

# Future Box Tourism



## Method | Sociometrics

### Basics

<b>Objective</b>	Participants recognise the importance of communication and heterogeneity. A safe space that supports creative teamwork is created and existing groups might be broken up so that the participants then decide according to their interests and not according to friendships.
<b>Competencies</b>	The participants strengthen their competence to communicate.
<b>Material</b>	None
<b>Form of social interaction</b>	In plenary
<b>Duration</b>	Approx. 10 - 20 minutes

### Brief Description

Participants line up according to predefined criteria. The method is well suited at the beginning of the event to get to know each other, to loosen up and/or to introduce the topic. It helps to create a "safe space" in which participants open up and in which it is easier to break up existing group constellations.

### Preparation

No special preparation is necessary - except for thinking of appropriate categories, The participants are asked to line up according to these categories.

### Implementation

#### 1. Line up

Line up according to given criteria, for example

- Shoe size (from small to large)
- Date of birth (from 1 January to 31 December)
- ...

and then get into small groups according to one criterion, e.g. favourite food, to discuss a topic related to the event.

Regarding the topic 'future', the last line-up could cover two dimensions:

- from right → left: "I am optimistic about the future" → "I am pessimistic about the future".
- and
- from the front → back: "I can help shape the future" → "I am helplessly at the mercy of the future".

The groups that are formed as a result can discuss them briefly. After each constellation, individuals can be asked questions and then the method can be reflected upon (see 2. Reflection).



## 2. Reflect

Discuss what happened during the constellation using guiding questions such as:

- How did you feel?
- What was easy? What was difficult?
- ...

Note: For most of the criteria, the constellation is only successful if the participants talk to each other - and find what divides them as well as what connects them. This makes it possible to experience the importance of communication and the different communication channels that are available. In addition, the heterogeneity of the group becomes apparent, which offers a starting point for addressing the value of heterogeneity / multi-perspectivity / diversity.

## Variations / Alternative

none

## Good to know

The method is meant to relax and support the process of dissolving existing groups.

## Follow-up / securing results

No special follow-up is necessary.

# Future Box Tourism



## Method | Excursion

### Basics

<b>Objective</b>	An excursion gives the participants access and enables different perspectives on the respective topic - in the concrete case on Climate Change, Tourism and Sustainable Development using the example of a region of choice, such as the Stubai Valley for example. Participants learn more about impacts, challenges, and potentials of climate change and how this is perceived by different stakeholder groups.
<b>Competencies</b>	Participants strengthen their competence to <ul style="list-style-type: none"> <li>● think multi-prospectively</li> <li>● think holistically</li> <li>● think critically</li> <li>● think in a future-oriented way</li> <li>● communicate</li> <li>● develop empathy</li> <li>● ...</li> </ul>
<b>Material</b>	as needed, e.g., a 'researcher's book' and pens and/or a smartphone (for analog/digital documentation)
<b>Form of social interaction</b>	in plenary – whole class/group, divided into subgroups if needed
<b>Duration</b>	depending on the region, half a day to a whole day (or even more)

### Brief Description

An excursion is a form of extracurricular learning in which learners can explore the situation on site and find out for themselves. Depending on the focus of the excursion and availability, different experts may be involved.

### Preparation

As part of the preparation, the following points should be taken care of, for example:

- select the destination, clarify the local conditions.
- determine time and time frame
- define the goal(s) and focus of the excursion.
- plan the sequence of events
- calculate costs
- get approval for the field trip (schools)
- organize chaperone(s) (schools)
- inform parents - obtain consent (schools)
- obtain tickets, etc.
- organize expert(s)
- organize means of transport (e.g., bus)
- determine meeting points, collect contact information

- provide information on necessary equipment and catering (options).
- make provisions for emergencies
- determine work tasks (e.g., observe, conduct interviews, document ...)
- ...

Ideally, the participants are involved in the process from the beginning and take over parts of the organizational work.

## Implementation

The implementation depends on the respective design and concrete planning of the excursion. In this specific case, for example, experts provide information about the region and various thematic aspects during the bus rides through the valley and back again. Arriving at the destination (e.g., a glacier), the participants have the opportunity to see the situation on site and to discuss it at stations with different experts. On the way back, the participants will be asked to conduct interviews with different stakeholder in the most important tourist destination of the valley (see method "conducting interviews").

For more information, see also the excursion guide.

## Alternatives

Depending on the destination, the focus of the field trip and the availability of experts, an excursion can be designed quite differently.

## Good to know

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## Follow-up / securing results

As part of the follow-up, organizational tasks such as accounting, reporting (e.g., on website, social media ...) are usually still to be completed. The content-related conclusion should ensure that the goals of the excursion have been achieved. It can, for example, include processing and analysing the data obtained from the various sources, e.g., during discussions or observations, and generating insights from them, as well as clarifying open results and reflecting on the excursion.

# Future Box Tourism



## Method I Conducting interviews

### Basics

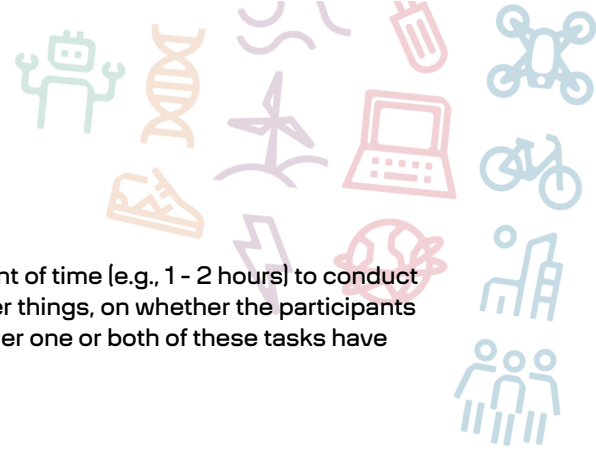
<b>Objective</b>	Conducting interviews is part of the research with the aim of gaining a comprehensive understanding of the situation, challenges and opportunities related to Climate Change, Tourism, and Sustainable Development in the chosen destination. During the interviews, the participants get to know different (and further) perspectives on the topic and critically consider them in the context of the subsequent reflection. Furthermore, for many participants this task is a good opportunity to practice leaving their own comfort zone.
<b>Competencies</b>	Participants strengthen their competence to <ul style="list-style-type: none"> <li>● think multi-prospectively</li> <li>● think holistically</li> <li>● think critically</li> <li>● think in a future-oriented way</li> <li>● communicate</li> <li>● develop empathy</li> <li>● ...</li> </ul>
<b>Material</b>	as needed, e.g. a 'researcher's book' and pens and/or a smartphone (for analog/digital documentation), possibly a prepared interview guide and role cards (role of the interview partners)
<b>Form of social interaction</b>	in pairs (in case of an uneven number of participants: one group of three)
<b>Duration</b>	approx. 1.5 - 2 hours (depending on preparation and access to interview partners)

### Brief Description

The pupils/students conduct interviews on the topic with people belonging to different stakeholder. Stakeholder can be locals (in general and e.g., teenagers/young adults), tourism experts, local politicians, employees of the tourism boards and tourism companies, guests etc.

### Preparation

As part of the preparation, an interview guideline may have to be worked out. This can be done by the teacher and/or the students. If necessary, interview partners are to be requested in advance and appointments are to be made. The participants are to be informed about the task and, depending on their previous knowledge, are to be prepared accordingly for the initiation, the execution, and the evaluation of interviews. The assignment of the interview partners (roles) can take place in the context of the preparation, so that the participants can work out their questions accordingly. Alternatively, the assignment could be done on site at the beginning of the interviews - in this case, the participants either need time to prepare guiding questions or receive them from the teacher or lecturer.



## Implementation

After a short introduction, the participants will be given a certain amount of time (e.g., 1 - 2 hours) to conduct and evaluate the interviews. The estimated time depends, among other things, on whether the participants still have to prepare their interviews and look for interviewees or whether one or both of these tasks have already been organized.

## Alternatives

Alternatively, group interviews could be organized and conducted, or participants could interview each other on the topic.

## Good to know

If participants are to approach unknown persons and ask for an interview, they should be prepared accordingly. On the one hand, they may encounter people who are hostile to their request - this should be discussed in advance as a possibility that should not be taken personally. On the other hand, experience has shown that for some participants, approaching unknown persons and asking for a conversation is a challenge because it takes them out of their 'comfort zone'. The method is well suited for training exactly that: to leave one's own "comfort zone" again and again. As a rule, the positive experiences outweigh the negative ones and strengthen learners accordingly.

## Follow-up / securing results

In the context of the wrap-up, on the one hand, the content of the conversations is to be discussed and integrated into the research findings (see method 'insights'), on the other hand, the experiences and learning processes are to be reflected, for example, based on questions such as: What did we experience? How did it feel - searching for and approaching interview partners, conducting the interviews? What would we do differently now, in retrospect? What insights - also beyond the content of the interviews - did we gain? What did we learn?

# Future Box Tourism



## Method I Conversation Dinner

### Basics

<b>Objective</b>	In discussions with colleagues and experts, participants will develop a multi-perspective approach to tourism in the light of climate change and sustainable development: the current situation, drivers of change and possible futures.
<b>Competencies</b>	participants strengthen their competence to <ul style="list-style-type: none"> <li>● communicate</li> <li>● think critically and systemically</li> <li>● think multi-prospectively</li> <li>● think in a value-oriented way</li> <li>● reflect</li> <li>● think in a forward-looking and visionary way</li> </ul>
<b>Material</b>	Menu cards: for food, drinks, and guiding questions eventually: adhesive tape and pens (for name tags) and paper and pens for notes
<b>Form of social interaction</b>	in teams - ideally composed of participants (pupils/students) and experts (from different fields)
<b>Duration</b>	approx. 2 hours (+ approx. 30 minutes follow-up)

### Brief Description

At a Conversation Dinner (or Breakfast / Lunch), the participants have good conversations about important topics. The questions may vary depending on the specific purpose. The conversations reach a depth in a playful way, especially through a cleverly chosen table arrangement, where students sit with experts who bring in different perspectives.

### Preparation

With this method, everything about the meal must be organised in advance: room, menu for food, drinks and discussions, experts, invitations, room and seating arrangements, etc. The participants or another group could be involved in the organisation (keyword: event management). Drinks and food should - in keeping with the theme - be as climate-friendly as possible.

### Implementation

#### 1. take a seat at the table and introduce yourself

Find your seat at one of the tables. Now get to know your table mates: introduce yourself. If not already done: write your name on an adhesive strip and stick it to your chest. This way you can always be addressed by name and address your discussion partners by name.

#### 2. discuss

Now discuss with your table mates along the menu about the respective topic, in this specific case about climate change, tourism and sustainable development. The guiding questions give you

orientation and provide impulses for the discussion, which then might go in different directions depending on your contributions.

#### Examples of guiding questions

##### Appetiser

- To what extent is climate change already noticeable in areas in which we operate?
- What challenges and opportunities do we see in climate change in general and in relation to our fields of activity and
- in relation to tourism?

##### Main course

- What could sustainable tourism look like in general and in the context of climate change?
- For sustainable tourism to succeed, transformation is needed. What do you think are the reasons that it transformation has not yet succeeded, although we know so much about what is wrong, what we should do differently and also how we should do it?
- What hinders transformation personally, in one's own profession/activity, socially, politically, and structurally?

Note: These questions are about questioning what is known/accustomed. About our own teaching, also the content and how we design teaching/learning processes and, beyond that, about breaking down mental structures that have become stuck and make us believe that everything must be the way it is. It is also about questioning individual and collective values, required competencies, habits and emotions that we associate with sustainable development.

##### Dessert

- How do we succeed in concretely imagining a different world and working together to make it a reality? What does it take?
- What can we do in our sphere of influence - private, professional - e.g., at school/university - to support this process?

### 3. say goodbye

Thank your interlocutors for the good conversation and the interesting insights you have gained. Say goodbye.

### 4. Document key insights

Take a few moments to note down the main points of the discussion. What was new/surprising/interesting? What would you like to remember later?

Note: The findings and results from the discussions are part of the research phase and are later exchanged in the group and then discussed in the plenary in the course of a follow-up session. At the Conversation Dinner the reflection will take place the following day, at a Conversation Breakfast or Lunch directly afterwards.

## Alternatives

The method can be carried out at dinner, lunch, or breakfast and on different topics (with adapted guiding questions).

## Good to know

The method is well suited to discuss different topics. Students practise discussing and debating and thus strengthen their communication skills. In case it is possible to organise people who bring different knowledge, experiences and perspectives, the method offers a good opportunity to promote multi-perspective thinking besides increasing knowledge.





## Follow-up / securing results

We recommend not only documenting and sharing the results and findings of the discussion (in the teams and in the plenary), but also reflecting on the method to enable the participants to become aware of their learning process. This can be done in different ways, for example through methods such as think-pair-share.

Possible guiding questions:

- What insights did you gain from the discussions? What was new/surprising/interesting/...? What could this knowledge be good for (about the present and the future)?
- What experiences did you have during the discussions? To what extent were you able to contribute yourselves and your positions? How profound were the discussions? What did you find easy? What was challenging?
- ...

# Future Box Tourism



## Method | Research Insights

### Basics

<b>Objective</b>	Participants are able to work out the central findings from the data collected during the research and, in a next step, to define Design Challenges.
<b>Competencies</b>	The participants strengthen their competence to <ul style="list-style-type: none"><li>● think critically</li><li>● think systemically</li><li>● think in a value-oriented way</li><li>● think multi-perspectively</li><li>● ...</li></ul>
<b>Material</b>	Stickies or metaplan cards or a virtual whiteboard (e.g., MIRO) ...
<b>Form of social interaction</b>	In a team of at least 3 to a maximum of 5 people
<b>Duration</b>	approx. 30 minutes

### Brief Description

Data collected, visualised, synthesised and analysed during the research helps to highlight key / important findings, for example the biggest problems of potential people of a target group regarding a certain product / service ...

### Preparation

The introduction must be prepared in advance: What are key insights anyway? It often helps to let the participants work out, in addition to the Design Challenge, why what they have formulated in the Design Challenge is important / relevant at all and which needs are exactly behind it.

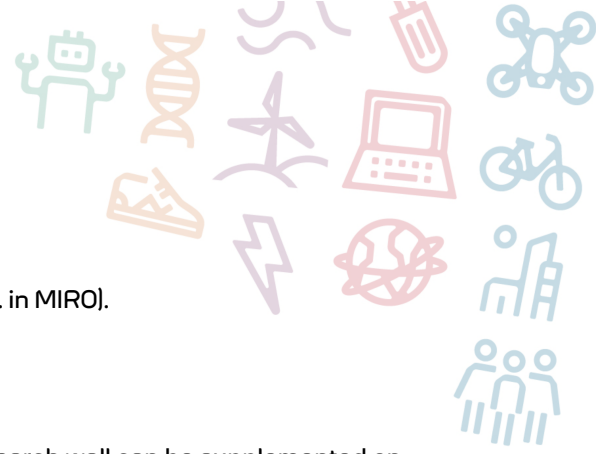
### Implementation

#### 1. Launch

Review the data you have collected and pictured on the research wall. Ask yourself the following questions: What needs are not being met? What expectations, motives, problems, and desires can you deduce directly or 'between the lines' from people's statements or behaviour?

#### 2. Define

Each person for him/herself: define first insights. Use the example: 'Markus would like to do more sport because he wants to lose weight, but he doesn't have time'. Write down all the insights on a post-it and place them on the prepared surface. Exchange with your team members. Add other insights that are identified during the discussion.



## Variations / Alternatives

The research wall can be created in analogue and/or virtual space (e.g. in MIRO).

## Good to know

Use the Key Insights template as a guideline for the definition. The research wall can be supplemented on an ongoing basis.

## Follow-up / securing results

Discuss results and the process.

# Future Box Tourism



## Method I develop scenarios

### Basics

<b>Objectives</b>	Participants are able to develop and assess possible future scenarios using cards which describe different categories and characteristics of each category (trends of the respective categories). They discuss them and are able to define wish and nightmare scenarios and derive opportunities as well as challenges from them.
<b>Competencies</b>	The participants strengthen their competence to <ul style="list-style-type: none"><li>● communicate</li><li>● imagine and assess different futures</li><li>● to think critically</li><li>● ...</li></ul>
<b>Material</b>	trend cards (Extension possible with further cards of the Future Box Tourism - see A3 instructions)
<b>Form of social interaction</b>	Teams of 5 (-6) people
<b>Duration</b>	a minimum of 50 minutes

### Brief Description

Participants create scenarios in teams using trend cards for five to six categories and assess them according to various criteria. Trend cards are available for the following categories:

- Category Destination: Where will we travel to in the future?
- Category Motivation: What will be our travel motives in the future?
- Category Mobility: What will be the means of transport of the future?
- Category Role of the local population: What role will they play in tourism in the future?
- Category Work in tourism: Who will work in tourism in the future?
- Category Food: What will we eat on holiday in the future?
- Category Business: How will businesses be organised and managed in the future?

### Preparation

For this method, prepare enough category and trend cards. They can be downloaded from the websites of the project partners, printed out on both sides, and cut to size.



## Implementation

1. Organise in teams according to the facilitator's instructions.
2. Draw a category card and take it together with the four trend cards (same colour). Read them through in silence.
3. Take turns explaining the key statements of your category to each other. Put the category card on the table one below the other as soon as you have finished explaining.
4. Now, in four rounds, explain to each other the trends (characteristics) in each category and in turn. Put the trend card you have explained next to the category card/trend card of the category.
5. Now look at the - randomly - created scenarios and discuss in the team:
  - Which scenarios are realistic? Which are not? Why?
  - Which scenarios are desirable? Which are not?
6. Now create a wishful scenario / nightmare scenario in the team (and optionally: present it in plenary afterwards).

## Variation/Alternatives

The Tourism Future Box contains suggestions for deepening the scenario technique. In addition, lecturers and students can define their own categories and work out trend cards for them.

## Good to know

Although forecasts can be made for the future, it is not possible to predict it exactly. A future scenario therefore always describes a possible future, which can be realistic - unrealistic, desired - undesired .... unrealistic, desired - undesired .... The trends described must therefore not become reality, or not to the extent described. In the context of the Bootcamp, they serve as inspiration for the development of a vision of the tourism of the future, which is presented in the form of a video from the future - see the corresponding method description.

## Follow Up / Securing results

The scenarios (randomly set, wish scenario and nightmare scenario) can be documented in the form of photos. The method can be reflected with the participants along guiding questions such as the following:

- How was the work with the trend cards?
- What other categories could be possible? → Invitation to develop these
- What could be done with the scenarios? See instructions for the scenario method (with suggestions for deepening the method)
- ...

# Future Box Tourism



## Method | Yes, but - Yes, and

### Basics

<b>Objective</b>	Participants consciously pay attention to the phase they are in and the mode that is necessary or useful for it: an open-minded mode that promotes the development of many ideas or a limiting mode that helps to make a choice or supports the decision-making process.
<b>Competencies</b>	participants strengthen their competence to <ul style="list-style-type: none"> <li>● be mindful</li> <li>● reflect</li> <li>● be flexible</li> <li>● ...</li> </ul>
<b>Material</b>	None
<b>Form of social interaction</b>	in pairs (in twos), in case of an odd number of participants one group with 3 persons
<b>Duration</b>	approx. 3 - 5 minutes

### Brief Description

'Yes but...' is a warm-up that helps to build an attitude that supports creativity, cooperation and decision-making. Furthermore, the exercise is a good way to experience and reflect on the fact that both divergent (e.g. for brainstorming) and convergent (e.g. for decision-making) phases are important and that people tend to feel more comfortable in one or the other phase or that it corresponds more to their nature. This can and should be taken into account when planning processes and the composition of teams.

### Preparation

no preparation is necessary

### Implementation

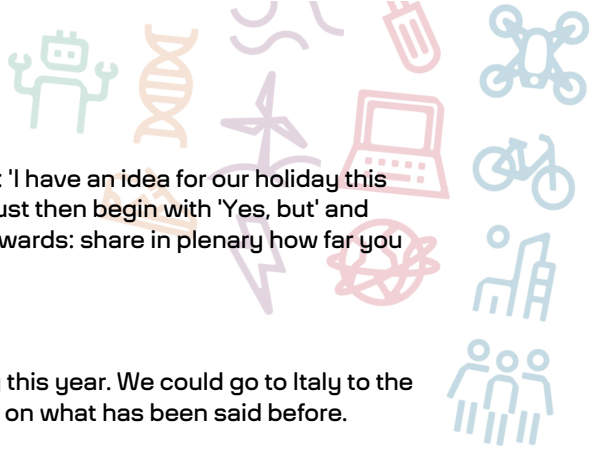
#### 1. Find a partner

Stand up and find a partner (Note: If there is an uneven number of participants participants, one group forms a 'trio').

#### 2. Plan together

You now have the task of planning something together - e.g. the ultimate best holiday together, the coolest party, the perfect meal. Each person takes turns to say exactly one sentence, keeping the following in mind:

1st round - 'Yes, but' (45 seconds - start with a clear 'GO!' signal).



One of you - e.g. the younger one - starts with a suggestion such as: 'I have an idea for our holiday this year. We could go to Italy to the sea'. Each subsequent sentence must then begin with 'Yes, but' and thus raise an objection, counter-suggestions should be made. Afterwards: share in plenary how far you have come with planning the common plan.

Round 2 - 'Yes, and' (45 seconds - start with a clear 'GO!' signal)

As before: Start with a suggestion, e.g. 'I have an idea for our holiday this year. We could go to Italy to the sea'. Every other sentence must now begin with 'Yes, and' and build on what has been said before.

In plenary, share how far you have come with planning the common plan.

### 3. Reflect

Discuss the results of the two rounds, comparing the results, atmosphere and energy created. These questions may help you in the discussion:

- Which method did you use to reach a result?
- Which method did you enjoy more?
- Which method are you more familiar with?
- ...

Note: Many teams report that 'Yes, but ...' feels more familiar, that there is more energy in 'Yes, and ...', that they have made more progress in planning and that they had more fun. However, this does not mean that 'Yes, and ...' is necessarily better than 'Yes, but ...'. Because: 'Yes, and ...' can produce ideas that are not practicable or even illegal. But it 'opens up' and allows for 'out of the box' ideas that can be a starting point. 'Yes, but ...' restricts and feels more realistic for many.

During the (design) process it is important to plan clearly defined 'Yes, and ...' phases" (divergent thinking) followed by "Yes, but ...' phases" (convergent thinking). Both are useful, but it is important to design/use them consciously and not to mix them.

## Variations

None

## Good to know

The exercise makes sense before important group work, especially in connection with multi-stage idea development methods such as Crazy 8 or 10+10 which are followed by a decision-making phase. The point is that each team member is aware of which phase the team is currently in and whether the 'yes, and' or 'yes, but' mode is necessary or useful. Each individual team member should reflect for himself/herself which mode they are in and whether it suits the respective phase - and if not, act accordingly: change the mode or stand back and wait until it is his/her mode.

## Follow-up / securing results

Reflect on the method with regard to what is described under 'Worth knowing / Caution'. Refer to this warm-up throughout the event and afterwards.

# Future Box Tourism



## Method I video shoot from the future

### Basics

<b>Objective</b>	Participants practice forward-looking and visionary thinking. Inspired by the preceding research and scenarios, they co-creatively develop a vision of the tourism of the future.
<b>Competencies</b>	Participants strengthen their competence to <ul style="list-style-type: none"> <li>● think in a forward-looking and visionary way</li> <li>● be empathic</li> <li>● work with digital media</li> <li>● be creative</li> <li>● collaborate</li> <li>● communicate</li> <li>● ...</li> </ul>
<b>Material</b>	Template video shoot, instructions (work order, iMovie), digital device (mobile phone, tablet)
<b>Form of social interaction</b>	in teams of 3 to a maximum of 5 people
<b>Duration</b>	at least 60 minutes

### Brief Description

In the 'video shoot from the future', the participants report on the basis of research (e.g. excursion, interviews, impulse lectures, conversation dinner/lunch/breakfast etc.) and inspired by the scenarios from the future in which the utopia of sustainable tourism has become reality in the selected destination. They travel in time and slip into the role of people in the future - e.g. locals, guests, tourism professionals, journalists, etc. - and tell their stories from their perspective. - and tell the story from their perspective

### Preparation

If special video shooting and editing programmes such as iMovie or Windows Movie Maker are used, an introduction is recommended. However, a simple video can also be created with a mobile phone. A template (see template video shooting storyboard) can be used for developing the story. To prepare the presentation of the videos, it is recommended to set up a shared folder where the videos can be uploaded.



# Implementation

## 1. Form a team

Form teams of 3 to 5 people and listen to the briefing:

"Today we are faced with the challenge to transform tourism in ... (destination of choice) in the context of climate change and other major challenges. Therefore, we travel in time and report from the future when solutions have been implemented."

Based on this, your task is now to report from the year 2050 (alternatively 2100 or 2030) when the vision has become reality. Based on your research (excursion, literature, interviews, conversations), the different scenarios and your imagination, create a short video to communicate your vision of tourism in the future in ... (destination of choice). Develop a shooting schedule and a story using the template - see 2.

## 2. Plan the video shoot

Using the template, think about the following points:

- Develop a vision together.
- Think about a sequence of scenes that describe the vision. Consider the following points for each scene:
  - What is the scene supposed to say? Add a keyword or headline.
  - What happens in the scene? Make a sketch, you will find suggestions in the appendix.
  - What is the camera angle? Mark your choice.
  - Which effects, e.g. sounds, texts and pictures should be integrated? Add keywords.
  - Which people are involved in which roles? Add keywords.
  - What should be said by whom? Add keywords to the message or text or write them out on a separate sheet of paper. If necessary, at least phrase the beginnings of the sentences.

## 3. Shoot the video

Remember to define the roles upfront: Who will film, speak, assist? With good planning, you can shoot your film in one piece and don't need an editing programme. And don't forget to have fun :-)

## 4. Share your video

Present your videos - maybe there are 'Oscars' to be won in various categories? Whom do you want to reach outside your class? Are there local media or opportunities to show your result?

## 5. Reflect

- How did you find the method (the video shoot from the future)?
- What surprised you?
- What did you talk about (for a particularly long time)? Why?
- What did you learn?
- What questions remained open for you?
- How realistic do you think the scenarios you reported on are?
- What do you think of the scenarios you described?
- ...

## Variations/Alternatives

Instead of utopia, you can also choose dystopia or just a selected idea / solution. Instead of a video from the future, a newspaper, a blog post, a podcast, a radio report or a snapshot from the future could be created.

The design can be very free or scaffolded using certain criteria such as

- persons with certain roles (e.g. young people )
- the specification of a thematic reference (e.g. economy)
- or the report format (e.g. interview)
- ...



## Good to know

The method is well suited for interdisciplinary teaching. It offers students an opportunity to explore what life in the future might look like and how the present can be viewed through the 'glasses of the future'. It can also foster students' creativity and digital literacy.

## Follow-Up, Securing results

See point 6. reflect. The videos can be saved as a result and uploaded to a shared folder.

## Shooting schedule - suggestions

[based on [www.futurium.de](http://www.futurium.de)]

Scene	(possible) content	text suggestions	Other
scene 1	Welcome to the future, challenge > Time travel > Greeting	"Today we are faced with the great challenge... It is one we must overcome. That is why today we are travelling into the future to report on possible solutions." ...	Time travel in the video shoot. Time machine could be a lift or sound like a toilet flushing.
scene 2	Solutions from the future > Function > Assessment	"Here / today it looks like this ... ". "This idea works like this...". "We think this is particularly good / bad...". ...	insert pictures
scene 3	A person from the future > short interview	"For our report, we have exclusively received an interview with ...". He/she lives / spends his / her holidays / ... / already since ... here. "Mr/Mrs ..., tell our viewers: How is it? What's different now? How has your everyday life / your holiday feeling... changed?" ...	Why is the solution attractive for the protagonist?
scene 4	Surprise from the future > Assessment > Goodbye	"The most surprising thing for us was... because..." "We couldn't imagine that because..." "In conclusion, we can say that the future is ... / that we got a different idea of the future through..." "We thank you for tuning in and wish ..."	Also possible: What framework conditions would have to change so that your visions of the future could come true?

# Videoshooting Storyboard

Scene 1:	Scene 2:	Scene 3:	Scene 4:
Sketch:	Sketch:	Sketch :	Sketch:
<b>Setting</b> (camera) <input type="checkbox"/> distant <input type="checkbox"/> medium <input type="checkbox"/> close	<b>Setting</b> (camera) <input type="checkbox"/> distant <input type="checkbox"/> medium <input type="checkbox"/> close	<b>Setting</b> (camera) <input type="checkbox"/> distant <input type="checkbox"/> medium <input type="checkbox"/> close	<b>Setting</b> (camera) <input type="checkbox"/> distant <input type="checkbox"/> medium <input type="checkbox"/> close
Effects/pictures ...	Effects/pictures ...	Effects/pictures ...	Effects/pictures ...
People and roles:	People and roles	People and roles	People and roles
Message/text (and who speaks):	Message/text (and who speaks):	Message/text (and who speaks):	Message/text (and who speaks):

## Videoshooting Storyboard with scenes (suggestion)

<p>Scene 1: Welcome to the future: challenge &gt; time travel &gt; greeting</p>	<p>Scene 2: Solutions from the future: description &gt; evaluation</p>	<p>Scene 3: A person (local:r/guest/...) from the future &gt; short interview</p>	<p>Scene 4: Surprise from the future &gt; evaluation &gt; farewell</p>
<p>Sketch:</p>	<p>Sketch:</p>	<p>Sketch :</p>	<p>Sketch:</p>
<p>Setting (camera)  <input type="checkbox"/> distant <input type="checkbox"/> medium <input type="checkbox"/> close</p>	<p>Setting (camera)  <input type="checkbox"/> distant <input type="checkbox"/> medium <input type="checkbox"/> close</p>	<p>Setting (camera)  <input type="checkbox"/> distant <input type="checkbox"/> medium <input type="checkbox"/> close</p>	<p>Setting (camera)  <input type="checkbox"/> distant <input type="checkbox"/> medium <input type="checkbox"/> close</p>
<p>Effects/pictures ...</p>	<p>Effects/pictures ...</p>	<p>Effects/pictures ...</p>	<p>Effects/pictures ...</p>
<p>People and roles:</p>	<p>People and roles</p>	<p>People and roles</p>	<p>People and roles</p>
<p>Message/text (and who speaks):</p>	<p>Message/text (and who speaks):</p>	<p>Message/text (and who speaks):</p>	<p>Message/text (and who speaks):</p>

# Future Box Tourism



## Method | Design Challenges

### Basics

<b>Objective</b>	Based on the (utopian) visions developed, the participants are able to define concrete challenges that need to be overcome in order for the vision to actually become reality.
<b>Competencies</b>	The participants strengthen their competence to <ul style="list-style-type: none"> <li>● think critically</li> <li>● think systemically</li> <li>● think in a value-oriented way</li> <li>● think multi-perspectively</li> <li>● ...</li> </ul>
<b>Material</b>	Paper (Design Challenge template if required) Pens Quick check if necessary
<b>Form of social interaction</b>	In a team of at least 3 to a maximum of 5 people
<b>Duration</b>	approx. 30 minutes

### Short description

The Design Challenge is the starting point for initial solution ideas that are later implemented as prototypes. Inspired by the research and vision development, it is now a matter of finding the focus and defining concrete challenges that need to be overcome in order for the utopian vision to become reality.

### Preparation

The materials mentioned under 'Basics' are to be prepared in advance.

### Implementation

#### 1. Reflect

Reflect on everything you have learned, experienced, done so far and, if necessary, look again at the research results and one or two videos. Reflect:

- What are the key challenges that need to be overcome or problems that need to be solved for the utopia to become reality?
- Which areas of tension become visible - e.g., between the ideas of the different actors with regard to tourism, a good life and different aspects of sustainability? What conflicts of goals become visible?
- Where were and are which negative or positive feelings / experiences visible or perceptible?
- Who is affected by certain developments? Which target group are we talking about?

- What has an influence on our actions (and thus on possible transformative action). (Note: Problem knowledge is important but has only a small influence. Other influencing factors are: feeling of self-efficacy, sense of responsibility, social norms, cost-benefit trade-offs, habits, emotions ...).

## 2. Formulate an individual design challenge

Decide on a specific challenge that seems important to you and formulate it using the template in the form:

"How might we ..... (WHO? - target group) help  
..... (WHAT? - relation to tourism in the context of  
climate change and sustainable development)?"

Note that a design challenge does not contain a solution, but refers to a central problem/challenge. E.g. "How can we design an app ...?" is not a successful design challenge, as the app already shows a solution - alternative: "How can we create an alternative mobility system for commuters in rural areas to make them less dependent on individual cars"? A possible solution could then be app-based).

## 3. Select, revise, concretise and check the team Design Challenge.

Now exchange ideas in the team: Present your individual Design Challenges and decide on one of them or reformulate it (again in the form of the template). In addition, think about the following aspects: Why is it important to master this Design Challenge and what is currently hinders the solution to become reality? Both aspects will help you to think in different directions during the subsequent brainstorming phase. Now check your Design Challenge against the following criteria:

- Is it related to sustainable tourism of the future?
- Is it a real challenge/problem (not yet a solution)?
- Is the target group clearly defined?
- ...

## 4. Reflect on method and learning process (optional)

Reflect on the method and learning process, for example by asking the following guiding questions:

- What was the method like for you?
- What did you talk about (for a particularly long time)?
- What did you find easy/difficult?
- Why?
- ...?

## Variations

Design challenges can be defined in the context of dystopian visions. In that case, later solutions result in actions that need to be avoided. The individual design challenges may be the starting point for a new formation of groups. In this case, the Benny Hill Sorting method can be used. And finally: Design Challenges can be formulated by the participants themselves or they can be given. If they are given, we suggest preparing different ones to offer the participants a choice.

## Good to know

As already mentioned, special attention should be paid to ensuring that they are real challenges. We recommend looking at the team Design Challenges afterwards and supporting any necessary redefinition accordingly.

## Follow-Up / Securing results

The Design Challenges are the basis for the development of concrete solution ideas.

# Future Box Tourism



## Method | Ideation - crazy 8

### Basics

<b>Objectives</b>	Participants know how to develop many (innovative) ideas in a short time.
<b>Competencies</b>	The participants strengthen their competence to <ul style="list-style-type: none"><li>● be creative</li><li>● solve problems</li><li>● think systemically</li><li>● think critically</li><li>● ...</li></ul>
<b>Material</b>	per person: a paper (A4) and a pen adhesive dots (for dot voting) - if needed
<b>Form of social interaction</b>	in teams of at least 3 to a maximum of 5 people
<b>Duration</b>	approx. 30 minutes (8 rounds of 1 minute + exchange + selection)

### Brief Description

Crazy 8 is a method for developing many ideas in a short time. It is well suited for generating innovative ideas.

### Preparation

A team design challenge must be defined in advance by the participants. Alternatively, the 'Destination of the Future' call can be chosen as a starting point - the region can be named as required. (Based on 'City of the Future - Initiatives in Competition', FuturZwei - Stiftung Zukunftsfähigkeit <https://futzwei.org/article/bildungsmaterialien>) - also see alternatives.

### Implementation

#### 1. Develop many ideas

Take a sheet of paper (A4) and fold it three times in half so that you have eight rectangles of the same size. Now write a concrete idea for a solution in each rectangle. You have exactly one minute for each idea. Try to visualise the idea, i.e., draw it and not write it and not talk to each other (you will have time to do this afterwards). After every 60 seconds (timer), the next idea is sketched in the next field until all eight fields are filled.

Try to think 'out of the box' and allow for creative, wild ideas. Think: what would be the craziest, coolest, what would I do if I had superpowers, didn't have to follow any conventions, etc.?

Then share your ideas as a team. New ideas that come up during the exchange can, for example, be sketched on post-its. Note: mass is class - develop as many ideas as possible in this time.

## 2. Select ideas

Depending on the size of the group, you now have at least 24 (3 people) to 40 (5 people) ideas. You can now decide in the team which idea / which bundle of ideas you want to pursue further. The decision can be made, for example, with the help of a portfolio based on certain criteria such as feasibility and effectiveness or simply by 'dot voting' or discussion. Check your choice to see if it can contribute to the solution of your Design Challenge.

## Variations

For brainstorming, other methods such as the 10+10, Brainsketching or 6-3-5. See also <https://ph-tirol.ac.at/node/1549> (in German).

## Good to know

In the first step, the participants should develop as many ideas as possible without already thinking about whether they can be implemented. This is done in the second step. Regardless of the method chosen, we recommend that phases in which participants develop their own ideas alone alternate with phases in which they exchange ideas in a team and add new ideas together. Warm-ups such as "Yes, but - Yes, and" help participants to understand why it is important to open up in the idea development phase and close down in the decision phase.

## Follow-up / securing results

Reflect on the method with the participants, for example using the following guiding questions:

- How did the method feel?
- How did you feel about drawing? Why draw?
- What alternatives are there to the method in order to come up with a lot of - even crazy - ideas as quickly as possible? What helps and what hinders the process? Why?
- What alternative methods are there for selecting ideas?
- How is it possible to adopt the appropriate attitudes (e.g. 'yes, but' - 'yes, and') during the process?
- ...



# Future Box Tourism



## Method | Draw your neighbour

### Basics

<b>Objective</b>	Participants realise the relevance of not to think and plan over the long term, but to get going quickly and to try out ideas, even if the quality is not yet as good as they would like it to be. Furthermore, they reflect on how relevant visualisation is and experience in a funny way that everyone can draw. Finally, this helps to create a 'safe space' where working together on something makes fun.
<b>Competencies</b>	Participants strengthen their competence to <ul style="list-style-type: none"><li>● reflect</li><li>● be creative</li><li>● be open-minded</li><li>● ...</li></ul>
<b>Material</b>	Stickies or small pieces of paper Pens
<b>Form of social interaction</b>	pairwise
<b>Duration</b>	approx. 5 minutes

### Brief Description

For many people, 'We draw' triggers feelings like 'Oh dear, I can't do that' or 'I haven't done that since primary school'. This warm-up attempts to show in a fun and light-hearted way that everyone can draw. Above all, it is not the quality of the drawing that is important, but a first draft can be 'shitty'. Quick sketches and drawings enable the visualisation and communication of ideas.

### Preparation

no special preparation is necessary

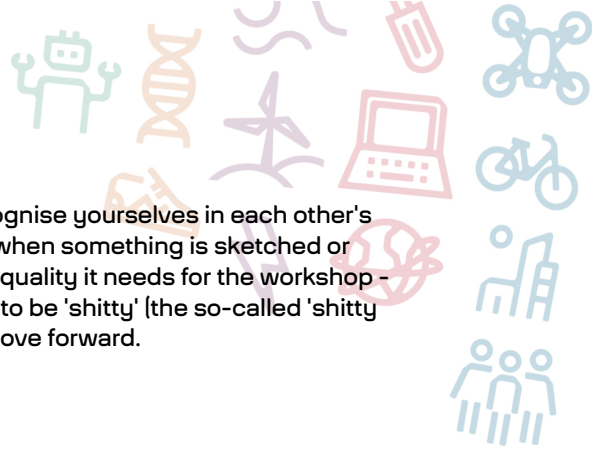
### Implementation

#### 1. Find a partner

Take a small piece of paper (e.g., size A6 or a Post-it) and a pencil, find a partner and sit opposite them.

#### 2. Draw a portrait

Now draw a portrait of your partner in 30 seconds. Be aware of the rule: You must never look at the paper in front of you, only at your partner's face. (Note: Watch out that the rule is kept to and address disregard in a humorous way).



### 3. Reflect

As soon as you show each other your drawings, you will hardly recognise yourselves in each other's portraits. This is exactly the point: it is not about detailed drawings when something is sketched or visualised in the late working process. The drawing has exactly the quality it needs for the workshop - 'it is good enough'. Sketches, proposals, and concepts are allowed to be 'shitty' (the so-called 'shitty first drafts'), because they help to move quickly into action and to move forward.

## Variations/Alternatives

None

## Good to know

Why pencil? If you draw on paper without looking at it, you can quickly end up over the edges of the paper unintentionally - so it's better to use a pencil instead of a waterproof pen

## Follow-Up, Securing results

See point 3. Reflect

# Future Box Tourism



## Method I Prototyping

### Basics

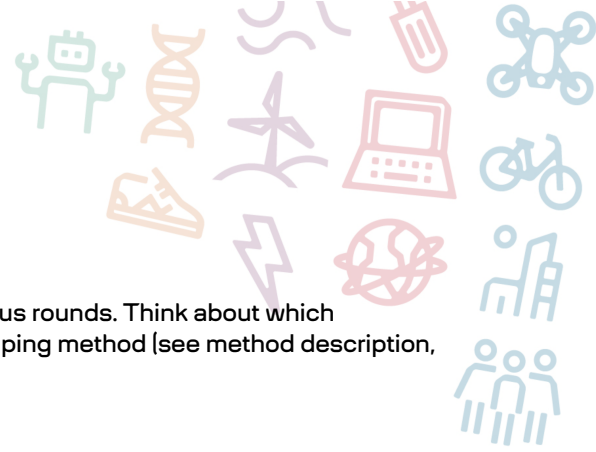
<b>Objective</b>	Participants are able to materialize their solution ideas in the form of various prototypes. They think with their hands, incorporate new ideas, further develop solutions and use the prototype to communicate the Design Challenge and solution.
<b>competencies</b>	The participants strengthen their competence to <ul style="list-style-type: none"> <li>• be creative</li> <li>• solve problems</li> <li>• think systemically</li> <li>• think critically</li> <li>• communicate</li> <li>• collaborate</li> <li>• ...</li> </ul>
<b>Material</b>	depending on the prototyping method: <ul style="list-style-type: none"> <li>• Cardboard, paper</li> <li>• Templates, e.g. Circular Business Model Canvas, App (e.g. Marvel)</li> <li>• Plasticine</li> <li>• Lego</li> <li>• (Future) Journey Maps</li> <li>• Advertising posters</li> <li>• Processes</li> <li>• role plays</li> <li>• Glue, staples, scissors</li> <li>• ...</li> </ul>
<b>Form of social interaction</b>	In a team of at least 3 to a maximum of 5 people
<b>Duration</b>	approx. 45-60 minutes

### Brief description

In prototyping, solutions are materialised in a short time and with little effort and in a way that they can be further developed and subsequently tested. Prototyping is 'thinking with your hands' - the creative 'thought piece' becomes a 'hand piece'.

### Preparation

Participants have already developed and selected ideas in advance (and possibly concretized them in a first concept sketch). Materials (see above) are to be made available, for example on a table for free withdrawal. A short introduction to prototyping (purpose, methods, ...) is recommended.



## Implementation

### 1. Start

Look together at the concepts that have emerged within the previous rounds. Think about which elements of the solutions you want to prototype with which prototyping method (see method description, prototyping method) and which materials you need for this.

### 2. Decide and design

Select elements/aspects/areas of your solution idea for which you want to build a prototype. Take the prototyping materials (as needed) to build the selected element - but only as detailed and accurate as is absolutely necessary. Continue to develop the idea through prototyping. You can split up in the group and present different aspects of your idea and try out methods.

## Variations

Variants result from the different prototyping methods.

## Good to know

Prototyping is thinking with your hands. During prototyping, ideas mature, new ones emerge and old ones are transformed. A prototype can be touched, we can imagine the idea and how it works. But it doesn't have to be fully developed - it is enough to have the quality of a "shitty first draft" (see method "Draw your neighbour") to know at a very early stage if the idea is worth pursuing (or not).

## Follow up / Securing results

The results in the form of prototypes may be preserved or at least pictorially recorded. They can form the basis for follow-up projects. Reflection on this phase can again be based on guiding questions, e.g..

- How did prototyping feel to you/you?
- How did prototyping differ from the idea development phase?
- When does prototyping make sense from your/your perspective?
- ...

# PROTOTYPING



## DESKTOP WALKTHROUGH

With the help of the prototyping method desktop walkthrough, the experience can be simulated from the view of the target group can be simulated and different scenarios can be explored and tested. Play figures (e.g. Lego, Playmobil) as well as different materials (e.g. cardboard, natural materials) can be used and combined.

- 1) Decide on the area/aspect of your solution idea that you would like to represent.
- 2) Get the necessary prototyping materials.
- 3) Build your prototype.
- 4) Play through different variations.



# PROTOTYPING



## CARDBOARD PROTOTYPING

*Cardboard prototyping is well suited to build and test physical products or environments that are part of the target group's experience, e.g. furniture, vehicles, rooms, vending machines. Any type of cardboard, combined with other available and appropriate materials can be used.*

- 1) Decide on the area/aspect of your solution idea that you would like to represent.
- 2) Get the necessary prototyping materials.
- 3) build your prototype. Play through different variations, changing as needed.



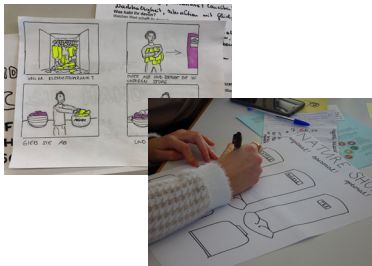
# PROTOTYPING



## PAPER PROTOTYPING

Paper prototyping is well suited for designing software, websites or apps. Sketching can be done on a blank sheet of paper or on a template.

- 1) Decide on the area/aspect of your solution idea that you would like to represent.
- 2) Get the necessary prototyping materials.
- 3) Sketch your prototype.
- 4) Play through different variations, changing as needed.



Marvel

Interactive click modeling:  
App prototypes can additionally be simulated easily via Marvel app: Download Marvel app, photograph app pages sketched there and link fields.



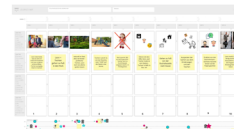
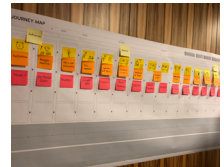
# PROTOTYPING



## FUTURE JOURNEY MAP

Prototypes in the form of journey maps help to put oneself in the shoes of the target group and to present the experience from their point of view.

1. Choose the persona (representative of your target group).
2. Define the area / time section of the journey you want to look at more closely (for example, the experience in a period of 10 minutes, 2 hours, 5 days, 10 years...) ...
3. Slip into your persona's shoes and - from her/his perspective - write/sketch important steps that should occur in the **future**. Use one sticky per step.
4. View and discuss the steps, choose the ones you would like to use for the future journey map and complete them to a common „shitty first draft“ of your persona's journey. Outline the experience over time with max. 10 steps (one post it per step) and then identify key interfaces / touch points. refine
5. Develop the journey further, refine it. Ask yourselves: Is it complete? Which (intermediate) steps are missing? Where does the journey start and where does it actually end?





# PROTOTYPING



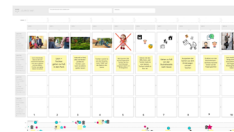
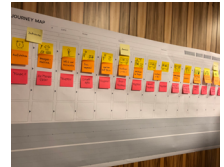
## CIRCULAR BUSINESS MODEL CANVAS

The Circular Business Model Canvas provides a framework that allows you to design your business idea with circular patterns. Just follow the steps 1 - 12.

- 1) Start with the need/problem/the challenge,
- 2) define your target group and
- 3) your key resources.
- 4) Think about your stakeholder and
- 5) environmental aspects: trends, developments, impacts

Continue with:

- 6) Thoughts on structure costs
- 7) social aspects: trends, developments, impacts
- 8) (intended) relationships with stakeholders
- 9) communication and sales
- 10) your unique value proposition
- 11) your revenue streams and
- 12) your circular business model and innovation



# Future Box Tourism



## Method I Test and iterate prototypes

### Basics

<b>Objective</b>	Participants understand that their prototypes are only first drafts (in the sense of shitty first drafts) that can be further developed (or discarded) depending on the feedback they get.
<b>Competencies</b>	Participants strengthen their competence to <ul style="list-style-type: none"> <li>• think critically</li> <li>• communicate</li> <li>• reflect</li> <li>• take feedback</li> <li>• ...</li> </ul>
<b>Material</b>	<ul style="list-style-type: none"> <li>• the previously developed prototypes</li> <li>• when involving test persons via video telephone: notebook(s), tablet(s), cell phones and corresponding programs (e.g. MS Teams, ZOOM ...)</li> </ul>
<b>Form of social interaction</b>	alone, in pairs or in teams
<b>Duration</b>	approx. 30 minutes (2 rounds of 15 minutes)

### Brief description

With a prototype in their hand, participants enter the phase in which they test their solution idea directly on the target group or present it to experts asking for a critical and constructive feedback, which they can then use for revision.

### Preparation

If experts are invited for feedback, they must be organized and briefed in advance. Apart from that, no specific preparation is necessary. The method follows "prototyping" and/or the "presentation of solution ideas".

### Implementation

- 1. Prepare for the test phase (3 minutes)**  
Prepare your presentation. Ask yourself: Which target group and challenge did you choose? How does your prototype work? What arguments would you like to use?
- 2. Present and ask for feedback (10 minutes)**  
First, introduce yourself briefly. Explain to the test person the context and the challenge you have chosen and present the functionality of your prototype. Ask for honest, critical, constructive feedback. Answer questions from your test person(s) and ask questions whose answers may help you to further develop your solution. Thank the test person for his/her time, interest, and feedback.

### 3. Repeat (10 minutes)

Repeat step 2 until you have gathered at least 4 different feedbacks. Organize as a team to do this: decide whether to split up in subgroups or pairs or work individually. Tip: If possible, try to recruit members of the target group and experts as test persons and prepare them for their task in advance.

### 4. Share feedback and iterate prototype (5 minutes)

Share feedback you received with your teammates and decide on which you integrate in the further development of your solution. If you have to discard the prototype after feedback, then not much is lost at this early stage.

## Variations

Test subjects can be people from inside or outside the educational institution. In case no test persons from outside the participating group can be organized, peer feedback is possible: participants give feedback to each other.

## Good to know

Feedback should be given by persons who give appreciative, critical and constructive feedback, who challenge solutions and bring in new perspectives. The point is not to get a confirmation of how great the solution already is, but to get feedback at a very early stage that helps to develop the idea further or leads to the decision to discard the idea - even if it hurts ... Since not much has been invested yet, discarding it is not that dramatic. The involvement of external experts as feedback providers is usually very well received.

## Follow-up / securing results

In the follow-up, the following aspects can be addressed, using guiding questions such as:

- How was it for you to ask for and receive feedback? How does it feel to receive affirmative feedback? How does it feel to receive constructive/critical feedback?
- How easy/difficult was it for you to accept feedback?
- How did the feedback help you in the process? In your prototype / your solution idea but also in relation to you (attitude: openness, accepting / enduring feedback, accepting it as a source of learning, failing ...).
- What is the value of feedback - in this process and in general?
- In which way should feedback be given?
- ...

# Future Box Tourism



## Method I Presentation and feedback

### Basics

<b>Objective</b>	The aim of this method is to obtain a final overview of the design challenges and solutions selected by the various teams. In addition to the test phase, another feedback loop may be added here.
<b>Competencies</b>	Participants strengthen their competence to <ul style="list-style-type: none"><li>● make decisions and find the focus</li><li>● present and communicate</li><li>● give and receive feedback</li><li>● ...</li></ul>
<b>Material</b>	for the presentation: design challenges and prototype(s) for the feedback: red and green stickies, pens
<b>Form of social interaction</b>	in teams (presentation) and in plenary (feedback)
<b>Duration</b>	approx. 6 minutes per team

### Brief Description

At the end, the participants present their revised and final prototypes based on the feedback they received during the test phase. They will receive feedback from their colleagues in the room, which can be helpful for the further development and implementation of the idea/prototype after the bootcamp.

### Preparation

As part of the preparation, the participants clean up the workspace so that only the selected design challenge and the prototype(s) are left. Teams are also tasked with deciding who will present and what they will communicate. Members of the remaining teams are tasked with listening carefully and then providing 'red-green feedback'. Green feedback is reinforcing feedback: what about the solution is particularly cool, creative, innovative ...? Red feedback is constructive in the direction of: what else should the team think about? What (unintended) effects could arise during implementation? Who could help? What are alternatives and ideas for further development? ... If necessary, the feedback rules are to be discussed: appreciative, constructive, supportive.

### Implementation

#### 1. Present

Presentation team: Present your prototype in context (target group, design challenge). If time permits, it will be interesting for the audience to learn how your prototype has evolved with the insights you gained during the testing phase.

Annotation: The presentation can be counted in by the moderator or by everyone together and rounded off with a 'thunderous applause' (practice several times).

#### 2. Optional: ask comprehensive questions

Plenary: if desired (and time available): You can now ask comprehension questions.



### 3. Give feedback

Plenary: Now give critical-constructive feedback to the team that presented. Use green Post-its to write what you think is cool ... and red post-it's for suggestions for further development ... (see preparation). Give your feedback to the team by sticking the Post-its on the table.

### 4. Accept feedback

Presentation team: you may now say thank you for the feedback.

## Alternatives

During the presentation, longer and shorter (pitches) variations and a walk from table to table are possible, as well as broadcasting the presentation (zoom-in of the prototypes) via a video telephony program on the screen. If there are many teams, it is also worth considering dividing the teams into two or three subgroups, in which the teams report to each other on their status and give or take feedback.

In addition, it can be decided whether time will be allowed for comprehension questions following the presentation and whether feedback will be given verbally or silently ('silent'). In silent feedback, the feedback givers hand over the Post-its without explanatory notes.

## Good to know

If comprehension questions are possible after the presentation, make sure that they are really comprehension questions and not (hidden) feedback. When giving feedback, also make sure that it is worded in an appreciative and constructive and not in a pejorative or destructive manner. Instead of "I don't like that" or "That doesn't work anyway," feedback should be linked to a stimulating question or a concrete suggestion about what could be done better and how.

## Follow-up / securing results

As part of the follow-up, the presentation and feedback process can be reflected on, for example, the extent to which it was possible to communicate the central content, formulate and answer comprehension questions, give critical-constructive and appreciative feedback and how it felt in each case.

In terms of securing the results, the participants are given the task of looking at the feedback, documenting it and deciding what they want to consider regarding a further development of the solution. In addition, they should document the entire work process, e.g., with the help of their smartphones, save the documentation accordingly, and clean up their workstations afterwards or in parallel.

# Future Box Tourism



## Method I Reflect on result and process Plan further steps

### Basics

<b>Objectives</b>	Participants understand that their prototypes are first drafts (in the sense of shitty first drafts) and can be further developed (or discarded) based on the feedback they receive.
<b>Competencies</b>	participants strengthen their competence to <ul style="list-style-type: none"> <li>● think systemically</li> <li>● think critically</li> <li>● communicate</li> <li>● reflect themselves</li> <li>● ...</li> </ul>
<b>Material</b>	the previous developed prototypes, flipchart paper, pens
<b>Form of social interaction</b>	in teams of 3 to max. 5 people
<b>Duration</b>	approx. 30 - 50 minutes

### Brief description

Reflecting the own learning process: students should reflect their participation in the bootcamp with regard to their own learning process. They discuss what they (learned) during the event and for which other areas of life this might be relevant. Feedback on the further development of the event may also be part of the process reflection. The reflection process proposed here takes place in the form of a World Café.

### Preparation

In the classroom/seminar room, prepare tables with a flipchart sheet and several pens. On the flipchart sheet, areas can already be demarcated for each of the World Café rounds, in which essential discussion contributions (and leading questions, if needed) are noted.

### Implementation

#### 1. Find yourself in groups

Get together with colleagues to form a group. Make sure you're not with the same people you teamed up with at the Bootcamp. Move with your group to one of the prepared tables. Then decide as a team which of you will take on the role of host.

#### 2. Discuss the Bootcamp:

Now discuss in 2 (-3) rounds about your experiences in the Bootcamp Tourism, Climate Change and Sustainable Development. You may use the guiding questions below. Change the table after each round and form new group constellations - only the host stays at his or her own table. Note important discussion contributions and findings on the 'tablecloth' (flipchart sheet on the table).



Round 1: ANALYSIS - possible guiding questions:

- How did you participate?
- How was it like working as a team?
- What experiences did you have?
- How was the team's experience?
- How did you feel?
- What did you do well? What didn't work out? Why?
- What did you learn that day?
- What was challenging?
- How did you handle difficult situations?

Round 2: SYNTHESIS and TRANSFER - possible guiding questions:

- How does the outcome feel?
- How satisfied / dissatisfied are you with it?
- What have you experienced, discovered and noticed?
- What new things do you take away from it?
- To what extent can you use the way of thinking and working for your further activities at school / university, in your private life, at work, etc.?

Round 3: OUTLOOK- possible guiding questions:

- What are next steps or could be next steps?
- What could support your plan [e.g., implementation as part of a project]?
- What could hinder your project [e.g., implementation in the framework of a project]?
- ...

## Variations

Various - simply research and/or draw on your own experience.

## Good to know

Reflection on the learning process and transfer to other life worlds makes them aware and opens up a perspective to further develop ideas.

## Follow-up / securing results

This method is suitable for follow-up and securing results.