

Future learning

Important – please read

This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons and the accompanying PowerPoint has been designed to support the lesson activities.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are for guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

Topic

The future of schooling for primary-aged children

Aims

- To help learners address any changes that have taken place and those which may happen in the future
- To practise language for describing and comparing and discuss advantages and disadvantages
- To develop listening, reading and writing skills
- To identify and use *will* for saying what we feel sure about the future
- To give learners an opportunity to imagine a positive future

Age/level

Older primary (9–11 years)
CEFR level A2 and above

Time

90 minutes or two shorter lessons

Materials

- The teacher will need the accompanying PowerPoint, the picture descriptions document and the link(s) to any online tool to be used in stages 4 and 10.
- The learners will need a pen or pencil and paper or a notebook.

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.

Checklist for online teaching

Make sure you are familiar with the online platform you are using

- Have you tested your microphone and camera in the platform to make sure they work with it? A headset with a mic is usually better than a device's in-built speakers and mic.
- Do the learners need a URL or code to join the class? Do they all have this?
- Do you know how to share what is on your computer screen so that the learners can see it?
- Do you know how to mute the learners' microphones if you need to?
- Do you know how to use the 'breakout rooms' if the platform has this facility? Is this enabled?
- Does the platform have a 'raise hand' button that the learners can use to indicate they want to speak? You can also use this function to get them to indicate if they can hear you or see what you're showing on the screen, or to hold a quick vote!
- Do you know what the platform looks like from a learner's perspective? It may look different or have slightly different functions compared to the teacher's view. If you use screenshots to explain to learners where to click on something, make sure they're taken from a learner's perspective.
- Do you know how to troubleshoot some of the technical issues that you or your learners might experience with the platform? Does it make a difference if they are accessing the platform from a mobile device or a certain browser?
- Do you know if your learners' parents or another adult will be available during lessons to help them resolve technical issues?
- Have you considered safeguarding and child protection issues? For example, you may wish to insist that learners do not record the lessons.
- Most online platforms have support videos or tutorials available online. Have you looked at these?

General tips

- Make sure you have explained to your learners (and ideally a parent or another adult if they can be around during lessons) about how to use the basic functions of the platform, how to troubleshoot issues and how to check their settings. This could be done in an initial lesson where you practise using the different buttons and teach them the things to try if there are technical or connection issues. This is also a good opportunity to teach them the language connected with the platform, such as 'mute', 'breakout room', 'refresh', etc., which they will need each lesson in order to follow your instructions.
- Make sure you have explained to your learners the rules and the behaviour you expect during lessons, such as patience, respect for each other, writing only relevant things in the chat, etc.
- Always check your microphone and camera before each lesson and check with each learner at the start that you can hear and see each other, and that they can see what you share on the screen.
- Make sure all the learners know they must arrive on time and what they must bring, such as their notebook and pencil case. Many online learning platforms have a virtual waiting room. It's a good idea to tell your learners to join the class at least five minutes before it begins to avoid disruption.

Procedure

Before the lesson	<ul style="list-style-type: none"> • Prior to the lesson, decide on some statements to make for stage 1. • Before you start the lesson: <ul style="list-style-type: none"> - Test your microphone and camera to make sure they work. - Make sure that you have the accompanying PowerPoint open and shared.
At the start of the lesson slide 1	<ul style="list-style-type: none"> • Welcome the learners as they arrive: <ul style="list-style-type: none"> - Check that you can all hear and see each other. - Check that they can see the first slide. - If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you. • Tips: <ul style="list-style-type: none"> - Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as to say what they've done that week. - Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that if possible they use a headset with a mic rather than their device's in-built speakers and mic.
1. Warmer (5 minutes) slide 2	<ul style="list-style-type: none"> • Tell the learners that you are going to say some sentences, and they have to do an action depending if they agree or disagree. <ul style="list-style-type: none"> - Decide together what actions they will do, e.g. standing up, turning around, dabbing left or right, crossing their arms, etc. • Make a few general statements about school, such as <i>School is important</i>, <i>School now is better than when my parents were at school</i>, <i>I like going to school</i>, <i>I get too much homework</i>, etc. The learners do the corresponding action depending if they agree or disagree.
2. Introducing the topic (5 minutes) slide 3	<ul style="list-style-type: none"> • Ask learners to say what they can see in each picture on slide 3 and elicit or feed in the vocabulary they need to describe the picture. • Confirm where the children in the picture are (at home and at school) and what they are both doing (learning).

**3. Drawing
dictation (10
minutes)
slides 4+5**

- Ask the learners to look at the picture on slide 4 and 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.
- Tell the learners that they are going to listen to you describe the whole picture, and they need to try to draw it on some paper.
- When the learners are ready, read out the description for picture 1.
 - Consider in advance if there is any language in the description that your learners might need support with and adapt if necessary.
- After the learners have drawn, ask them to hold up their picture up to the camera.
- Show the whole picture on slide 5. Allow the learners to compare it with their own and then invite them to say something that's the same or different between them.

**4. Reading (10–
15 minutes)
slides 6+7**

- Ask the learners to look at the picture on slide 6. Again, explain that this is only part of a bigger picture and ask them what they think they might see in the whole picture.
- For this activity the learners will ideally work in pairs in breakout rooms, if the platform you're using has this function, and your learners are comfortable and responsible when working in breakout rooms. However, it can also be done with learners working individually.
- Tell the learners you are going to give them some sentences that describe the whole picture and they need to read the sentences and work with a partner to draw it.
 - There are lots of online tools you could use for collaborative drawing, but it could be as simple as a Google Drawing, which has limited functions and is therefore easy to use. If you create blank ones in advance and change the sharing settings, you can simply give the learners the link in the lesson.
 - Demonstrate the activity first by opening a new file in the tool you are going to use, e.g. a new Google Drawing, and showing them how it works.
 - Alternatively, depending on the platform you are using, the learners could draw together on a shared blank screen using an annotate function, or you could pair keen drawers with not-so-keen drawers and one dictates the sentences for the other to draw on paper.
- Copy and paste the description for picture 2 into the chat where learners will be able to see it even when they are in the breakout rooms.
 - Consider in advance if there is any language in the description that your learners might need support with and adapt if necessary.
- You may wish to remind the learners of the 'breakout room rules' before you move them there, for example speaking English only, staying on task, etc.
- Put the learners in the breakout rooms and if relevant give each pair the link to the place where they are going to draw by putting it in the chat.

	<ul style="list-style-type: none"> • Visit each breakout room as soon as possible to make sure the learners in each pair have been able to open any links and are working together. <ul style="list-style-type: none"> - If your platform has the function, turn your camera off while you monitor so as to disturb the learners less when you enter a room. • Before you bring learners back to the main room, visit each breakout room briefly and announce that they have two more minutes before you will bring them back. <ul style="list-style-type: none"> - If the learners are drawing online, you might need to screenshot or download their work before you bring them back. • After two minutes, bring all the learners back. Display their work by screensharing or ask them to hold up their picture to the camera if they drew on paper. • Show the whole picture on slide 7. Allow the learners to compare it with their own and then invite them to say something that's the same or different between them.
5. Comparing scenarios (5–10 minutes) <i>slide 8</i>	<ul style="list-style-type: none"> • Ask the learners to look at the pictures together on slide 8. The learners take turns to say something that's different between the pictures and ask their classmates which they prefer. For example, <i>In picture 1 there's a robot dog but in picture 2 the robot is like a person. Which robot do you like more?</i> • If you have a lot of learners in the class, you might like to do this activity in smaller groups in breakout rooms, if the platform you're using has this function, and your learners are comfortable and responsible when working in breakout rooms. Learners can then report back about their group's preferences.
6. Discussion (5–10 minutes) <i>platform whiteboard or blank document</i>	<ul style="list-style-type: none"> • Confirm that the pictures are set in the future. • Ask the learners to imagine what learning is like for the two children in the pictures and elicit some ideas to write on the whiteboard (if the platform has one) or on a blank document that you screen share. For example: <ul style="list-style-type: none"> - How do the two children learn? <ul style="list-style-type: none"> ▪ 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? ▪ 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? - 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. <i>hygiene, pandemic control, homeworking</i>? - How do the two children spend their break and lunch times? Is it different from each other or from how children spend them now?

<p>7. Writing (15–20 minutes) slide 8 platform whiteboard or blank document</p>	<ul style="list-style-type: none"> • 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, for example, <i>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 ...</i> • Refer the learners back to the ideas on the whiteboard/document 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. • Help the learners plan their writing, for example by getting them to write headings in their notebooks (e.g. <i>name and age, way of learning, timetable, break times, anything else interesting</i>) and make notes under the headings of what ideas they have chosen from the whiteboard/document (or their own ideas). • When the learners are ready, they can start writing. <ul style="list-style-type: none"> - To monitor, ask learners to show you their work for feedback after every few sentences or paragraph, rather than showing you it all when they've finished, in order to help stagger the checking and feedback process. - Fast finishers could take the relevant picture and add more detail to reflect what they wrote as an illustration to their writing. • When they've finished writing, learners can read out to the class the part of their writing that represents their favourite part of that child's school day. • To give full feedback, ask the learners to send you a scan or a photo of their work after the lesson. If feasible, you could also post their work on a virtual 'wall' using a tool such as Padlet and set a homework task for the other learners to read and leave a comment saying what they like most about that child's school day.
<p>8. Discussion (5–10 minutes) slide 8</p>	<ul style="list-style-type: none"> • Ask the learners to look again at the pictures together on slide 8 and ask them which scenario they prefer and why. What are the advantages and disadvantages of each? <ul style="list-style-type: none"> - 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. - 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. • 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?
<p>9. Language focus (10 minutes)</p>	<ul style="list-style-type: none"> • Write some of the learners' ideas from the previous discussion as sentences on the whiteboard (if the platform has one) or on a blank document that you screen share,

**platform
whiteboard or
blank document**

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.

- 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 are about the future and explain that we are saying what we feel sure about, or predicting for, the future.
- Write some prompts on the whiteboard/document 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?*
- Now ask the learners to think of some other questions and get them to ask each other, helping them with the question form if necessary.
 - If you have a large class, you might like to do this activity in smaller groups in breakout rooms, if the platform you're using has this function, and your learners are comfortable and responsible when working in breakout rooms. Learners can then report back about their group's answers.

**10. Project (15–
20 minutes)**
**platform
whiteboard or
blank document**

- For this activity the learners will ideally work in breakout rooms, if the platform you're using has this function, and your learners are comfortable and responsible when working in breakout rooms. However, it could also be done as a whole class activity or as an activity that learners do individually outside of class time.
- 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 whiteboard (if the platform has one) or on a blank document that you screen share.
- Tell the learners that they are going to work together in a group to discuss and agree what the perfect school 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. Ask them to write the categories in their notebooks and tell them that they will need to write notes there about what they agree for each category.
 - You may wish to remind the learners of the 'breakout room rules' before you move them there, for example speaking English only, staying on task, etc.
 - If your platform has the function, turn your camera off while you monitor so as to disturb the learners less when you enter a room.
- Before you bring learners back to the main room, visit each breakout room briefly and announce that they have two more minutes before you will bring them back.
- After two minutes, check they have finished making their notes and bring all the learners back.
- Tell the learners that they are now going to work together in their group to make an online poster about the school. Explain that the poster will have different parts for each category they discussed, e.g. *way of learning*, with sentences and a picture.

	<ul style="list-style-type: none"> - There are lots of online tools you could use for making the poster, although if you used an online drawing tool in stage 4, it might be preferable to use the same one. If necessary, demonstrate again how to use it or how to use additional functions such as writing text and drawing shapes, and how they can arrange these on the canvas to make their poster. - Explain that they will need to discuss with each other in the breakout room to agree who is going to write and draw what parts. • Put the learners in their groups in the breakout rooms and give each group the link to the place where they are going to make their poster by putting it in the chat. • Visit each breakout room as soon as possible to make sure the learners in each group have been able to open the link and are working together on the poster and monitor regularly. <ul style="list-style-type: none"> - Before you bring learners back to the main room, visit each breakout room briefly and announce that they have two more minutes to finish their poster before you will bring them back. • After two minutes, bring all the learners back and then screen share each poster. • Ask learners to say one thing they like about each of the other groups' posters.
11. Setting homework (5 minutes) <i>open class</i>	<ul style="list-style-type: none"> • 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. • Alternatively, ask learners to imagine they can write to the principal of their current school to request some changes. What would they ask for? For example, would they ask for different ways of learning, such as online for some days a week, or to study different subjects? Learners can write an email and say why each change they suggest would be a good thing for the learners and the school.
At the end of the lesson <i>slide 9</i>	<ul style="list-style-type: none"> • Praise the learners for their participation and work and tell them you're looking forward to seeing them again in the next lesson. • Make sure they know how to exit the platform and wait until they all leave before leaving yourself.
Further ideas and resources	<ul style="list-style-type: none"> • If feasible, you could ask the learners to send you a scan or a photo of their homework, and you could post it on a virtual 'wall' using a tool such as Padlet. • The LearnEnglish Kids website has a variety of resources on the topic of school: https://learnenglishkids.britishcouncil.org/category/topics/school

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