



**FORESIGHT**

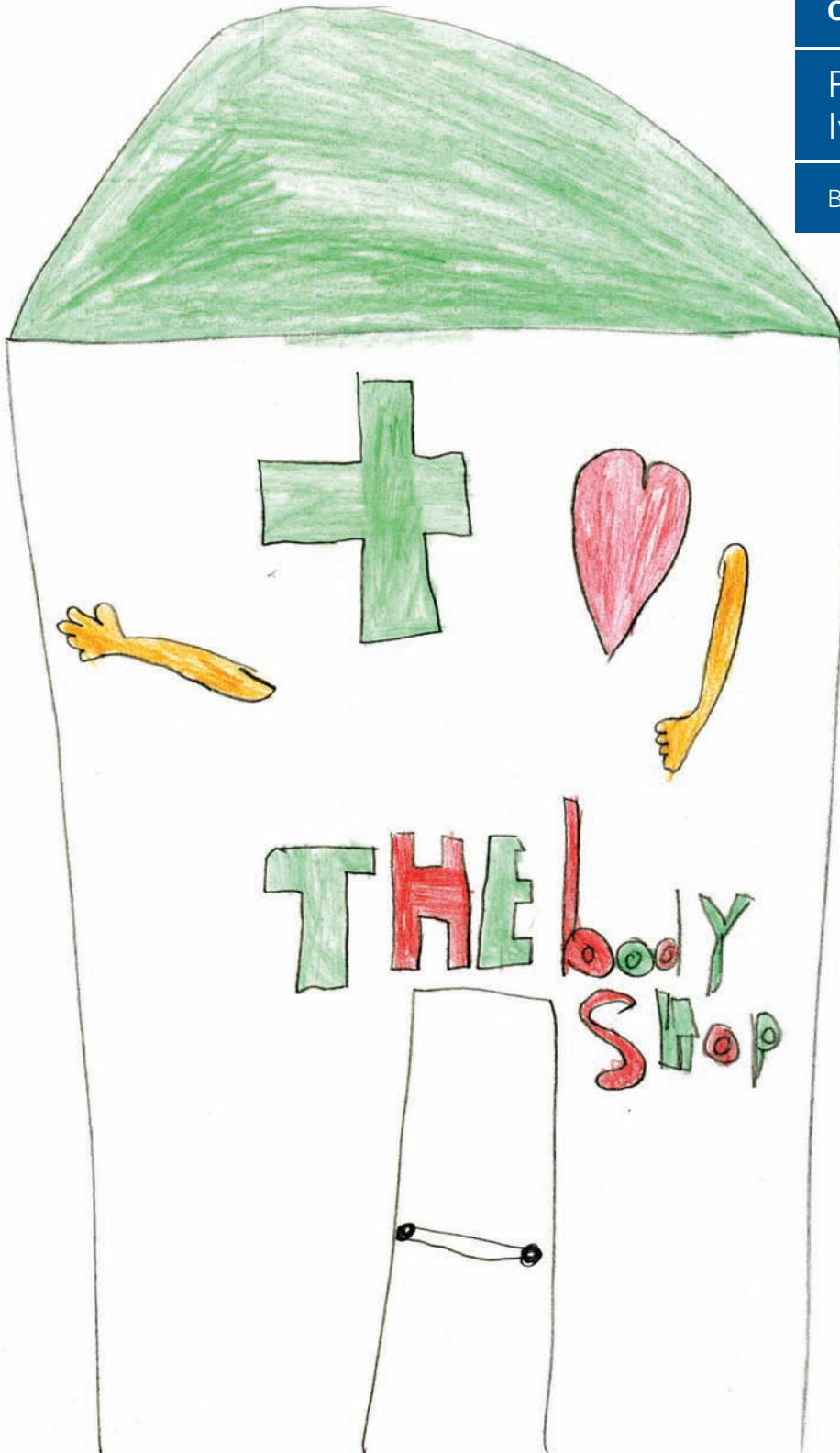
Tackling Obesities:  
Future Choices –  
Perspectives of 10-Year-Olds

**Government Office for Science**

OSI FORESIGHT OBESITY PROJECT

Perspectives of 10 Year Olds -  
Ivy Chimneys School

Based on the Foresight Obesity Scenarios



## Authors

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# INTRODUCTION

The Foresight project on Obesities is seeking to explore what the future levels of obesity might be, the consequences of obesity and how we might respond. As obesity affects generations the project is looking 50 years ahead by creating a set of scenarios of possible futures. We have worked with hundreds of experts and stakeholders to develop these scenarios in a series of workshops. A common concern throughout this process was that we needed to seek input from the people who would live in that future. In order to do this we ran two workshops with school children – one with ten-year olds and the other with thirteen-year olds. This note summarises the thoughts from a group of 24 ten-year olds.

We spent a day with the ten-year olds and during that time we explored with them what they thought the future would be like, how we would deliver healthcare in the future and their current aims and values. We primarily did this by providing some open-ended questions to answer about the future (e.g. How will people spend their time?) and working with them on some exercises which considered the balance between treatment or prevention and individual choice versus societal responsibility. The timetable for the day and the material used is attached at **Annex A**.

Our results are divided into three sections below -

- **Section 1:** a summary of the key findings which are of relevance for the Foresight project on Obesities;
- **Section 2:** two tables that outline their ideas of what the future might hold and how we might deliver healthcare in the future; and
- **Section 3:** nine interesting themes about the way this group of ten year olds views the future, including insights into their aspirations, values and identity

This exercise provided some very useful insights into the views of the people who will be here in 50 years, living in the world that we are creating today. We realised, at the end of the day, that we could have designed the time with the children better. So, to help those choosing to use this approach with future projects we have set out in **Annex B** what worked well and what could be improved.

We would like to thank the staff of Ivy Chimneys School and Beech Class for their time and effort.

# Section 1: Key findings

## Views on Healthcare

The current health messages have been taken up by the children. They all recognised the importance of eating the right foods and exercising. There was also a very strong theme that technology would both help us and them to know how to stay well and also find the solution if it was ever needed. The recognition of the importance of living healthy lives did not match with some of their broader aspirations and values.

The importance of equity came out quite strongly. When asked to look after ten people with different levels of risk of disease they all tried to provide care for all as well as providing extra care for those at greatest risk.

## Aspirations

Almost every child when asked to draw the future started by drawing a flying car or other type of technology that would make travel effortless. When asked to describe their ideal day most of the children included something about going somewhere special. It seems that the desire to travel is already very strong. Seeing things on the television has not dampened this, the children want to go to places and experience things for real that they have seen or heard about.

They also want it to be effortless to get there.

They wanted technology to do their thinking for them, create what they needed and keep them healthy.

The children enjoyed being creative and one child captured the mood with the thought that we would all be inventors in the future. The group however when asked what a perfect playground would be like in the future, filled it with theme parks that would deliver entertainment to them. They laughed at an initial suggestion by one of the children that it would be a big field that we could all play on however we wanted. While the children recognised the importance of creativity they wanted the creative thinking to be done for them.

## Values

The children have picked up the message about the importance of eating fruit and doing exercise to stay healthy, yet their aspirations were for technology to do all the work for them – physically and mentally - and they also all still saw going to places like McDonalds as a treat. They will face the same challenge that we do today - we know what we should do but it does not always match with what we want to do.

The children had clearly embraced technology and saw it as the answer to the challenges that they faced now. This was made clear in areas like learning homework and tidying.

The role of technology in providing them with information and answering any question was a strong theme. They have already recognised that power comes with information and the ability to use it.

It was also clear that they will all have different values as they make their choices. One child leaving his picture of the future blank saying he thought that the world would end before then (in a very light-hearted, positive way) so he might as well enjoy the food he likes now.

## Identity

They all had heroes, from the world of sport or the media. Heroes will continue to play an important role in helping them find their identity in a world of increasing complexity. It was interesting that a lot of the boys all had the same sports hero from a London Football team, so they also had a developing regional identity.

Many of the children included their families in their description of a perfect day. Families were very important to the children and clearly played a key role in the children understanding who they were.



# Section 2: What they thought the future might be like

The children provided numerous ideas throughout the day about the future, whether generally or in a sense of future healthcare. In this section we have tried to capture the key ideas and the thoughts behind the ideas. We asked the children two questions –firstly, what did they think the future would be like, and secondly, what did they think the future would be like in each of the four scenarios which are being developed for the Foresight obesity project.

We also asked to the children to capture their ideas about the future in pictures. Examples of their illustrations are included in the GALLERY section.



Question One: IDEAS ABOUT THE FUTURE		
IDEAS ABOUT THE FUTURE BUILDINGS		
Originator	Concept	Description
Nathalie	Flying and Moveable Buildings	Flexible use buildings and housing that allow you to be where you need to be and do what you need to do at that particular time. More interestingly, buildings that move to where you need them to be.
Bernice	Bigger/more Skyscrapers	Because they take up less space at ground level, preserving this for other uses.
William	Glass Roofs	To feel the sun, attract natural light and feel happier.
Harvey	Crooked Houses	Not everything will be good. Some will still be broken and inappropriate.



## Question One: IDEAS ABOUT THE FUTURE

### IDEAS ABOUT THE FUTURE TECHNOLOGY

Originator	Concept	Description
Various	Learning Tools	Pencils that do your homework for you; trousers (Smartipants) that make you clever when you have them on, pills which make you cleverer, hats that download into your brain whatever information and capability you need, robots to assist with learning and doing homework, machines you put your homework problems into that do your homework for you.
Various	Floating/Hover Car, Rocket Boots, a Mobile Phone that becomes a Skateboard	Roads are too busy and these will get you there quickly with no bother.
Cassidy	Tubestation	People-size tubes that connect places together. Hop in and arrive a short while later. (e.g. laundry chutes)
Eleanor	Real Pencil	Whatever you draw becomes real (e.g. 3D printing)
unknown	Pens with Darts	The darts include a drug in them which makes people want to do what you ask them to do. You can fire the darts at anyone you want to do something for you.
Ben	Streetbots	They eat litter

### IDEAS ABOUT THE FUTURE HOW PEOPLE SPEND THEIR TIME

Eleanor	Inventing	Much more time spent on inventing things. Perhaps an expression from someone who is exposed to so very much in terms of media and the planted desire to have/own things.
Jack	Make the World Better	We all recycle, we look after animals and we stop chucking litter everywhere.
Cassidy	Food Tablet	It is only a pill but it fills you up in no time at all.

## Question One: IDEAS ABOUT THE FUTURE

### IDEAS ABOUT THE FUTURE

#### STAYING HEALTHY

Originator	Concept	Description
Jack	The Super Supermarket	Divided into the areas of healthy food, not very good for you food, tropical food (an anomaly) and everything mixed as it is today; shoppers can choose in which areas to shop.
Tajna	The Fat Squasher	Squeezes all of the excess fat out of you and the fat squeezed out can be recycled into another person.
unknown	Self-Curing Bodies	This is self-explanatory. It may be a statement that is bred from their exposure to electronic gaming and their prolific use of 'game lifes' and character regeneration.
William	Fruit Everywhere	Fruit and fruit trees everywhere so whenever you feel hungry something healthy is there for you to eat.

## Question Two: HOW WOULD WE KEEP PEOPLE HEALTHY IN THE FOUR FORESIGHT SCENARIOS?

### FOCUS ON TREATMENT; INDIVIDUAL CHOICE

#### AVACADO & TORTILLA TABLES

Jack	The Body Shop	A store where you shop for replacement arms and legs and other bits.
Lewis	A Super Lift	A way to get into and around hospitals just as the ambulance does – very quick service and attention. It looks like Willy Wonka's lift.
William	Building Protection	People wear something or perhaps take something that repels falling objects. It is a protective anti-gravity device of sorts.

## Question Two: HOW WOULD WE KEEP PEOPLE HEALTHY IN THE FOUR FORESIGHT SCENARIOS?

### FOCUS ON PREVENTION; COLLECTIVE CHOICE

#### CHOCOLATA TABLE

Originator	Concept	Description
Jordan	Fruit Things	Devices in fruit (for example it might include good bacteria or nanotechnology), and when you eat them, they help keep you well.
Tijana	People Sheep Dip	Stuff is placed in water and people are put into it so that the chemicals in the water stop them from becoming unwell.
Natasha	Recovery Juice	A super condensed fruit source which contains all of the goodness we need from fruit to stay very healthy.
Bernice	Sports & Junk Food Day	Everyone is made to do sport on at least one day every week per week and to people are only allowed to eat unhealthy on one day per week.

### FOCUS ON PREVENTION; COLLECTIVE CHOICE

#### RED HOT CHILLI PEPPER TABLE

Milly	Signs	Lots of signs and information everywhere which tells us what we should and what we should not eat.
unknown	Building Doctor	Buildings that radiate health keeping us healthy all of the time.
Emma	Flying Salad	Just grab it and eat – so when we are hungry it is easier to reach out and eat something which is healthy.
Eleanor	Fruit Town	Much like the flying salad, fruit is made more accessible – it is everywhere, a banana boat, a raspberry car... We can eat our environment which re-grows itself.

## Question Two: HOW WOULD WE KEEP PEOPLE HEALTHY IN THE FOUR FORESIGHT SCENARIOS?

### FOCUS ON PREVENTION; COLLECTIVE CHOICE

#### COCOA BEAN TABLE

Originator	Concept	Description
Chloe	Magic Ambulance	Press a button and an ambulance comes flying down to wherever you are and takes you to the hospital. It means "instant" medical support for anyone who is ill.
Tautvydaf	Tree Doctor	We plant trees which can sense if someone is ill. If they are it grows fruit which includes whatever is needed to make you better.
Natasha	Clean River and Environment	Go there, have a swim and get better.



# Section 3:

## Nine interesting themes

The following is a brief set of observations on a number of key themes that came from the day. We have grouped these according to aspiration, value and identity though there is clearly overlap between these areas.

### ASPIRATIONS

#### **Local mobility looks unhealthy**

- Flying cars, hover skateboards, rocket boots, robot house workers are all potential indicators of a childlike awareness of the need to solve current issues such as traffic. More importantly, these are statements of things that take them somewhere, effortlessly and thus illustrate that if left to their own devices, tomorrow's adults will not, by choice, build in exercise into their local mobility needs.

#### **Global village access**

- Most of the children showed a desire to travel to exotic or long-haul destinations. This shows an awareness of a global village that they can and expect to access. This should not be misconstrued as geographically astute. They may not know where Lanzarote is located – they simply know that it exists and that they can be there in a few hours.

#### **Thirst for information and IP in everything**

- Magic pencils, Zappa Hats, Smartie Pants and Clever Pills were all statements about a continuing thirst for information. Computers won't be computers, Tvs won't be Tvs. While mobile phones might not 'turn into' skateboards as predicted by the children, they do expect for things that they use to be smart and to answer questions asked of them. Further, the children showed a natural proficiency in using new tools (internet, games and mobiles) – almost the whole class had a mobile 'phone – to good effect.

## User interface design improvements

- While many comments hinted at the desire to have improved interfaces with technology, the Magic Pencil was directly aimed at this topic. The Magic Pencil is one where whatever is drawn becomes real. This concept is parallel with their thirst for information and a desire for IP in everything.

## VALUES

### Flexible spaces & adaptable inhabitants

- The children showed a well-rounded awareness of the needs of space. Flying and moveable buildings indicates that a flexibility of use will be required. This is wholly consistent with today's blurring work/life practices. Separately, stating a building design where a minimal footprint is occupied is a wisdom about good environmental design – preserving natural landscapes wherever possible. Together these show an adaptable nature toward housing and spaces.

### Well informed audience

- The children seemed to express a collective awareness of key issues such as limited space or overcrowding, traffic, pollution and even more distant issues such as hunger. However, a difference of opinion still existed. While some would want to provide cures for particular diseases (perhaps due to personal or family member exposure to same), others were interested in more broad initiatives such as hunger, peace and pollution. Finally, still others responded with an approach that things will always be a bit broken and that there is no way to personally solve these. One child didn't draw a health future because despite the health information he had been exposed to, he will still want to eat at McDonalds.

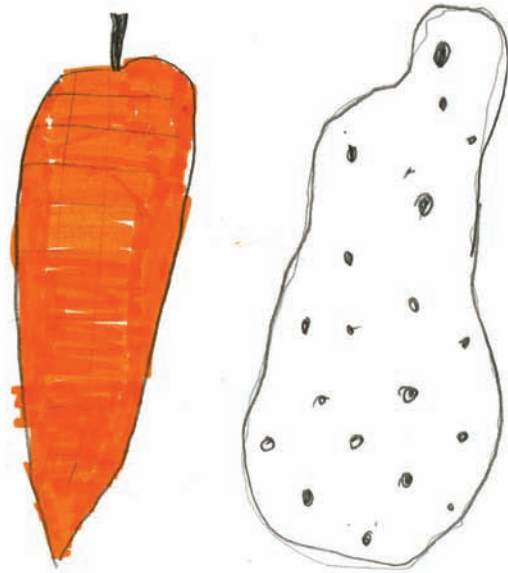
### Be healthy, buy healthy – or not!

- The super supermarket is probably a future expression of the types of choice that shoppers are making today and will continue to need to do. The children are aware of the need to do their bit, but may need a public display of 'doing good' – or not – in order to effect their habits.

## IDENTITY

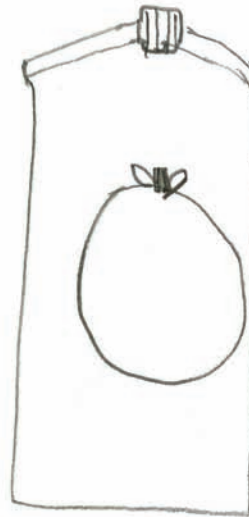
### Family support still present

- While the descriptions for activities on a perfect day varied enormously, nearly all of the children mentioned that family and friends were part of the experience. We can see that a sense of values, centred on maintaining a supporting network of family and friends will be important – albeit we can expect different constructions for families beyond a traditional family unit.



### Hero focus intact

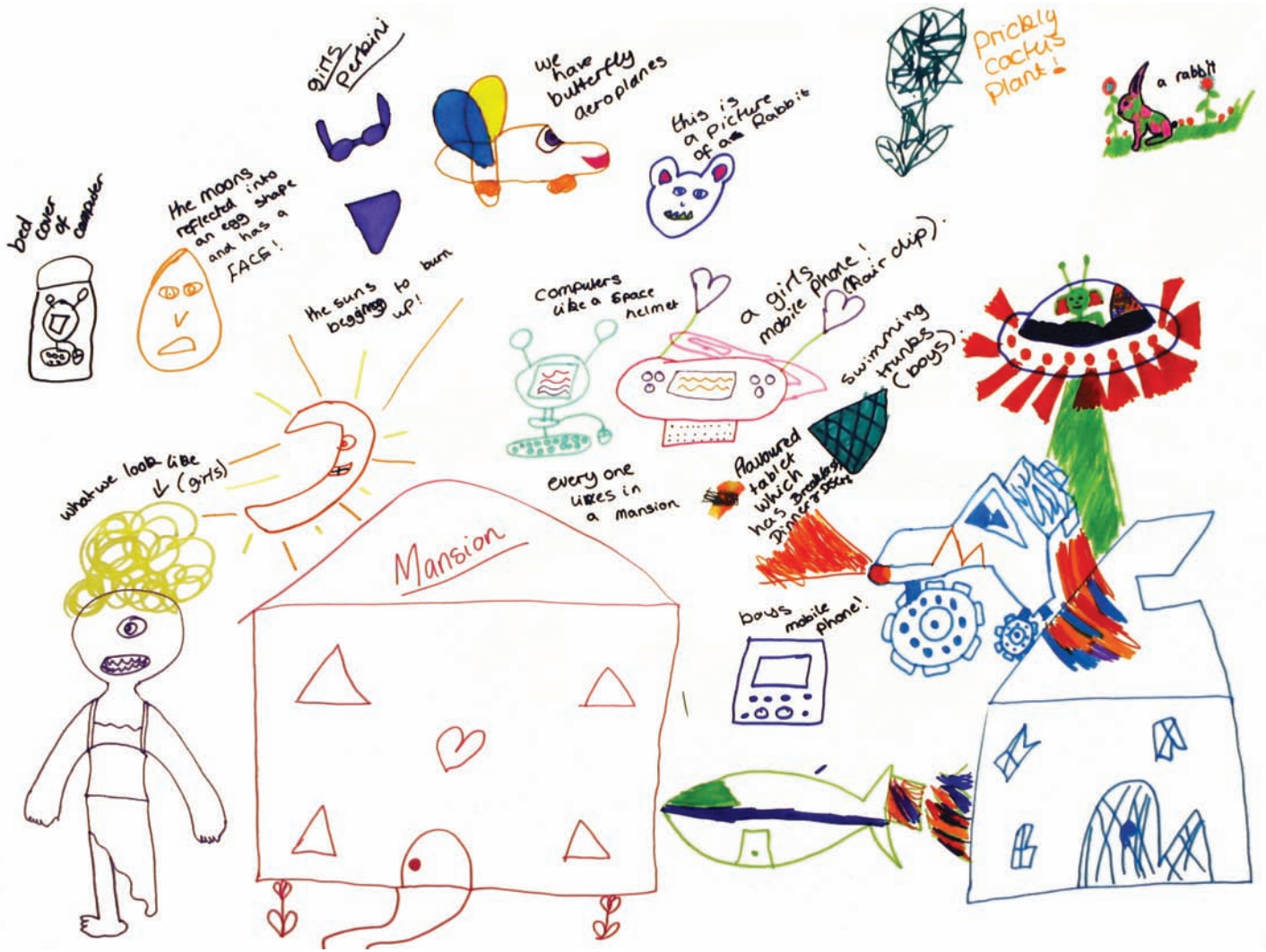
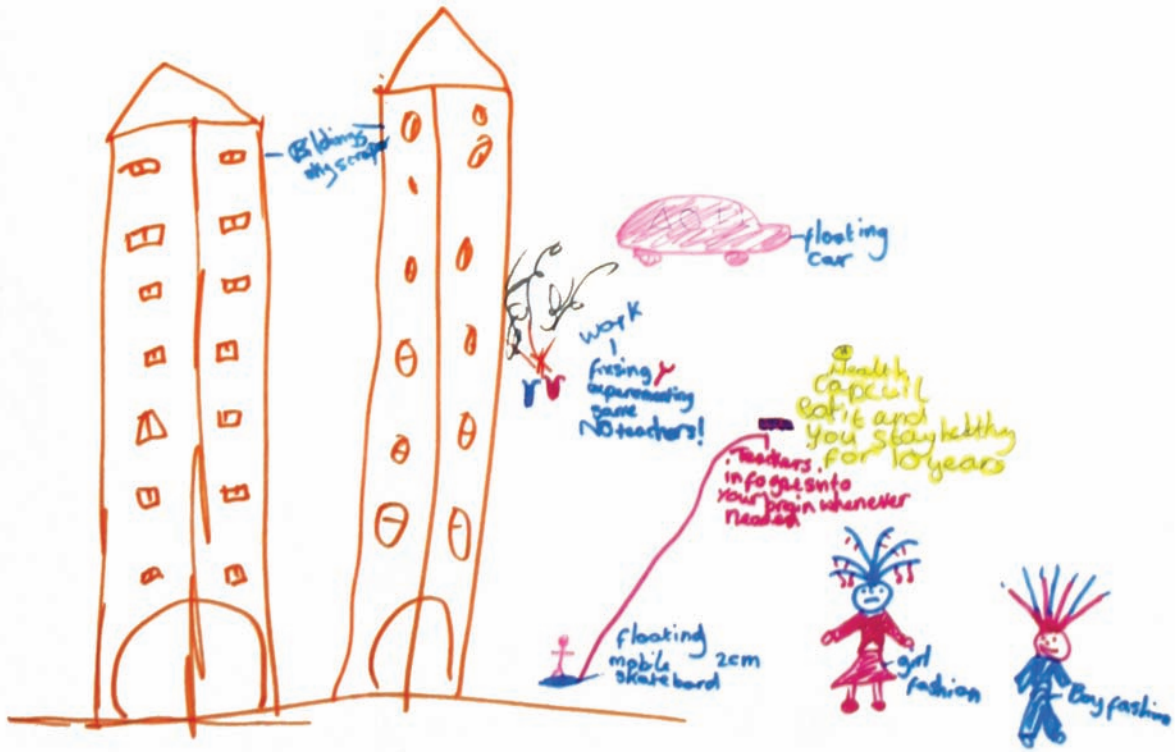
- Sports stars, pop musicians and TV stars remain as key idols in the future. This is at odds with a growing trend away from this perspective in today's advertising for products and services where the concept is seen as over utilised and where empowered consumer choice leads the way. Heroes will be useful in conveying key health messages to youth.



# Gallery











fat burning house

Save  
Sunlight

Everything  
All food is  
healthy!

Apil to make you  
immu to all disease

Chip that downloads everything you need for now  
gadgets in clothes

every food  
you eat is  
healthy!

everyone  
rich!

Everybody  
has Not  
of money! <sup>may</sup>  
from a  
big nasty bar!

No guns or bombs

solar panels

A phone  
that tells you anything

The Dead can tell us  
what it's like to be  
sick to building to dead so we  
get to your floor can decide  
Want to die or knof: <sup>Whether we</sup>  
Football teams

both sars  
well press  
+ skirts

People can  
dread will  
to the  
to do that  
with  
it is  
at it  
at it

Children want  
to go to  
school

when  
you  
shave  
& your  
hair  
becomes  
the long  
long!

everyone's hair  
will be orange

No CO2  
out of  
that canopy

A pencil that  
when u draw  
it becomes real

An undo  
button  
for anything  
u have done wrong  
in your life.

people will all  
be trying to invent jobs  
staff and end all sickness  
and stuff.

People can eat  
whatever kind of  
food they want with  
this special plate that  
responds to your voice.  
when you name the food you  
want, it appears on the plate.

# Annex A: Letter to the school, Timetable and Exercise worksheets

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Office of Science and Innovation

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Mrs Drew  
Head  
Ivy Chimneys School

2 October 2006

I recently explained that I am working for Sir David King (Government's Chief Scientific Adviser) and Caroline Flint (minister for Health) on a project which is considering how we should respond, in the longer term, to rising levels of obesity in the UK. You said it might be possible for me to come into one of your classes to discuss with the children the scenarios of the future which will set the context for this work.

The project is run under the Foresight programme and the work reports directly to Sir David and a senior programme board. It is a 2 year project involving more than 200 leading scientists in the field and a wide range of stakeholders. At the end of the project the work will feed directly in to Government providing the evidence base for long-term strategic action. Examples of the sort of impacts we have seen from the projects include a doubling of the annual budget for flood defence £400m and the decision to have a national debate on the use of drugs.

## **BROAD APPROACH**

If you think this might be possible then the broad approach I would like to take would be to:

- spend 10 minutes giving the background to the work, including presenting the children with some of our other work and then answering any questions the children have
- spend 10 minutes explaining the scenarios to the children followed by questions
- give the children 40 minutes to an hour to draw pictures of what they think one of the scenarios would be like
- have time for each child to explain their picture

Discuss with the children:

- what would be good and bad the scenarios
- what would happen to people's travel patterns
- how would people spend their time
- who they think would set fashions in the scenarios

I think it would be possible to try to do it with a whole class, but I would welcome your advice on the number of children we should involve in this activity.

## **WHAT WOULD HAPPEN TO THE WORK**

I would write a short summary of the main points from the discussions which would inform the development of the final scenarios. The note may be published as a separate document. We might also publish some or all of the pictures.

We could also record short descriptions of the children talking but I do not know whether there would be restrictions on this. It would be very good if we could have a few small clips which we could use as Sir David Launches the findings of the work to the press next year.

## **NEXT STEPS**

If you think that it is still possible to do this it would be good if we could agree dates. I will telephone you in the next few days to discuss this further.

**Andrew Jackson**  
**Acting Director of Foresight**

**OSI Foresight  
Healthy Living Scenario  
Consultation: Timetable  
Ivy Chimneys School  
13 October 2006**

**Key communications:**

Who we are and what we do

How to use scenarios to think about the future

Introduce the project and its scale

The roles we need them to play

How to think freely in these roles

We really want to capture their thoughts

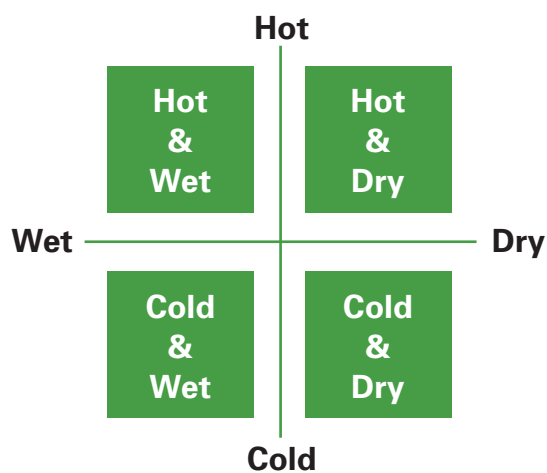
**Advance things to do:**

- Produce name badges for each of the participants – teachers, pupils and ourselves
- Use school AV equipment but prepare questions for interviews at end
- Bring ZOOM (Children’s book) to use as a mind stretch exercise
- Bring a jar of sand, a £20 note and lots of marker pens & colour pencils.
- Prepare the pictures for them to stick onto the Food and Activity charts (if used)
- Buy gifts for the school (footballs, pens, an icon from the day)

Itinerary (with speaker explanations notes):

**10:00 Introduction** Explain the two roles that we want them to use when thinking today; futurist and government official. Use the jar of sand and £20 note as a means of indicating the amount of money spent in this area. Explaining our desire to have their help in seeing the future and to take decisions on this topic. Take any quick questions or thoughts.

**10:10 Dealing with an uncertain future** We explain scenarios in rudimentary terms, using the weather as our example. The two axes are Hot to Cold and Wet to Dry. Creating four possible futures (see below).



We give them a chance to populate each area by calling out answers to three questions:

- What would you wear for each?
- What activities would you do?
- How would you travel?

**Object of this section:** Give them an overview of how to understand and construct a scenario, get some practice in thinking like this and impress on them that the future cannot be predicted – only prepared for.

**10:20 Keep ten people well exercise**

Spend £1,000, using teams. First we tell them in very simple terms what happens in a heart attack and late onset diabetes. We then give them an exercise to work on in groups. They have to look after the health of 10 people. 3 are unfit and risk having heart attacks and diabetes. They can choose from 4 ways to help those people or other members of the group:

chose healthiest day) to decide what you should do?

Object of this session: To introduce thinking around the second axis of our scenarios – personal versus collective choice.

**11:30 Introduce our scenarios** We have a discussion to draw out the two broad approaches stemming from the £1,000 budget exercise: invest for the future, or respond to what we see today. We draw this continuum on the whiteboard. We also draw a continuum of choice taken from the Perfect Day exercise and explain that this gives us four possible pictures of the world (like the earlier weather example):

Forward looking (Prevention) and individual choice

Forward looking (Prevention) and collective choice

Deal with things now (Treatment) and individual choice

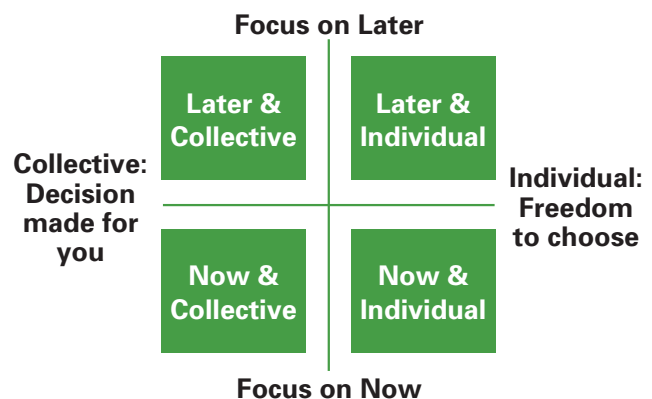
Deal with things now (Treatment) and collective choice

Item	COST	How successful?
Fruit	£50	moderate
Fruit & Bicycles	£100	medium
Trainer	£200	high
Medicine	£300	high

If time allows, we age the people 10 years and see how the children respond (more prevention is hoped for, although there is no right answer). If time, we do a third iteration.

**10:45 break**

**11:05 Perfect Day exercise** Using a piece of paper, the children write what they would do on a perfect day. We then have a discussion about whether you would like to choose how you spend your time or would you prefer that someone else (e.g. person who



**Object of this section:** To stimulate them to thinking about responsibility of individuals and of government. To show them that the problem is complex and difficult to solve and that many views need to be considered.

**11:40 Zoom exercise** Look at the pages and say what you think will happen next – or what will be on the next page.

**Object of this section:** To remind them that what we see isn't often the whole problem, that other things could be present that we hadn't thought about yet and to stimulate their creative thinking.

**11:50 Graffiti** We place three graffiti sheets on each of the tables and ask them to populate the boards with their words or pictures that describe their world in 10 years time. We prompt them with a few questions:

- How would people spend their time in their world
- How would people travel and how far
- What would be good and bad about their world
- What is different about the way you provide health in your world?

### 12:10 lunch

**13:10 Drawing the future** Each child draws a picture which illustrates what they think the world would be like in the scenario they are working on. They also make a few key notes and put their name on the back.

**13:40 Class discussion** We discuss the images, referring to the bullets

above, if the conversation strays too far. We would also invite them to give us their very different – even wacky – ideas which might help healthcare in their world.

**14:00 Close** We close and say thank you and let them know that they are to keep the gifts.

## EXERCISE 1: KEEPING PEOPLE HEALTHY

You have been asked to help keep ten people healthy over the next 20 years:

Helen, John, David, Lewis, Loraine, Barbie, Wesley, Louise, Bob and Ted.

You have £1000 to spend to keep them well.

You need to help them avoid having heart attacks or getting diabetes.

To start with you arrange for them all to see a doctor who checks their health. He finds that three of them have a high risk of having heart attacks: John, David and Barbie.

You need to decide what to do.

Chose from the following four actions what you will do and who you will provide the care for.

Item	COST	How effective
Fruit	£50	Quite good
Fruit and bicycles	£100	Good
Fitness trainer	£200	Very good
Medicine	£300	Excellent



## EXERCISE 2: PERFECT DAY

Describe your perfect day.

Here are a few questions to give you an idea of the sort of things you might want to include. You do not have to answer them all, as they are just meant to help you get started:

- How would you spend your time
- When would you get up
- Who would you want to spend your time with
- What would you eat
- What would be the highlight of the day; and
- What would you like to achieve by the end of your day?



## DISCUSSION: FUTURE WORLD

Tell us what you think the world will be like in the future.

Tell us about:

### Buildings

- How people will get around
- How often people will travel
- What houses will be like
- Where people will live
- What cities will look like

### Technology

- How people will use communication technologies
- What sorts of clever devices there will be

### Time

- How will people learn
- What sorts of work they might be doing
- How people will use their free time

### Health

- How people will stay healthy
- What might Government do to help people stay healthy
- What people will eat

### Fashions

- What people might wear
- Who will everyone want to be like

## FUTURE WORLDS - LOOKING AHEAD TOGETHER

Draw a picture which illustrates what the world might be like in the future if:

We decide that we can achieve much more if we work together. Our aim is to learn to take decisions and work together like colonies of ants. Our aim is to achieve the best outcome for everyone. We set up ways so that we can all be involved in taking key decisions. Each person is encouraged to find their best role to support other people.

We also recognise that we must plan for the longer term. We make sure that the decisions we take today will not weaken our freedoms. For example, as there is only a limited amount of petrol in the world, we have worked together to design cities so we can all walk or cycle wherever we need to get to.

## FUTURE WORLDS - WE EACH LOOK AHEAD

Draw a picture which illustrates what the world might be like in the future if:

We live in a world where everyone decides what they want to do and what is best for them. Businesses try to respond to this by giving us everything in a way that fits us perfectly. We have a bicycle that is specifically designed to the length of our legs and our favourite colours. Everything else we have and do is

built to our own personal abilities and preferences. For example: what we eat, how we learn, how we earn our money and what we wear is all designed for our personal needs and preferences.

However, we also recognise that we must plan for the longer term. We make sure that the decisions we take today will not weaken our future freedoms. For example, as there is only a limited amount of petrol in the world, we all each chose transport that uses the minimum amount of petrol. Businesses deliver cars than can drive for many more miles on just one litre of petrol.

## FUTURE WORLDS - MEETING CURRENT NEEDS TOGETHER

Draw a picture which illustrates what the world might be like in the future if:

We decide that we can achieve much more if we work together. Our aim is to learn to take decisions and work together like colonies of ants. Our aim is to achieve the best outcome for everyone. We set up ways so that we can all be involved in taking key decisions. Each person is encouraged to find their best role to support other people.

We have learned to cope with change and uncertainty and are very good at responding whenever we encounter something new. If we face a new challenge we react very quickly to find a solution that works

for as many people as possible. For example, if we find that the weather gets much wetter we might work together to develop a new tree that grows very quickly that we can plant along the side of roads and keeps all of the rain off us. We all pool our money to pay for bigger defences that stop any houses from flooding.

## FUTURE WORLDS - WE EACH FOCUS ON CURRENT NEEDS

Draw a picture which illustrates what the world might be like in the future if:

We live in a world where everyone decides what they want to do and what is best for them. Businesses try to respond to this by giving us everything in a way that fits us perfectly. We have a bicycle that is specifically designed to the length of our legs and our favourite colours. Everything else we have and do is tailored to our own personal abilities and preferences: for example, what we eat, how we learn, how we earn our money and what we wear.

We have learned to cope with change and uncertainty and are very good at responding whenever we discover something new. If we face a new challenge, businesses react very quickly to provide us with a solution. For example, if we find that the weather gets much wetter, we are offered clothes made out of new materials that are light pleasant to wear and keep us perfectly dry. We all buy house boats or move to the new houses being built on hills.



people should eat more of these



# Annex B: Process Feedback

There is no doubt that in order to work with children the message, process and feedback must be clear and articulated in a language that they appreciate. Our first lesson was to come to the appreciation that the class was segmented into ability streams and that the teacher must communicate on three levels for almost all topics addressed.

Secondly, we quickly saw that they are enormously capable of expressing big ideas, taking risks and making decisions, even if their own language does not always keep pace with the thoughts. For example, during the £1,000 health investment exercise, a subset of the Cocoa Bean table broke away from the others, drew their own conclusions and made perhaps the bravest decision of all in terms of committing investment (3 x £200 for personal trainers on the three ill people - and 7 x £50, or £350 on fruit as a prevention for the remaining people. £50 spare).

Thirdly, the topic is already engaging as it beats a day of doing spelling tests (their words at the outset), but to achieve a fantastic day, (their words afterwards) the aspects of inclusion, fun illustrations and respect for them as people are essential.

Specific areas of note include –

- Problem solving using the £1,000 health spend example or similar. They enjoyed doing this, feeding back, explaining their thinking and the answers were enormously diverse.
- The Perfect day and £1,000 exercises were used to highlight the scenario continuums to be used later in the day. This is essential if using the scenario framework later on to divide the group into four distinct camps and it worked well on the day. However, as an alternative it might be possible to simply frame a conversation into set areas after they contribute to graffiti sheets or similar and let the conversation and ideas emerge. This was something we also did and which would be particularly useful for sessions which are less than one day in length or where the scenario discussion is inappropriate (e.g. very young participants).
- Drawing the future and having the children discuss same to camera was very solid and representative of their uninhibited ability to express themselves. There is immense value in this type of material as descriptors of aspects of the scenarios, as background material for Foresight presenters and as broad communication tools which do not solicit opinion or cause question as to their origin. They simply are the work of children, are not right or wrong, and therefore do not cause concern.
- Success of the day was dependent upon the ability of the people running it to connectivity with the children and communicate clearly in the right language. Thereafter, the children freely give.

## Lessons for next time

### What worked well

We had good communication with the head teacher and teacher beforehand so they all knew what we were going to do.

Having a simple one-page summary of the timetable we were working to with a clear timetable we could aim towards

The £20 note and the jar of sand to illustrate the number of £20 notes that the government spends on healthcare every year

The description of how the body and diseases work.

It was essential having two people in the classroom. This meant that one could listen and record while the other engaged the children.

Several of the children commented that it was the best day they had ever had at school. This may in part reflect that we gave them all some colouring pencils and the alternative for Fridays was spelling and maths tests.

Giving the children the chance to draw the future and then walking around the tables discussing their ideas. They then all very much enjoyed providing feedback to the whole group on their ideas.

It was very helpful asking them to think about what would happen to particular types of things or activities

We needed all of the time we had available to us.

Having badges and pens for them - they loved that.

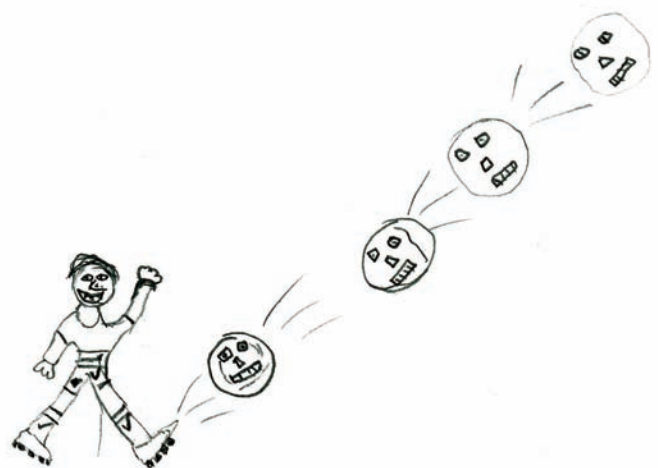
### What we would change

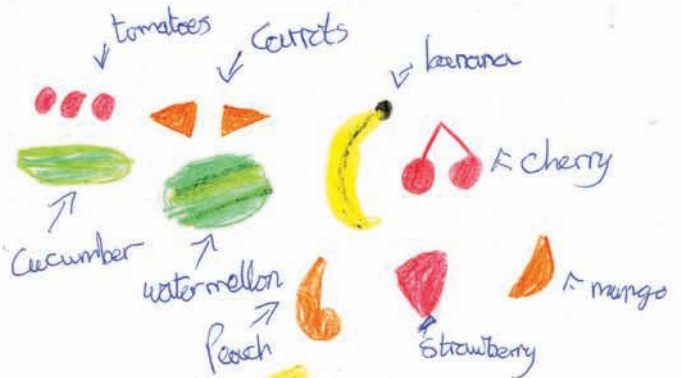
The classroom was divided into groups of children with different abilities. We should have prepared material that would work for all or prepared material for different abilities.

We should not have asked them to provide graffiti on the future – just draw pictures and write their ideas. This is because some really just did futuristic graffiti words.

We should have explained what the children were expected to do before we

We tried to do too much in the time available. Rather than explaining the concept of scenarios we should have just told them what each of the four scenarios was like and asked them to tell us what would happen there. This would have given us enough time to explain the scenarios well to the children.





NO one can get Sick because everyone eats healthy and does loads of sports.



