutes):

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Remind students that they have already completed Part 1 of the project.
Review that part to ensure all students are ready to move on to Part 2.

Guided Practice (Whole group: 20 minutes):
⇒ Explain that now they are going to concentrate on Part 2 to complete the project.
⇒ Have students carefully read the description of Part 2 (see below).
⇒ Ask students the following questions:
  • Do you understand the different steps in the realization of Part 2?
  • Do you understand how Part 2 of the project is going to complement what you have already completed in the first part of the project?
⇒ Have students write down in the textbox below the questions they still have about the project.

PROJECT
Unit 6
You will create a fictional story which speaks about the technologies you have chosen and illustrates the impact that these technologies have on the lives of people in tomorrow’s society. To develop this multimedia story you will be able to use story creator apps such as BookCreator or Voicethread, ThingLink, Padlet, Power Point, Prezi or even Google site.

• Project Part 1 will focus on the sketching of a storyboard where you will imagine life in 2030 shaped by new technologies, in the larger context of climate change and sustainability.
• Project Part 2 will focus on the fictional and multimedia story of a day in the life of a character you have imagined and who lives in 2030 in a world impacted by new technologies.

You will have the chance to show and tell your story to your peers and members of your community during the last session of Unit 6. The work will be organized in several tasks that you will complete over the next ten sessions. You will:

• Explore and develop an understanding about climate change and sustainability; and about technologies for tomorrow’s society;
• Listen to videoclips of people who project what technologies and the world will be in the future;
• Express opinions about what the future of our society will be;
• Describe and explain the potential of certain types of technologies for tomorrow’s society;
• Interview members of your community on tomorrow’s technologies and their impact on tomorrow’s society;
• Analyze the data collected
• Sketch a storyboard about life in 2030 in the context of climate change and sustainability;
• Explore four different worlds of work possible in the future and select the one you prefer.
• Create a fictional and multimedia story of a day in the life of a character you have imagined and who lives in 2030 in a world impacted by new technologies.
• Explore strategies to show and tell the story to an audience;
• Show and tell the story of a day in the life of a character you have imagined and who lives in 2030 in a world impacted by new technologies.
Check for Understanding (Whole group: 20 minutes):
⇒ Have students share their questions with the rest of the group.
⇒ Ask other students to help answer and clarify the project for their peers. The goal is that after the discussion you have a perfect comprehension of what you will have to do to finish this project.

3. My Personal Glossary (10 minutes)

⇒ Have students write down on their Google doc *Personal Glossary* page 5 new words or what they have learned today and/or what they liked (because of their meaning, or because of how they sound, or because they relate to a personal experience, or…). Respect the alphabetical order of a glossary to organize your words.
⇒ Tell students to write down the translation in their mother tongues, and not to hesitate to illustrate the meaning of this word with an image, and/or a sentence that illustrate the meaning of the word.
SESSION 8
Project Development – Exploration of Cities of the Future

TOC
1. Cities of the Future - Exploration (20 minutes)
2. Developing Consequences Wheels for Smart Cities and Floating Cities (80 minutes)
3. Presentation of the Consequences Wheels (110 minutes)
4. My Personal Glossary (10 minutes)

2. Cities of the Future - Exploration (20 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Brainstorm with students the meaning of the word consequence.
⇒ Briefly discuss the word in terms of the impact of climate change in the future.

Guided Practice (Whole group: 15 minutes):
⇒ Explain to students that they will be watching a video about cities of the future.
⇒ Direct students to the Padlet Cities of the Future.
⇒ Tell them that they will watch the video as many times as they need.
⇒ Remind them that they should ask their peers or use their online dictionary if they do not know the meaning of words.

Practice (4 Groups: 30 minutes):
⇒ Have groups go to the Padlet Cities of the Future.
⇒ Assign 2 groups to work on Smart Cities, and 2 groups will work on Floating Cities.

Check for Understanding (Individual: 20 minutes):
⇒ Have students complete an exit slip describing 1 interesting thing they learned in their video.

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3. Developing Consequences Wheels for Smart Cities and Floating Cities (80 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Have groups review what they learned in the videos Cities of the Future.
⇒ Review the definitions of the words intended and unintended.

Guided Practice (Whole group: 20 minutes):
⇒ Explain that groups will identify the intended and the unintended consequences of Smart Cities or Floating Cities as a solution for growing urbanization.
⇒ Show students the Consequence Wheel

⇒ Explain that groups will complete the Consequence Wheel to record the intended and unintended consequences of Smart Cities or Floating Cities as a solution for growing urbanization.

Practice (Same 4 Groups: 50 minutes):
⇒ Have groups complete the Consequences Wheel (Worksheet #3 – Smart Cities, or Worksheet #4 – Floating Cities) to identify the intended and the unintended consequences of Smart Cities or Floating Cities as a solution for growing urbanization.
⇒ Remind groups that they can review the video if they need to.
⇒ Have groups that worked on the same topic join together to share their Consequence Wheels.
⇒ Tell groups to compare their Consequence Wheels and discuss the reasoning behind their choices of the intended and unintended consequences.
⇒ Tell groups to synthesize their ideas so that they have 1 wheel per type of city.

4. Presentation of the Consequences Wheels (110 minutes)

Guided Practice (Whole group: 10 minutes):
⇒ Explain that the 2 groups for each city will work together to prepare a 5-minute presentation describing their city and their Consequence Wheel.
⇒ Remind students that each member of the group should have a part in the preparation and presentation of their city.

Practice 1 (2 Groups: 60 minutes):
⇒ Have the 2 groups for Smart Cities work together to prepare a 5-minute presentation on what are Smart Cities and their Consequences wheel.
⇒ Have the 2 groups for Floating Cities do the same: preparation of a 5-minute presentation on what are Floating Cities and their Consequences wheel.
Practice 2 (2 Groups: 30 minutes):
⇒ Have the Smart Cities group present their 5-minute description and Consequence Wheel on Smart Cities.
⇒ Give students time for questions and discussion after the presentation.
⇒ Have the Floating Cities group present their 5-minute description and Consequence Wheel on Floating Cities.
⇒ Give students time for questions and discussion after the presentation.

Check for Understanding (Individual: 10 minutes):
⇒ Have students complete an exit slip describing 1 or 2 similarities that they noticed from the presentations of Smart Cities and Floating Cities.

5. My personal Glossary (10 minutes)

⇒ Have students write down on their Google doc Personal Glossary page 5 new words or what they have learned today and/or what they liked (because of their meaning, or because of how they sound, or because they relate to a personal experience, or…). Respect the alphabetical order of a glossary to organize your words.
⇒ Tell students to write down the translation in their mother tongues, and not to hesitate to illustrate the meaning of this word with an image, and/or a sentence that illustrate the meaning of the word.
SESSION 9
Project Development – Exploring the Workforce of the Future

TOC
1. Workforce of the future: The competing forces shaping 2030 (95 minutes).
2. Which world of work do you belong in? Take the Quiz (65 minutes)
3. My Personal Glossary (10 minutes)

1. **Workforce of the future: The competing forces shaping 2030** (95 minutes)

**Warm-Up** (Whole group: 10 minutes):
⇒ Explain how a Jigsaw activity works. Check the Teacher Resources for Jigsaw Protocols.

**Guided Practice** (Whole group: 15 minutes):
⇒ Direct students to the Padlet *Workforce of the future: The competing forces shaping 2030*.
⇒ Explain that each group will explore 1 of the 4 worlds to become an expert about that world.
⇒ Explain that students will then form new groups to share the information with others about their world.
⇒ Divide students into 4 groups and assign each group a color: the red, blue, green and yellow worlds.

**Practice** (Groups of 3 or 4: 70 minutes):
⇒ Have groups go to the Padlet *Workforce of the future: The competing forces shaping 2030* to explore their world of work in 2030 and become experts on that world.

⇒ Create 4 new groups: each group has at least 1 representative of each world.
⇒ Have new groups share their knowledge about each world.
⇒ Tell groups to discuss which world would be preferable for them.

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Check for Understanding (Individual: 20 minutes):
⇒ Have students go to the Padlet *The Four Worlds*.
⇒ Tell them to watch the video summarizing these four worlds.
⇒ Have them note down on the Padlet anything new that you had not yet read or discussed with your peers about these 4 worlds.

2. Which world of work do you belong in? Take the Quiz! (65 minutes)

Guided Practice (Whole group: 15 minutes):
⇒ Explain that students will take the *Workforce of the Future Quiz*.
⇒ Remind them that there are no right or wrong answers, just answers that they think represent who they are.
⇒ Explain that they should read each question carefully before answering.
⇒ Remind them to ask peers or use their online dictionary for the meaning of words they don’t know.

Practice 1 (Individual: 15 minutes):
⇒ Have students click on the image below to take individually the *Workforce of the Future Quiz*.
⇒ Tell them to read each question carefully before you answer.
⇒ Explain that once they have answered the 7th question, the website will automatically tell them if they belong to the red, blue, green or yellow world.
Practice 2 (Individual: 15 minutes):
⇒ Have students click on the image of their world to go back to the webpage of that world.
⇒ Tell them to read a bit more about that world, and decide if they agree or not with the results of the quiz.
⇒ Have students put their name under the image of the world that seems right for them in the Padlet *My Workforce World*.
⇒ Explain that they might disagree with the results of the quiz.

Check for Understanding (Whole group: 20 minutes):
⇒ Go to the Padlet *My Workforce World*.
⇒ Discuss the main tendencies of the class based on the snapshot of the choices.

3. My Personal Glossary (10 minutes)

⇒ Have students write down on their Google doc *Personal Glossary* page 5 new words or what they have learned today and/or what they liked (because of their meaning, or
because of how they sound, or because they relate to a personal experience, or…). Respect the alphabetical order of a glossary to organize your words.

⇒ Tell students to write down the translation in their mother tongues, and not to hesitate to illustrate the meaning of this word with an image, and/or a sentence that illustrate the meaning of the word.
SESSION 10
Project Development – Bringing it together in a multimedia storyboard

TOC
1. Bringing it together (100 minutes)
2. Sketching the multimedia storyboard of your story (90 minutes)
3. My Personal Glossary (10 minutes)

1. Bringing it together (100 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Remind students that in Unit 5 and Unit 6 they have focused on a future world.
⇒ Explain that it is time to bring together all the concepts, information and resources that were discussed and developed during these 2 units so that they can tell us the story of what they imagine will be a day in the life of a fictional character in 2030.

Guided Practice (Whole group: 10 minutes):
⇒ Remind students that the project for this unit is to create a fictional story which speaks about the technologies they have chosen and illustrates the impact that these technologies have on the lives of people in tomorrow’s society.
⇒ Explain that Project Part 2 will focus on the fictional and multimedia story of a day in the life of a character they have imagined and who lives in 2030 in a world impacted by new technologies.
⇒ Remind students of all the resources and activities completed in Units 5 and 6.
Practice (Groups of 3: 60 minutes):
⇒ Have groups review all the resources and activities completed in Units 5 and 6.
⇒ Explain that they should highlight or take notes of the items that they want to include in their multimedia story.

Check for Understanding (Whole group: 20 minutes):
⇒ Ensure that all groups have completed the tasks up until this point and have enough notes to create their multimedia story.

2. Sketching the multimedia storyboard (90 minutes)

Guided Practice (Whole group: 20 minutes):
⇒ Review the storyboard templates we used in Unit 6 – Part 1 (Worksheet #2, template 1, 2 or 3).
⇒ Explain that groups can use one of those templates for the multimedia story.
⇒ Explain to students that a storyboard is excellent as a prewriting tool for preparing a story, organizing and presenting ideas. It is a very important part of the pre-production process because it clearly conveys how the story will flow. It allows students to pre-decide and organize the multimedia documents that they will use to tell their story.

Practice (Groups of 3: 70 minutes):
⇒ Have groups use their notes/highlighted information from activity 1 to develop their multimedia story.
⇒ Remind students that they can use the document in Unite 6 Part 1 How to Create a Storyboard to develop their storyboard.
⇒ Explain to groups that they should ensure that their story illustrations tell a story.

3. My Personal Glossary (10 minutes)

⇒ Have students write down on their Google doc Personal Glossary page 5 new words or what they have learned today and/or what they liked (because of their meaning, or because of how they sound, or because they relate to a personal experience, or…). Respect the alphabetical order of a glossary to organize your words.
⇒ Tell students to write down the translation in their mother tongues, and not to hesitate to illustrate the meaning of this word with an image, and/or a sentence that illustrate the meaning of the word.

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SESSION 11
Project Development – Putting Together My Multimedia Story and Getting Ready to Tell the Story

TOC
1. Finalizing the Creation of the Multimedia Story (100 minutes)
2. Getting Ready to Tell the Story (60 minutes)
3. Unit 4 Post-Assessment (10 minutes)
4. My Personal Glossary (10 minutes)

1. Finalizing the Creation of the Multimedia Story (70 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Ensure that students understand the elements of an engaging story. (If needed, add a mini-lesson on the elements of an engaging story.)

Guided Practice (Whole group: 20 minutes):
⇒ Explain to students that they are now going to create the multimedia document that tells the story of a day in the life of a character they have imagined and who lives in 2030 in a world impacted by new technologies.
⇒ Explain that to develop this multimedia story they will be able to use story creator apps such as BookCreator or VoiceThread, ThingLink, Padlet, Power Point, Prezi or even Google site. All these tools allow for text information to be associated with audio and video-clips, images, pictures and graphs.
⇒ Discuss with the class the pros and cons of each tool before beginning the Practice section.

Practice (Groups of 3: 70 minutes):
⇒ Have groups create the multimedia document that tells the story of a day in the life of a character you have imagined and who lives in 2030 in a world impacted by new technologies.
⇒ Remind them that the document should be engaging and supported by illustrations.

2. Getting Ready to “Tell” the Story (60 minutes)

Guided Practice (Whole group: 20 minutes):
⇒ Explain to students that in the next session, they will have 10 minutes to tell their multimedia story to an audience and 3 minutes for a question period.
⇒ Remind students that the purpose of this story is to bring us in their imagination and in the world as they see it on 2030, through the eyes of a character that we follow for one day.
⇒ Remind students that they can go back to the winning strategies for oral presentations that they explored in Unit 5.

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⇒ Tell them they can also consult the document *10 Tips on Storytelling* in the Unit 6 resources, to learn how to engage and captivate your audience.

**Practice (Groups of 3: 30 minutes):**
⇒ Have groups practice their presentations.
⇒ Remind them that storytelling means “telling”, not “reading” a story.

3. **Unit 6 Post-assessment (10 minutes)**

*Step 1: Written sample*
Margaret Mead, an American Anthropologist wrote: "*Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.*"
From what we have learned and discussed in this unit, write a 3- to 4-line paragraph describing your position related to the statement.

I agree / disagree with Margaret Mead’s statement because ...

*Step 2: Oral sample*
Record a 2-minute description about how you see your life in 2030.
You will keep this recording in your *portfolio*, to compare it with earlier recordings, and later recordings you will do through the semester, to assess your progress in spoken English.
To save the recording, name it: [your last name]_sample2 unit6

4. **My Personal Glossary (10 minutes)**

⇒ Have students write down on their Google doc *Personal Glossary* page 5 new words or what they have learned today and/or what they liked (because of their meaning, or because of how they sound, or because they relate to a personal experience, or…). Respect the alphabetical order of a glossary to organize your words.
⇒ Tell students to write down the translation in their mother tongues, and not to hesitate to illustrate the meaning of this word with an image, and/or a sentence that illustrate the meaning of the word.
SESSION 12
A Multimedia Story on the Life in 2030 in a World Impacted by New Technologies

TOC
1. Final Preparation before the Story Telling (30 minutes)
2. Presentation to and Discussion with the Audience (105 minutes)
   Each group has 10 minutes to present its multimedia story and 3 minutes for a question period.

1. Final Preparation before Presentation (30 minutes)

Guided Practice (Groups of 3: 30 minutes):
⇒ Remind students that the purpose of this storytelling is to bring us in your imagination and in the world as you see it in 2030 and to answer questions from the audience during a 3-minute question period.
⇒ Have groups review and rehearse their presentations, provide support where needed.

2. Presentation and Feedback

Practice: (Individual: 105 minutes)
⇒ Explain that each student has 10 minutes to present to present their multi-media story to the class.
⇒ After each group presents, have peers ask questions about the content of the presentation (3 minutes for each group).