



# Drawing Upon the Future

**IN THIS ACTIVITY,** participants will envision a probable, possible, and preferred vision for the future.

TIME REQUIRED: 30 MINUTES | INTENDED FOR GRADES 6-8



## MATERIALS NEEDED

- » Butcher paper and markers
- » Sheets of blank paper, one for each participant
- » Markers or crayons, enough for each participant to have a few
- » Visit [worldvision.org/lp/acsi-teacher-resources](http://worldvision.org/lp/acsi-teacher-resources) for a video you can show to support this lesson. (optional)

## Activity Steps

1

**PROVIDE EACH PARTICIPANT** with a sheet of blank paper and a few markers or crayons. Ask the participants to imagine and then draw a vision of the future. They may use images and words. The participants can interpret the task in their own way and decide how to represent their visions on paper. Note that the quality of the artwork is not as important as their depiction of ideas about the future. Allow about 10 minutes for the participants to complete their drawings.

2

**INVITE THE PARTICIPANTS TO FORM PAIRS** or small groups to share and explain their visions for the future. Allow about 10 minutes for the sharing.

3

**GATHER THE PARTICIPANTS INTO ONE GROUP** and introduce the concepts of *probable*, *possible*, and *preferred* futures using the following key points:

- » A probable future is the future that is *likely* to happen if people continue to act as they do today.
- » A possible future is the future that *could* appear if certain behaviors or conditions changed.
- » A preferred future is the future that we would *ideally* like to see come about.

4

**ENGAGE THE PARTICIPANTS IN A LARGE-GROUP** discussion using the following questions:

- » What things were common to most of the drawings you saw?
- » Were the visions mostly positive or negative?
- » Classify your personal vision as a *probable*, *possible*, or *preferred* future. In your pairs or small groups, which futures were most common?
- » Did you focus mainly on personal futures, the future of the community, or national and global futures?
- » What do our visions of the future tell us about ourselves?
- » How can we each contribute to the future we desire (i.e., the preferred one)?
- » How can we prevent negative future scenarios from happening?

5

**DISCUSS WITH THE PARTICIPANTS EXAMPLES** (from your community, from the news, etc.) of people and events that could lead to a preferred future. List these ideas on a sheet of butcher paper under the following headings: Who, What, When, Where, and Why.

6

**INVITE THE PARTICIPANTS TO DISCUSS** what they can do as a group and as individuals to work toward the preferred futures they created.

7

**CONCLUDE BY INVITING THE PARTICIPANTS** to join you in prayer.

Pray for a future where all people are loved and cared for. Pray for a future where all children are able to use their God-given abilities. Pray for a future where all people live in peace.