Vision Toolkit booklet

YOUNG
Friends of the Earth Europe

system: reset

EYF
european youth foundation
fonds européen pour la jeunesse

Flux
COMPASS

FRAME WORKS INSTITUTE

COUNCIL OF EUROPE

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About the Visions Toolkit

The Visions Toolkit contains instructions and tools to support YFOEE facilitators to run a variety of outreach activities, in three phases, enabling diverse individuals and groups across Europe to:

1. Identify and map their values
2. Explore changes today and share perspectives on possible futures
3. Develop and share visions for national Green New Deals, and prototype ways forward.

For each phase, there are:
- Guidelines for facilitators
- Activity worksheets
- Explanations and examples
- Guidelines for sharing insights across YFOEE

Please find here:
- The Facilitators' guide
- Presentation slides for you to use in your workshops

The Visions Toolkit was developed by Flux Compass, an innovation for social change agency based in Hong Kong and led by Anna Simpson. Find out more: www.fluxcompass.org

Tips for facilitators

Great facilitators make it easy for other people to share their thoughts. They don't have all the answers, but they guide you through a process. Here are some tips:

- Before you begin, think through each activity step by step. Make sure you leave enough time and yet allow some more for flexibility (through scheduled breaks or 'buffer' periods in the schedule), to ensure you can reach the outcomes you want.
- Prepare your materials, and how you will record the outputs.
- Give clear instructions for each activity, including the aim, the process, the outputs, and the time they should take/spend on it.
- Create a Safer Space together, by beginning your first session with a discussion of the Safer Spaces Policy. Foster a spirit of mutual respect.
- Regularly check that participants know what they are doing by asking open questions, such as: "What is the first thing you are going to do?"

Phase 1: Values

What are values?
Values are the things you believe are important in how you live your life. Every person has their own values, whether they are aware of them or not. See the next slide for examples.

How do your values affect you?
If you live in ways that are true to your values, you tend to feel good about yourself. If you feel unhappy or distressed, you may be living in ways that go against your values.

How do values shape societies?
Societies prioritise certain values, and these affect the choices they make, from healthcare and employment rights to resource management. These choices have lasting impacts for the future.

Summary of activities
1.1 Share your values
- Invite individuals to share their values
- Create a values word cloud or visual

1.2 Map your values
- Create a values constellation
- Discuss how values affect relationships

1.3 Choose values for the future
- Find out how values shape societies
- Choose values to shape your future society
- Set an intention to support these values

Examples of values

Accountability	Fairness	Professionalism
Achievement	Faith	Purpose
Adventure	Fidelity	Reliability
Altruism	Freedom	Resourcefulness
Ambition	Fun	Restraint
Assertiveness	Generosity	Rigour
Balance	Growth	Selflessness
Being the best	Happiness	Self-reliance
Belonging	Hard Work	Sensitivity
Boldness	Honesty	Serenity
Calmness	Honor	Stability
Challenge	Humility	Teamwork
Commitment	Independence	Temperance
Community	Intelligence	Thankfulness
Compassion	Intuition	Thoughtfulness
Creativity	Joy	Timeliness
Creativity	Justice	Tolerance
Curiosity	Love	Tradition
Decisiveness	Loyalty	Trust
Dependability	Making a difference	Truth
Determination	Obedience	Understanding
Diversity	Openness	Uniqueness
Dynamism	Order	Unity
Efficiency	Originality	Usefulness
Elegance	Perfection	Vision
Empathy	Playfulness	Vitality
Equality	Positivity	

1.1 Share your values

Introduce the topic
- Begin with the message: "Our values shape our future".
- Explain what values are, with some examples.
- Use the slides 'About values' and 'Examples of values'.
- Have a discussion about values, asking: "Which values are important to you?"
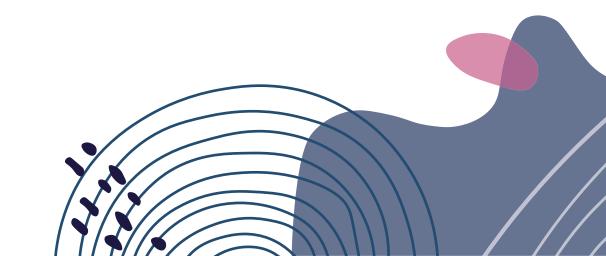
Invite individuals to share their values
- Ask everyone to describe a time when they felt happy or sad.
- Can they spot their values, or each other's, in these stories?
- Use the worksheet 'Discover your values'.

Collect the values in your group
- Make a tally of all the values mentioned in your group. Which ones are most common?
- Create a word cloud or a poster showing them all.

Describe a time when you felt happy or fulfilled.

Which values can you spot in this story?

Describe a time when you felt sad or angry.

Which values can you spot in this story?

Phase 1: Values

1.2 Map your values

Explore how values relate to each other
- Look at the values in your word cloud. How do the different values relate to one another? Put values that seem similar together, in families. Use the worksheet 'Values Map'
- Can you see any relationships between the different families of values? Draw arrows to show them.

Have a conversation about our different values
Use these questions to guide the conversation:
- "What have you learned about your values?"
- "How do your values affect your relationships?"
- "What can you do to respect other people's values?"

Worksheet | Values map

1.3 Choose values for the future

Explore how values shape society
Play the game: 'I spy a value'. One person names a common sight where they live, and thinks of a value behind it (without saying). Everyone else guesses which value they are thinking of. The first person to get it right takes the next turn. Here are some examples:

Player 1: "Traffic lights"   Other players: "Safety? Respect? Sharing?"
Player 2: "Schools"   Other players: "Learning? Discipline? Community?"
Player 3: "Theatres"   Other players: "Creativity? Expression? Reflection?"
Player 4: Justice   Other players: "Fun? Competition? Achievement?"

Choose values to shape your future society
- Lead a discussion: "Which values do we want to shape our country's future?"
- Can everyone agree on a list of five values?
- Now have a brainstorm: "What can we do to make these values part of daily life?"
- Agree on a collective action to bring your chosen values to life.

Phase 2: Futures

Why talk about different futures?
The future could turn out in lots of different ways: it can't be predicted. If we only think about one possible future, we miss opportunities to prepare for others. Imagining more than one future can help us cope better with whatever comes.

What are trends, and why do they matter?
Trends are changes we can see today that give us clues about the future. They can be political, environmental, economic, social or technological. We cannot know where a trend will lead, and one trend can change the course of another. This is why the future is impossible to predict.

Can I shape the future?
Yes. The choices we make today have a lasting impact - whether we like it or not. We are all shaping the future all the time. Why not do it on purpose?

Summary of activities
2.1 Talk about different futures
- Invite individuals to share the future they see
- Create a futures word cloud or visual

2.2 Look at today's trends
- Explore where trends might lead
- Discuss how one trend impacts another

2.3 Time travel
- Make your own future scenario
- Identify risks for your future
- Brainstorm opportunities for your future

Examples of future scenarios

Here are three different scenarios focusing on the climate in 2030, and looking at trends such as the rise of technology, human migration and sustainable lifestyles, created by Forum for the Future.

Efficiency first
Rapid innovation in energy efficiency technologies has created a consumerist, low-carbon world. Wilderness exists only in a few pockets of the world.

Environmental war economy
Governments control citizens' lives more in order to deal with climate change. In spite of flood and storm defences, there are growing numbers of environmental refugees.
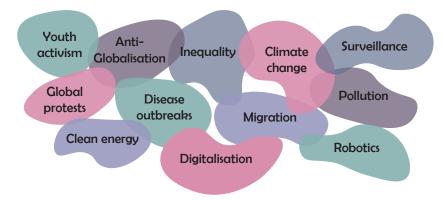
Redefining progress
People are rethinking what it means to lead a fulfilling life. Meaningful jobs and stronger links with local communities are valued. Climate change is seen as one part of unsustainable living.

Examples of trends

Youth activism
Anti-Globalisation
Inequality
Climate change
Surveillance
Global protests
Disease outbreaks
Migration
Pollution
Clean energy
Digitalisation
Robotics

2.1 Talk about different futures

Introduce the topic
- Begin with the message: "Different futures are possible".
- Explain what we mean by 'futures'. Use the descriptions in slide 'About futures'.

Invite individuals to share how they imagine the future
- Invite everyone to imagine the world in 2030. It doesn't have to be happy or sad: it can be both.
- Ask them to share the future they imagine as a story or picture. Use the worksheet 'Imagine the future'.
- Ask everyone to sum up their idea of the future in just one word. Which words come up the most?
- Create a word cloud or a poster showing these different ideas of the future.

How do you imagine the world in 2030?

What do you look forward to?

What fears do you have?

Write a story or draw a picture about life in 2030.

2.2 Look at today's trends

Where might trends lead?
- Begin with a ten-minute warm-up game, using the worksheet 'Believing in the impossible'.
- Now think about today's trends. Use the slide 'Examples of trends'. Which other trends can you think of?
- Invite every individual or small group to pick one trend they think is important.
- Where might this trend lead? Use the worksheet 'Flowing trends'.
- Have a group discussion: What outcomes did they see? Were there any surprises?

What happens when two different trends collide?
Ask groups who looked at different trends in the last exercise to pair up. Together, they discuss:
- How do the two trends affect each other?
- What could happen if they play out at the same time?

Worksheet | Believing in the impossible

"Sometimes I've believed as many as **six impossible things** before breakfast."

The Queen of Hearts, in 'Alice's Adventures in Wonderland', by Lewis Carroll

Pick one of these impossible things, or come up with your own. Then spend five minutes believing it is true. What impacts can you imagine?
- Zero gravity rooms are commonplace.
- The leader of a major power is a robot.
- Memory can be purposefully erased.
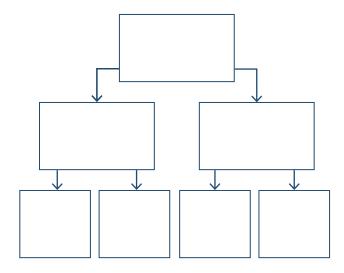- You can choose your parents.
- ...?
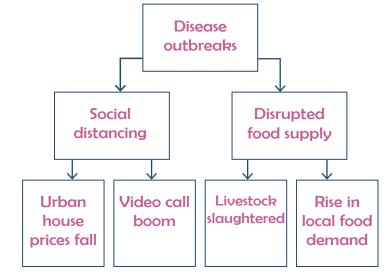- ...?

Worksheet | Flowing trends

Write the trend you chose at the top of this flowchart.

First, imagine two possible impacts of that trend.

Then imagine where those impacts could lead.

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┌──────────────┐
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Example

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        │   outbreaks  │
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          ┌────┴─────┐
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     │distancing│ │food supply│
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   │Urban││Video││Livestock││Rise in│
   │house││call ││slaughtered││local food│
   │prices││boom ││      ││demand│
   │fall │└─────┘└──────┘└──────┘
   └─────┘
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2.3 Time travel

Make your own future scenario
- In small groups, select two trends. (It's best if they do not have an obvious correlation.)
- Imagine it is the year 2030, and that both these trends are having a big impact on your country.
- Fill in the worksheet "A future scenario for … [name your country]".
- See 'Examples of future scenarios' for inspiration.

Discuss your future scenario
- What risks are there in the year 2030? Make a list.
- What opportunities are there to address these risks in the next decade? Make another list.

Worksheet | A future scenario for....

Trend 1:
Trend 2:

Who is rich and who is poor?

What do people eat?

Your scenario in three words:

How happy and healthy are people?

Draw a picture of your scenario.

What sectors are doing well?

Phase 3: Visions

What is a vision?
A vision is an idea of a desirable future. It does not have to be perfect, but it should be a future you believe is possible, and want to work towards.

What difference can a vision make?
Imagine you want to reach a point on the horizon and are walking towards it. How much easier is it if you keep your eyes fixed on that point? Having a shared vision helps us know where we want to go, and keep moving towards it.

What is the difference between a vision and a goal?
A goal is a specific milestone on the road to your vision. For instance, lowering emissions by 50% is a goal - but it isn't the whole picture. You might reach that goal, but not create the full vision, which also includes changes in health, education, the food system, and so on.

Examples of visions

Creative Commons | "Realizing the full potential of the internet -- universal access to research and education, full participation in culture -- to drive a new era of development, growth, and productivity."

Australian Department of Health | "Better health and wellbeing for all Australians, now and for future generations."

Save the Children | "A world in which every child attains the right to survival, protection, development, and participation."

What is the European Green Deal?

The European Green Deal is a vision. Launched in December 2019, it describes the ambition to:

"make Europe the first climate-neutral continent by 2050, boosting the economy, improving people's health and quality of life, caring for nature, and leaving no one behind"

Plans under the Green Deal include:
- A new European Climate Law (the first draft was published in March 2020)
- A 50-55% cut in greenhouse gas emissions by 2030 (previously 40%)
- A circular economy action plan
- A flagship building renovation programme
- A new biodiversity strategy to tackle deforestation, soil and water pollution
- A healthier agricultural system, with reduced use of chemical pesticides, fertilisers and antibiotics
- A low-carbon transport sector, with more electric vehicles and hybrid fuels

Each country needs to do its part to make this vision possible.

What steps might your country take to:

"make Europe the first climate-neutral continent by 2050, boosting the economy, improving people's health and quality of life, caring for nature, and leaving no one behind"?

What's in the US Green New Deal?

In February 2019, the US Federal Government proposed a Green New Deal with five aims:

1. To achieve net-zero greenhouse gas emissions through a fair and just transition for all communities and workers.
2. To create millions of good, high-wage jobs and ensure prosperity and economic security for all people of the United States.
3. To invest in the infrastructure and industry of the United States to sustainably meet the challenges of the 21st century.
4. To secure for all people of the United States for generations to come: clean air and water; climate and community resiliency; healthy food; access to nature; and a sustainable environment.
5. To promote justice and equity by stopping current, preventing future, and repairing historic oppression of indigenous peoples, communities of color, migrant communities, deindustrialized communities, depopulated rural communities, the poor, low-income workers, women, the elderly, the unhoused, people with disabilities, and youth (or "frontline and vulnerable communities").

Phase 3: Visions

Summary of activities

3.1 Collect new visions
- Invite individuals to come up with visions
- Create a visions word cloud or visual

3.2 Create a shared vision
- Pool ideas for a Green New Deal
- Refine your shared vision

3.3 Design ways forward
- Make your own future scenario
- Identify risks for your future
- Brainstorm opportunities for your future

3.1 Collect new visions

Introduce the topic
- Begin with this quote from George Bernard-Shaw: "Imagination is the beginning of creation."
- Explain what we mean by 'visions'. Use the descriptions in the slide 'About visions'.
- Give some examples of visions. See the slide 'Examples of visions'.
- Have a discussion: 'What visions inspire you?'.

Invite individuals to come up with their own visions
- Challenge each individual to come up with their own vision, either for their country or for Europe, in 2030.
- Each person shares their vision in a short statement, using the worksheet 'My vision'.
- Now, ask everyone to sum up their vision in just one word. Which words come up the most?
- Create a word cloud or a poster reflecting these visions.

About me:

Write or draw your own 2030 vision, either for your country or for Europe as a whole, in this scroll. Feel free to do both if there's time!

Remember to add a short description of yourself, including your name, age, nationality, and any other important aspects of your life or identity, in the box above.

3.2 Develop a shared Green Deal vision

Pool ideas for a Green Deal
- First share the idea of the European Green Deal, and discuss what it means for Europe and your own country. Use the slides 'What is the European Green Deal?' and 'What does the European Green Deal mean for you?'
- Brainstorm ideas for a Green Deal. The more ideas the better. You can use post-it notes in a group workshop, or an online whiteboard in a video call.
- Collect the ideas, and organise them into themes.

Prioritise the ideas to create a shared vision

- Vote for the most impactful ideas. Each person has two votes.
- Now create a shared vision statement based on the top ideas. Use the worksheet 'Our Green Deal'.
- Challenge the group to communicate the vision in a creative way to inspire others. Consider using performance, posters, songs, photos or videos. Remember to make a recording!

3.3 Design ways forward
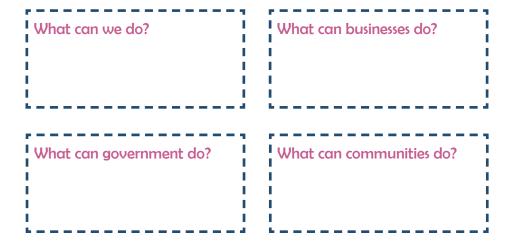
Kickstart your Green New Deal

- How can you act on your vision for a Green New Deal? Discuss what you can do, and what other players can do. Use the worksheet: 'How might we make our Green New Deal come true?"
- What are the major milestones between now and 2030? Use the worksheet: 'Milestones to 2030'.

Prototype your ideas
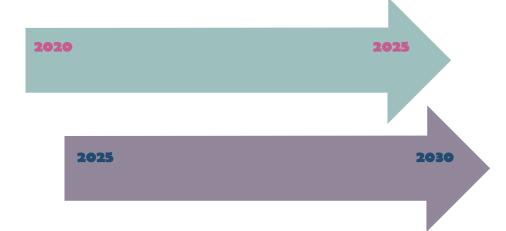
- Choose one idea to kickstart your vision.
- Use creative materials (modelling clay, pipe cleaners, lego, collage etc.) to show what you will do or build.
- Make an exhibition of your vision statements and creative prototypes for a Green New Deal.

Worksheet | How might we make our Green Deal a reality?

What can we do?	What can businesses do?
What can government do?	What can communities do?

Worksheet | Milestones to 2030

2020   2025

2025   2030

Phase 4: Communication

3.1 What are mental models?

Mental models are deep, underlying patterns of thinking that shape how we see and understand our world. They:

- Shape our thinking
- Are dominant, long-lasting and shared
- Are activated by our messages - and once activated make it hard for people to think differently

The three mental models we're all navigating

- Individualism: people succeed or fail on their own merits; a result of their own actions, choices and drive
- Us vs them: our group is in competition with 'the other' - if they benefit, we lose out
- Fatalism: problems we face in society are too big for us to solve. The system is broken or rigged and will never change.

...which mean we think about systems in predictable ways

- Individualism: systems don't exist - only individuals changing their behaviour matters
- Us vs them: this isn't about me and mine. Any changes might make things worse
- Fatalism: I don't understand this - and I can't do anything to change it - so why even try

Do you recognise these mental models?
How do they apply to your own challenges?
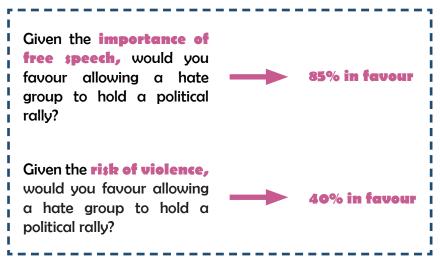What does this mean for engaging people about this issue?

3.2 What is framing?

What we say and how we say it
What we emphasise. How we explain. What we leave unsaid
Changes in how people think, feel and act

Framing is making choices about how we present information:

- What to emphasise
- How to explain it
- What to leave unsaid

Why does framing matter?

Given the **importance of free speech,** would you favour allowing a hate group to hold a political rally? → **85% in favour**

Given the **risk of violence,** would you favour allowing a hate group to hold a political rally? → **40% in favour**

Sniderman & Theriault, 2004

How we frame now affects what's possible later

Phase 4: Communication

Framing in this pandemic

"The elderly and vulnerable" → Many over 70s keen to prove they are fit and healthy

"Draconian measures" → We're overreacting!

"Nature is healing thanks to the lockdown" → Tackling climate change is not compatible with living our lives
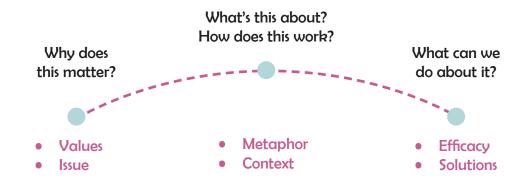
What do your communications need to do?
What choices do you make in your comms to make this happen?
What opportunities do you have to make – or change – choices?

Framing tools can help us talk about systems change and climate action

Framing a campaign arc

Why does this matter?

What's this about?
How does this work?

What can we do about it?

- Values
- Issue

- Metaphor
- Context

- Efficacy
- Solutions

Phase 4: Communication

#1
Centre on what really matters: our health, our connection to each other and our world

Values framing means tapping into the deep beliefs that guide thinking and behaviour. They:

- Establish a powerful unarguable truth
- Convey why an issue really matters
- Create shared grounds for action

Key components of this value	Connectedness
• We are common members of an interconnected society - we depend on each other • Climate change affects all of us • Addressing climate change makes our planet healthier - and our society healthier as a whole **Use the value to** • Help people see climate change from a societal perspective • Generate support for collective action	In our society, what affects one of us affects all of us. When some people are struggling because our planet is unhealthy, it hurts everyone. Our health depends on having a healthy planet. Taking action to heal our world benefits us all.

Before
Climate change threatens life on earth and this is only set to get worse. We need to act now to stand a chance of keeping an habitable planet.

After
Our health depends on us having a healthy planet. But right now our actions are hurting the planet. We can and must heal our world for all of us and for future generations.

#2a
Explain the need for change - don't just assert it

ASSERTING	EXPLAINING
Climate scientists are clear that climate change is happening. There is no debate around the science.	Burning fossil fuels creates gases that trap heat, like a heat trapping blanket. This changes our climate and leads to more floods, droughts and heat waves.

#2b
Use metaphors to explain how we can and should redesign systems to meet our needs

Metaphors give us new ways to think about an issue. They:

- Provide a strong mental picture
- Make concepts - and explanations - straightforward
- Explain how and why something happens

People think that systems	Design/Redesign
• Simply exist and do their thing • Are rigged by elites and cannot be changed **We can help people think** • Change is possible • Change can be intentional • The system can and should be made to meet our needs	The economy we have today was designed - it is the result of a set of decisions that were made about our society's priorities and resources Just as it was designed, we can redesign it so that it works for everyone

Phase 4: Communication
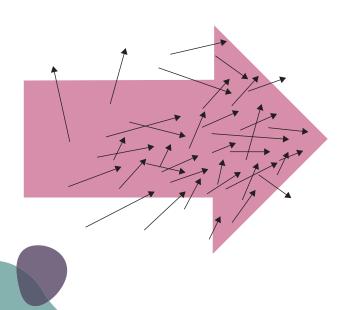
#3
Normalise action, not inaction

Before
The climate crisis could wipe us all out. We're sleepwalking into disaster by ignoring it.

After
People all over the UK want to see action to tackle climate change. We can re-design our systems and industries to address the urgent threat posed by climate change. We have the power to repair and restore our world.

#4
Include and elevate everyone's voice

Example: campaigners with firsthand experience of poverty.

Like a lot [working parents / people with health / etc.], I..	This affects/affected more than just me.
So many people are affected by this.	[Problem] is widerspread.
...cut down on my options..	...restricted my options..
I had support from [X]	Not everyone has access to this support.
The benefits system should have been there to..	This support system should be for everyone who needs it.

Before framing
We're not facing up to the climate emergency and acting like it matters. We need a radical transformation, not tinkering at the edges. But governments aren't listening to the truth and not enough of us are playing our part.

After framing
People across Europe want to see much more action to revive our planet and secure a healthy future. Our politicians work on our behalf so our appetite for change matters. They can and must take the actions that will make the most difference.

Phase 4: Communication

#5
When the time is right, explain how we can and should redesign systems to meet our needs

Metaphors give us new ways to think about an issue. They:

- Provide a strong mental picture
- Make concepts - and explanations - straightforward
- Explain how and why something happens

After framing
Our main priority now should be preventing harm. But as we rebuild, we do get to choose. We can re-design our systems and industries to address the urgent threat posed by climate change. We have the power to repair and restore our world.

Think about the framing tools we've explored today.
Which might be useful for you?
Are you using any of them already?

#Always
Include and elevate everyone's voice

We would like to thank:

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