

## Future learning

### Topic

The future of schooling for primary-aged children

### Learning outcomes

- Practise using language for describing and comparing including discussing advantages and disadvantages
- Develop listening for following instructions
- Practice reading aloud
- Identify and use will for saying what we feel sure about the future
- Imagine a positive future

### Age/level

Aged 9–12 years  
CEFR level A2 and above

### Time

100-120 minutes or two lessons

### Materials

- Worksheet 1 (1 for each pair)
- Worksheet 2 (1 for each pair)
- Worksheet 3 – one each
- Worksheet 4 – Cut up into Picture 1 and Picture 2, one per pair
- Presentation

### Introduction

In this lesson learners are provided with an opportunity to think about how schooling may change in the future. They work with pictures showing two different children, predicting what they might see around them and comparing the full scenarios. They imagine what learning is like in the future for the children in the pictures and write about it, then think about how learning might really change. Finally, there is a short language focus on *will* and then the learners do a project on the 'perfect' school of the future.

## Procedure

<b>1. Warmer (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Ask the learners to stand up at their places. Tell them that you are going to say some sentences, and they have to do an action depending if they agree or disagree.</li> <li>• Decide the actions together, for example jumping on the spot for agree and touching their toes for disagree.</li> </ul> <p><b>Note:</b> Consider accessibility for this activity and come up with alternative actions that include any disabled learners if needed.</p> <ul style="list-style-type: none"> <li>• Make a few general statements about school, such as School is important, School now is better than when my parents were at school, I like going to school, I get too much homework, etc. The learners do the corresponding action, depending on if they agree or disagree.</li> </ul>
<b>2. Introducing the topic (5 minutes)</b>	<ul style="list-style-type: none"> <li>• Put learners into pairs</li> <li>• Give out <b>Worksheet 3</b> or display <b>slide 3</b>. Ask learners to say what they can see in the two pictures and elicit or feed in the vocabulary they need to describe the picture.</li> <li>• Confirm where the children in the picture are (at home and at school) and what they are both doing (learning).</li> </ul>
<b>3. Drawing dictation (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Ask the learners to look at Picture 1 on Worksheet 1 or <b>slide 4</b>. Explain that this is only the centre of a bigger picture. Ask them to tell you what they think they might see in the whole picture.</li> <li>• Tell the learners that they are going to listen to you describe the whole picture, and they need to try to draw the rest of it around the centre.</li> <li>• When the learners are ready, read out the description for picture 1 from <b>Appendix 1</b>.</li> </ul> <p><b>Note:</b> the first two paragraphs describe the centre of the picture which they already have, so you can omit this or let the learners draw in the rest of the sofa and the photo. Consider in advance if there is any language in the description that your learners might need support with and adapt if necessary.</p> <ul style="list-style-type: none"> <li>• After the learners have drawn, ask them to hold up their picture so the person nearest them can see it.</li> <li>• Give out copies of picture 1 version B From Worksheet 4. Or display <b>slide 5</b>. Allow the learners to compare it with their own and then invite them to say something that's the same or different between them.</li> </ul>
<b>4. Reading (15 minutes)</b>	<ul style="list-style-type: none"> <li>• Now ask learners to look picture 2 version A on worksheet 3. Again, explain that this is only part of a bigger picture and ask them what they think they might see in the whole picture.</li> </ul>

	<ul style="list-style-type: none"> <li>• Put the learners in pairs. Give one learner in each pair a copy of worksheet 1 and the other a copy of worksheet 2.</li> <li>• Select one stronger learner who has worksheet 1 to demonstrate the activity with. Ask the learner to read sentence one. Show you are listening and draw onto the image onto Picture 2A, either on paper or on the board if using the projector.</li> <li>• Make sure all learners are clear about the task. Monitor and support as needed,</li> <li>• When they have finished, they can hold up and compare their pictures.</li> <li>• Give out copies of picture 2 version B (the whole picture) or display <b>slide 7</b>. Allow the learners to compare it with their own and then invite them to say something that's the same or different between them.</li> </ul>
<b>5. Speaking - Comparing scenarios (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Ask the learners to line up in two lines, facing each other. The learners in one line hold up picture 1 version B and those in the other line hold up picture 2 version B. You can display <b>slide 8</b>.</li> <li>• The learners in each line take turns to say something that's different between picture 1 and picture 2. The learners in the other line can listen and check against their picture and confirm. Monitor and support</li> </ul> <p><b>Note:</b> This could be the end of lesson 1</p>
<b>6. Discussion (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Confirm that the pictures are set in the future.</li> <li>• Ask the learners to imagine what learning is like for the two children in the pictures and elicit some ideas to write on the board. For example: How do the two children learn? <ul style="list-style-type: none"> <li>— Does the child at home in picture 1 have lessons on her tablet or does she watch videos or TV (or holograms!) or use apps? Does she have a teacher or does she study by herself?</li> <li>— Does the child at school in picture 2 have lessons like we do now or in a different way? Does he have a teacher? How does he work with other children in the classroom?</li> <li>— What's their timetable like? Do they learn at the same times and have the same length day as each other or as now? Do they have the same subjects as we have now, or are there new ones, e.g. hygiene, pandemic control, homeworking?</li> <li>— How do the two children spend their break and lunch times? Is it different from each other or from how children spend them now?</li> </ul> </li> </ul>
<b>7. Writing (20 minutes)</b> OPTIONAL	<ul style="list-style-type: none"> <li>• Ask the learners to choose one of the pictures. Tell them they are going to imagine the child's school day and write about it from their perspective. Elicit an example, such as, Hi, I'm Luca, I'm ten years old and it's the year 2030. I want to tell you about my school day. In the morning ...</li> </ul>

	<ul style="list-style-type: none"> <li>• Refer the learners back to the ideas on the board from the discussion and tell them to make sure the child talks about how they learn, their timetable and their break times, as well as any other areas that were discussed.</li> <li>• Help the learners plan their writing, for example by getting them to write headings in their notebooks (e.g. name and age, way of learning, timetable, break times, anything else interesting) and make notes under the headings of what ideas they have chosen from the board (or their own ideas).</li> <li>• When the learners are ready, they can start writing.             <ul style="list-style-type: none"> <li>- Monitor as much as you can to help and ensure they are on track.</li> <li>- Fast finishers could take the relevant picture and add more detail to reflect what they wrote as an illustration to their writing.</li> </ul> </li> <li>• If possible, the learners can swap their finished writing with another learner, either one who wrote about the same child to compare, or the other child to see how different their school day is. They could write a short comment underneath the writing before they give it back, saying what they like most about that child's school day.</li> <li>• Alternatively, after the lesson you could scan and upload their writing to a shared space and set a homework task for learners to read some of them and leave a comment.             <ul style="list-style-type: none"> <li>- See above for suggestions on adapting communicative activities for a physically distanced classroom.</li> </ul> </li> </ul>
<b>8. Discussion (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Display the two pictures on the board and ask the learners which scenario they prefer and why. What are the advantages and disadvantages of each?             <ul style="list-style-type: none"> <li>- For example, for learning at home, there's no travel time for going to school, they don't have to carry a heavy bag, it's better for the environment if fewer children are being driven to school, etc.</li> <li>- For going to school, they see and play with their friends, it's easier for the teacher to help them, they get more exercise from moving around the classroom and playing outside at breaks, their parents don't have to look after them during the day, etc.</li> </ul> </li> <li>• Ask the learners what they think learning will really be like in the future. Will it be the same as one of these scenarios, a mix, or something more futuristic, e.g. will children have robot teachers at home or 'attend' school from home as holograms?</li> </ul>
<b>9. Language focus (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Write some of the learners' ideas from the previous discussion as sentences on the board, e.g. We will go to school three days a week, we'll have robot teachers, we'll do more homework, as well as some sentences with won't if appropriate.</li> <li>• Ask the learners to identify which word is the same in every sentence (will / 'll). Can they tell you why it's used in these sentences? Elicit that it's because the sentences</li> </ul>

	<p>are about the future and explain that we are saying what we feel sure about, or predicting for, the future.</p> <ul style="list-style-type: none"> <li>• Write some prompts on the board connected with possible things in the learners' future, e.g. job, children, university, house, country, etc. Ask them some initial questions, e.g. What job will you have? Will you go to university?</li> <li>• Now ask the learners to think of some other questions they could ask, helping them with the question form if necessary. Then put the learners into pairs or small groups to practise asking each other the questions.</li> </ul>
<b>10. Project (20 minutes)</b>	<ul style="list-style-type: none"> <li>• Tell the learners to imagine that they are going to time-travel into the future and start going to the 'perfect' school. They need to imagine what it will be like. Elicit lots of ideas and write them on the board.</li> <li>• Put the learners into small groups. Tell them that they are going to work together in their group to make a poster about the perfect school, so they first need to discuss and agree what it will be like. Give them some categories to discuss, such as what the way of learning will be, what the timetable will be like, what subjects they will study, etc.</li> <li>• Then within each pair or small group, each learner takes one of the categories, e.g. <i>way of learning</i>, and writes sentences about what the perfect school will be like in that respect. They can also draw some pictures to illustrate their sentences. Monitor as much as you can to help and ensure they are on track.</li> <li>• Finally, the learners in each pair or group can cut out their sentences and pictures and stick them all together on one piece of paper to make a poster.</li> <li>• Put the posters up around the room. The learners can take turns to stand individually at each poster and tell the class one thing they like about it. The learners who are waiting for their turn should listen out for comments on the poster they helped make.</li> </ul>
<b>11. Setting homework (5 minutes)</b>	<ul style="list-style-type: none"> <li>• For homework, learners could imagine what the future might be like for other areas, for example, how will people spend their free time in the future, or what will holidays be like in the future. Learners can write and/or draw their ideas.</li> </ul>

**Contributed by**

Rachael Ro, Edited by Suzanne Mordue

**Illustrations by**

Karen Elliott

**Appendix 1 – Description of picture 1B**

In the middle of the picture there's a girl sitting on a sofa. I think she's in a living room. She's holding a tablet. There's a cushion next to her on the left and a schoolbook on the right.

On the wall behind the girl there's a photograph. I think it's a photo of the girl and her mum. In the photo, there's a tree next to the mum and the girl is holding a cat.

In the top left of the room, there's a mini helicopter! It looks like a flying bubble. Inside there's a sleeping cat.

In front of the sofa on the right, there's small a robot dog! In front of the sofa on the left, there's a small table. On the table there's a big robot eye.

Next to the sofa on the left, there's a tree. There are some pears on the tree. But it's not a real tree, it's a hologram. The robot eye on the table is projecting it.

Look at the photo on the wall again. Next to the photo on the right, there's a window. Outside the window there's a flying car. It looks like a small spaceship, and you can see two people inside. You can also see some buildings. There are trees growing on top of the buildings.

Next to the sofa on the right, there's a special cupboard with vegetables growing inside it! In the top part of the cupboard, there are tomato plants and in the bottom part of the cupboard, there are carrots.

Finally, there's a lamp above the cupboard. It's coming down from the ceiling. There's a light, of course, but it's also raining from the lamp down onto the cupboard!