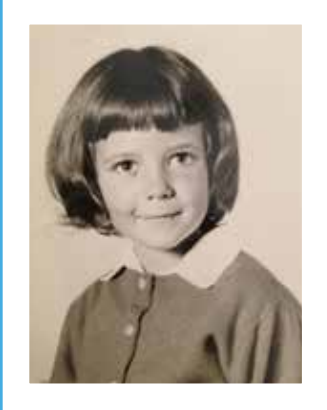


MY FUTURE SELF

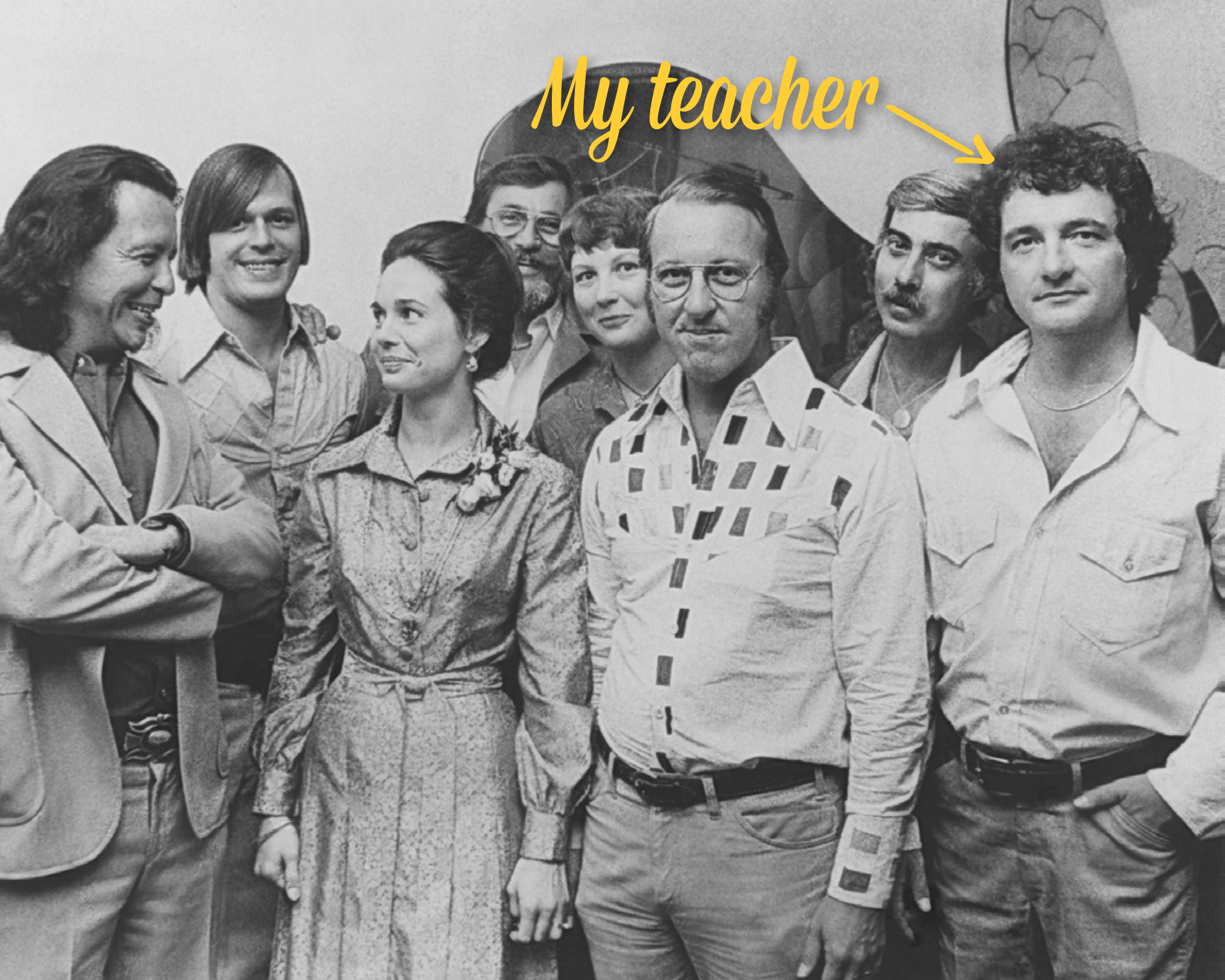
Monica Snellings • Thesis 2014 • Design For Social Innovation • School of Visual Arts



Houston, Texas • 1960's

Hi, I'm Monica Snellings and I grew up in Houston, Texas. In 1966 when I was 10, in the 5th grade my mom asked me if I wanted to take painting lessons. I think why is she asking me this? Then I think—of course I do!

My teacher



On a Tuesday night, I go to the first class. It's in a small house turned studio in a sketchy part of town.

I am easily 15 to 20 years younger than anyone else in the room. But surprisingly my teacher treats me no differently than the adults. I thrive. I am exceedingly prolific. I am the best student in the class!

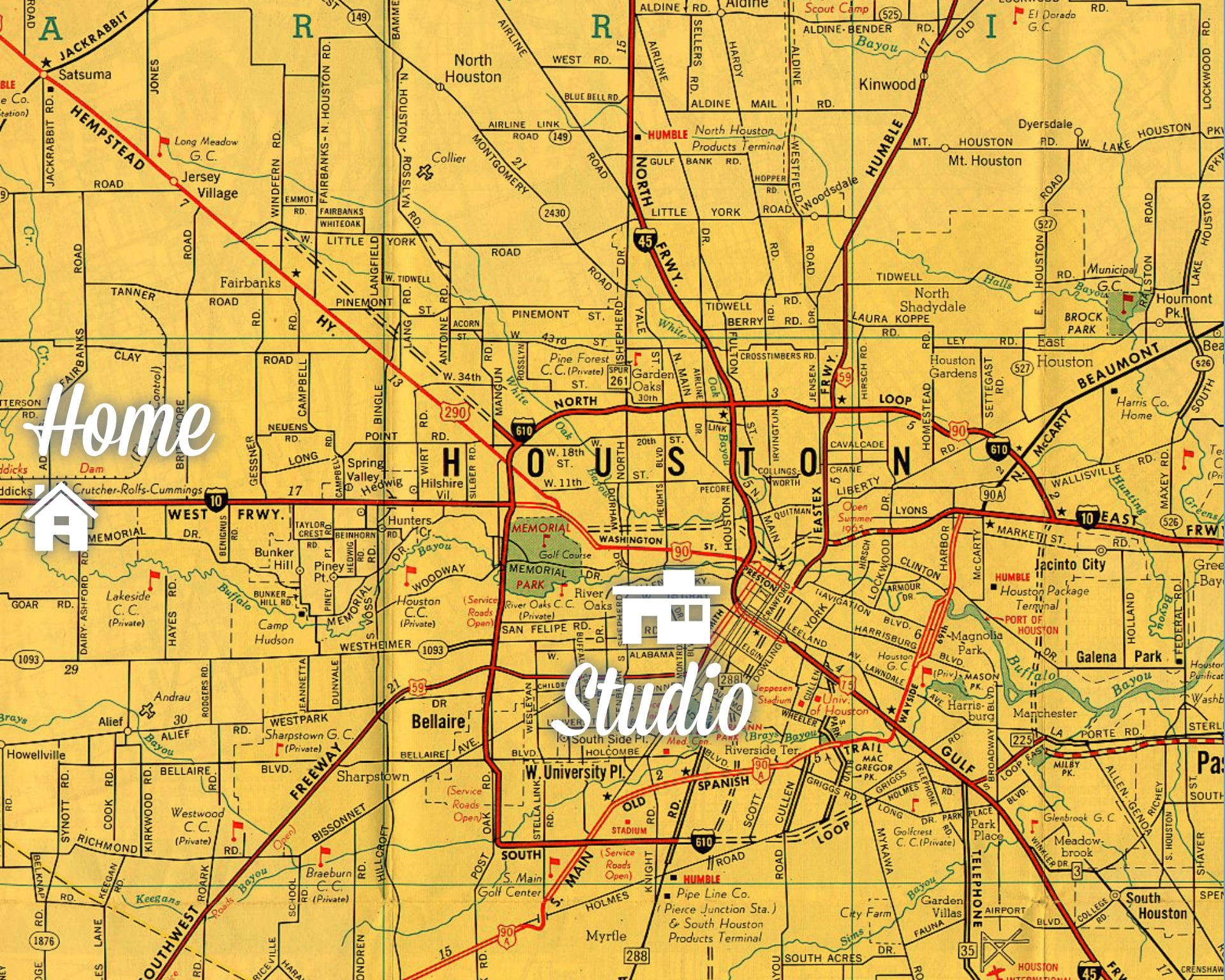
For the next 5 years I go every Tuesday night to class. This experience changed everything for me.

Looking back now, I see very clearly what it gave me—although I didn't know it at the time. It gave me a faith in my own abilities, a direction for my academic pursuits and a way to frame and think about what I might be when I grow up.

Home



Studio



**Not everybody has a chance to discover
themselves—but they should.**



Almost 1 in 4 students drops out of high school

That's 3.3 Million students a year. A lot say they just don't like school. They don't see the reasons why they need to go to school.

A key risk factor in whether a student graduates high school is how well the transition from elementary to middle school goes.

In elementary school where kids are primarily in one class with the same classmates and teacher—to middle school—where students rotate classes, teachers and classmates, is a difficult transition for some students. The relationship with their teachers isn't as strong. They can get lost and don't get the attention they need. And it can feel like no adult in school cares about them.

SELF DISCOVERY

Can we keep students in school if we put the power of self discovery in their hands?

Then it would be their education and school would not be about sitting in a chair—it would be about their own empowerment.

I began to think about way to help students uncover their own abilities and give them a way to explore their interests.

A way to help them think about the future.

Inspiration



LA TAPISSERIE DE BAYEUX - THE BAYEUX TAPESTRY - DER WANDTEPPICH VON BAYEUX - HET TAPIJT VAN BAYEUX



Reproduction intégrale au 1/7e



Complete reproduction 1:7



Vollständige Nachbildung im Verhältnis 1:7



Het Tapis is in zijn geheel afgebeeld, schaal 1:7



I discovered the Bayeux Tapestry when my best friend and I teamed up to do a report on the Middle Ages in 8th grade. I was fascinated by the scale of the piece, the story it told and the artistry.

I got to finally see it in person a few years ago and came home with a book that details all 270 feet of the tapestry.

I thought what if you could see your life all at once?

**AN EXPERIENCE
THAT MAKES
THE FUTURE REAL
AND CONCRETE**

MY FUTURE SELF: LOOKING BACK TO SEE AHEAD

Do you know what you want to be?
What career path do you want to follow?
Do you wonder how you will get there?
How will you discover what you are best at?
And how will you know when you've found
the answer?



Let's rewind the clock and try an
experiment where you go back in time
into your own future.

Step 1: Identify 3 people you admire. Write down everything you know about them on the **What I Know** page.

Step 2: Research and document their lives.

Step 3: Think about your life so far. Capture the events and key turning points that have made you who you are today.

Step 4: Analyze the lives of the people you admire. Write down your ideas on the **Analyze What I See** page. Then project forward into your future with any new insights you have learned about yourself.

Step 1: Think of 3 people you admire.

They could be someone from history.
They could be someone in your family.
They could be someone well known today.

They could be a:

- businessperson
- artist
- musician
- writer
- scientist
- athlete
- teacher
- inventor
- researcher
- political figure

Think about **why** you admire them.
What qualities are attractive to you?
What have they done that you wish you could do?
Think about what you don't know about them?

THREE PEOPLE I ADMIRE ARE:

1. _____

2. _____

3. _____

I picked them because I am really curious to know _____

_____.

I hope to discover _____

_____ in my research.

**Stay curious as you explore the lives
of the people you admire!**

My Name: _____

Step 2: What I Know About...

Person 1: _____	Person 2: _____	Person 3: _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Students capture everything they know (or think they know) to guide their research.

Ben Franklin

Name of Person 1



Yoko Ono

Name of Person 2



Jane Austen

Name of Person 3



Monica



Sources:

BIRTH

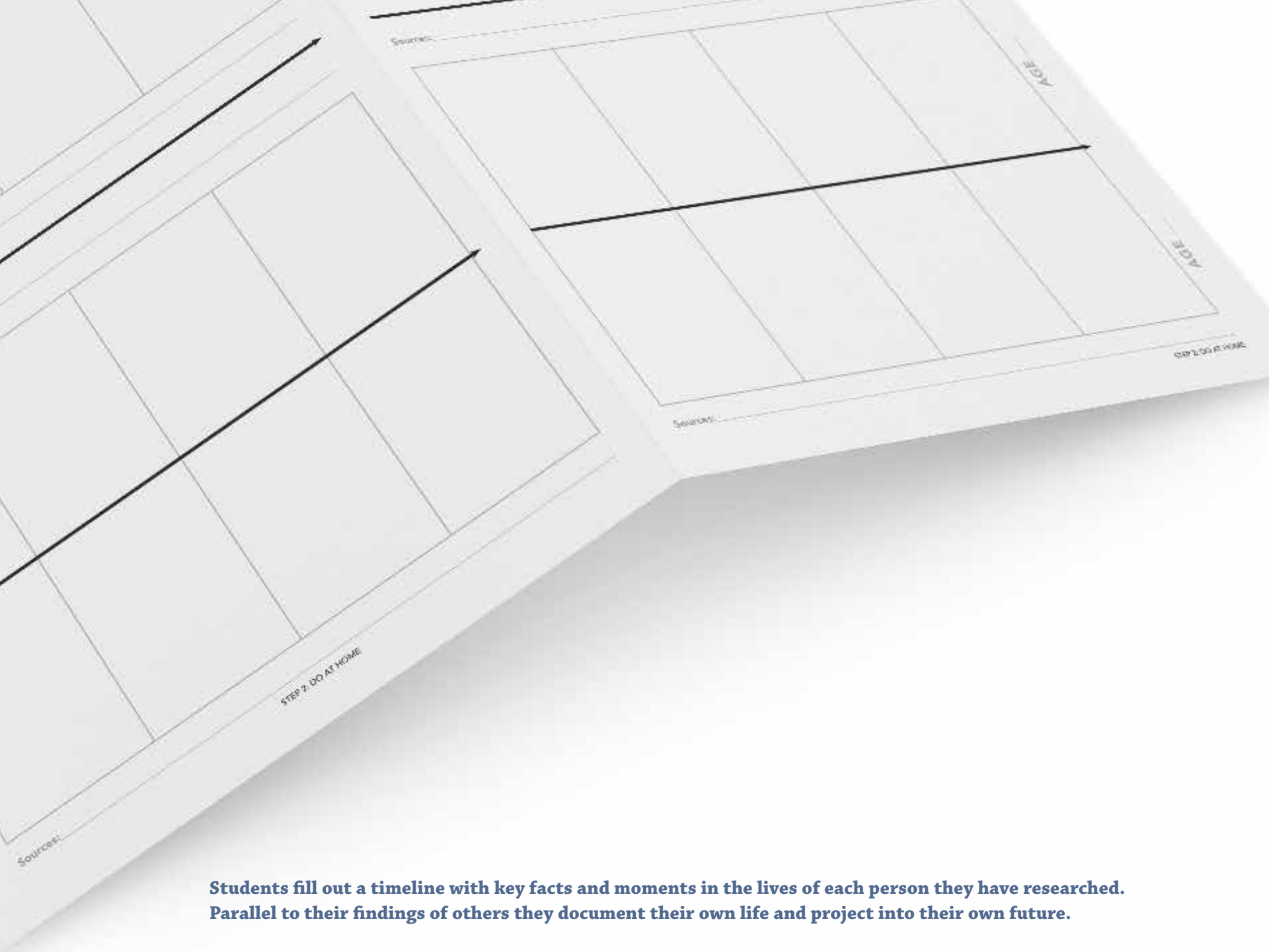
BIRTH

Sources:

Sources:

BIRTH

BIRTH



Students fill out a timeline with key facts and moments in the lives of each person they have researched. Parallel to their findings of others they document their own life and project into their own future.

My Name: _____

Step 4: Analyze What I See.

What's the same about them?	What's different about them?	Big events or turning points.
		How are they like me?

In the last step: students analyze and capture what they've learned about themselves.

My Name: _____

Step 4: Findings

Now can imagine your future?

What might you want to achieve?

What might you do to use your talents and unique gifts?

What mark do you want to leave?

Identify three things you discovered about yourself or you might want to explore in the future.

1. _____

2. _____

3. _____

PS 20 Brooklyn, NY
Ms. Dixon's 5th grade class

**I tested My Future Self during four classroom
sessions with 22 students**

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Word Wall

Handwritten notes on the wall:

- All sentences begin with a capital letter
- All proper nouns begin with a capital letter
- All sentences end with correct punctuation mark
- All paragraphs must be indented
- Spell grade-appropriate words correctly, consulting resources as needed

Word Wall content:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Adjective	Adverb	Conjunction	Interjection	Preposition	Relative Pronoun	Verb	Adjective	Adverb	Conjunction	Interjection	Preposition	Relative Pronoun	Verb	Adjective	Adverb	Conjunction	Interjection	Preposition	Relative Pronoun	Verb	Adjective	Adverb	Conjunction	Interjection	Preposition

Daily Schedule:

Time	Name
8:20	Circle & Read
8:30	Math
8:40	Reading
8:50	Writing
9:00	Spelling
9:10	Music
9:20	Art
9:30	Science
9:40	History
9:50	Physical Education
10:00	Recess
10:10	Math
10:20	Reading
10:30	Writing
10:40	Spelling
10:50	Music
11:00	Art
11:10	Science
11:20	History
11:30	Physical Education
11:40	Recess
11:50	Math
12:00	Reading
12:10	Writing
12:20	Spelling
12:30	Music
12:40	Art
12:50	Science
1:00	History
1:10	Physical Education
1:20	Recess
1:30	Math
1:40	Reading
1:50	Writing
2:00	Spelling
2:10	Music
2:20	Art
2:30	Science
2:40	History
2:50	Physical Education
3:00	Recess
3:10	Math
3:20	Reading
3:30	Writing
3:40	Spelling
3:50	Music
4:00	Art
4:10	Science
4:20	History
4:30	Physical Education
4:40	Recess
4:50	Math
5:00	Reading
5:10	Writing
5:20	Spelling
5:30	Music
5:40	Art
5:50	Science
6:00	History





What I Know About... FIRE SELF

It's those all 2 people you have...

SAAD

I introduced the project and told students this was an experiment.

I had no idea if it was going to work, but I hoped that they would learn something about doing research and analysis, and that it would be fun for them to do.

I hoped that they would learn more about the lives of some people they admire and that they might learn a few things about themselves.



New York State Common
Core ELA Examination

Start begins: 9:15 a.m.

Time Now: 10:25
~~10:00~~ a.m.

Time left:

Test Ends:

MS. Dixon

Gambel/Korra

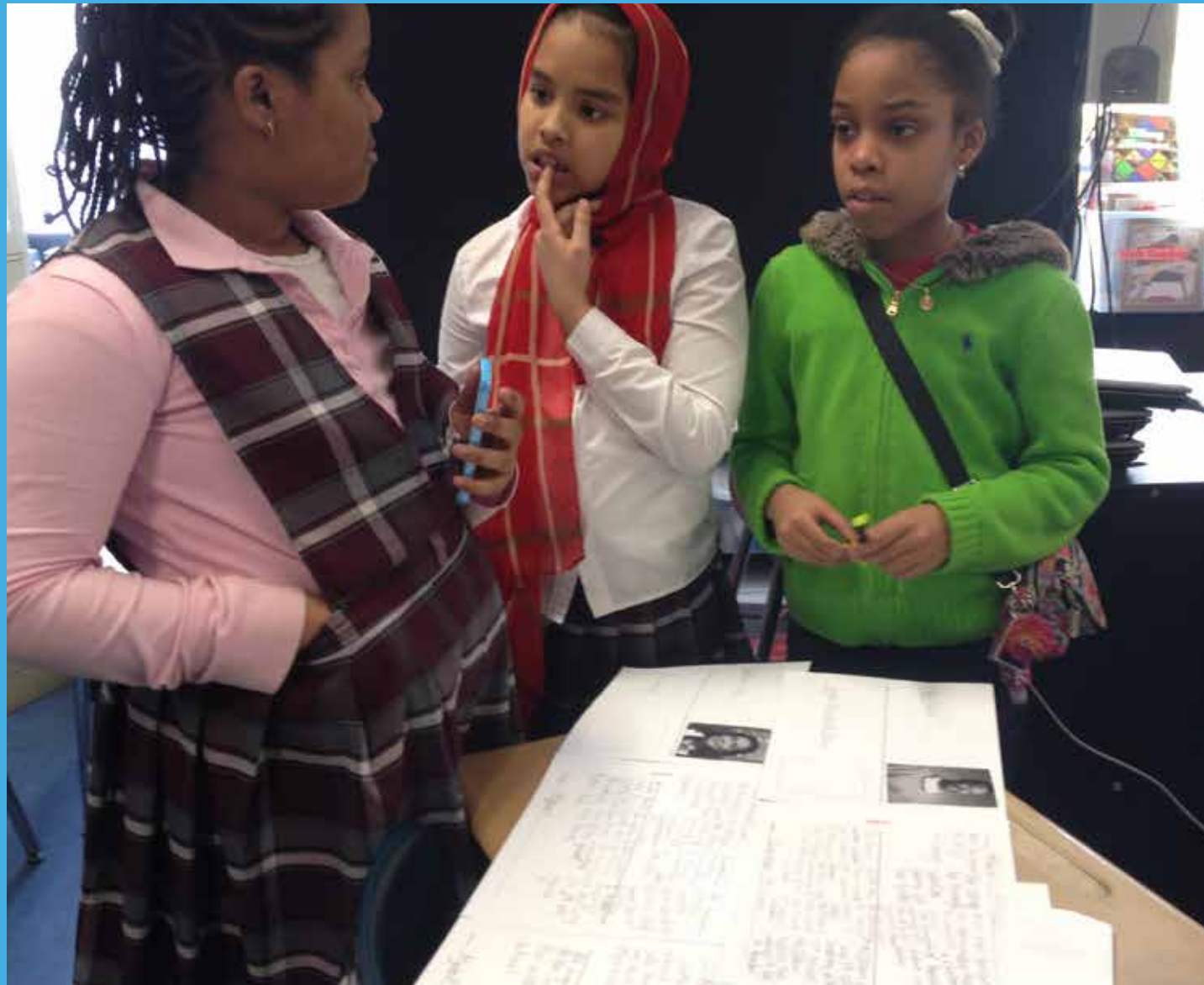
John L. King

Tamara



Handwritten notes and essays on lined paper, including sections with red and blue markings.

ONLINE
24 x 24 (24x24) The Best
All aspects of your business





Website is Wikipedia.

Born September 18, 1951 in Detroit. He struggled through school. He always got bad grades. First ever Ben Carson also faced a challenge of learning about conjoined twins. He struggled through his life. He faced challenges because of his color.

BIRTH

Ms. Dixon In 1991 Ms. Dixon's mother inspired her to become a teacher in her life. Ms. Dixon faced a challenge of going back to school. Ms. Dixon's mother inspired her to become a teacher in her life. Ms. Dixon's mother inspired her to become a teacher in her life.

Ms. Dixon at age 19 after meeting with 8th graders Ms. Dixon realized she wanted to be a teacher.

Interview Ms. Dixon

Biography.com

Ben Carson Grade his mother and father divorced. Ben found out he needed glasses in school. Ben Carson He is still alive and he is 62 years old right now in the United States.

In 1964 Ms. Dixon finished school and started her dream as a 8th grade teacher. In 2001, Ms. Dixon began to teach 5th graders.

Interview Ms. Dixon

TIME MAGAZINE.COM

On April 13, 1927 On Jan 30th 1961 Coretta Scott King was born in Heibinger, Alabama. She got married to Martin Luther King Jr. in June 18th, 1953. Coretta gave birth to her third child named Dexter Scott King.

BIRTH

I was born July 29, 2003. In Brooklyn, New York. I grew up with two brothers and one sister. I faced a challenge of bullying in 2nd-3rd grade.

Myself

Ask.com and Swacol.com and cnn.com

Coretta Scott King and Martin Luther King Jr. are both civil rights activists. Coretta Scott King died at a Center for holistic medicine in Mexico. Coretta Scott King is in the hospital for a major stroke and a heart attack.

Aia went to Phillpa Schyler to school. Aia is a child doctor. I took care of kids.

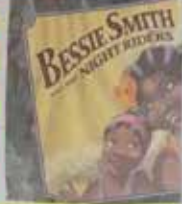
I will be a pet lover and travel the world.

AGE 10

Myself

Bessie Smith

Singer!



Amelia Earheart

Air Pilot!



BESSIE SMITH

AMELIA EARHEART

Bessie Smith was originally born in Chattanooga April 15, 1892. She was one in 7 children.

In 1923 she signed a contract with Columbia records.

By the end of the 1920s Bessie's career suffered

from both the depression and alcoholism

Challenges Bessie Smith faced was that she became an alcoholic. She became addicted, which interfered with her singing career.

Bessie Smith was born in Chattanooga, Tennessee on April 15, 1892. She was one of seven children.

Bessie Smith unfortunately died in 1933 at age 41.

Amelia Earheart was born on July 24, 1897 in Atchison Kansas.

Childhood was mostly in Hawaii.

Had to face her father's death in 1907.

In 1921 she got her pilot's license.

In 1924 she became the first woman to fly across the Atlantic Ocean.

In 1931 Amelia Earheart disappeared in a attempt to cross the Pacific Ocean.

Amelia Earheart is not alive and was never found after she disappeared.

April Holmes

Runner!



APRIL HOLMES

Wikipedia, April Holmes website

April Holmes was born on 11th of March in 1973. She grew up in the depths of Somerset, New Jersey.

First race was in 1994. She won the bronze medal.

She is 46 years old with a 74% race record.

I was born August 7, 2003 in Brooklyn New York.

- Major Achievements
2003 World record: 100m (1:10.47) - 2003 Commonwealth Games, Manchester, New Zealand
2004 100m gold medalist (1:10.47) - Athens Olympic Games, Greece
2004 200m gold medalist (2:28.93) - Athens Olympic Games, Greece
2004 World record: 100m (1:10.47) - Athens Olympic Games, Greece
2004 200m gold medalist (2:28.93) - Athens Olympic Games, Greece
2005 100m gold medalist (1:08.84) - World Championships, Helsinki, Finland
2005 200m gold medalist (2:27.92) - World Championships, Helsinki, Finland
2005 400m gold medalist (1:08.84) - World Championships, Helsinki, Finland
2006 100m silver medalist (1:10.47) - Commonwealth Games, Melbourne, Australia
2006 200m silver medalist (2:28.93) - Commonwealth Games, Melbourne, Australia
2006 400m silver medalist (1:08.84) - Commonwealth Games, Melbourne, Australia
2007 100m gold medalist (1:08.84) - World Championships, Osaka, Japan
2007 200m gold medalist (2:27.92) - World Championships, Osaka, Japan
2007 400m gold medalist (1:08.84) - World Championships, Osaka, Japan
2008 100m silver medalist (1:08.84) - Beijing Olympic Games, China
2008 200m silver medalist (2:28.93) - Beijing Olympic Games, China
2008 400m silver medalist (1:08.84) - Beijing Olympic Games, China
2009 100m silver medalist (1:10.47) - World Championships, Berlin, Germany
2009 200m silver medalist (2:28.93) - World Championships, Berlin, Germany
2009 400m silver medalist (1:08.84) - World Championships, Berlin, Germany
2010 100m silver medalist (1:08.84) - Commonwealth Games, New Delhi, India
2010 200m silver medalist (2:28.93) - Commonwealth Games, New Delhi, India
2010 400m silver medalist (1:08.84) - Commonwealth Games, New Delhi, India
2011 100m silver medalist (1:10.47) - World Championships, Daegu, South Korea
2011 200m silver medalist (2:28.93) - World Championships, Daegu, South Korea
2011 400m silver medalist (1:08.84) - World Championships, Daegu, South Korea
2012 100m silver medalist (1:10.47) - London Olympic Games, United Kingdom
2012 200m silver medalist (2:28.93) - London Olympic Games, United Kingdom
2012 400m silver medalist (1:08.84) - London Olympic Games, United Kingdom
2013 100m silver medalist (1:10.47) - World Championships, Moscow, Russia
2013 200m silver medalist (2:28.93) - World Championships, Moscow, Russia
2013 400m silver medalist (1:08.84) - World Championships, Moscow, Russia
2014 100m silver medalist (1:10.47) - Commonwealth Games, Glasgow, Scotland
2014 200m silver medalist (2:28.93) - Commonwealth Games, Glasgow, Scotland
2014 400m silver medalist (1:08.84) - Commonwealth Games, Glasgow, Scotland
2015 100m silver medalist (1:10.47) - World Championships, Beijing, China
2015 200m silver medalist (2:28.93) - World Championships, Beijing, China
2015 400m silver medalist (1:08.84) - World Championships, Beijing, China
2016 100m silver medalist (1:10.47) - Rio Olympic Games, Brazil
2016 200m silver medalist (2:28.93) - Rio Olympic Games, Brazil
2016 400m silver medalist (1:08.84) - Rio Olympic Games, Brazil

Major achievements 2002-2011

In 2003 this tragic event changed Holmes career for the better. A train closed the door on her leg and dislocated and smashed every bone.

April Holmes current age is 21 and still holds the title of fastest woman in the world!

2004 - I am currently 10 years old (in august 11 any day)

Kyra Marshall

Saxophonist/ Pianist!



The students discovered...

"I noticed that all my people faced challenges. Now I think you might not be able to make a challenge completely go away but if you know it you can deal with it better."

Kyra

“LeBron James dropped out of college
and I discovered that I don’t want to
be **exactly** like him.”

Javone

“I have discovered that I am a pacifist like Martin Luther King, Jr. because I hate to see violence and I feel love is the best cure.”

Bianca

"I thought I wanted to be an artist but now
I want to help the earth and work for the EPA.
Maybe I can combine the two."

Clara

BEYOND 5TH GRADE

My Future Self is a strategy as much as a tool and I believe it has applications to a wide range of questions that students are looking for answers to.

I tested it with a 7th grader who used it to think about which high school she might want to apply to.

I'd like to put it in the hands of high school college counselors and career counselors.

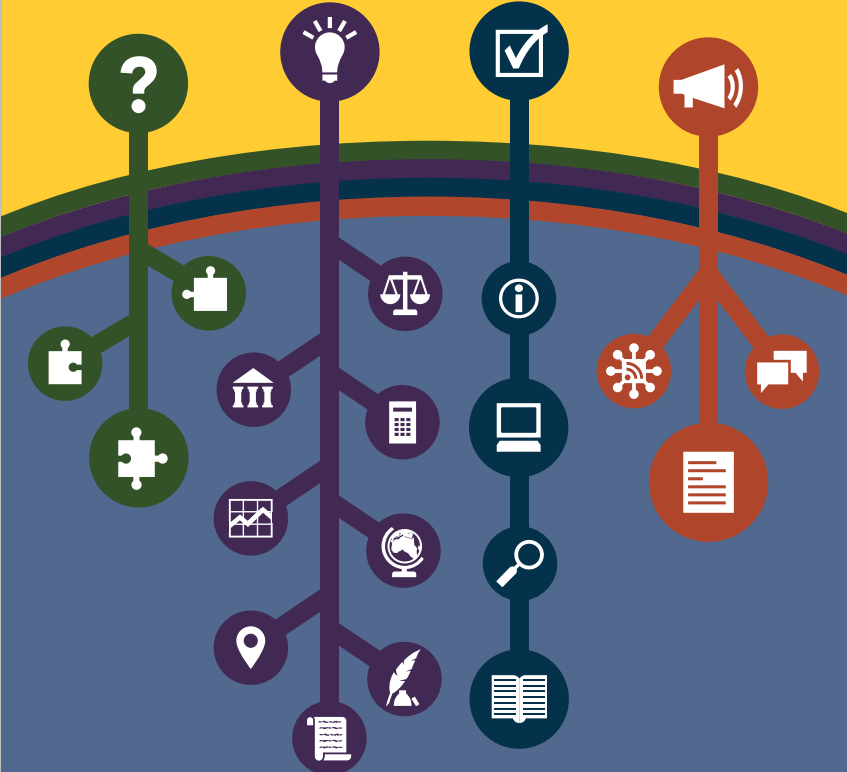
I think it could be helpful for people of any age...

**....at any turning point in life to pause and reflect,
and to ask is my aim true?**

RESEARCH AND PROCESS

My thesis project started with the conceptual formation and design of the College, Career, & Civic Life (C3) Framework for Social Studies State Standards.

COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS

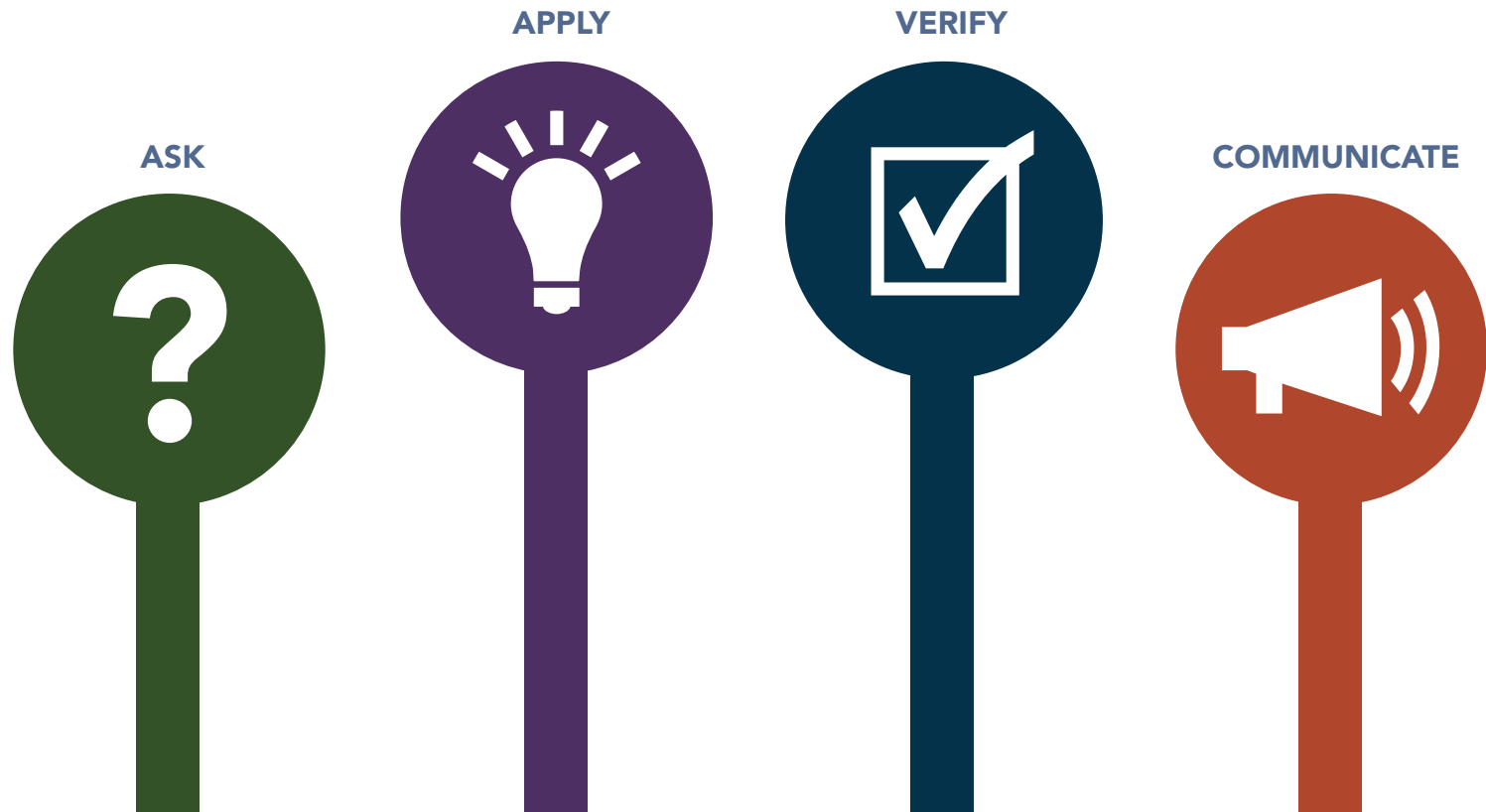


Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

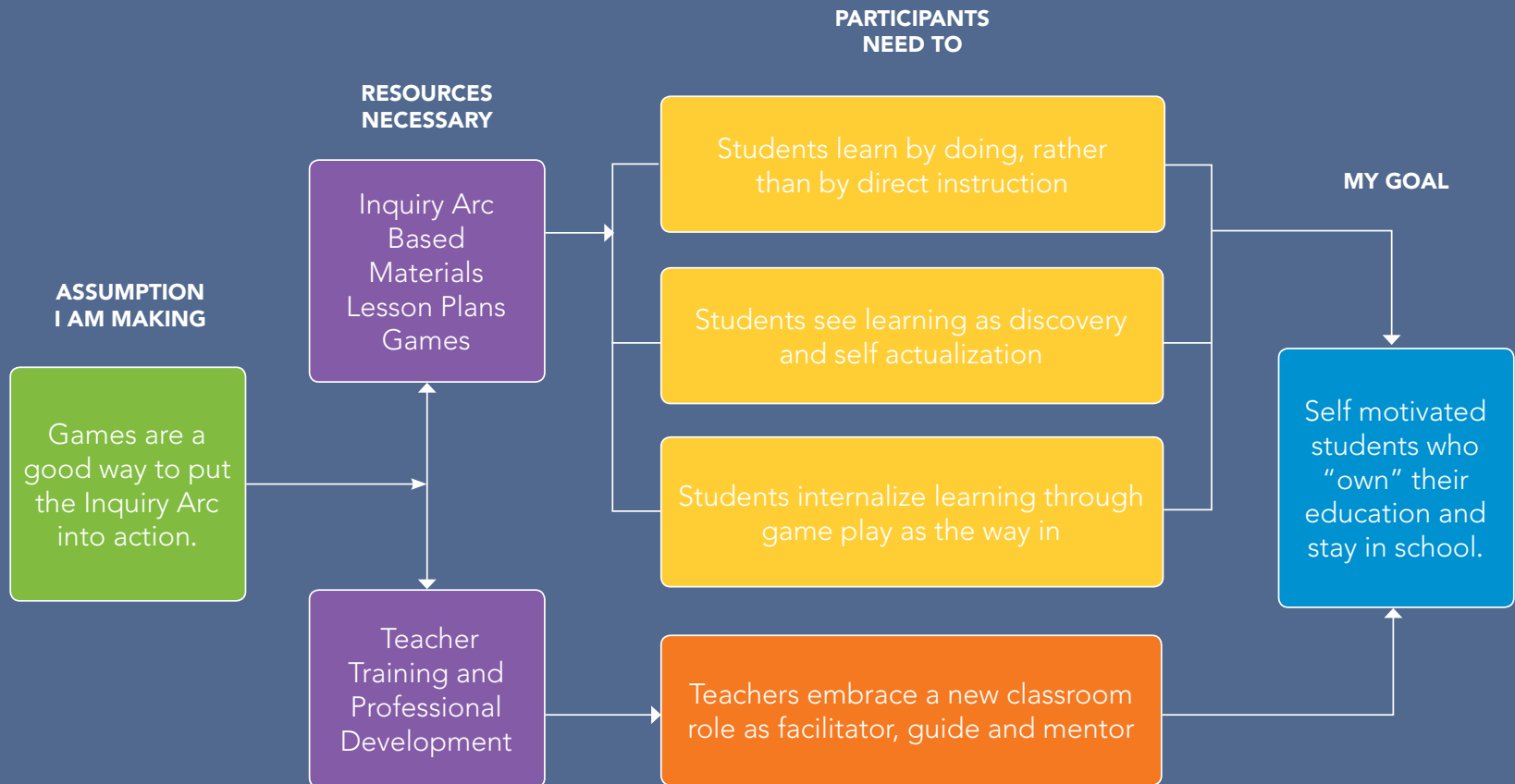
C3 recommends development
of critical thinking skills K-12
through the use of an inquiry arc.

Why use the Inquiry Arc?

The Inquiry Arc puts learning and discovery directly in the hands of the student.



Logic Model for the Inquiry Based Classroom



Initial challenge to explore:

Create a classroom environment that's infused with activity, self-discovery and intrinsic motivation—using behavioral nudges and game mechanics.

What is the role of the teacher
in an inquiry based classroom?

Facilitator

Guide

Helper

Advisor

Mentor

Coach

One who mirrors and reflects for students

Architect of community

What is the role of the student
in an inquiry based classroom?

To wonder
To ask questions
To listen
To collaborate
To research
To problem solve

One who advocates for self and fellow classmates
Builder of community

User Experience: Developing Voice and Choice in the Classroom

Teacher sets up context for lesson/game
acts as roving facilitator

Students collaboratively explore the topic through
the four disciplines using the inquiry arc

Students report their findings and support their
understanding with creative documentation

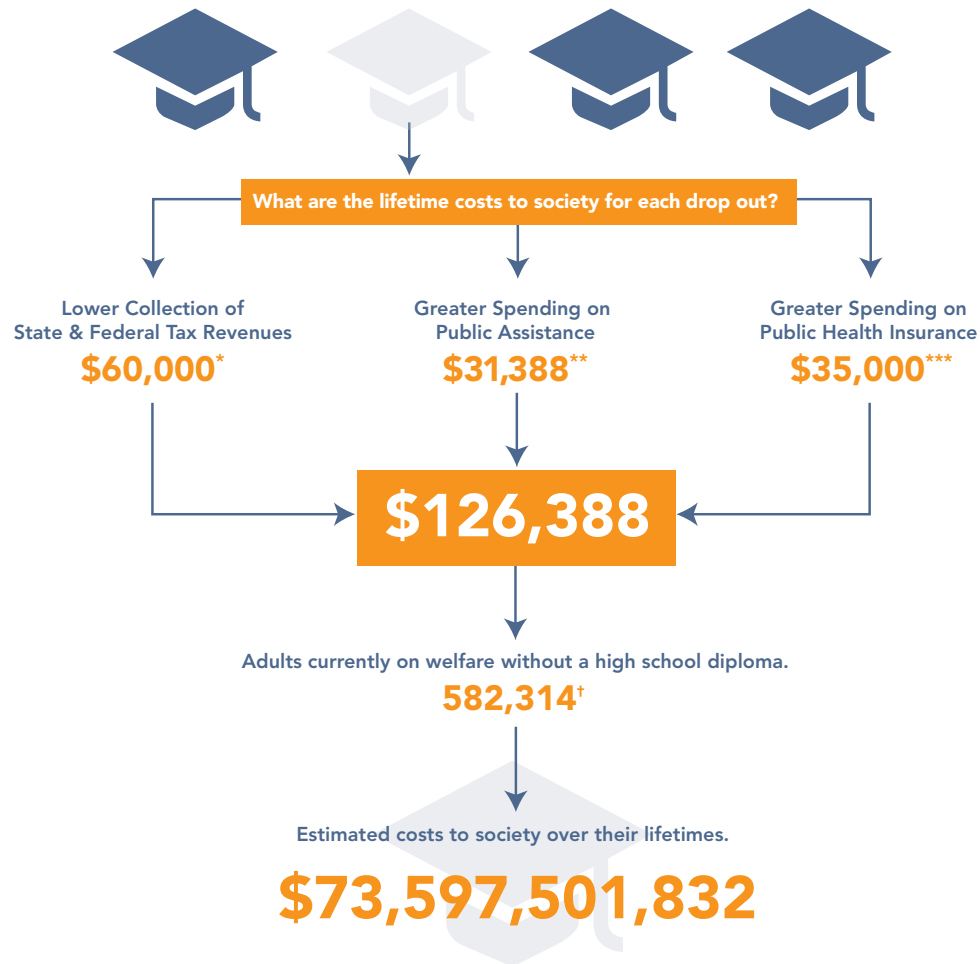


In reading, *The Smartest Kids in the World*, by Amanda Ripley, I discovered that close to 25% of students in the United States drop out of high school. This shocked me and I looked up exactly how many kids that equals each year. It's 3.3 million according to Education Week, Children Trends Database.
(Research Date: 1.1.2014)

Then I began to research what the costs are to the student and to society. I quickly realized that the losses are enormous.

I could find no absolute numbers but pulling reports together from several sources I developed the graphic on the opposite page. I erred on the low side in each use of data I have cited.

Every Year 1 in 4 Students Drops Out of High School



* Elena Rouse, "The Labor Market Consequences of an Inadequate Education" (see note 48).

** Waldfoegel, Garfinkel, and Kelly, "Public Assistance Programs: How Much Could Be Saved with Improved Education?" (see note 54).

***Peter Muennig, "Health Returns to Education Interventions," in *The Price We Pay: The Economic and Political Consequences of Inadequate Education*, edited by Belfield and Levin (Washington: Brookings Institution Press, 2007).

† US Dept HHS TANF 2011 Report to Congress (1,164,628 adults on welfare) and from The National Institute For Literacy, 50% of adults on welfare do not have a high school diploma.

What would keep kids in school? More reading and research.

A Social Psychological Perspective on Educational Intervention

Julio Garcia
Department of
Psychology
University of
Colorado Boulder

Geoffrey L. Cohen
School of Education,
Department of
Psychology, and
Graduate School
of Business

(courtesy)

Stanford University

Chapter prepared for
E. Shafrir (Ed.)

The Behavioral Foundations
of Public Policy

A Program for At-Risk High School Students Informed by Evolutionary Science

David Sloan Wilson,
Richard A. Kauffman Jr.
Miriam S. Purdy

Published:
November 16, 2011

Drive: The Surprising Truth About What Motivates Us

Daniel H. Pink
© 2011

A Whole New Mind: Why Right -Brainers Will Rule the Future

Daniel H. Pink
© 2005

Published by
Penquin Group

The Having of Wonderful Ideas and Other Ideas on Teaching and Learning

Eleanor Ducksworth

Published by
Teachers College Press
1234 Amsterdam Ave, NY
NY 10027
©2006
Teachers College
Columbia University

Slow Ideas

Atul Gawande
The New Yorker
July 7, 2013

Love of Learning: Supporting Intrinsic Motivation in Montessori Students.

Michael & D'Neil Duffy
©2012
Westminster, MD
Parent Child Press, Inc.

The Ignorant School Master: Five Lessons in Intellectual Emancipation

Jacques Ranciere
Stanford University Press
©1991

FROM:
**A Program for At-Risk
High School Students Informed by
Evolutionary Science**

School must also provide short-term rewards for cooperating and learning skills that will be useful over the long term.

Most species are extremely poor at learning tasks in which the costs are immediate and the benefits are deferred [46], [47].

Educational practice must reflect this basic fact about learning. Educational policies that make the school day less rewarding on a day-to-day basis in an effort to teach core skills are likely to backfire.

Our results indicate that even half a day per week reserved for fun activities attuned to the students' interests can increase core academic performance.

FROM:
**A Social Psychological Perspective on
Educational Intervention**

Students are encouraged to attribute adversity and hardship to the challenges inherent in school. In one of the experimental conditions in a study by Good, Aronson, and Inzlicht (2003), for example, students were exposed to role models who discussed their initial difficulties after moving from elementary to middle school, but who reported getting increasingly better grades as they learned the

ropes and kept working.

In another experimental condition, they were led to view intelligence as expandable rather than fixed, lessening the tendency to see frustration in school as evidence of intellectual limitation (see also Aronson, Fried, & Good, 2002; Blackwell, 22 Trzesniewski, & Dweck, 2007).

Compared to students in a control group, students in both conditions went on to earn higher statewide test scores. Similar positive effects of such interventions on grades were displayed in a New York City school by low-achieving African and Latino American students from economically disadvantaged backgrounds (Blackwell et al., 2007).

•••

Two field experiments were conducted in a suburban middle-class middle school where African Americans made up approximately 50% of the student body. Seventh grade students completed an affirmation exercise in class early in the school year, a stressful time.

They wrote about a personally important value, such as religion or relationships with friends (Cohen et al., 2006).

The exercises, usually given before a test or exam, had students integrate the value into their lives in the context of a series of structured writing assignments. Students' writing touched on diverse issues of personal significance.

For instance, one student wrote, "[Art] is important to me because it makes me feel calm. When I'm very upset, like I'm going to cry I sit down and start listening to music or start drawing a picture." Another wrote, "My friends and family are most important to me when I have a difficult situation that needs to be talked about. My friends give me companionship and courage. My family gives me love and understanding."

African Americans who had been given the opportunity to self-affirm earned a higher course GPA than students of their race completing control exercises requiring them to write about neutral topics (Cohen et al., 2006).

FROM:
**The Having of Wonderful Ideas and
Other Ideas on Teaching and Learning**

The more we help children to have their wonderful ideas and to feel good about themselves for having them, the more likely it is that they will someday happen upon wonderful ideas that no one else has happened upon before.

Children are to move from learning to read to reading to learn in 3rd to 4th grade. No Child Left Behind specifically addresss this milestone — Reading First is “to ensure that every student can read at grade level or above not later than the end of Grade 3” (Title I, Part B, Subpart 1, Section 1201).

The the transition from elementary school, 5th grade to middle school in 6th grade is another stumbling point where students can begin to fall behind and not be able to catch up.

I looked at social and emotional developmental factors ages 6-12 and developed the chart to the right. I decided I would focus my thesis at the 5th to 6th grade transition.

Development: Educational, Social & Emotional, Mental

First predictor for staying on track for High School Completion

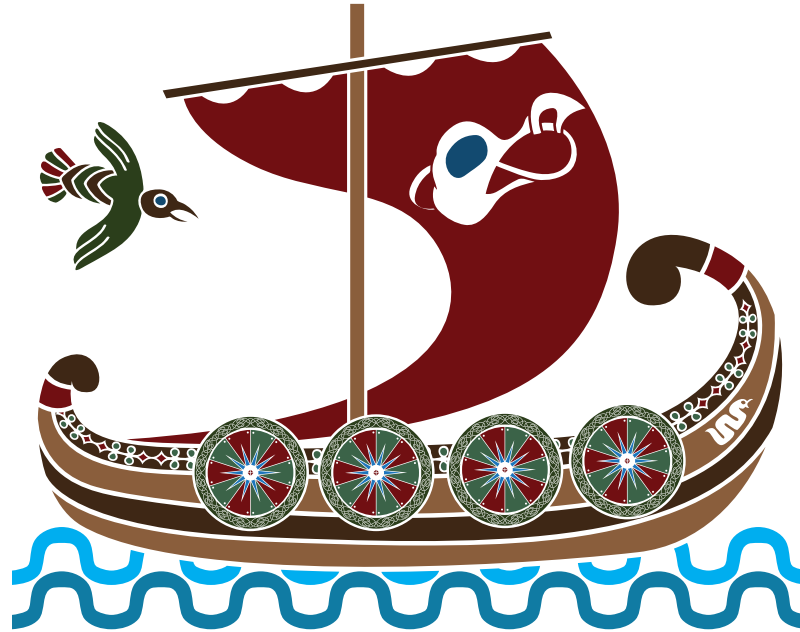
Successful transition second predictor for High School Graduation



No Child Left Behind specifically addresses this developmental milestone

My intervention would support and fortify 5th graders prior to the move to 6th grade.

Personal thought and observation



My son Fernando was just about the world's foremost authority on Vikings—when he was five. He was fascinated by their ships and how they traveled across the seas; their armor and dress; their Gods and myths. He searched out books at the library, remembered dates, people, drew pictures and played “Viking.”

Fast forward to fourth grade world history. He was disengaged and not doing well.

It seemed like such a struggle for him. I asked, “What’s the matter? You love history. What’s going on?” And he said, “Mom, all the stories are gone.” Looking through the textbook I saw he was right. In dismay, I realized this was not a problem I could fix for my son.

We need to challenge our kids from the very earliest ages to follow their curiosity, ask questions, research, dig deeper and give them a forum to speak and be heard.

I have come to believe that we can trust our children to use their imaginations, place themselves in history, and learn to think critically about what they are seeing, reading, and hearing.

I think we need as adults need to be brave enough to give them that chance.

Image by Krystsina Birukova via Colourbox

This led to a cultural probe titled:
Imagine the Future.

I wanted to test 5th grader's ideas and
thoughts about their future.

Imagine the Future

When I am grown up I will be _____.

I hope I can _____ in
the future. I feel very _____ about
the future. I will live in a _____.

I will drive a _____ when I grow
up and live in _____.

My family will live _____.

I imagine that my little brothers, sisters, or cousins will be
able to _____ when they grow up.

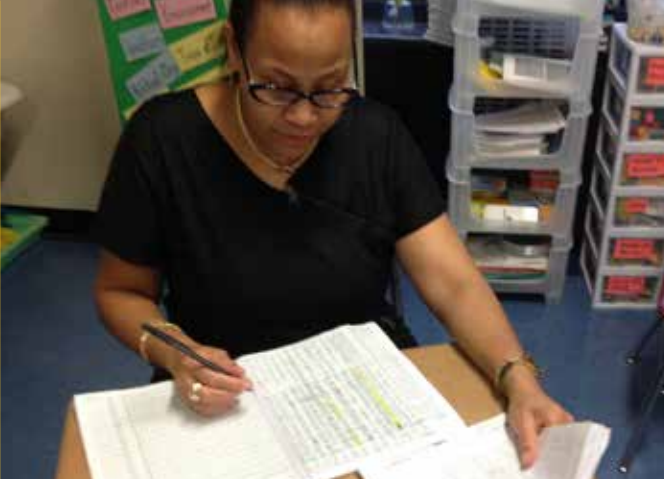
The way I will continue to learn when I grow up will be by
_____.

For fun I will _____.

I will really be excited about the invention of the _____
_____ because it means I'll be
able to _____.

The one thing I most want to do when I grow up is
_____. I look forward to is a time
when I can _____.

My teacher is _____.



When I am grown up I will be an artist
 hope I can show my talent
 the future. I feel very hopeful about
 the future. I will live in a standard home
 I will drive a flying car when I grow
 up and live in New York city
 My family will live close to me
 I imagine that my little brothers, sisters, or cousins will be
 able to fulfill their dreams when they grow up

up I will be piano player
 become a famous pianist in
 very self-sufficient about
 live in a 10-story mansion
Mercedes-benze when I grow
 a luxurious home
 like royalty

the Future
 When I am grown up I will be a math college
 be successful
 feel very optimistic
 will live in a 3-floor home



be a baseball player
 accomplish this goal in
 confident about
mansion
Mercedes/Ferrari when I grow
Hollywood, California

The way I will continue to learn when I grow up will be
studying all subjects
 For fun I will hang out with friends
 I will really be excited about the invention of the time
machine because it means I'll be
 able to go back in time
 The one thing I most want to do when I grow up
help every animal I look forward to is a trip
 when I can travel everywhere

The one thing I most want to do when I
 be a fashion designer. I look forward
 when I can relax, chill, and party
 My teacher is a wonderful admirer



A Fifth Grade Class Imagines the Future

What will it take for kids to “own” their learning? What will motivate students to step up and take charge of their education? Teachers know just telling students how really, really important learning is does not work.

I decided to think about it from the kid’s perspective. Schoolwork must seem like just a whole lot of stuff adults want kids to master but why isn't exactly clear to them. The ability to see the consequences of choices today for a very distant tomorrow, say age 25—when you are only 10—has got to be a bit baffling.

And then I thought, rather than speculate: Let’s ask students themselves about “The Future.”

What is on their minds? Have they thought about the future at all? How specific and concrete are their thoughts? We knew the kinds of answers we might get would depend on the age of the students we asked.

The results were surprising!

First I asked; at what age do kids typically develop the ability to see beyond their own homes, schools, communities into the world at large? At what age is their self-identity strong enough to plan ahead, to begin to know this is who I am. This is what I like. This is what I am good at. This is what I am interested in. Developmental indicators suggest that around age nine was a good place to start. *

I wrote up a fun tool, a “MadLib” (technically called a “cultural probe” in the design research world) and approached Ms. La’Vina Dixon and her 5th grade class at PS 20 in Fort Greene, Brooklyn on a day when Social Studies was on the schedule. She was immediately on board with the exercise. I asked her if she thought she would learn anything new about her students. She was uncertain but curious. I entitled the probe “Imagine the Future.” Ms. Dixon opened the exercise by starting a conversation with her students. I sat in a corner and observed.

“What do you want to be when you grow up?”, Ms. Dixon asked. This was easy and elicited a lot of responses: “I want to be a doctor!” “A musician!” “I want to be an FBI guy!” “I want to be a wrestler!” “An artist!” “A fashion designer!” “A math professor!”

Then she asked, “What skills will you need? What tools will you need in your tool box?” This was harder for the students to answer. They looked thoughtful. Throughout the dialogue students stayed engaged. Then we handed out our “Imagine the Future MadLib” for each of them to fill in. It started with “When I am grown up I will be...” and an amazing thing happened.

The room was silent for an unheard of 15 minutes as each student filled out the probe.

After we collected the completed forms. Ms. Dixon led a follow-up discussion asking her students what they thought about the exercise. One child

said, “It was challenging. No one has ever asked me these kinds of questions.” Ms. Dixon then asked. “Who would this information be important to? Who should know this about you?” One quiet child said, “It would be important for our parents and our teachers to know so they can provide the support we need to be successful and reach our dreams.” And finally one boy said, “I liked it because even though I did not get to speak before, I was heard.”

The class then began an impromptu discussion on how to redesign their classroom space to accommodate the things they need to support their areas of interest. I was impressed by how solicitous they were of each others’ passions—making suggestions not just for themselves but for others.

What we learned from this 30 minute exercise is that students want to be heard and they do have ideas about what they need.

The act of being asked was enlightening, empowering. It informed Ms. Dixon about each of her students in important ways: They can each imagine a bright future, with them in it.

* Childhood Years Ages 6 through 12
<http://www.ces.ncsu.edu/depts/fcs/pdfs/fcs465.pdf>

The success of the Imagine the Future probe led to other ideas about engaging students in self directed explorations of self discovery.

2 + 1/2 #mydaughter
View points
a country → us
us → country

NO/REFRAINING

97.
"Think like an
Egyptian" or any other
people in history
(depending on what we
are studying)

8. The dinner
party.
(Long Table Style)

Tableau's
Comedia del Arte
Rapid fire (like TO)
Theater of the
Oppressed

91.
FAILURE IS GOOD.
PROJECT TO ENRICH
KIDS TO TRIP
THE

40.
We are what we
EAT →
economics, civics,
history + geography
thru food (salt, fat, etc.)

39.
DE
ADV
(class role
each week
so much fun to

ch
ing pot)

yes

100 Ideas

1. Imagine a Date in History: What if X had happened? Or not happened? 2. Imagine the future—specific day bring it alive. 3. **Timeline of your future.** 4. Kids rewrite the Constitution. 5. Sense Rooms: Five Ways to Understand the World and My Place in It. 6. Present a Situation: Ask what would the President do? Your grandmother? The Mayor? Your neighbor? 7. If you could talk to _____. What would you ask? 8. The Dinner Party (Long Table Style) 9. What's Happening? Mystery Images 10. We Are Martians: Arrive on earth and try to understand what the planet. What would we see? What would we ask? (Why 5x's) 11. We Are Animals: How we understand the world and these crazy humans. (Channel George Carlin) 12. Fix the Problem with the History, Geography, Civics, Economics Tool Box. 13. Imagine a future where _____ changes everything about how we live. 14. Mad Lib: Yesterday I _____. Today I _____. Tomorrow _____. In 5 years _____. 15. Fishbowl & Social Studies: Make and then stare at them. What do we see. 16. The Question Booth: Rewards you with points. Manned by figures in history. 17. **Radio Lab for Social Studies: Topics specific to kid interests** 18. Recipe Box: Mix and Match ingredient/projects/mix up/mash-up 19. Land of Origin: Lens to approach class (melting pot) 20. Half & Half: Two viewpoints Country > US | US < Country 21. Time-lines: Move famous people in history into another time. What effect would that have? 22. **Way-back Machines: Kids mentioned this in the Imagine the Future Mab Lib** 23. Girls & Boys roles in time—around the world 24. **The Power of One: "There goes one more chance for greatness." John Hunter's goodbye to his students as he mans the pick lane at school dismissal.** 25. Recipe Box: Kids pick what they want to cook & serve to class 26: Family Tree: Whole class maps back connections: reach around the world 27. *Imagine the future is here: What have you done to fulfill your dreams? (You are 25 what's happening?)* 28. History Carnival (Channel) from a kids eye view 29. Let's Make a Law: Kids Congress, Kids Court 30. What's fair about _____? Debate. 31. Fairytale History 32. **Let's all wear togas: What is a democracy anyway? (Socratic method)** 33. The Rise & Fall of Civilization: Graphically map from the beginning of time 34. Neighborhood Scavenger Hunt: History happened here! 35. Agents of Change: Secret Agents out to fix the world or maybe just our neighborhoods 36. Devils Advocate: Class role rotates each week: It s so much fun to be subversive 37. Understanding history through Hats & Shoes 38. Tableau's: Comedia 'del Arte—Rapid Fire (like Theater of the Oppressed) 39. Let's teach history from a brown persons perspective (MLK, Gandhi, F. Douglass, JayZ) 40. We are what we EAT: Economics, Civics, History and Geography through the undersntaidng of food —Salt, Sugar, Tea, look up more books. 41. *I wish I knew why we spend so much time talking about white people?* —Maria. Self awareness, failure why can't we talk about this? 42. Imagine the future is fair, just, safe: What does that look like? 43. Kid Citizens: pointing out to adults what needs to be fixed. (armbands for solidarity) 44. Start in Your Own Backyard: Imagine the future of your school and neighborhood. 45. Kids Congress: Why can't 100 senators & 400+ Representatives get along? 46. Letters to Congress, President, and Mayor. (letter writing campaign kid style) 47. Hacking "Citizenship": Civics for the 21st Century. Skills necessary (use tools as metaphors) 49: KIDS CODE: Declaration of Independence Remix 50: That's Not Fair! Tagging unfairness wherever and whenever you see it. 51. The Good Citizen Stickers: Give to kids and let them hand out when they good citizenship in practice. 52. Cooking With the Enemy: How to humanize and understand each other by sharing food and a meal. 53. Who Am I? Play various versions. Yes. No. Kids in class ➡ famous people in history 54. Let's read the paper ➡ Analyze what's going on in the world, our state, our neighborhood ➡ find themes 55. **We Are One: How Our Decisions Matter: Taking the long view (Obama article in the New Yorker). Map my place, the many communities I belong to.** 56. The Kid Citizen Project: Document with photos, drawings, sculpture, diagrams, citizenship in action. 57. How can kids make adults aware of how their choices, decision impact them? 58. The I Dream Project: of a world where _____, of a country _____, of a state _____, of a city _____, of a neighborhood _____, of a school _____, of a class _____. 59. Kid Capital: Kids barter system (money, agency, is birth

destiny, explore other methods of value, bitcoin, solar, social) **60. THE BOOTSTRAP PROJECT: Find examples of successful people who made it against all the odds.** **61.** Kids are wear sunglasses all day everywhere. How does it affect our perception of each other? (Improv Everywhere) **62.** Kid Party: Not Republican. Not Democrat. Just Kids. Write their own platform **63.** I care about _____. what if we organized our social efforts base don what kids cared about (Animals, The homeless. Inspired by Nancy Lubin @ DoSomethng.org) **64.** The Classroom as a clubhouse, fort: kid's design **65.** Neighborhood School Exchange Day: Put yourself in someone else's shoes. What did we learn? Document. **66.** Walk A Mile in My Shoes: Trade with someone else for the day. (Nicked & Dimed) **67.** What I am I made of? ➔ Trace our body and fill with all the things important to me. Analyze to find patterns. Have an art exhibit. **68.** We the People, We the Kids, March on Washington. Or across Brooklyn Bridge. **69.** Kid Mixer: Bring kids from different neighborhoods together, festival, fair, dinner, party, open mic. **70.** The Name Project: Like 67 but use name format. **71.** I want to be a _____. Dress up take on a role. Create a top 10 list of things to or ways to improve your city. All have a conversation together. **72.** ∞ Links: Solidarity. Promise. Agency. Voice. Power. Spread Symbol of Hope. **73.** Build a Bridge (metaphor) to another Community, City, State, Country. Trade, Talk Walk. **74.** Let's go Backwards in History: today, last year, 5, 20, 100, 1000 (warm up exercise) **75.** Ask a Kid: Kid Problems. Kid Solutions. **76.** Seeing the connections: String map of a complex social issue—like poverty **77.** MEWE: Thinking tool like OODA Loop **78.** Asking questions. Getting answers. Have kids approach different people (need list) learn to have a conversation. Learn how to get information (Fernando and the kite). Learn how to interview someone. **79.** Have kids research the state of kids in US 9 1 in 4 in poverty, food insecurity, etc.) Produce a report to the Nation **80.** Kid Rally: Walk to City Hall, All wearing the same T-Shirt. Protest (What) **81.** Young Activist: Create with kids an Activist Kit. Format: Comic Book ? Card Game? **82.** Occupy Wall Street for Kids: We are the 23.5% Getting bigger and stronger every day. **83.** ADULT SPEAK: Kids find examples of adults in conflict taking positions that don't add up that affect kids. Give kids voice. Easy to abuse, overlook because they don't /can't vote. **84:** Spend Well: Understand where your money goes, who it supports, why, etc. (consumer smarts for kids) **85.** Taking Charge of your own learning: If I could hack my own education here is my lesson plan:(Host Hackathon for self-discovery) **86.** Collaboration in the Classroom: Co-Create a set of tools objects artifacts: Talking stick, Responsibility wheel (broccoli trees), Identify by task by fun names like Detective, Explorer **87.** Up-Side Down Day: teachers and parents are students for the day. Kids are the teachers: program, host and organize (get college kids to advise/help? **88.** IDEA BOXES: make and put in neighborhood, kids monitor and work on putting ideas into action. **89. Kid Lobby: form, pick a topic, research & present to congressman** **90.** Kids take a lobbyist to lunch or maybe the mayor, councilman/woman. (Are all lobbyist evil?) **91.** Failure is GOOD: project to encourage kids to try: We learn the most from when we've failed. (Kid hero's talk to kids about their biggest failures) **92.** Making Connections: Manipulative tool for organizing information thoughts and questions (Honeycomb shape objects that lock together?) **93. Kid Talk: like Car Talk, Discuss how to fix the problems/issues in your community.** **94.** VOICE & CHOICE: Be heard, pick & choose language primer/book/cards to arm kids for collaborative work and conversations: I hear you...Yes, and...Is it like...Do you mean...How is that different from... **95.** Funny moments in history. Research & find the most ridiculous stuff that's happened. Present (Lame.) **96.** Wow! That's a Great Question: A historian would say _____. An economist would say _____. A geographer would say _____. A citizen would say _____. Get points for questions as well as answers. Not just answers. **97.** "Think Like an Egyptian" or any other peoples in history **98.** Miniatures: Use mini models to see relationships, problems (mini worlds fun to make) **99.** Brain Map: What does it mean to think? Ask kids, ID types of thinkers, types of problems, Learn how to use your brain. Learn what happens when you have a thought. **100.** Brain Food for 5th Graders: Power up your thoughts into the next dimension.

Archie + Jeff -

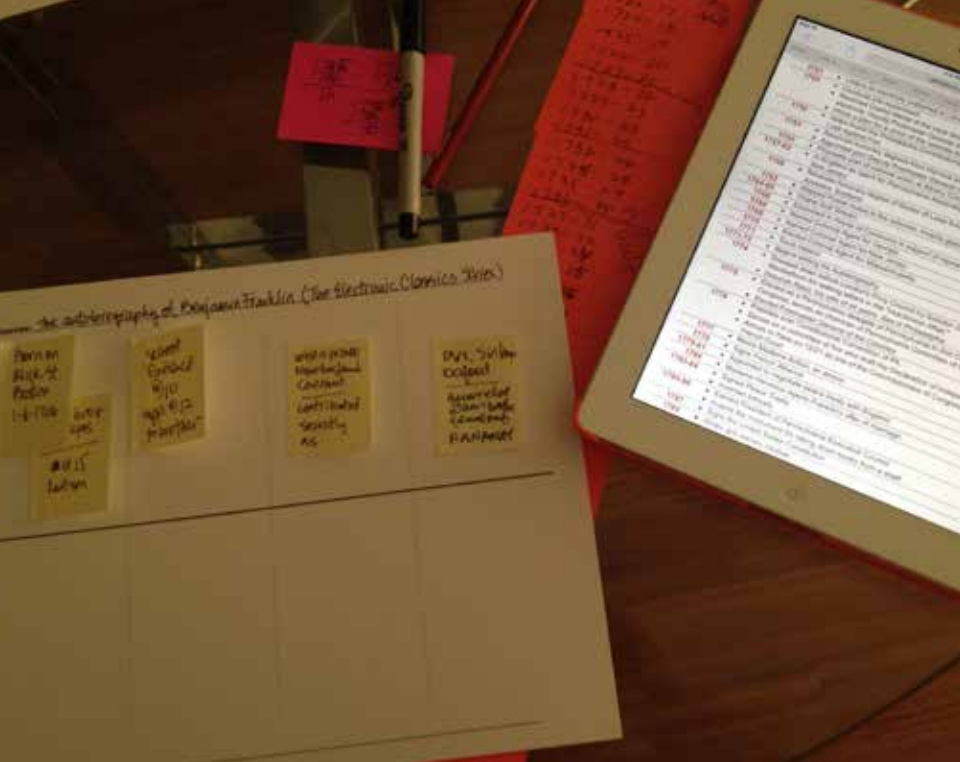
I began w/ the Imagine MadLib
+ expanded from there.

What I think I want to achieve
is some way for 9-10 year olds to
begin to understand they have a
voice + they will have choice in
this new classroom space (C3)

How to kick start them on the
pathway to "owning" their education?

How to begin to understand that
they have a place + a stake in the
world? How to embrace learning?
So this could go in many directions.

Monica



18E

DESIGN PROCESS
 FEELS LIKE YOU'RE GOING IN CIRCLES BUT YOU'RE NOT



TIME LINE FLIP BOOKS ★

ME
 BEN FRANKLIN
 YOKO ONO
 JANE AUSTIN
 STEVE JOBS

Arganister - Open Source

First In Class Test of My Future Self: Looking Back to See Ahead



The following is a report on my first in-class test of a prototype entitled: My Future Self—Looking Back to See Ahead.

Doing Step 1 at PS 20, Brooklyn, NY

Ms. Dixon introduced me and reminded the students about the last time I was in class when we did the Imagine the Future mad lib. She then handed her 5th graders over to me.

I handed each student a packet. I explained that this was an experiment, that I was in school and this was part of my learning. They were surprised that someone my age would be in school. One boy looked at me, trying to be polite—hesitating to find the right word—but asked why someone as “elder” as me would be in school. I told him that my kids were in college and I was jealous. And I liked learning, so I went back to school.

I presented the big picture—explaining each step of the experiment.

- Step 1: Identify three people you admire.
- Step 2: Research and document their lives.
- Step 3: Document your own life so far.
- Step 4: Analysis and Findings for the future.

We discussed together what was important about each step.

We then started Step 1 and they thought of 3 people they admired. We discussed what admired meant. In our conversation it was decided that they would pick one person from history, one person from their family, and someone well known today.

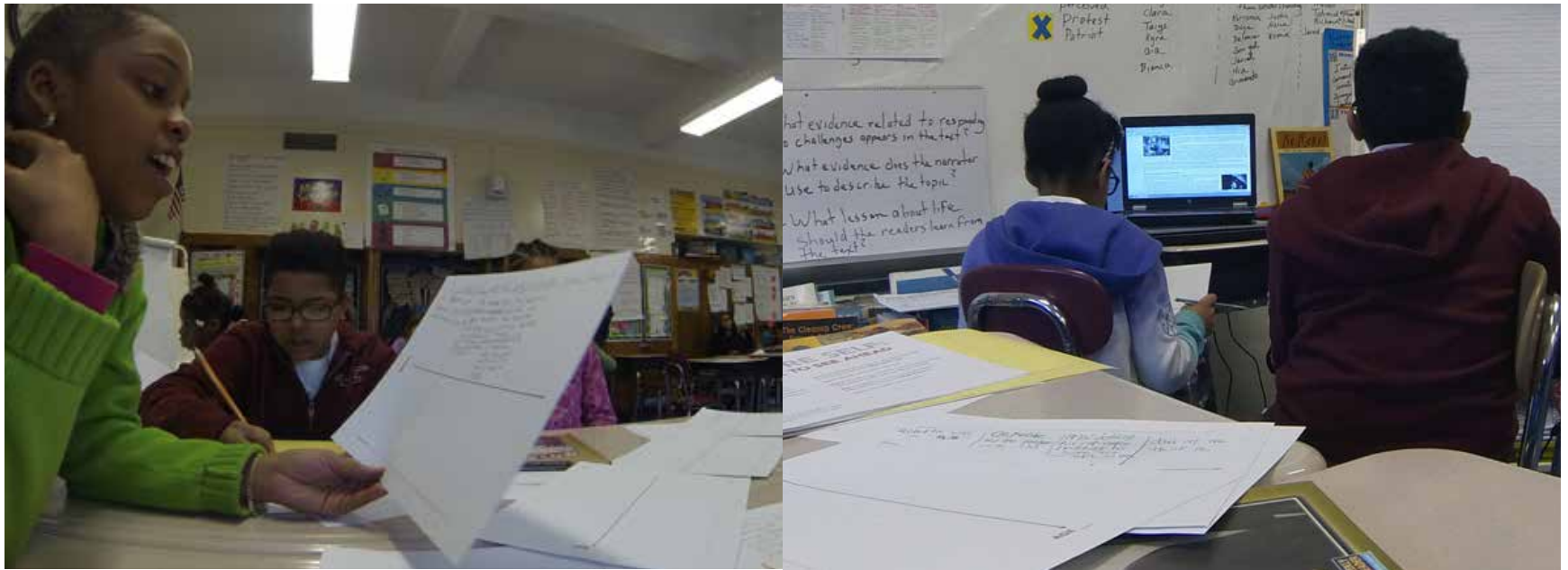
There was some confusion about how to research a family member. This turned into a lively discussion about interviewing the family member and

maybe recording it to listen back. One student suggested searching Ancestors.com. Another suggested talking with other people who knew the family member when they were younger.

We discussed why it would be important to look at three people instead of just one. They tied it back to research principles—getting different perspectives and more information to see patterns.

We then turned to the What I Know About... page. We discussed why it would be important to write down everything we knew about the people we were going to research. They easily tied it back to guiding their research and coming up with good questions for the people they will interview.

One student asked if he could write on the page what he admired about each person as a way to remind himself and help him in forming questions.



Another student asked if he could read aloud his page. I had not thought to do this but it was a great idea so several kids read from their pages.

I circulated, they worked quietly for the most part. One fellow got up and went to a set of books, flipping through to find his person. Some students easily name three people, a few struggled. Many students named their teacher, Ms Dixon, as a person they admired.

We took 15 minutes. There were 22 students in the room. Most stayed on task and were engaged. Ms. Dixon graded papers (multitasking) and participated in the conversations. She pointed out how this process connected to research and what they were doing in science. How the steps were the same for a traditional science experiment. I wrapped up by demonstrating how the timeline pages (Step 2) will fit together when completed.

We talked about finding key moments or important events to document on the timeline. I encouraged them to use pictures, collage, and draw—it did not have to be all words but it had to communicate and document clearly. I encouraged them get their hands dirty.

There was one other woman in the room who turned out to be a retired teacher (26 years teaching 2-6th grades). She was assisting in the class and just observed. After the lesson she asked if she could share the lesson packet. She told me it was very powerful and she could see many ways teachers could use it. Her comments were very confirming and validated the approach.

Ms Dixon and I told the students that we would do the project ourselves and share our own timelines in the next portion of the experiment.

One unintended outcome I expect is the opening up of conversations between students and their families. In designing the project I had not seen how powerful it could be to get students to examine people in their families, to go back and ask an older sister, mom or dad or a grandmother or grandfather about their lives.

One child had put down that she admire her Mom and Dad. I asked her if she knew how they met. She said no. I asked if she knew how they came to the work they do. She said no. We agreed that it would be really interesting to find out.

I can't wait until next week when we put it all together, see the timelines and do the analysis.

Where will the students findings take them? Will the future be more concrete, more visible? And what kind of impact might that have?

Research, Research, and More Research!



The following is the second report on my first in-class test of a prototype entitled: My Future Self—Looking Back to See Ahead.

Moving on to Step 2 at PS 20, Brooklyn, NY

The bad news: the day started later than expected because the students were doing a math test for a baseline assessment in preparation for the upcoming New York State Regents Exam.

The good news: Ms. Dixon dedicated the remainder of the day to working on the timeline project.

Our starting point for the day would be to begin research in class using tools including biographic books and the internet. I showed the students my own completed timeline as a model so they could see where we were headed. Many students took time during the session to examine and read it.

When I looked at who the students had chosen for their three individuals many family members came up as well as Ms. Dixon. This led to an in class interview—a chance to ask Ms. Dixon anything they wanted.

We rotated around the room as students asked questions. No surprise, there was much curiosity about her age which she declined to answer. Beyond that, the kids asked about her birthday, education, and if she had pets.

An interesting discussion arose when she was asked, “Did you have any issues? Like problems or struggles in school?” She responded that school had always come easy to her but when she was in college biology was really challenging. The kids also learned that she had two masters degrees. That she had started in one direction—medi-

cine—but went back to school when she realized that her true passion was to teach.

And then this question was posed. “Was there anything that happened historically that inspired her when she was young?”

Ms. Dixon responded, “I would have to really think about that. During the civil rights movement, I was very, very young. I would have to say that really it was the people in my life that inspired me.”

We took a break for lunch.

After lunch we moved on to the historical figures they had chosen. Students each named their figure and were encouraged to work together.



We had sports figures like Roberto Clemente, Bessie Coleman, Satchel Paige and Rey Mysterio. We had cultural figures like: Marilyn Monroe, Josephine Baker and Leonardo da Vinci. There were many civic figures like Rosa Parks, Martin Luther King, Harriet Tubman, Gandhi, Coretta Scott King, Frederick Douglass and Nelson Mandela. There was one scientist: Rachel Carson.

After spending 40 minutes researching, writing, drawing portraits and taping timelines together, Ms. Dixon, led a 10 minute class discussion about what the students thought of the project so far.

There were a range of student comments:

I found this experiment to be interesting and getting to interview you [Ms. Dixon] was my favorite part. I actually learned that you had difficulties...you earned your masters' degree and you had to go to school again.

We got to learn about someone in a deeper way. When we researched we learned so much more. I got to learn a little more of my history. I got to learn about one person's point of view and perspective.

I thought this timeline was great. We are studying different perspectives of different cultures and people. And this tied into our essential question of social studies. Learning perspectives of different people, like Rosa Parks.

The most interesting conversation came when discussing Rosa Parks and the historical moment when she would not move to the back of the bus. One boy discovered something that really surprised him:

When I was researching I noticed that Rosa Parks wasn't the first black person that did not move to the back of the bus. There was actually a few other women that came before her. And I had a question: How come she received most of the recognition?

Ms. Dixon exclaimed, "You have made my day. You have made my day!"

Ms. Dixon then asked, "How does this impact you? We are talking about these people that inspired us. You thought one thing—Rosa Parks was the first and you found out about these other women and now you are thinking. Then you asked this powerful question."

The student responded. "But I noticed something else, when I was looking at all these names. I noticed that they were all women. Could this make a difference in civil rights suffrage that it was all women that did not move to the back of the bus?"

Ms. Dixon's response. "That's a question for further research. You are looking at different perspectives of injustice and different perspectives of these historical events. You still have wonderings. Write those questions down. You are coming away with other things that you can research. I think that's powerful."

The students were instructed to finish and turn in their timelines on Monday.

On Tuesday we will do an analysis of the students findings. They were asked to save room on their timelines for their futures!

The Timelines Come Together



The following is the third report on my first in-class test of a prototype entitled: My Future Self—Looking Back to See Ahead.

Taking it to the next level on Steps 2 and 3 at PS 20, Brooklyn, NY

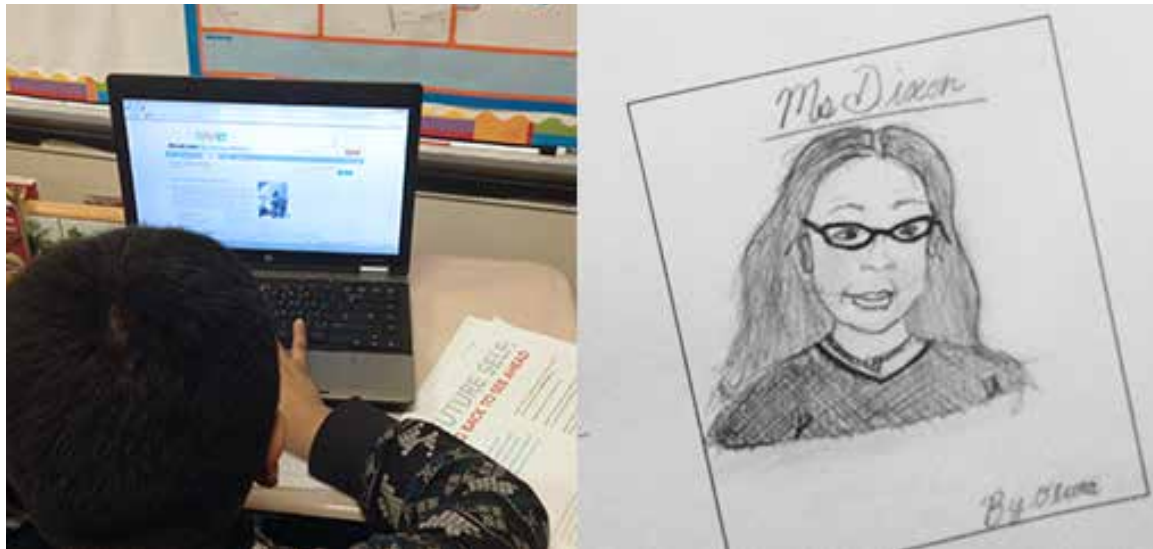
I returned on Wednesday to continue working with the students as they put their timelines together. This was the second day of state testing for them which occurred in the morning. I arrived after lunch. At this point in the project the students knew what they needed to do. Of course some had left their timelines at home, some had lost parts of their documentation. We did the best we could to get everyone up to speed and moving ahead.

Ms Dixon observed. I circulated, kept students on task and answered questions. DK Holland helped individual students with questions.

We took an hour to continue researching people online, reading books and transferring facts to the timelines. There was much tape applied in putting the timelines together! Some students began to draw portraits of the people they admired, others searched for images to print out and paste on the timeline. The students worked individually and some in groups throughout the classroom. Three boys who were studying Ghandi spread out in the hallway.

Three girls finished their timelines and went on

to Step 3 charting out their futures. They were also able to move on to Step 4 and Analysis. They sat together with their timelines, examined each one. They compared the people that they had each researched. They talked about things their people had in common and things that were different. They looked for big events and turning points. One student researched Ben Carson. Carson struggled in school and had hard issues with his family life. But he went on to be a surgeon and was famous for separating conjoined twins. They realized that their people took risks: After he escaped slavery Fredrick Douglass protested in churches to gain support for his cause of abolition. Barack Obama's turning point was when he decided to run for president.



The students then talked about how they imagined their own futures and what they had in common among themselves. It seems the girls all want to go to Brooklyn Technical High School and then college. One wants to be a doctor, another thought she wanted to be an artist but is now thinking about doing environmental work with the EPA. The other is undecided but is adamant that she will go to college and get a full education. These are the type of self discoveries that I hoped the Timeline project would draw out in the students.

As we closed out the day's activity several students presented a person they admired from their timelines.

One girl discovered that Martin Luther King graduated from high school at age 15. That impressed the crowd. She also learned that her own grandmother had a Bachelor of Arts degree with a major in psychology and she was impressed with Ms. Dixon's two graduate degrees. She told the class,

“What I got when I researched and interviewed these people was that none of them dropped out of school. That inspired me that when I grow up I can go to college too.” From my research on intrinsic motivation (see Michael and D’Neil Duffy's *Love of Learning: Supporting Intrinsic Motivation in Montessori Students* and Dan Pink's *Drive*.) this observation is likely to impact this student more profoundly because it's a conclusion that she came to on her own. She was not told this, she discovered it.

One student found out one of his hero's had dropped out of college. He now wants to know why and find out more about that decision. This is a great example of thinking critically and opening up one's own perspective.

From the in class interview with Ms. Dixon several other students found her struggles with biology to be really surprising. My insight here—when young people see that adults have struggled too, can it

make them realize that they are not so alone in their own struggles? When an impressive figure in your life says, “You know I had some issues and yet I am standing here in front of you as a vulnerable human being, successful and comfortable in my own skin.”

To quote Ms. Dixon, “Now that's powerful.”

The Next Time

On a scale of 1 to 10 with 1 being This Stinks to 10 being Totally Awesome I would give this project a 10

This project took: too much time not enough just right

This project was: too hard challenging fun meaningful

To do the project I used these skills: Research and citing sources

I now want to know more about focus and citing sources

After doing the **My Future Self: Looking back to see ahead** project my brain is: bigger smaller the same

I would give myself a 9 for effort, a 10 for following instructions, and a 10 for new knowledge & understanding.

In doing this project I am most proud of the way I challenged myself to dig deeper into

My favorite part of doing the project was making a person like Rosa Parks

My idea for a better way to do this project the next time is the timeline

My Idea for a better way to do this project
is having with different people and state your work
person.

Monica Snellings

My Future Self
Thesis 2014

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