FUTURES THINKING FOR
YOUTH WORKERS
AND EDUCATORS
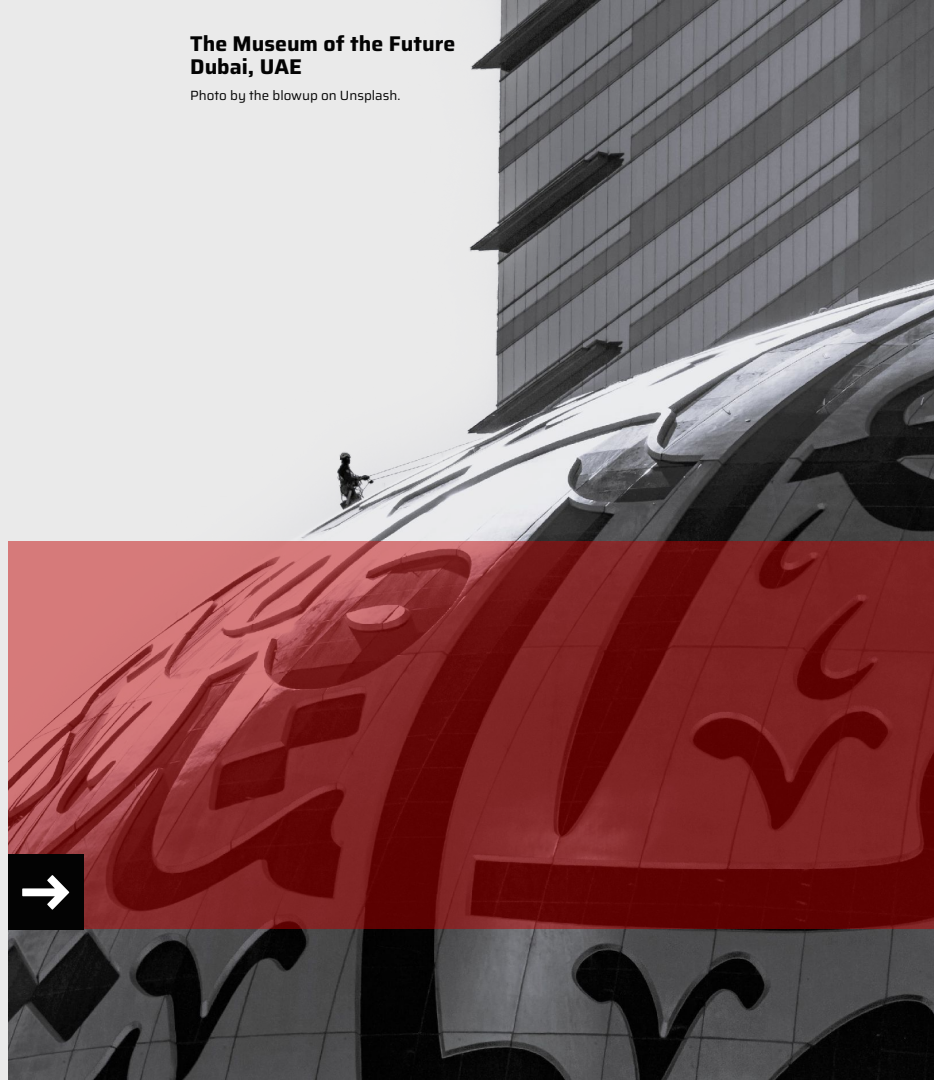
Imaginarium
**Creative Youth for
Sustainable Futures**

IMAGINARIUM PROJECT: APPROVED BY THE EUROPEAN COMMISSION UNDER THE PROGRAMME "ERASMUS+ – KA2 – STRATEGIC PARTNERSHIP CREATIVITY FOR YOUTH SECTOR

Erasmus+

Imaginarium

→ Imagination and creativity: these resilience building skills are important to the success of young people. We want to make sure they have the best environment to develop the creativity needed to inspire and build their personal, professional and (sustainable) community's future.

→ The goal of Imaginarium project is to co-create new activity tools, using expertise of youth workers and experience of partner organisations in Design Thinking, Futures Thinking and sustainability.

→ This European project, co-funded by the European Erasmus+ programme, is led by an innovative partnership bringing expertise from university, social enterprise, cooperative and business from Luxembourg (Art Square Lab), France (Co-Actions), Ireland (M-Powered) and Finland (University of Turku)

Imaginarium

Many social challenges that we are facing, such as climate change, inequality, or poverty, have been further developed in a short space of time by the COVID-19 pandemic. Many dark narratives are being created, with environmental, social and economical crises in the first line.

But, uncertainties should not frighten or paralyze us; they should help us anticipate and prepare.

In the project "Imaginarium," partners for Luxembourg (Art Square Lab), France (Co-Actions), Ireland (M-Powered), and Finland (University of Turku) are going to introduce creativity using Design Thinking and Futures Thinking methodology that will enable a proactive search for possible development solutions for tomorrow.

Young people will be ensured that designing the future is, on the one hand, a search for opportunities and potential, and on the other hand, systematic, purposeful, and initiating practical solutions, aimed at responding to uncertainty.

With this guide, we would like to encourage youth workers and educators to implement Imagination, Futures Thinking into their daily job.

—Futures Thinking Guide for you….

In front of you there is a Futures Thinking guide for youth workers, educators. Hopefully it will inspire you to use Futures Thinking in your daily work with young people.
We have focused on 3 aspects :

Why - what we think is important in Futures Thinking, why we want to promote and use it in youth work

What is Futures Thinking. A brief introduction to the theory with references to sources where you can deepen your knowledge of Futures Thinking

How? - A toolbox with several exercises which you can use in your daily work with young people.

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WHY FUTURES THINKING?

CHAPTER

01

Why Futures Thinking guide for youth workers?

In recent years, we have faced crisis after crisis. Global warming, biodiversity loss, Covid-19, war in Europe, inflation... All of these crises have been overwhelming for the youth - and for adults too. In these times, we all need hope for a better future.

The youth should learn how to imagine desirable possible futures. But not only imagine, they should also learn that what they do today and tomorrow, can make those futures happen. This is what Futures Thinking is about: You imagine possible futures, you choose a desirable one and then you think what you can do to achieve it.

A desirable future for a young person could be a dream profession or even a world without climate change. They choose. They know.

Why Futures Thinking? We believe that the ability to imagine and create future scenarios supports our resilience. It helps us to be prepared for different futures, to be able to put ourselves in the situation of being in the future and decide, is this the future we want? If yes, what can I do today to get closer to that future, if no, what will stop the unfolding trend, what can I do today to change course and get involved in creating a different reality? What other trends can I support to make my preferred future happen?

This guide, will help you understand what futures thinking is and why imagination plays a big role in creating future scenarios. By creating future scenarios, you will find it easier to tame the unknown, help young people gain a sense of empowerment, and show them how they can create and build the future they want.

"To be hopeful means to be uncertain about future, to be **tender toward possibilities**, to **be dedicated to change** all the way done to the bottom of your heart."

Rebecca Solnit, historian and activist

"In a rapidly evolving world it is essential to learn how to deal with uncertain and ever-changing futures. Let's prepare our next generations with these skills in the classroom!"

Future Literacy as a key competence

Today's young people increasingly need the ability to understand, live and navigate in a world of uncertainty and rapid change. This is why it is important to provide them with an early basis and tools for a critical, creative and visionary futures thinking.

"The goal of developing futures literacy **is to learn to think more creatively, critically and broadly about the future.** Through better futures literacy individuals become more conscious about the diversity of possible futures and their **own capability to influence the direction of the future** – on personal, local and global levels.

Futures literacy is a substantial **meta-skill in the 21st century** world helping individuals not only to think critically and creatively for solutions to our existing global and local problems – but also to build up personal resilience in the rapidly changing world"

University of Turku, Finland

Future Literacy as a key competence

Future Literacy is a key competence. More and more Universities, mentioned this and underline the needs of developing it. Also, our partner, University of Turku is working on this subject.

Future Literacy as a key competence

Also, a lot of competences, which can be developed by using Futures thinking methodology, are mentioned in Green Comp, The European sustainability competence framework. This is also the reason why we should include imagination and Futures Thinking tools and methods in our youth work. Thanks to this, we can help develop youth competences and skills needed in the future.

Green Comp- The European sustainability competence Framework.

Futures Thinking and competence

Values

- valuing sustainability
- supporting fairness
- protecting nature

Understanding Complexity:

- valuing sustainability
- supporting fairness
- protecting nature

Envision sustainable futures:

- futures literacy
- adaptability
- exploratory thinking

Acting for sustainability

- political agency
- collective action
- individual action

Green Comp- The European sustainability competence Framework.

Competences and skills
What kind of skills and competences
I need to develop.

Competences, skills, attitude which can help you to use Futures thinking methodology:

- Curious
- Non-judgmental
- Interdisciplinary
- Holistic
- Analytic
- Creative
- Persistent
- Visual
- Storyteller
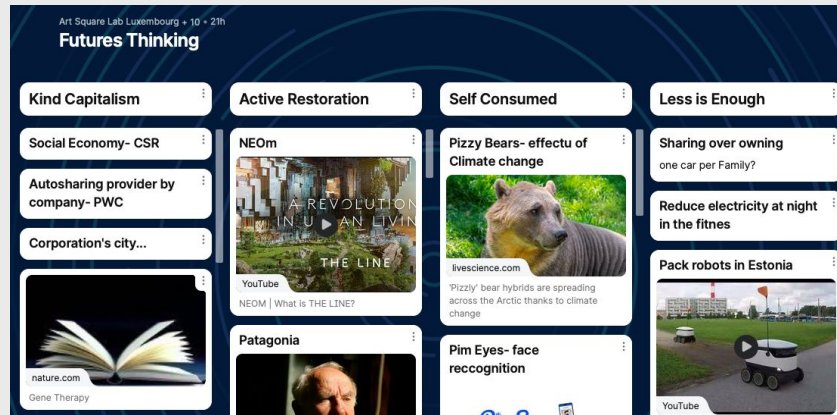
WHY DO WE NEED FUTURES THINKING IN YOUTH WORK?

Young people and futures.

- climate depression/anxiety.
- mostly negative vision of the future (the World is dark and scary).
- lack of impact.
- lack of empowerment.
- crisis of imagination.
- lack of trust/ radicalization.

Photo by Markus Spiske on Unsplash

POWER OF IMAGINATION IDEAS ABOUT FUTURE...

"They help us **prepare for a challenge** before it happens, or because they give us **time to try to prevent a crisis**; or because they **open our minds and inspire us to make changes** in our lives and communities **today.**

We reduce the risk of being shocked by our future, and we increase our ability to shape it. "

"Imaginable"
Jane McGonigal

Photo by Josh Hild on Unsplash

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WHAT IS FUTURES THINKING?

CHAPTER

02

The future is already here — it's just not very evenly distributed

William Gibson

Introduction to Futures Thinking

Have you ever thought about where you will be in ten years? Have you ever thought about how the world looks then? That is thinking about the future.

Did you have a few alternatives of where you would be in ten years? Did you have a few alternatives to how the world looks then? Did you think one of those alternatives would be more desirable? Did you think about how you can make that happen? That is Futures Thinking.

Defining Futures Thinking

By Futures Thinking, we use our imagination to form images of possible futures. Based on our own values, we form opinions about which of the possible future images are desirable. If the future image really excites you and you are a determined person, you start to strive towards that future image.

Futures Thinking is defined as "identifying and challenging current developments and assumptions about the future, imagining alternative futures and linking them with the choices we make today" by Lisa Puosa.

"It's really important for us to remember how much power we have…. **Humans made system: humans can change the system**"

Ingrid La Fleur,
founder of Afrofuture Strategies Institute

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Futures Research, Futurology

• The purpose of foresight is to **invent, value, and suggest possible and probable futures** and to help people go through different options so that they can make decisions about what kind of future they want. In this way, it is possible to make effective plans to promote the realization of the best possible future. (Masini 1993, Bell 1996.)

• Broad scope: Concentrating on the big scale in the long term.

Fundamental Assumptions

- The future is plural not singular, that is, that it consists of alternative futures of varying likelihood but that it is impossible in principle to say with certainty which one will occur.

- The primary effort in futures studies, therefore, is to identify and describe alternative futures. This effort includes collecting quantitative and qualitative data about the possibility, probability, and desirability of change.

Future-Consciousness

- Conscious understanding of what kind of future is desirable and how it can be promoted.

- Understanding how our decisions affect reality and actively participating in the creative processes of the future in everyday life.

- In order to understand the future and gain meaning in the things and events around us, it is important to understand the present and the past - why we have come to this reality and situation. (Bjerstedt 1992).

Principles of Futures Thinking

• The future is unpredictable. We can only form images and perceptions of the kind of events ahead of us - we are talking about several alternative futures.

• The future is not predetermined. We can consider what is likely to happen as we consider different possibilities.

• We can influence the future through our actions and choices.

Therefore, it is important to know what is possible, what is likely, and what is desirable. The importance of values and the value debate in considering future options is therefore inevitable. (Rubin 2004).

Time Horizon for the Future Studies

Less 1 Yr   1-5 Yr   5-20 Yrs   20-50 Yrs   Beyond 50 Yrs
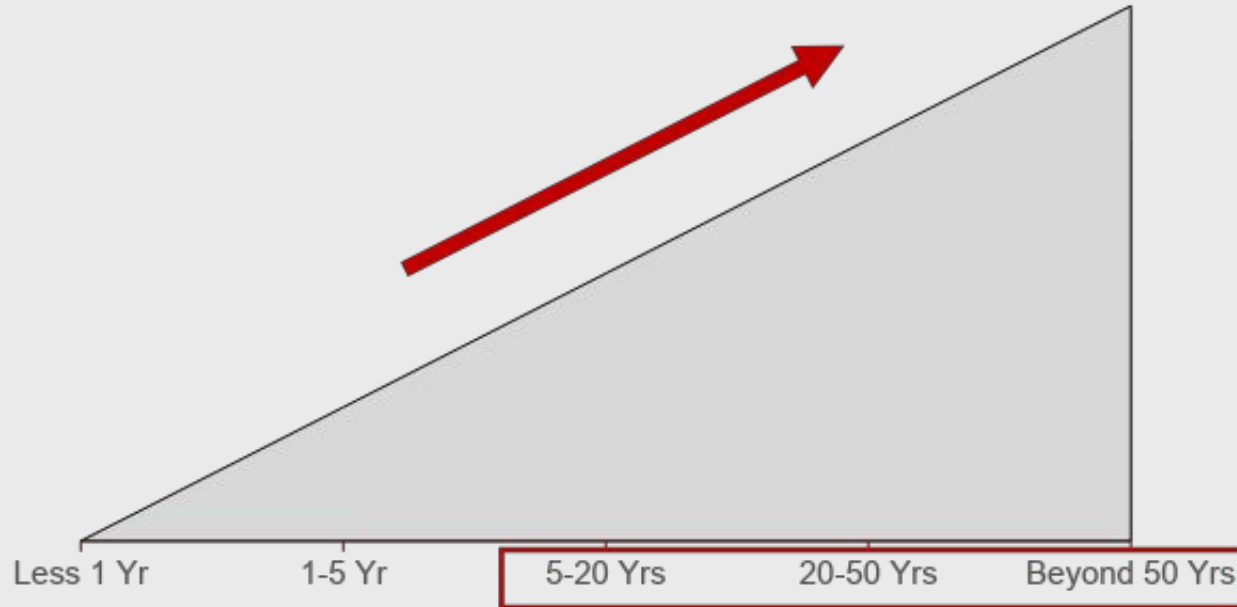
Four Future Pathways

- Futures studies is often summarised as being concerned with four future pathways, "three Ps and a W", which stands for:

- Possible

- Probable, and

- Preferable futures

- Plus Wildcards, which are low probability but high impact events (positive or negative), should they occur.
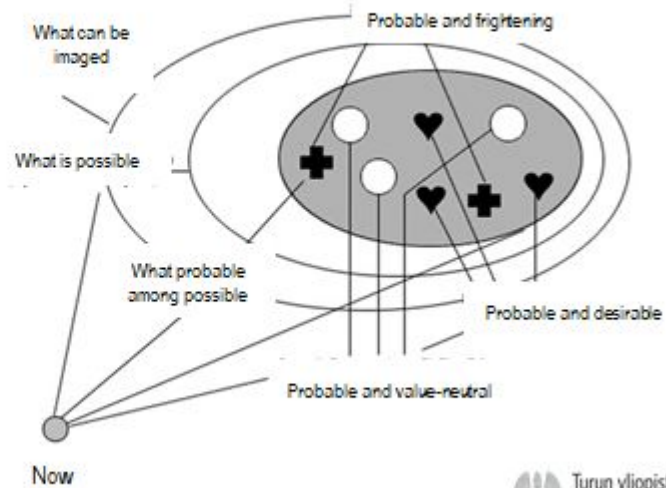
Four Future Pathways

- Estimating probability is involved in perceiving and classifying both probable and wildcard events, whilst also considering the range of possible futures.

- Most estimates of probability in futures studies are qualitative!

Possible and probable future as a projection of the present (Rubin 2004)

What can be imaged

What is possible

What probable among possible

Probable and frightening

Probable and desirable

Probable and value-neutral

Now

Turun yliopisto
University of Turku

Futures Thinking
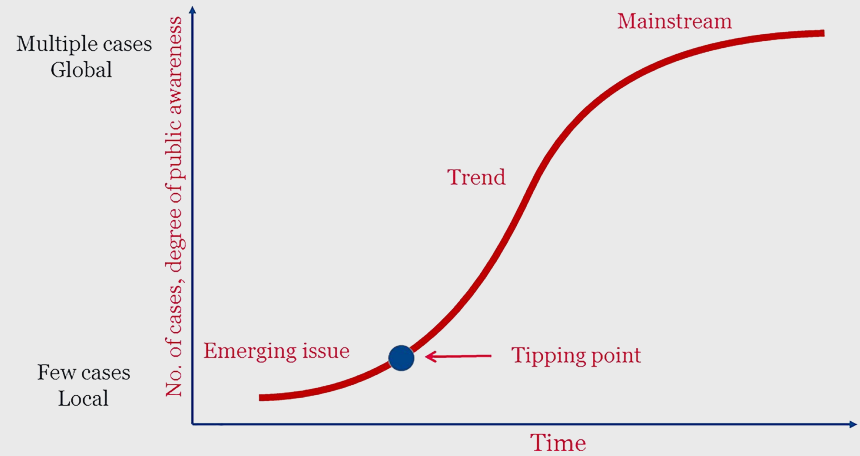
Weak/Signals Of change

Trends/ Megatrends

Wildcards

Futures images

Actions

When we see more and more similar signals of change, such as balanced development, we can speak of a trend. That is, that similar initiatives, solutions, are emerging in different parts of the world, can indicate that a new trend is forming. The more we are able to observe changes, new solutions, the stronger the trend.

Wild cards are unexpected events that can strengthen a trend or weaken it.

Mega trends are already an obvious direction of change, such as sustainability.

Clues... signals of change (weak signals)

"Before you can get better at predicting what might happen or what might be needed in the future, you have to fill your brain with clues. And there is one kind of clue, in particular, that futurists are trained to detect and work with: signals of change.
A signal of change is a concrete example of how the world could be different one day. It might be a tiny change happening in just one town, or just one school, or company. But it's real!"

"Imaginable"
Jane McGonigal

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Clues... signals of change

 "Signals of change are vivid, detailed, specific examples of innovation, change, or invention.

The most powerful signals of change are those, which you can find in your **local community.**

Investigating a signal of change is like being on a quest. The purpose of the quest is not to predict what the future will be, it's to ask question after question about what the future COULD BE.

A signal of change can help you cultivate your curiosity about important new technologies, ideas and social movements.

What kind of change is it **example of?**
What's driving, or motivating, the change? Why is it happening
What does the signal make me worry about? What does it make me excited about?

What would be the world if the signal became common?

"Imaginable"
Jane McGonigal

Clues... signals of change
Example: MINDAR

"**Mindar**, an androgynous robotic priest that preaches Buddhist sermons inside a four-hundred-year old temple in Japan, to get younger people interested in religious teaching."

Artifical Inteligence
Future of religion

https://sea.mashable.com/article/2515/japan-just-created-possibly-the-worlds-first-android-deity-and-shes-buddhist

Futures Thinking

Trends/ Megatrends

The future consists of five kinds of elements and the relationships between them:

1. Events and wildcards can be understood as anything that has an impact on our lives and the way things are done in one way or another.

2. Trends and megatrends are developments in things and events that can be traced backwards.

3. Weak signals (or early indicators, emerging issues) are emerging new things and phenomena with no history. Some of these new things can have a major impact on the nature of the future - they can change the direction of development.

4. The future images are the visions, expectations and fears that people and society will associate with the future. Future images play a strong role in motivating or crippling choices and decision-making, and sometimes as self-fulfilling predictions.

5. The actions are guided by the future images. The future is then realized as a result of various actions and activities. (See, e.g., Dator 1996, 107-110)

From signals of change to
Trends-forces

There are forces in the future that are significant TRENDS or phenomena that are likely to have a disruptive or transformative effect on society. Sometimes described as megatrends or just drivers of change that become stronger over months, years, decades.

Trend- Youth disillusionment

It is defined as "disengagement and lack of confidence and/ or loss of trust with existing economic, political, and social structures at a global scale."

They are currently 1.21 billion young people between 15-24 y.o who are increasingly frustrated by what they view as a corrupt and unjust climate actions of older generations.

This could be a positive force, but… it might generate a lot of "rebels" and radicalisation - it could bring chaos and extremism.

The World Economic Forum ranks this risk as a "top global blind spot"- an area where current global response severely underestimates the risk's likely future impact.

https://www.theguardian.com/environment/2022/oct/14/just-stop-oil-activists-throw-soup-at-van-goghs-sunflowers

▶●◆ HOW CAN WE UNDERSTAND THE COMPLEX WEB OF CHANGE AROUND US?

The "STEEP- V" categories that influence our business:

- **Social:** values, attitudes, lifestyles, consumer trends, demographic influences, income distribution, education, population development, security.
- **Technological:** new technologies, technology effects, research, development speed, new products and processes, product life cycles, technology investments, and government research expenditure
- **Environmental:** economic growth, inflation, interest rates, exchange rates, taxation, unemployment, income, business cycles, world trade and resource availability.
- **Economic:** material, resources, disposal, emission regulations, energy, transport routes, life cycles, effects of the ozone hole and global warming.
- **Political:** policy frameworks, labor market policies, government policies, competition oversight, legislation, political stability, tax policies, trade barriers, security requirements and subsidies.
- ***Values- what are new values, how have they changed, and why?**

TRENDS- STEEP V
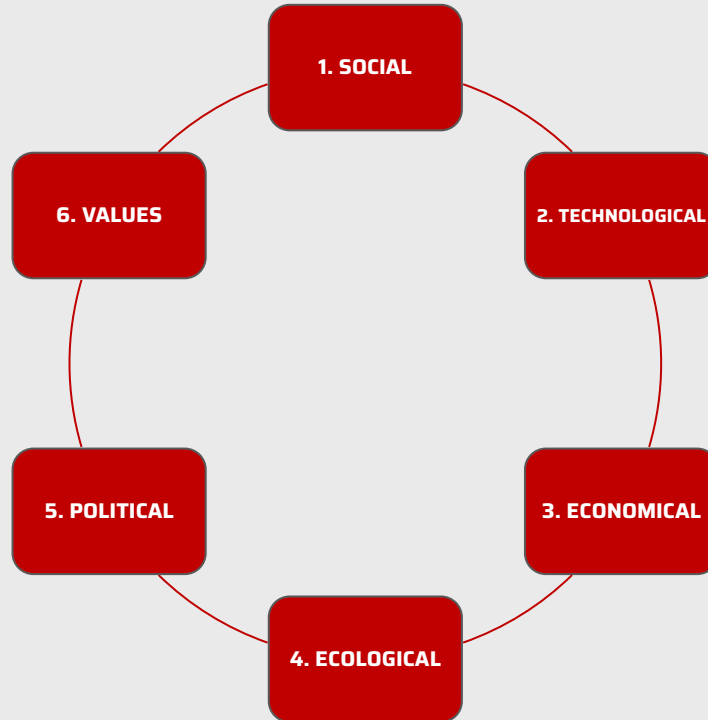
▶●◆ The United Nations identified man-made "megatrends"

"Megatrends are global, long-term change developments that impact business, economy, and cultures on both individual and societal levels. They are combinations of multiple trends, phenomena and issues that are intertwined with each other. "

Futuresplatform

1. climate change and nature degradation,

2. inequalities,

3. urbanization,

4. rapid population changes and

5. technological revolution.

Sitra: Megatrends 2020: https://www.sitra.fi/en/topics/megatrends/

Megatrends 2023

- Erosion of nature's carrying capacity
- Increasing challenges to wellbeing
- Intensifying struggle for democracy
- Accelerated competition for digital power
- Cracks in the foundations of the economy

Sitra: Megatrends 2020: https://www.sitra.fi/en/topics/megatrends/

Megatrend- Sustainability
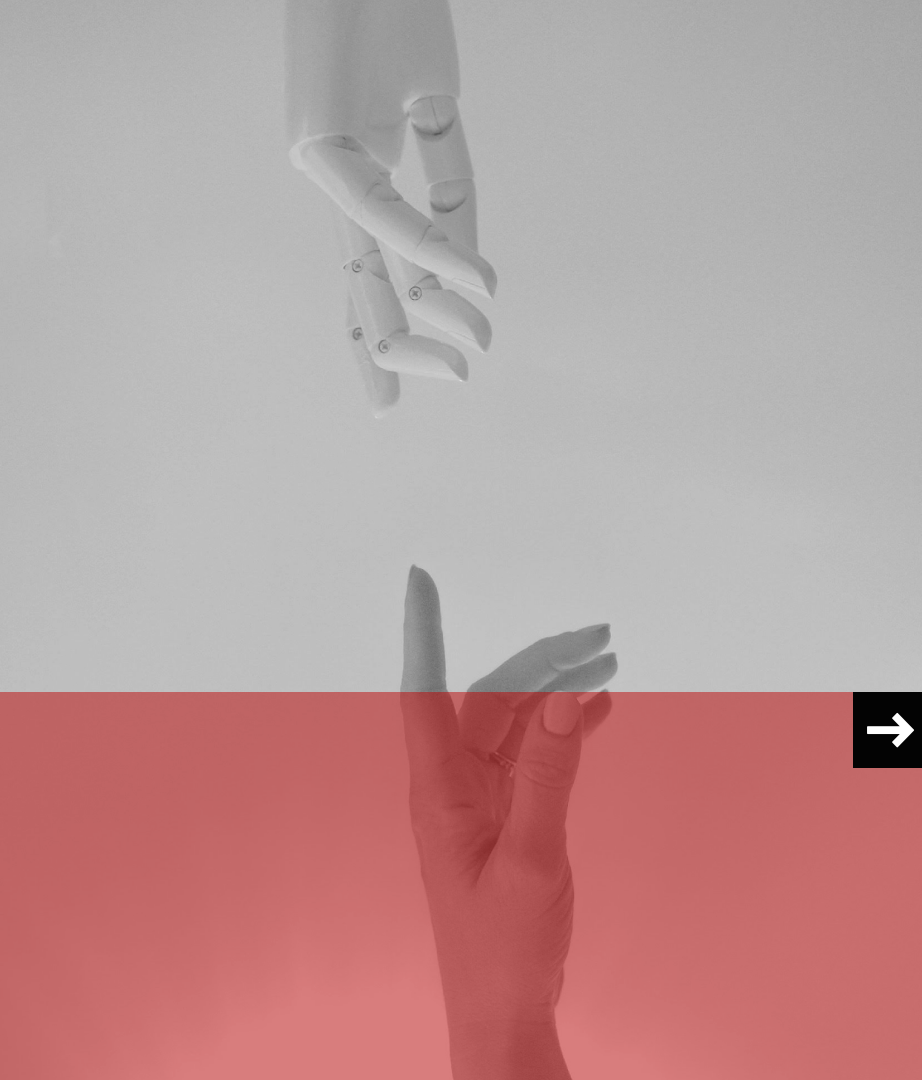
"The world's largest carbon capture plant has come online in Iceland, as entrepreneurs and environmentalists seek to build momentum for technology they see as key to fighting the increasingly dire threat of climate change."

https://www.smithsonianmag.com/smart-news/worlds-largest-carbon-capture-plant-opens-iceland-180978620/

How to support Future Images of Youth

- What are possible changes
    - Rapid change of technology, Job market...

- Future images of young person are made of
    - Their own knowledge and experiences
    - News, movies, magazines, social media, school, friends, parents, idols, etc.

- Modern society is confusing
    - Individualism – Hedonism
    - Facts vs. alternative facts
    - Values really changing?

- How can they have an optimistic and possible future image?
    - Reacting vs proacting

HOW TO USE FUTURES THINKING?

CHAPTER

03

TOOLBOX

Here you can find methods and tools which you can use for self -reflection and work with youth.

TOOLBOX

1. Hans Rosling- **How not to be ignorant about the world | Hans   and Ola Rosling.**
2. When is a future for you- self reflection.
3. Stand on the line.
4. What if...signals of change.
5. Scenarios- for the trends.
6. Backcasting.
7. Future Vision- city in 2050
8. Wildcards...
9. Upside Down.
10. Film – for example "Back to the Future" Science Fiction (1985).

START WITH YOURSELF
ME AS A YOUTH WORKER/ EDUCATOR…
HOW OFTEN DO YOU ….

- Interview innovators,
- Visit upcoming events,
- Check out new locations and spots,
- Visit exhibitions,
- Attend events and debates,
- Visit festivals,
- Check news,
- Watch tv, watch TED talks,
- Search for figures and stats, ……

Observe!
Be curious!

Let's start with now....

**"First thing to think about the future, is
to know about the present."**
Prof. Hans Rosling

Before we will start to talk about Futures, let's focus on now. Exploring the world now is a really important part of Futures Thinking. Curiosity, exploring new, sometimes strange initiatives, give us a feeling of what is changing and how these changes could influence our lives.

Let's start with now....

"First thing to think about the future, is to know about the present."
Prof. Hans Rosling

How to boost curiosity? Watch this video with your group and discuss after. Was there something surprising? New?

How not to be ignorant about the world
Hans and Ola Rosling

https://youtu.be/Sm5xF-UYgdg

Questions for reflection:

How much do you know about the world?

From where do you get information?

What sources are you getting your information from?

What surprised you most about this film?

What can you do to have a more objective knowledge of the world?

WHEN IS A **FUTURE** FOR YOU?

Self reflection

Before you start to work with Futures Thinking take some time to think about your perception/ feelings about the future. Each of us has a different perception of the future, feelings which might influence our work.

Please answer this questions:

1. How do you feel when you think about future?
2. Do you think that you have an impact on the future? Why? How?
3. What thoughts do you have about the future?
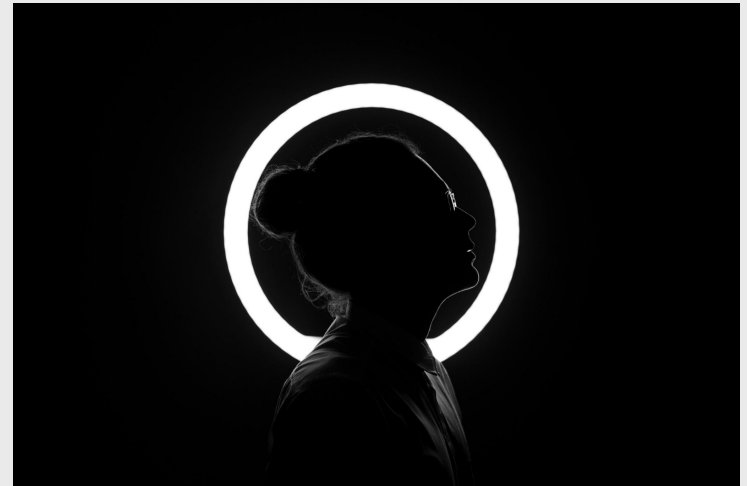
Photo by Fábio Lucas on Unsplash

ME and futures - stand on the line

Prepare a line on the floor. You can use tape.

On one side you put "Agree" on the other side of the line you put "Disagree" (other variants are past-now-future, one hour - 10 years).

People need to position themselves on the line, depends how far they agree with the statements.

ME and the futures

Stand on the line:

- The future is linear and mostly depends on luck and a good plan.
- The future is predetermined; hence, we cannot do much about it.
- The future is an unknown territory. Future is unpredictable.

Other lines might be:

- Past, present, future.
- One day, month, year, 10 years...(when is the future for you).
- Positive- negative (how do you feel about the future).
- Destiny- open.

What if...Game?

Choose one signal of change and think how your life (housing, work, free time, education...) will change. Asking what if questions stimulate your imagination and creativity.

Example:
What if everything we buy, must be second- hand. (recycled, reused, made of the materials used).
We have to buy everything second-hand, the law prohibits the production of new things.

1. What does the store look like?
2. What do you do when your computer breaks down?
3. Where do your parents work?
4. What do they teach you at school?

Feel free to develop as many what if questions as possible and build many future scenarios!

What if...Game?

Feedback questions:

1. Do you think that these futures are possible to happen? If yes, why do you think so? Do you see any examples now that might be signals of change which suggest this future?

2. What kind of evidence we can find now?

3. Would you like to live in these futures? What surprised you?

4. What feelings did you have when you imagined such a future?

How do you picture yourself in 2040?

1. Where exactly am I, in my future? - who else is here, and what is around me? (scene)

2. What are the rules: how similar or different are they from the rules of today? (relationships, contracts, laws)

3. What do I really want in this future moment, and how will I get it? (opportunity detection: food, security, jobs…)

4. How do I feel, now that I am here? (feelings)

The World in 2050-
build future of your village/city

In 30 minutes individually or in a group of 3 you have to build from prototyping materials (lego bricks, paper materials, cartoons) your village/city in 2050.

What will change?
What will still exist?
What new places will appear and why?
What will disappear and why?
What will be the climate?
Will there be any new plants?

Present to others.
What will change and why?

Photo by Hu Chen on Unsplash

SHARE YOUR STORY FROM THE FUTURE

What was difficult?

What surprised you?

What kind of feelings you did you have?

Photo by Austin Chan on Unsplash

"What is" scenario and how to do it example of one scenario....

If you struggle with creating your story, have a look at 2050.earth project. There you can find many different futures stories for different cities in the world. Be inspired!

kaspersky

Earth 2050

2050.earth
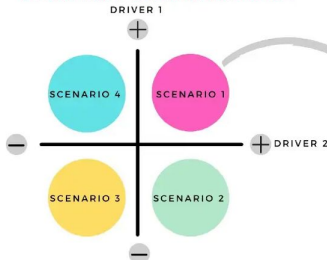
Using trends to build future scenario Sustainability vs Technology

Place two trends on the scale. This will give you 4 possible future scenarios, depending on how the trends develop. In our example we have used sustainability and technology. Then consider what the future will look like if, for example, sustainability and technology trends develop? Look for examples for each of the 4 possible scenarios. Then elaborate on each of these scenarios, describing them using the examples you have found.

Using trends to build future scenario Sustainability vs **Technology**

https://elinafuturist.medium.com/futuregraphics-future-infographics-2e13bdf0e9e1

Sustainability vs Technology

sustainability

LOW TECHNOLOGY

- **15 minutes city (locality)**
- **permaculture**
- **ancient solutions (warm clothes and blankets)**
- **compost**
- **community gardens**
- **carpooling**
- **recycling**

- **renewable fuels**
- **vertical farming**
- **cultured meat**
- **plastic recycling**
- **smart meters**
- **electric vehicles**
- **green architecture**

HIGHT TECHNOLOGY

Here you write all initiatives which require high technology and support sustainability

- **junk food**
- **fast food**
- **single-use plastic**
- **overpopulation**
- **using a lot of pesticides**
- **technology just for the rich**

- **Fast tech**
- **Cloud computing**
- **Agriculture with   chemical based fertilizer**

no sustainability

You can also mix more than 2 trends. Choose 4 trends and try to mix them. What will be the future if those two trends will grow?

Trend 1

Trend 2

Trend 3

Trend 4

Scenario 1=
trend 1+2

Scenario 2=
trend 1+3

Scenario 3=
trend 4+2

Scenario 4=
trend ...+...

Questions:

1. How will these two trends work together?
2. What might be the consequences of developing these two trends? (positive and negative)
3. How will our day look like ? (working, leisure time, etc)

When scenarios are ready, please let the group choose one of the unexpected events (wild event) and ask them to adapt their scenario. What will change?

Wildcards-black swans

1. Internet Virus- imagine there is no internet. you don't have access to information, bank.. etc...
2. Solar Flare
3. Asteroid
4. New Covid (virus from the lab/ bacteria)
5. Rapid increase of temperature
6. Big economical crisis
7. Radicalisation/ big protests/ failure of democracy
8. Lack of natural resources (water)
9. Birth of artificial beings
10. Extension of life time of humans

SHARE YOUR STORY FROM THE FUTURE

How did reality change in your scenario after the wild card appeared?

How did it affect your scenario?

Who was the most affected by this unexpected event?

Photo by Austin Chan on Unsplash

Would you like to live in this scenario?

Read the story, or
present one scenario

Meaningful discussion about
living in the designed future.

Futures Wheel

To start a futures wheel the central term describing the change to evaluate is positioned in the center of the page (or drawing area). Then, events or consequences following directly from that development are positioned around it. Next, the (indirect) consequences of the direct consequences are positioned around the first level consequences. The terms may be connected as nodes in a tree (or even a web). The levels will often be marked by concentric circles.
(*Wikipedia*)
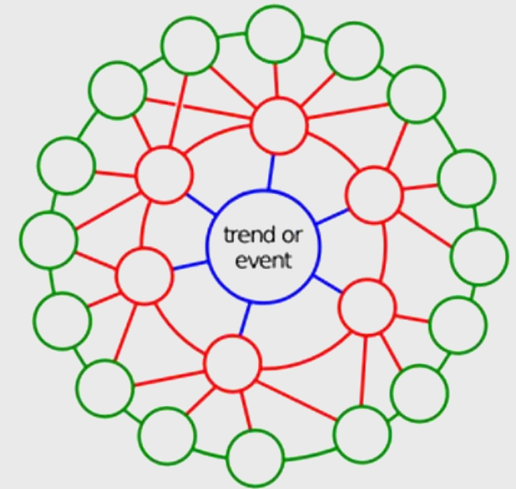
Futures Wheel

1. Create a future scenario (blue bubble)

2. Find consequences of this scenario (green bubbles)

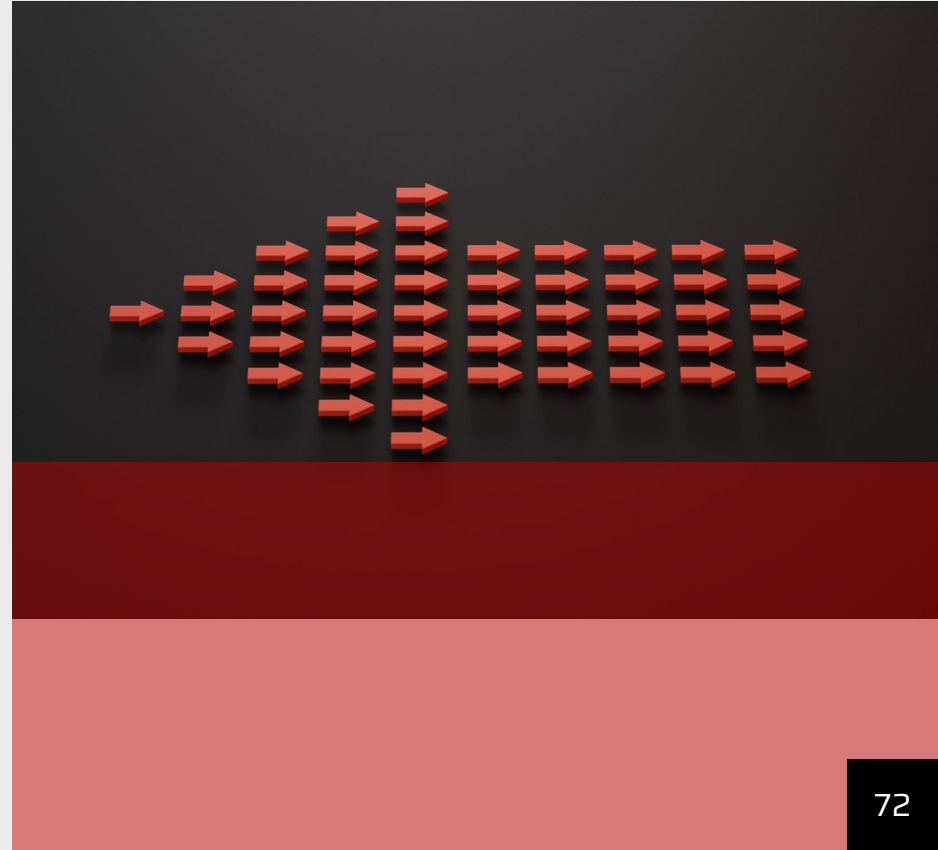3. Find consequences of these consequences (orange bubbles)

4. ...

Activity by Jerome C. Glenn
Graph created through Visual Paradigm Online

BACK CASTING

Imagine your desirable future and think backwards to understand what needs to happen for this particular scenario to emerge.
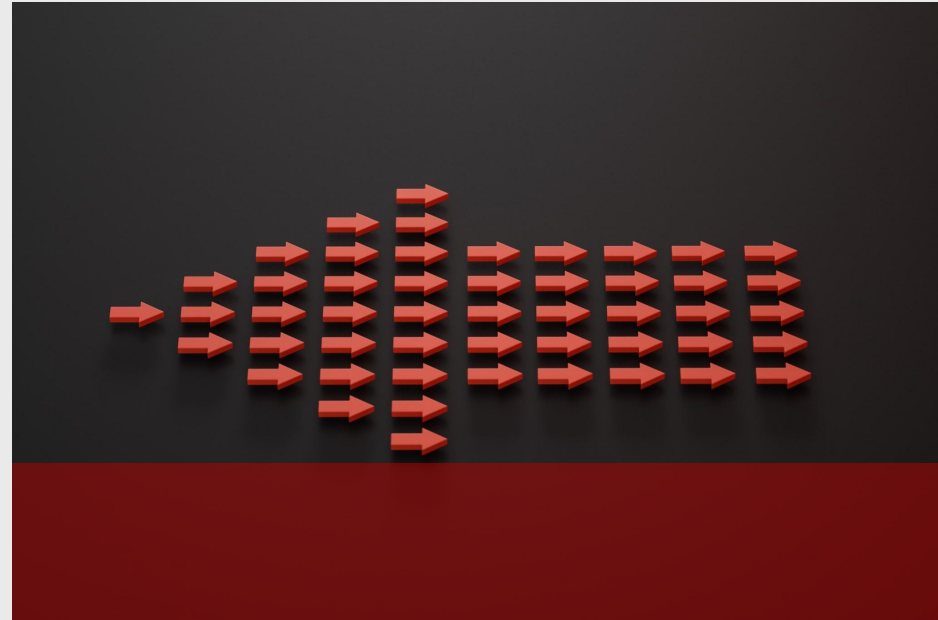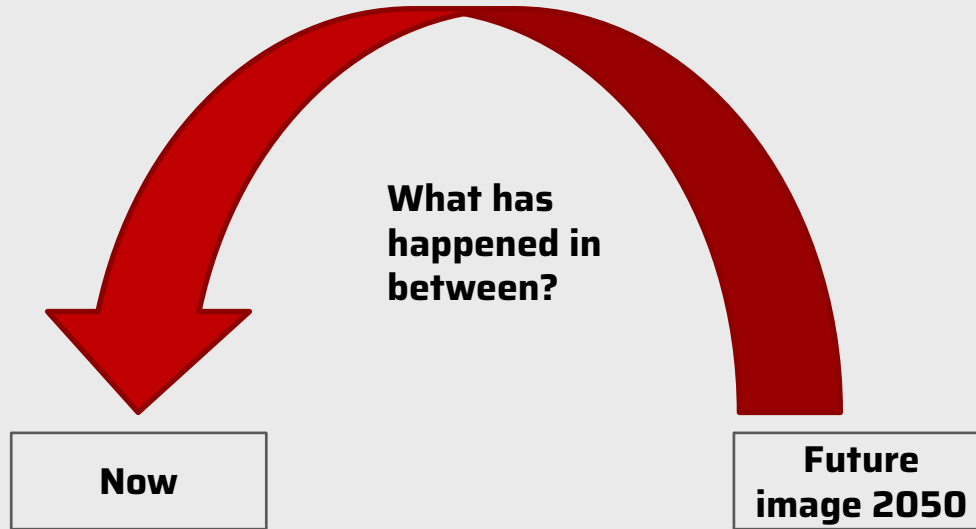
BACK CASTING

When you have designed one future (for example your city in 2050), think about what should happen in 2045, 2040, 2035, 2030, 2025 so that this scenario comes true?

What would be the first action to make this scenario true?

Backcasting

What has happened in between?

Now

Future image 2050

# 100 ways anything can be different in the future. Upside-down world.

"You pick a topic, like work, or food, or learning. Then you list one hundred things that are true about it today. The simpler or more obvious the fact, the better. Next, you rewrite each fact, one by one, so that ten years from now the opposite is true- no matter how ridiculous, at first, the new ideas sound. Finally you look for clues, or evidence of change already happening today, that these ideas are plausible and realistic."

FACT: Shoes aren't free. People have to buy them.
UPSIDE-DOWN Ten years from now, shoes are free.

CLUES: providing data for companies, "smart shoes" provided by health insurance companies, or by governments.
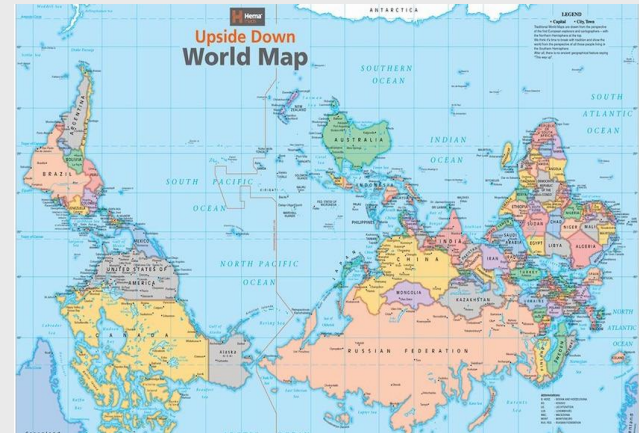
Activity from "Imaginable"   Jane McGonigal

BACK TO THE FUTURE (1985)

After watching the film 'Back to the future', hold discussions.

1. What did you like/dislike about the film?
2. What elements from the 1985 film can we find today? What has been "re-enacted" and we see today as normal?
3. What is the role of science fiction?
4. Can current science fiction films help us to create new scenarios for the future? If so, how?
5. Do you know of any other film that talks about the future?

More about elements described in the movie you can find here:
https://whatismyipaddress.com/classic-80s-movies-that-accurately-predicted-the-future

WHOSE FUTURE?

1. In groups, students choose one political party and do some research to understand the vision of the party.

2. The whole class develops 3 futures scenarios (not related to the political parties).

3. Each group chooses one aspect from one of the scenarios and create an outline of an election campaign based on their chosen aspect.

4. Each group prepares and presents a political speech outlining their arguments for change.

"Any useful statement about the future should at first seem ridiculous"

"Coming up with ridiculous, at first, ideas about the future means having your eyes fully open, so you can collect evidence of new and surprising possibilities. It means having an ear to the ground, so you notice the rumbles of change faster and can warn others about what's coming. To do this, you also have to somehow find a way to trick your brain into noticing things it would ordinarily overlook. "

Jim Dator, one of the founders of futures thinking, University of Hawaii.

Bibliography and Other Resources:

Websites (access on 28.02.2022):

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The Future Is Ours: Strategic Foresight Toolkit - Making Better Decisions by Save the Children
https://www.teachthefuture.org
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Books and reports:

Rubin, Anita (2004) Tulevaisuudentutkimus tiedonalana. TOPI – Tulevaisuudentutkimuksen oppimateriaalit. Tulevaisuuden tutkimuskeskus, Turun yliopisto. https://tulevaisuus.fi/, retrieved 14.09.2022.
Masini, E. 1993. Why Futures Studies? Grey Seal, London.
Bell, W. 1996. The Sociology of the Future and the Future of Sociology. Sociological Perspectives.
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McGonigal J., 2021 "Imaginable"   Jane McGonigal
Skalska Z.,Kołodziej R. (2022) Prototyping 2040, Futures Thinking Book, Zuzanna Skalska, Rafał

Get Inspired:

Podcast:

Futurepod Episode 130

This is what Generational Futures is all about. A conversation between Peter Bishop and two of the Teach the Futures Young Voices winners: Amna Habiba (from Pakistan) and Alice Machado (form Brazil)

Interviewed by: Peter Hayward

Futurepod Episode 68

In this podcast, we have Peter Hayward and Peter Bishop returning for a conversation. Peter Hayward is an internationally respected futures thinker, foresight practitioner and educator. He is also a co-creator and co-host of FuturePod. Peter Bishop is a professional futurist, a retired Associate Professor of Strategic Foresight, and the former Director of the graduate program in Futures Studies at the University of Houston.
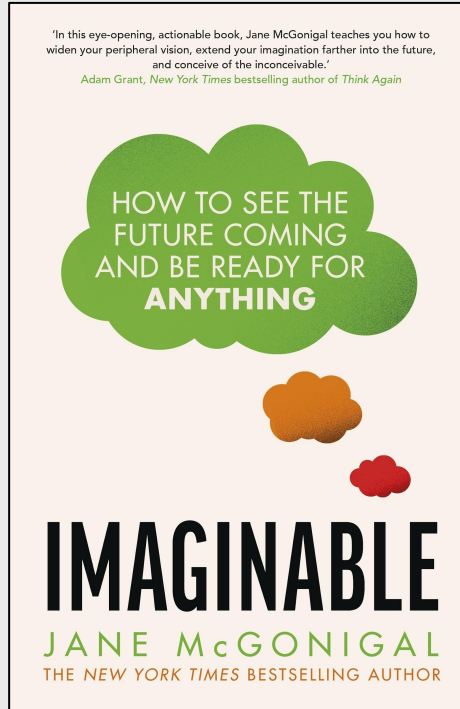
Guests: Peter Bishop and Peter Hayward
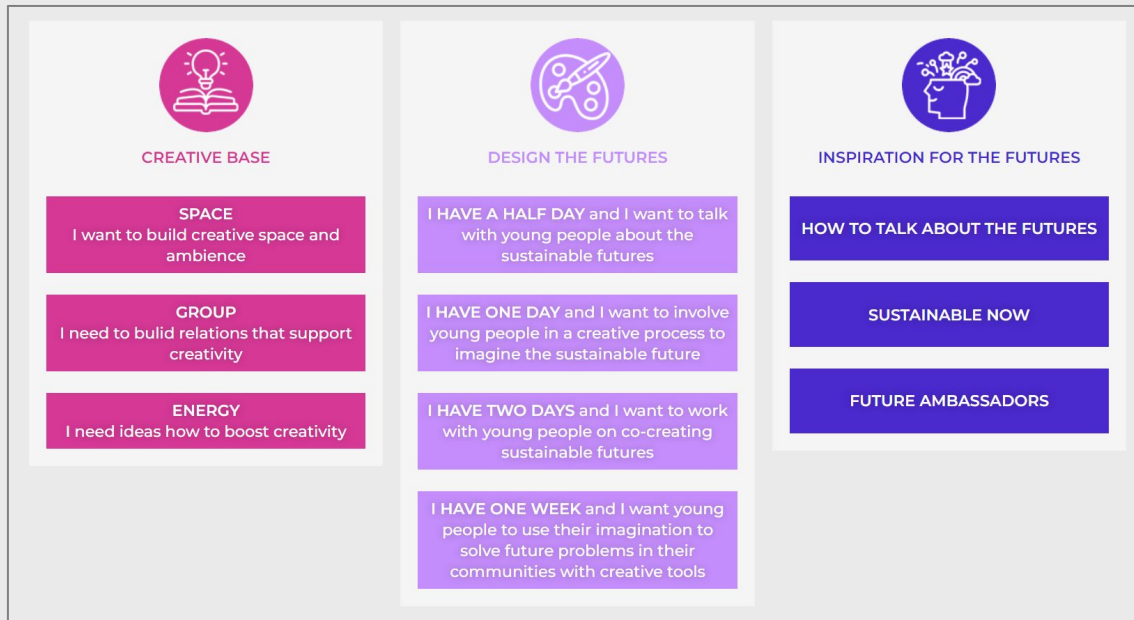
A life of teaching the future Futurepod…

Teach the Future founder Peter Bishop taught future studies for over 30 years and he tells the story of how that program evolved over time. He also discusses how an understanding of history and change is central to thinking clearly about possible futures. He also explains Teach the Future, which encourages and supports futures education in schools at all levels.

Interviewed by: Peter Hayward

https://www.teachthefuture.org/podcasts

Get Inspired:

'In this eye-opening, actionable book, Jane McGonigal teaches you how to widen your peripheral vision, extend your imagination farther into the future, and conceive of the inconceivable.'
Adam Grant, *New York Times* bestselling author of *Think Again*

HOW TO SEE THE FUTURE COMING AND BE READY FOR **ANYTHING**

IMAGINABLE
JANE McGONIGAL
THE *NEW YORK TIMES* BESTSELLING AUTHOR

CREATIVE BASE

SPACE
I want to build creative space and ambience

GROUP
I need to bulid relations that support creativity

ENERGY
I need ideas how to boost creativity

DESIGN THE FUTURES

I HAVE A HALF DAY and I want to talk with young people about the sustainable futures

I HAVE ONE DAY and I want to involve young people in a creative process to imagine the sustainable future

I HAVE TWO DAYS and I want to work with young people on co-creating sustainable futures

I HAVE ONE WEEK and I want young people to use their imagination to solve future problems in their communities with creative tools

INSPIRATION FOR THE FUTURES

HOW TO TALK ABOUT THE FUTURES

SUSTAINABLE NOW

FUTURE AMBASSADORS
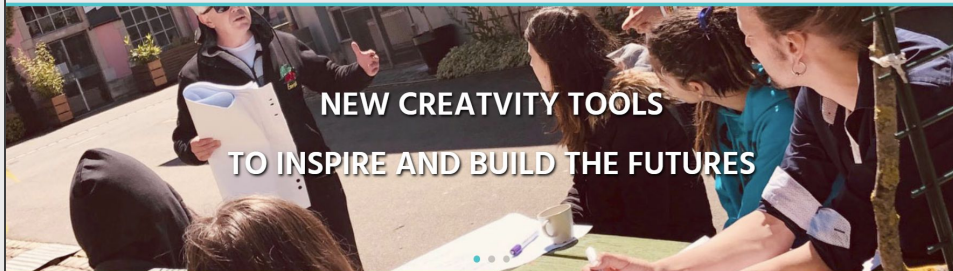
https://imaginarium-toolbox.eu

YOU CAN FIND MORE ABOUT FUTURES THINKING, BUT ALSO ABOUT CREATIVITY AND INNOVATION ON OUR WEBSITE.

WE ENCOURAGE YOU TO TEST METHODS AND GIVE US FEEDBACK!

LET'S BUILD A COMMUNITY OF AMBASSADORS OF THE FUTURE!

Find more on
imaginarium-toolbox.eu