The theme Future Makers supports intercultural learning in a number of ways. The way we think about the future is shaped by the beliefs and values that inform the way we live in the present. These in turn are formed by the cultures in which we live.

Despite globalisation, our world is not yet monocultural. If we were to ask, 'What will the future be like?' of people from diverse nations around the globe, we would be treated to many different visions. We are too often held captive by ‘our’ way of seeing and can be dismissive of those who do not share our view. But, the more we encounter others who see the world differently, the more we learn that there are many ways to ‘read’ the world.

In seeing the world as others see it, we can begin to expand our thinking about the future and the types of communities and societies we would like to see flourish.

Tim Flannery wrote a book in 1994 called The Future Eaters. In this he outlined his understanding of how European settlers ‘treated it (the land) as a treasure trove of goodies instead of a fragile environment’. Hence Flannery sees the march of European settlement since 1788 as a process of consumption, ultimately destroying our hope of a future.

The digital resources and associated activities raise the question for students of what sort of future makers do we want to be. Will we be future eaters or something completely new that we have only begun to imagine?

Students will be asked to consider questions such as the following.

- What will the physical environment be like?
- How will society be structured?
- Will inequities between people still exist?
- What role will technology play in people’s lives?
- Where and how will people live?
- Will there be the same geographical and political boundaries as we have today?
- What role will education play in people’s lives?
- How will international conflicts be solved?
- Will sickness still exist?
- What will we be eating and drinking?
- How will I move around my world?
- What beliefs and values will be needed to sustain my vision of the future?
Links to the National Framework for Values Education in Australian Schools (2005)

Students will explore, consider, enact and reflect on values as they:

• work constructively and collaboratively to learn about significant values of inclusion; freedom, respect and responsibility

• demonstrate empathy to others as they learn more about the personal impact of intolerance, exclusion and loss of freedom

• develop a growing confidence in articulating personal beliefs as these relate to the nature of boundaries in their own lives and the lives of others

• develop resilience and act with integrity through acceptance of difference and cultural diversity.

Preparation

View and read through the descriptions for each digital resource in the theme.

Read through the activities and note the particular learning strategies that have been built into these.

Be mindful that students might need to view each resource several times.

Please note: Thirty-five film clips on World of Values are linked from the australianscreen online website. Be aware that links within the frames containing these film clips take you out of the World of Values website.

A note about activities

All of the values clarification activities accompanying the digital resources are built around whole class, small group, partner or individual tasks. Use your professional judgement regarding the advice given here. Choose the most appropriate grouping for each task depending on the particular needs of your students.

A note about the learning pathway

World of Values is a flexible resource. The learning pathway tool allows teachers to create a personalised PDF-based version of selected content. See the Help feature on the World of Values website.

A note on dialogue

The challenging content of many of the digital resources and the accompanying values clarification activities necessitates that students engage in exploratory dialogue whereby they are given time to debrief, to work through their thoughts and feelings, and to reflect on what they have learned. You may find that students generate many of their own questions throughout their exploration of Future Makers and that you need to be flexible around your planning for these to be shared and considered.

A note about personal experience

Many of the activities relate the values clarification to the personal lives of students. This is important because personal experience helps students to connect an abstract value to a concrete experience. However, students may find the connection to their experience in families, their friendship groups, and their positive self-image, for example, challenging. Your guidance and support through these times will be necessary.

A note on working with sensitive material

There are many topics in the digital resources that may be personally confronting for some students, and potentially cause discomfort and distress. If you are aware of specific areas that may cause concern for particular students, try to let them know in advance that you will be looking at the topic in class. Generally, you could let all students know beforehand what is coming up and suggest that if they feel uncomfortable about participating in the discussion they let you know and you can discuss strategies with them.
Involve students in setting ground rules for the discussions. It is important to emphasise the need for respect, confidentiality, sensitivity and the recognition of diversity in people’s backgrounds and experiences. The classroom must be a safe and secure environment for discussions that will arise in the course of examining such materials as you will find in this collection.

Make sure that students know what support is available if the discussion does create discomfort or distress. You could compile a list of useful contacts and phone numbers. It would be wise to let the people who are concerned with student welfare (for example, counsellor, year level coordinator) know that you will be addressing complex issues that may be challenging for some students.

Resources that provide support for teachers dealing with personal, emotive issues can be found in the MindMatters materials. See www.mindmatters.edu.au

Getting started
In Getting started, students are introduced to the theme and a set of values. They explore prior knowledge and preconceptions, and research the definitions of values, to focus on the issues they will be examining.

Ask students to open a WordFile or a notebook to record their thoughts and feelings throughout the activities.

Notes on activities
Think about the future: For more detailed explanations and examples of collages
www.artlex.com/ArtLex/c/collage.html
www.nga.gov/kids/zone/collagemachine.htm
www.collageart.org/

You will also find plenty of examples using Google images.

Values gallery: This activity is an initial values clarification task that will be built upon and extended in the Bringing it together section of the theme. You begin by asking students to define the values they will explore. You may wish to record their definitions on a large sheet of paper, as students will be returning to this activity. You may decide that this task is too challenging for some and so conduct this as a whole class activity.
I Think … – That’s not fair

This animation features the unscripted voices of a group of 5- to 9-year-old children discussing the concepts of fairness and equality in relation to people and the environment. The children explore how perceptions of fairness and equality may differ for different people in different circumstances. While one child believes the same standards should be applied consistently to all species, others conclude that you cannot make everything fair for everyone. The children discuss whether something can be both fair and unfair at the same time, particularly if it involves making a choice between being fair to an individual or to the group. They also discuss the need for all people to accept responsibility for decision making, one child concluding that there is no ‘decider’ – we all have to determine our own standards and decide for ourselves. Their discussions highlight the complexity of this issue.

The children were chosen from schools where philosophy is taught. These schools encourage students from a young age to interact with each other within a ‘community of inquiry’. Discussion is facilitated by an expert educator who encourages children to interact freely and promotes the principles of cooperative learning. Discussions were then edited and the recordings given to the animator for visual interpretation. The I Think … anthology of 26 animations was developed by the Australian Children’s Television Foundation (ACTF).

Values spotlight

I Think … – That’s not fair tackles the complex interaction among individuals, societies and the environment, and the difficulty of determining what is fair and equitable for all. The children discuss whether something can be both fair and unfair, particularly if it involves making a choice between being fair to an individual or to the group. The conversation highlights responsibility, freedom, integrity and fair go.

Notes on activities

The activities for I Think … – That’s not fair are designed to help students clarify what values they would choose on which to build their world of the future. The activities associated with defining fairness should provide an insight into how difficult this task can be. Encourage students to think in this complex way when they start to list their chosen values.

For more detail about the Freyer model (also Frayer) see:

www.longwood.edu/staff/jonescd/projects/educ530/aboxley/graphicorg/fraym.htm
www.worksheetworks.com/miscellanea/graphic-organizers/frayer.html
www.tantasqua.org/superintendent/Profdevelopment/etfrayermodel.html

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Prophets of loss, 2004
This work of art is part of a set of ten mixed-media panels by Darryl Pfitzner Milika. The set is titled ‘Impact: an illustrated Aboriginal history’ and was completed in 2004. This panel depicts a landscape with two settlements: one at the top of the hill and one at the bottom of the hill.

Darryl Pfitzner Milika (1949–) is an Adelaide-based Indigenous Australian artist who is concerned with Indigenous cultural identity and history. Milika was commissioned by the Migration Museum in Adelaide to produce an artwork for the museum. ‘Impact: an illustrated Aboriginal history’ collectively tells stories about the consequences of colonisation for Indigenous Australians and the Australian landscape.

Values spotlight
‘Prophets of loss’ provides a perspective on the unequal treatment that Indigenous Australians experience. A significant contrast exists between the neat houses on top of the hill and the ramshackle collection of dwellings at the bottom. The values of fair go, care and compassion, and inclusion are at the heart of this work’s composition.

Making a difference – David Unaipon
David Unaipon, a Ngarrindjeri man born in 1872 in Raukkan (formerly Point Mcleay) in South Australia, is featured on the $50 note yet few Australians are aware of the significant contributions he made as an inventor, author and spokesperson for Aboriginal people. Known as Australia’s ‘Leonardo’, he was awarded ten patents, and, applying the principle of the boomerang, he made drawings that anticipated the helicopter. He also avidly studied the concept of perpetual motion throughout his life. He was one of the first published Aboriginal writers, and travelled all over the country fostering understanding and influencing government policy towards Indigenous peoples.

David Unaipon was awarded the Coronation Medal in 1953. He died in 1967.

Values spotlight
David Unaipon was a future maker. Despite the obstacles and adversity he faced during his lifetime, his resilience and positive outlook enabled him to pursue a more just and tolerant future for all. He always strove to do his best, he contributed constructively to society, he acted with integrity and he never faltered in his belief in a fair go.

Notes on activities
The Global Education website can assist in the class discussion on the difficult and complex issue of poverty and disadvantage.

www.globaleducation.edna.edu.au – Poverty reduction

More information on Darryl Pfitzner Milika’s work and the issues that concern him can be found at http://pfitznermilika.iinet.net.au/

There are several software applications that will enable students to create their ‘photo stories’ ranging from the simple to the sophisticated. Your school will probably have access to several of the following:

Microsoft Photostory, Microsoft MovieMaker, Microsoft PowerPoint, iPhoto (Mac), iMovie (Mac), GarageBand (Mac) Picasa, Audacity

Notes on activities
It is important that students realise how remarkable it is that David Unaipon achieved what he did during the historical era in which he lived. He was an Indigenous person at a time when they weren’t recognised as citizens. He was ahead of his time with his inventions, yet he was never in a position to obtain financial backing for them before the patents ran out. He wrote books but was not acknowledged as the author. His fame, urbanity and fastidious manner of speech confounded current stereotypes.

Unaipon always recognised the value of the two cultures that shaped him and he embodied the potential and benefits of an intercultural exchange.
Discovering

Seven digital curriculum resources
In the Discovering section, teachers support students to explore values, text and context in a deeper way, to think about and clarify the values underpinning each digital curriculum resource, and to create concrete records of the experiences and information gathered.

The battle for Byron – European settlement in Byron Bay
The town of Byron Bay is located in New South Wales on the east coast of Australia, approximately 800 km north of Sydney and 200 km south of Brisbane. Byron Bay is renowned for its alternative culture and lifestyle as well as its picturesque coastline. The documentary was directed by David Bradbury, an Australian filmmaker known for his politically challenging stories.

This clip shows a series of photographs and archival film footage illustrating key historical changes in Byron Bay since European settlement. The narrator details the effects of the timber, pastoralist, sand-mining and whaling industries since 1840. An interview with Nick Shand, a local journalist, is blended with photographs to show Byron Bay’s transition from a working-class rural town to a community that attracted people seeking alternative lifestyles in the 1970s.

Values spotlight
The battle for Byron highlights the fact that the values we hold with regard to the environment guide our usage and relationship to it. Natural resources are finite and thus easily exhausted. What we will have in the future depends on the values we adopt and the actions we take now. Values such as respect, responsibility and integrity are central to such a discussion.

Notes on activities
The group brainstorm exercise is just one way that you can conduct such an activity. The important thing here is to establish what prior knowledge exists within the group of students.

Students may need to do further research in order to stimulate ideas as they imagine a future for Byron and the surrounding area. Or it may be more appropriate to tailor the activity so students devise a plan for a place or area that is more familiar to them and that has suffered from similar exploitation and environmental destruction.

Shoalwater: Up for grabs – Jobs versus environment
The Shoalwater Bay estuarine area is in Queensland. The documentary was made after permits were issued by the Australian Government to allow sand mining in the area. The perspectives of environmentalists, the local community and experts in coastal management were sought in making the film.

This clip shows two men paddling a canoe down a pristine river. A narrator describes conflicting views about projected development in this environmentally sensitive area. The conflict centres on the political tension between the need for job creation and retention, and the preservation of the environment. The narrator observes that it is possible to devise strategies that will both preserve the environment and provide employment. A local businessman promotes the idea of ecotourism as a profitable and sustainable way forward.

Values spotlight
Job versus environment raises the issue of competing values and interests in the management of the environment. For some, the needs of people take priority over the environment, and for others preservation of the environment is the number one priority. There may be ways to satisfy both values positions.
Notes on activities
These clips will be enhanced by some background information.

The activities focused around worldview are quite complex and challenging. Take them slowly, work carefully with the vocabulary.

For some further reading on the concept of worldview see:
www.teachingaboutreligion.org/WorldviewDiversity/wvdiversity.htm

Some definition work will be helpful with terms such as ecotourism.

You may wish to extend this discussion by asking students if they know of other locations where a conflict of values has occurred or is occurring over such issues. You might ask them to provide some sort of report to the class.

Eco house challenge: Stop your gassing – Two Aussie families
This clip shows an opening sequence from the TV show ‘Eco House Challenge’. It introduces the Edwards and the Shepherds, the two families attempting to live in a more environmentally sustainable way, and their ‘eco coach’, Tanya Ha.

Australian households contribute about 20 per cent of Australia’s greenhouse gas emissions through everyday activities such as electricity use, transport and the production of household waste that decays in landfills. By challenging the two families to reduce their household waste and use of energy, water and transport with the help of ‘eco coach’ Tanya Ha, ‘Eco House Challenge’ aimed to promote ideas about ecological sustainability in households to a wider audience.

Values spotlight
Stop your gassing highlights the challenges people must work through and resolve when they re-prioritise their values. Although most people would love to participate in reducing their environmental ‘footprints’, it’s not so easy when it interferes with the routines of their daily lives. Living out values has real consequences for the practicalities of daily life.

Notes on activities
Be prepared for some challenging scripts from students when they write about putting their values into action. Check student work before performances so that you can put in place any support that you think may be necessary.

The websites below provide extension material for students to monitor and record their energy usage at home and in the school. There are also suggestions for projects they may wish to engage in.

www/html/1517-home-page.asp
www.livingthing.net.au/WYKD_Main.htm

Further work may be necessary around the concepts of utopia and dystopia. The following sites provide useful material and point to other resources:

www.knowledgerush.com/kr/encyclopedia/The_Utopia/
http://knowledgerush.com/kr/encyclopedia/Dystopia/

The films Blade Runner, Brazil and Gattaca present the future as a dystopia. It may be useful to show students a key clip from each of these films. They may know of other films that address the theme and which they are able to share with the class.
Mao’s new suit – New China
This film clip shows a young Chinese fashion designer talking about her life and career, and the contrast between her aspirations for the future and those of her parents a generation earlier. For decades after the founding of the People’s Republic of China in 1949, Chinese people modelled their image on that of the Communist Party chairman Mao Zedong. They wore simple outfits in blue and grey known as the ‘Mao suit’ in order to demonstrate Mao’s dream of equality in a post imperial age. After China’s transition from a planned economy to a kind of ‘market socialism’, China’s door opened to the world and Western influences are becoming more and more prevalent. Individuality rather than uniformity has become a dominant value and young Chinese men and women have dreams of business success and international recognition in their endeavours.

Values spotlight
In contrast to their parents’ generation when people’s values were defined by the Chinese political context, this young entrepreneur interviewed in New China represents a new generation that wants to achieve personal and financial independence. Their values include freedom to explore opportunities and doing their best.

Notes on activities
Most students are probably familiar with the character Frankenstein, the classic story about creating artificial life. Patricia Piccinini’s work questions what is natural and artificial in today’s world. It raises questions about the kind of creatures and life forms that may appear in our world in the future, and the complex issue of technology interfering and interacting with biology. Her website includes more information about her work that may be of interest to students.

www.patriciapiccinini.net/

There is also a great deal of material to support a more detailed investigation of bioethics. Here are just a few resources to take you further.

www.beep.ac.uk/content/index.php

Notes on activities
Mao’s New Suit will allow you to identify and explore cultural stereotypes held by students about China. Intercultural understanding should be based on not just an understanding of cultural texts and traditions but through engaging students with contemporary materials about other cultures that allow them to explore things that are similar to their own experience and values as well as any dissimilarity.

The Voices and Visions: China CD-ROM (Asia Education Foundation, 2002) provides authentic and topical materials for students that aim to promote cross-cultural understanding and communication through the critical analysis of texts.

The Global Education website (www.globaleducation.edna.edu.au) includes a country profile on China that provides useful historical, geographical and social information.
Advertising missionaries – Wokabout Marketing
This clip shows how Western, global products are promoted in remote regions of Papua New Guinea (PNG). About three-quarters of PNG’s population cannot be reached through regular advertising channels such as television, radio or print media. Marketing executive Andrew Rose writes scripts for Wokabout Marketing, a theatre troupe that advertises products to people in remote areas through performance. Wokabout Marketing performs soap operas that centre on a comedic dysfunctional family and are designed to introduce and demonstrate the use of products such as soap powder, toothpaste, insecticide spray and soft drinks.

Values spotlight
Wokabout marketing focuses on the values of responsibility, integrity and respect within a commercial/economic context. The isolated PNG highlanders targeted by Wokabout Marketing represent a largely untapped market of potential consumers. However, the question arises as to what the impact might be on local, traditional culture and the environment.

Notes on activities
Unless your students know something about globalisation already, they will need some additional information and support. One good resource is noted in the student material. There is also an excellent webquest that you can use to build knowledge and understanding of this complex, and at times confusing, process:


The Global Education website provides information about the pros and cons of globalisation as well as a country profile on Papua New Guinea:


Prime Minister Kevin Rudd’s Apology Speech 2008
This film clip presents the opening of Prime Minister Kevin Rudd’s apology to Australia’s Indigenous peoples on 13 February 2008. He reflects on their past mistreatment, focusing particularly on those who were the Stolen Generations, and identifies the need to look forward towards a better future for all Australians.

The 1997 ‘Bringing them home’ report into the Stolen Generations had recommended an apology be made by all Australian parliaments to Indigenous peoples for past wrongs. By 2001, all state and territory parliaments had made apologies. However, Prime Minister John Howard refused to apologise in 1997 when the report was released, and he maintained that stance throughout the next ten years he was in office.

The apology was part of the new Labor government’s platform. After the election in November 2007, the Australian Parliament convened on 12 February 2008 and Prime Minister Rudd delivered the apology the following day.

Values spotlight
The Prime Minister’s speech honestly acknowledged the wrongs of the past and demonstrated respect and compassion for the sufferers of Indigenous peoples. By officially apologising, the government has taken responsibility to prevent such mistakes being repeated in the future.

Notes on activities
In order to closely examine and analyse the language used in the Apology Speech, students will require a printed version. It can be accessed from the activity and through the Prime Minister’s website www.pm.gov.au/node/5952.

The final activity in this section is particularly important. Students are being asked to move from the realm of thought to action – action in their own very real world. This is at the heart of values education, so do assist them in working through the process and help them to set achievable actions.
Bringing it together
In Bringing it together, teachers assist students as they synthesise and compare new knowledge, feelings and beliefs with prior knowledge, experience, feelings and beliefs. In this way, students are able to understand the ‘big ideas’ behind a theme and to make conclusions about what they have learnt. They are able to reflect on their learning, and explore and justify their values in relation to the theme.

Notes on activities
Collages of the future: Return students to the collages they created in Getting started. This activity is designed to assist students to synthesise what they have learnt about Future Makers and to reflect on the values they have explored. You may want them to discuss how they might revise these collages in small groups. Their collages and written reflections based on this discussion could be added to an Assessment Portfolio as evidence of their learning.

Values and actions: You may decide that students need further scaffolding for this task than what has been provided.

It has been suggested that students complete this task with a partner. You may wish to extend this to small groups, or to the whole class.

Important ideas: The key concepts synthesis strategy assists students to draw out and clarify what has had the greatest impact on them in their study of what has been diverse and challenging material.

Further information on this strategy can be found at: www.greece.k12.ny.us/instruction/ela/6-12/Tools/Index.htm

Finish the sentences: This activity aims to personalise students’ learning. An opportunity is then given to gather the responses of all students in the class to provide a detailed overview of the insights developed in the course of studying the unit materials.

Going further
In Going further, teachers help students to apply their new knowledge, skills and attitudes in other contexts, enacting the values and intercultural understanding they have explored, making choices, and developing the belief that they can be active and informed participants in society.

Notes on activities
In order to stimulate students’ thinking about the future, access the article ‘Will Life Be Worth Living in 2000’ that was written in 1961 www.pixelmatic.com.au/2000/

You may not ask students to complete all these activities as they are quite similar in that they are designed to draw out clear statements from students about their visions of the future, albeit using different modes and formats.

The final activity though is particularly important as a key feature of values education pedagogy is the encouragement of some form of personal action. It is useful for students to develop an awareness of their own capacity to make small—or significant—changes in their own lives to promote positive change.