



Future Coaching Guide

Antti Rantaniva & Ville Eerikäinen

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Future coaching guide



XAMK EDUCATE 6

SOUTH-EASTERN UNIVERSITY OF APPLIED SCIENCES
MIKKELI, FINLAND 2025



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Cover picture: Authors using AI tool Wepik,
with the prompt "classroom in the future"

Layout: Grano Oy
ISBN 978-952-344-624-3 (PDF, ebook)
ISSN 2954-1166 (PDF, ebook)
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ABSTRACT

How should guidance professionals discuss the future with young people? What should they take into account? What methods could be used to strengthen young people's future-oriented thinking and faith in the future?

The Future Coach's Guide provides answers to these questions and enables those working with young people to update their competence. Future coaching has been tested and developed in the Guidance Center "Olkari" 2.0 project in South Savo, funded by the European Social Fund in 2021–2023. The aim was to develop practical guidance methods that could be used to support young people in mapping out their preferred and meaningful lives and in finding their own path in a world full of threats and uncertainty.

This guide contains a series of example exercises and practical tips for discussing the future with young people which were drafted as a result of project development work and coaching. These are excellent tools for the use of guidance centres, youth workshops, outreach youth work, and other guidance services targeted at young people. The guide is equally suitable as learning material for students in the field.

The Future Coaching programme presented in the guide is a guidance package consisting of group and individual coaching, the topics of which are the future and its examination from both general and personal perspectives. The purpose of the exercises included in the guide is to strengthen young people's future skills, future-oriented thinking, and resilience. Future coaching aims to raise optimism and hopefulness and evoke the idea that, despite many threat scenarios and possible weak outlooks, it is possible to influence future developments and that they can also offer various interesting opportunities.

In the development of future coaching, particular emphasis has been placed on the perspective of youth employment, which focuses on the utilisation of functional, gamified, and creative methods, youth-centred methods, and genuine encounters with young people. The training has been based on research and development carried out previously in Finland, such as the futures guidance model launched by the University of Turku's Finland Futures Research Centre.

Keywords: future; future coaching; coaching; youth work

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Antti Rantaniva and Ville Eerikäinen in Urpola, Mikkeli, in January 2022.

CONTENTS

ABSTRACT.....	5
AUTHORS.....	6
PREFACE	9
FUTURE COACHING BACKGROUND.....	11
WHAT MAKES A GOOD FUTURE COACH?	15
FUTURE COACHING COURSE.....	17
EXERCISES.....	20
TOWARDS DIFFERENT FUTURES!	22
Exercise 1: Measuring future capabilities.....	24
Exercise 2: Claims about the everyday life of the future	25
Exercise 3: Meteorite Hunt board game	27
Exercise 4: Practical experiments with technology.....	28
WHAT KINDS OF CHANGES MAY OCCUR IN THE FUTURE?.....	30
Exercise 1: Fascinating megatrends.....	32
Exercise 2: Megatrend cards.....	33
Exercise 3: Future in the media.....	34
THE WORLD IN THE DESIRED FUTURE.....	36
Exercise 1: Future urban landscape.....	38
Exercise 2: Story: A day in a good future	40
Exercise 3: Making future visions visible	41
Exercise 4: Two photos.....	43
Exercise 5: Value cards to support discussion on the future	44
WORK AND WORKING IN THE FUTURE.....	46
Exercise 1: What is the working life of the future like?	48
Exercise 2: What is your competence identity like?.....	50
WHO AM I, WHERE AM I COMING FROM, AND WHERE AM I GOING?	52
Exercise 1: Identifying your own strengths.....	54
Exercise 2: Adventure activities as a promoter of faith in the future and skills.....	55

WHAT WAS THE JOURNEY LIKE AND WHERE DOES IT CONTINUE NOW?.....	58
Exercise 1: Measuring future capabilities.....	60
Exercise 2: Next steps on the future path	61
CLOSING THOUGHTS	62
SOURCES.....	63
ANNEX	64

PREFACE

The future awakens various threat scenarios and uncertainty in many people. It may seem that humanity is at the brink of major changes, but it is very challenging to anticipate the direction these might take. This uncertainty also affects many Finnish young people, whose faith in the future has sparked discussion in recent years (see, for example, the Children and Youth Foundation & Evry 2022).

Published annually, the Youth Barometer provides statistics on the faith in the future of young people, both optimistic and concerning. It can be concluded from the barometer that, on average, young people's optimism regarding their own future and the future of the world has strengthened since the 2010s. At the same time, however, the barometer indicates that some young people are very pessimistic about the future and may struggle to envision a positive future. (Kiilakoski 2022, 75).

As the authors of this guide, our goal has been to develop practical guidance methods. We developed this future coaching for young people to support this goal. We piloted it in the South Savo region as part of the Ohjaamo Olkkari 2.0 project from 2021 to 2023. In this guide, we have compiled several exercises developed through our work, along with practical tips for discussing the future with young people.

Our future coaching work has mainly been carried out with unemployed young people aged 18–29. This guide has been written to support their guidance in particular. Our aim is to provide concrete and easy-to-apply methods for the use of, for example, Ohjaamo guidance centres, youth workshops, outreach youth work and other guidance services for young people. This guide is primarily intended for guidance professionals working with young adults to update their competence.

However, the future is ideal from a guidance perspective for almost any target group. Thus, a large part of the exercises in this guide can be utilised in any guidance work with some application. If, on the other hand, the reader is still studying a degree related to guidance – for example, a community educator, a bachelor of science in sociology or a youth and leisure time instructor – you can search for ideas, inspiration and tools for your future career in this guide. Especially for master's degree

students with some work experience. The guide is also suitable as educational material.

We are pleased to note that our own experiences with young people's future coaching have, almost without exception, been very positive. There is something fascinating about discussing different possible futures: we have noticed that young people who are not usually very active in opening their own thoughts can easily be inspired by the topic. During future coaching sessions, situations arise where these young people also share their views on life, societal development, the importance of interpersonal relationships, their own values, and many other meaningful issues. In its way, the coaching helps young people understand their own path.

Future coaching can be implemented either as individual or group guidance, depending on what best suits one's job description. The exercises in this guide provide the coach with tools and inspiration for different ways of approaching future-related questions with young people. The best way to use future coaching is to try it out. For example, the coach can take individual exercises from this book and adapt them according to the situation of their own steering group. They can also use the exercises as a longer process in the order in which they are presented in this guide, if that seems to be the best option with the participants.

We could not have done this work alone. First of all, we would like to thank the ELY Centre of South Savo and the European Social Fund, which funded the Ohjaamo Olkkari 2.0 project. Similarly, we would like to thank the entire network of Southern Savo guidance actors who have cooperated with us in the piloting of future coaching programmes. Thirdly, we would like to pay tribute to all parties in Finland who work on foresight and future guidance. You have been a great source of inspiration to us, and without you, this guide would not be there.

The future is a matter for everyone. For this reason, we believe that a culture-oriented approach and the ability to envision different futures should be a civic skill that belongs to everyone. A future coach does important work by instructing young people to see positive opportunities in the future alongside threat scenarios. We wish both coaches and young people rewarding joint research trips with future-oriented reflections.

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FUTURE COACHING BACKGROUND

The future coaching programme presented in this guide is a guidance package consisting of group and individual coaching, the topics of which are the future and its examination from both general and personal perspectives. This chapter provides a brief overview of the theoretical background of coaching and highlights some key terms that should be kept in mind while reading this guide.

The future coaching has been based on future research and development work previously carried out in Finland. Developed since the 2010s, the model of future guidance launched by the Finland Futures Research Centre of the University of Turku has been a major inspiration for the coaching. The model in question utilises futures research methods and the foundations for developing and steering futures thinking. **Futures research** is a field of knowledge that strives to produce an understanding of possible events and developments that may exist in the future. **Developing futures thinking** refers to examining one's own thinking about the future more extensively, critically and reflecting on it. In other words, it does not just mean thinking about the next choice related to one's own life. In **futures guidance**, an effort is made to examine the future so that it contains several different opportunities and that it can be influenced by one's own choices and actions. Futures guidance is used, for example, in several educational institutions to support the planning of studies and careers. (Ollila et al. 2022, 417–421).

Future coaching has many similarities with these principles of futures guidance. The purpose of the coaching is to support young people's willingness to make choices about the future and to strengthen their futures thinking, self-knowledge and **resilience**. The latter refers to the ability to act even if the environment changes and is uncertain (Sitra 2024b). The coaching also promotes the participants' social skills, their ability to recognise their own competence and working life skills. In essence, the future coaching programme strives to provide young people with guidance that helps them to perceive a desired and meaningful life and find their own path. The aim is to evoke optimism and hope towards

the future in young people. A further aim is to reinforce the notion that it is possible to influence future developments, despite numerous threat scenarios and potentially weak outlooks, and that these developments can present interesting opportunities.

In the development of future coaching, special emphasis is placed on the perspective of youth employment, which emphasises the use of functional, gamified and creative methods and a youth-centric approach. **Youth-centricity** means that the participant has a major active role in the planning and implementation of the activities. Another important element in youth work is encounters through which young people are supported in a manner that promotes a good life and an ethical approach (Cederlöf 2017, 68–69). One of the key objectives of future coaching is to provide young people with the opportunity to discuss their thoughts, perceptions, and emotions related to the future with a trusted adult who does not have the same level of assessment responsibility as a teacher, for example. It is essential that the coaching has enough time and space to discuss the future extensively and to show genuine interest in each young person's own reflections, regardless of whether they are related to a distant future or current situations in everyday life. Future coaching can thus be seen as interaction: together, it can be seen as a reflection on the relationships between the past, the present and the future, supported by various exercises.

Future coaching emphasises functionality and learning through active work more than traditional lectures and presentations, in which young people easily remain in the role of passive recipients. For example, different games have worked well as guidance tools. It has been noticed in the coaching programmes that it is often easier for young people to share their thoughts and concerns within a game-like exercise than, for example, in a situation that resembles a lesson. There is a logical explanation for this phenomenon: Gaming always involves a special play-like space with its own rules and in which the players can immerse themselves, as if they were disconnected from everyday reality. Dutch cultural historian Johan Huizinga (1984, 17–21) has described this as a **magic circle of the game**, a concept that has been widely used in game research, among other things.

In future coaching, this magic circle of the game serves as a learning environment where it is easier for young people to speculate with different visions for the future. It is easy to accept inside the game that there are no false answers. This way, participants and the coach dare to think to-

gether and produce creative and imaginative scenarios. The gaming environment also makes envisioning more equal. Many young people that are usually quieter has specifically become encouraged to participate in discussions through a game. These exercises have made it natural to talk with young people about what kind of future they actually want.

Sum of multiple skills

In addition to futures thinking, the purpose of the coaching is to strengthen young people's futures skills. **Futures skills** promote people's ability to assess their own future visions, values and beliefs about the future. At the same time, futures skills support the ability to participate in discussions on the future and the related choices and decisions. (Ollila & Hujala 2004, 404). Futures skills have been defined in many different ways. For example, Anu Haapala (née Mikkonen) has already written about future capabilities at the beginning of the 21st century (Haapala 2002). Her definitions have also been utilised by the Finland Futures Research Centre of the University of Turku in their description of futures skills, which has been utilised in the planning of the future coaching presented in this guide. Ollila and Hujala (2022, 403) explain that, according to this definition, futures skills include:

- perceiving diverse futures
- system thinking and understanding of the complexity of the world
- accepting uncertainty
- time perspective
- critical thinking
- self-reflection, value-reflection
- responsibility

Perceiving diverse potential futures means perceiving the future as an open whole that can develop in many different directions. Imagination of different futures and related opportunities enriches futures thinking and expands the foundation for making future-related choices (Ollila & Hujala 2022, 403-404).

Today's world is filled with complex phenomena that, in interaction with each other, shape the common future of all people. Strengthening systems thinking supports people's understanding of such complexity in the world. Systems thinking refers to the ability to perceive different phenomena that change the world in terms of dependency and inter-

action relationships and the ability to understand the impact of individual changes on larger entities (Ollila & Hujala 2022, 403). On the other hand, the future cannot be controlled, and the uncertainty associated with it may seem anxious. Accepting uncertainty means the ability to direct thinking and activities towards the future even though the consequences of the activities are not certain (Ollila & Hujala 2022, 405). Acceptance of uncertainty is also closely linked to the aforementioned strengthening of resilience.

Reflecting on the time perspective is related to the understanding of the relationship between the past, the present and the future. From the perspective of futures skills, an understanding of how the understanding of the past, present and future affects thinking and activities is essential. (Ollila & Hujala 2022, 404). Critical thinking, then, means assessing future outlooks, different scenarios and the beliefs that affect them. In addition, it means critical self-reflection towards one's own futures thinking. (Ollila & Hujala 2022, 404–406). Futures skills also essentially include the ability to assess which thoughts about the future are of the person's own and which may have been produced by others. It is also important to consider how different choices affect other people and society. This is an example of responsibility, which is one of the most important futures skills (Ollila & Hujala 2022, 405).

This guide will later describe the progress of future coaching and how the aforementioned futures skills are reflected in practice in the coaching.

WHAT MAKES A GOOD FUTURE COACH?

A future coach does not need to be a futures researcher or foresight expert. However, the coach should familiarise themselves with futures information and strive to develop their own futures thinking. Reading tips have been compiled at the end of this guide to help you learn more about futures themes.

The most essential part of future coaching is to offer young people an open, safe and confidential environment in which the future can be considered from different perspectives. It is not the coach's job to offer young people ready-made answers or solutions for the future. It is essential to support them in imagining different, alternative, and possible futures, and, at the same time, to strengthen their futures thinking, i.e., understanding their views, images, and emotions concerning the future. (cf. Ollila & Hujala 2022, 406). A future coach encourages, helps gain insight into new things and discusses the future with young people using creativity, imagination and functionality.

A good future coach encourages young people to think critically and actively challenge general and personal assumptions about the future. It is important for the coach to ask questions, but it is even more important to emphasise that there are no false answers to questions about the future in coaching.

It has been observed in previous future coaching programmes that thinking about the distant future or shaping positive visions can momentarily help take young people's thoughts away from the worries, uncertainties and concerns of the present. However, it is not always the right time to focus on the future, as the everyday life situations of young people may vary. A future coach must be aware of this and be prepared to discuss current challenges in everyday life with young people, if the situation so requires. For example, if an unemployed young person has acute income-related concerns, it is wise to address them first. Once the situation has calmed down, it will be easier to focus on reflecting on more distant futures.

A future coach should avoid these:

- The coach should not make too strong assumptions about the future and prescribe what young people should think about it or what kind of values their perception should be based on. However, they encourage young people to consider, for example, responsibility and how their own goals and future-oriented endeavours affect the surrounding world and other people.
- The coach should not dismiss or invalidate young people's expressed threats, concerns and dystopias, even though the aim of the coaching is to strengthen positive faith in the future. Concerns and threats contribute to indicating what kinds of things young people find important.
- The coach should not stubbornly hold on to the planned body of the coaching. The topic of the future often sparks important, spontaneous discussions, which are worth investing time in. Games and exercises are often functional support tools in coaching, but ultimately, the most important thing is to listen to young people and be genuinely interested in their thoughts. What do they really think about the future, and what is important to them?
- The coach should not set too large or demanding goals for themselves. A good starting point for coaching may be for young people to focus on thinking about the future and form at least some idea of it during the coaching period.

FUTURE COACHING COURSE

The individual needs and changing life situations of young people and different coaching environments lead to significant variations in the duration and content of individual coaching programmes. Therefore, there is no single and correct way to carry out future coaching. The coach can adapt the contents of this guide to their own work and to suit their young people. The Exercises section contains examples of various themes and tasks that coaches can use. As the coaching sessions and coaching groups are different, the exercises and their order of progress are by no means set in stone. When the coach starts planning their own coaching period, they should consider these matters (and, if possible, also ask for the opinion of the participants in the coaching):

- Who participates in the training?
- What kinds of needs or interests do young people have? What about limitations?
- Which exercises could work well for them?
- Do the exercises need to be modified (in terms of duration, implementation method, environment, objectives, etc.) so that they are more suitable for the participants or for the coach's job description?
- Where does the coaching take place? How many meetings with young people does the coaching include, and how long is one meeting? Do the selected exercises need to be modified based on these matters?

Future coaching is also rewarding when it is implemented together with other professionals. In addition to young people, other guidance professionals who work with the participants of the guidance should be involved in the planning and implementation of the coaching. This makes it easy to set the contents and themes of an individual coaching programme so that the individual needs of the participants are taken into account. It is also important to review experiences with young people and other professionals throughout the training period. The participants' condition, life situation and plans may change rapidly, and in such cases, the plan and objectives of the coaching must also be updated.

The duration of the coaching can range from a single session to a program comprising regular group or individual meetings that lasts for several months. Based on previous experiences, it is recommended to arrange at least four or five meetings, each lasting one or preferably two hours. Then, it is possible to discuss the future from different perspectives, strengthen the participants' experience of their own capabilities, develop future plans, set goals, and increase their confidence in achieving the objectives.

Individual guidance is a key part of future coaching. The exercises in this guide can be applied perfectly well with an individual participant. In any case, in addition to group coaching and exercises, it is essential to discuss the ideas and insights that have arisen, as well as the related options and choices, with each young person being coached in person. Reserve time for this and ensure that the participant's thoughts, concerns and wishes for the future are heard.

In other words, there are many ways to plan future coaching, depending on the participants and the circumstances. To achieve the best results, it is essential to begin the coaching by defining a personal goal for each young person to work towards during the coaching process. This objective can be agreed freely, depending on the participant's situation and interests. The youth may want to consider the next step in their life, familiarise themselves with the prospects of a certain professional field, or develop their own future thinking. It is not a good idea to set the target too ambitiously. It is recommended to revisit the goal regularly during the coaching and, if necessary, clarify it or replace it with a new one.

In the first meetings, it is a good idea to start with warm-up exercises and examining major future phenomena, i.e., megatrends. At this stage, it is worth envisioning a distant and imaginary future, which helps young people perceive the complexity of the world and the many possible futures. It is often easier for young people to think about a general, more distant future for humanity as a whole than to reflect on their own life and choices related to their near future, which may feel too personal to be shared. When trust increases both towards the coach and the group, it is more natural to talk about personal life.

The envisioning of a good future continues the creative and critical future thinking of the warm-up tasks. When young people build the desired future visions, they also form an understanding of the future as something not fixed, with different opportunities. They should be encouraged

to consider alternatives that seem impossible and expand their time perspective by imagining the future in 10, 50 or 150 years' time. Whenever possible, it is worthwhile to do more visioning tasks related to a good future. Young people can also be guided to make their own thoughts concretely visible using art. At the latest, during the coaching, it is a good idea to also discuss matters important to young people and the values that guide their own future thinking.

At the end of the coaching programme, you can focus on the participants' personal identity, competence, and, for example, prospects and objectives related to working life or studying. For example, thinking about one's future working life and reflecting on the ideas that arise from it can help young people find meaningful paths towards the future, as it may prompt them to consider their own identity and the competence they have already acquired. The coach can support young people in making choices about the future by utilising the observations made during the coaching on their strengths, values and thoughts related to the desired future. The coach should also highlight, for example, the development of interaction skills during coaching and the competence accumulated during exercises.

The above example of the order in which coaching progresses is found to work in many group coaching programmes. However, as each coaching programme is a different whole, it is always a good idea to reserve enough time for planning and preparing the programme. The coach should also consider that not all group members are present at every meeting, and new young people may join the group during the coaching period. Therefore, it may be good to discuss the same themes several times, but the perspective can, of course, be changed.



EXERCISES



The prompt "Future environment vision" was provided to the AI Wepik.

TOWARDS DIFFERENT FUTURES!

At the beginning of future coaching, it is a good idea to do one or two warm-up exercises. They help achieve several important objectives of the coaching programme.

For one thing, warming up encourages young people to consider the future from various perspectives. The coach should try to activate the participants and stimulate their imagination as much as possible. This provokes thought in somewhat the same way as physical warm-up does before a sports performance: once the warm-up has been done properly, it is easy to consider different possible futures also in the later stages of coaching.

Furthermore, it is natural at this stage to gather the wishes of young people for future coaching sessions. The coach should pay great attention to phenomena and reflections that emerge during the warm-up practice. These often provide tips on the participants' interests, which in turn help in planning the entire coaching and agreeing on common goals.

The coach and the participants get to know each other during the warm-up, whether it is individual or group coaching. Future coaching often brings up very personal and sensitive issues, such as thoughts about one's own values, relationships and life. For this reason, creating a safe and confidential atmosphere is essential. Warm-up exercises provide an opportunity to get to know other participants in the coaching without anyone having to share their deeper personal thoughts right at the beginning of the coaching.

Reflection questions for the coach:

1. What do you think about the future yourself? Is there a particular worry? What about special hopes?
2. What is your future readiness like? What are you particularly strong at? And where would there be room for improvement?
3. List things that you find likely and unlikely to happen in the future. Also list things that you find impossible to achieve in the future.



Exercise 1: Measuring future capabilities

Example of the duration of the exercise: 30 minutes to 2 hours

Supplies: Future Capabilities Indicator questionnaire form. The coach can download the form free of charge at julkaisut.xamk.fi/en/futurecoaching. The questionnaire is based on a form developed through cooperation between the University of Turku and the Lahti Diaconia Institute.

Goal: Map the future-related thoughts of the participants in the coaching and their future capabilities.

Implementation:

At the start of coaching, it is a good idea to map out what young people think about the future and what kind of future capabilities they possess. The Future Capabilities Indicator questionnaire allows young people participating in coaching to examine their relationship with the future from many different perspectives.

The form can be filled in together, but the participants can also complete it as a homework assignment before the first meeting. The responses to the survey should be discussed either with the entire group or in short meetings. This discussion phase is a good opportunity to engage young people in sharing their own observations about the future. Based on the survey, it is also possible to outline, together with the group, what kinds of issues will be focused on during the coaching. The survey should also be used as a basis for specifying the participants' personal goals for the coaching.

If necessary, you can return to the survey and its results later during the coaching. The exercise is successful when, during it, young people can recognise and verbalise at least some of their current feelings and thoughts about the future.

Exercise 2: Claims about the everyday life of the future

Example of the duration of the exercise: 15–30 minutes

Supplies: Pre-planned claims about the everyday life of the future.

Goal: Awaken the participants' imagination, thinking and interest in different possible futures and future phenomena.

Implementation:

In this exercise, the coach presents various statements related to the everyday life of the future, on which young people can express their opinions by voting. For example, they may be asked to vote whether the statement is desirable or undesirable, or unlikely or likely.

The exercise can be carried out in many different ways. The coach can, for example, distribute two notes of different colours to the participants, which they will raise to vote for their own view. If the exercise takes place outdoors or in a large classroom, participants can vote by moving around the designated space (e.g., on opposite walls) according to their views on the matter.

It is also a good idea to include statements that are clearly distinguished from the present to activate the participants' imagination. The aim is to realise together the different ways in which the future can develop. The selected statements should also evoke emotions to create a discussion about them. Suitable statements can be planned, for example, by becoming familiar with megatrends or other foresight materials and by considering how the phenomena presented in them could be visible in ordinary, everyday life. Here are some examples:

Claim 1: In the future, the majority of music will be produced by artificial intelligence.

Claim 2: Future technology will make it possible to read thoughts.

Claim 3: As medicine develops, the effects of ageing can be remedied almost completely, allowing people to get close to immortality.

Claim 4: In the future, people will not do paid work, but artificial intelligence and robots will handle most of the work.

Claim 5: Humankind will inhabit other planets.

You can come up with more statements yourself. The participants can be asked to briefly explain why they voted in a certain way or what they think of the statement in general. However, at this warm-up stage, comments should be kept voluntary. If the statements provoke active discussion, you should not necessarily rush to the next statement. Instead, you can give space and time to the discussion and exchange of opinions at their discretion.



The prompt "Future city" was provided to the AI Craiyon.

Exercise 3: Meteorite Hunt board game

Example of the duration of the exercise: 1–2 hours

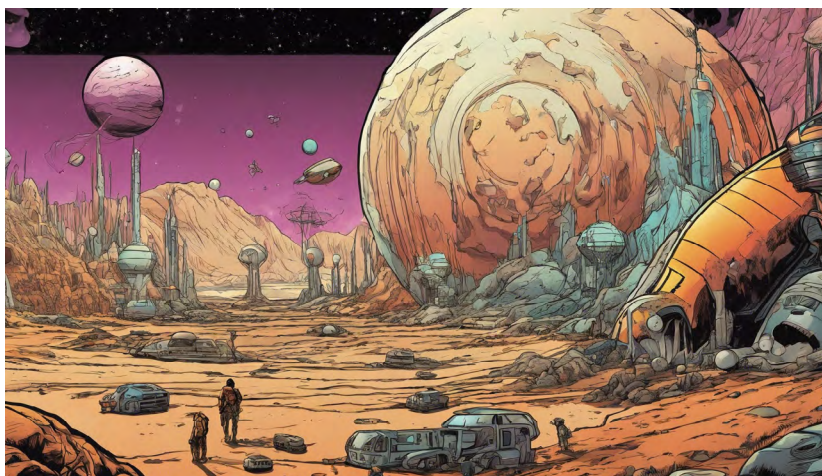
Supplies: The Meteorite Hunt game board and the materials included in the game. The coach can download the material free of charge at julkaisut.xamk.fi/en/futurecoaching.

Goal: Prompt participants to reflect on various futures and related phenomena, and encourage them to discuss what a desirable future might look like.

Implementation:

The Meteorite Hunt game can be used in the exercise either as it is or by adapting it. This is a fairly simple traditional board game in which young people, as teams, can travel in time to the future on a quest for an invaluable meteorite. At the same time, they will reflect on the future from different perspectives: What kinds of changes can be encountered in the future? What can a good future look like? How can everyone contribute to a good future?

The game can be played as a warm-up exercise for futures thinking. The cards included in the game contain numerous future-related statements and small assignments that can also be used outside the game. Additionally, the coach can utilise the game to develop gamified exercises tailored to their own coaching needs.



Exercise 4: Practical experiments with technology

Example of the duration of the exercise: 30 minutes to 3 hours

Supplies: The technology to be tested. There are several good options available online, free of charge.

Goal: Prompt participants to reflect on different futures and related phenomena through various technologies and encourage them to discuss what a desirable future could look like.

Implementation:

One way to engage young people in reflecting on different possible futures is to test various technology applications with them, as their development may have a significant impact on the future.

For example, the coach can ask participants to find an AI application online that interests them and try it out in practice. Good applications for this include AI-based chats and various image generators, but almost any application that attracts young people's interest is suitable.

After testing, the participants discuss their observations. Good helper questions for this include:

- What kind of thoughts do the tested technology applications evoke?
- What kind of role could technology and its use have desirably in terms of education? For example, in society or in personal life?
- In what direction do young people hope that technology and its use will not develop in the future?

In addition to artificial intelligence, other types of technology, such as VR games, can also be tested in coaching as far as possible. Regardless of the target, the debriefing discussion that follows is the most important part of this exercise.



The prompt “Everyday life in future city” was provided to the AI Wepik.

WHAT KINDS OF CHANGES MAY OCCUR IN THE FUTURE?

In futures research, megatrends refer to phenomena that, at the global level, are anticipated to shape future trends. In other words, megatrends shape an outlook on what factors will have a real impact on life in the coming years. (Sitra 2024a.)

Examining such major and slowly changing phenomena of change helps both future coaches and young people participating in coaching to form an overall picture of what is happening in the world.

Sitra’s megatrend reviews compile results from futures reports and discussions as well as from visioning and foresight work, while taking Finland’s perspective into account. This approach is well-suited for future coaching. A discussion can be held with young people about what is changing in the world and how these changes are interconnected. On the other hand, megatrends can be used to think about what kind of role people have in the changes and what positive opportunities can be associated with future changes.

However, it is worth remembering that megatrends are always just one kind of interpretation of future trends, and they are not even intended to describe a single truth. A future coach should familiarise themselves with foresight information in a versatile manner and consider the visions offered by them critically together with the participants.

However, there is no need to worry. A future coach does not need to familiarise themselves with all possible futures information. They also do not need to have ready-made answers or specific information on, for example, technological development. It is more essential to highlight the abundance of different phenomena and to discuss the insights, thoughts and feelings they evoke. It is a good idea to make it clear to the participants that the coach does not have any definite answers either. Instead, the future is genuinely considered together.

Reflection questions for the coach:

1. How familiar are megatrends already? What is familiar and what is new?
2. What kind of thoughts do megatrends evoke?
3. What kind of emotions do the possible future developments described by the megatrends evoke?

Exercise 1: Fascinating megatrends

Example of the duration of the exercise: 30 minutes–1.5 hours

Supplies: Prepared material for a brief presentation of megatrends. For example, megatrend reviews are freely available on Sitra's website at sitra.fi.

Goal: Discuss megatrends together. The goal is for each young person to find something interesting and thought-provoking in the megatrends.

Implementation:

The purpose of this exercise is to increase the participants' understanding of change phenomena. The future coach does not need to be a futures researcher, but familiarity with megatrends and knowledge of them can be useful in taking the discussion forward with the participants. In other words, the coach should also take a moment to familiarise themselves with megatrends before the coaching begins.

At the beginning of the exercise, the coach presents megatrends to the participants, for example, through Sitra's megatrend reviews. The presentation should emphasise the diversity of phenomena and their relationship with each other. The coach should explain phenomena in as understandable a language as possible and use practical examples. Participants can also be encouraged to come up with their own examples of how the effects of megatrends may be visible in the future.

After the presentation, the following questions can be used to discuss matters with the participants:

- What ideas do the things described in the megatrends evoke?
- How does the vision of the future shaped by the megatrends feel?
- Are the phenomena familiar? Is there something interesting about them?
- Do the participants agree or disagree with the megatrends and the vision of the future they shape?

Exercise 2: Megatrend cards

Example of the duration of the exercise: 30 minutes–1.5 hours

Supplies: Megatrend cards published by Sitra. The coach can download them free of charge from Sitra's website at <https://www.sitra.fi/en/publications/megatrendcards-2023>.

Goal: Discuss megatrends together. The goal is for each participant to find something interesting and thought-provoking in the megatrends.

Implementation:

Sitra's megatrend cards make it possible to examine change phenomena slightly more thoroughly. The card exercise is an excellent continuation of the previous exercise, helping participants understand what kinds of things they find interesting or important.

The coach distributes instructions to the participants:

- Familiarise yourself with the megatrend cards in peace.
- Select one card on a topic that interests you.
- Think about the ideas the card text evokes.
- Do you agree with the development described in the card? Is that desirable for you?
- What should happen in order to move in the direction you want?
- Is it possible to influence the development? How could you influence it yourself?

Discussion with the participants on the thoughts the phenomena evoke is important. The coach should emphasise opportunities and positive perspectives, even though it is equally important to discuss any concerns and threats that may arise. Major changes and the megatrends describing them may sometimes evoke anxiety in young people, just like in anyone else.

Tip! The megatrend cards also contain a task card that should be used.

Exercise 3: Future in the media

Example of the duration of the exercise: 1–2 hours. The participants can also complete the exercise as homework between coaching meetings, in which case the duration may be several weeks.

Supplies: Some future-related media content that the participants can search for online.

Goal: Reflect together on different future scenarios and what is interesting about them.

Implementation:

In this exercise, participants familiarise themselves with different futures and phenomena affecting them by exploring future visions found in the media. For the exercise, the participants look for media content that is linked to a megatrend or that describes the future in some way. Suitable media content or output may include:

- a news article, column or other newspaper article
- a podcast or YouTube video
- a novel, movie, comic strip, video game or similar fictional output

These options are intended as indicative examples. The participants can select almost any media content for the exercise, as long as it is interesting in some way to them and linked to their futures in some way. Everyone can briefly present their choice to others. At this stage, the coach and the participants can consider the following questions:

- What did the selected media content or output have that felt interesting?
- What is the presented vision of the future? For example, does it have the effects of certain megatrends that can be identified?
- How does the presented vision of the future feel? What kind of thoughts does it evoke? Is there something in the presented future that would seem desirable? What about something that one would definitely not want to come true?



The prompt “Dreamy future landscape with house, nature, vibrant colours and lake” was provided to the AI Dreamstudio.ai.

THE WORLD IN THE DESIRED FUTURE

The warm-up phase of coaching and reflection on future phenomena aims to have participants realise how many different opportunities can be associated with the future. Once this goal has been achieved, it is time to discuss what kind of future young people would like to see.

The following questions can be considered both in general at the global and humankind level, but also at the personal level. What kind of things could make up a good future? What should change? And what thing would be desirable to remain unchanged, even if the world otherwise becomes radically different?

Forming a vision for a good future, even a vague one, plays a key role in future coaching. The aim is that each young person participating in the coaching programme can identify a few individual matters that they believe are essential for a good future.

These can be very concrete things, such as one's own home, safe relationships or a reliable livelihood.

On the other hand, the vision of a good future may also be manifested at a more general level. For some, the idea may be that environmental challenges and climate change could be prevented, or that, despite the tremendous development of technology, direct interaction between people would be maintained.

It is worthwhile spending time with the participants to envision a good future, as it often involves major reflections on what is ultimately important for a meaningful life. This reflection is worthwhile, as the end result is often significant insights about one's own values and the direction in which one would like to move forward in life.

Reflection questions for the coach:

1. What kind of things would make up your vision of a good future? What kind of sensory experiences (sight, hearing, smell, taste or touch) would be associated with a good future?
2. What things would you like to see become different in the future than they are now?
3. What things would you like to keep the same as they are now, even if the world would become radically different in the future?

Exercise 1: Future urban landscape

Example of the duration of the exercise: 1–1.5 hours

Supplies: Two photos, one from the past (e.g., 50 or 100 years ago) and one from today. The photos do not need to be from the same location, but this is recommended, as it inspires participants to see what has changed over time. In addition, example photos taken at the same location in the centre of Mikkelí can also be used in the exercise. In addition, one empty sheet of paper or a silhouette of an urban landscape is needed. The silhouette can be used as an example.

Goal: In this exercise, participants reflect on their desired future by envisioning and describing the city of the future on paper. By examining history and the present, the aim is to form an urban view that the participants hope to see in the future.

Implementation:

The participants can complete the exercise independently or as a group. It is recommended to have a debriefing session at the end of the assignment, where the participants can share their thoughts about the city of the future.

Before the assignment, it is a good idea to discuss future phenomena and thoughts related to the future with the participants. The assignment can also be implemented at the beginning of the coaching, in which case, the vision of the future urban landscape can be complemented as the coaching progresses.

Instructions for the participants:

- Look at these photos from 1908 and 2022 (if using the example photos).
- Think about the changes that have taken place in the world between the two photos. What things may have remained unchanged?
- Take a blank sheet of paper or a cityscape silhouette. Imagine looking at the same city in the future.
- Draw or write things on the image you wish to see in it. What is the city of the future of your dreams like?
- You can also imagine what you sense when travelling in the city of the future. What will you hear there? What will it smell like? What tastes could there be?
- Present your work to others. What kind of things did you describe? Why?

Alternatively, the participants can discuss what could be seen in the city of the future. What could a city of the future be like, according to the participants? And what version of it would they not want to see?

The following questions can be considered in the debriefing discussion:

- How do the cities envisioned by the participants differ from one another?
- What has changed in the cities since the present time, and what has remained unchanged?
- What kinds of measures are needed in order for the change that young people envisioned to take place?
- How should values, attitudes and practices change?
- How can everyone influence future development through their own actions and choices?

The photos are attached at the end of the publication. They can also be downloaded from julkaisut.xamk.fi/en/futurecoaching.

Photos of Mikkeli in 1908 and 2022. For more detailed information about the photos, see pages 66–67.



Exercise 2: Story: A day in a good future

Example of the duration of the exercise: 30 minutes–1.5 hours

Supplies: Paper, pens, pencils, craft accessories.

Goal: Form a vision of a desired and meaningful future that is as vivid as possible by describing it in the form of a story, either as text or visually.

Implementation:

The coach can either read the story frame below to the participants or distribute it to them on paper. The participants can reflect on and form answers to the questions below, for example by writing or drawing. If they so wish, they can share their vision with others.

During the assignment, the coach should take into account: There are no wrong answers or wishes! The most important thing is that participants describe their own thoughts, not what they expect others to want.

Story body: A day in a good future

Congratulations! You wake up in the morning at your home, in a good future (you can decide for yourself how far ahead this moment is). In the good future, things have gone more or less according to your wishes, and the world around you has developed in a positive direction. What kinds of things make this a good future?

1. Describe the environment in which you wake up. What will your home be like in the future?
2. What kind of sensory observations do you experience when you wake up? For example, what do you hear or smell at home in the good future? And what do you feel or see?
3. What kind of place is your home in the good future? What do you see when you look out the window?
4. You've woken up to go somewhere. Where are you going in the morning in the future? Describe your trip as you go there. For example, what means of transport do you use?
5. What are the most important highlights of your day in the future? Describe in as much detail as possible.

Exercise 3: Making future visions visible

Example of the exercise duration: The duration depends on the creative method chosen by the group to make future visions visible. However, it is advisable to reserve plenty of time for the exercise so that young people can carefully work on their own thoughts.

Supplies: Depends on the creative method chosen by the group to make future visions visible.

Goal: This exercise is a continuation of the previous exercise, A Day in a Good Future. The aim is to make the future visions and wishes produced by the participants concrete, visible outputs using creative and art-based methods. Making visions visible strengthens the participants' perception that their thoughts about the future are important and deserve to be seen and heard.

Implementation:

This exercise can be divided into several coaching meetings, for example, so that half of the time is reserved for other exercises and the other half for working on a joint output. The participants can also work on material for a joint output as a homework task between coaching sessions.

It is also worth highlighting in the implementation how this concrete cooperation develops the different skills and competences of young people. For example, cooperation between the participants can support the development of social skills, and experimenting with new things strengthens their competence identity, which is described in more detail later in this guide.

Instructions to be distributed to the participants when planning the joint output:

- Bring together the visions of the exercise, 'A Day in a Good Future.'
- Think about and discuss: What would the world be like if the visions formed by all participants were visible there? What do you find positive in there? And what kind of threat scenarios can there possibly be?
- Think together about how the visions could be made
- visible and select the methods you want to use.

The participants can use different methods to make their future visions visible according to the possibilities of the coaching environment. The methods may include handicrafts, object design, crafts, painting, drawing and digital art, photography, video or short film.

The proposals are indicative examples, and the group can easily choose another creative method that interests them. The coach's task is to encourage the participants to boldly experiment with new methods and ensure that everyone can participate in joint activities according to their own willingness and capabilities. In the implementation of the work, a responsible and ethical perspective can also be taken into account, for example, by using recycled materials.

Instructions to be distributed to the participants when creating the joint output:

1. Produce a joint output describing the world of the future in which the vision formed by each participant can be seen in some way.
2. Finally, consider together how you want your work to be visible to other people. Where could it be on display, and how could others experience it? How could the work encourage others to think about the future?
3. Reflecting on work in a group and individually: What has been the experience of working on a piece together? What new skills have been learned during the work? What was your role like?

Making visions visible is at best a rewarding experience that produces experiences of success. On the other hand, this exercise may be relatively demanding for young people, as it requires cooperation skills and the courage to make the result of one's own work visible to others. The coach's role during the work is to support and encourage the participants, ensuring that the work does not generate anxiety and that the participants do not drift too far outside their comfort zone.

Exercise 4: Two photos

Example of the duration of the exercise: 1–2 hours

Supplies: Phone or camera.

Goal: In this exercise, participants are prompted to reflect on different futures and identify what aspects they would like to see differently in the future, as well as what aspects they would like to remain the same as they are today.

Implementation:

The participants can complete this exercise as an independent homework assignment. The exercise can also give people a reason to go outdoors for a while during a coaching session.

Instructions to be distributed to the participants:

- Each participant takes two photos (e.g., with their own phone).
- One photo (either concretely or in a more symbolic way) represents something that the participant would like to see change in their own future. The other photo, on the other hand, represents something the participant would like to see remain as it is in their own future.

The coach determines how much time is available for taking photos depending on the situation.

The task can be debriefed in different ways. One way is for the participants to present the photos they have taken and explain their thinking process related to them. The coach can use the photos and the thoughts of the participants related to them later in other exercises. If the coaching group wants, the photos can be used as a small-scale exhibition or as material in the group's community art project.

Exercise 5: Value cards to support discussion on the future

Example of the duration of the exercise: 30 minutes–1.5 hours

Supplies: You can apply almost any deck of value cards in this exercise. The coach can easily find different options online!

Goal: Prompt participants to think about what kinds of things and values are important and how they are reflected in their own futures thinking.

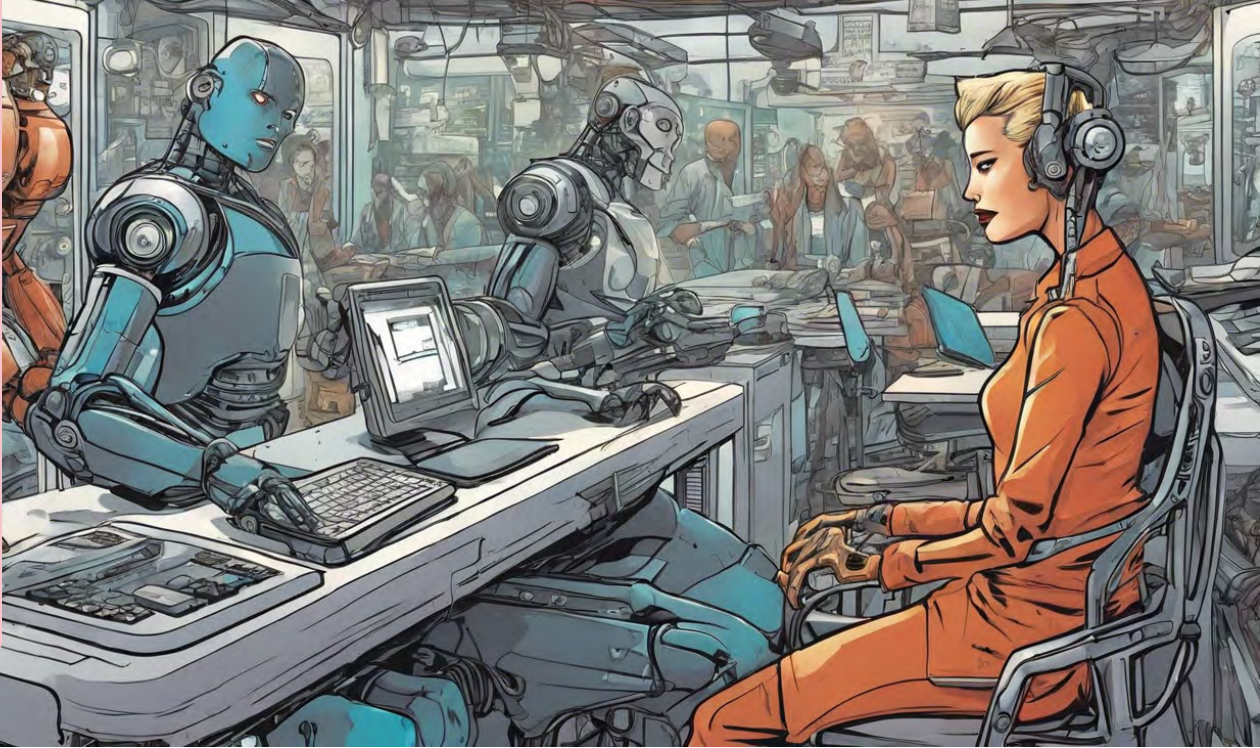
Implementation:

Matters that are important and meaningful to the participants can be mapped using, for example, a value card deck. The aim is to identify distinct values within a large group that are meaningful to each individual young person. The participants can also discuss their thoughts with others.

At the beginning of the assignment, the coach should emphasise to the participants that there are no right or wrong answers and that their values do not need to be the same as those of others. Instead, it is essential that the participants find and reflect on matters that are important to them.

Instructions to be distributed to the participants:

- Read the value cards carefully and consider the values that are important to you.
- For example, choose three values that are important to you.
- Select at least one value that is not very important to you. Think about why it does not feel significant to you.
- Think about how the values that are important to you are reflected in your own life.
- And how are they visible in society? Should they be more visible?
- Present your selected values to your partner, coach, or the rest of the group.
- Discuss what you found in common in the value cards. And what differences did you notice?



The prompt "In the future, humans will not do paid work, but AI and robots will do most of the work" was provided to the AI dreamstudio.ai.

WORK AND WORKING IN THE FUTURE

The future can be examined from different perspectives in coaching, depending on the needs and wishes of the participants. One perspective may be the working life and its possible changes as well as the wishes and concerns associated with it. This may be an interesting topic, for example, when young people have current ideas about finding employment or choosing a field of education. In this case, it is a good idea to think together about what kind of working life could develop in the future and what kind of role the participants find desirable.

Sometimes, young people may find reflecting on working life distressing. This may happen if, for example, the choice of one's own field is severely difficult or employment in general seems too distant. In this case, it should be considered whether it is necessary to discuss the topic in connection with the coaching.

In future coaching, participants can, for example, familiarise themselves with a specific professional field and its future prospects, or apply for

training related to the field, if they have the enthusiasm to do so. On the other hand, working life can be discussed at a very general level: How can working life (and society in general) change, for example, as a result of technological development? What kind of changes would be desirable and what would be undesirable? How could megatrends, for example, be visible in future professions?

Reflection questions for the coach:

1. For example, what could your own work be like in 10 years' time? How could it be different from now? And in what way could it be the same?
2. What kind of competences do you have? How could you use your competences in future changes?
3. What kind of competence could be useful in your own work in the future? How could you acquire this competence?

Exercise 1: What is the working life of the future like?

Example of the duration of the exercise: 30 minutes–1.5 hours

Supplies: A list of future working life skills.

Goal: The purpose of this exercise is to familiarise participants with the future competence needs and to discuss what the future working life could look like, as well as what new professions may be created in the coming years.

Implementation:

At the beginning of the exercise, the coach should emphasise to the participants that future changes in working life are not born out of nothing. Instead, new job descriptions may emerge as a result of changes brought about by megatrends, for example.

The coach can use virtually any publication that describes the anticipated future competence needs as background material for the exercise. Suitable current listings can be found, for example, with the online search “top 10 working life skills of the future”.

It is good to be aware that the additions that address future competence needs may seem demanding or difficult for the participants. In future coaching, these lists are not intended to be presented as an absolute ideal or truth of any kind, but can be openly discussed, and opinions can be openly expressed about them.

In the exercise, it is important to have as free a discussion as possible, in which the participants can also highlight their own concerns and frustrations. What do the participants think about, for example, the constant increase in requirements and competence needs? What kinds of thoughts are prompted by rapid changes and the resulting idea of continuous learning?

Instructions to be distributed to the participants:

- Read the list of future competence needs compiled from different sources.
- Reflect on the thoughts it evokes.
- Based on the list, does the future working life feel threatening or pleasant? Why?
- What kind of things would make future working life more pleasant than unpleasant? What could remain unchanged, and what could become different in the future?
- What kind of thoughts does the requirement for continuous learning evoke?
- Which of the skills on the list do you already have? Even small things should be mentioned!



The prompt “Distant future game meteorite” was provided to the AI dreamstudio.ai.

Exercise 2: What is your competence identity like?

Example of the duration of the exercise: 30 minutes–1.5 hours

Supplies: A list of future working life skills.

Goal: This exercise focuses on examining the competence that participants already possess and strengthening their perception of their own competence identity. No competence is irrelevant or too insignificant! The aim is that reflection strengthens the participants' self-knowledge and helps them prepare for future plans, CVs, and job interviews. The exercise also helps them understand that competence accumulates from all stages of life and different environments.

Implementation:

Before the exercise, the coach emphasises that a person's competence identity is constantly evolving. The participants form an understanding of their own competence by considering what kind of competence they have accumulated so far and where they have learned knowledge and skills. It is also important to consider what kind of competence they would like to acquire in the future and where they can acquire it.

The resulting competence identity can be revisited later. It can also be supplemented and modified during the coaching.

Instructions to be distributed to the participants:

- Take a blank sheet of paper and place yourself on it, for example, by drawing or writing your name.
- Add different areas of your life to the paper (e.g., work, studies, hobbies, courses, military or non-military service, voluntary work, etc.).
- For each area, consider what kind of things you have learned in connection with it. List items for each area. There is no quantitative target, nor is there any upper limit!
- Now, shift your focus to the future. What kind of competence would you like to learn or what existing skills would you like to develop further?
- In addition, think alone or with others about what kinds of situations or where new competence could be acquired? What kinds of actions could be required to acquire competence?
- Present your work to the coach or other participants.

The exercise is an application for a competence identity exercise developed in the Osata project. Learn more about the at osaamismatkalla.fi/materiaalit/sampo-osaaminen.



The prompt "Distant future working life, different future skill" was provided to the AI dreamstudio.ai.

WHO AM I, WHERE AM I COMING FROM, AND WHERE AM I GOING?

In the exercises from the previous sections, the future has been examined primarily at a general level, for example, from the perspectives of society or working life. According to previous experiences, it is easier for the participants to start reflecting on the future from a general level and to look at the matter from a personal perspective. Especially at the beginning of the coaching programme, it may be a good idea to focus on a more general-level discussion. On the other hand, the coach should guide the participants to reflect on their future through their own situation and themselves.

Good self-knowledge is extremely important when considering the future and one's own role in it. The better the participants understand their strengths and competence in the present, for example, the easier it is for them to perceive personal paths to the future. When the participants realise that they have accumulated many kinds of skills and positive qualities thus far, their self-confidence and, at the same time, confidence in their future are strengthened. Personal strengths and competences provide a good context for considering the future at a general level. For example, megatrends can well be examined from perspectives that could create opportunities suitable for one's own competence in the years to come.

Good self-knowledge is also related to futures capabilities so that it strengthens the resilience of the participants, i.e., their ability to adapt to different changes. It should be pointed out in the coaching that there is almost an endless number of possible futures and that the participants are very likely to face changes that no one can expect. Strong resilience helps find new kinds of opportunities in the midst of such changes. Adapting to even unexpected phenomena is facilitated by a clear understanding of oneself and one's competence. This also helps see the opportunities created by the phenomena, not just threats that evoke anxiety.

Reflection questions for the coach:

1. What kind of strengths do you have? How can they help adapt to different changes in the future?
2. What is your own resilience like? What kind of changes are easy for you to adapt to? What kind of changes pose challenges?
3. How can you make yourself feel better when the future or major changes cause anxiety?

Exercise 1: Identifying your own strengths

Example of the duration of the exercise: 30 minutes–1 hour

Supplies: Any deck of strength cards. The coach can find different options online.

Goal: ~~Think about one's own strengths and consider how they could be utilised in the future. The aim is for each participant to identify at least one, but preferably several, strengths.~~

Implementation:

Together with the coach and other participants, the participants examine different strengths and try to recognise their own strengths. A deck of strength cards or various strength lists can be adapted and used to support the participants.

Instructions to be distributed to the participants:

- Select one or more strengths from the card deck.
- Consider how your chosen strength is reflected in your life.
- Also consider how you can utilise your chosen strength, for example, in your working life or studies.
- After this, find one or more strengths in the deck of cards that you would like to develop.
- You can also think together with others about how and where to acquire or develop these strengths.

The coach's task in the exercise is to actively encourage and discuss with the participants. Sometimes finding even one strength may take time and feel difficult for a young person. If the participants are familiar, the coach can talk to them about the strength they have identified.

Exercise 2: Adventure activities as a promoter of faith in the future and skills

Example of the exercise duration: It depends on the nature of the adventure selected by the group. It is recommended to allocate sufficient time for the exercise so that participants can fully immerse themselves in the activities. The duration of the activities may vary from a few hours to several days, depending on the objectives and available resources.

Supplies: Depends on the nature of the adventure activities selected by the group.

Goal: The aim of this exercise is to strengthen participants' agency and provide them with experiences of self-challenge and success. Experimenting with new things in a new environment inspires and strengthens the participants' self-efficacy and supports the building of a competence identity.

Implementation:

This exercise combines future coaching with adventure and experience pedagogy activities. The participants can be taken on a hike, a paddling trip, or a cycling trip.

The activities may also be on a smaller scale, for example, a few hours of grilling at a nearby campfire site. The essential is to leave familiar everyday environments, and the coach gives the participants responsibility for brainstorming, planning and practical implementation of the activities.

The coach's task is to encourage participants, provide them with feedback, and support the achievement of the group's objectives. In addition to self and group reflection typical of adventure education, questions and tasks built around future faith and skills can be used to support reflection.

During preparations for adventure activities, it is possible to carry out warm-up tasks with participants or consider the connection between the planned adventure and their future capabilities, self-awareness, and resilience. You can also use the Futures Capabilities Indicator questionnaire.

Examples of reflection questions for the participants during adventure activities:

Competence identity: What kinds of new insights have you gained about your competence? Note: Even small things are important here!

Values: What kinds of things and values do you consider important? How have they been visible during the adventure?

Resilience: What kinds of challenging or unexpected situations have you encountered during the adventure? How have you handled them?

Self-efficacy: What kinds of experiences of success have you gained? What kinds of strengths have you noticed in yourself? What about other participants? What have you learned about yourself during the adventure? What about the other participants?

Note: The coach should actively monitor the activities and pay attention to the participants' different strengths.

A large part of the exercises in this guide can be well applied outdoors in nature or other environments. However, the coach should consider the physical and mental strain of the adventure activities. With a tired and hungry group, thoughts should be directed towards acting in the present rather than in the future.



The prompt “Amazing future forest adventure trip walk” was provided to the AI Wepik.

WHAT WAS THE JOURNEY LIKE AND WHERE DOES IT CONTINUE NOW?

Depending on the situation of the participants and the contents to be discussed, the duration of future coaching may vary considerably. For example, in services for young people with shorter guidance relationships, the coaching might only include a few meetings, for which the coach can select a few suitable exercises from this guide. On the other hand, future coaching may take several months, for example, at a workshop for young people or another similar long-term guidance process. Before starting, the coach’s task is to plan the entire process so that it can be implemented within the available time.

It is important that each coaching programme has a clear start and end. In this case, it is possible to examine the progress of the participants during the coaching period. At the end of the coaching, the coach can discuss with the participant how the agreed-upon objectives have been achieved and also consider measures to be taken after the coaching. Of course, it is also possible to continue the process in a new future coaching if it feels like the right solution.

The following pages contain exercises and practical tips that make it easier to summarise at the end of the coaching. There is also a list of questions that can be used with participants to reflect on the process discussed and to consider the thoughts and insights that have emerged during it.

Reflection questions for the coach:

1. What kind of expectations did you have before the future coaching? Did they come true? Did something surprise you during the coaching?
2. How did the future coaching affect your thinking about the future? Did something change?
3. Is there something in the future coaching that you could also use in your other work?

Exercise 1: Measuring future capabilities

Example of the duration of the exercise: 30 minutes–2 hours

Supplies: Future Capabilities Indicator questionnaire form. The form can be downloaded free of charge at julkaisut.xamk.fi/en/futurecoaching

Goal: Map the participants' thoughts about the future and their capabilities for the future at the end of the coaching.

Implementation:

A questionnaire measuring futures capabilities was proposed as the first exercise in the future coaching. The same form works excellently also at the end of the coaching programme. Participants can be asked to complete the form as a homework task before the final coaching session, or it can be completed together during the last meeting. Based on the form, it is possible to reflect on the coaching session and highlight the thoughts and insights that emerged during it in relation to the future.

If the participants have also filled in the form at the beginning of the coaching, it is a good idea to compare the forms at the beginning and at the end and consider the change that took place during the coaching. Have the participants' future capabilities improved? What kind of thoughts do the questions in the form evoke in them? Are there any issues in their own future capabilities that should still be worked on and developed after the end of the coaching? What measures could be taken to address them in practice?

This reflection phase can be implemented in many ways in practice, and the appropriate method always depends on the situation and the participants involved. However, reflecting on the ideas and insights generated is an extremely important part of the coaching, so it is a good idea to reserve enough time for it.

Exercise 2: Next steps on the future path

Example of the duration of the exercise: 30 minutes–1.5 hours

Supplies: Something to make notes with

Goal: Conduct a final discussion with each participant and provide them with an opportunity to offer feedback on the coaching. At the same time, the next steps of the participant after the coaching are also considered.

Implementation:

The final discussion is a good place to make the results attained visible to the participant and to consider the following phases together after the coaching. The final discussion can be held either with each participant alone or as a group discussion, in which case the participants can act as peer support to each other. The coach can also combine these approaches.

Below are examples of questions that the coach can use as a framework for the final discussion.

1. What expectations did the participants have before starting the training?
2. How were the expectations met? Did they change during the training?
3. What was the best part of the coaching?
4. What was the least favourite part of the coaching? What should have been done in different ways?
5. For example, what are the three most important outcomes of participating in the coaching?
6. Did the coaching fail to address an important aspect or issue?
7. Was there anything that was not completely addressed during the coaching? How could you continue with it after the coaching?
8. What are the most important concrete steps towards the desired future after the coaching?
9. What concrete actions will the participants take next for their own future?

CLOSING THOUGHTS

When the future coaching is over, it is time to reflect on and conclude the process. This is an important stage in coaching for both the participants and the coaches. During the final discussions with the participants, the coach receives valuable feedback on their work. What worked particularly well for the participants? Should something have been done differently? What should be paid particular attention to when preparing for the next coaching programme?

The feedback received and the perspectives highlighted by the participants should definitely be utilised in new groups or individual coaching sessions and programmes. We also recommend seeking feedback from other professionals working with young people on the training process. They are often able to highlight useful observations and thoughts that young people may not express.

For our part, we would like to thank you for choosing to use the training in your own work. We hope that the experience was rewarding both for you and the participants. At the same time, we hope that you succeeded in finding tools for your future coaching that you can make a permanent part of your own guidance work. All the best for the fascinating and unpredictable opportunities of the future on futures research excursions for both you and young people!

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ANNEX



Porrassalmekatu, Mikkeli, Finland 1908. M. L. Carstens, 1908. Historical picture collection, M. L. Carstens collection.



Porrassalmekatu, Mikkeli, Finland 2022. Ville Eerikäinen, 2022. The photo can be downloaded from julkaisut.xamk.fi/en/futurecoaching.



Edited, black-and-white urban landscape: Ville Eerikäinen, 2022. The photo can be downloaded from julkaisut.xamk.fi/en/futurecoaching.

How should we discuss the future with young people? And how can we strengthen their futures thinking and faith in the future? These are just some of the questions the future coaching programme presented in this guide will prepare you to address. It contains material to support group and individual coaching that helps young people think about the future and interrogate their thoughts and assumptions.

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