



## Imagining the Future Activity Matrix

This activity matrix, which is known as a Blooms and Gardner Matrix, can be used with any story from the Callistan Cycle series of five from the Imagining the Future series of books (available to download for free on the Future You website).

### What is a Blooms and Gardner Matrix?

The Blooms and Gardner Matrix helps children learn and think in different ways. Along the top, it shows a scale of thinking skills, from **Knowing** (the simplest) to **Evaluating** (the most complex). Down the side are different areas of strength and interest, such as words, numbers, nature, music, and more.

By combining the two, you can choose activities that suit your child/children's interests *and* stretch their thinking, helping them build confidence, creativity, and deeper understanding as they learn.

These stories are available in multiple formats to suit the needs of all children. Please choose the format that best suits your child's learning style:

- audio (spoken word)
- audiovisual (video)
- text (pdf)

These activities help develop critical thinking and creativity skills and can be fun activities to set your child/children, or to do together. They cater for learner diversity and individual differences/learning styles, and children can work on activities at their own pace.

### How to use it

Pick one or two fun activities from the matrix to try during the holidays or a rainy weekend. Whether it's something your child/children will shine in or a challenge to build confidence, it's all about playful learning at their pace.

|                                                                          | Knowing                                                                                                                            | Understanding                                                                                                                                                | Applying                                                                                                                                                                                                | Analysing                                                                                                                                                                                                               | Creating                                                                                                                                                  | Evaluating                                                                                                                                                                 |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Verbal</b><br>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.                                                    |
| <b>Mathematical</b><br>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:<br><ul style="list-style-type: none"> <li><i>How fast does a rocket need to travel to get off Earth?</i></li> </ul> | 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. |
| <b>Visual/Spatial</b><br>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 <a href="#">Proof</a> ).                                                                    | 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 <a href="#">picture one</a> and <a href="#">picture two</a> . Which one do you prefer and why? What is good and what is not so good about each of them?            |
| <b>Kinaesthetic</b><br>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.                                                                             |

\* this can be any story from The Callistan Cycle series.

|                                                       | Knowing                                                                                                                                                                                              | Understanding                                                                                                                                                                        | Applying                                                                                                                                                                                     | Analysing                                                                                                                                     | Creating                                                                                                                                                | Evaluating                                                                                                                                                                                      |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Musical</b><br>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.                      |
| <b>Interpersonal</b><br>I enjoy working with others   | Engage in a class discussion or group conversation about the story, sharing personal reactions and interpretations.<br><i>or</i><br>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.              |
| <b>Intrapersonal</b><br>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 <a href="#">Semper</a> ) 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. |