



Think like an Ancestor SESSION 2 (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.

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.

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

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.

Resources: Paper, pen

Key vocab: 7 Generations Principle, Ancestor,

Session Plan:

1. Review key concepts & learning from session 1 [15mins]

- a) What happened in the marshmallow test?
- b) What examples were given about short term and long term thinking?
- c) Which was most surprising about the carbon timeline? What did you learn?

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.

2. The Nature Conservation Story over seven generations [15 mins]

- a) Students shown 7 events in the story of nature conservation and given matching task (Appendix C).
- b) Students shown the answers by revealing the populated timeline (Appendix D).

3. The Carbon and Nature Conservation stories together [10 mins]

- a) Students shown the carbon and nature conservation stories side by side (see slides).
- b) With this overview, ask students to get into small groups and discuss which events had the best and worst impact on future generations?
- c) Share thoughts in group discussion.

Questions to simulate discussion:

- What are the connections between the carbon and nature conservation stories?
- What else would you like to know more about these issues?

4. Long time thinking locally [10 mins]

- a) Teacher leads a whole group discussion about any examples of long term thinking they already do or have noticed in their neighbourhood/village/town/city.

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 C: Nature Conservation Story Matching activity

THINK LIKE AN ANCESTOR TIMELINE

NATURE CONSERVATION

1793	Bogd Khan Uul Biosphere Reserve in Mongolia established as the world's first protected area.
- 7 1872	Corbett National Park established as first National Park in India to protect the endangered tigers.
- 6 1895	UK Wildlife and Countryside Act is passed, protecting native species, Sites of Special Scientific Interests and public right of way.
- 5 1923	First national parks in the UK established in the Peak District, Lake District, Dartmoor and Snowdonia.
- 4 1936	South Downs National Park established in Sussex, UK.
- 3 1951	National Trust for Places of Historic Interest and Natural Beauty established
- 2 1981	Yellowstone National Park in the USA established as the world's first national park.
- 1 2010	Friends of the South Downs established

Appendix D: The populated timeline of Carbon and Nature Conservation Stories

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

