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FINAL DEGREE PROJECT

Imagining the future in primary education:
Images of the future of sixth grade students.

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ABSTRACT:

This final degree project presents a qualitative study of 6th-grade students' Images of the Future in Barcelona and discusses incorporating Education for the Future in schools. Its objective is to identify and analyze students' Images of the Future to create a base for teaching Future Studies to children.

Inspired by Anguera (2014) and Anguera and Santisteban (2016), data were collected through classroom observation, written activities, drawings, and a focus group. Students' representations of the future were analyzed using four categories: sustainable, catastrophic, technological, and continuist.

The results show a clear contrast between students' personal and collective visions of the future. They express optimism regarding their personal futures, with professional, emotional, and economic success. In contrast, their visions of the distant collective future are influenced by technological progress, with catastrophic views of the environment, war, and economy. None of the representations from the first two activities included critical reflection on their impact on humanity or actions, as they focused on descriptions of the future. Only during the focus group did students show critical reflection on possible future scenarios and ways to prevent problems.

These findings show the importance of introducing Education for the Future in schools and creating spaces for critical reflection for a more sustainable future.

KEY WORDS: Education for the Future, Future Studies, Images of the Future, Children's perspectives, Primary Education.

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INTRODUCTION

Nowadays, in the world we encounter a complex situation regarding the global economic and social context, due to fast changes that affect our environment and surroundings, provoking uncertainty regarding the future, so there is a necessity to balance this change and permanence (Anguera & Santisteban, 2016). This fact affects all of us, and we should be prepared to face it and act accordingly, including young children, because as Hicks (2002) states, pupils now in education will become parents, voters, workers… So how are they being prepared for these responsibilities?
Education is the main tool for this preparation, therefore, teachers confront the challenge of educating the students for this world and its participation in it, all through curricular content and moral development (Anguera & Santisteban, 2016). They have the responsibility to prepare the students not only to adapt themselves to the changes, but also to understand them, question them and actively act in the construction of the future.
Reflection on the future in the primary education classrooms implies global, local and personal dimensions being treated in an interconnected way, in order to educate responsible citizens with the ability to consider different scenarios and take actions which will lead to more just and sustainable ways of living (Hicks, 2006).

So we encounter the necessity of educating the future citizens to be critical thinkers, compromise with their surroundings and participate in a democratic society in order for the future of this world to become better, but we face a lack of investigation and information on how to do it.
That is why the objective of this Final Degree Thesis is to identify and analyze the Images of the Future of primary students in order to create a base to teach Future Studies to the children. Because in order to address the future in the classrooms, we need to know what children think about it nowadays, to talk deep into their biggest concerns.

THEORETICAL FRAMEWORK

In the field of Future Studies, there is a lack of investigation regarding what to teach and how. So there is a need to do research in order to know what the students' images are regarding the future, and to address it accordingly inside the classrooms.

Anguera (2014) states “In secondary school the children create and consolidate their image of the future, and there so, if we do not give them alternatives and adequate preparation, the social representations fall into the hands of the media (...) which might make education difficult for the preparation and the democracy”. Means that it is key to teach the students and give them resources

to contrast and create an image of the future that encourages their participation in it, because infants gather data from what they have around and there is a need to make sure that they receive all the information and know how to transform it.

As Hicks (2002) wrote, in not many years, the students will become parents, workers, voters… citizens of the world, and we need to prepare them for these responsibilities and help them to think critically about the future (...) in order to lead them to a more sustainable world, so it is vital that the curriculum contains a futures dimension.

And there is a project that insists on a democratic education for the future through social sciences, but if you take a look through all the curricula in Spain, the future, as an object to study, is barely seen in the documents (Anguera & Santisteban, 2014). So the educational system still focuses a large part of attention on content regarding the past and the present, leaving aside critical reflection regarding the future and the possibilities of social transformation.

A research in Catalonia

The last study in Catalonia regarding what the children's ideas of the future are, was made 10 years ago by Anguera and Santisteban (2016) and it is called *Images of the future: Perspectives of Students from Barcelona*.

For starters, they address that the world nowadays is characterised by a turbulent and unsetable social and economic context (chaos, complexity and contradiction), and teachers have to prepare students for this constantly changing world, giving them tools to be active agents and improve society. So education can not only focus on the transmission of knowledge, but it also has to encourage critical, ethical and participative competences.

The authors bring light on the fact that there is a lack of future presence in the curricula, which can negatively affect the infants' capacity of imagining future alternatives. The educational centers should create images of a better future, personal representations of what is yet to come, to counterbalance the ones seen in other places, like, for instance, the media, that tends to show visions of a catastrophic and technological future, or the literature and cinema, that they place the example of Matrix, where everything is ruled by machines.

And Anguera and Santisteban (2016) explain that these representations appear to have a negative influence on young people's participation in democratic life, because why act in the world if it is going to be a mess either way.

The article proposes a Conceptual Approach to Education for the Future that links ways of representing and interpreting the future and the future in the historical and social thinking and temporality, taking into account the individual and the collective images.

In the first place, they differentiate futures for their proximity, the near (which determines imminent actions), the medium (next 20-30 years) and the distant (more than half a century (Von Weizsäcker, 1970)). And then for its likelihood, with the possible, probable and preferable.

These collective and individual images can be: sustanaible, meaning that they focus on a more just and equilibrated future. Catastrophic, which shows scenarios of chaos. Technological, that projects a scientific advance. And continuist, with a future similar to the present.

Their theoretical framework also highlights the importance of recognizing that the future can not be understood without connecting it with the present and the past, so we need historical and temporal consciousness to be able to make accurate decisions by relating what happened with the actual consequences and what could occur in the future. That is why the school should encourage and work on the capacity of establishing relations between change and continuity.

Finally, in the conceptual map, they explain three forms of studying historical evolution: determinism, everything is already written. Chance, everything is unpredictable, so we choose to trust. And Social action, people are responsible, through their actions, for all changes and continuities. This last one could be the most adequate one for education, as it promotes responsibility and active participation in the construction of the future.

The empirical research was conducted on 176 students in the fourth grade of secondary education through questionnaires, focus groups, written work and observation, in order to answer four questions regarding the adolescents' images, how to categorise them, how to introduce the future in social sciences and if the students' images are modified after working on it through different lessons.

It was divided in two parts, the first one had the objective of researching the students' images of the future, through questionnaires. And the second part was a development and implementation of a didactic method in education for the future.

The results showed that the students have different perspectives of the global future and the personal one. The first one's ideas tend to be pessimistic or catastrophic, and the second one seems to be more optimistic, as they thought that their personal future would be good. Results that show the need for education for the future, as the students have hopeless and contradictory images of the future (Anguera & Santisteban, 2016).

METHODOLOGY

Context

Due to this lack of investigation, I decided to do a research similar to the one made by Anguera and Santisteban (2016) in a public primary school in Barcelona, because I think that it is important to revise the students' representations of the future to value possible changes of opinion because, due to this changing world, a lot of things have happened in the last 10 years.

I will collect qualitative data by asking questions, doing reflections, among others in a group of 26 students in the 6th grade.

The researched classroom is located in the school El Sagrer, in La Sagrera neighborhood, Barcelona. It has 400 students, most of them from the neighborhood, with which the school has a close relation, as It participates with associations and groups in it, creating a bond through social interaction.

The school has been having a progressive increase of new students from other countries, because the neighborhood is also receiving newcomers, raising the cultural diversity in La Sagrera with an important percentage of families in a vulnerable spot socially and economically.

The classroom, of 14 girls and 12 boys, has 17 students with different educational needs, like dyslexia, Specific Language Impairments, autism, among others.

The infants are characterised by being a quite childish group for their age, as you would expect the typical defiance of preadolescence, of course, some of them are starting with the rebellion, but they get neutralised by the rest of the classmates.

It is a participative classroom, as there are always the five students that rise their hand to talk, and from that point the rest start to also want to say something, which creates a good moment to do a debate or a reflection, but It has to be guided by a teacher, as they need questions to answer in order to fabricate their own ideas and engage into a dialogue with the rest of the classroom.

And when it is the moment of explanations, the children are quite attentive to the explanations and asking questions in order to understand everything, but the lessons are slow, and it is rare if one day that there is enough time to finish what was planned.

It is also a group that does not like to work autonomously, as they need validation constantly to make sure that they are answering correctly, if not they get anxious not knowing what and how to answer, so

they ask It to the teacher or check with the classmate next to them, helping to each other, that is why the educator already prepares the activities that allow them to work cooperatively.

It is important to highlight that they already talked and worked on the political system, and are very engaged with democracy, which is one of my concerns with the need of teaching for the future, as is seen in Anguera and Santisteban (2016) study, some of the students thought that the future was going to be catastrophic so there was no need to participate in a democratic society, as bad things would happen regardless of their opinion.

Data collection and analysis

The data will be collected through observation of the classes, the students' activities along the lessons and notes from a debate, creating a triangulation, and analyzed with grounded theory, creating a theory from the data gathered through the research.
All of the images will be categorized between catastrophic, sustainable, technological and continuist ideas, as Anguera and Santisteban (2016) did.

Three sessions will be done, in the first one (see annexes), the children will write a letter to their future selves by following a template, asking them to talk about their job, where will they live, their income, who they will be living with…
Influenced by Pages and Santisteban (2008) ideas, Anguera (2014) creates an activity that inspires the second lesson (see annexes) of this sequence, where the children will draw some simple images, comparing what they think that the distant future will look like against nowadays through different topics such as technology, health and social organization.
And finally, I will gather ideas from the children through a focus group, creating a debate among a few students for them to expose their thoughts and analyse altogether the different ideas.

Lesson	Activity	Data collection instrument	Ethical aspects to take into account
1	A letter to our future self	Observation of the session, noted in a field diary and the student's work.	Ensure that no name is shown in the drawings or notes
2	Drawing the present and the future	Observation of the session, noted in a field diary and the student's work.	Ensure that no name is shown in the drawings or notes
3	Debate regarding the future	Observation of the session, noted in a field diary and voice recording	In case of voice recording, authorisation will be needed.

RESULTS AND DISCUSSION

Next, I will present the results gathered through the activities mentioned previously, including the letter to our future selves and the drawings comparing today to 150 years from now, which all the class participated in. And finally, the debate was done in the focus group, with a few students.

These results are analyzed following the four categories of individual and collective images that Anguera (2011), and Anguera and Santisteban (2013) established after various research projects, which are: sustainable, catastrophic, technological and continuist, already defined in page 6.

Results of: a letter to our future selves

In these letters written by the students, a general sustainable and continuist vision of their own future can be seen. All the participants imagined a happy life, with optimistic views regarding their future job, economic status and family. A big number of them wrote that they are going to have a position of employment related to their actual interests, like being a veterinarian, a doctor, a mechanic, a pastry chef or a journalist, while other ones said that they are going to create their own enterprises.

In relation to their salary and economy, the majority of the children think that the living cost will be more expensive (note the drawings), that everything will cost more, but this perception does not affect their perspective of their own future, as almost all of the students believe that they will have enough economical stability to buy properties, travel and maintain a comfortable lifestyle, having everything they need. Even some of them state that they are going to be millionaires or that they will have different properties in their name.

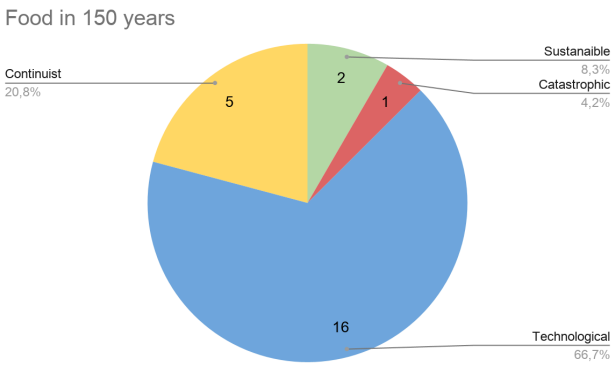
Only two out of the twenty-seven students showed some worry regarding access to housing, relating it to the actual rise of prices for buying and renting homes, specially in Barcelona.

Almost all of them expect to live with their partner and even children in a big flat or a house in Barcelona, to decorate and manage however they want, having a balcony and/or a garden. Only two of them expect to share a flat with someone, one with her best friend to have fun with her, and the other one with a flatmate to be able to live without his parents.

Thanks to the observations and the conversations held in the classroom, it was identified that the students project their future through two principal tendencies. On one hand, some imagine an idealised life, where they upgrade from their actual life; and on the other hand, certain students imagine the same life they have nowadays, but as adults, still enjoying the same activities they do at this time. This puts on evidence the influence of what they already notice in their daily life, movies and their familiar context, in the construction of their images of the future.

Results of: drawings of the distant future

The general lines of all the drawings show a tendency to a technological point of view but in values and environment. Because one of the most repeated aspects in the drawing is the existence of robots and advanced technology.

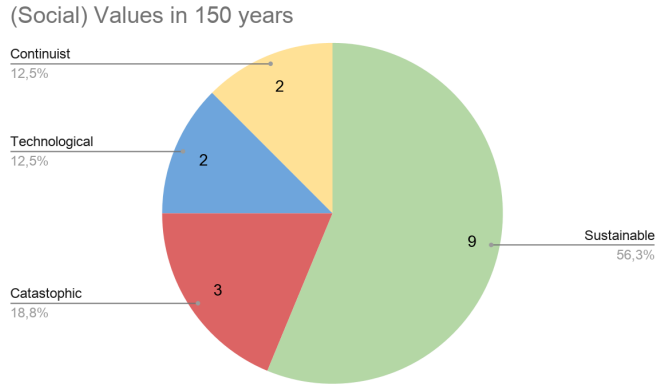


Regarding the food in 150 years, as can be seen in the graphic, a big part of the drawings can be categorised as technological, but inside technological, there are two visions, one where the food is the same but it is produced, cooked and served by robots, and the other where, thanks to a scientific advance, we will receive all the nutrients needed through injections and pills (see annexes).

All the drawings regarding transport in 150 years (see annexes for the graphic) but one fit inside the technological category. But there are two subgroups in it: the first one is all the students who agree on the fact that there will be the same methods of transport as nowadays but that they will fly.

And the other group agrees that there will be teleportation machines instead of cars, undergrounds, motorcycles…

I encountered a difficulty regarding the drawing about values, because even though I explained that they had to draw the society values, some of them thought that they had to do the economical value, which is why there are two graphics, for the different answers.



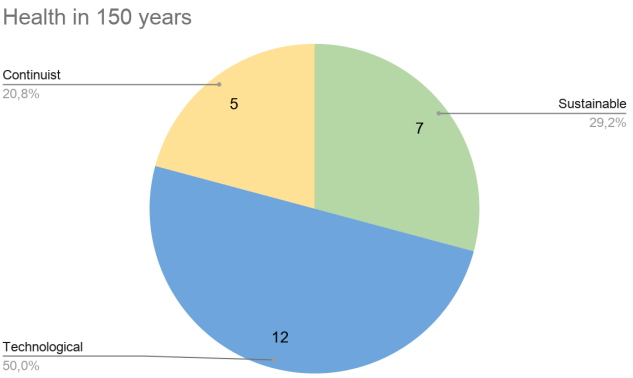
The infants who drew about social values regarding rights and creating a community, had sustainable visions, believing that in the distant future, every person is going to be accepted as they are.

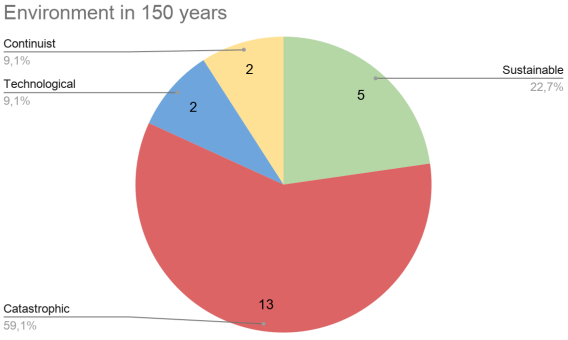
But, on the other hand, the children that drew about wars, almost all of them thought that there are going to be even more of them and with more lethal weapons, due to advanced technology, for instance, with robots as soldiers, controlled by humans through computers.

And regarding the economics in 150 years (see graphic in annexes), all the students who drew about it, thought that it is going to be catastrophic, as they think that everything is going to be too expensive, that the prices will become higher and unbearable.

One of the most repeated aspects among all drawings is the presence of advanced technology, which can be acknowledged in every topic. But inside the technology drawing (see graphic in annexes), there were two different opinions. The first group is the continuist students, who think that all the devices are going to become bigger and with more functions. And the second group thinks that there is not going to be a thing such as phones, but that there are going to be holograms everywhere for directions, that everyone will have intelligent glasses, and that there are going to be robots and machines that are going to do everything we want.

Some infants think that in 150 years everyone is going to be healthy, because thanks to science everyone will already be immune to all viruses, bacteria…
Other students agree that everything is going to be the same, but that the pills will have a good flavor and that they will be the only thing needed to get better, as some of them are afraid of needles.
Finally, half of the infants think that in 150 years there will be robots in the hospitals working as doctors, machines that will cure everything just by stepping in them, among others.





Regarding the environment, more than half of the class agrees on a catastrophic view, as they think that there is going to be almost no trees, as there will be buildings and factories everywhere, and that also we will use natural spaces to dump the trash, spaces that will end up without nature in 150 years.

Results of: Group discussion

The focus group shows (see annexes for the transcript) that infants have difficulty constructing their own future scenarios. When they are asked to talk about the distant future, they draw upon external references, such as movies, news, and what others say ; in fact, they are the ones who admit to these sources.

There is a difference between talking about their expectations for adulthood and imagining the distant future. When reflecting on their time ahead, they state that they discuss their desires rather than contemplating what can happen, taking into account the reality of the world, that is why they are so optimistic about it. However , after speaking and reflecting on various problems, they stated that if they wrote the letter again after the discussion, it would not be as positive but rather catastrophic.
For instance, some of the issues defined are the social and economic limitations of the future, with reflections on the cost of living and housing, wages, and the difficulty of achieving one's own objectives.
Then , when the discussion turns to society's future, they become concerned about pollution , excess technology, desperation for employment, and even human extinction, among other issues related to problems observed in the present.

Technology was the main topic of conversation, and after discussing it in relation to activity 2, they recognized it not as something completely optimistic, as they associated it with some risks, such as dependency, loss of autonomy, the disappearance of effort, or the replacement of humans by robots.
However, the students relate many of these identified problems to human behavior with technology, stating that these issues will come from human laziness, bad of technology, and people's lack of responsibility.

At the same time, a withdrawal of responsibility appears , as many of the infants affirm that they are and will be able to use technology correctly, claiming that these problems will be induced by other people.

Finally, the students admit that their images of the future are conditioned by the context in which they live, what they hear, and the cultural environment they share. They also identify the need to contrast different information and perspectives to avoid assuming the truths of what they perceive in their surroundings.

Discussion

As well as in the research held in 2016 (Anguera & Santisteban), the students presented some overlaps in their drawings, as they drew things that could fit into more than one category, which was a limitation that I encountered through this project, but at the end, there was always one characteristic that stood out in order to categorise it. And I also encountered a couple of images, from values and health, that I was not able to categorise.

Furthermore, like in the Anguera & Santisteban (2016) study, there is a significant difference in the opinions regarding their own future and the thoughts about the distant future.

Regarding the results, while they perceive their own future with optimism, within the continuist and sustainable categories, the collective future in 150 years is imagined quite differently, with uncertainty, including technology in all areas and with environmental and societal issues.

hey are part of a generation that is completely immersed in technology, relying on it to do almost everything, therefore, they imagine that the future is going to be surrounded with technological tools to make human life easier. And, as Anguera and Santisteban (2016) note, the media, such as movies, are also showing a technological future with images similar to the ones the infants drew during the second activity, which gets confirmed through the group discussion.

For instance, to make their life easier and look out for their own sake and interests, some of them drew that in the future everything would be cured with pills, that is because they are afraid of needles, so they are imagining a future where this fear does not exist. And interestingly, technology appears as an instrument for us, and not as a threat, with robots ruling the world as some video games and films show. The infants state in the group discussion that the consequences of technology will depend on people's usage, saying that robots taking over the world will be because of human behaviour. But the students are sure that the issues that may come up, will not be due to them, as they say that they will use technology correctly, which shows a difficulty for the children to see themselves as part of the social processes that they criticise, putting the problematic conduct onto others' shoulders.

In addition, the sustainable results regarding social values are related to the fact that the infants have been learning about sexual diversity and how nowadays the acceptance of the LGBTQ+ community has been growing, so consequently they imagine that in 150 years everyone is going to be welcomed as they are.

I encountered a difficulty while doing the activities, because it was observable that many students were not able to imagine their future or the collective images by themselves, but they needed to check with their classmates what to do, or ask me constantly about what they should do, conduct that they

admitted in the group discussion, which shows that the children are not used to reflecting without guidance. So, in relation to the objective of this final degree project, creating a base to teach Future Studies, there is the need of working on the student's critical thinking abilities, as they are able to point out issues, but not to relate them with other consequences that may happen in the future, how it will affect our personal and collective life and how to act to prevent them from happening.

Also, to answer the objective, associated with the optimistic view of their medium future, it can be acknowledged the need to reflect, keeping in mind their stage in life, on the economy, inequalities, the labor world… For them to acquire a perception of the issues that can appear in adult life, which happened in the group discussion, where they were able to reflect on some problems of adulthood, to the point of saying that, if they did the letter again, it would be completely different, more catastrophic. This shows how the conversation is a tool to work on critical reflection, helping them to acquire knowledge and the capacity to identify issues.

CONCLUSIONS

With this final degree project, I was able to identify and analyze the images of the future of 6th-grade students, while simultaneously reflecting on the need to work on Future Studies within the educational field. Through the letters and drawings created by the children , I was able to highlight a dominance of visions about the future centered on technology, where robots, holograms , and scientific advances appear consistently in all topics over 150 years. However, all of these technological representations focus on the benefits and commodities it could provide to humans, without considering the possible social, occupational, or environmental consequences that could appear due to these advances, till the group discussion, which shows the need to address the topic in Future Studies.

In the letters to their future selves, an extremely positive vision of adult life is evident . Nearly all of the students believe they will have the job of their dreams, economic stability , and a completely happy and satisfying life. And that is because they started imagining their desired life, without taking into account the possible issues, observation which raises a reflection on the importance of gradually incorporating, in primary and secondary school, spaces to work on topics regarding the economy, social inequalities, access to housing and the labor market. And this takes more importance after the group discussion, as they stated that after the talk, the letter would be completely different.

Another relevant element observed in the classroom is the difficulty that many students demonstrate in imagining the future autonomously. They consistently search for advice, examples, ideas and/or validation from others, which indicates a lack of practice in critical reflection and the construction of

their own ideas, as the ones that they have come from what they have seen and heard and have assumed them as their own. This highlights the necessity of offering students diverse perspectives and information, with spaces for debate that allow them to develop critical thinking and formulate their own conclusions regarding various situations, such as the future.

I consider that the group discussion shows the need for the appearance of Future Studies in education. As it demonstrates that the children are not outsiders from the world, and acknowledge the actual debates of technology, sustainability and inequalities. But these ideas are influenced by external discussion, without much basis, therefore, there is the need to give the children information and different points of view for them to generate their own thoughts.

And even though I think my research has been successful, as it shows key aspects to work on in Future Studies, I have found some limitations while doing it.

First of all, which was completely out of my hands, is the lack of prior investigation and bibliography regarding children's images of the future, exalting even more the need to keep researching on the topic.

Also, a limitation beyond my reach, has been the lack of time that I encountered to do the activities, as the center already had things programmed and fitting the lessons for this research was complicated, more over taking into account that the end of the course in 6th grade is complicated, with transitioning to secondary school. And because of it, some students did the activities as fast as possible and without putting much effort into it, with little intention, and two of them did not finish the drawing on time.

Next is having only one context for this research. I believe that doing it in the last grade of primary education is an adequate decision in order to know what are the children's ideas regarding the future before starting secondary school, but to really identify and analyze all their ideas, it would be better to research in more than one context, as the infants in El Segrer come from a quite similar social, cultural and economical background, which limitates the diversity of experiences and perspectives. So applying the same research in different classrooms and schools, with diverse context is an improvement proposal.

To sum up all the research, this final degree project reaffirms the need to teach Future Studies to the children. Not as a way to predict what will occur, but as an educational tool to promote critical reflection, creativity and encourage the students to actively participate in the construction of conscious and sustainable futures. And to do so, it's required to do more investigation on the infants' images, thoughts and worries regarding the future, to adapt the teaching to their own requirements.

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ANNEXES

ACTIVITY 1: A letter to our future selves

UNA CARTA AL FUTUR JO

NOM:_____ DATA:_____

Escriu una carta al teu jo de 30/40 anys, explica-li com creus que serà la seva vida adulta.

REPASSEM! L'estructura de la carta:

1. Salutació:
Comença saludant a la persona que llegirà la carta, per exemple dient:

- Hola, jo del futur!

2. Introducció:
Explica qui ets i per què escrius aquesta carta, per exemple dient:

- Soc el teu jo d'onze anys i t'escric perquè vull explicar-te com crec que és la teva vida.

3. Cos de la carta:
En aquest paràgraf explica les teves idees. Més avall tens preguntes per respondre en la carta per guiar-te.

4. Acomiadament:
Acaba amb una frase final i firmant la carta, per exemple escrivint:

- Ens veiem en el futur!
  Maria de 6è.

RECORDA: Separar en paràgrafs!

PREGUNTES GUIA! Pots respondre-les per fer el cos de la carta, però pots utilitzar també les teves idees!

Vida personal - On viuries? - Com és casa teva? - Amb qui viuries? - En quina ciutat vius? - Viuràs sol/a? - Tindràs parella? -Tindràs fills/es? - Seràs feliç? Per què? - Què faràs en el teu temps lliure?	*Feina* - Quina serà la teva feina? - T'agradarà aquesta feina? - Quines seran les teves funcions? - Com seran els teus companys/es? - Treballaràs des de casa? En una oficina? Al carrer? …
Vida quotidiana - Com serà el teu entorn? - Com et mouràs? - Què menjaràs? - Com serà el teu horari?	*Finances* - Tindràs bona economia? - Seran els diners útils? - Com pagaràs? - Creus que tot serà més car?

RESULTS 1: Some examples of activity 1

Ai: In working in a field in their actual interests “No estic segura de que trevallare perque magrada fer planulsa de cases pero magraden mes els animal, llavors seria veterinaria de les que no operin perque em mareigo amb la sang. Algun dia em trucarien per revisar a un bebe tigre per mirar si esta be.”

AID: In being able to afford a flat “Tens un pis per a tú? Ara mateix són de molt cars aquí a Barcelona ciutat. Si no tens ho entenc, perque els preus no paren de pujar.”

Ro: Talking about sharing a flat “Tindré un bon sou, però per aqell moment no serà suficient, per això compartirè pis”

Ka: Idealising his future life “me compraria un coche deportiu i es un nissan gtr r34 i com en va comprar el coche en va quedar pobre yo de futur es va apostar la loteria i va guanyar 10 milions d'euros dons me vaig comprar una mansion de 5 millones.”

ACTIVITY 2: Drawings of today vs in 150 years

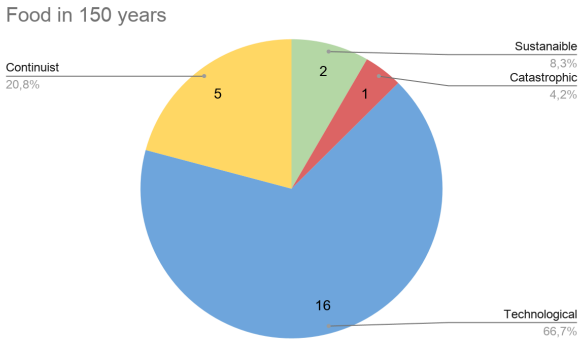
ACTUALITAT VS EN 150 ANYS

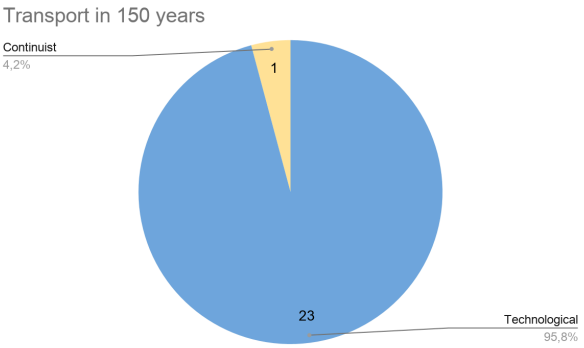
NOM:_____ DATA:_____

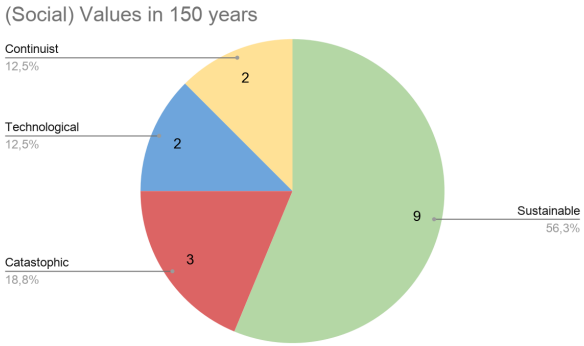
Tòpic	Actualitat	En 150 anys
Menjar		
Transport		
Valors		
Tecnologia		
Salut		
Medi ambient		

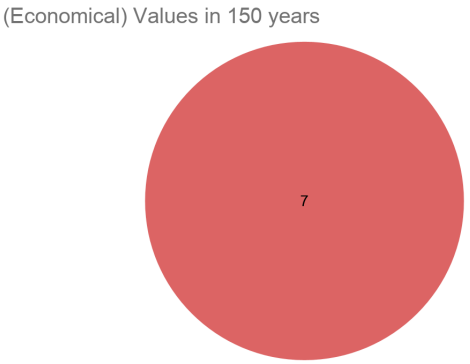
Tòpic	Explicació
Menjar	
Transport	
Valors	
Tecnologia	
Salut	
Medi ambient	

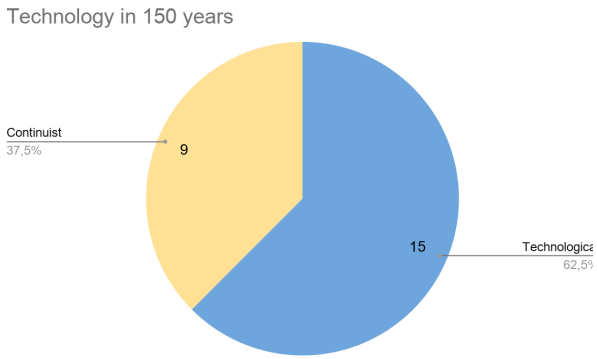
GRAPHICS: of children's ideas

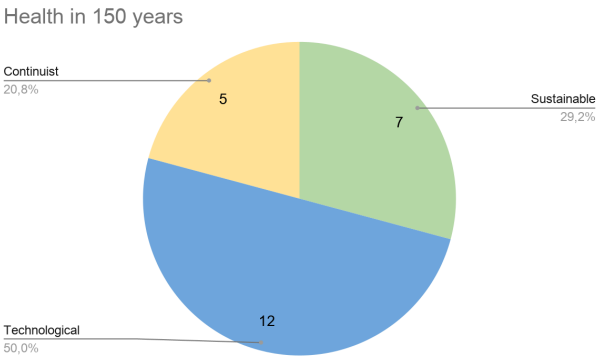


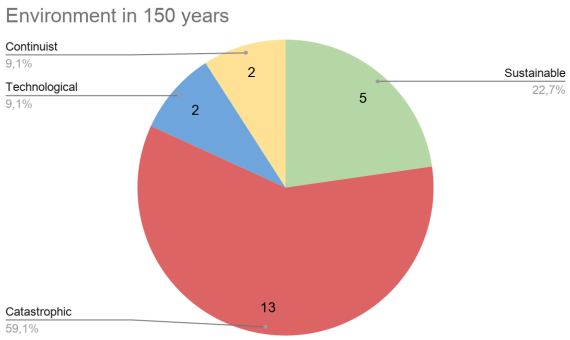








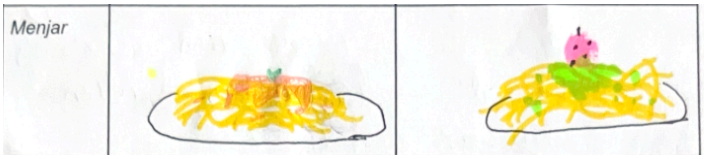




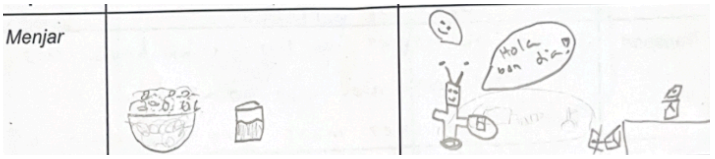
[RESULTS 2](): Some examples of activity 2

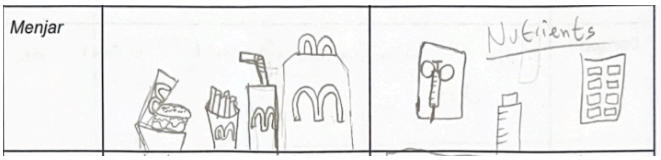
Food:

- Continuist:



- Technologic:

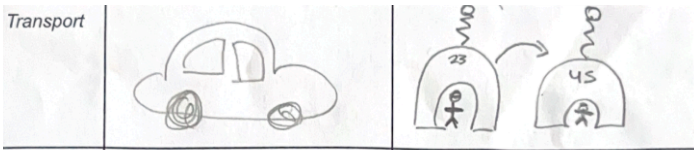




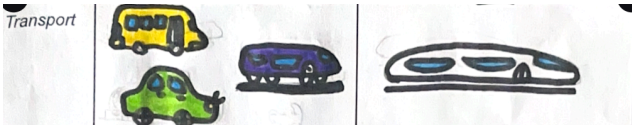
Transport:

- Technologic:



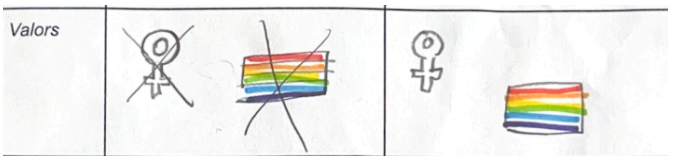


- Continuist:

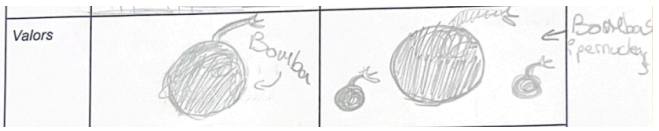


(Social) values:

- Sustainable:



- Catastrophic:



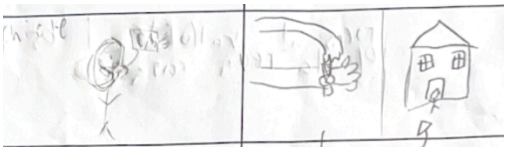
(Economical) values:

- Catastrophic:

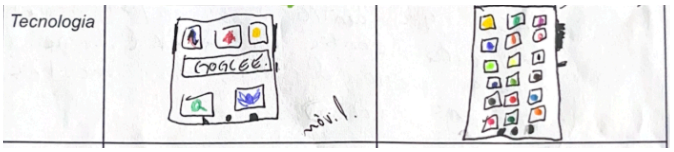


Technology:

- Technological:

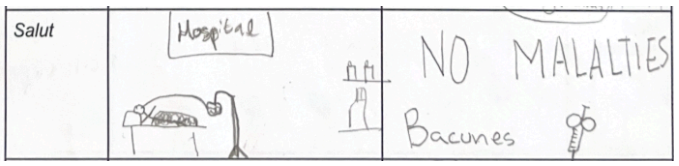


- Continuist:



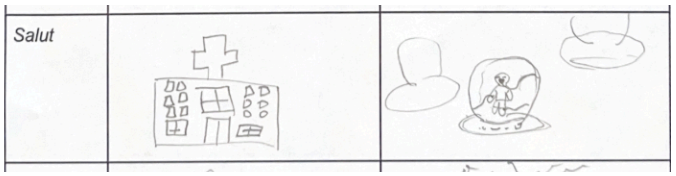
Health:

- Sustainable:



- Technological:





- Continuist:

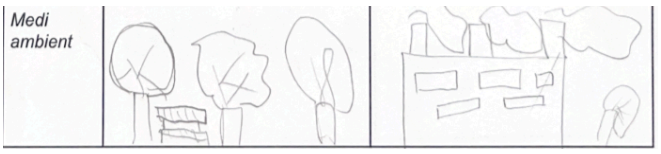


Environment:

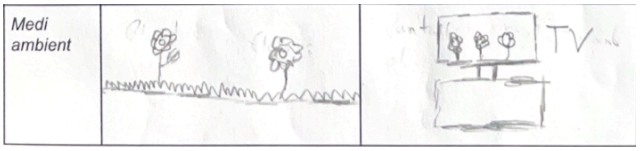
- Sustainable:



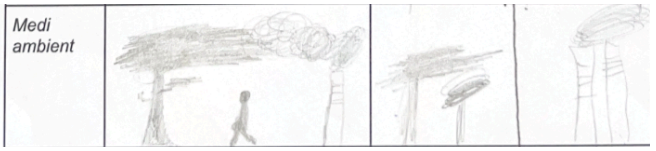
- Catastrophic:



- Technologic:



- Continuist:



ACTIVITY 3: Discussion's transcript

Roser: D'acord, Avian, que ho tornem a començar. Sisplau, digueu les teves dues primeres lletres del vostre nom.

Po: P.O.

La: L.A.

Adna: A.D.

Jo: J.O.

Em: E.M.

As: A.S.

Gu: G.U.

Es: E.S.

Roser: Molt bé. Moltes gràcies. Aleshores, com ja sabeu, amb mi heu fet dues activitats.

De què parlaven, les meves dues activitats?

Em: Sobre el meu futur.

La/**Jo**: Una canta sobre el meu futur.

Roser: I?

La: Com creus que seràs tu?

Roser: Com creus que serà el teu futur i com creus que seràs tu? Com creus que serà la teva vida? Això va ser la primera activitat i la segona?

Po: Ai...

Roser: Què vam fer?

Po: El 150.

Roser: Els dibuixos?

Po: Ah, els dibuixos d'ara versus 150.

La: I després una explicació sobre què era.

Roser Sí, una explicació sobre què era, què havíeu posat, per què, sí. Molt bé.

Em: I les cartes són molt xules.

Roser: Tinc algunes preguntes a fer-us, algunes coses que vull que conversem, conversem tots, és a dir, vull escoltar les veus de tothom.

La primera, és a dir, jo he vist, no, les vostres activitats, el que heu fet, el que heu deixat de fer,i també us heu observat a la classe. Us vaig observar mentre l'estàveu escrivint, quins dubtes teníeu, com us comportàveu a l'aula, etc.

Aleshores, la primera pregunta és: creieu que us ha costat imaginar-vos el futur? El propi?

Adna: Una mica.

Roser: Per què?

La: Sobre tot, al final, no se t'acudien coses.

Em: Jo feia imaginació al poder i...

As: Des de petit he pensat en el futur.

Roser: Però, clar, la idea era inventar-s'ho tot o realment el que vosaltres creieu.

Em: No, jo no vull inventar, però... Me va saltar una mica el que m'agradava.

As: Me vaig centrar el que vull ser de gran.

Roser: En el que volem ser, no?Això és el que heu escrit. No el que potser pot passar, sinó el que us agradaria.

Però això aleshores us ha costat una mica?

La: Al final, sí, sí.

Em: El que voleu no és tan complicat saber-ho.

Roser: I tu, Jo? T'ha costat imaginar-te el futur?

Jo: No, perquè des de petit sempre he imaginat tot...Sí, des de petit he imaginat tot com seria de...de major.

Roser: De gran? Molt bé.

Per vosaltres què va ser el més fàcil de pensar? La feina? Com seria la vostra casa? On seria la vostra família?

As: Per a mi ha sigut més fàcil fer la carta. Perquè era la carta coses que he pensat i el dibuix m'ha costat més.

Roser: Ah, el dibuix us ha costat més, perquè us ha costat imaginar-vos el futur en 150 anys, més enllà del vostre propi?

As: Sí, m'he imaginat en 20 anys, però no en 150.

Roser: Per què? Per què creieu que us ha costat tant?

Em: Perquè és molt llarg. O sigui, 150 anys són molts.

Roser: És un futur molt distant, no?

La: Pot canviar molta cosa.

Em: O sigui, d'aquí a 20 anys, estar a punt de morir del planeta no serà el mateix, el futur, saps?

La: És clar.

Roser: O sigui, penseu que realment serà molt, molt, molt diferent al d'ara?O serà més o menys el mateix?

Em: Més avançat.

Gu:Jo no crec que és molt avançat.

La: Jo molt, molt avançat.

Es: Jo crec que molt.

Po: Jo crec que amb els robots i tot…

Roser: Ara parlarem una mica més d'això. M'agrada que portis el tema.

Em: Crec que hi haurà moltes coses, però no tant.No tant. Jo crec que avançarà la ciència i tot

Roser: D'on creieu que surten aquestes idees que teniu vosaltres sobre el futur tan distant? Del vostre cap només? De les pel·lícules?

La: Alguna cosa que ha sortit per les notícies?

Es: Del que parlem.

Gu: Si, pel·licules com wally o regreso al futur.

Em: Encara no hem parlat d'això dels cotxes voladors.

Roser:Però si us esteu basant en pel·lícules o en coses que veieu, no? Sigui videojocs, sigui xarxes socials...

Gu: Hi ha moltes pel·lícules de ciència ficció

La: però alguna vegada per les notícies ha sortit algú del robot, que treurem tot això, per això també.

Adna: Pel·lícules es creuen coses i a vegades passen i a vegades n'hi han arribat.

As: Sobretot les pel·lícules parlen d'aquí molts anys en la terra ja no es podrà viure o de la Guerra

Roser:com pel·lícules molt catastròfiques o molt de tecnologia, no?

Es: si amb el mon fet un…

Roser: Podeu pensar en alguna pel·lícula així que sigui del futur..

Gu: Regreso el futuro?

La: Wall-e?

As El quinto elemento que la gent ja no viu a la terra i hi ha les cotxes voladores i tot.

Roser: I...

Po: Doraemon

Roser: I podeu ser capaços de pensar, per exemple, Jo i Adna, en una pel·lícula del futur que sigui molt positiva o que faci un futur molt perfecte? (fan que no amb el cap)

Roser: I creieu que tothom s'imagina el futur igual?O tots els som superdiferents?

Tots: Tots som superdiferents.

Em:Perquè ningú sap el futur.

Roser: I tothom creia que tothom s'imagina el futur?

Es: O sigui si, pensen en el futur, però però molt catastròfic, que si s'acabarà molt, hi haurà moltes màquines, que no poden viure, o...

Laia: I moltes guerres.

Em: sabies que la Terra té 9 límits i hem superat 7.

Roser: I quins són?

Em: No ho sé

Roser: Ho haurem de buscar.

Roser: I parlant dels robots que m'estaven parlant fins ara.

Em: Traumàtics.

Roser: Perquè, és a dir, tots,i això coincidieu tots,heu posat robots en algun moment o altre, la gran majoria de dibuixos tenien robots o tenien una tecnologia superavançada hologrames...

Per què creieu, entre tots, que hi haurà tants robots en uns anys?

Gu: Perquè els humans són mandrosos

As: Perquè si hi ha robots… Encara cop es van creant més robots per fer més coses.

Em: I aleshores ens acabem posant grassos perquè no fem res

La: Es que cada cop es creen més robots per a més coses, com cambrers

Roser: I, Jo, tu què creus del robots?

Jo: Que… Jo crec que quan tinguem els robots, nosaltres estarem en una camilla

i estarem tots al costat i els robots estaran fent tot per a nosaltres.

As: Com la de wall-e

Em: I es que acabarem tots gordos…

Jo: Ens morirem perquè estarem tots… molt grassos

Roser: Però creieu, és a dir, amb tanta tecnologia la vida serà millor?

Tots: NO

Roser: però els dibuixos, per exemple, em posaveu: com que… ara ens curen els robots, aleshores ningú es posa malalt

As: Jo he posat que serà pitjor perquè serà més contaminació.

Roser: Anem a pensar, quines conseqüències poden sorgir, perquè els dibuixos això no estava explicant, no m'estava explicant només que hi ha robots, però no les conseqüències positives, ni conseqüències negatives dels robots. Tu pots dir-me alguna cosa, Po?

Po: Algunes bones, perquè ens podran ajudar a fer coses però dolentes, perquè hi haurà gent que es quedarà sense treball, no podrà fer res.

Em: Bastanta

Po: Molta.

Es: Jo crec que també les escoles no serviran perquè si els robots fan tot les persones no aprenen ni res perquè ja tenen la solució.

Jo: Aleshores les escoles no serviran per a res

Em: També depèn del us que facin, si fan un mal ús (de la tecnologia)tornaré gordo i ja moriré.

Jo: Com lu de wall-e

Roser: Us agradaria que els robots ho fessin tot?

Tots: No.

Roser: cap de vosaltres m'ha això posat, perquè tots en parlàveu de moltíssima tecnologia, però ningú en parlava de que, per exemple a l'apartat de valors, que els robots farien una revolucióique els girarien en contra del nostre.

As: Això sí que volia dir que la revolució dels robots que els robots venen a fer una revolució

Roser: i creieu que avui en dia nosaltres, com a humans podem fer alguna cosa perquè realment la tecnologia no ens consumeixi?

Tots: Sí

Pol: Fer un bon ús, no utilitzar-la gaire…

Roser: Però us creieu capaços de fer un bon us?

Em/Gu/La: Jo sí.

Em: Però els gordos no

Roser: Ei, Em

Em: Però els ganduls els hi sembla perfecte, ells faran un mal us. Ells diran: Em passes l'ampolla igual que la tinc a un centímetre meu? Pues no, l'agafes tu.

Roser: Aleshores creieu que seria millor si ens quedéssim com fa 50 anys o dintre de 50 anys?

La: Fa 50.

Gu/Em/Adna: Com fa 50

Em: Tot era més fàcil sense l'addiccio al telèfon.

Gu: 1970.

Roser:I tornant a la vida adulta, us preocupa alguna cosa?

Em: Que no puc comprar alguna cosa.

Roser: tots em palaveu, que tot i que ara ja ho hem parlat, m'heu dit que realment era tot centrat en els vostres interessos i en el que volíeu, més que pensant en una realitat. No? Pero…

Gu: Jo també vaig pensar en el meu sou

Roser: Aleshores us preocupa el salari, us preocupa...

Adna: Sí, els diners.

Em: Jo feliç de la vida.

La: Si no te'n vas a un poble més enlluny no et podràs permetre una casa

Roser: Molt bé. I per què no m'ho feu posar això?

Em: Perquè jo soc feliç de la vidai ja està.

Po: El meu tiet, que és advocat, em va dir que la generació d'ara que no es pensarà ni comprar un pis aquí perquè serà molt car que s'anirà… Sortirà de la ciutat i s'anirà a algun poble.

Roser: Per tant, aleshores creieu que és realista, que la gran majoria de les vostres cartes, m'heu posat que viuré en un pis propi a Barcelona, que tindré la feina dels meus somnis... Creieu que és realista això que em vau escriure i que totes les persones podem tenir el que somiem?

Adna: Jo em pensava que viuria a Barcelona.

Em: He posat que sí, viuria en un pis i ja està.

La: No he posat que no, puc anar a un poble i ja està.

Es: Jo ara crec que no podrem tenir el que vulgueu, és massa complicat

Roser: Aleshores què podem fer avui en dia per millorar el futur? Creieu que nosaltres tenim alguna cosa a l'abast?

Gu: Vagues.

La: Jo crec que no tindríem que utilitzar molta tecnologia. No podran crear tanta si no l'utilitzem i no la comprem.

Em: Sí, perquè si no l'utilitzem no es compra.

As: Si no es compra no ho creen.I si no ho creen?

Po: Doncs potser et moriràs.

As: No, si no hi ha tecnologia, no hi ha contaminació, aleshores tampoc la fin del mon

Adna: jo crec que també és important recollir la brutícia del terra.

As: Ho vaig fer una vegada, vam recollir 5 bosses, i el dia següent vaig tornar i estava tot ple de brossa

Roser: D'acord, aleshores considereu que sí que podem fer coses per actuar cap a un futur millor, però clar, abans estaveu dient que en 150 anys, com que les persones serem tan gandules, tindrem tanta mandra en el cos, que l'escola no tindrà sentit?

As/Gu/Po: No.

La: Jo crec que els humans quedaran sense treball i ho faran tot els robots

Jo: quedarem extingits

Roser: O sigui, que acabarem extingint-nos perquè serem...

Jo: Serem uns ganduls.

As: Aleshores, robots, programem els robots.

Gu: Ja, però qui programarà els robots primer?

Es: Ja, hi ha robots.

Em: Hi ha un robot, un altre robot, i aquests robots programem els altres. I es un cicle sense final de no humans i molts robots.

Roser: Aleshores, tornant a l'escola, us agradaria més parlar sobre aquests temes a classe? Creieu que seria necessari un espai per realment prendre consciència, parlar sobre diferents temes, veure...

As: A valors ho feiem una mica, pero ja no.

Roser: I què creieu, aleshores, que s'hauria de parlar a classe quan parlem del futur? Quins temes creieu que són necessaris?

Em: Com ajudar al planeta.

As: Contaminació, tecnologia

Roser: I del futur vostre?

Tots: També (pero amb veu més baixa, menys importància)

Roser: O sigui creieu que és més necessari parlar del futur global que del futur propi?

Jo: Jo sí. Jo crec que… Les cartes que ens escriviem a nosaltres, és com nosaltres ho creiem. Però...Quan arribi el moment la vida serà diferent.

Adna: Seran totalment diferents segur.

Es: Jo crec que hauriem de tornar a escriure la carta. Estic segura de que seria tot totalment diferent ara.

La: Sí, totalment diferent

Roser: O sigui, tenir aquesta conversantota la classe i aleshores tornar a fer les cartes?

Em: Llavors seran catastròfiques.

Es: Si miressim la carta ara diriem que això que hem posat és d'una...

La: És d'un somni?

Jo: És algo inventat.

Po: Veiem aquesta carta d'aquí 30 anys doncs la nostra vida serà totalment diferent.

Roser: És que realment, de tots els de la classe, només hi ha hagut dues persones que m'han parlat sobre alguna problemàtica o alguna cosa que no tenen clara.

Si tots penseu tenir ideal i tal, per què creieu que és necessari per vosaltres tenir aquesta conversa?

Em: Per posar peus a terra.

Tots: Sí.

Roser: I per què us costava tenir idees? Perquè us vaig veure a tots, sobretot amb els dibuixos una mica perduts i perdudes.

Em: Per què no serem al futur?

La: No, per aquí 150 anys costarà molt.

Roser: Per què creieu que és difícil a vegades generar idees pròpies?

Perquè, clar, vosaltres que ho dieu, el futur, doncs, de les pel·lícules...

Em: Perquè si no sé el futur de fora, no sabré el meu. Si no sé què passarà, si jo no sé per exemple, quan costarà una casa, d'aquí 150 anys, d'aquí 30 anys, com sabré si tindré una casa o no?

Roser: I per tant per a ser més conscients de tot això, potser creieu que és necessària alguna classe, com hem dit abans, on es pugui parlar de tot això, tingueu més consciència del que passa en el món.
Jo: Sí
Roser: Clar, i en aquestes classes se'ns hauria de donar només un punt de vista?
Po: No, perquè aquestes classes serien per tenir punts de vista.
Roser: I per què ho creus necessari?
Em: Perqué ens influenciem del que diuen els altres. Perquè ens creiem el que ha dit no se qui, de no sé qui… I això potser ve del tio més tonto del món
Roser: Aleshores necessitem molts punts de vista, no?
Tots: Sí.
Em: Perquè tots tenim cervells diferents
Roser: Realment us sorprendrieu molt si miressim tots els dibuixos junts. Perquè són tots molt iguals.
Gu: Ah, sí?
As: Ah, sí?
Em: Suposo que la gent no tenia idees.
La: Jo vaig parlar sobre la contaminació
Em: JO vaig dir que el menjar apareixerà al clicar un botó
La: També que… Tothom ho té molt igual, perquè tothom té molt les idees del futur molt iguals, perquè tothom és… "Hi haurà molts robots i molta tecnologia."
Roser: Clar, perquè creieu que passa això de tenir idees molt semblants?
Es/As: No sé
Roser: Creieu que ens influenciem del nostre entorn? Que si potser fessim aquesta mateixa activitat en un altre context, escola, paus… Els resultats serien diferents?
La: Segurament.
Em: Jo crec que en un altre lloc tindrien altres visions, no crec que una persona a Àfrica que nosaltres… Ells potser pensen que en 150 anys les ciutats a tot arreu seran com les nostres.
Roser: Molt bé, bona reflexió! Ara ja acabem, fem una conclusió… Què us agradaria dir sobre les activitats i reflexions que hem fet? Què us agradaria resaltar?
Gu: Hauríem de tots pensar una mica en el que fem, i no fer les coses així. Perquè ara creu un robot i que ens ho faci tot. Doncs no, perquè en el futur serà tot així i ja s'haurà fet tot malament.
Roser: O sigui, estar molt més atents a les conseqüències.
Em: I també que baixin els preus a les cases.
La: Ho vec impossible però ojala.
Roser: I quina conclusió heu tret d'aquesta conversa?
La: Que d'aquí molts anys serà molt diferent d'ara i que hi haurà molta més tecnologia.
Roser:I que hauríem de fer alguna cosa ara?
Tots: Sí.
Roser: Doncs molt bé. Moltes gràcies, carinyos.
Tots: Adéu.