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Universitat Autònoma de Barcelona

The Right to Imagine Otherwise

Utopia and Climate Futures in Primary Education

Treball de Fi de Grau

Grau d'Educació Primària en Anglès,

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ABSTRACT

In the context of the ecosocial crisis, children's future imaginaries are increasingly dominated by fatalism and techno-solutionism. Grounded in critical pedagogy and futures education, this qualitative study explores how collective classroom utopia-building may influence the future expectations of 24 sixth-grade students attending a high-complexity public school in Barcelona. Through speculative worldbuilding and the triangulation of pre- and post-intervention drawings, a focus group, classroom presentations, and researcher field notes, the research investigates the transition from apocalyptic paralysis to civic engagement. Findings reveal that while initial imaginaries were conditioned by environmental fear and externalized agency, the pedagogical intervention facilitated the emergence of active hope, structural consciousness, and demands for spatial justice. Although hybrid imaginaries persisted, the study suggests that futures-oriented education broadens students' discursive repertoires, positioning them as active agents capable of imagining and negotiating socially just alternatives.

Keywords: Futures Education, Utopian Pedagogy, Climate Change Education, Political Agency, Eco-anxiety

RESUM

En el context de la crisi ecosocial, els imaginaris de futur infantils estan cada cop més dominats pel fatalisme i el tecnosolucionisme. Partint de la pedagogia crítica i l'educació de futurs, aquest estudi qualitatiu explora com la construcció col·lectiva d'una utopia a l'aula pot influir en les expectatives de futur de 24 alumnes de sisè de primària d'una escola pública d'alta complexitat a Barcelona. Mitjançant la construcció de mons especulatius (*worldbuilding*) i la triangulació de dibuixos, un grup focal, presentacions a l'aula i notes de camp de la investigadora, s'investiga la transició de la paràlisi apocalíptica al compromís cívic. Els resultats revelen que, tot i un inici marcat per la por ambiental i l'agència externalitzada, la intervenció va facilitar l'emergència d'esperança activa, consciència estructural i demandes de justícia espacial. Malgrat la persistència d'imaginaris híbrids, l'estudi suggereix que l'educació orientada al futur amplia el repertori discursiu de l'alumnat, posicionant-los com a agents actius capaços d'imaginar i negociar alternatives socialment justes.

Paraules clau: Educació de Futurs, Pedagogia Utòpica, Educació per al Canvi Climàtic, Agència Política, Ecoansietat.

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"Education either functions as an instrument that is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes 'the practice of freedom'."

— Shaull (2000, p. 34)

1.INTRODUCTION

We are living through a climate emergency that increasingly shapes how young people imagine the future. Although environmental issues are now widely present in schools, many children seem to approach the future through narratives dominated by fear, uncertainty, and powerlessness. Rather than imagining possibilities for collective transformation, future scenarios are often reduced to environmental collapse or dependence on technological solutions.

Several authors have argued that contemporary society is characterized by a growing difficulty in imagining alternatives to existing social and economic systems. In this context, education faces an important challenge: not only helping students understand the ecological crisis but also creating opportunities to imagine and discuss possible futures. From a critical pedagogical perspective, imagination is not a trivial or escapist activity but a necessary condition for social and political action. Before transforming reality, people must first be able to imagine that transformation as possible.

This research explores whether futures-oriented educational practices can help students move beyond fatalistic and techno-solutionist imaginaries. More specifically, it examines the pedagogical potential of collective utopia-building as a way of fostering critical reflection, civic engagement, and a sense of agency in relation to climate change.

The study was conducted with a group of sixth-grade students in a high-complexity primary school located in La Florida (L'Hospitalet de Llobregat). Through the design and implementation of a learning situation grounded in Critical Pedagogy and Futures Education, students were invited to analyse local ecosocial challenges and collaboratively imagine alternative futures for their neighbourhood.

The research question guiding the study is:

In what ways can the collective construction of a utopia in the classroom transform the images of the future among 6th-grade primary school students, fostering critical civic consciousness and genuine political agency in the face of climate change?

To answer this, the following objectives are established:

- Diagnose the students' prior images of the future, identifying technocratic or fatalistic biases that limit their vision of global justice.

- Analyse the process of creating a collective utopia in the classroom, evaluating the students' capacity to propose communitarian and political solutions to the challenges of SDG 13, moving beyond purely technical responses.
- Explore the impact of the intervention on the perception of their own agency, observing whether there is an evolution from an individualistic vision towards a perspective of shared responsibility and social change.

2. THEORETICAL FRAMEWORK

2.1. THE COLONIZATION OF THE IMAGINATION

From a critical perspective, imagination is not an individual or neutral process but is socially mediated. Marx and Engels (1846/1932) argue that dominant ideas tend to reflect the interests of those who control the means of intellectual production (p. 61). Consequently, children imagine the future through cultural narratives already present in society.

In contemporary contexts, this dynamic takes the form of what Fisher (2009) calls *capitalist realism*: the widespread perception that current social and economic arrangements are inevitable and difficult to challenge. This generates what Fisher describes as *reflexive impotence*, a condition in which individuals recognize social and environmental problems while simultaneously feeling incapable of transforming them (p. 21). Within climate education, this often translates into futures dominated by collapse, fear, and dependence on external technological solutions.

This sense of paralysis is reinforced by what Garcés (2017) defines as the *posthumous condition*, where the future is perceived primarily as a countdown toward ecological catastrophe (p. 13). Although students may possess extensive information about climate change, this knowledge does not necessarily translate into transformative action. As a result, political agency is frequently displaced toward experts, institutions, or technological innovations. In this context, recovering the capacity to imagine alternatives becomes an educational challenge of democratic significance.

2.2. FUTURES EDUCATION AS A DEMOCRATIC IMPERATIVE

2.2.1. THE FUTURE AS AN EDUCATIONAL PROBLEM

Despite living in a period characterized by profound uncertainty, the future remains largely absent from school curricula. Anguera (2014) argues that social sciences education has traditionally focused on the study of the past and present while paying limited attention to future possibilities (p. 34). When schools fail to create spaces for prospective thinking, children's imaginaries become increasingly shaped by media narratives often dominated by catastrophism, consumerism, or technological salvation.

For this reason, futures education should not be understood as an additional curricular topic but as a democratic necessity. Creating opportunities to discuss possible futures enables students to critically examine dominant narratives and recognize that social realities can be transformed.

2.2.2. EDUCATION AS THE PRACTICE OF FREEDOM

Critical pedagogy offers a framework for addressing this challenge. Freire (1970/2000) distinguishes between *banking education*, which reproduces existing social structures, and a dialogical education that encourages learners to critically interpret and transform reality (pp. 71–73). Through dialogue,

students move beyond passive adaptation and begin to understand social problems as historically produced and therefore open to change.

Freire (1992) further argues that hope should not be understood as naïve optimism but as a necessary condition for collective action (p. 24). This idea is reflected in his concept of the *untested feasibility* (*inédito viável*), referring to possibilities that do not yet exist but can emerge through social and political engagement (p. 116). From this perspective, educating for the future means creating conditions in which students can imagine alternatives and perceive themselves as capable of contributing to them.

2.3. UTOPIA AS METHOD AND SPECULATIVE WORLDBUILDING

2.3.1. UTOPIA AS A METHOD FOR SOCIAL IMAGINATION

To overcome fatalistic and technocratic imaginaries, this study draws on Levitas's (2013) conception of utopia as a method rather than a blueprint for a perfect society. Utopia becomes a tool for critically examining present conditions and imagining alternative forms of social organization (p. 19). Its educational value lies in what Levitas describes as the *education of desire*: the capacity to question dominant assumptions and explore how society could be otherwise.

2.3.2. WORLDBUILDING AND DEMOCRATIC DELIBERATION

In educational contexts, this approach can be operationalized through speculative worldbuilding. Fischer and Mehnert (2021) describe worldbuilding as a form of cognitive experimentation that allows participants to construct possible futures and challenge taken-for-granted assumptions about reality (p. 33). Rather than predicting what will happen, students explore what could happen and what should happen.

For this process to move beyond individual fantasy, it requires collective deliberation. According to Codinas (2009), classroom assemblies provide opportunities for democratic participation, dialogue, and shared decision-making. Through discussion and negotiation, students learn to contrast perspectives, address conflicts, and collaboratively design alternative futures. In this sense, the classroom becomes a space where imagination, dialogue, and political agency can be developed simultaneously.

3. METHODOLOGY

3.1. METHODOLOGICAL APPROACH

The study is based on critical pedagogy and environmental education with qualitative and interpretative paradigm. It investigates how children negotiate fear, uncertainty and possibility in relation to the contemporary ecological crisis, understanding imagination as a socially and politically located practice mediated by ideological and material conditions. Rather than measuring a linear transformation of students' beliefs or trying to establish direct pedagogical efficacy, the study aims to analyse how speculative pedagogies may create partial and contested openings within pre-existing fatalistic and technocratic imaginaries. This transforms the classroom into a space for situated educational inquiry into discursive negotiations and tensions that arise as students imagine collective futures.

3.2. CONTEXT AND PARTICIPANTS

The study took place at Joaquim Ruyra School, a public high-complexity primary school located in La Florida (L'Hospitalet de Llobregat, Barcelona). The participant group consisted of 24 upper-primary students, all from migrant-background families. The neighbourhood is characterized by high population density, limited green spaces, and significant socioeconomic challenges, including housing insecurity and urban inequality. These conditions provide a relevant setting for exploring how social and territorial realities may shape students' imaginaries of the future.

To complement the classroom data, a purposeful sample of seven students participated in a focus group. The sample was selected to ensure gender balance, representation of different classroom profiles, and active participation in previous discussions. This context offered an opportunity to examine how concerns about climate change intersect with broader experiences of vulnerability, inequality, and belonging when students imagine possible futures.

3.3. INTERVENTION DESIGN

Based on the findings of this study, a Learning Situation was designed to create opportunities for students to critically explore climate futures beyond fatalistic and techno-solutionist narratives. The proposal draws on Critical Pedagogy and Futures Education through four interconnected principles:

- Elicitation of initial imaginaries through drawings and discussions about the future.
- Territorial inquiry based on the observation and analysis of ecosocial issues in the neighbourhood.
- Democratic deliberation through assemblies and the negotiation of conflicting interests.
- Speculative worldbuilding focused on designing collective futures for La Florida.

The intervention was structured in seven sessions. First, students explored and shared their initial imaginaries of 2050. Next, they carried out a critical walk through the neighbourhood and analysed local ecosocial challenges using maps, observations, and research dossiers. Subsequently, students worked in committees to discuss possible responses to these challenges and participated in an assembly where proposals were debated and negotiated. Based on the agreements reached, students collaboratively designed an ecosocial utopia for their neighbourhood through the creation of a constitution and a visual model. Finally, projects were publicly presented and students reflected on possible changes in their imaginaries by comparing their initial and final representations of the future.

3.4. DATA COLLECTION INSTRUMENTS

To guarantee methodological coherence and capture the different dimensions of the study, the following instruments were applied:

Table 1 Data collection instruments and research purposes

Instrument	Purpose
Initial & Final Drawings	Analyse visual imaginaries before and after the learning situation.
Focus Group	Explore discourses, concerns, and levels of engagement.
Researcher Field Notes	Document classroom interactions, emotional responses, tensions, and emerging forms of collective agency.
Presentations	Detect processes of collective agency and communication.

All student quotations are reproduced exactly as recorded in the focus group transcript (Annex C). Consistent with the principles of critical pedagogy, children's voices are treated as legitimate sources of knowledge and interpretation, recognizing students as active participants in the construction of situated understandings rather than merely objects of research.

3.5. ANALYSIS PROCESS

Visual productions were analysed comparatively, adapting Barraza's (1999) and Santisteban and Anguera's (2014) frameworks, guided by Rose (2016). To capture the expected coexistence of fatalistic, technocratic, moralized, and collective imaginaries, Table 2 links these concepts to specific visual dimensions. For instance, fatalism was tracked via *Environmental degradation*; technocracy via *Technological imaginaries*; and collective or moral paradigms via *Spatial justice* and *Political imagination*. These categories functioned as flexible interpretative lenses to identify symbolic shifts.

Table 2 Interpretative analytical framework

Analytical Dimension	Category	Interpretative Focus
Prior imaginaries	Fatalistic imaginaries	Future as inevitable collapse or destruction.
	Technocratic solutionism	Reliance on external technology as salvation.
	Externalized agency	Delegation of responsibility (politicians, scientists).
Political imagination	Collective political agency	Protest, community organization, and collective action.
	Structural consciousness	Addressing systemic issues: housing, inequality, labour.

	Democratic participation	Assemblies, sharing opinions, and collective decision-making.
Agency transformation	Shared responsibility	Transitioning from individual survival to collective care.
	Political efficacy	Emergent belief in the possibility of structural change.
	Persistence of helplessness	Continued eco-anxiety and feelings of impotence.
Cross-cutting tensions	Hybrid imaginaries	Contradictory coexistence of critical and hegemonic discourses.

The specific drawings presented in the Results section were selected as illustrative cases representing the range of imaginaries and tensions identified across the dataset. Rather than serving as isolated evidence, these examples are used to support interpretations that emerged through the comparative analysis of all visual productions and their triangulation with focus groups and field notes. For transparency purposes, the complete set of student drawings is available in Annex B.

4. RESULTS AND DISCUSSION

Qualitative results reveal discursive shifts between students' initial ecosocial expectations and the alternative horizons explored. To interpret these, data from drawings, focus groups, presentations, and field notes were triangulated across the study's analytical dimensions. Methodologically, this revealed a key discrepancy: while discussions demonstrated deep structural reflections, many final drawings reproduced normative environmental discourses aligned with traditional school values.

All student testimonies are extracted verbatim from the focus group transcript (Appendix C). Aligned with critical pedagogy, these voices are granted the same epistemic weight as theoretical literature, positioning the children as active co-constructors of situated knowledge rather than passive research objects.

4.1. PRIOR IMAGINARIES: FATALISM, COLLAPSE, AND TECHNOCRATIC SALVATION

In relation to the first research objective, data from the diagnostic phase reveal that fatalistic imaginaries appeared recurrently across the initial productions. The future did not appear as a space for utopian imagination or community building, but rather as an inevitable catastrophe. Visually, the initial drawings recurrently displayed destroyed urban environments, natural disasters, and death, which functions as the primary interpretative focus for this category (see Figures 1 and 2).

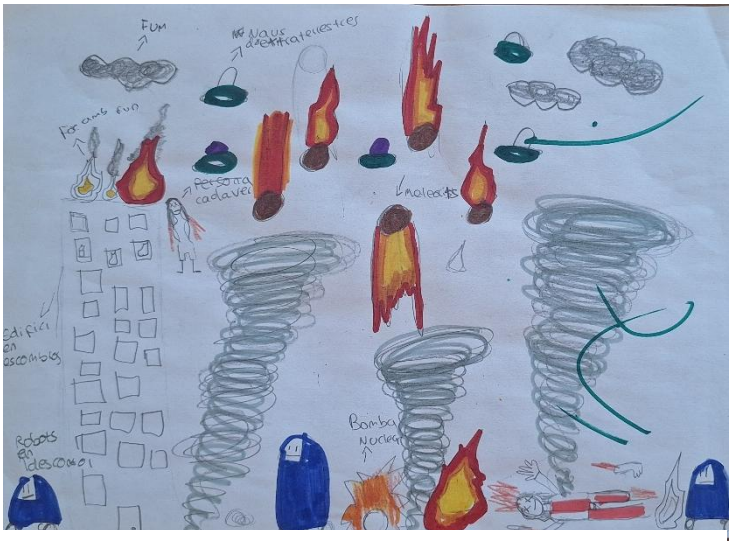

Figure 1 Pre-intervention drawing illustrating an extreme fatalistic imaginary, dominated by tornadoes, nuclear destruction, corpses, and urban collapse.

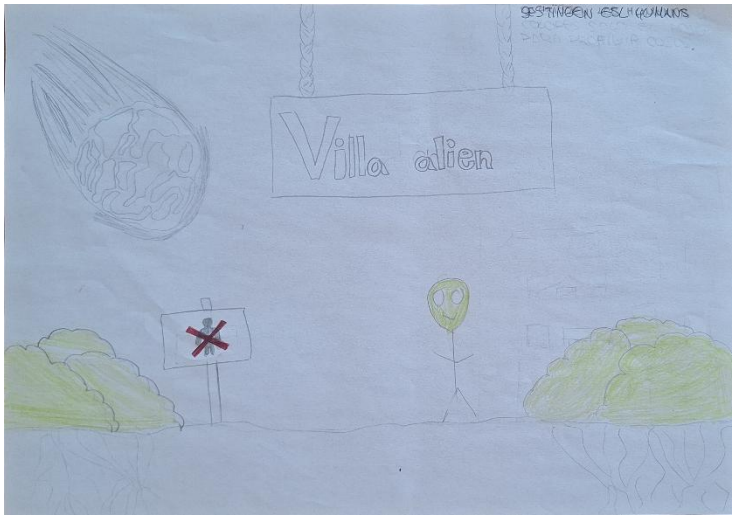

Figure 2 Pre-intervention drawing titled "villa alien", where human extinction is made explicit as an inevitable fate in the face of a meteorite strike.

This visual desolation was strongly echoed during the focus group, where students expressed strong fears regarding future environmental collapse: *"Estaré muerto yo. Yo lo que, lo único que deseo es que cuando pase eso yo esté muerto [...] para no vivir tremenda horrorosidad"*. Researcher field notes documented a palpable emotional weight in the classroom during these diagnostic sessions, with initial interactions marked by expressions of vulnerability and eco-anxiety.

Faced with this perception of collapse, externalized agency emerged as a recurring pattern. To cope with the crisis, students initially displayed a strong technocratic solutionism, placing a heavy reliance on external technology as salvation (Figure 3 and 4).



Figure 3 Pre-intervention drawing depicting the commodification of nature and technological survival, featuring an encapsulated tree and humans buying oxygen.



Figure 4 Pre-intervention drawing depicting an autonomous technological threat, where artificial intelligence and robots in war tanks attack humanity.

Furthermore, the imagination of collapse was intersected by a market-oriented survival logic rather than communitarian support (Figure 5). When students initially shared their visions during early classroom presentations, communication centered almost exclusively on individual survival strategies, lacking any trace of collective agency. Crucially, this lack of community agency was fueled by a profound distrust of the adult and institutional world: *"Ellos, cuando una persona quiere ser president... no es por mejorar el país, es solo por el money"*.

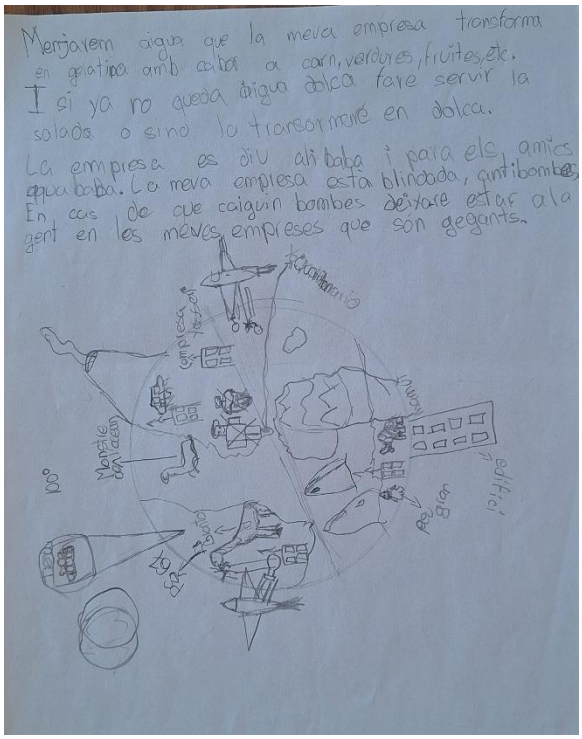

Figure 5 Pre-intervention drawing illustrating a market-oriented survival logic, where a macro-corporation controls and sells vital resources on a devastated planet.

4.2. BETWEEN NORMATIVE SUSTAINABILITY AND UTOPIAN IMAGINATION

In relation to the second research objective, the process of collectively designing a desirable utopia revealed a visible rift between graphical representations and the students' discursive evolution when evaluating their political imagination.

Visually, a large portion of the post-intervention drawings reflected a depoliticized and moralized ecological discourse. Field notes suggested that some productions appeared closely aligned with socially desirable environmental responses commonly associated with school narratives. Trees and solar panels appeared recurrently (Figures 6 and 7), while indicators of democratic participation, housing rights, or social organization were largely absent from the visual representations.



Figure 6 Post-intervention drawing illustrating a normative ecological approach, representing nature and renewable energy (solar panels) without complex social structures.

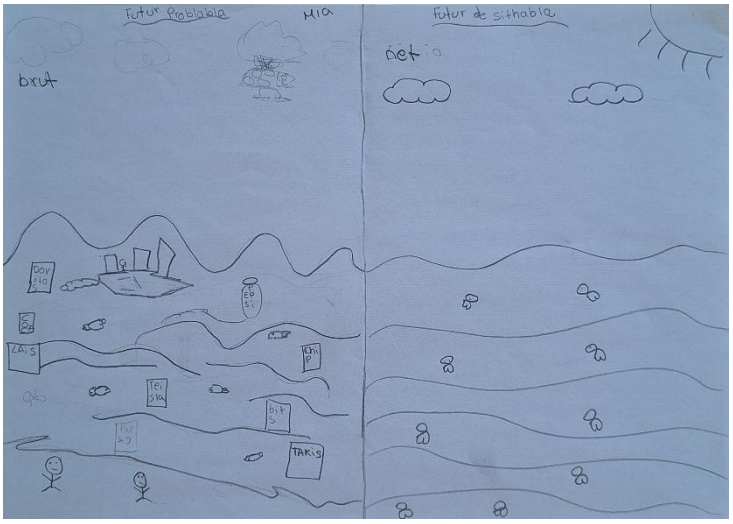

Figure 7 Post-intervention drawing divided between a "probable future" (polluted) and a "desirable future" (clean), reflecting a moral duality rather than a structural reflection.

Similarly, during the intermediate classroom presentations of their utopian models, groups often relied on standard ecological slogans (e.g., "less pollution") rather than addressing complex social structures.

However, the focus group provided opportunities for some students to move beyond the narrative of individual recycling and develop a sharper structural consciousness. When the dialogue grounded itself in the urban reality of L'Hospitalet, imagination connected with spatial justice, poverty, and material conditions. The exercise of worldbuilding allowed students to formulate structural demands regarding housing insecurity: *"Le acaba el contrato y el dueño no lo quiere renovar porque será una casa turística [...] Yo quiero que el dueño aproveche de dar esa casa a los necesitados, a la gente del barrio que no té on anar"*. This capacity to imagine equitable futures expanded towards global justice, indicating the emergence of more structurally oriented reflections that transcended their graphical outputs.

4.3. EMERGENT FORMS OF ACTIVE HOPE AND ECOSOCIAL AGENCY

Regarding the third research objective, the most significant change documented was a transformation of agency, suggesting a shift toward collective political agency and shared responsibility.

Visually, Figure 8 suggests a shift toward personal involvement and political efficacy. In contrast to the initial desolation, the student draws the Earth surrounded by houses and explicitly writes: *"amb això estaré preparat per millorar el món del futur"*. This text represents an initial qualitative shift: the recovery of personal involvement and an emergent belief in the possibility of structural change.

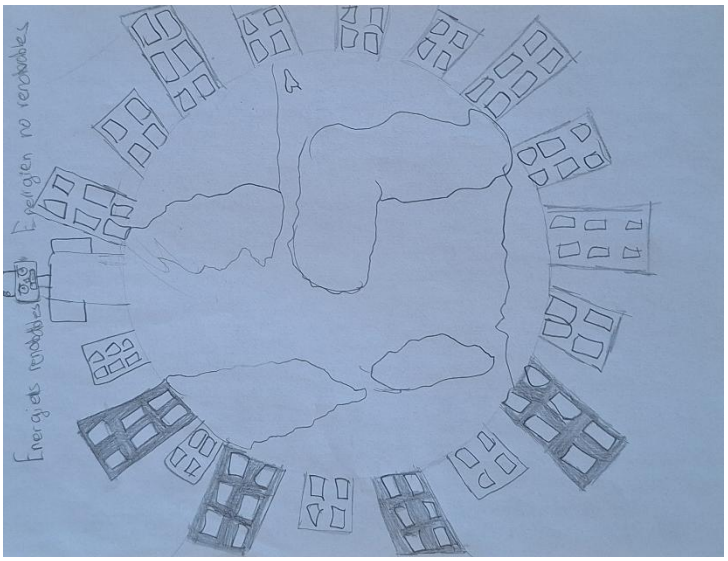

Figure 8 Post-intervention drawing where the student integrates a written message of personal involvement ("ready to improve the world"), marking a transition towards active hope.

Discursively, this shift translated into a demand for democratic participation. Instead of retreating into a persistence of helplessness, children began to place their hope in self-management. In the focus group, they demanded genuine spaces for deliberation: *"Que tot el món pugui donar les seves opinions i que sí les escoltin..."*. Recognizing institutional failure, they concluded that collective political agency is unavoidable: *"Organitzar manifestacions... Si quieres algo, tienes que lograrlo tú"*.

This transformation of agency—moving from critical reflection to verbalization—was put to the test during the final inter-classroom presentations. Field notes recount how the children passionately defended their utopian projects against the skepticism of peers from other grades, effectively communicating their collective proposals. This suggested that students were increasingly able to use their utopian projects as frameworks for discussing present-day community issues, rather than viewing them merely as a magical destination.

4.4. PERSISTENT TENSIONS AND THE LIMITS OF PEDAGOGICAL INTERVENTION

Finally, it must be noted that the learning situation did not produce a linear transformation but rather brought to light the complex coexistence of hybrid imaginaries. This category captures the contradictory coexistence of critical and dominant discourses.

In the focus group, minutes after debating social housing and inflation, the conversation drifted back toward science fiction solutions: *"Un tubo que vaya desde la Tierra hasta un agujero negro [...] hacernos unos minicohetes superpequeños y la enviamos al sol"*. This hybridization is perfectly captured in the final drawings, such as Figure 9, where community coexistence and renewable energies are juxtaposed with techno-solutionist elements like flying cars and artificial intelligence.

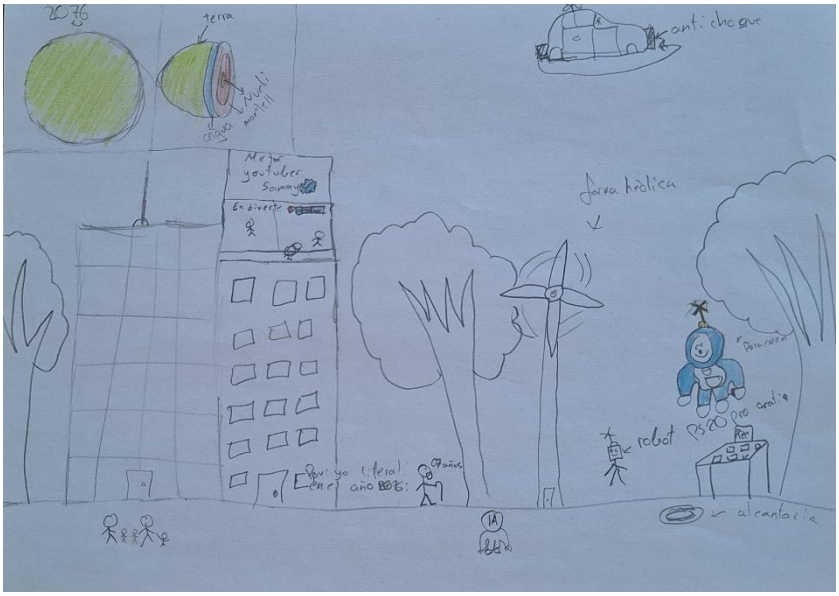

Figure 9 Post-intervention drawing illustrating a hybrid imaginary, where community coexistence and renewable energies coexist with techno-solutionist elements like flying cars and artificial intelligence.

These cross-cutting tensions were also observable in the public presentations. While successfully communicating their ecosocial manifestos, some groups still fell back on techno-solutionist arguments to resolve complex debates when pressed by their peers' questions. Field notes highlight that alongside moments of critical ecosocial consciousness, a persistence of helplessness remained present in classroom interactions. These data warn about the limits of the school institution: a brief pedagogical intervention cannot unilaterally dismantle dominant cultural narratives deeply entrenched in society, nor resolve material inequalities.

Nevertheless, futures education creates fundamental cracks. The triangulated data suggest that utopian pedagogies can expand children's discursive repertoire by creating opportunities to articulate alternative social, political, and ecological futures. Although visually the drawings often remained constrained by normative academic expectations, providing space and voice for speculative worldbuilding is an indispensable pedagogical step to help children imagine untested feasibilities and begin to rehearse ways of collectively caring for their world.

5. CONCLUSIONS

5.1 MAIN FINDINGS AND ACHIEVEMENT OF OBJECTIVES

This research set out to explore how children in a high-complexity context imagine the future amidst the ecosocial crisis, and how a pedagogical intervention grounded in critical pedagogy and futures education could influence these expectations. The synthesis of the findings reveals a trajectory from paralysis and externalized agency toward the exploration of more collective and situated forms of agency.

Initially, the diagnostic phase demonstrated that students projected futures heavily conditioned by environmental fear and eco-anxiety. Their visual and verbal expressions were dominated by dystopian scenarios, urban destruction, and a profound sense of helplessness. In the absence of perceived collective alternatives, the data showed a strong tendency to displace agency onto external forces, relying heavily on technological solutionism, such as autonomous artificial intelligence, technological innovation, or space escapism as the primary mechanisms for survival. These findings confirm the relevance of concerns raised in the literature regarding the prevalence of fatalistic and techno-solutionist imaginaries in contemporary climate education.

Following the pedagogical intervention, evidence of partial shifts in these imaginaries emerged across the different data sources. The findings suggest that providing structured spaces for speculative reflection may create opportunities for students to move beyond apocalyptic paralysis and explore situated ecosocial futures. While many post-intervention drawings remained within environmentally normative frameworks, focus group discussions, classroom presentations, and researcher field notes revealed the emergence of themes such as community care, collective responsibility, democratic participation, and concerns regarding housing, inequality, and social exclusion.

Importantly, when students engaged in collective discussion and worldbuilding activities, their imaginaries often became anchored in their material realities. Rather than producing purely abstract utopias, students increasingly addressed urban and social challenges experienced within their own neighbourhood, including housing insecurity, tourism pressure, poverty, and exclusion. In this sense, imagination functioned not as escapism but as a tool for critically interpreting present conditions and exploring alternative possibilities.

Nevertheless, the research also highlights the limits of educational intervention. Although the learning situation created opportunities for the emergence of collective agency and active hope, it did not eliminate the persistence of techno-solutionist narratives, eco-anxiety, or distrust toward political institutions. Hybrid imaginaries remained common throughout the dataset, illustrating the coexistence of critical ecosocial perspectives and dominant cultural narratives. These findings suggest that educational interventions may broaden children's discursive repertoires and create spaces for

alternative thinking, but they cannot by themselves overcome the structural inequalities and ideological conditions that shape students' experiences and expectations.

5.2. LIMITATIONS OF THE STUDY

To ensure the rigor and transparency of this research, several methodological limitations must be acknowledged.

First, the study relies on a relatively small sample (N = 24) situated within a highly specific educational context. The findings should therefore be understood as context-dependent and are not intended to be statistically generalizable to broader populations. Instead, their value lies in providing situated insights into how children negotiate ecosocial futures within a context marked by social and territorial vulnerability.

Second, the intervention was conducted over a limited number of sessions. Consequently, the study cannot determine whether the shifts observed in students' imaginaries would be sustained over longer periods of time. Transformations in deeply rooted cultural assumptions and future expectations are likely to require ongoing pedagogical work.

Third, although the study employed established frameworks for visual analysis (Barraza, 1999; Santisteban & Anguera, 2014), the interpretation of children's drawings inevitably involves a degree of researcher subjectivity. Furthermore, children's visual productions were not treated as transparent representations of thought but as symbolic artefacts requiring triangulation with verbal data and classroom observations. Interpretations should therefore be understood as situated and provisional rather than definitive representations of students' beliefs.

Finally, the dual role of the author as both teacher and researcher introduces a potential source of bias. Existing pedagogical relationships and classroom power dynamics may have influenced participants' responses, particularly in situations where students sought to align their answers with perceived academic expectations. While reflexive practices were employed throughout the research process, this influence cannot be entirely eliminated.

5.3. SUSTAINABILITY AND FUTURE APPLICATIONS

Building upon the findings and acknowledging the study's limitations, this research points toward several possibilities for future educational practice.

The findings suggest that addressing eco-anxiety requires moving beyond isolated environmental activities focused exclusively on individual behaviour change. Instead, futures literacy and critical ecosocial reflection could be integrated as transversal dimensions of the curriculum, allowing students to continuously explore, negotiate, and revise their understandings of possible futures.

Furthermore, the study highlights the importance of connecting speculative pedagogies with meaningful forms of community participation. If emergent forms of collective agency are to move beyond the classroom, students require opportunities to engage with real social actors and institutions. Establishing collaborations with neighbourhood associations, local organizations, or municipal initiatives may help bridge the gap between imagining alternative futures and participating in processes of social change.

Similarly, creating permanent democratic spaces within schools where students can deliberate on ecosocial issues, negotiate conflicts, and collectively imagine alternatives may contribute to strengthening civic participation and political efficacy. Such spaces can transform schools from sites of knowledge transmission into communities of inquiry where students actively engage with the social and ecological challenges shaping their lives.

5.4. PROFESSIONAL AND PEDAGOGICAL REFLECTION

Concluding this research process invites a broader reflection on the role of education within the context of the contemporary ecosocial crisis.

The study suggests that children in highly complex contexts possess significant capacities to critically interpret and discuss their social realities when provided with appropriate pedagogical opportunities. However, the findings also reveal that fear, uncertainty, and feelings of helplessness frequently accompany these reflections. Without spaces where such emotions can be collectively explored and re-signified, critical awareness may risk becoming emotional paralysis.

From a professional perspective, this project has reinforced the importance of imagination as a central educational competence. The research process demonstrated that inviting students to speculate about the future is not a peripheral activity but a meaningful pedagogical practice that allows them to connect present realities with future possibilities. Listening carefully to students' interpretations of the world challenged many assumptions about childhood and highlighted the importance of recognizing children as active producers of knowledge rather than passive recipients of information.

At the same time, the study has reinforced the importance of maintaining a realistic understanding of the possibilities and limitations of education. Schools cannot unilaterally solve structural inequality, environmental degradation, or political disenfranchisement. Nevertheless, they can create conditions under which students learn to question dominant narratives, engage with uncertainty, and imagine alternatives.

Ultimately, this research has reinforced key dimensions of the teaching profession, particularly the importance of inclusion, community engagement, and educational inquiry as mechanisms for continuous pedagogical innovation. Teaching in the context of the ecosocial crisis does not mean offering false optimism or definitive solutions. Rather, it means creating spaces where children can critically interpret their realities, confront uncertainty collectively, and imagine alternative futures that

remain open, contested, and more socially just. Although such imaginaries cannot transform material conditions by themselves, they constitute a necessary first step towards democratic participation, collective agency, and the construction of more habitable futures.

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Title	The Future Assembly: Utopias in Our Neighborhood
Course	6th grade
Subject	Social Science / Catalan Language and Literature

DESCRIPTION

This proposal emerges from the need to address the climate emergency (SDG 13) in a 6th-grade classroom while avoiding the two dominant imaginaries that often paralyze children's agency: inevitable collapse and technosolutionism, that is, the belief that future technologies will solve the ecosocial crisis without the need for social, political, and economic transformation.

The central challenge transforms students into the "La Florida Neighbourhood Assembly 2050." Their mission is to collectively build an Ecosocial Utopia: a proposal for community organization within their own neighbourhood capable of responding to the ecological, social, and democratic challenges of the future. Understanding utopia not as an unrealistic fantasy, but as a pedagogical tool for imagining possible political and social alternatives, students will be required to make decisions regarding housing, energy, mobility, care work, public space, and the distribution of resources.

In this way, the learning situation aims to move beyond a moralistic and individualised understanding of environmentalism focused solely on personal habits ("recycling" or "not polluting") towards a critical understanding of the climate crisis as a collective, territorial, and political issue. Rather than providing closed answers, the proposal seeks to create spaces for debate, conflict, and shared imagination where students can explore tensions, contradictions, and possibilities for ecosocial transformation.

SPECIFIC COMPETENCES

Specific Competences	Àrea
9.1: Actively participate in democratic assemblies and collective decision-making processes, proposing community-based solutions, civic actions, and mutual care strategies to address ecosocial conflicts regarding resource distribution.	Knowledge of the Natural, Social and Cultural Environment

5.1: Identify and critically analyze the structural causes (economic inequality, real estate speculation, urban heat islands, and corporate impact) behind the environmental and social challenges of the neighborhood, moving beyond individualized blame or superficial moralization.	Knowledge of the Natural, Social and Cultural Environment
3.1: Produce well-structured oral arguments and dialogue during democratic debates (The Neighborhood Assembly), demonstrating active listening, empathy, and the ability to constructively negotiate conflicting community interests and hybrid future perspectives.	Catalan Language and Literature

TRANSVERSAL COMPETENCES

Competència transversal	Competències específiques
Citizenship Competence	**1.1** Evaluate local and global ecosocial challenges through the lens of spatial justice and human rights, critically questioning hegemonic fatalistic or technocratic narratives while proposing community-based alternatives.
Personal, Social, and Learning to Learn Competence	**2.1** Participate actively and empathetically in collaborative tasks, demonstrating strategies for community care, collective emotional regulation regarding eco-anxiety, and the democratic management of group disagreements.
Entrepreneurial Competence	**3.1** Co-create and justify a collaborative future project (Ecosocial Utopia) based primarily on its positive impact on social equity, collective well-being, and neighborhood liveability, rather than mere technical viability

OBJECTIVES + EVALUATION CRITERIA

OBJECTIVES	EVALUATION CRITERIA	DESCRIPTORS		
		Level 1 (satisfactory)	Level 2 (notability)	Level 3 (excellence)
1. Collectively analyze local ecosocial issues (lack of shade, urban heat, real estate speculation) in order to problematize the limitations of exclusively individual or technocratic responses to the climate crisis. *(Comp. 5 - Natural/Social Environment)*	Identifies and relates environmental problems to issues of resource access and inequality during neighborhood observation and classroom debates.	Identifies basic environmental problems (e.g., pollution) but their proposed solutions focus mainly on individual actions (recycling) or technological inventions (flying cars)	Relates some environmental problems directly to the neighborhood (e.g., lack of parks, heat). Recognizes that individual solutions are insufficient but requires guidance to identify broader structural responsibilities.	Consistently argues how environmental problems are linked to unequal access to neighborhood resources, openly exposing and discussing the limits of a solely individual approach.
2. Produce and negotiate argumentative oral texts and community proposals in order to collectively manage the design of alternative futures and the shared use of space. *(Comp. 3 & 9 - Language / Environment)*	Argues, listens, and negotiates proposals for neighborhood organization and resource management within the simulation framework of the *Future Assembly*.	Expresses their own opinion on what the future should look like. Listens to peers but struggles to modify their initial proposal when conflicts of interest arise within the group.	Expresses clear arguments and attempts to reach agreements. Incorporates some ideas from peers and accepts democratic decision-making rules, although occasionally avoiding deeper conflicts.	Articulates structured arguments and practices active listening to mediate disagreements. Openly negotiates consensus-based solutions that integrate diverse interests to improve neighborhood life.

3. Explore forms of mutual support and civic participation in order to open up spaces of possibility and collective action in the face of eco-anxiety and collapse narratives. *(Cross-cutting: Personal, Social, and Learning to Learn)*	Participates in group care dynamics and in the design of shared actions during the collaborative process of imagining alternative futures.	Expresses concern or fatalism about the future when prompted. Participates in group tasks but relies heavily on the teacher to resolve emotional tensions or frustrations within the team.	Recognizes the usefulness of teamwork when facing difficult challenges. Shows an empathetic attitude, supporting peers to maintain an operational and cooperative work environment.	Promotes the participation of all group members and actively helps to overcome moments of blockage or frustration by proposing mutual support strategies and shared action approaches.

KNOWLEDGE

	Sabers	Subject
1	Spatial Justice and Community Action: • Identification of the structural and economic causes of the climate crisis, moving beyond individual blame. Analysis of its local consequences (e.g., urban heat, lack of green spaces, housing inequality in La Florida) and the design of mitigation and adaptation measures based on neighborhood self-organization and democratic participation.	Knowledge of the Natural, Social and Cultural Environment
2	Democratic Debate and Worldbuilding: • Strategies for active listening, empathetic dialogue, and constructive argumentation. Use of spoken language in assembly settings to negotiate conflicting community interests, peacefully manage disagreements, and collectively co-create ecosocial utopias.	Catalan Language and Literature

3	Active Hope and Community Care: • Critical analysis of inequalities in access to basic resources (water, energy, housing). Exploration of mutual support, collective care, and active ecosocial hope as a practical response to eco-anxiety and fatalistic climate narratives.	Civic and Ethical Values

DEVELOPMENT OF THE LEARNING SITUATION:

Methodological Strategies. The intervention is based on Critical Pedagogy and Futures Education through the following approaches:

- Territorial Anchoring (Critical Walk): Learning based on direct observation of the local environment (La Florida neighborhood) to make visible how environmental and social inequalities are distributed across the neighborhood.
- Dialogic Learning & Interactive Groups: Resolution and negotiation of real ecosocial dilemmas through dialogic interactions. The use of Interactive Groups (Successful Educational Actions) accelerates learning and deepens critical analysis by incorporating adult volunteers who ensure equitable participation.
- Worldbuilding: Designing a collective utopia focused on how the community organizes housing, care, public space, and resources in the face of an ecosocial crisis, promoting collective action over purely technological fixes.

Groupings. Planned heterogeneous groupings will be prioritized and structured in two main formats:

- The Neighborhood Assembly (Whole Group): A circle seating arrangement to share ideas, debate, mediate conflicts of interest, and approve democratic consensus.
- The Committees (Cooperative Groups): Teams of 4-5 students with rotating roles. Each group acts as an expert committee tasked with solving a specific dilemma before bringing it to the general assembly. The adult acts as a mediator, not as a provider of answers.

Materials and Resources . Traditional textbooks are avoided in favor of authentic, situated materials:

- For neighborhood observation: Physical/digital maps of La Florida and observation rubrics to record urban heat islands and the use of public space during the walk.
- For critical analysis: Real news headlines and simple graphs regarding global and local environmental impact and inequality, complementing traditional environmental education approaches focused on individual habits.
- For the final action: Visual aids (whiteboards/posters) to record assembly agreements, and materials to draft and distribute the "Manifesto for La Florida 2050" to the wider community (school administration, City Council).

ACTIVITIES AND EVALUATION

Session	Activity description	Type (inicial, desenvolupament, estructuració, aplicació)	Competence - Key competence - Assessment criteria	Assessment type (formative - summative)	Assessment tools and supports
1	**Initial Imaginaries (What do I know?)** The teacher asks: *"How do you imagine 2076?"* Students make an individual initial drawing of their future neighborhood. Afterwards, they provide an oral justification of their drawing. A guided debate follows focusing on power dynamics: Who makes decisions in this future? What worries us about our neighborhood today? This sets the baseline to explore fatalistic or techno-solutionist narratives.	Initial	**Spec. Comp. 3 (Values)** - CPSAA Explores fatalistic narratives and expresses initial concerns about the future, engaging in group discussion.	Formative (Diagnostic)	Initial drawings, oral justification notes, teacher observation during the debate.

2	**The Critical Walk & Mapping (What am I learning?)** The class goes outside for a critical walk through *La Florida*. Instead of theoretical analysis, they observe material reality: shade, heat points, green spaces, housing, empty lots, commerce, traffic, and accessibility. Back in class, they map these elements and debate: *What problems did we detect? Who suffers them? Who decides how the neighborhood is built?*	Development	**Spec. Comp. 5 (Environment)** - STEM Identifies and relates environmental problems (heat, lack of shade) to issues of resource access and spatial inequality during neighborhood observation.	Formative	**Spatial justice map, observation rubrics, teacher field notes on student reflections.**
3	**Analysis of Ecosocial Dilemmas (Interactive Groups)** Using the Interactive Groups methodology (20 mins per table, facilitated by an adult/volunteer), students rotate to analyze structural ecosocial dilemmas using specific Research Dossiers (news, simple data, maps). • **Table 1** (Housing): Analyze data on empty flats vs. climate migration. • **Table 2** (Energy): Analyze energy distribution and energy poverty in the neighborhood. • **Table 3** (Public Space): Analyze the map of La Florida focusing on urban heat islands and lack of parks. • **Table 4** (Water): Analyze the implications of severe drought and resource privatization. At each table, they must answer: *Who is affected? Who decides? What are the options?* Metacognitive pause: *Has any initial idea we had changed after reading the data?*	Development	**Spec. Comp. 5 (Environment)** - CC Consistently argues how environmental problems are linked to unequal access, problematizing the limitations of exclusively individual responses based on evidence.	Formative	Research Dossiers, group worksheets outlining the dilemma, peer-feedback on initial ideas.

4	**Assembly and Negotiation of Conflicts (What have I learned?)** The class holds the "Assembly of Ecosocial Conflicts." Committees present their proposals, and conflicting interests arise. To scaffold this complex process, the teacher provides **argumentation cards and model phrases** (*"I agree because...", "I don't share this proposal because...", "We could combine both ideas if..."*). The session focuses on debate, negotiation, and voting. **Metacognitive pause:** *Which conflict was the hardest to resolve and why?*	Structuration	**Spec. Comp. 3 & 9 (Lang/Env)** - CCL Argues, listens, and negotiates proposals openly using communicative scaffolding. Integrates diverse interests to reach consensus.	Formative	Assembly observation rubric (focusing on active listening, argumentation structures, and democratic attitudes).
5	**Worldbuilding: Constitution & Model (What have I learned?)** Based on Assembly agreements, groups dedicate 50% of the time to drafting a "Brief Constitution" and 50% to building a physical/visual model of the neighborhood. To avoid superficiality, the Constitution uses a **mandatory template**: Housing (How is it guaranteed?), Energy (How is it managed?), Public Spaces (Who decides?), Conflicts (How are they resolved?), and Care (Who assumes it?). **Metacognitive pause:** *What contradictions did we find while building this model?*	Structuration	**Spec. Comp. 3 & 9 (Lang/Env)** - CE Produces proposals for neighborhood organization integrating social equity, care, and spatial justice.	Formative	Mandatory Constitution template, visual model, teacher observation of group collaboration.
6	**Final Assembly & Public Presentation (How do I know I have learned it?)** Groups present their Worldbuilding projects to the rest of the class or external guests. Instead of justifying it "scientifically," they must justify it **ecosocially**: *Is it fair? Is it democratic? Does it improve collective life? How does it manage conflicts?*	Application	**Spec. Comp. 3 (Language)** - CCL Communicates collective proposals persuasively. Promotes participation and defends ecosocial justice.	Summative	Presentation rubric (focusing on ecosocial justification and oral communication), peer-assessment.

	It's important to talk about making real proposals, listen to the necessities of the people, and then think about how to deliver what they promise.				
7	**Final Reflection & Focus Group (How do I know I have learned it?)** Students make a final drawing of their neighborhood in 2050. A focus group is held to compare their initial drawings (Session 1) with their final ones. The discussion centers on how their imaginaries have shifted from fatalism to collective agency, mutual support, and civic organization. This session provides crucial qualitative data for the final research analysis.	Application / Evaluation	**Cross-cutting (Values/Env)** - CPSAA Explores forms of mutual support to open up spaces of collective action against collapse narratives. Identifies the limits of individual responses.	Summative	Final drawings, comparison analysis, reflection circle outcomes (self-assessment).

VECTORS

- **Competence-based learning (Aprenentatges competencials):** Students do not merely memorize concepts, but apply spatial analysis and critical thinking to solve a complex, real-world challenge: negotiating a collective ecosocial utopia. This mobilizes knowledge from the Natural/Social Environment, Values, and Language in a fully integrated way.
- **Gender perspective (Perspectiva de gènere):** The proposal incorporates an ecofeminist perspective by recognizing care, interdependence, and community well-being as essential dimensions of sustainable futures.

- **Universality of the curriculum (Universalitat del currículum):** The use of Interactive Groups and planned heterogeneous cooperative groups allows students to work without segregation. Activities are multi-level, combining physical movement (the critical walk), visual manipulation (mapping), and abstract analysis (research dossiers), ensuring all students can participate meaningfully.

- **Quality of language education (Qualitat de l'educació lingüística):** Language forms the backbone of learning. Students practice argumentative oral communication (negotiating ecosocial dilemmas in the Assembly), multimodal reading (interpreting local maps and news), and persuasive writing (drafting the Brief Constitution and the final Manifesto).

- **Emotional well-being (Benestar emocional):** The Learning Situation directly addresses eco-anxiety by providing tools for emotional regulation. Instead of imposing forced optimism, it provides opportunities to explore collective forms of action and mutual support in response to eco-anxiety and uncertainty.

- **Democratic citizenship and global awareness (Ciutadania democràtica i consciència global):** The classroom becomes a space for genuine political deliberation (*The Neighborhood Assembly*). Students practice democratic citizenship by mediating community conflicts and understanding how global climate dynamics manifest locally as spatial injustices, fostering a deep sense of ecosocial responsibility.

UNIVERSAL SUPPORT MEASURES

1. Multiple Means of Engagement

- Territorial Relevance: Learning is anchored in the students' immediate reality (*La Florida* neighborhood), ensuring that the ecosocial dilemmas feel authentic and directly relevant to their lives, increasing intrinsic motivation.

- The Assembly Safe Space: The classroom explicitly validates error, contradiction, and the questioning of authority (including the teacher's perspective). This safe environment lowers the affective filter and encourages students who are normally shy to participate in political deliberation.

- Collective Emotional Regulation: By openly addressing eco-anxiety and focusing on mutual support rather than individual guilt, the intervention prevents emotional disengagement and paralysis caused by fatalistic narratives.

2. Multiple Means of Representation

- Multisensory Inputs: Information is not solely presented through written texts. Students gather data through physical observation (The Critical Walk), visual mapping of the neighborhood, simple infographics, and real testimonies included in the "Research Dossiers".

- Vocabulary Scaffolding: Complex concepts (e.g., *spatial justice*, *ecosocial dilemma*, *structural inequality*) are explicitly pre-taught using visual examples from the neighborhood before being applied in the interactive groups.

3. Multiple Means of Action and Expression

- Diverse Output Formats: Students are not restricted to written exams. They can demonstrate their learning through individual drawings, oral argumentation, physical model-building, and collaborative drafting (the Constitution and the Manifesto).

- Communicative Scaffolding: To support students with language difficulties or lower confidence during complex negotiations, the teacher provides structured "Argumentation Cards" containing model phrases (*"I agree because...", "I understand your point, but..."*).

- Interactive Group Volunteers: The presence of a facilitating adult at each table during the research phase (Session 3) ensures that students who struggle with reading comprehension are supported orally and can contribute meaningfully to the group's critical analysis.

ADDITIONAL SUPPORT MEASURES

STUDENT	ADDITIONAL OR INTENSIVE MEASUREMENT AND SUPPORT
STUDENT WITH MILD TDAH	• Most activities are carried out under the teacher supervision, which allows for continuous and specific feedback for this student, helping him stay engaged with the session.

	• Group activities will also be implemented. By collaborating with classmates through debates and group projects, the student will feel supported and included in the activity, allowing him to participate and follow the flow of the session with fluidity. • The steps of the different activities or things to remember in specific explanations will be written on the blackboard, so the student can use it as a reminder or a guide in case he gets lost.
VERY AGGRESSIVE AND CONFLICTIVE CHILD	• Calming strategies such as counting to 10, drawing, or stepping out of the classroom for a short time if necessary, will be used. • It is important to ensure that he is not given tasks that are excessively difficult. For example, the debate that we will do will be prepared and scripted but with some options for flexibility, in a way that it won't be stuck to one argument or repetitive topic. • In any case, the student will receive positive reinforcement both when he achieves a goal and when he makes an effort or tries to reach an objective.

ANNEX B: STUDENTS' VISUAL PRODUCTIONS



Student 1 drawing pre intervention



Student 1 drawing post intervention



Student 2 drawing pre intervention



Student 2 drawing post intervention



Student 3 drawing pre intervention



Student 3 drawing post intervention



Student 4 drawing pre intervention



Student 4 drawing post intervention



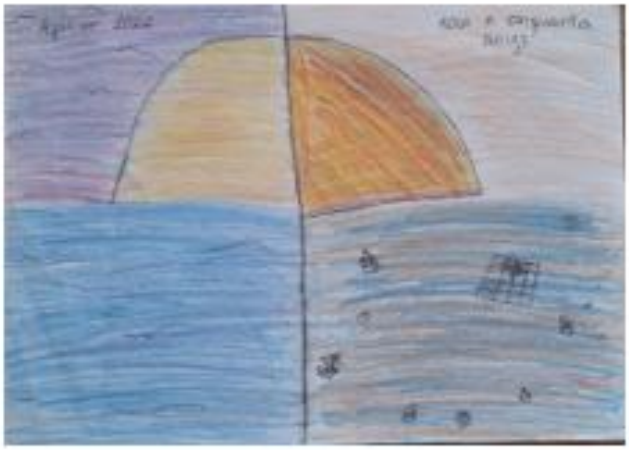
Student 5 drawing pre intervention



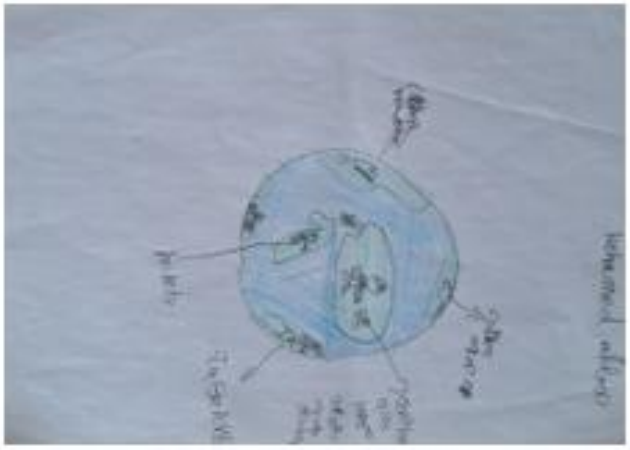
Student 5 drawing post intervention



Student 6 drawing pre intervention



Student 6 drawing post intervention



Student 7 drawing pre intervention



Student 7 drawing post intervention



Student 8 drawing pre intervention



Student 8 drawing post intervention



Student 9 drawing pre intervention



Student 9 drawing post intervention



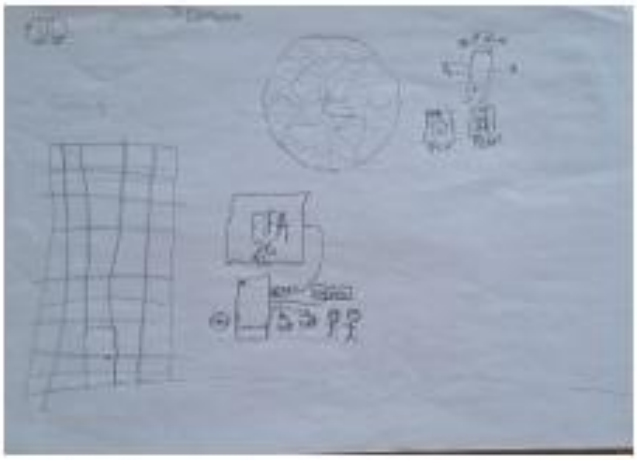
Student 10 drawing pre intervention



Student 10 drawing post intervention



Student 11 drawing pre intervention



Student 11 drawing post intervention



Student 12 drawing pre intervention



Student 12 drawing post intervention



Student 13 drawing pre intervention



Student 13 drawing post intervention



Student 14 drawing pre intervention



Student 14 drawing post intervention



Student 15 drawing pre intervention



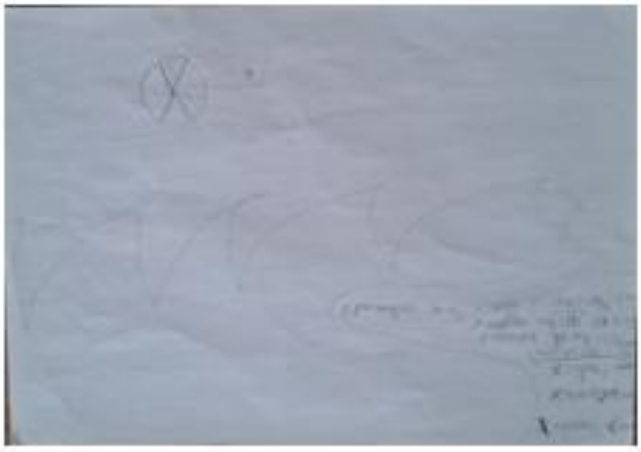
Student 15 drawing post intervention



Student 16 drawing pre intervention



Student 16 drawing post intervention



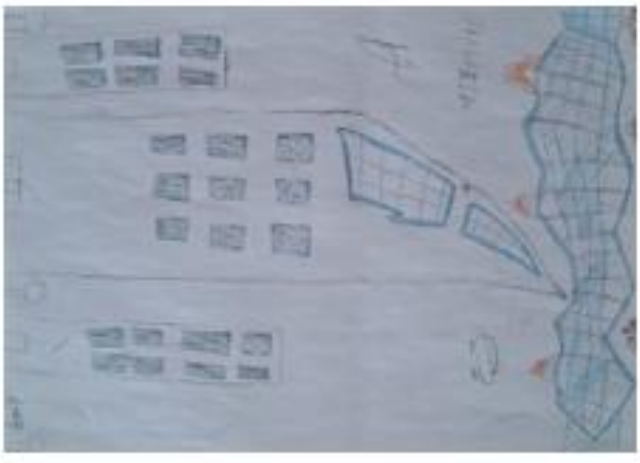
Student 17 drawing pre intervention



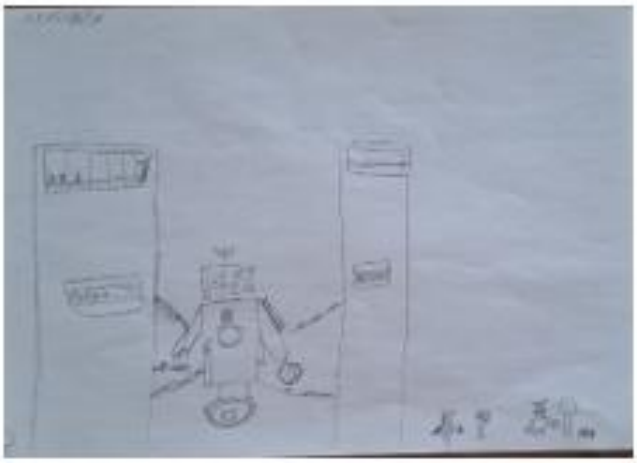
Student 17 drawing post intervention



Student 18 drawing pre intervention



Student 18 drawing post intervention



Student 19 drawing pre intervention



Student 19 drawing post intervention



Student 20 drawing pre intervention



Student 20 drawing post intervention

ANNEX C: Focus Group Transcript

- **Context:** Final evaluation session of the future imaginary.
- **Participants (7 voices in total):**
    - [Júnia - Moderator]
    - [Student 1]
    - [Student 2]
    - [Student 3]
    - [Student 4]
    - [Student 5]
    - [Student 6]

BLOC 1: Introduction, framing, and the future of the research

[00:00:00] [Júnia - Moderator]: Vale, estic gravant ara mateix.

[00:00:04] [Student 1]: ¿Por qué tienes la llave?

[00:00:06] [Júnia - Moderator]: Hola. Vale, nois. És molt fàcil. Vosaltres sabeu que jo estic a la universitat, oi?

[00:00:11] [Student 2]: Sí.

[00:00:12] [Júnia - Moderator]: I a la universitat, a l'últim any de carrera, hem de fer com un treball de final de grau i penjarem un article que és com un estudio de, científic sobre alguna cosa.

[00:00:22] [Student 3]: ¿A onde? A onde? A la universitat? Ah, vale, pensava que lo ibas a publicar.

[00:00:27] [Júnia - Moderator]: Depèn de si el faig bé, potser el publiquen. Si no el faig bé, potser no el publiquen. Llavors us he reunit a vosaltres per parlar una mica de com ha anat tot el projecte del futur, que hem estat fent durant aquestes sessions a classe. És com una entrevista en grup, vale? He posat la gravadora de veu aquí al mig de la taula, només per a la meva recerca de la universitat. No és cap examen, no hi ha respostes dolentes o bones, d'acord? Vull saber de veritat què penseu.

BLOC 2: The image of the future: collapse, wars, and science fiction

[00:01:21] [Júnia - Moderator]: Llavors, la primera pregunta era que vosaltres ja la vau respondre en el seu moment, que vau fer un dibuix. Us en recordeu? De com us imaginàveu el futur en el-- el ca-- el món. D'aquí a 50 anys. Doncs llavors, parleu entre vosaltres de com us imagineu el món d'aquí a 50 anys. Com creieu que serà?

[00:01:47] [Student 1]: Yo creo que si sigue así, empeoraría más de lo que está. Se nos quedaría la capa de ozono. Yo creo que van a haber coches volando por el aire. *(Rialles)*.

[00:02:00] [Student 2]: Jo és que volia dir que en 50 anys jo crec que el món seria como un lugar lleno de contaminación si seguimos així. I sense oxigen, ja no hi, no-- gairebé no hi havia, no hauria res d'oxigen. Eh, el mar se contaminaria tant... Por cierto, ¿por qué hablas del oxígeno si el oxígeno es tóxico?

[00:02:22] [Júnia - Moderator]: Com que l'oxigen és tòxic? Et recordo que, bueno... En altes quanti-en altes quantitats pot ser nociu, però...

[00:02:32] [Student 2]: No, es solo-- oxigeno solo es tóxico. Es lo que te hace, es lo que te hace envejecer. O sea que el oxígeno sí, el oxígeno es... Se ens quedaría la capa d'ozó. I los, i els raigs ultraviolats ens podrien...

[00:02:49] [Júnia - Moderator]: Violetes, què violats? *(Rialles)* Violats. Ultraviolats. Està molt bé perquè s'està, eh, s'està esforçant per parlar en català.

[00:03:05] [Student 2]: I també si seguim així, hi hauria muchas, hi hauria moltes guerres perquè ara, eh, el països-

[00:03:11] [Júnia - Moderator]: Pel territori.

[00:03:11] [Student 2]: Pel territori i també perquè-- i també perquè els països ara se pelean porque sí. O sea, por una- Solamente por una, por un, por un puesto o por un terci-- un puesto de territorio, ya se están matando. Yo digo que al final se van a acabar peleando no por petróleo, sino por oxígeno.

[00:03:32] [Júnia - Moderator]: I com us sentiu vosaltres amb aquesta idea del futur?

[00:03:36] [Student 2]: Mal. Estaré muerto yo. Yo lo que, lo único que deseo es que cuando pase eso yo esté muerto.

[00:03:42] [Júnia - Moderator]: D'aquí a 50 anys.

[00:03:45] [Student 2]: Para no vivir tremenda horrorosidad. Siempre quise como, en plan, cómo se, cómo se vive, cómo se, en plan, cómo se vive en una guerra.

[00:04:10] [Júnia - Moderator]: Cómo se siente la energ-- cómo se siente esa emoción que te dan cuando estás en una-

[00:04:15] [Student 2]: O un terremoto en ciudad. Yo quiero vivir un tsunami.

[00:04:18] [Júnia - Moderator]: Nervios de morir, nervios de morir y perder a tu familia. I en relació al canvi climàtic, creieu que millorarà, empitjorarà?

[00:04:26] [Student 1]: Pitjorarà. Pitjorarà. Yo creo que pitjorarà un montón. Pero si la gent, pero si lo-- pero si els polí-els polítics... Si els polítics, en plan, cambien cosas.

[00:04:44] [Júnia - Moderator]: Mhm. També depende, bueno, puede ser que si seguim així anirà a pitjor, però si tots, eh, col·laborem i intentem de reciclar més i de contaminar, i de no contaminar tant, eh, po-podria millorar.

[00:05:00] [Student 4]: Mhm, mhm. Jo dic que, eh, en 50 anys, com hi ha més tecnologia, la gent usaria més IA de, de, de, que, que lo normal. I, i com la IA gasta molta aigua, doncs jo crec que, eh, crearan aigua des de zero amb la IA. Sí, agua artificial. Que també volia dir que tam-- estic amb el meu company, que podria ser que si, eh, les coses van canviant, com ara que s'han fet cotxes elèctrics en lloc de gasolina i tot això, que contaminen menys, doncs podria ser que ens salvem.

BLOC 3: The role of politics, rights, and material conditions

[00:05:53] [Júnia - Moderator]: Vale. Abans heu parlat sobre els polítics, que has dit tu una cosa. Què opineu de com, com ho estan portant? Els polítics, com estan gestionant el futur?

[00:06:04] [Student 3]: No hacen nada.

[00:06:05] [Student 1]: Molt mal. Se callan. O juguen el dinero.

[00:06:14] [Student 3]: Ellos, cuando una persona quiere ser presidente, eh, presidente, no es por mejorar el país, es solo por el money, ¿me entiendes?

[00:07:18] [Student 1]: Es que yo volia dir que a vegades, o sea, si tu votes a un, a un president o a un partit, pues que jo, que, y no sé, que es que siempre que vote pues prometen cosas como, eh: cua-- si me, si me votas, yo intentaré, o sea. Sí, parece que lo hacen un año i tot això, i després no fan res. Es que solamente quieren el poder.

[00:08:23] [Júnia - Moderator]: És molt bo que puguem pensar en, en utopies i en futurs possibles, ai, futurs desitjables, perquè llavors, si ho somiem, pot ser que passi. Si no ho somiem...

[00:08:57] [Student 1]: Bueno, depende. Aunque lo somiem, també tenim que actuar, no solamente-

[00:09:02] [Júnia - Moderator]: Molt ben dit, molt ben dit.

[00:09:04] [Student 3]: Tu no vas a dir-- tu no vas a pensar i no vas a hacer na'.

[00:09:09] [Student 1]: Organitzar manifestacions o... Si quieres algo, tienes que lograrlo.

[00:09:16] [Júnia - Moderator]: Però per poder lluitar primer pel que voleu fer, pel que voleu, primer ho heu de poder pensar. Llavors, quines coses us agradaria que passessin al futur, d'aquí a cinquanta anys? No el que és probable, sinó què us agradaria. Què us agradaria veure d'aquí a cinquanta anys que hagi canviat?

[00:09:33] [Student 3]: Que todo el mundo sea bueno y que recicle mejor.

[00:09:38] [Student 1]: Que no hi hagi contaminació i, i reciclen molt. Que no hi hagi guerres, que tot, eh, el que no hi haga tanta tecnologia perquè fa que no, no es comuniquin tant i que, eh, que el, que no, que no contaminin tant i que intenten reciclar millor.

[00:10:04] [Student 6]: Jo vull, jo vull dir que a mi m'agradaria que d'aquí a cinquanta anys hauria pau mundial, o sea que ja no hi hauria ni una sola guerra ni por nada. También podría decir que, que no hi haguera contaminació ni res de tot això i que els mateixos que no ho compran, pues que no, que no haur-- que no, que no té d'haver molta tecnologia, perquè amb la tecnologia d'avui en dia ja ens acostumem a, als nostres familiars.

[00:10:41] [Student 1]: Estem tan pegats que no, que no salim a l'aire lliure a, a disfrutar de la nostra vida.

[00:11:04] [Student 1]: Que, que todo el mundo, o sea, que tot el món pugui, pugui com donar les seves opinions i que, i que sí les escoltin, perquè hi ha vegades que diuen: eh, tot, totes les opinions compten i les tindrem en compte o algo així, i després no, no hacen caso a nada. Ya hacen lo que les da la gana.

[00:11:28] [Student 3]: El, lo que jo quero que, el que passi en cinquanta-- dintre de cinquanta anys és que, en plan, la gent que és ultradreta, en plan, que són racistes, no? De que, en plan, que canviïn, no? I, i que també, que la gent esta, en plan, la gente mala, los corruptos, estos, los ladrones, en plan que, para, en ve-- en vez de un, un, de la cárcel, que al-- que haya como una zona, ¿no? una isla, no me importa cuál, ¿no? I ahí que tot, en plan, ahí viva la gente mala, ¿me entiendes? La de cómo su-- cómo sobrevivirían si, si se lo fueran así.

[00:12:11] [Student 4]: Que totes les persones del món tinguen, eh, o sea, que tinguin drets humans, o sea, que no hi ha, que no hi ha persones que es moren d'hambre per guerres o per coses així.

[00:12:22] [Student 1]: Jo, jo, jo crec que en, en els anys, no, en, en el 2076, que, que el Govern, que, eh, li té que donar un po-- una mica de diners als, als que són pobres, així, perquè si no es moriran de gana. Per, per, per to-- així, si tenen una mica de diners, poden estudiar i te-i tenir un treball i ganaran diners. Jo què dir, que también eso, si lo que-- como lo dijo el company, si, si el gobierno hiciera, ai, faria això, eh, la població aniria millor i també ajudaria al, també al Govern, perquè com estan-- perquè així, eh, els, els pobres podran, per exemple, jo, per exemple, jo soc pobre i hi ha alguns que tenen diners i te, i estudien, però no s'esforcen. Però entonces, si le donen diners, ell sap, perquè com és pobre i no, i no té coses com els demés, s'esforçaria per, per guanyar més diners.

[00:13:38] [Student 5]: Que les persones no se-- no siguin egoistes i que pensen en si mateixa.

[00:13:44] [Student 3]: Ah, i también de que-- ui, què va dir? Ah, de que a veces escucho en la tele sobre política, ¿no? Sobre de que están cumpliendo afirmaciones, ¿no? La palabra en plan que todos tenemos derechos, en plan mentira. Sí, se está cumpliendo, pero hay gente que le falta, ¿entiendes? Ah, y que no suban los precios de las casas.

[00:14:16] [Student 5]: Y que, que no, que no haya más inflación, que todo vale too much.

[00:14:24] [Student 3]: Ah, y también. Y también de que, en plan, los, los dueños de la casa, por ejemplo, a la, eh, si una persona nece-necesita, en plan, ayuda, ¿no? Le acaba el contrato y el dueño no lo quiere, no lo quiere renovar porque, porque le va, va cami-- así va-- y será una casa turística, ¿no? Pero como ya hay hoteles o cada vez se, se hacen más grandes los hoteles- Que lo-- que la-- que la-- que los dueños, que el dueño aproveche de dar esa casa a, a los necesitados, ¿entiendes? Porque, eh, cada-- porque ahora se está aumentando mucho, ¿no? Porque quieren, en plan, cuanto una persona-- cuando viene un turiste-un, un turista, le paga dinero, ¿no? Pues cuanto se va, ahí vienen más.

BLOC 4: Escapism from the environment and the search for impossible alternatives

[00:15:10] [Student 1]: Eh, Albert Einstein, si no me equivoco, dijo que no se puede ni crear ni destruir materia de la nada, pero los agujeros negros sí que pueden. Entonces, yo digo que ten-tienen que hacer un, un tubo que vaya desde la Tierra hasta un agujero negro y que la basura la tiren ahí.

[00:15:51] [Student 4]: Porque es impossible que de aquí de la Terra, eh, pongan un tubo gigante hacia un agujero negro que podría estar a billones o billones de años luz o más lejos. Y, i també construirlo te-- costaría mucho y dudo que una persona tenga tantos diners para construirlo. Y también, si, si tuvieran tantos diners para construirlo, els trabajadores que están allá, al lado de un agujero negro, pues, eh-

[00:16:29] [Júnia - Moderator]: Un moment, un moment. Us proposo que en lloc de, de-- o sigui, ha estat molt interessant el que ha dit el company, perquè era una proposta que sembla impossible,

però que ostres, i si passés lo guai que seria? Anem a pensar més coses que sonen impossibles, però que ens agradaria, que si de-depengués de nosaltres, ens agradaria que passés pel futur. Què és que us agradaria veure?

[00:17:07] [Student 1]: Yo tengo una idea, como el company, pero un poco, un poquito más fácil, que es acercarse al sol i tirar la basura para que ahí se queme y ya está.

[00:17:29] [Student 5]: Eh, que lo, que todos los planetas, eh, haya vida.

[00:17:36] [Student 1]: Para poder escapar.

[00:17:40] [Student 3]: Si el planeta Tierra, eh- Colapsa, ir a otro planeta. Y si ese otro planeta colapsa, a otro planeta.

[00:18:02] [Júnia - Moderator]: I si fem alguna cosa per canviar i que aquest planeta no col·lapsi?

[00:18:13] [Student 5]: Que es algo lo que, sobre lo que s'ha dit abans a la conversa, que si el mundo está con mucha contaminación y ya nadie puede, que iríamos a un planeta.

[00:18:30] [Student 3]: Yo, mira, yo quiero decir algo rapidísimo. Eh, que de la idea anterior me gusta, pero más fácil, en vez de ir nosotros, para que no nos arriesguemos, hacernos unos minicohetes superpequeños, que no, que no valgan tanto dinero y metemos ahí toda la basura que quepa y la enviamos al sol.

[00:18:51] [Júnia - Moderator]: Vale, nice. Algú vol dir alguna altra cosa per acabar?

[00:18:57] [Student 5]: No.

[00:18:57] [Júnia - Moderator]: Doncs fins aquí moltes gràcies.