Think like an Ancestor SESSION 1 (Future Thinking) [KS3, 50 mins]

Learning Objective:

To understand the impact of 'short termism' on the health of our planet and societies, and to explore the benefits of taking a longer view on how we work and live.

KS3/4 History Curriculum Statement:

- National Curriculum History KS 3/4: Ideas, political power, industry and empire: Britain, 1745-1901; e.g. 'Britain as the first industrial nation – the impact on society'

KS3 PSHE curriculum

- Money and Careers L3: to set realistic yet ambitious targets and goals

Key Environmental Concept: Future Thinking

Short termism is at the root of many of the challenges we face as a Planet, from overconsumption, instant gratification, to habitat destruction and social injustices. By growing our capacity to care for the long term, we can inspire better action today, the positive impacts of which will reverberate long after we're gone.

Assessment Statements

By the end of this unit…

⇨ all students should understand the difference between short-termism and long term thinking.

⇨ most students will be able to name at least one 'ancestor' who has made a difference.

⇨ some students should be able to draw connections between natural history, industrial heritage and current challenges including the Earth crisis.

7 Generations Principle
Decisions being made about our energy, water, and natural resources should be sustainable for seven generations in the future. The 7 Generations Principle originates with the Haudenosaunee, a group of First Nations people in North America.

Resources: Paper, pen Key vocab: 7 Generations Principle, Ancestor,

Session Plan:

1. **Introduce key concepts of long and short term thinking [20 mins]**
   a) Show students a video of 'The Marshmallow Test' to highlight an example of moving towards longer term thinking in early development.
   b) Group Discussion: Ask students for any examples in their lives of where they have to develop self control to resist short term gains for a better long term outcome.
   c) Solo work: Write down three ways in which they could improve their lives by implementing long term thinking.

2. **Connect key concepts of short-termism and long time thinking with climate and environment [15 mins]**
   a) Watch The Long Time Project video [5 mins]
   b) Teacher leads group discussion asking students
      i) What examples of short termism can you think of in your town/city/country, and what are the problems with this?
      ii) Are there any examples of long term thinking you can think of and what are the benefits?

3. **The Carbon Story over seven generations [15 mins]**

a) Students shown the empty 7 Generations Timeline (Appendix A).
b) Students shown 7 events in the carbon story (Appendix B) and given matching task.
c) Reveal the answers (see slides).

- Explore with students which ones were easier and which were harder.
- This may reveal aspects of students' knowledge about carbon
- What was the most unexpected / surprising discovery?

Questions to simulate discussion:
- How does the use of carbon improve lives in the short term?
- How would we take long time view on the use of carbon?
- What else would you like to know more about the use of carbon?

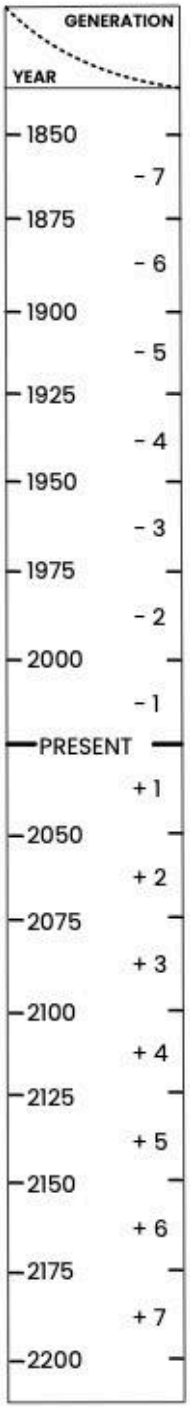
Taking it outside:

Go to a local outdoor space with both natural and human-made elements. List everything you can see and estimate/research how long it has been there and reflect upon the impact for future generations.

Appendix A: Blank timeline

THINK LIKE AN ANCESTOR TIMELINE

How Nature Conservation has developed in the context of the Climate and Biodiversity Crises over seven generations - and how we can influence what might happen next



Developed by Climate Museum UK for the South Downs National Park schools programme.

This timeline is inspired by the Seventh Generation Principle of the Haudenosaunee Confederacy of North America. We pay tribute to their ancestral knowledge.

Appendix B: Carbon Story matching activity

THINK LIKE AN ANCESTOR TIMELINE

CARBON STORY

	1774	First commercial contract for mass production of the steam engine, signalling the industrial revolution and dependency on fossil fuels
- 7	1856	Amateur scientist Guy Callendar proves global temperatures have risen by 0.3 °C over previous 50 years.
- 6	1899	Legally binding agreement signed at COP21 to limit temperature increase to 1.5 degrees C
- 5	1920s	Kyoto Protocol adopted (1st greenhouse gas emissions reduction treaty)
- 4	1938	Large scale oil fields open in Texas and in the Persian Gulf, increasing availability and demand for cheap energy
- 3	1968	Eunice Newton Foote demonstrates how increased CO2 levels raise earth temperature
- 2	1997	Glaciologist Dr John Mercer warns that global warming could cause Antarctic ice sheets to collapse, leading to a disastrous rise in sea levels.
- 1	2015	Nils Ekholm warns burning coal to current levels could double amount of CO2 in atmosphere in a few centuries.