

UNESCO Chair in Learning and Teaching Futures Literacy in the Anthropocene
Method mosaic

Title:	Reading for the Future
Target audience:	Primary Level, Secondary Level I
Time:	Approx. 1.5 hours or project (book) week
Objective:	Visualize alternative sustainable future scenarios (GreenComp 3.1)
Topic:	Exploring future worlds in literature
Materials:	Selected titles of children's and young adult literature, poster, tablet, drawing material

Brief Description:

Students go on a gallery walk to the children's and young adult literature titles on display in the classroom, library or assembly hall (see, for example, the recommendations "[Fit for the Future](#)" from the German Academy for Children's and Young Adult Literature). It is important to consider different formats (narrative, poetic, non-fiction picture book, children's or young adult novel), depending on the age group, so that learners can make an individual selection.

Once they have decided on a text, they will be given the task of creating a profile or poster for it using the following questions:

- What is the story about? What future is being told, imagined, depicted here?
- Who lives in this future, who are the characters?
- Where do they live, what does the space look like (e.g. city, town, landscape, house, etc.)?
- When do they live, is the time specifically named (e.g. with the year or by events)?
- What do they live with, what material things, technologies, etc.?
- How is the story depicted visually?
- How is the story presented linguistically? Is there a narrator? What is interesting about the language (e.g. direct speech, new words, etc.)?

The profiles and posters are presented in a second gallery walk.

In the plenary, the student group examines together: Which of the futures told are probable futures? Which are desirable, which are not? What alternatives can they imagine?

The discussion encourages learners to think about their own ideas, expectations and wishes and to articulate these in dialogue: How do we want to live?

In the next step, learners use drawing materials, tablets or other digital devices to visually realise their own ideas for desirable futures.

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