



Envisioning a Resilient Future

Setting the Stage

Before beginning to plan for resilience, communities often begin with envisioning what they want their community to look and feel like in 5, 10, or 20 years. A visioning process can help a community focus in on what resources are most important to them and begin to strategize how to protect those resources and keep them strong in case of a natural hazard or other event.

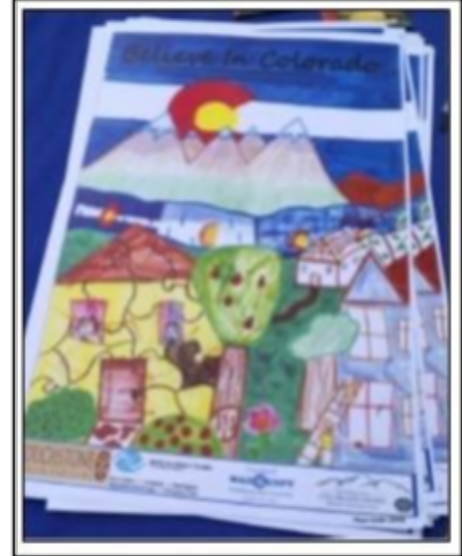


Photo credit: CDPHE

Lesson Overview

In this lesson, students create a vision for the future of their community. Using the structure from the Colorado Resiliency Framework, students choose a sector to focus on and create a giant timeline to show ideas of what the future of the sector will look like.

- *Activity 1 – Engage (10 minutes) What will learning look like in the future?*
Individually, students do a short free write imagining what the future of school looks like.
- *Activity 2 – Explore (30 minutes) What does your ideal future look like?*
Students will divide into groups of four to six people to represent different sectors of society, and create a vision for the future of the sector. All groups will contribute to a class timeline.
- *Activity 3 – Explain (10 minutes) Resilience and the Future Reflection*
Students will reflect on the importance of resilience for preserving our future.



Instructional Overview	
Grade Level	Middle/High School
Instructional Time	50 minutes
Standards Alignment	NGSS: MS-ESS3-2 , HS-ESS3-1 CDE: MS3.ESS.GLE9 , HS3.ESS.GLE9
Anchoring Phenomenon	<ul style="list-style-type: none">• Communities change through time, but planning efforts serve to preserve community resources.
Driving Question	<ul style="list-style-type: none">• What do you want your community to be like in 20 years?
Learning Goals	<ul style="list-style-type: none">• Students will create a vision for the future of their community.• Students will understand the different sectors that make a community function and decide what resources are important to maintain and create.
Materials	<ul style="list-style-type: none"><input type="checkbox"/> One large piece of paper, stretching six to eight feet long.<input type="checkbox"/> Markers in 6 colors (orange, red, purple, blue, green and gray or black).<input type="checkbox"/> <i>Optional:</i> Old magazines, scissors, and glue.<input type="checkbox"/> Resilient Future Lesson Slides<input type="checkbox"/> One Resilient Future student handout copy per student (digital access or printed copy and pencil)
Material Preparation	<ul style="list-style-type: none"><input type="checkbox"/> Print student handouts if needed.<input type="checkbox"/> Classroom computer with projector for Resilient Future Lesson Slides.<input type="checkbox"/> Prepare the class timeline by posting the large piece of paper on a classroom or nearby hallway wall.
Vocabulary	<p><u>Resilience</u> is the capacity of community members and organizations such as schools, businesses, or hospitals to maintain essential functions before, during, and after a hazard strikes (i.e., the ability for a community to bounce back).</p>
Instructional Strategies	Following recommendations from Teach the Future (specifically the Teach the Future – Future Lesson – 10-12 years old video), consider setting the tone for the day at the beginning of class by making students feel comfortable being creative and imaginative. Let students know that every idea or vision is okay, that no ideas are “wrong,” and that they should respect each other’s answers and perspectives.





Activities	Web Links for Lesson Resources Note: all resources are downloaded as pdfs in the <i>Activity Resources Folder</i>
Activity 1	Teacher Resource <ul style="list-style-type: none">Video: Exploring the Future of Learning with Students https://www.youtube.com/watch?v=swll7wbl2Gc&index=2&t=0s&list=PLp-48KQr91nhVZ0j6k9Mm-RUxJ7HXf4NC
	Optional Resources <ul style="list-style-type: none">Website: US Resiliency Toolkit https://cleanet.org/resources/51233.htmlWebsite: National Climate Assessment-Fourth National Climate Report https://nca2018.globalchange.gov/Podcast: CU Boulder Brainwaves-Natural Disasters: How New Science Will Help Us Survive https://www.colorado.edu/today/2019/08/06/natural-disasters-how-new-science-will-help-us-survive





Activity 1 (Engage)

Warm Up Activity (10 minutes)

What will learning look like in the future?

Give students the following prompt for a five-minute free-write. Set a timer for five minutes and let them write.

1. What do you think the future of school looks like? School may not have a building where everyone goes to, or it may not be everyday from around 8 to 3:30. If you were to travel in a time machine 20 years into the future, what would you see? Since the future hasn't happened yet, you cannot be right or wrong. Think about what school was like for your parents, what it's like for you, and what you think it will be like in 20 years.

Responses vary.

Next, ask them to share what they wrote with their shoulder partner. After they've shared, ask students to share ideas with the class.

Note: Teachers check out [Exploring the Future of Learning with Students](#) from Knowledge Works in Pittsburgh, Pennsylvania, to see what kind of conversations they've had with students about the future of learning.

Activity 2 (Explore)

Brainstorm Ideas for the Ideal Future (30 minutes)

What does your ideal future look like?

The Colorado Resiliency Framework is divided into six sectors that cover different services and/or resources in our communities. Students will be diving more deeply into the sectors when they explore the Resiliency Framework and/or local resilience plans and formulate their own ideas to improve resiliency in their own community.

For the activity, divide students into five groups, one for each sector (except "Watersheds and Natural Resources"—students may have a difficult time with that sector).

Show the *Then and Now* slide deck to get students thinking about how parts of our society have changed in the last 70 years. Ask them to consider:

2. What changes do you notice over time in your sector?

Responses vary





3. How do you think these changes in this sector have impacted our lives now, and will impact our lives in the future?

Responses vary

Next, ask student groups to begin to brainstorm ideas for what they'd like their sector to look like in 20 years. Ask them to consider what the sector is like in their own community (i.e., neighborhood, town, or city) currently, and what it will be like in 20 years. Students should consider the following questions:

4. What resources does your sector provide? Come up with a list of three to five resources in this sector that are important to your daily life.
5. Which of these resources are most important to you? To your community?
6. Which of these resources do you feel are vulnerable to change?
7. What ideas do you have for maintaining important resources in the future?
8. How can improvements in your sector improve the quality of life in your community?

Responses vary to questions 4-8.

After considering these questions, ask students to think about:

9. What would you like your sector to look like in 20 years?

Responses vary.

After students have had about 10-20 minutes to brainstorm as a group, ask them to post their ideas on a large class timeline. The timeline should be a piece of paper that stretches across a large wall (you may have to go into the hallway for this) so that all sectors can be represented. Ask each group to use the appropriate color for their sector to write their ideas. If students are having a difficult time coming up with ideas, ask them to do an internet search for the "future of ____." Or, show them the "NEXT" slides in the slide deck.

Optional: Have old magazines available for students to cut out pictures to add to the timeline.





Activity 3 (Explain)

Resilience and the Future Reflection (10 minutes)

Ask students to reflect on the importance of resilience to creating the future they want. Have students consider all sectors and reflect on the ideas from the entire class that are written on the class timeline. Introduce the term resilience (if it has not been introduced already):

Resilience is the capacity of community members and organizations such as schools, businesses, or hospitals, to maintain essential functions before, during, and after a hazard strikes (i.e., the ability for a community to bounce back).

Ask students to write a written response to the following question for an exit ticket:

10. Why do you think it is important for our community to invest in building resilience now to protect the future we want?

Responses vary.