

HOPES FOR THE FUTURE



MAIN FEATURES

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|------------------------------------|--------------------|
| Strengthened skills (TASC Cluster) | AIMS |
| Suitable for | Teachers, Students |
| Difficulty level | Low |
| Individual setting | No |
| Group setup | Yes |
| Minimum number of participants | 3 or more |
| Average duration | 75 minutes |
| Special Equipment | Yes |
| Online version | Yes |



Teachers and students improve school climate
together



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1. DESCRIPTION

The activity is inspired by the work of Burns (2008).

The Facilitator asks participants a series of questions, inviting them to write down the answers and reflect on them.

The activity can be proposed to both teachers and students.

2. OBJECTIVE / BENEFITS

The activity aims to help participants voice their best hopes for life at school and/or in the classroom.

In addition, the activity helps them to consider what actions they can take - as individuals and/or as a group - to achieve the best hopes they have described.

3. Related SKILLS CLUSTERS

No. 3 - Set goals, which in this case refers to the idea of identifying one or more goals (the best hopes) and defining strategies to achieve them. For this reason, the activity trains all the skills saturated by this construct: **Work on Hypotheses**, **Goal-oriented approach** and **Future-oriented approach**.

4. HOW TO DO THE EXERCISE

Step 1 / Preparation:

Tell participants that they will be asked a series of questions about their experience with the class.

Invite them to write their responses, which will be used as the activity continues.

Step 2 / Ask questions

The set of questions to be asked is as follows:

1. *What is your best hope in class? (You probably have more than one hope: please choose the one you think is the most important to you now).*
2. *Suppose you help the class achieve this better hope. What would change in the classroom? And what would change in yourself?*

3. *Who else would notice such changes?*
4. *On a scale of 1 to 10, if 10 represents the best hope achieved, where are you now?*
5. *Where do you want to be?*
6. *What will be different when you are a step higher up the ladder?*
7. *What are you already doing that is on track?*
8. *What else are you doing that's on track?*
9. *What's the next small step?*

Step 3 / The board of best hopes

Invite all participants to write their best hopes on a large piece of paper (A3 or A2 size) titled "Hopes for the Future of the Class."

This board can be hung on one of the walls of the room.

Step 4 / Actions to achieve the best hopes

Divide participants into groups of 3 or 4.

Ask each subgroup to share their ideas about one of the best hopes written on the board hanging on the wall. The exact best hope can be discussed by more than one subgroup.

More specifically, each sub-group is invited to answer the following questions:

- If you decided to work together to achieve this better hope, what would you take the first step?
- And what is the second step?
- And what is the third step?

Final step / The common thread

In the plenary, ask participants to share ideas and reflections that emerged during phase 4.

Also, ask participants the following question:

Considering the best hopes the subgroups have discussed, what do you think is the common thread that binds them all? What would you call it?

You don't have to answer this question now: I leave it to you as food for thought.

5. CLOSING

This stage is a group discussion about the activity.

The aim is to help participants reflect on the usefulness of this activity.

To lead the conversation, here are some examples of questions you might ask:

- *Imagine that this experience has changed the way you approach the classroom. How would you define this change?*

- *What would happen if I decided to play this game/repeat this game in class?*

You can invite participants to share their answers to questions with the group, or you can invite them to write their answers and reflect for themselves after the end of the group session.

6. SPECIAL MATERIALS

- Pens and sheets of paper.
- A large cardboard (size A3 or A2) with markers for writing on it.

7. TIPS AND TRICKS

Please consider that the question in the final step is complex.

It invites participants to think about the "connecting model" (Bateson, 1979) with all their ideas and goals and helps identify a common goal for the whole group related to the class file.

So, giving them the freedom to delay the answer gives them time to discuss the topic and improves their commitment to finding an answer to this question.

However, please do not force the group to give you an answer in the following days or subsequent sessions: the important thing for us is that they have the opportunity to reflect and consider possible actions to be taken collectively, and that could happen even without giving a straight answer to the Facilitator.

8. ON-LINE VERSION

This activity can be done online, with the help of platforms such as Miro (www.miro.com), where you can create conversation rooms where subgroups can converse.

In this case, the card can be replaced with the collective chat that all participants can access.

9. BIBLIOGRAPHY - SITOGRAPHY

Bateson G. (1979) *Mind and nature: a necessary unity*. New York: Bantam Books.

K. Burns (2008). Ten-minute conversation: Using a solution-centric approach in supervision. *Solution News*, 3(3): 8–10.