**DESIGN TEMPLATE**

## **GENERAL INFORMATION**

| **TOPIC** | *Please, add here the topic that you contributed to in the Manual* | *Example*: CNL & Futures Literacy |
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| **TEASER** | *Please, add here a few lines that succinctly describe the topic*  *Max 300 words* | *Example*: What is Futures Literacy? Riel Miller defines Futures Literacy as the “capacity to explore the potential of the present to give rise to the future”. Which means that Futures Literacy focuses on what allows people to understand the significance of the future in the present. |
| **OBJECTIVE** | *Please, add here what you intend to achieve with the topic*  *Max 150 words* | *Example*: The main objective of this unit is to help you establish a more deliberate engagement with what may happen in the future and consequently empower individuals as well as communities to work towards more desirable futures. |
| **SECTION OF THE CNL MANUAL** | *Please, add here the section of the CNL Manual the topic belongs to* | *Example: CNL and Futures Literacy can be found under “Education Buildung”* |
| **GREENCOMP** | *Please, add here which dimension(s) of the GREENCOMP the topic addresses.*  *Embodying sustainability values*  *Embracing complexity in sustainability*  *Envisioning sustainable futures*  *Acting for sustainability*  *You can pick one or more.*  *To know more: https://hei-prometheus.eu/greencomp-the-european-sustainability-competence-framework/* | *Example: CNL and Futures Literacy addresses Envisioning sustainable futures, including the competences* |

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## **MATERIAL AND ASSIGNMENT FOR THOSE STUDENTS WHO ARE NOT FAMILIAR WITH THE TOPIC (BEGINNERS)**

| **COMPULSORY MATERIAL** | *Please, write here what kind of material would you like the beginner students to go through to become more familiar with the topic.*  *This can be one of these:*   * *a post publicly available on the web;* * *a scientific article;* * *a video that is already publicly available on the web or that you will make;* * *a podcast that is already available on the internet or that you are going to make yourself;* * *a hypervideo;* * *other* | Example 1: A post on Medium.com: *What Is ‘Futures Literacy’ and Why Is It Important?* Available here: <https://medium.com/copenhagen-institute-for-futures-studies/what-is-futures-literacy-and-why-is-it-important-a27f24b983d8>  Example 2: A Youtube video  *Futures Literacy: shaping your present by reimagining futures | Loes Damhof | TEDxYouth@Groningen*  <https://www.youtube.com/watch?v=lGvFS6nAMmI>  Example 3: A hypervideo |
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| **DESCRIPTION OF THE ASSIGNMENT** | *Please, share here your initial ideas concerning what you would like to ask the students to do.* | Example 1: Read the post *What Is ‘Futures Literacy and Why Is It Important?*” and share in a written form how you imagine the place where students and teachers will meet in 2070. What would you like to change in comparison with the present? What would you like to stay the same as today?  Example 2: Watch the hypervideo and answer the questions that will pop up. |
| **ADDITIONAL MATERIAL** | *This can be any other source that you may recommend students read, watch, or listen to. It can be a video playlist, a list of articles, etc.* | Example 1: A video playlist with videos about what Futures literacy is: <https://youtube.com/playlist?list=PLIIVhMuOWQg287D5T4AiKYdMZwxaLT1wh> |

## **MATERIALS AND ASSIGNMENTS FOR THOSE STUDENTS WHO ARE ALREADY FAMILIAR WITH THE TOPIC (ADVANCED)**

| **COMPULSORY MATERIAL** | *Please, write here what kind of material would you like the beginner students to go through to become more familiar with the topic. It can be:*   * *a post publicly available on the web;* * *a scientific article;* * *a video that is already publicly available on the web or that you will make;* * *a podcast that is already available on the internet or that you are going to make yourself;* * *a hypervideo;* * *other* | *Example 1*: A scientific article published in Futures: Mangunus et al, *Futures literacy and the diversity of the future.* h<https://www.sciencedirect.com/science/article/pii/S0016328721001051>  Example 2: Video presentation by M. Hajer “*Techniques of futuring: On how imagined futures become socially performative*” |
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| **DESCRIPTION OF THE ASSIGNMENT** | *Please, share here your initial ideas concerning what you would like to ask the students to do.* | *Example*: Read the article *A scientific article published in Futures*  and come up with a learning activity for students of an age group of your choice that would help them understand what Futures Literacy is. |
| **ADDITIONAL MATERIAL** | *This can be any other source that you may recommend students read, watch, or listen to. It can be a video playlist, a list of articles, etc.* | Example: A reading list composed of 2 articles  <https://wires.onlinelibrary.wiley.com/doi/epdf/10.1002/wcc.673?src=getftr>  <https://journals.sagepub.com/doi/full/10.1177/1368431020988826> |