

Our school in the future

Purpose

- To think beyond the confines of day-to-day reality.
- To develop a vision of the ideal school of the future, from individual to group level.

Description

A guided vision is used to allow pupils to think about their ideal school.

Curriculum links

KS3 Citizenship: Developing skills of enquiry and communication

2c: Contribute to group and exploratory class discussions, and take part in debates.

KS3 PSHE: Developing good relationships; breadth of opportunities

3k: Communicating confidently with their peers and with adults.

4a-d: Taking responsibility, feeling positive about themselves, participating, making real choices and decisions.

KS3 English: En1- Speaking and Listening; Group discussion and interaction

3a: Contributing to group discussions.

3b: Taking account of others' views and modifying their own views in the light of what others say.

KS3 Art and design: Investigating and making art, craft and design.

2a-c: Investigate and manipulate materials and images, design and make artefacts.

Resources

- It is a good idea to play some calming music in the background to aid concentration. If so, you will need a suitable tape or CD and player.
- Ensure the pupils have space to sit apart from each other, on a chair or on the floor.

Preparation

Adapt the script to one that suits your school context, pupils etc. For example, you will need to decide how far into the future you want them to go. It is a good idea to let other colleagues know you are going to do a guided visioning, and even put a sign on the door to ensure you are not interrupted during the process. If you are planning to do this with other classes in your year group, or one from each year group, you will need to liaise with the other staff responsible.

You may want to do a relaxation activity first.

Procedure

a **Read through your guided vision script.**

b **Discussion:**

Ask pupils to work in small groups, ideally with others they know less well. Ask them to compare notes about their ideal future visions, especially issues they have in common. After about 10 minutes, ask them to make sure everyone has had a say and to start noting down any points in common.

c **Sharing visions:**

Ask each group to share the issues they had in common, but also explore where people had very different visions. You may like to write the issues up on the board / flipchart under different

headings such as travel to school, school grounds, smells, sounds, etc. Ask them what they have learned from this exercise, and what they would like to do next.

d **Developing the visions:**

Agree how you will develop the visions. Pupils may work individually or in groups to bring their visions to life e.g. drawings, paintings, 3D models, computer designs, etc.

If more than one class does the exercise, you may like to display the different visions to other members of the school community and get people to vote on their favourite features. You may then decide to continue with a mapping exercise (e.g. see 'Mapping your school environment').

Teacher aid: Guided vision example script

“In a moment I am going to ask you to close your eyes and imagine what you would like a typical day at school to be like in 20--. Imagine you are *the same sort of person* you are now, and the *same age* you are now, and imagine that you are still going to this school. And you’re to imagine what you’d realistically *want* the future to be like - we’re not after sci-fi fantasy, or what you *expect or fear* – it’s the best you might realistically *hope for*.”

First please make sure you are sitting comfortably - move around / lie on the floor if you like. Now shut your eyes.”

If a few pupils are not playing the game, say

“The magic only works if you shut your eyes. If you don’t, you’ll be left sitting here listening to me while everyone else goes off on a magical mystery trip.”

If any still don’t shut their eyes, don’t get sidetracked into a battle of wills, ignore them and press on. Don’t joke during the visualisation itself: this will break the spell.

“So: imagine you are being whisked away in a magical time capsule to your ideal school in the year 20--. I’d like you first to imagine you have got up, got ready and travelled to school. How did you get there?” (Pause)

Pause long enough for people to imagine an answer. Each of these pauses is only ten to thirty seconds, but might feel much longer. You can judge the right length by imagining your own answer to each group of questions before moving on.

“You arrive at the school entrance: What do you see? (Pause)

What do the buildings look like? What do the grounds look like? (Pause) What can you hear? (Pause)

How does the air smell? (Pause)

What are you doing before lessons start?” (Pause)

“Now imagine you are going to start lessons - you walk to your classroom. What do you see on the way? (Pause)

You have a lesson in your classroom. What is it like? How are you learning?” (Pause)

“Now it’s break time and you can go outside. How do you feel? (Pause)

What is it like outside? Where can you go? What can you do?” (Pause)

“After break, it’s your favourite lesson. The teacher says you are going to work outside. You go out for the lesson. What are you doing? What are other people doing?” (Pause)

“Now imagine its lunchtime. Where do you go? What are you eating? Where has it come from? How was it prepared? How are lunchtimes organised?” (Pause)

“Now imagine that the formal school day is over and it’s time for after-school activities. What are you doing? Where? With whom?” (Pause)

“Now your day is over, you’ve gone back to bed and the magic time-capsule is bringing you back: you’re landing with a bump back in this classroom in ----- on a (month) (day) (morning / afternoon) in 20--. Now you can open your eyes again (and go back to your seats).”

Adapted from Sustainability training pack for officers in local authorities
(Local Government Management Board / World Wide Fund, 1998)