



Imagining the Future Activity Matrix

This activity matrix can be used with any of the stories that you choose from the [Callistan Cycle](#) series of five, available on the Future You website under Imagining the Future. Each story is available in audio, audiovisual or text format to suit the needs of your individual students.

This activity matrix is directly linked to [Bloom's Taxonomy](#) and [Gardner's Multiple Intelligences](#). The Blooms Taxonomy and Gardner's Multiple Intelligences activity matrix includes a wide range of activities for your lesson plans that cover multiple areas and year levels in the [Australian Curriculum V9.0](#) ([please see pages 4–7](#)) and can be used with any of the five stories from the Callistan Cycle.

The matrix allows students to develop their critical thinking and creativity skills. It caters for learner diversity and individual differences/learning styles. Students can work on activities at their own pace, or the teacher can set specific activities that need to be completed.

As we want our students to produce high-quality work, experience success and develop a sense of pride, we suggest discouraging students from rushing through all of the activities. They should be worked at slowly and gradually, even over several weeks. Points systems can be implemented to help with this. To promote fairness and inclusivity in the classroom, we recommend implementing a points system that assigns equal value to all activities regardless of their level within Bloom's Taxonomy. Instead of awarding more marks to 'higher order' activities, we suggest awarding the same points for completion of each task. However, you can still differentiate the marks based on effort and learning outcomes, assigning a range of 1 to 5 marks per activity for individual students. This approach fosters a sense of worth for all students and ensures that academic achievement is not the sole determinant of value in the classroom. By implementing this system, you can avoid rewarding only the academically advanced students and instead recognise the accomplishments of all students, irrespective of their academic strengths.

Gardner's Intelligence Styles	Bloom's Taxonomy						
		Knowing	Understanding	Applying	Analysing	Creating	Evaluating
	Verbal I enjoy reading, writing & speaking	Write a brief summary of one of the stories, including key characters and major events.	Write a paragraph explaining the main theme or message conveyed in the story.	Write a letter from one character to another, applying the story's concepts and events to a personal situation.	'We should only use robots for work.' Write a persuasive letter in response to this statement. Do you agree or disagree?	Write an alternative ending to or continuation of the story, exploring new possibilities and resolving unanswered questions.	What would the world be like if space didn't exist and the earth was flat? Evaluate possible problems that could occur.
	Mathematical I enjoy working with numbers & science	Create a timeline of important events in the story, labelling each event with the corresponding time or date.	Write a persuasive letter to a friend that tells them why Maths is the best subject at school.	Find some statistics on space and space travel that interest you. Here is one idea: <i>How fast does a rocket need to travel to get off Earth?</i>	Identify and explain what you think are the most important parts of maths used within the story? How would the outcome of the story be different if maths wasn't available?	Invent a new gadget or technology that could benefit space exploration by measuring something, describing its functions and advantages.	Develop a rating system for sci-fi stories, including criteria such as plot, character development, scientific accuracy and originality, and use it to evaluate the story.
	Visual/Spatial I enjoy painting, drawing & visualising	Draw and label an image to describe what a software engineer or a mathematician looks like. Try to give a really good description.	Create a visual representation, such as a mind map, bubble diagram or family tree, illustrating the relationships between different characters in the story.	Draw a flow chart showing the environmental impacts on Callisto of not properly disposing of waste (like in Proof).	Draw and label two different spaceships, using the story to help inspire your drawings, then compare and contrast the two, identifying similarities and differences.	Draw a billboard poster advertisement to encourage families to sign up to live on the lunar outpost on Callisto.	Compare picture one and picture two . Which one do you prefer and why? What is good and what is not so good about each of them?
	Kinaesthetic I enjoy doing hands-on activities, sports & dance	Create a physical movement sequence or dance that represents the journey of the main character in the story.	Act out a scene from the story using improvisation, incorporating body movements and gestures to convey the emotions and actions of the characters.	Collaborate with classmates to create a short skit or play based on a pivotal scene from the story, using props and costumes to bring the setting and characters to life.	Create a tableau or frozen scene depicting a key moment in the story, with classmates playing the roles of different characters and using body positioning and facial expressions to convey emotions and relationships.	Create a visual collage or digital artwork that combines elements of the story, such as characters, planets and spaceships, into a cohesive composition.	Create simple puppets for the story and act out two scenes that compare and contrast emotions.

Gardner's Intelligence Styles	Bloom's Taxonomy						
		Knowing	Understanding	Applying	Analysing	Creating	Evaluating
	Musical I enjoy making & listening to music	Compose a short musical piece or jingle that captures the essence or mood of the space setting in the story.	Choose a character from one of the stories. Write a short song about that character.	Write a list of musical instruments someone could play wearing a spacesuit. List how they would play each instrument with the restrictions a spacesuit would have.	Analyse the musical motifs and sound effects in the audio story, discussing how they enhance the storytelling or character development.	Compose a song or musical piece that serves as the anthem or theme song for a particular group or organisation mentioned in the story.	Evaluate the effectiveness of the musical choices and sound effects in the audio story, discussing how they contribute to the overall experience and add emotional impact.
	Interpersonal I enjoy working with others	Engage in a class discussion or group conversation about the story, sharing personal reactions and interpretations. <i>or</i> Write a letter to one of the characters from one of the stories.	Participate in a small-group activity where each group member shares their understanding of a specific character from the story, discussing the character's motivations and actions.	Collaborate with a partner or small group to create a role-play scenario based on a conflict or dilemma faced by characters in the story, discussing and negotiating different perspectives.	Engage in a debate or structured discussion with classmates, exploring different interpretations of a key event or decision in the story.	Collaborate with classmates to create a story or an alternative ending to the story, incorporating everyone's ideas and perspectives.	Engage in a structured peer feedback session, where classmates provide constructive criticism and support regarding each other's written analyses or interpretations of the story.
	Intrapersonal I enjoy working by myself	Write a recap of the story, including which bits you liked the most and least.	Write a story with the title 'How does an astronaut prepare for life in space?'	Write step-by-step instructions for how to put on a spacesuit if you want to go for a spacewalk.	Which robot animal (like in Semper) would make the best pet for an elderly person? Explore the pros and cons of this choice.	Earth needs you: all the communications are down! Can you create a new way for people to communicate? How will it be used and why should people use it?	If you were forced to spend the rest of your life in a space transport, a lunar outpost or on earth, which one would you choose and why? Evaluate the good bits and bad bits of living on each.

Australian Curriculum Links

Please note: Each individual activity in the matrix does not cover every curriculum code. We recommend you use your professional judgement to ensure your students are choosing a spread of curriculum-aligned activities.

English Understanding

Subject	Codes	Description
Year 3		
Language	(AC9E3LA01)	Understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality.
	(AC9E3LA05)	Identify the purpose of layout features in print and digital texts and the words used for navigation.
	(AC9E3LA10)	Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts.
Literature	(AC9E3LE01)	Discuss characters, events and settings in different contexts in literature by First Nations Australians and wide-ranging Australian and world authors and illustrators.
	(AC9E3LE02)	Discuss connections between personal experiences and character experiences in literary texts, and share personal preferences.
	(AC9E3LE05)	Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts.
Literacy	(AC9E3LY01)	Recognise how texts can be created for similar purposes but different audiences.
	(AC9E3LY02)	Use interaction skills to contribute to conversations and discussions to share information and ideas.

	(AC9E3LY06)	Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words.
	(AC9E3LY07)	Plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume.
Year 4		
Language	(AC9E4LA10)	Explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts.
Literature	(AC9E4LE05)	Create and edit literary texts by developing storylines, characters and settings.
Literacy	(AC9E4LY05)	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and to evaluate texts.
	(AC9E4LY06)	Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words, and simple punctuation.
	(AC9E4LY07)	Plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume.
	(AC9E4LY08)	Write words using clearly formed joined letters, with developing fluency and automaticity.
	(AC9E4LY11)	Read and write high-frequency words, including homophones, and know how to use context to identify correct spelling.
Year 5		

Literature	(AC9E5LE01)	Identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australians and wide-ranging Australian and world authors.
	(AC9E5LE02)	Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others.
	(AC9E5LE05)	Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced.
Literacy	(AC9E5LY02)	Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea.
	(AC9E5LY06)	Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation.
	(AC9E5LY07)	Plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas and sequencing ideas, and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features.
Year 6		
Language	(AC9E6LA01)	Understand that language varies as levels of formality and social distance increase.
Literature	(AC9E6LE01)	Identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australians and wide-ranging Australian and world authors.
	(AC9E6LE05)	Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices.

Literacy	(AC9E6LY02)	Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions.
	(AC9E6LY05)	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources.
	(AC9E6LY06)	Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features.
	(AC9E6LY07)	Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features.