

# FUTURE - OPEN FOR POSSIBILITIES!

## FUTURES GUIDANCE WORKBOOK

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How to  
guide into  
the futures?

With 9  
futures thinking  
exercises

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the EU  
2014–2020

# INTRODUCTION



The foundation of Futures Guidance lies in multi- and interdisciplinary futures research. The objective of futures research is to invent, assess and suggest possible and likely futures, and help people go over different alternatives.

Futures Guidance was created from the combination of futures research and a comprehensive guidance model. The concept and guidance tools have been developed at the Finland Futures Research Centre in various projects since 2009. The central idea is to view the future as open and containing several different possibilities.

Futures Guidance helps individuals to recognise different alternatives and to act accordingly to achieve a wanted, desired or possible future. It allows us to take a peek, from today, into various possible futures, and, at the same time, to try and understand the world that is changing all around us. This workbook is aimed at answering questions:

- How to approach the future?
- How to guide people to think about their own future and the future of their environment?

Humans naturally like to think about and focus on the future, but future-oriented thinking can also be learned and taught. Reflecting on the future helps people see different alternatives and provides support for decision making. The objective of Futures Guidance is enabling people to understand their own personal future.

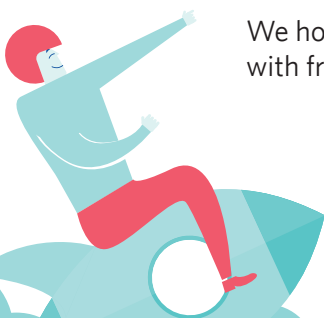
The Futures Guidance Workbook is meant for you who work with students, immigrants, unemployed job seekers or others searching for their own educational or working path. The workbook will tune you and those under your guidance into futures thinking, and provide tools for handling the future in the context of, for example, career and education choices.

The exercises in the workbook are developed jointly by instructors and participants, and they provide support for reflection and choices related in particular to life's turning points. The techniques presented in the workbook can be applied flexibly and extensively to the instruction of different groups, or to personal guidance situations. Choose the techniques that suit your work from the workbook and use them in the order you want.

More information about futures thinking and guidance can be found from the reference list of the workbook and at [www.tulevaisuusohjaus.fi](http://www.tulevaisuusohjaus.fi). Begin your journey into the world of Futures Guidance by taking the Futures test for instructors. This humorous test provides insight into the way you approach the future.

This workbook was created during the projects UTUA - Get another life, and OMASI - Futures images of working life as seen by young women, both co-ordinated by the Finland Futures Research Centre operating at the University of Turku. The projects were co-funded by the Centre for Economic Development, Transport and the Environment of Central Finland, and they belong to the Sustainable growth and jobs 2014-2020 - Finland's structural funds programme.

We hope that you will find the workbook useful and that it will provide you with fresh tools for your guidance work!



# FUTURES TEST FOR INSTRUCTORS

There are no right or wrong answers in the test, as its purpose is to give you insight into how you yourself perceive the future. At the same time, the test questions orientate you to use this workbook and guides people towards the future.

## WARM-UP EXERCISE

Write down the first three words you find in the word box.

Which words did you find? Take a moment to ponder your own future in relation to these words.



## WORD BOX

A	H	S	K	I	L	L	S	C	T	L	I	F	E	Y	O
R	M	N	D	R	E	A	M	S	D	P	L	A	V	S	P
F	Y	V	B	A	P	R	E	D	I	C	T	I	O	N	L
E	K	W	L	T	Y	O	I	M	D	T	C	A	H	N	N
F	N	V	D	V	Z	R	G	H	E	N	I	G	M	A	P
U	O	A	N	T	I	C	I	P	A	T	I	O	N	W	I
T	W	L	B	A	T	T	I	T	U	D	E	H	K	O	E
U	L	U	Z	S	A	R	Y	L	R	H	Y	B	E	R	I
R	E	E	V	C	H	O	O	S	I	N	G	L	G	K	M
E	D	S	N	F	E	C	U	X	G	Q	R	N	X	L	N
F	G	U	I	D	A	N	C	E	F	W	E	M	I	B	E
S	E	A	D	V	P	I	T	G	X	M	D	T	Y	O	I





	Disagree	Partly disagree	Partly agree	Completely agree
1.	0 p.	1 p.	1 p.	3 p.
2.	0 p.	1 p.	1 p.	2 p.
3.	0 p.	1 p.	1 p.	3 p.
4.	0 p.	1 p.	1 p.	1 p.
5.	0 p.	2 p.	2 p.	2 p.
6.	0 p.	1 p.	1 p.	3 p.
7.	2 p.	1 p.	1 p.	0 p.
8.	2 p.	1 p.	1 p.	0 p.
9.	1 p.	2 p.	2 p.	0 p.

## POINTS TABLE

In the field of futures research, the ways of perceiving the future are traditionally divided into inactive, reactive, preactive and proactive. Calculate your test score and see into which category your own view falls:

0-5 points:

**PASSIVE:** You take the future as it comes. You act in the present moment in a way you deem sensible.

6-10 points:

**REACTIVE:** You keep track of the changes in the world and in your operating environment. You react to them and adapt your actions when necessary.

11-15 points:

**PREACTIVE:** You anticipate potential future changes and prepare yourself for them.

16-21 points:

**PROACTIVE:** You see the future as a world of possibilities. You actively try to influence the future with your own choices and solutions.

# HOW TO GUIDE INTO THE FUTURE?

## - THESES OF FUTURES GUIDANCE

The core feature of Futures Guidance is enabling people to think about the future in various ways and from different perspectives. There is no right or wrong way of dealing with the future and the attitude towards it. The appropriate way depends also on the context and situation.

The task of Futures Guidance is to offer analyses and models of how you can approach your own future or the future of your environment. Reflecting on your attitudes opens the possibility to act differently in different situations. For example, people may discover things they themselves can actually change, whereas other things just happen and we must learn to live with them.

The goal is to envision the future as a more comprehensive set of entities. We talk about possible, desirable and likely futures. The purpose of thinking about possible futures is to broaden our perspective and help us discover new things or things that at first appear unfamiliar. Desirable futures bring values and value-related reflection into the discussion. Thinking about them helps us to define what we view as important and desirable, and why. Likely futures make us ponder on the different factors of change and their joint effects. They also guide us towards critical reflection on the courses of development, and awaken the desire to make a difference.

The future is always unpredictable, and even major changes can take place all of a sudden. There are no guarantees that we could somehow control or steer our future, making it exactly how we want it to be. Futures Guidance provides people with tools for thinking and acting; with these tools, people can analyse their expectations for the future and prepare themselves for different chains of events. Guidance also strengthens the ability to perceive oneself in the future, as part of the community and the environment.

### 1. Thinking about the future at different scales - temporal perspective

Futures thinking and preparing for things that are present in the future are natural for us all. Although people may claim to live one day at a time, they still have some thoughts about events that take place even during a relatively extensive period of time. Futures Guidance enables flexible and individual movement between the past, the present and the future. For some people, tomorrow can be a suitable temporal perspective, whereas others can think about themselves and the way of the world on a time scale of several decades. The most important aspect of guidance is getting in contact with the existence of the future, and, consequently, finding a meaningful way of thinking about the future and of doing deeds that have significance for the future.

### 2. We make the future - together and apart

The future is uncertain, and we have no precise knowledge of it - sometimes even the probable things do not happen like we imagined. In guidance this means that opportunities open and close continuously.



The key is finding out how we can and want to steer our own lives. We all have a personal future that we partly create ourselves. Things happen in our operating environment which we cannot directly influence, but there are many things that we do have an impact on either way. We are all in the same boat with our uncertain future, and we are making the future together.

### **3. Reflecting on one's own future is based on trust and openness**

It is not always easy to share one's own perceptions of the future with others. It is quite common that people are sometimes unaware of "what they want out of life", and sometimes it can even be impossible to find words for feelings regarding the future. There are many feelings present when we think about the future, such as the feelings of freedom, optimism and enthusiasm, but also of fear and anxiety. The guidance situation is a very sensitive one, which is why in Futures Guidance interaction must be based on trust and the feeling of being accepted. In group guidance situations it is beneficial if the instructors can openly share their own thoughts, experiences and feelings as well.

### **4. Peer support and feedback**

Other people can help us see the future in a way that differs from our own perceptions or experiences – therefore, feedback received from peers or "near and dears" is important in Futures Guidance. Support and encouragement received from peers is often easier to accept than feedback from instructors. Peers can speak directly and at a concrete level among themselves, because they share the same experiences. Practising futures thinking helps us to discover different and new opportunities, and highlights the fact that we are all part of a common social system.

### **5. World of personal possibilities**

The future is something different than the past or the present. We can no longer affect our past, but the future, and the world of open possibilities it holds, is open for everyone. Recognising possibilities, as well as creating them, takes place in the present. In the present, we can modify our actions in accordance with what we want or wish would happen – taking into account the limitations of the surrounding reality, of course. The objective of Futures Guidance is to find many different ways to realise one's dreams and goals, but it also aims at helping people to discover new and different things and ways to act.

### **6. Future is built of notions**

In guidance we can create and process mental images and expectations we have of the future. The participants may be going through extremely difficult phases in their lives, but it is always possible to find some new perspectives or thoughts that give hope. Images can be created and strengthened with, for example, art-based methods, such as writing or drama work. Images provide the possibility to distance oneself from the present and think freely about the future. When we guide people towards finding positive mental images, thinking about the future can become motivational and energising.

### **7. Responsibility for oneself and the environment**

Our actions always have an impact on our surroundings, and, therefore, our own futures orientation inevitably affects also others. A person's future is not only time from the present onwards or a world of possibilities; instead, futures awareness is an essential part of the person's character and temperament. Understanding one's own actions and taking responsibility for them and their consequences are a part of futures awareness, which denotes an entity more extensive than merely solving upcoming problems or making individual choices. Self-determination and an active sense of self are essential goals in Futures Guidance. They can be strengthened by reflecting on the consequences a person's actions may have for themselves and others.

# FUTURES GUIDANCE PITFALLS

## 1. Not investing enough in the first meeting

Sometimes people enter the guidance situation with a negative attitude, which is why particular attention should always be paid to the first encounter. It is advisable to emphasise to the participants that the instructor is “on their side” – not against them. Starting the guidance must be made pleasant, so that the participants are left feeling positive about the situation.

## 2. Strong notion or presumption about a participant

Instructors must avoid categorising the participants: “If they are weak at something, they will always be weak at it”. Everyone can evolve and learn. If a participant has poor skills in some area, it does not mean that he or she could not excel in others. Not all of us come from a similar background. This inevitably affects the choices we come across and the ones we make, but it does not predetermine the end result. It is the instructors’ task to help the participants to recognise their own strengths. Instructors can also change the participants’ preconceptions of themselves and their possibilities.

## 3. Difficulties to engage the participants

In Futures Guidance, instructors should avoid placing themselves above the participants. When an instructor discusses the future with a participant on the same level and in a supportive manner, she/he can create an atmosphere that promotes the guidance. A hierarchical setting and the handing of instructions “from above” can make the participants feel that their own thoughts and experiences have no value.

The instructors should also avoid making too many presumptions, but rather let the participants themselves share their wishes and dreams. The instructors’ job is to support the participants in their situations, not, for example, to frighten them with the aspect of losing different social security benefits.





#### **4. Commitment to guidance and understanding a student's situation**

It is important that the instructors are committed to guiding and supporting the participants in the different situations and choices in their lives. Instructors should encourage and support the participants in, for example, continuing their education. The participants must be guided towards finding the best alternatives in their situation and seeing the bigger picture, of which the individual choice is a part. Guidance is everybody's job – not just student counsellors. Teachers should understand that guidance is also their responsibility.

#### **5. Equal treatment is merely a phrase**

Equal treatment is not a truism, but requires the instructors to recognise and evaluate their own operating models and presumptions. Instructors must treat all participants equally, including those with whom they do not necessarily “have chemistry”. Equal guidance means also availability, accessibility and the recognition and acknowledgement of various differences in the guidance situation. Everyone shall be offered guidance, and everyone must be supported in the way required in the specific situation.

#### **6. Getting stuck in solving problems of the present**

Participants are often anxious about the present and its problems. In Futures Guidance, the objective is always to guide participants further than just taking the next step, or the one after that. When the guidance is directed further into the future, even the present may show itself from a new perspective or seem more easily approachable.

#### **7. Narrow gender perception**

Guide a person, not a representative of a gender. Base your guidance on the participants' interests and dreams. Do not offer solutions based on the participants' assumed gender or gender expression. The metal industry suits everyone, as does child care work. You can also bring up and question the participants' own stereotypical perceptions of occupations or fields suitable for different genders.

#### **8. Dismissing the meaning of culture and background**

Cultural awareness in the guidance means that instructors consider the impact of culture, both on themselves as instructors and on their participants. Our culture, worldview and values affect our ways to act, and different cultures value different things differently. Instructors must acknowledge this in their guidance work, and act in a way that respects these differences. Instructors should also consider whether they strengthen the cultural stereotypes in their work or enable breaking them.

# INSTRUCTIONS FOR THE EXERCISES

## General information:

- The duration of the exercises varies between 15–45 minutes, depending on the number of participants and their activity.
- Some of the exercises are suitable for individual guidance in addition to group guidance.
- You can use the exercises in accordance with your group's needs: you can try out just one exercise, or do more during one meeting. You can also form a suitable combination of the exercises, and do them all during one day. In essence, the exercise cards can be used in a way that best suits your needs.
- All the exercises can be found at: [www.tulevaisuusohjaus.fi](http://www.tulevaisuusohjaus.fi). You can print out the desired number of exercises, or use a video projector to project some of the exercises on the wall.
- It is advisable to have a closing discussion at the end of each meeting. What thoughts did the meeting evoke? What felt interesting or boring? Was something difficult or unpleasant, and if so, why?
- Some of the exercises may take the conversation to a very personal level. Take this into account in relation to the group dynamics and resources. If necessary, make an effort to steer the discussion to a neutral level and ensure that confidentiality is not broken.

## The following instructions promote working in a group and doing the exercises. It is advisable to go over these instructions with each starting group:

- Everyone introduces themselves to others in the first meeting. Participants can, for example, write their names on a note or a piece of tape and place it somewhere visible. If new people join the group, the introduction round should be repeated.
- Exercises are carried out in groups and alone. Everyone participates in the group activities according to their own resources.
- Talking is not the only method of participation: you can also write, draw or just listen.
- There are no right answers or wrong questions. The group work revolves around joint discussion, listening to others and attempting to look at things from new perspectives.
- Do not assume: we often assume to know a lot about people based on their assumed gender, appearance or background. Give everyone the opportunity to share their experiences as themselves.
- Do not talk on behalf of others or about the experiences of others; just focus on your own experiences.
- The instructors are encouraged also participate and share their own experiences.



The duration of the exercises varies between 15–45 minutes.



Exercises are suitable for individual and/or team work

# TIPS AND LINKS



## Additional information about Futures Guidance and exercises:

Futures Guidance: [www.tulevaisuusohjaus.fi/english](http://www.tulevaisuusohjaus.fi/english)

Utua - Get Another Life: [www.utua-hanke.fi/in-english/](http://www.utua-hanke.fi/in-english/)

Omasi - Futures images of working life as seen by young women: [www.omasi-hanke.fi/english/](http://www.omasi-hanke.fi/english/)

## More information about futures studies:

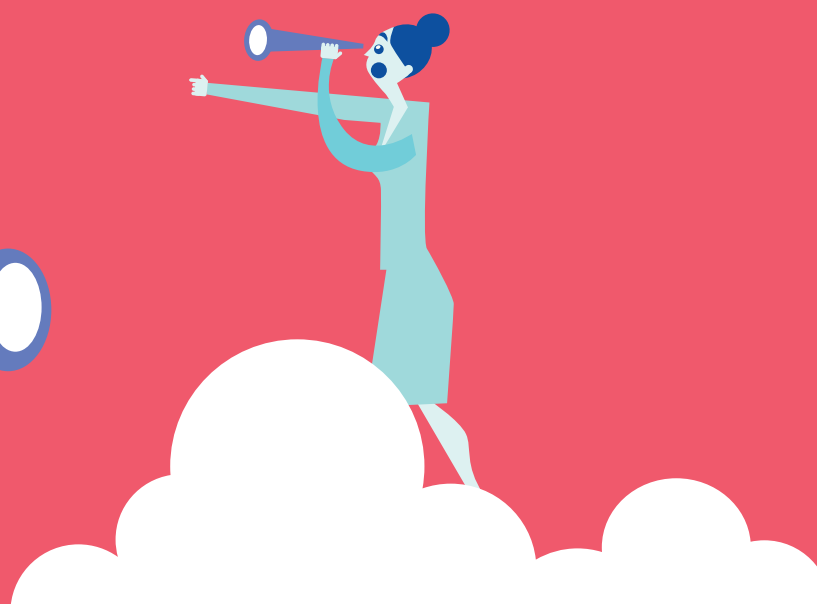
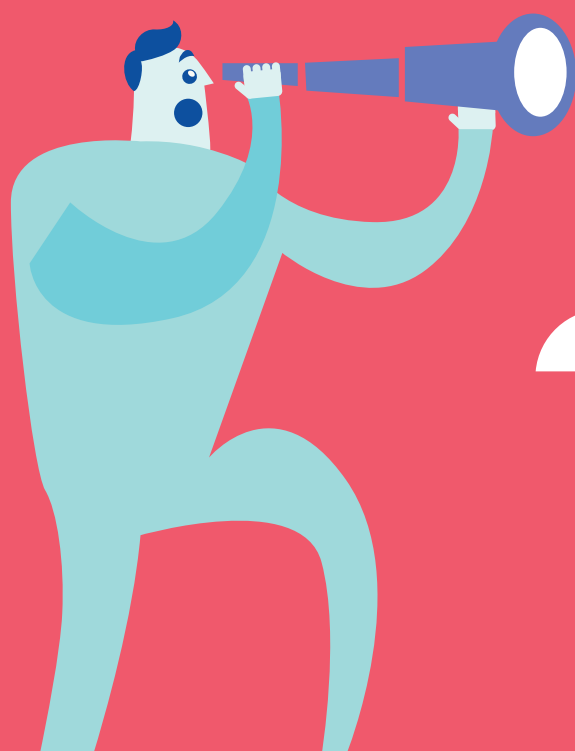
TOPI - Education material for Futures Studies: [www.tulevaisuus.fi](http://www.tulevaisuus.fi) (in Finnish)

Finland Futures Research Centre, University of Turku: [www.utu.fi/en/units/ffrc](http://www.utu.fi/en/units/ffrc)

## Videos:

- Theses of Futures Guidance: <https://youtu.be/SeQ2W0rxWIA> (in Finnish)
- New problems of educational choices: <https://youtu.be/VgEK5ti0vks> (in Finnish)
- Skills required in the labour market of the future: <https://youtu.be/UxZyYvsSauk> (in Finnish)
- Futures Conference 2015: Arts Workshops Compilation: Arts as Means to Shape the Future: [https://youtu.be/PkH79L\\_By5c](https://youtu.be/PkH79L_By5c)

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## Other useful sites to support guidance:

Educational material for equality work in comprehensive schools: <http://www.lapinletka.fi/pages/in-english.php>

Educational video about sexual and gender diversity among young people: <https://www.youtube.com/watch?v=P8K-sVpUrKs>

MIMO – Moving In, Moving On! project. Application of Art Based Methods to Social and Youth Work. <http://mimo.turkuamk.fi>

The Agency for Cultural Well-being project: <http://www.hvvt.fi/inenglish/>

## Literature:

Jokinen, Leena – Ollila, Johanna & Vähätalo, Mikko (2013) Get a Life! Simulating the Futures of Work. In Jentl, Nina & Kaskinen, Juha (eds.) To Be Young! Youth and the Future. Proceedings of the Conference “To be Young! Youth and the Future”, 6–8 June 2012, Turku, Finland. FFRC eBOOK 8/2013. Finland Futures Research Centre, University of Turku. 50–59. [www.utu.fi/fi/yksikot/ffrc/julkaisut/e-tutu/Documents/eBook\\_2013-8.pdf](http://www.utu.fi/fi/yksikot/ffrc/julkaisut/e-tutu/Documents/eBook_2013-8.pdf)

Lombardo, Tom (2008) The Evolution of Future Consciousness. The Nature and Historical Development of the Human Capacity to Think about the Future. Author House: Bloomington, Indiana.

Wilson, John P. (2008) Reflecting-on-the-future: a chronological consideration of reflective practice. Reflective Practice Vol. 9(2), May 2008, 177–184.

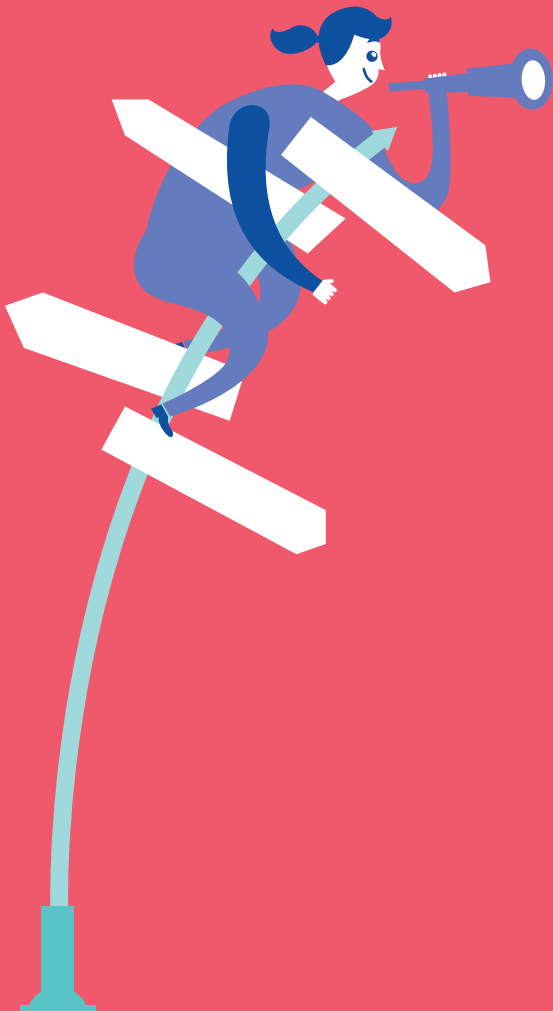
Hooley, T. – Sultana, R. & Thomsen, R. (eds) (2017) Career Guidance for Social Justice. New York: Routledge.

MOVING IN! Art-Based Approaches to Work with the Youth (article publication)  
<http://loki.turkuamk.fi/>

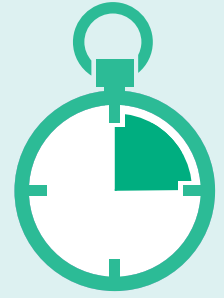


# FUTURES GUIDANCE WORKBOOK: EXERCISE CARDS

- Postcard to the future
- Childhood dream job
- Future skills
- Skills bingo
- Futures simulation and reflection
- Futures vote
- Statements about personal future
- Choices and values
- My futures occupation



# POSTCARD TO THE FUTURE



## MATERIALS:

- Postcards
- Stamps
- Pen

## OBJECTIVE:

In this exercise, participants write a postcard to themselves in the future. The purpose of the card is to remind its writer of things and thoughts they have processed in the past. At the same time, the exercise steers participants towards thinking about their own future.

## INSTRUCTIONS:

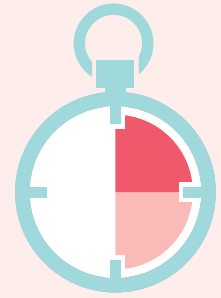
Each participant picks their favourite postcard from the selection. The participants are instructed to write a postcard to themselves in the future. Participants can write, for example:

- an encouraging message for themselves
- a concrete promise of doing something to advance their own situation
- things they want to achieve in the future
- a wish for the future

The participants will add their own address and a stamp on the card. The cards are then collected and stored in a sealed envelope. The instructor will mail the cards to the participants after three months.



# CHILDHOOD DREAM JOB



## MATERIALS:

Paper and pens if needed.

## OBJECTIVE:

The exercise highlights the fact that people have different dreams in different stages of their lives, and the dreams also change throughout our lives. What did you dream of as a child, what do you dream of now and in the future? The exercise is also well suited for introducing people to each other and for general discussion regarding different occupations.

## INSTRUCTIONS:

Each participant shares their childhood dream job with the group. It can be a profession that does not even exist or that is beyond their realistic reach. The point is that they have dreamed of it. The participants can also draw or write down their dream jobs if they do not want to speak in the group.

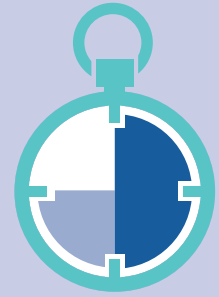
You can inspire discussion with the following questions:

- Why was this your dream job?
- Do you still dream of your childhood dream job? Why so, or why not?
- What is your future dream job?
- What do you dream of right now?

You can also talk about the meaning of dreams during reflective discussion after the exercise, and discuss the fact that there may be various alternative ways to fulfil one's dreams.



# FUTURE SKILLS



## MATERIALS:

- Post-its or blank notes
- Pens

## OBJECTIVE:

The objective of the exercise is to encourage participants to think about what kind of abilities and skills they already possess. The exercise also involves contemplating the kind of knowledge and skills the participants would like to or should acquire. The exercise highlights the fact that we all have different abilities and skills, and that there are many different ways of adding to one's expertise.

## INSTRUCTIONS:

The participants are handed a pen and post-its or notes, and they are instructed to come up with different abilities and skills (also characteristics) that are required in working life, either now or in the future. The participants can utilise their own background in the process. They can, for example, think about the abilities and skills they have already acquired – for instance through a job or a hobby,

Participants write down the abilities, skills and characteristics they come up with (1 item/note).

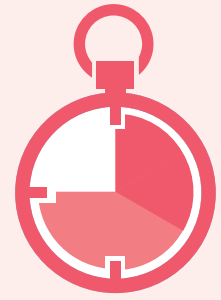
The finished notes are gathered and then either spread on a table or put up on a wall. The instructor can read out the written skills. Then the participants may choose from among the notes two skills they already possess, and one that they would want or need. They can also pick several notes, if necessary.

During reflective discussion after the exercise, the participants take turns in telling what they chose, and how the skills they picked are visible in their current actions or life. In addition, the participants tell each other which skills they want or need and why.





# SKILLS BINGO



## MATERIALS:

- Skills bingo forms (1 form/participant).
- Pens

## OBJECTIVE:

The objective of the exercise is to help participants recognise their own skills and strengths, but also to figure out what skills they should work on. The skills bingo brings out various general skills which are needed in many professional tasks and occupations, including those which can be acquired elsewhere than in educational institutions

## INSTRUCTIONS:

The instructor takes copies of or print out the skills bingo forms, and hand out the forms and pens to the participants. All participants pick from the form 3–5 abilities or skills they already possess, and one skill they would like to have or they feel they need.

During reflective discussion after the exercise, the participants take turns in telling what they picked from the form and why, and how they have acquired or are going to acquire the specific skill. If the participants feel that some essential skill is missing from the form, it can be added. You can discuss the significance of different abilities and skills now and in the working life of the future.

## BONUS FEATURE:

You can also utilise the occupational descriptions stated in job advertisements (e.g. <http://www.te-palvelut.fi/te/en/index.html>), and discuss the know-how and skills needed in different occupations.

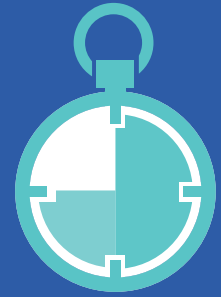
The form can also be used bingo-style: the instructor will randomly name skills and characteristics, and the participants tick the mentioned skill in the form if they have it. The first person to get four abilities or skills in a row may shout out “bingo”!



# SKILLS BINGO

Creativity	Methodicalness	Will to learn	Come up with one!
Judgement	Interaction	Reading long texts	Leadership
Persistence	Honesty	Humility	Asking for advice
Self-control	Sociability	Self-management	Playfulness
Manual dexterity	Computer skills	Sense of colour	Sense of style
Flexibility	Ability to wait	Speed	Listening
Detection of essential information	Caution	Physical activeness	Group work
Exact sense of taste	Courage	Good memory	Writing
Fairness	Drawing	Curiosity	Keeping to schedule
Come up with one!	Ability to anticipate	Empathy	Toughness

# FUTURES SIMULATION AND REFLECTION



## MATERIALS:

Computer or tablet with Internet connection. Address of the simulation: <http://getalife.fi/game/getalife?lang=en-US>.

## OBJECTIVE:

The simulation takes you 20 years into the future in the world of studies and work, and you get to experience making numerous educational, work-related and lifestyle choices. The simulation contains hundreds of different events that make each simulation experience unique.

## INSTRUCTIONS:

Get a Life futures simulation is a tool used independently to reflect on the future working life, one's own expectations and values, and decision making. Based on the choices they make in the simulation and their consequences, users will receive a summary, which they can also utilise in guidance meetings. The simulation is especially well suited for the guidance and career coaching of students in upper secondary education and higher education institutions.

Participants can run the simulation alone, in couples or in groups. The simulation ends with a reflection form, which the user can fill out if wanted. It is advisable to have a reflective discussion in a group or in private with the participant(s) after the simulation, in which you can utilise the following questions and themes:

## 1. SIMULATION EXPERIENCE

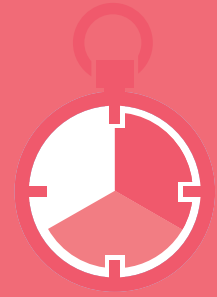
- Did the events seem possible to you?
- Did you feel like the events took place in the future?
- Did you encounter situations that you could not imagine happening to you in real life?
- Did the simulation offer you possibilities that you had not thought of before?
- Did you think about the foundation of your own choices during the simulation?
- Did the simulation get you thinking about your own values?

## 2. FUTURE WORKING LIFE (PARTICIPANTS' VIEWS AND NOTIONS OF THE FUTURE)

- Do you wish for a steady career in your future, or for several different jobs and new challenges?
- What kind of work forms do you deem desirable or possible (e.g. employee or self-employed/entrepreneur or a combination of the two, one job at a time or several, working part-time, seasonally or full-time etc.)?
- What encourages you towards working life? (e.g. fame, money, self-fulfilment or challenging yourself, working with others, helping others, status)
- What kind of a job do you see yourself having in the future?
- What is the significance of work in the future world?  
Who has the right, obligation or possibility to work (robots, artificial intelligence, people)?



# FUTURES VOTE



## MATERIALS:

Red and green paper slips

## OBJECTIVE:

The purpose of the futures vote is to make participants think about both their own and the common future. There are no right or wrong answers, as the exercise focuses on the participants' personal feelings and intuition. The pedagogical idea is to steer the participants' thoughts in a positive manner towards the future and the possibilities it holds.

## INSTRUCTIONS:

Each participant is handed a red and a green voting slip. You can go through the entire list of voting questions or only parts of it, and you can also determine the order of the questions. Discussion can take place either after each question or at the end. In question 14, the participants can select some of the alternatives and come up with more. Discussion is an important part of the exercise, and it highlights the different possibilities and opinions, all of which are equally valuable.

The instructor reads out different future-related statements, and the participants vote on how they feel about the matter at the moment.

red slip = disagree

green slip = agree

both at the same time = maybe/do not know

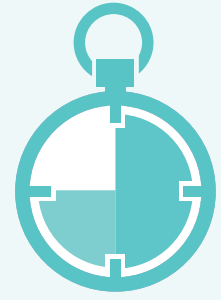
**BONUS FEATURE:** You can use the "Statements related to future work" exercise as part of this assignment at your own discretion and timetable. The statements can first be put to vote and then discussed. The statements are supposed to be future-oriented and thought-provoking. Additional statements can also be produced.

## VOTING QUESTIONS:

1. I am studying for a profession that I want to pursue in the future.
2. I recognise my own strengths and skills.
3. I often think about my future.
4. I do not yet have any plans for my future.
5. My future is completely different than my present.
6. A long career with the same employer is something worth pursuing.
7. I find it more important to have a job I enjoy than to get a big paycheck.
8. I still have many possible alternatives for my future, I have not yet made my final choice.
9. I know exactly what I want from my future.
10. In the future, employees must be even more flexible.
11. I find it important to get a job or a place in education, but the field is not all that relevant.
12. I do not yet know what I will become, but I believe that life will lead me somewhere.
13. I may have many different jobs and tasks in the future.
14. In the future, working life requires a) good language skills, b) independent working, c) marketing one's own skills, d) co-operative skills, e) cultural knowledge, f) arrogance, g) quick-wittedness, h) service-oriented attitude, i) dignity and j) ethicalness.
15. I am optimistic about my future.
16. Good health is a prerequisite for a good future.
17. My future plans revolve around which field offers the best prospects for employment.
18. I make decisions regarding my own future myself.



# STATEMENTS ABOUT PERSONAL FUTURE



## MATERIALS:

- Printed futures statements (1 form/participant)
- Pens
- Small, colourful stickers (e.g. fun children's stickers)

## OBJECTIVE:

The objective of the exercise is to make the participants think about their own future, as well as the common future. Discussion is an important part of the exercise, and it highlights the different possibilities and opinions – all of which are equally valuable. The pedagogical idea is to steer the participants' thoughts in a positive manner towards the future, the various possibilities and different alternatives.

## INSTRUCTIONS:

The instructor shall hand out the futures statements and the pens and stickers to the participants. First, the instructor will read out a statement, after which the participants will mark on the line how they feel about that specific futures statement at the moment. The answer does not have to be "yes" or "no", but it can be placed anywhere on the line.

When answers have been marked for all the statements, they are discussed together. You can inspire conversation with the following questions:

- What were the things that affected the choices? What can the participants themselves affect?
- Whose opinions affect one's choices?
- On what kind of knowledge or feeling we base our choices?
- What is your attitude towards the future? Are you open and confident or pessimistic?



## STATEMENTS ABOUT PERSONAL FUTURE

Mark on the line how you feel about the following futures statements:

1. I have dreams for the future.

Yes \_\_\_\_\_ No

2. I have a positive outlook on the future.

Yes \_\_\_\_\_ No

3. I find it more important to have a job I enjoy in the future than to get a big paycheck.

Yes \_\_\_\_\_ No

4. I have a realistic perception of my own abilities, skills and possibilities (I do not under- or overestimate my abilities).

Yes \_\_\_\_\_ No

5. I believe I will make it, regardless of potential setbacks.

Yes \_\_\_\_\_ No

6. My family affects the choices I make for my future.

Yes \_\_\_\_\_ No

7. I am ready to face new challenges.

Yes \_\_\_\_\_ No

8. I believe that in a year I will have clearer plans for my future.

Yes \_\_\_\_\_ No

9. I am ready to move either elsewhere in Finland or abroad for a job or education.

Yes \_\_\_\_\_ No

10. I myself can influence what kind of education or profession I pursue.

Yes \_\_\_\_\_ No

11. My future plans revolve around which field offers the best prospects for employment.

Yes \_\_\_\_\_ No

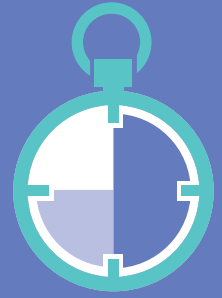
12. I am open to new things.

Yes \_\_\_\_\_ No

13. I believe that in the future I can find myself a profession or job that I have not yet discovered.

Yes \_\_\_\_\_ No

# CHOICES AND VALUES



## MATERIALS:

Any box in which the instructor has collected 10–30 mundane items that symbolise values/wishes/expectations/practical achievements or deeds (examples of items: money, a vehicle, a map, a watch, food, animals, a book). Alternatively, picture cards can also be used.

## OBJECTIVE:

The objective of the exercise is to make the participants realise which things they value and why. Values and emotions guide and sometimes also limit our choices. The exercise provides participants with an opportunity to process the values, wishes and expectations related to the choices, and to reflect on how their own value systems are constructed.

## INSTRUCTIONS:

The instructor will spread out the contents of the box on an even surface, and participants can observe the items for approximately 5 minutes. Next, each participant will pick three items that represent something important to them. Afterwards you can discuss what items were chosen and why. Which values, hopes or expectations are tied to the choices?

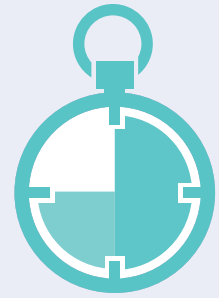
## BONUS FEATURE:

The exercise can be continued with the following exercises:

- Of the three important items, participants can choose one they want to keep. The two others will be placed back inside the item box.
- All items are placed back in the box, and participants then choose one item that they do not want in their lives.
- Afterwards you can discuss what items were chosen and why. Which values/hopes/expectations are tied to the choices?



# MY FUTURES OCCUPATION



## MATERIALS:

- A4 sized paper or cardboard
- Magazines and newspapers to cut out pictures
- Scissors, glue, pens and other craft materials as needed

## OBJECTIVE:

The objective of the exercise is to get the participants thinking, how working life and the ways of working will change in the future, and what kind of professions may exist in the future. The exercise utilises art-oriented methods to shift the participants' thoughts from the present into the future, and into imagining different possibilities.

## INSTRUCTIONS:

The instructor shall read out statements related to working life in the future. The statements can also be printed and handed out to the participants. Afterwards you can have a brief discussion on the future working life depicted by the statements: is this image believable? Could it be possible? Is it desirable?

Then the participants produce a character that is placed in working life 20 years in the future. Each "professional me of the future" may be based on the participants themselves and their hopes, but they can also be completely fictitious. While creating this character, the participants can utilise the statements about future working life, and they may freely use methods such as drawing, crafts, writing, pictures cut out from newspapers etc.

The character is created keeping in mind the following questions:

- What does this character do for a living?
- How does the character perform its job?
- What skill or ability is characteristic of the character?
- What kind of values does the job or the way of doing it contain?
- What does the character dream of?

Afterwards, the participants shall introduce their figures to each other and answer the above-mentioned questions.

## BONUS FEATURE:

Questions that can be asked from the created character:

- Where does the character live?
- Does the character have a family?
- Does the character have pets?





## STATEMENTS ABOUT FUTURE WORKING LIFE

These statements are used in the exercise “My futures occupation”. The questions can also be used as support for other exercises or as bonus exercises.

For each statement, you can also discuss the time period during which the statement could become reality. From a loose perspective, the statements could be realised at different times in 2020–2050 (there are no right or wrong answers here).

The statements have been gathered from research related to working life in the future and futures prospects.

1. In the future, the society will cut down different benefits such as the unemployment benefit.
2. In the future, most tasks can be performed remotely from e.g. home (for example, controlling machinery or work processes from your own computer).
3. Skills and experience have more significance to employers and customers than finished degrees.
4. Due to climate change, Finland has become a popular tourist destination, because the weather is too hot elsewhere in the summer time.
5. In the future, there will be significantly fewer private cars, and public transport is the primary mode of transportation.
6. In the future, people may have many different jobs and tasks. Income often comes from several sources, such as paid work, entrepreneurship and organisational activities.
7. In the future working life, linguistic requirements focus on different languages than now.
8. In the future, 3D printing and scanning, laser cutting and smart materials are commonplace.
9. In the future, the virtual and physical working area can cover the entire globe, and travel kilometres can total up to 3000 per week.
10. In the future, some of the doctors and nurses are robots.