

02 SOCIAL
SCIENCES
ACTIVITY
BLOCK

Building a discussion on the future of education

DESCRIPTION

In this Activity Block, learners will explore their ideas about what the future of education will look like in preparation for a dialogue on this topic.

LEARNING OBJECTIVES

By the end of the activity block, learners will:

- Practise active listening and provide feedback to their peers while sharing their own stories.
- Develop their own vision of the future of education by thinking critically about the change they want to see.



DIALOGUE SKILLS



Active listening

Learners are able to provide descriptive feedback about why what they are reading/hearing is of value to them and the dialogue.



Global communication - Sharing

Learners are able to use 'I' statements to share about their own personal experiences and perspectives and avoid speaking on behalf of other individuals and groups.



Reflection

Learners can reflect on the experience of dialogue and say what they have learned from others and about themselves, including any ways the dialogue has helped them to shape new perspectives.

AGE GROUP

13-17

DURATION

110 minutes

RELATED SUSTAINABLE DEVELOPMENT GOALS



QUALITY
EDUCATION
(SDG 4)

FURTHER RESOURCES

- [Essentials of Dialogue](#)
- [Quality Education](#)

PREPARATION

Listen to Me!

DURATION

20 minutes

Learners will prepare for a dialogue by developing the skill of active listening and offering feedback to another peer based on what they hear.

1. Pair the learners, allowing them to work with someone at their desk, their usual partner, or a person of their choice.
2. Explain to the learners that one will take on the role of the speaker, while the other will be the listener. The speaker will have a minute to express their ideas on what education means and looks like to them. The listener will have 30 seconds to provide feedback. Speakers can refer to concise prepared notes (a few bullet points, not a script). The listener should be prepared to listen effectively, considering the qualities of a good listener and then offer focused individual feedback, completing a sentence like "I was interested in...". As a teacher you can model the instructions to the students before the exercise.
3. When the time is up, encourage students to:
 - **Reflect on their exchange (talk about what you observed, felt, and learnt).**
 - **Provide positive feedback to their partner (either a simple "you were great" or finish the sentence "I enjoyed working with you because...").**



MAIN ACTIVITY

Imagining the Future of Education

DURATION

60 minutes

After practising active listening and providing feedback, participants will explore their perspectives on the future of education.

1. As an icebreaker activity ask the learners to come to the board and write a few words about what they imagine the future of education will look like.
2. After the learners have shared their ideas, ask them the following questions:
 - **What needs to be included in your idea of education in the future?**
 - **What should the role of teachers, school staff, and parents be in the education process?**
 - **How can students manage their own learning process?**
 - **How do you imagine you should be evaluated and graded?**
 - **What type of activities should there be so that you can learn skills to build a sustainable future?**
3. Learners can come to the board and complete the ideas they have written based on what they have heard from the previous questions round.
4. After reflecting on the ideas that are on the board, learners should work in groups of 4-5 members to complete *Imagining the Future of Education worksheet* (see Appendix)



5. Once finished, each group will have 2-3 minutes to share some of the elements they have stated as part of their version of the future of education.

6. As they participate, write down on the board the ideas they are sharing. Ask them to reflect on:

- **Why do you think these changes need to be made?**
- **What benefits would these changes bring to build a more sustainable future?**
- **What needs to happen for these ideas to become a reality?**
- **What do you think are the main factors that could shape the future of education?**
- **What skills should you be learning to have a better future?**

DIALOGUE ACTIVITY

DURATION 20 minutes



Now that learners have shared some of their ideas on the future of education, they can engage in a dialogue on education. Be sure to remind participants to practise sharing about their own identities and experiences, ask each other questions, and build on the topic to go deeper in conversation.

Use these agenda questions to help learners prepare and support the dialogue:

- **What are your own experiences of education both now and in the past? How has it impacted you?**
- **What would you like to learn about the educational experience of others in different contexts?**
- **What are your hopes for the future of education? What would you like to see change and why?**

REFLECTION ACTIVITY

DURATION 10 minutes

When you have completed a dialogue with your learners, take 10-15 minutes to debrief the experience and reflect on these questions:

- **What was the most important thing I learned?**
- **What was the most important idea I learned from listening to my classmates' opinions?**
- **What questions do I still have?**

Ask 2-3 learners to share one of their most important learning outcomes from this Activity Block.



IMAGINING THE FUTURE OF EDUCATION

Instructions: In groups, think about what learning is like in the future and how education will look ten years from now. Write down your ideas in the graphic below.

