

Ministries of the World

Method	Utopia workshop	
Topic	How do we want to live in the future?	
Goal	In a utopia workshop, the participants are asked to develop an ideal vision of the world and to contemplate questions about the future: What should the world of the future look like? How do we want to live?	
Target group	from approx. 7th grade, 12 years, up to 30 people	
Materials		Music + music box for fantasy journeys
	Per person	Ministry descriptions
	Per person	Region descriptions
	6	Posters to design the ideas for the future
	Creative materials:	Pens (colored pencils, felt-tips, Edding, pencils), glue, magazines, colored paper, scissors, eraser, ruler, wax crayon, chalk, etc.
		"Roof" poster (to finalize the house: 6 rooms of the ministries are combined to form the house)
		Flipchart for recording further ideas
Overview	<p>The participants travel into the future. They should be encouraged to visualize a possible future. What does the future look like in their imagination? The participants are divided into groups. Each group or ministry deals with a different aspect of the future world. In addition, all participants are assigned a region with different conditions. This creates individual interests, depending on the ministry/topic and region. The groups creatively record their ideas for the future on a poster. Using the fishbowl method, the individual ideas for the future are discussed and reflected upon at the end.</p>	

Procedure

Scenario for getting started

You are in the year 2024, the world is facing many challenges. You have the responsibility, the opportunity, to overcome them. A new type of technology sent to you by your descendants makes it possible to travel into the future. They have invited you to visit their world. But only for 90 minutes, after which you must return.

As ministers of the world, you are setting out for a future in which humanity has succeeded in solving all its crises.

After this, the fantasy journey is read aloud. Make sure that there is a pleasant atmosphere. Soft music can be played in the background.

To allow participants to engage with the method, shorter and longer pauses are made when reading aloud. Ideally, the reading should be done slowly and in a calm voice.

You close your eyes, breathe slowly in... and out ...

You're about to travel in time, your suitcases are packed. You don't need much, it will only be 90 minutes. What's in your rucksack? Maybe something to drink, a little snack?

You check again that everything is there and make your way into the time capsule. You sit down in your seat, the seat is soft and it is nice and warm.

Slowly a little excitement spreads through you, you feel your heart pounding and your breath flowing.

What can you expect? You are curious and looking forward to what the future looks like.

Then it starts. Time and space seem to blur. A slight pressure pushes you into the chair. Your surroundings become blurred. When your vision becomes clear again, you find yourself in the year 2224. Eagerly, you open the buckle of your seat and stand up. You step out of the time capsule and find yourself in a meadow.

You breathe in deeply through your nose and take in the smell of the future. What do you smell? Does it smell pleasant? What is it that you smell? What kind of scent?

You have both feet firmly on the ground. How does the floor feel? Is it hard? Soft? Do you feel a pleasant warmth or a cooling freshness? Perhaps you feel a light breeze?

What sounds does the wind carry to you? A rustling? A whooshing? Voices? Laughter? Giggling? The buzzing of insects? Silence?

You look around you. What do you see? What colors surround you? Are there flowers in the meadow? Do you see other plants or creatures? Are there plants that are higher than you? Do you have to look up to recognize the treetops? Is there water flowing near you?

Do you see people around you? What do they look like? How do they react when they notice you? Do they approach you? What do you recognize in their faces?

After you have found your way around a little, a person comes up to you and greets you in a friendly manner. They take you with them into their life for a little while. Where is this person taking you? What do the paths you are walking on look like? Are they narrow or wide, made of earth, stones or tar? Do you see houses or are you walking through woods and meadows? Maybe both? Who do you meet along the way? What can you see around you? What are the people you see doing?

You have arrived at your destination. What kind of building does the person live in? Is it a house with several floors and flats? In what neighbourhood is it located? Are there several houses in the neighbourhood or are the buildings spread over a wide area? What material is the home made of? How is it furnished? How many other people does the person live with?

Your host will take you to a large room. Together with the other ministers, this will be your future lab for the next 90 minutes. You collect your impressions and visualize what you have experienced with your colleagues.

Fantasy Journey

The ministry descriptions are then handed out. The participants get together in groups according to the ministry.

Ministries

Trade (economy, money...)

You belong to the Ministry of Trade. Your ministry is responsible for organizing the exchange of goods that are necessary for life. Food, clothing, research... What is traded? What rules are there? You are also concerned with how trade can function sustainably and benefit everyone in the world. Existing real conflicts: Every region has a different access to resources. Every region needs different resources, also due to different population densities.

Movement (transport, mobility, migration, inclusion...)

You belong to the Ministry of Movement. How do people move around? Are there rules for movement within and between regions? What should roads look like so that they are accessible to everyone? From where to where do people move and why? Remember that not everyone has feet for walking. Movement should be sustainable and not rely on fossil resources. Mobility around the globe should be possible. Due to climate change, there will be more and more migratory movements. How is the Ministry of Movement dealing with this?

Nature/Climate

You belong to the Ministry of Nature and Climate. You are concerned with the coexistence of living organisms (animals, insects, fungi, bacteria, plants, algae) and also include humans in your considerations. Biodiversity and the preservation of many different life forms and species are important to your ministry. Your ministry also deals with climate conditions and events (e.g. weather, temperature, natural disasters). One of your ministry's key questions is how human needs can be harmonized with nature and its preservation.

Adolescents and children (education)

You are part of the Ministry for Adolescents and Children. You take care of all matters concerning children and young people. You make sure that their interests are always taken into account in decisions. You also deal with the following questions: What role do children and young people play in society? What rights and duties do children and young people have? What are the opportunities for children and young people to participate? What opportunities do children and young people have to shape their world and have a say? As children and young people do not have their own lobby and are often not considered in other ministries, you have a special responsibility to stand up for the rights of young people.

Happiness

You belong to the Ministry of Happiness. Your main focus is on the general happiness of society and individuals. What is necessary for people to be happy and content? There is a tension in the different perceptions of what happiness means. How can a consensus still be found? How can the different regions of the world be taken into account when making decisions so that they are satisfied?

World Ministry

You belong to the World Ministry. Your ministry is important for peace in the world and for joint communication and consensus-building. It therefore receives special attention when it comes to uniting the individual ministries and their concerns. You are also concerned with the question of how the world can function together. What does it take to ensure that everyone in the world is doing well? How can the individual regions benefit from each other? How can communication and exchange take place?

After the participants have gathered in the individual ministries, the region cards are handed out. There should be at least one person from a region in each ministry. The region cards give the participants an indication of their background and which aspects they need to consider when thinking about the utopia of the future.

Region Maps

Region 1

You come from the northernmost part of the world. Your region is often covered in ice and snow. Few plants, mosses and lichens grow there. The landscape consists of fir forests and steppe. You are dependent on global trade for food and other necessary goods. Due to rising temperatures, the permafrost soils in your region are thawing. This releases viruses, bacteria and methane. You have this development in mind.

Region 2

There are distinct seasons in your region. Winters are cold and summers are warm. Rain falls all year round, which turns to snow in winter. There is a high biodiversity in your region. In recent years, there has been an increase in dry summers and at the same time flooding due to heavy rainfall. The warm winters lead to a change in the way of life and population of animals, insects and plants. As the temperatures are not extreme in either direction, your region is a popular place to live. The high population density requires good infrastructure.

Region 3

You come from a region where heat characterizes the climate. In the summer months, temperatures rise to 40 degrees and more. In the "winter" months, temperatures are around 20 degrees. It rarely or never rains. This influences the landscape. It is dominated by desert and rather barren landscapes. Due to the many hours of sunshine, solar technology is a topic in your region, as is an abundance of natural resources. The increasingly changing climate conditions affect your region greatly.

Region 4

You come from a region where heat characterizes the climate. In the summer months, temperatures rise to 40 degrees and more. In the "winter" months, temperatures are around 20 degrees. A lot of rain falls during this time. The rainfall promotes lush rainforests. Due to geographical conditions, your region is rich in natural resources, which are in great demand for research and the production of everyday objects. Due to the warm climate and high rainfall, a lot of food can be grown in your region.

Region 5

Temperatures in your region remain consistently warm at an average of 25 degrees. The regular rainfall throughout the year provides rainforests and a rich diversity of flora and fauna. The climate in your region produces a variety of sweet, diverse fruits. Your concern is always to protect biodiversity, which in particular means preserving habitats. This limits the possibility of producing food or extracting raw materials. However, you know that a high level of biodiversity protects the lives of everyone in the world.

Creative Phase

In the individual ministry groups, the participants discuss what the future looks like. They share their experiences from the fantasy journey. The questions and descriptions on the ministry sheets and region descriptions can be used as support.

Each group is given a poster on which they can be as creative as they want:

- Collages
- Images
- Texts
- Charts

→ *Various formats are imaginable, a variation of materials should stimulate creativity.*

→ *The ministries also come up with a central thesis that matches their poster. The thesis summarizes what is creatively expressed on the poster. The central thesis should be communicated to the workshop leader and written on a separate sheet of paper.*

Time: approx. 90 minutes, depending on the group

"Return Journey" & Arrival

The participants return from the groups and take their seats again. The return journey to the year 2024 begins

Sit comfortably in your chair. If you like, rest your head on the table or on your hands. Close your eyes.

You have seen, heard, smelled and experienced a lot in the year 2224. You take a deep breath and exhale again. It's time to travel back, because your time in the future is over. The conversations and thoughts with your ministry colleagues are still buzzing around in your head. What will you take with you into 2024? Will you implement anything?

Then you realize that you don't even know what the other ministries have worked out yet. Curiosity arises.

You get into the time capsule. Your colleagues sit next to you. The door closes and you wave to your guest one last time. Then space and time blur behind the window. When the view is clear again, you find yourself back in the year 2024.

With your sense of curiosity about the other ministries and hope that you have taken with you from the future, you step out of the time capsule.

Open your eyes.

Alternative to visualization 1:

Each group places their poster in the center of the room. The individual posters represent rooms in a house. A "roof" can also be added to complete the picture. The central thesis is placed next to each poster.

Alternative to visualization 2:

The posters are hung on the wall with the corresponding theses next to them. A gallery walk takes place. Either a silent gallery walk is possible, which merely serves as an impulse, or alternatively the gallery walk can be accompanied by explanations from the respective ministry representatives.

Reflection: Alternative 1 for younger target groups:

The posters are presented by the individual ministries. The central thesis / statement is emphasized. There are also four key questions that should be clarified:

- 1. What do you desire?*
- 2. What similarities were you able to identify?*
- 3. What challenges or conflicts have become apparent?*
- 4. What solutions do you find?*

Reflection: Alternative 2 for older target groups:

The World Ministry takes over moderation of the reflection round. To this end, they first discuss the way in which communication can take place in the global world. The aim is to ensure that countries both from the Global South and the Global North have an equal say. Afterwards, the individual representations of the World Ministry "listen" to other ministries in order to be able to ask appropriate questions during the reflection.

One method can be to contrast suitable keywords. For example:

Nature vs. technology

Happiness vs. migration

Trade vs. climate / climatic conditions

Filling in the schedule of the fish bowl reflection can help the ministers of the World Ministry to prepare.

Reflection sheet without questions: can be completed by the World Ministry.

Where should the discussion and reflection lead? What specific topics have you picked up in the other ministry groups?

FISH BOWL REFLECTION			
Phase	Task	Questions	Notes
Phase 1: Getting started	Each ministry briefly presents its poster in turn and explains its central thesis. "We as a ministry have incorporated thesis x because we want x."		<p>The individual representatives of the groups either sit at a long table. The posters can be hung behind the individual groups, similar to a press conference.</p> <p>Or they sit according to the fish bowl method (see below).</p> <p>The individual ministries are allowed to explain without comment.</p> <p>Ideally, the participants have pen and paper to hand to take notes / write down desires/ questions.</p>
Phase 2: Desires for the future + common ground	The individual ministry representatives enter into dialogue about the desires they themselves have for the other ministries or their own. Commonalities are worked out.		Commonalities are documented on a flipchart by the moderator.
Phase 3: Possible conflicts	Possible challenges should be addressed. Where do conflicts of interest arise? What is the origin of these conflicts of interest? The conflicts / points of friction are presented objectively. Each ministry is heard.		<p>Please note: Adolescents and Children and Happiness have a special role, as they do not represent a specific "cause". They must always be taken into account. There is a danger that these ministries will become the opposition!</p> <p>Conflicts are also documented on a flipchart.</p>
Phase 4: Proposed solutions	The documented commonalities and points of conflict are compared. What		It can be helpful, for example, to connect individual elements between conflicts and solutions with a line.

	<p>could compromises and proposed solutions look like?</p>		<p>The central thesis of the ministries can be taken up again.</p> <p>Attention: How do the participants find solutions? How are compromises reached? What does a compromise involve (giving in, making concessions, adopting a different perspective, etc.)? Perhaps you also have to accept that there is no solution or no compromise? Maybe you have to postpone finding a solution until a later date? This could be a "homework assignment" or be taken up by the teachers in class or similar.</p>
<p>Phase 5: Where do we already see solutions? Where can solutions already be implemented now?</p>	<p>In which areas can solutions already be seen? Which conflicts + solutions can be transferred to current social / political / economic etc. situations?</p>		<p>All possible areas can be included here: Politics, family, friends, private life, school, work (depending on age group), society, economy, etc.</p> <p>Thinking outside the box is welcome and can be encouraged: Where can solutions be transferred? Which solutions are also imaginable in other areas?</p>

Fishbowl with an older target group

The participants gather in a circle of chairs. In the center of the circle of chairs there is a second circle of chairs with six chairs, one chair per ministry. One person from each ministry sits in the inner circle of chairs as a representative. The representatives in the inner circle of chairs discuss the results of their posters. The individual ministries and posters are briefly presented (approx. 2 minutes each).

Reflection sheet with possible questions: these can be completed as required according to the topics of the individual ministries.

FISH BOWL REFLECTION			
Phase	Task	Questions	Notes
Phase 1: Getting started	Each ministry briefly presents its poster in turn and explains its central thesis. "We as a ministry have incorporated thesis x because we want x."		The individual representatives of the groups either sit at a long table. The posters can be hung behind the individual groups, similar to a press conference. Or they sit according to the fish bowl method (see below). The individual ministries are allowed to explain without comment. Ideally, the participants have pen and paper to hand to take notes / write down desires/ questions.
Phase 2: Desires for the future + common ground	The individual ministry representatives enter into dialogue about the desires they themselves have for the other ministries or their own. Commonalities are worked out.	<ul style="list-style-type: none"> ● Did you think of any new aspects/desires during the presentation of the other ministry posters? ● On which points does your ministry agree with another ministry? ● Where do you see opportunities for collaboration? ● What do you want for your region? Do the other representatives of your region have similar desires? ● The Ministry of Happiness focuses on people's happiness: Are there desires that all ministries share? ● World Ministry: How can the desires and ideas be communicated? 	Commonalities are documented on a flipchart by the moderator.
Phase 3: Possible conflicts	Possible challenges should be addressed. Where do	<ul style="list-style-type: none"> ● What conflicting desires are there? 	Please note: Adolescents and Children and Happiness have a special role, as they do not

	<p>conflicts of interest arise? What is the origin of these conflicts of interest? The conflicts / points of friction are presented objectively. Each ministry is heard.</p>	<ul style="list-style-type: none"> • Do you see any challenges? Especially when it comes to coordinating desires. • Are there any points of friction between the Ministry of Trade and the Ministry of Nature/Climate? • Are children and adolescents always taken into account? • What points of friction are there between the individual regions of the world? How do the regions fit in with the desires and ideas of the individual ministries? • Are there any points of conflict between the Ministry of Trade and the Ministry of Movement? • How can children and adolescents be involved in the discourse? • How can nature conservation and freedom of movement / mobility / mobility routes / opportunities be combined? • How much global trade is necessary? How can all regions benefit from trade? 	<p>represent a specific "cause". They must always be taken into account. There is a danger that these ministries will become the opposition!</p> <p>Conflicts are also documented on a flipchart.</p>
<p>Phase 4: Proposed solutions</p>	<p>The documented commonalities and points of conflict are compared. What could compromises and proposed solutions look like?</p>	<ul style="list-style-type: none"> • Who needs what? • Who needs what to find a compromise? • What are the basic needs of the individual ministries? • World Ministry: How can the individual regions benefit from each other? What desires / ideas / solutions have you already developed? • What are the central conflicts? (Possibly take up 2 or 3 and discuss them) Is there possibly already a central basis for this through commonalities? • How could individual conflicts be resolved? • Do all conflicts have to be resolved? Can individual tensions be endured? • Can everyone always be satisfied with a compromise? Who decides whether a compromise is accepted? 	<p>It can be helpful, for example, to connect individual elements between conflicts and solutions with a line.</p> <p>The central thesis of the ministries can be taken up again.</p> <p>Attention: How do the participants find solutions? How are compromises reached? What does a compromise involve (giving in, making concessions, adopting a different perspective, etc.)? Perhaps it is also necessary to accept that there is no solution or no compromise? Perhaps you need to postpone finding a solution until a later date? This could be a "homework assignment" or be taken up by the teachers in class or similar.</p>
<p>Phase 5: Where do we already see solutions? Where can solutions</p>	<p>In which areas can we already see solutions? Which conflicts + solutions can be transferred to current social /</p>	<ul style="list-style-type: none"> • Do you know the conflicts discussed from your personal life, politics, school? (Conflicts of values: e.g. buying mango / avocado, but protecting the climate) 	<p>All possible areas can be included here: Politics, family, friends, private life, school, work (depending on age group), society, economy, etc.</p>

<p>already be implemented now?</p>	<p>political / economic etc. situations?</p>	<ul style="list-style-type: none">● What solutions do you know from current politics, your private life or school life?● Which solutions discussed could be applied to real conflicts? (e.g. school)● How could the solutions be implemented?● What would be the first steps towards implementing a solution? Who can you turn to?	<p>Thinking outside the box is welcome and can be encouraged: Where can solutions be transferred? Which solutions are also imaginable in other areas?</p>
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