### Unit 2.3: Futures thinking

**Overview**

Read this first to find out what you have to do in the Futures Thinking unit.

In this unit we will be exploring the following

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| **Sustainability tools** | **Content** | **Pedagogy** |
| Backcasting | Sustainable futures | Use of images |
| Visioning | SDGs | Use of tabulated information |
| [Scenarios](https://www.eduacademy.at/phagrarumwelt/mod/book/view.php?id=80961) | Zero waste | Collaboration |

**Sustainability competences for teachers of vocational skills in the hospitality area**

As you work through this unit bear in mind the following UNECE competences:  
  
3 The educator understands how to analyse the interdependent nature of relationships within the present generation and between generations, as well as those between rich and poor and between humans and nature.  
5 The educator understands how to describe the connection between sustainable futures and the way we think, live and work.  
10 The educator understands how to show in a problem-oriented setting, the importance of problem setting, critical reflection, visioning and creative thinking in planning the future and effecting change  
15 The educator understands how to create learning and transformation processes based on the experience of learners to prepare them to meet new challenges.  
29 The educator works with others to develop the negotiation of alternative futures.  
32 The educator is someone who is able to combine different disciplines, cultures and perspecves, including indigenous knowledge and worldview.  
37 The educator is someone who is a critically reflectve practitioner.

**Explore: Sample the resources**

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| Explore | Sample the resources |
| Aim | Sample the resources for this unit and explore one video |
| Time | 45 - 60 minutes, approximately |

**To do**: browse only if you have the time or interest

**Challenge 1:**[**Scenarios**](https://www.eduacademy.at/phagrarumwelt/mod/book/view.php?id=80961)

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| Challenge 1 | [Scenarios](https://www.eduacademy.at/phagrarumwelt/mod/book/view.php?id=80961) |
| Aim | To introduce the use of [scenarios](https://www.eduacademy.at/phagrarumwelt/mod/book/view.php?id=80961) to explore possible futures. |
| Time | 90 - 120 minutes, approximately |

**To do:** Describe (or draw, or calculate) three different [scenarios](https://www.eduacademy.at/phagrarumwelt/mod/book/view.php?id=80961) for how you could achieve zero waste for one week in two weeks time. Upload to forum.

**Challenge 2: Visioning**

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| Challenge 2 | Visioning |
| Aim | To try out visioning as a way to describe the path to a possible desired future |
| Time | 45 - 60 minutes, approximately |

**To do:** Follow the instructions in a 7-minute audio recording.  You will listen, think, write notes, imagine and post..

**Challenge 3: Case study**

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| Challenge 3 | Case study |
| Aim | To identify pedagogical opportunities to try out futures thinking strategiesin the case study |
| Time | 45 - 60 minutes, approximately |

**To do:** Pick 5 SDGs relevant to one of your classes or your organisation and then find 3 thought-provoking related photos to upload to the forum

**Learning diary: Futures thinking**

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| Learning diary | Futures thinking |
| Aim | To reflect on what you have learned about futures thinking |
| Time | 30 - 45 minutes, approximately |

**To do:** Answer one or more of the suggested questions in your learning diary

**Self-assessment: Competencies and documentation**

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| Self-assessment | Futures thinking: competences and documentation |
| Aim | To self-assess your competence and document your learning about using futures thinking strategies in your teaching |
| Time | 20 - 30 minutes, approximately |

**To do:** Complete this short survey

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