



Support units: Why teach geography?

Illustration 2: Teaching geography for a better world

Student activity sheet: Possible, probable and preferred futures

Many topics in the **Australian Curriculum: Geography**

<<http://www.australiancurriculum.edu.au/Geography/Rationale>>

involve proposing action that may affect the future. These topics include:

- the use of renewable and non-renewable resources
- the need to provide clean and sufficient water for all people
- the impact of climate change on local and regional places
- the problems of transport and related traffic congestion, air pollution and urban development
- consumption of the earth's resources, loss of biodiversity and water pollution
- urban growth and its impact on human and environmental health
- poverty and wellbeing for the world's people
- intensive farming and its impact on land degradation, soil protection and water conservation
- the impacts of tourism on places.

Activities

Your teacher may ask you to work with the whole class, in small groups or individually.

Use the information on the next page to think about the future of the world and its water. A number of characteristics of a future 'world water scenario' are provided.

Your tasks will involve thinking about and describing:

- possible futures
- a probable future
- your preferred future for the world and its water.

A number of questions and other information are provided to help you consider the topics in depth.

World water scenario

Imagine:

- the world's population continues to grow to a predicted nine billion people by 2050
- climate change shifts precipitation (rainfall) patterns around the world
- the amount of water available in arid places becomes critical and many countries are under water stress
- underground water supplies become depleted due to over-withdrawal.

Your activity tasks:

1. Think about and describe the different 'possible futures' based on this world water scenario.
2. Now describe what you think a 'probable future' on world water will be, based on this scenario.
3. Finally, describe what your 'preferred future' on world water will look like:
 - How will you choose which is your preferred future?
 - What are the key features of your preferred future on world water?
 - What action is needed in order to bring about your preferred future?
 - What action can you take to contribute towards your preferred future?
 - What might be the role of governments, corporations and other businesses to help bring about your preferred future?
 - How might the following people have a different view of the future of the world's water and why?
 - a middle class child in London
 - a homeless person in New York
 - an unemployed worker in Beijing
 - a farmer in northern Australia
 - a desalination plant worker.