



unicef 

Games for Futures Thinking

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Games for Foresight

Foresight Games: What and why?

Foresight?

Thinking and imagining multiple possible futures, the factors that influence the future, and the opportunities and challenges that might eventually emerge.

For Kids / All Ages?

By engaging people in the challenges of the present, we can stimulate, shape, and potentially help them create images of the future in which we will all live.

Why Games?

Through the fun and engaging activities of play and games, we can open up minds and hearts to the creative possibilities and latent potential hidden in the present.

**What do effective Foresight Games entail? How can they be best developed?
How can they best be used?**

Foresight Games: Toward a Framework

Elements	Focus Areas	Stakeholders	Outcomes	Considerations
Role-Playing	Global	Governments	Consensus	Future(s)
Cards	A Society/Nation	Corporations	Modeling	Gameplay
Computer/App	A Community	General Public	Domain Understanding	Ease of Use/Learning Curve
Playing Board	An Organization	Interest Groups	Scenarios	Facilitation
Dice	Personal	Individuals	Value Statements	Timing/Duration
Interaction	STEEP Categories	Local/Geo Groups	Strategies	Open/Free Space
Readout	Emerging Issues	Environment	Research Inputs	Bias / Agendas

Foresight Games: Examples

Cards

Card games use visuals and the juxtaposition of ideas to stimulate creativity and new ideas about the future.

Foresight New Zealand

Designed to develop and strengthen their futures thinking skills: scenario-building, problem-solving, creative thinking and dealing with uncertainty. 64 cards developed by the participants of the 2016 *ForesightNZ* workshop in Wellington.

ForesightNZ playing cards

Compete, collaborate, create
One deck, infinite possibilities

Thank you for downloading the printable PDF version of the *ForesightNZ* playing cards.

36 participants aged 18 to 25 came together from throughout New Zealand to explore the events and trends that could shape our long-term future. From 27 to 29 April 2016, participants worked to create a robust foresight tool in the form of a card game.

Post a photo or tweet your interesting scenarios using the hashtag #foresightnz to contribute to the national conversation around New Zealand's long-term future.

To learn more about the *ForesightNZ* Workshop, see the website at www.foresightnz.org.

If you would like to purchase a deck of cards, please visit our online store at www.mcguinnessinstitute.org.

What are the ForesightNZ playing cards?

These are 64 cards developed by the participants of the 2016 *ForesightNZ* workshop in Wellington. The workshop participants invented three games (instructions overleaf) so that players can develop and strengthen their futures thinking skills: scenario-building, problem-solving, creative thinking and dealing with uncertainty.

You can experiment and mess with these games as much as you like, or even create your own. *ForesightNZ* calls for a dynamic and diverse conversation about New Zealand's possible futures, so add your voice to the mix.

In the Deck

- 4 Capital Cards
- 32 Event Cards
- 3 Joker Cards
- 25 Trend Cards

4 Capital Cards

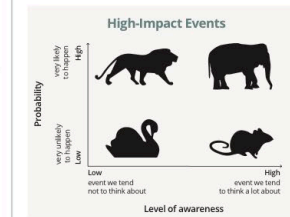
The four Capital Cards refer to the types of capital at the heart of the New Zealand Treasury's *Living Standards Framework*.

'Capital' in this sense describes something of value that can be drawn upon to produce more value, and together the four capitals describe where all of the resources come from that can improve the everyday lives of New Zealanders.



32 Event Cards

Each Event Card falls into one of four types depending on how much society thinks about the event's possibility and how likely the event actually is. Although not an exact science, the types of Event Card help to ensure we have a range of possible events. Each event category is represented by an animal – lion, elephant, swan or mouse – as shown in the diagram below.



Thinking about these event types may help you add context to your scenarios: Was the event expected? Was anyone prepared for it? What happens when two high impact events occur at the same time? Does the order of events impact on the outcome?



3 Joker Cards

The three Jokers can be used in any game as an optional extra – they challenge you to devise your own events and trends.

You can dream up your Jokers either before the game or in the moment as you play.



25 Trend Cards

A trend is a change we can see happening in the world around us over the medium- or long-term. Each Trend Card can be played either as increasing or decreasing.

10 of the 25 Trend Cards describe a tension. You can play these by thinking of the tension represented on the card as rising or falling, or the balance of power shifting from one side to the other.

You can use this choice to your advantage in *I Reckon*. For *Quarrel* and *Cards for Humanity*, you might decide before the game begins to play Trend Cards as all increasing or all decreasing, or you might decide during the game on a card-by-card basis.

You can decide the direction of a trend by considering how it is developing in the world around you, challenging yourself to imagine the opposite situation, or simply tossing a coin.



Foresight Games: Examples

Board Games

Board games engage small groups in interactive play, sometimes within an imagined environment or space.

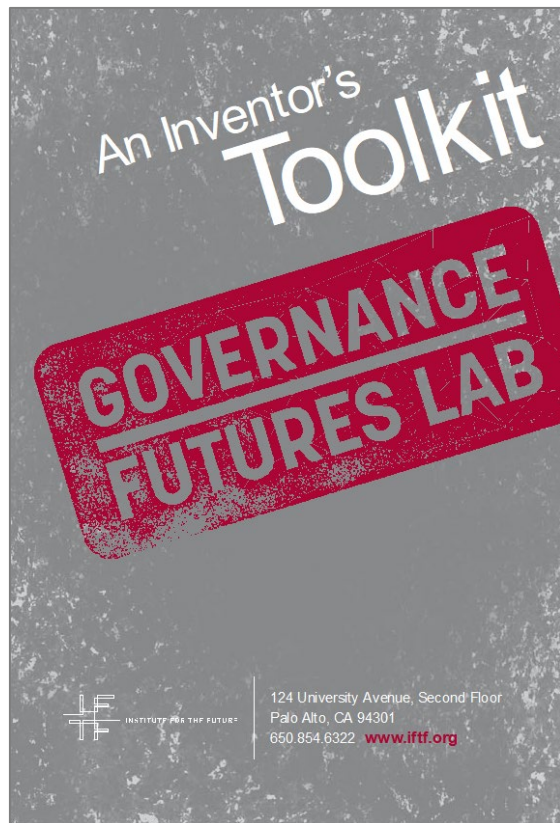
Impact

A foresight board game that teaches you to think critically and imaginatively about emerging technology and the future of society. From Idea Couture and Teach the Future.



Foresight Games: Examples

FTF brings people together to make the future—today. Whether you're a strategic leader in a large organization or a community leader in a struggling neighborhood or a netizen who wants to mobilize global crowds, we have practical tools, research, and programs that turn **foresight** into the critical new **insights** that ultimately lead to **action**. This toolkit is free in pdf form online.



Four Steps to this Deck

- 1 INVESTIGATE** | Understand the context of governance in a complex world where institutions are failing, and ready yourself to actively participate in improving it.
- 2 RE-THINK** | Examine your foundational assumptions about how the world works, how people behave, and what values you would like to see instilled in your society.
- 3 DESIGN** | Create a design for operational governing processes, structures, and architectures that embodies your values and will influence positive outcomes according to the standards put into place.
- 4 PROTOTYPE** | Test your design by having others critique it, find weaknesses, or try to break it. If appropriate, find opportunities to try out new designs in community group processes, organizations, or local governments. Learn from this feedback, then re-evaluate and revise your design.



Human Nature

Why do people behave the way they do? Are we naturally good? Naturally bad? Or is there nothing "natural" about our behavior? We now have advanced scientific theories and massive amounts of data to understand human behavior, even as it evolves in unpredictable ways. The more we learn, it seems, the more complicated the human story gets.

YOUR TASK: Provide a logical, compelling, theory- and evidence-based explanation of human behavior and decision-making, or an argument for why there is no "human nature."

The framers of the U.S. Constitution were influenced by Adam Smith's view of humans as rational, self-interested beings, as well as by biblical teachings of the innate evil and corruption of man. They believed that one could design a system wherein greed could counterbalance greed (separation of power + "checks and balances") for the benefit of society as a whole.



Prototype your System

In Step 2, you laid out a conceptual framework for your design. In Step 3, you used design mechanisms to encourage behaviors in line with your values. In Step 4, you will begin to prototype or represent what your system will look and feel like. You can use a traditional method, such as writing a constitution, or you can find new ways to express your governance design. Could your system be expressed as a software algorithm? A performance piece? An architectural blueprint? A speech? A graphic novel?

STEP 4: Use these example templates to help take your governance design from idea to expression. Don't limit yourself.



<http://www.iftf.org/our-work/global-landscape/governance/governance-for-the-future-an-inventors-toolkit/>

Foresight Games: Examples

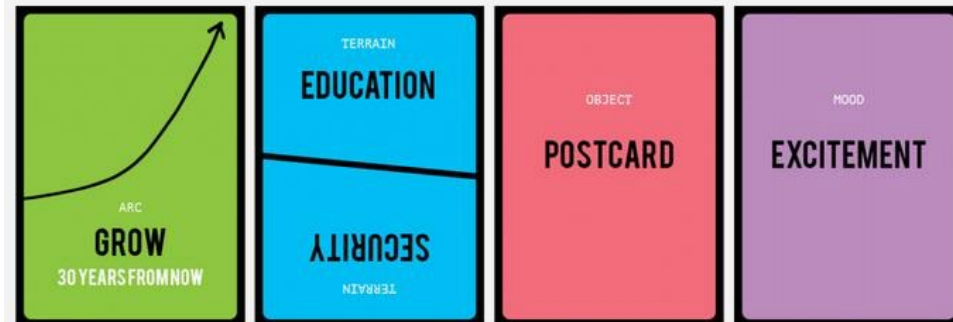
The Thing From The Future is an award-winning imagination game that challenges players to collaboratively and competitively describe objects from a range of alternative futures. From Stuart Candy/OCAD and The Situation Lab.



Arc, Terrain, Object, and Mood are the four cards. Arc sets the overall future paradigm theme (Grow, Collapse, Discipline, Transform). Terrain identifies contexts, places and topic areas where the future thing might be located. Object provides a common shape or type. Mood establishes the emotions evoked in the present observer of the future object. The multiple options within the four categories allow more than 3.7 million prompts, not counting Wildcards.

A sample of drawn cards in a hand and the subsequent alternative future:

EXAMPLE PROMPT



- Arc = "Grow, 30 years from now"
- Terrain = Education
- Object = Postcard
- Mood = Excitement

<http://situationlab.org/projects/the-thing-from-the-future/>

Our Unicef Project

Project Overview

In support of the Empowerment of Adolescents in Tajikistan, our proposed Games for Futures Thinking project involves the development of an original foresight game designed to engage adolescents (10-19 years old) in Tajikistan in the conceptualization of the future for them and their communities.

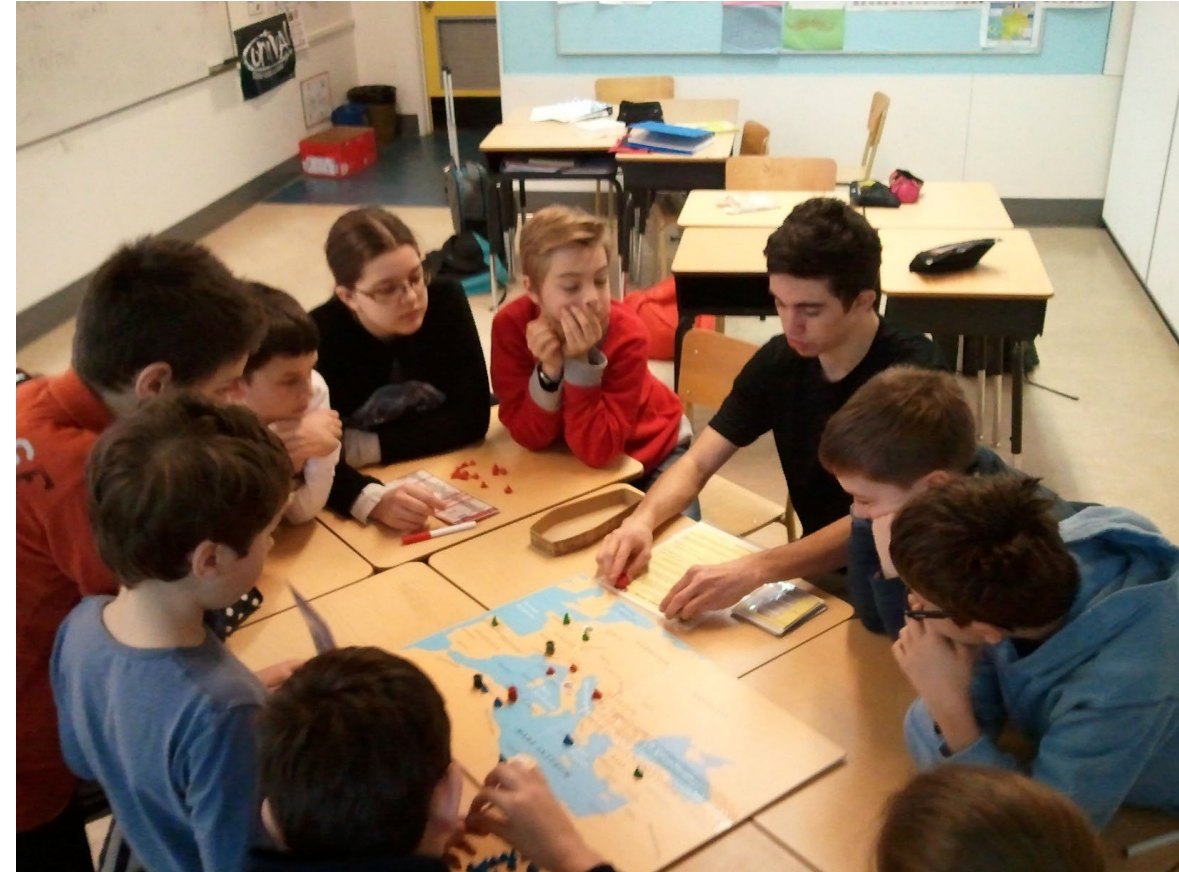
In particular the project will potentially address:

- Adolescents who are not considered vulnerable: in schools, living in stable families or who are involved in gainful employment in jobs suitable to their age and aspirations
- Adolescents living in foster homes and under institutional care
- Adolescents living on the streets
- Adolescents who need special care and those with disability
- Adolescents affected by HIV/AIDS
- Adolescents involved in drug use
- Adolescents involved in sex work
- Adolescents in conflict with the law

The goal is to develop and deploy a fun-to-use tool to assist imagining and engaging in positive future outcomes for these vulnerable adolescent groups.

Proposed Project Steps

1. Background research
2. Project touch base: Q&A
3. Prototype three game concepts
4. Pitch three game concepts
5. Choose one concept with UNICEF
6. Build out game
7. Play test
8. Refine game
9. Approve game
10. Translate to local language
11. Deliver final game



Concept 1

“Tomorrow Goat”

Board Game

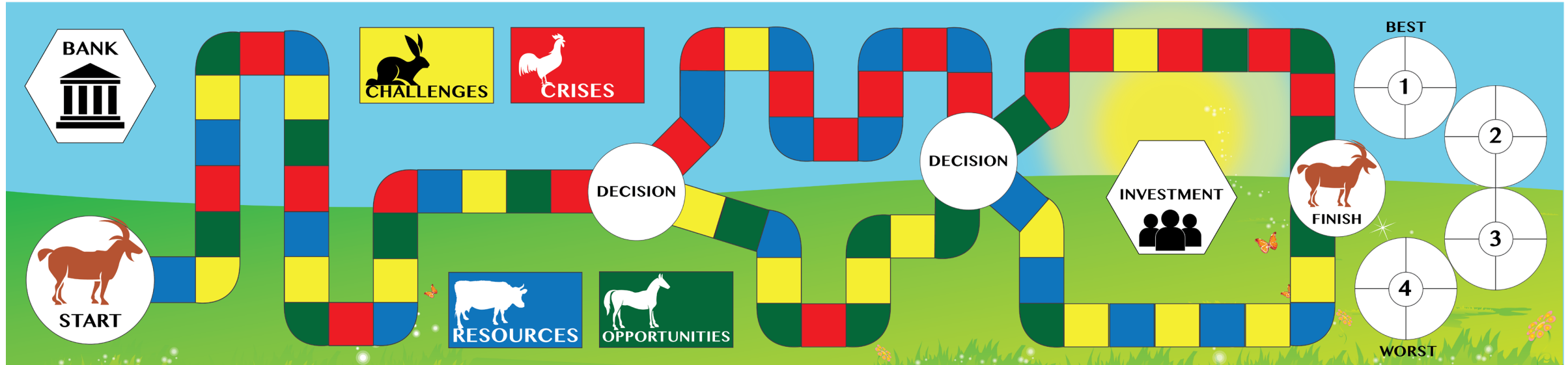
Concept 1: “Tomorrow Goat” Board Game

Tomorrow Goat is a board game in which 2 to 6 players work collaboratively first to articulate and rank four alternative futures and then to guide a goat, which represents Tajikistan, across the board toward those futures. To create the futures, players select four broad ideas for each ranked future from a pre-printed set of tiles. Players may also add their own ideas by writing on blank tiles provided.

For game play, players take turns rolling a 6-sided die, advancing the goat accordingly, and drawing corresponding cards as they land on colored squares. These cards provide either tasks or situations that

the player that draws the card must respond to. The player must describe a way of handling the challenge or opportunity. Points are awarded or subtracted based on the situations on the cards and how well the team believes the player responded to those situations.

As the goat moves along, the team gains and loses points as they draw and respond to different cards. In the course of navigating their journey, the players are able to invest points in the future. The number of points they are able to invest determines which of the futures will be accessible to the goat when it finishes its journey.

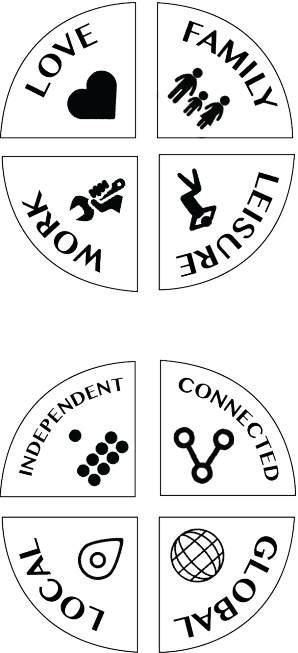


Concept 1: Assembling the Alternative Futures

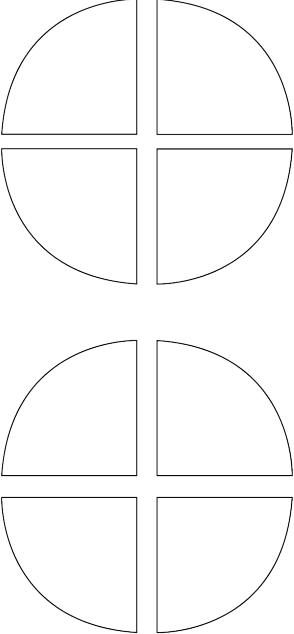
Prior to game play, the four futures must be created. Creating the futures involves selecting four idea tiles for each ranked future from a pre-printed set of idea tiles. Players may also add their own ideas by writing on blanks provided with the game. Players should arrive at a consensus of where the ideas go and place them directly

on the board. The futures should be ranked from most desirable to least (1 through 4). The ideas on the tiles are very broad, and the players should be encouraged to interpret them in their own way; discussing that interpretation will likely be part of the consensus. A time limit of 5 or 10 minutes should be applied for this step.

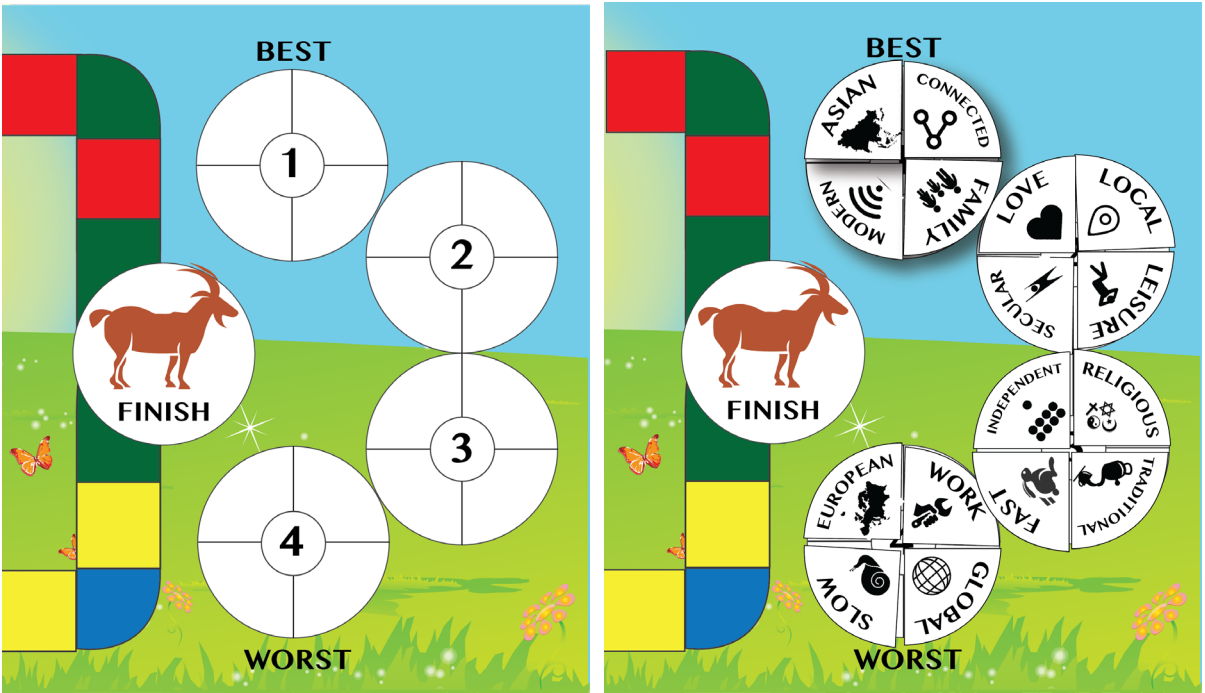
Pre-Printed Future Tiles



Blanks



Futures on the Game Board Should be Assembled



Concept 1: Situation Card Examples

Tomorrow Goat game play involves rolling a die and moving along the board. Each player takes a turn to roll and move the goat piece. When landing on a color, the player draws from the corresponding situation card pile: resources, challenges, opportunities, or crises.

When the player draws a card, he or she reads the card aloud. It is that player's responsibility to answer the questions that are on the opportunity, challenge and crisis cards. Resource cards simply


provide points to the players. Once a player offers a response to the card, the rest of the players quickly evaluate how well that response helps them attain their ideal future.

Points are awarded to the player based on the group consensus of the quality of the response, and according to the point values on the card. The bank is the store of points. Negative points are paid into the bank, and positive points are claimed from the bank.



RESOURCE

An international venture discovers oil in the western part of the country. We benefit.




2
POINTS



CHALLENGE

Conflict in a nearby region sends a large wave of refugees into the country. What should we do?



-1, 0, 1
POINTS



OPPORTUNITY

Opportunity to partner with a major European university to improve hospitals in the capitol. Should we do it?




0, 1, 2
POINTS



CRISIS

An earthquake strikes a major population center in the southern part of the country. How do we respond?



-3, -2, -1
POINTS

Concept 1: Game Components Summary

In addition to the game board, future tiles, and situation cards, the game requires the following: 1) a goat counter, which is the piece moved across the board; 2) several point counters, which are the currency of the game; and 3) one (1) standard six-sided die, which is

rolled to advance the goat counter across the board. Excepting the die, which must be provided separately, the entire game could be provided in an A4-size printable pdf file, which would be printed, cut out, then taped or glued together for use.

Complete Game Components

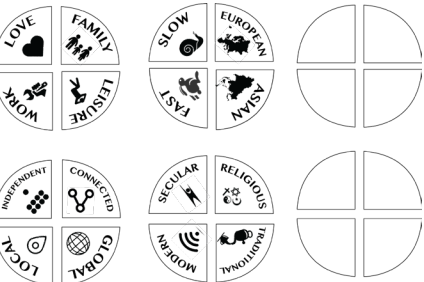
One (1) Game Board



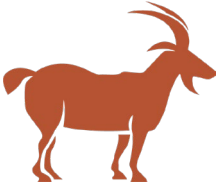
Eighty (80) Situation Cards (20 of each color)



Twenty-four (24) Future Tiles



One (1) Goat Counter



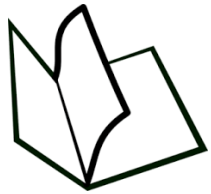
One-hundred (100) Point Tokens



One (1) Six-Sided Die



One (1) Rule Book



Concept 1: Benefits and Research Value

This game concept mixes personal and social dimensions in thinking about the future, encourages collaboration, and involves expressing values.

Here are some of the benefits for participants and expected qualitative research value of the “Tomorrow Goat” game. Costs range from zero (PDF) to up to \$40 USD per game.

	Articulation of Values and Aspirations	Personal and Social Attitudes	Imagination and Creativity	Collaboration and Cooperation	Concepts of Investing in the Future
Benefits for Young People Playing the Game	In framing the alternative futures, young people express their shared values and aspirations, learning about themselves and each other.	In the course of dealing with situation, players will respond to global and local organizations and events, and will thus be able to frame and express attitudes toward them.	In responding to the situation cards, young people can apply their creativity in problem-solving and exercise their imaginations.	Because consensus must be reached in framing the alternative futures and in evaluating responses to situation cards, players must work together to form a team viewpoint.	To win the game, players must make individual and collective decisions to “invest” points in the future (rather than retain them to pay for situations), thus encouraging a futures oriented mentality.
Value of the Game for Unicef Research	The values and aspirations expressed by game players can provide insight on how youth perceive their lives and their challenges; groups can be compared for further insight.	Recording these expressions of personal and social attitudes toward institutions such as government and business and events can provide insight into how the players see the world.	As players respond to the situation cards, insights can be extracted as to how (and who) the young people expect to handle various challenges, crises, opportunities.	Observation of the dynamics of collaboration in game play, as well as the results of cooperation, can provide social and cultural insights into the groups.	Evaluating how and how much players interacted with the future investment concept will provide insight into how the players think about risk, reward, and the concept of investing.

Concept 2

“Cinema!”

Concept 2: Cinema!



Cinema! Play Mat

Cinema! is a fun futures card game for two to eight players (ages 10 to adult) which allows players to imagine, create, and collaborate.

Object

Players work together to create a story about the future based on the time and setting options provided.

Materials

- Card decks (TITLE, SETTING, CHARACTER, SCENE and SITUATION)
- Play Mat or table
- Four 6-sided dice
- Sheets of paper
- Poster board (optional)

Concept 2: Game Play Overview

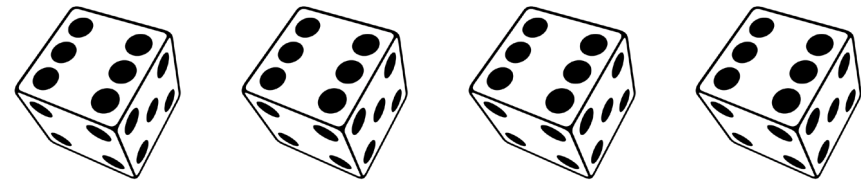
After players assume different roles, they proceed as follows:

1. DIRECTOR selects cards for TIME, SETTING, and TITLE
2. The players each select a CHARACTER card and a SCENE card.
3. Players create a movie based on the title by contributing to the story based on their SCENE card.
4. The SCREENWRITER records the story and retells it to the group.
5. Players may propose changes to the story by saying "Cinema!" and consulting with one other player.
6. Players may additionally create a movie poster to promote their movie and share with others.

Five Sets of Cards



Four (4) Six-Sided Dice





Concept 2: Sample Cards

 SETTING



MOUNTAINOUS
REGION

 SITUATION





THE VILLAGE
DISCOVERS THE
ONLY LOCAL
WATER SOURCE
IS RUNNING DRY.

 CHARACTER



SCHOOL
TEACHER

 SCENE 5



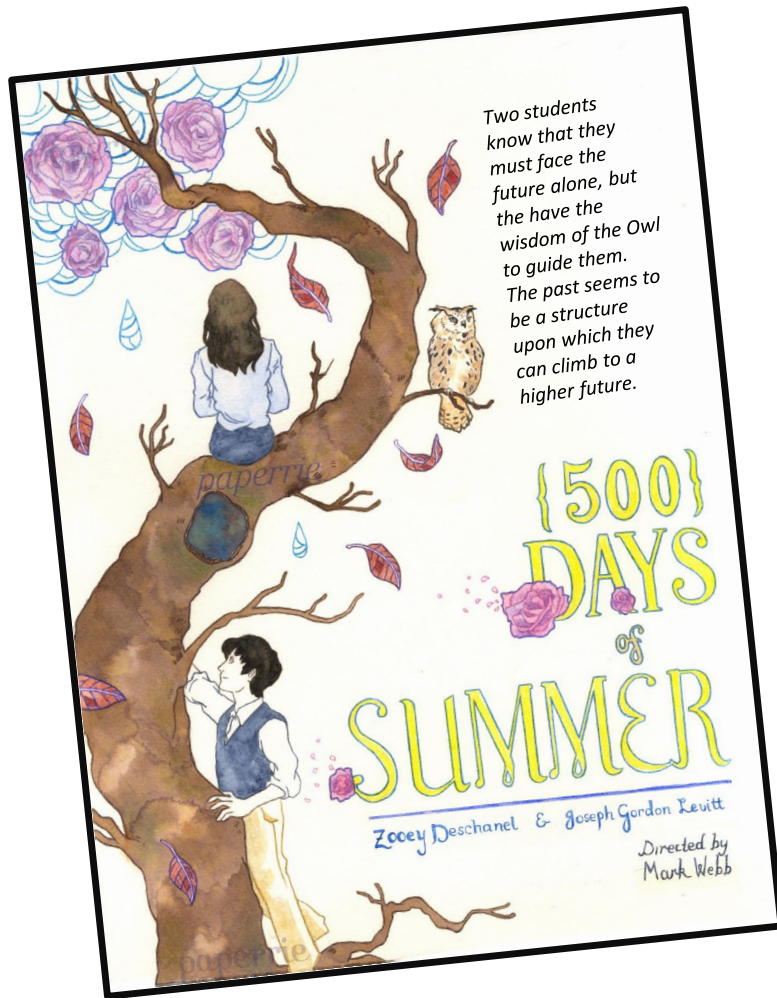
WHAT DO THE
CHARACTERS
THINK ABOUT
THE SITUATION?

 TITLE

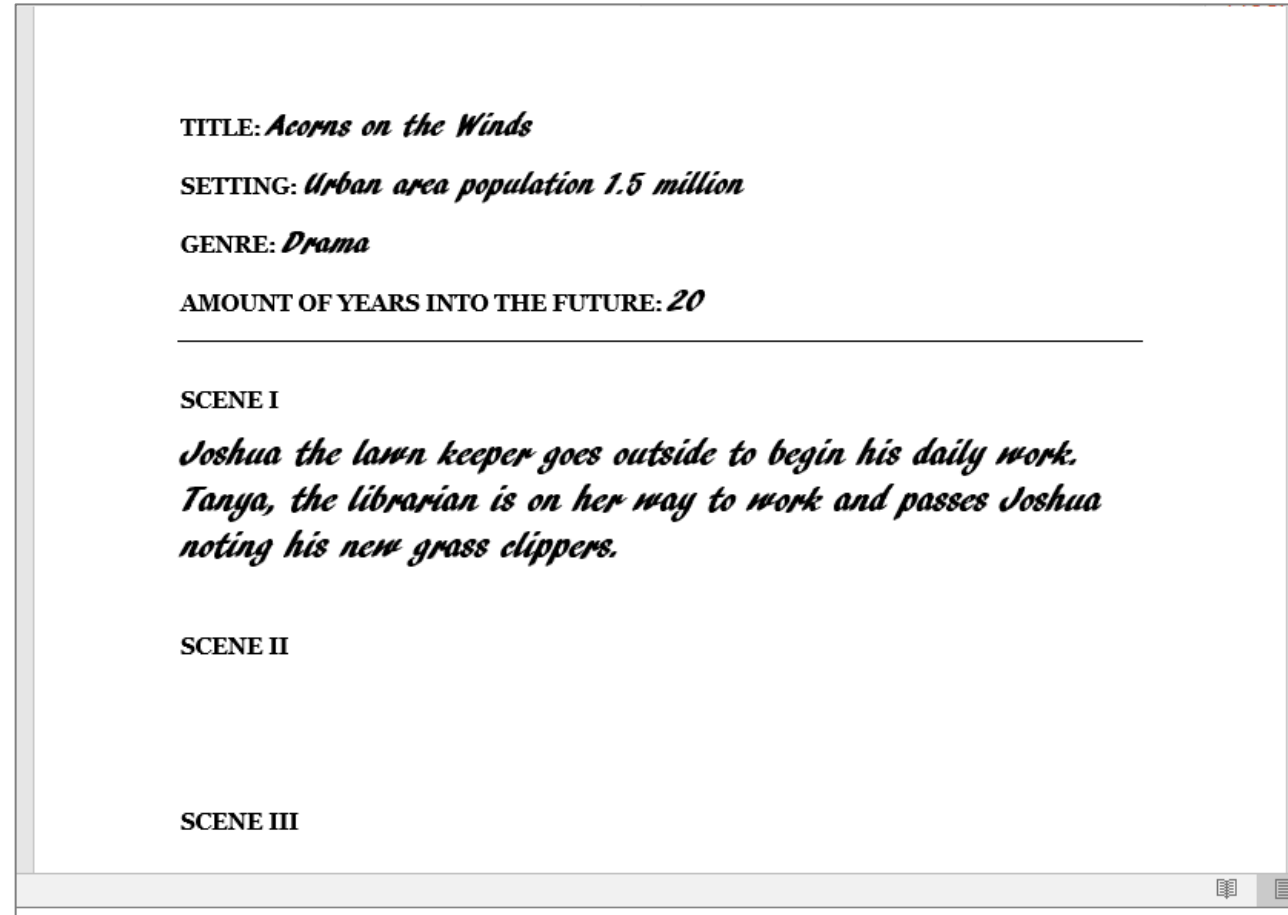


ON THE EDGE

Concept 2: Sample Game Outputs



Movie Poster



Movie Script

Concept 2: Benefits and Research Value

	Leader Flexibility	Creativity and Imagination	The Concept of Time	Creative Collaboration and Inclusion	Locus of Control and Decision-Making
Benefits for Young People Playing the Game	The youth gain the freedom to express themselves amongst their peers or other players without the undue influence of the Leader.	During the course of play, youth are free to imagine any future they chose. They may also select to keep certain traditional values in place including social mores, holidays or styles of dress and living.	The egg timer is introduced to provide an element of urgency. In real life situations, resources, including time are limited and decisions about the future must be made in a timely manner. The egg timer introduces this element of time in a non-threatening manner.	Each player participates in the creation of the whole story and every character has a part to play. Through game play, youth understand that every player has a role and that role may be large or small, but everyone participates in the future that is created.	During game play, players experiment with various decision-making methods: voting, autocratic, consensus, consultation and discussion. Story creation also adds an element of uncertainty. Although each player helps create the story, what other players chooses to add is out of their direct control, they may however say "Cinema!" to challenge an aspect that they do not like.
Value of the Game for UNICEF Goal Attainment or Research Elements	The leader is not required to participate directly in game play or may play the part of DIRECTOR deciding on the game elements of time, setting, and title if doing so helps meet the needs of the organization (i.e. determining what youth are thinking about a future X years from now or about a specific location)	The stories provide an indirect method of observing what the youth see as possibilities for themselves and others in the community. In addition, the narratives captured by the SCREENWRITER are a lasting deliverable of the game experience that can be shared with others. Movie posters can be used in longer workshops for group presentations and/or be shared with other stakeholders. .	As a rule alternative when the leader plays the role of DIRECTOR, the Leader can determine the amount of flips or if the egg timer may be flipped at all, thus controlling the length of the game.	Evaluation of game play will provide insight into the youth's ability to cooperate, make autonomous and group decisions, and provide additional information about other dynamics of interest- either as individuals or as a group.	Youth involvement is central to the purposes and goals of UNICEF. In the game, youth experience making decisions themselves and as a group. They learn emotional control as decisions with which they do not necessarily agree are made by the group or an individual. This part of game play reflects real life where the locus of individual control and direct impact on the actual outcome varies.

Concept 3

“Community”

Concept 3: "Community" Card and Board Game

Community is a card-board game hybrid for four players to engage in exchanging stories of how the Tajikistan community can help improve their personal futures, while also collectively discussing the level of impact this help could bring.

To start the game, each player takes turns rolling two dice on the board. The first dice will correspond to a specific category, such as education, economics, family, community, wellbeing, and safety. The second dice will correspond of how big of a chance for that given category (1 low - 6 high)

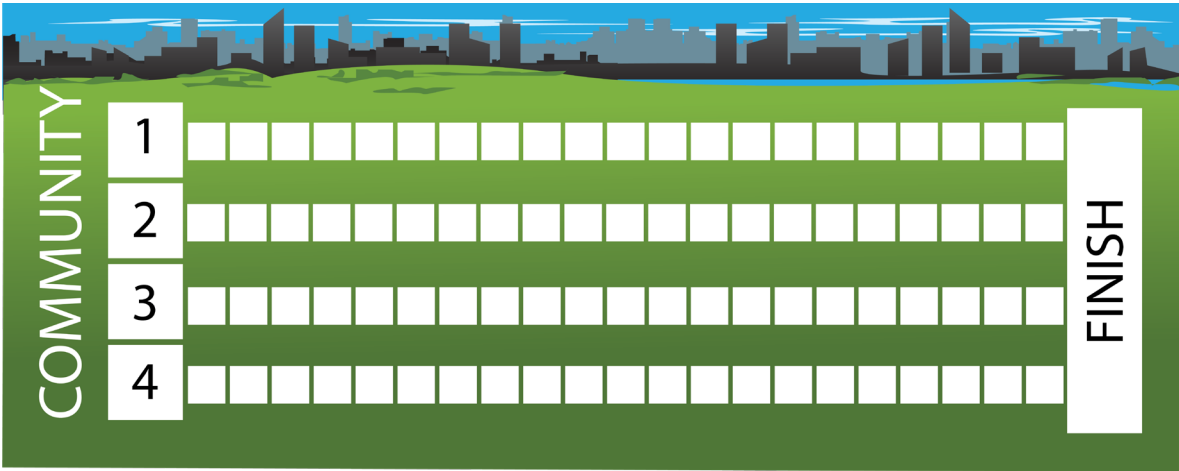
For that selected category, the active player will have to describe how changes in that category (e.g. family) can positively impact their future, and say if it's a small or large impact (as given by the dice).

All four players will discuss the story, then the four players who were listening will give tokens (1 to 6) on how big they feel it positive impact was. Based on the average number of tokens, the active player's piece advances accordingly.

The player to the left of the active player, will write the main points of the active player's story.

The game repeats with the next player until there is the first player to reach end of the game.

At the end (optional), the players can review the cards and discuss what was interesting, wish could happen, etc.



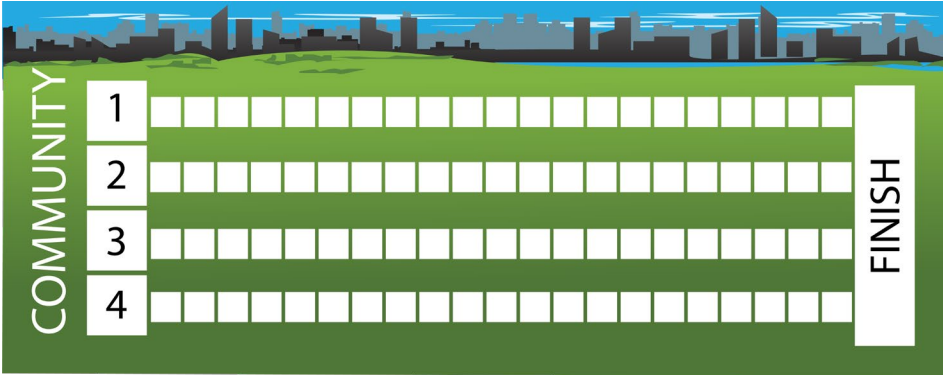
Concept 3: Game Components Summary

The game is meant to be simple to produce. All elements of the game can be produced by using an A4 template and cutting out the

required pieces, such as the token, deck of cards, tokens, et cetera. The only piece required for purchase are the two six-sided die.

Complete Game Components

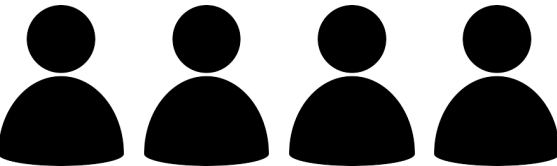
One (1) Game Board



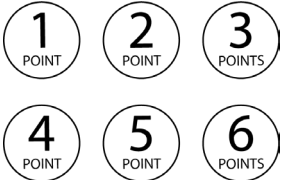
Category Cards — Six (6) Separate Decks of 20 cards each



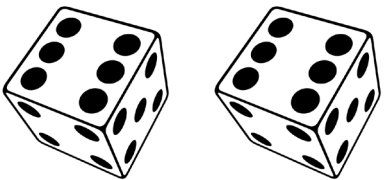
Four (4) Player Pieces



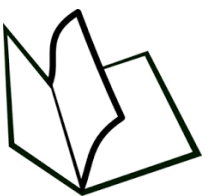
One-hundred (100) Point Tokens in four (4) different colors



Two (2) Six-Sided Die



One (1) Rule Book




Concept 3: Benefits and Research Value

	Articulating Aspirations, Expressing Values	Personal & Social Attitudes	Imagination & Creativity	Futures Thinking
Benefits for Youth	<p>The focus of the game is to give Youth a game-based framework to articulate their values, aspirations, and also express their values.</p> <p>The game requires the players to imagine different factors across a wide spectrum that could improve their future. The way they answer this question reflects their personal and social attitudes, while articulating their values and aspirations.</p>	<p>The game takes a "revise" take on foresight games, asking the youth to articular potential drives and the level of impact.</p> <p>The game gives the category, but asks the children to come-up with actual changes/drivers they would like to see happen.</p>	<p>There are elements of collaboration and competition in the game.</p> <p>Players are prompted by the card to tell their own story of how a particular factor - education, society etc – could better their future, while the team has to devise how great the impact would be.</p>	<p>The game's focus is to help the Youth think about the future in specific ways. Rather than focus on their thoughts of what their future is like or what their ideal future is, it asks Youth to think about how what external factors can improve or change their future.</p>
Value for UNICEF Research	<p>The game is designed to address the question of "How do Youth see a better future composed of?" and "What do the Youths thing are factors towards a better future?"</p> <p>The game essential asks these questions as each player gets prompted by a card that ask them to come with factors that drive a better future, while also asking all players to</p>	<p>By expressing themselves, UNICEF will gain insights on how the Youth understands, values, and judges different social aspects (education, economics etc). It allows this expression in an structured, yet open form of play.</p>	<p>The game presents an opportunity for UNICEF to how Youth collaboratively assess the impact of the social factors described by other the players.</p>	<p>By focusing on external factors of impact for the Youths' future, the game can help reveal insights on what the type of external community, social or government support the Youth are hoping and expecting for.</p>

Current Status

Cinema V2: Game Components





PRE-PRODUCTION WORKSHEET

TIME IN FUTURE	SETTING	

Brainstorm character, situation, and setting ideas for the movie.

Who are the heroes of our film? Give us the name of a man and a woman.

What do they love?

What do they fear?

What are their hopes and dreams?

What stops them from achieving their hopes and dreams?

What is the place they live in like ?

What is mostly likely to change in their lives in the future?

What is least likely to change in their lives in the future?

What is the best thing that could happen to our heroes?

What is the worst thing that could happen to our heroes?

What is the most likely thing that could happen to our heroes?

Cinema V2: Game Play

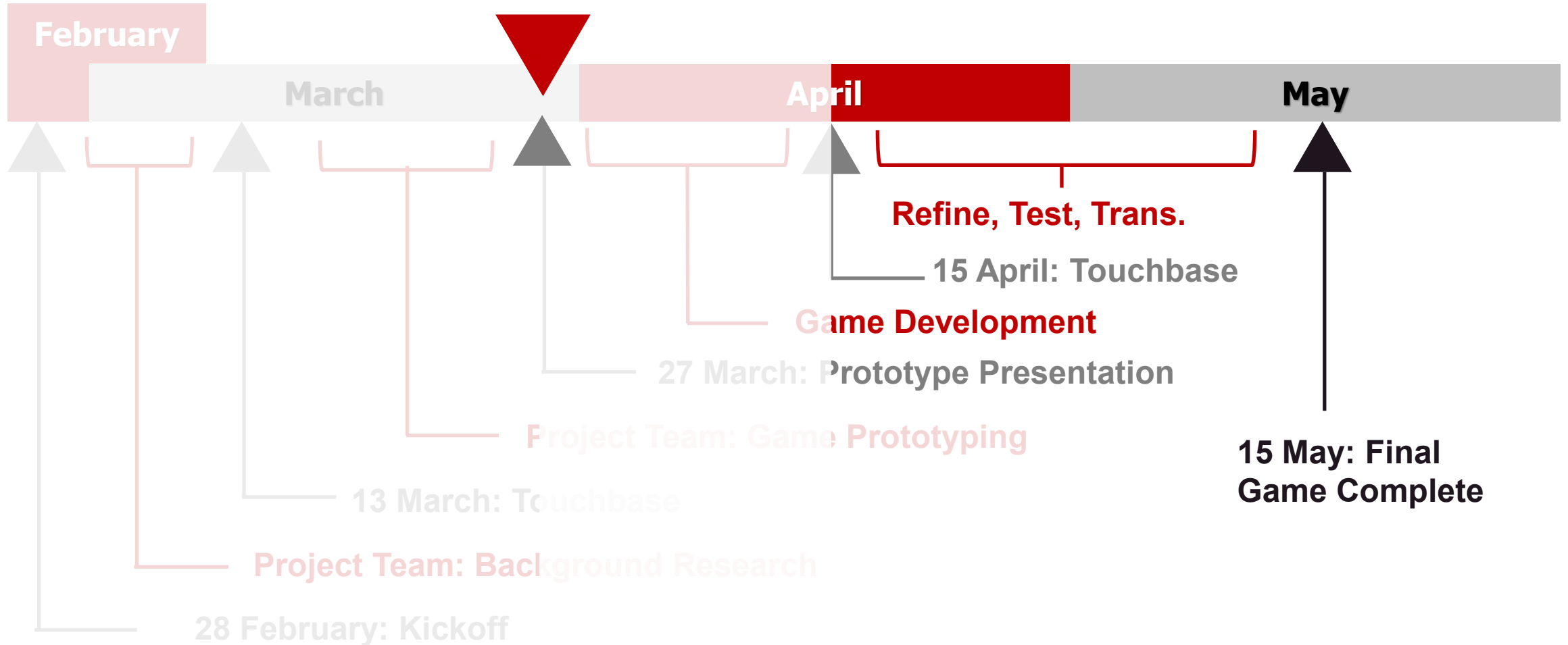
For this alternate version, we take the basic parts of Cinema and dynamic game play by providing alternate player turns that progress the story. The players proceed as follows:

1. Players fill out the Pre-Production Worksheet. The two characters and setting, which they must name, are the initial characters and setting of the game.
2. No Roles are Chosen by Players, except a SCRIBE or scribes to fill out the worksheets. No cards are drawn at the beginning of the game, but decks must be shuffled and arranged on the game mat or in that order.
3. Each player rolls a six-sided die. The highest die goes first. Players then take turns rolling the die, moving clockwise through the group.
4. The first player rolls a six-sided die, then draws from the card deck with the corresponding number. That player reads the card and then must describe how that new element is incorporated into the scene that is being played that round. Other players may make suggestions but the player whose turn it is has final say. The card drawn must be incorporated in the scene, and a time limit may be imposed on scene creation if needed.
5. The SCRIBE records the scene. And a counter is advanced to the next numbered scene on the game mat. If no game mat, move to next scene number in script.
6. Players continue rolling dice, drawing cards until the final, 12th scene, at which time they stop rolling and together must describe the final ending of the film.
7. After the script is complete with 12 scenes and an ending, players together must come up with a title for the film.
8. Ideally, at the end, they may additionally create a movie poster to promote their movie and share with others.

Cinema V2: Altered Card Sets



Project Timeline



Games for Futures Thinking



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