

Realism, Not Dreams

Intermediate (Classes 7-10)

Advanced (Classes 11-12)



Realistic Expectations (Pestalozzi Approach)

Instructions to Participants:

The Facilitator presents and discusses with participants your timeline with a fork at the current time.

(NB: The timeline should include major events from birth, including career and family events and should make use of drawing and writing. From the current time forward one fork should look at a likely future and the other should look at an ideal future. Discussion also includes what you would need to do to fulfil your likely and ideal futures and what might stand in the way of doing so.)

Participants discuss different ideal and likely futures and what they would need to do to achieve them.

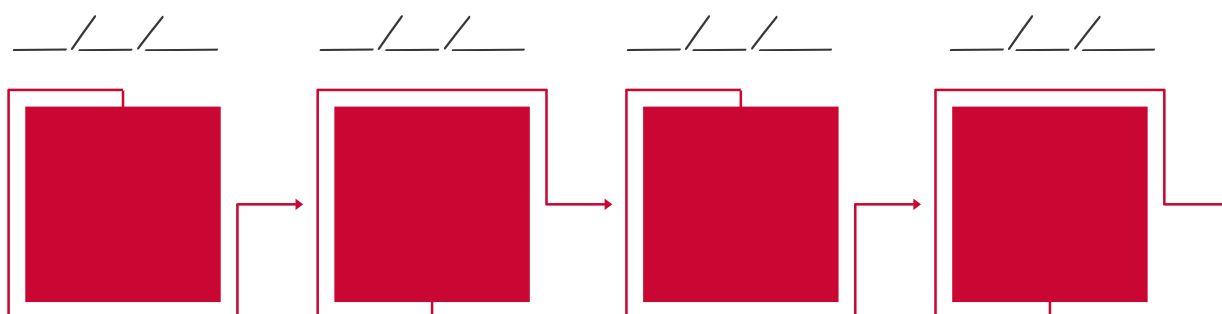
- Use timeline template to show your likely future (in which you are realistic) and your ideal future (in which you are idealistic)
- Think carefully about what you would need to do to achieve each
- Consider what might stand in the way of you achieving your ideals
- In pairs participants should discuss their timelines, what they would need to do to achieve their likely and their ideal futures and what might stand in the way of them achieving their ideals.

Materials Needed

- Timeline template
- Pens
- Discussion prompts

Online Resources

Presentation:
Includes Timeline
Sheet



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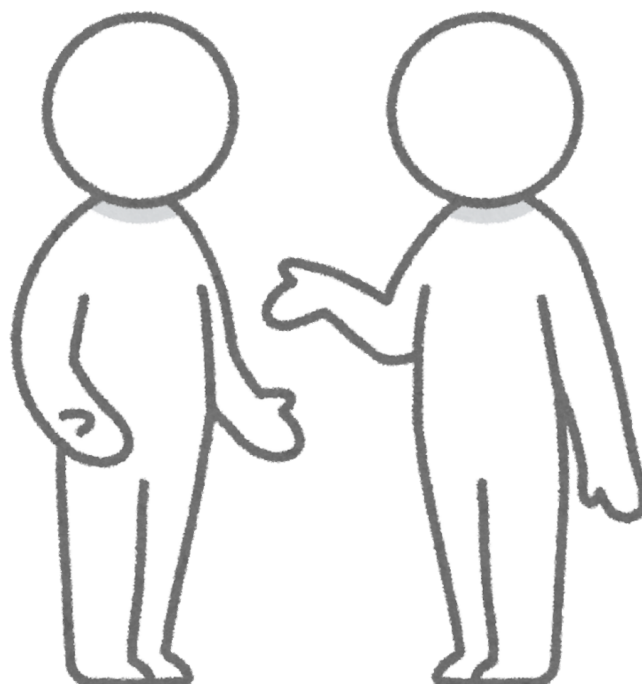
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Ideas for further discussion:

How to provide feedback to others on their plans for the future use **prompts** to discuss how use of language can impact how people take on others ideas.

Talk Promises:

- We will focus on and support the speaker
- We will give each other thinking time
- We will explain our thoughts and build on the ideas of others
- We will speak clearly when it is our turn to speak



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Continued

Throughout Pestalozzi's life his aim was to set up a home and school for poor children where they could learn head, heart and hand skills and be part of a large, loving family, with Pestalozzi as the father figure. He achieved this briefly at the Neu Hof but had to stop because of lack of money and because people did not support his ideas. He also ran an orphanage at Stans, but only for six months. It was very successful but people did not support him so it was closed down. Although Pestalozzi was unable to achieve what he really wanted to achieve, he was very successful in other ways, as the head of an educational institution and as the father of modern education. It does not matter if we do not achieve our ideals. In fact we might be more successful working well in a more realistic future.

Pestalozzi wanted education to help students to be realistic about their futures, rather than set up unrealistic expectations, and to ensure that students are well prepared for what is likely to be their future lives and careers.



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Continued

AI/ Tech enhancement ideas

Tech Enhancement:

Use digital timeline tools (Canva, Google Slides).

Students create interactive timelines with:

- Education steps
- Skills development milestones
- Career entry points
- Personal goals

AI Support:

Prompt AI:

“Please create a list of common education and training steps required to become a [career] in the [x country] ?”

Then students can have the opportunity to fact-check the information provided.

Why this Matters?

- Helps to build digital literacy & research skills
- Encourages comparison between aspiration and career market reality
- Reinforces AI support for planning
- Offers further opportunity for discussion around the use of enhancements and pitfalls of AI at it's current stage

Pestalozzi Reflection: AI & Resilience Thinking

This activity also reflects on how Pestalozzi did not achieve all his ideals but succeeded in other ways. Students could use AI to give them real-life examples of famous/success individuals in students careers/fields/country of interest.

Prompt:

“Provide examples of successful people in [x country]/ [x profession] who did not achieve their original dream but became successful in another way.”

Students then:

- Compare with Pestalozzi's story
- Reflect on adaptability
- Identify transferable skills
- Fact- check results

Why this matters?

These ideas further link to our Head, Heart and Hands approach

- Head: Critical analysis of life pathways
- Heart: Emotional resilience
- Hands: Practical action planning