

**Outline and On-line Resources for
Educator's Bootcamp 26th July, 2012, Toronto
Jay Gary and Richard Slaughter**

Session 1. Intro by Jay Gary. (RS) Journey as a futurist, defining foresight literacy/ vs. methodology; creating own courses, institutes or training programs. Groups #1 Networking, affinity groups share intentions, ie tables for Primary K-8, High School, College/Graduate, Corporate/Community, etc.

Journey as a futurist

- Overview: http://richardslaughter.com.au/?page_id=2
- Illustrated bio on CD-ROM:
<http://www.foresightinternational.com.au/shop/dvd-cd-rom/towards-wise-culture-cd-rom>
- DVD set Pathways to Foresight:
<http://www.foresightinternational.com.au/shop/dvd-cd-rom/pathways-foresight-dvd>
- You Tube clips: http://richardslaughter.com.au/?page_id=896

Define foresight literacy

- Futures thinking for Social Foresight:
<http://www.foresightinternational.com.au/shop/books/futures-thinking-social-foresight-book>
- AFI Monograph Series: http://richardslaughter.com.au/?page_id=79
- Knowledge Base of FS – origins and development:
http://richardslaughter.com.au/?page_id=1103
- KBFS CD-ROM: <http://www.foresightinternational.com.au/shop/dvd-cd-rom/knowledge-base-futures-studies-pro-edition-cd-rom>

Define foresight methodology

- FS – Individual to Social Capacity: http://richardslaughter.com.au/wp-content/uploads/2008/04/Slaughter_FS_Ind_to_Social_Capacity.pdf
- To See With Fresh Eyes, Part Two, Applications:
http://integralfutures.com/wordpress/?page_id=15

Creating programs at a variety of levels

- School 1 – Shaping the Future videos:
http://richardslaughter.com.au/?page_id=896
- School 2 – Education for the 21st C Revisited:
<http://www.foresightinternational.com.au/shop/pdf-downloads/education-21st-century-revisited-pdf>
- College / University – Origins and development of the Australian Foresight Institute: <http://strategicforesight.tv/history/>

Obstacles, challenges & outcomes to expect

- Obstacles & challenges: edn systems present oriented, not much interested in future; Q. of content – what to teach? Training *and support* of teachers and instructors. Failure of more than a tiny minority of universities to engage with FS or with future itself. Prof. standing of the profession. Multiple agendas and viewpoints.
- Outcomes: varied but very positive. In schools: kids respond very well to FS – as do parents when involved. Future stops being ‘an empty space’ becomes relevant in imaginative and practical terms (eg career, parenting etc.) In college and university: may require some risk-taking but allows people to ‘find their feet’ and to define / re-define personal outlook and career pathways. Plentiful evidence from AFI alumni of personal and professional gains. See clips from 2010 Celebration in Melbourne: <http://strategicforesight.tv/videos/10-in-2010-celebration-10-years-of-strategic-foresight/>

Session 2 (JG) preview various futures curriculum, both conceptually and experimentally. Example, trend maps, futures wheel activity, STEEP change activity, and various "101 course resources". Working individually/ or as partners on listing student competencies.

In **session 3** (JG) course building and program planning, and in Group #3 they would get to fill in a Course Activities worksheet.)

Session 4 (RS) Overview of uses and limitations of integral futures

Introduction: Ppoint (part A)

- General resources: <http://integralfutures.com/wordpress/>
- Sean Hargens overview: <http://integrallife.com/node/37539>
- Readings: http://integralfutures.com/wordpress/?page_id=11

Relevance to: futures research and global emergency: Ppoint (part B)

- The State of Play in the Futures Field (SoPiFF): http://richardslaughter.com.au/wp-content/uploads/2008/04/RS_SoPiFF_Oview.pdf
- Global emergency: http://richardslaughter.com.au/wp-content/uploads/2008/04/RS_Megacrisis_JFS_16_2.pdf

Discussion, dialogue, conclusions

Conclusion: Jay Gary