Teach the Future

VISION

All young people applying futures thinking skills to actively shape their own lives, thriving and contributing to a better world.

We teach the future as we do the past.
MISSION

To encourage, enable and support progressive educators and institutions to integrate futures thinking skills into the curricula, pedagogy and learning of young people.

TARGET AUDIENCE

End customer: young people between the age of 8 and 24
Intermediate customer: progressive educators and institutions
Why
For kids to become the entrepreneur of their own future and that of the world around them.
We teach the future as we do the past.

HOPE
EMPOWERMENT
UNDERSTANDING
EXCITEMENT

Marnix, 16, Netherlands
Situation: de Rotonde Breda, Netherlands (educates VMBO students)
Experience: Now I understand the world always changes and that change doesn't have to be scary.

Yana, 16, Syria
Situation: Refugee Camp, Turkey (hardly any education)
Experience: This situation is temporarily, I will get out. I have hope again for a better tomorrow.

Didier, 17, Colombia
Situation: Earth University, Costa Rica (educates leaders of change)
Experience: I never thought about the future, it opened my mind and made me realize that I can build my own.

Suzanne, 16, US
Situation: Free school, Chicago (educates for democratic freedom & world citizenship)
Experience: I am excited to find my own path into the future.
Teacher #1

I’m starting to think I’m doing my work well, when I am unable to answer my student’s questions.
(questions that are deep and worth pondering)

Teacher #2

Seeing kids shine again, giving them the strength to keep going.
Teacher #3

I have a much deeper relationship with my students; we work together exploring their path.

Teacher #4

Teaching the future allows me to experiment with the virtue of not knowing.
Content

What should we teach when teaching the future? How do we train educators?

Content

Not about foresight tools and methods, but about understanding and embracing the futures thinking concept and experimenting with it.
Future Shapes

- Future Consciousness
- Future Styles
- Future Spotting
- Future Design
- Future Creation
- Future Happiness

Future Shapes - Consciousness

- Understanding change; embracing it instead of fearing it
  Flexible & Resilience

- Realize you are part of the change; you can form your own future and that of the world around you
  Empowerment & Hope
Future Shapes - Styles
- Time scale; tomorrow, 10 years, 100 years, 1000 years
- (Cultural) believe system; set or open
- Viewpoint; personal or societal

Future Shapes - Spotting
- See what is out there
- To start the discussion on how you direct it
Future Shapes - **Design**
- Probable, Plausible, Possible  
- Preferable; what do you want the future to look like

Future Shapes - **Creation**
- Roadmapping  
- What if’s  
- Inbound and Outbound
Future Shapes - **Happiness**

- Mindset; Positive thinking, Reflection

- Purpose in life; Finding out who you are and in what world you would want to live

Van touching to understanding
Future Skills

From change to long term thinking

- Anticipation
- Complex thinking
- Interrelation
- Empathical thinking
- Imagination
- Creative thinking
Future Teaching

- **Meandering**: explore, non linear line, sense of discovery, curiosity
- **Star**: spark creativity, flower, new beginnings, insights, ideas
- **Branching**: brings what happens naturally together, how do things spin off of each other, relationships, integration
- **Spiral**: spirit, how do I make the subject come to life, inspiration, moved by knowledge
- **Hexagon**: symbolizes, structure, continuity

*Sam Crowell – California State University*

Who we are

network
Looking for you

We would love to work together!

erica@teachthefuture.org (EU)
peter@teachthefuture.org (US)

Full speed ahead!
The Playbook

The Team

• Katie King, foresight process
  – Five-years experience teaching middle school language arts
  – Graduate of the Foresight program at the University of Houston

• Julia Rose West, design
  – Designer with Ancestry.com
  – Co-author of What the Foresight, a student’s exploration of their personal future

• Sandy Damashek, consulting – long-time developer of children’s media, including Sesame Street

• Sarah Rebar, illustration – designer with Sesame Street
The Content

4 Challenges
3-5 Plays per Challenge

**Challenge: Define**

1. **Define**
   - Play 01: Views of the Future
   - Play 02: What’s Your Future Point of View?
   - Play 03: Choosing a Topic to Explore
   - Play 04: Taking a Deeper Dive

**Challenge: Gather**

2. **Gather**
   - Play 05: What’s Changed?
   - Play 06: Finding Patterns
   - Play 07: Noticing Patterns Related to Your Topic
   - Play 08: The Great Pattern Match
   - Play 09: The Patterned Future

**Challenge: Define**

3. **Define**
   - Play 10: What If?
   - Play 11: Consequences of Change
   - Play 12: Imagine: The Game
   - Play 13: Expanding on the What IF? Future

**Challenge: Reflect**

4. **Reflect**
   - Play 14: Possible, Probable, Preferred
   - Play 15: A Hero for the Future
   - Play 16: Reflecting on the Future

Summer – the basis for the camps
Fall – physical and electronic versions released

Looking for you
We would love to work together!

erica@teachthefuture.org (EU)
peter@teachthefuture.org (US)
Where we are - EU

(Potential) Pilots on different levels:
- International project working together in Latin America and Europe to bring futures thinking into the curricula of future teachers
- National project integrating futures thinking into the full 4 year curricula of a teacher program
- Local project Lesson streak including kids, teachers, parents, and the community with ca. 10 primary (children 10 – 12 year) and ca. 5 secondary schools (young adults 16 – 18 year)
- Future episode in kids educational TV program
- Half year program (minor) with university students focusing on creating social impact through futures thinking
Where we are - US

(Potential) Pilots on different levels:
- x

Database Materials
http://library.teachthefuture.org
The future is multiple

Niet iedereen is hetzelfde
We teach the future as we do the past. What will your future look like when you go back home?

The future in touchpoints

Future Model Canvas
Where we are - EU

(Potential) Pilots:
- International project working together to bring futures thinking into the curricula of future teachers
  FUTURA (Erasmus+); bringing futures thinking into the curricula of teacher programs in Latin America and Europe
- National project integrating futures thinking into the full 4 year curricula of a teacher program
  WINDESHEIM FLEVOLAND; integrating futures thinking into the 4 year curricula of teachers program Windesheim in the Netherlands
- BREDA; 8 week lesson program with primary schools (kids 10 – 12) and secondary schools (16 – 18) in Breda, the Netherlands
- KLOKHUIS (Npr); future episode in kids tv program in the Netherlands
- FUTURE NOW (University of Amsterdam); half year program with