

Table 8: futures literacy.

<i>Envisioning sustainable futures</i>		
3.1 Futures literacy	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future	
<i>KSA</i>		<i>Statements</i>
<i>Knowledge</i>	1	Knows the difference between expected, preferred and alternative futures for sustainability scenarios.
	2	Knows the difference between short , medium and long term approaches and their implications for sustainability scenarios.
	3	Knows that scenario development can factor in past events and current signals of change.
	4	Knows that scenarios can inform decision making for a desired sustainable future.
	5	Knows that effects caused by humans play a major role when mapping alternative and preferred future scenarios.
<i>Skills</i>	1	Can envisage alternative futures for sustainability that are grounded in science, creativity and values for sustainability.
	2	Can analyse and evaluate futures and their opportunities, limitations and risks.
	3	Can identify action and initiatives that lead to a preferred future.
	4	Can anticipate future implications by looking at past trends and present conditions.
<i>Attitudes</i>	1	Has a long-term perspective when planning, assessing and evaluating sustainability actions.
	2	Is concerned about the impact of one's own action on the future.
	3	Is aware that the projected consequences on self and community may influence preferences for certain scenarios above others.
	4	Seeks to combine rigorous methods for thinking about the future with creative and participatory approaches.