



FASHION FUTURES 2030
EDUCATOR TOOLKIT

C&A Foundation



ual: london college
of fashion



This Fashion Futures 2030 Toolkit offers guided learning activities, supporting materials and downloadable worksheets for educators to bring future scenarios to life. These resources allow fashion students to speculate what the world, and fashion, might be like in the future. The toolkit provides everything needed to plan and run a full day workshop, or to adapt, develop and deliver a short activity; conversely, it can be applied as a full module. These learning activities have been designed for fashion students across design, media and business courses.

INTRODUCTION

“EVERYONE DESIGNS WHO DEVICES COURSES OF ACTION AIMED AT CHANGING THE EXISTING SITUATIONS INTO PREFERRED ONES.” HERB SIMON

This toolkit offers educators a framework to explore four scenarios for how the world and fashion might be in 2030. Through the activities, participants will explore how we might design products, services, narratives, experiences, business models and strategies in 2030, and what the key roles and skills for fashion might be now and in the future.

Analysis of the scenarios is considered through a values-based approach, beginning with identifying principles and attitudes as guidelines that shape your individual creative direction. By critically considering what is important to you in your work in fashion, this workshop offers guidelines for examining fashion futures in relation to personal, as well as wider culturally recognised collective, values and practices. The purpose is to speculate and challenge ways in which design decisions contribute to a more sustainability led industry.

The workshop can be delivered to course specific groups, and also works well when bringing diverse groups of students together from a range of subjects and disciplines.

The toolkit has been developed by researchers and strategists from Centre for Sustainable Fashion and Forum for the Future, supported by C&A Foundation.

WHY FASHION FUTURES 2030?

We are part of the biggest change that humans have ever instigated. Our anthropocentric behaviour exemplifies ways of thinking and living that are unprecedented in their consequences to humanity. Fashion is a fundamental distinction of being human. As a social species, it identifies and connects us to our only source of prosperity. All fashion comes from nature, its resources and our labour are mediated by social, cultural and political relationships.

The time is now for radical change-making in those relationships. We need to draw on human ingenuity to create ways in which we can live well together, in nature. We have great capacity for creativity, yet our vision is often blinkered by habits and accepted practices which are devastatingly destructive. Whilst we have found a number of ways to make fashion more efficient in resource terms, these savings are, at best, a short term drop of lubricant in a system that is seizing up. The critical questions that we need to consider through imagining, conceiving and making connect fashion's ecological, social, economic and cultural elements. Fashion Futures 2030 draws on practical experimentation, action research and extensive experience. We invite you to join us in this process, so that together, we can transform the fashion system to one that can help to sustain us all.

SCENARIO PLANNING: ENGAGING IMAGINATION AS A DESIGN METHOD

We like to see what's in front of us, just over the horizon, yet predictions about what's coming next are based on incomplete knowledge, assumptions and past experience. Designers, and we use this term broadly, paraphrasing Herb Simon, are those who seek to create situations that are better than those that exist now. We face complexity and ambiguity when considering what to do next, whether in products, services or systems development. As a means to navigate this complexity, scenario planning ideates several distinct and divergent visions of what might be ahead. Scenario planning was, incidentally and maybe ironically, pioneered by Shell in the 1970s to help in its drilling strategies. Scenario planning usually involves identifying critical uncertainties about the future and juxtaposing different emerging possibilities and seeing how they interact and coalesce into a set of plausible narratives. This methodology is widely used in industry, education and policymaking settings.

We have used this approach to iterate four scenarios for fashion and nature in 2030: Living with Less, Hyper-Hype, Safety Race and Chaos Embrace. Each of the scenarios has pros and cons, different scenarios will resonate differently with different people. They are not precise or specific portrayals (nature and humans are never static), but instead offer a range of plausible situations that are familiar enough to be easily understood and provocative enough to encourage critical consideration of our current activities, commitments and intentions. They seek to inform and agitate fashion's professional and academic practices to enable a range of participants to diversify decision-making and to inspire imaginative thinking, bringing new possibilities to light.

LEARNING OBJECTIVES

- Understand four future scenarios for how fashion, within the wider world might be in the year 2030. Explore these scenarios as a means to ideate fashion for sustainability for application in current practice.
- Reflect on personal and collective values and how they are affected, positively and negatively, by these future scenarios.
- Use a design exploration process to speculate on and develop outlines for fashion products, services and systems that could contribute to sustainability in 2030.
- Identify the behaviours, actions and mindsets that need to be part of fashion design for sustainability in these future scenarios.
- Identify personal or collective roles in fashion, based on what you have heard and considered in Fashion Futures 2030.
- Use future scenarios methodology to develop personal commitments that articulate actions that respond today to problems of tomorrow, and that contribute to visions for a thriving future.

NOTE

This toolkit has been developed using Centre for Sustainable Fashion's pedagogic principles for fashion education for sustainability, with a focus on the following four of these principles:

- Futures Thinking
- Participation & Participatory Learning
- Informed Decision Making
- Critical & Creative Thinking

GUIDANCE NOTES

- This toolkit has been developed with a broad range of fashion students in mind. It can be applied to teaching both undergraduate (BA) and postgraduate (MA) students. Once you have identified the participants, we suggest you review the activities and time allocated, and make adaptations where necessary to ensure alignment with their level of study and experience.
- The workshop can be delivered to subject specific groups, and also works well when bringing mixed groups of students together from a range of subjects, disciplines or levels within fashion.
- The activities are designed to be flexible and adaptable for small or large groups of students – we recommend that students work through the tasks in collaborative groups of 3 to 6.
- Facilitator notes have been provided to support the delivery of the sessions.
- Resources, worksheets and materials needed for each element are listed in the right-hand column. Worksheets can be downloaded and printed in A4, A3 or A1.
- Educators are encouraged to customise, tailor and adapt this workshop to meet the needs of their specified courses, levels and learner needs.
- Different levels of recommended engagement have been proposed to carry out a one hour activity, full day workshop or full module.
- It is recommended to share the scenario text link with your students before the workshop so that they are familiar with the content.

RESOURCES

The following resources are available to access and download to support the delivery of the workshop activities:

- 'Why Fashion Futures 2030' presentation deck (pdf)
- Fashion Futures 2030 scenario films – one per scenario
- Fashion Futures 2030 short summary text – one per scenario (pdf)
- Fashion Futures 2030 full scenario text – one per scenario (pdf)
- Worksheets (see end of this Educator Toolkit)

READING LIST

- Dunne A, Raby, F 2013, *Speculative Everything*, Cambridge, MA: The MIT Press.
- Jackson, T. (2009), *Prosperity without Growth: Economics for a finite planet*, London: Earthscan.
- Papanek, V. (1995) *Design for the Real World*, New York: Pantheon Books.
- Schumacher, E.F. (1973) *Small is Beautiful: A study of economics as if people mattered*, London: Vintage.
- [Centre for Sustainable Fashion](#)
- [Forum for the Future](#)
- [RSA Futures of Work](#)

ONE DAY WORKSHOP AGENDA

Duration 09.30-17.30 (8 hours)

TIME	ACTIVITY	LEARNING OBJECTIVES	RESOURCES & MATERIALS
Pre-set up	FACILITATOR NOTES (PRE-WORKSHOP PLANNING) <ul style="list-style-type: none"> Room to be set up with tables and chairs for participants Screen needed to show films and presentation Optional – could set pre-read of the scenarios and send in advance workshop description 		Resources Scenarios texts Workshop description Materials Pens Post-it notes Blue tack
09:30 - 09.45	00: WELCOME AND CONTEXT SETTING		Resources
15 mins	Activity: Educator briefs the participants using presentation deck 'Why Fashion Futures 2030' Description: <ul style="list-style-type: none"> Welcome and introduce workshop objectives What is future scenarios planning and why might we take this approach? What is the Fashion Futures 2030 methodology, why have the scenarios been developed and how might we use them? Introduce the context – state of the world today, global issues including climate change, political instability and social injustice. Outline the need for radical change-making so that we can transform the fashion system to one that can help to sustain us all. Agenda for the day Facilitator notes <ul style="list-style-type: none"> Presentation deck provided 	To introduce the participants to the learning context and the concept of future scenarios methods – understand why and how used. Understand the aims and activities for the workshop. Understand a sense of purpose, urgency and agency.	'Why Fashion Futures 2030' presentation deck

TIME	ACTIVITY	LEARNING OBJECTIVES	RESOURCES & MATERIALS
09.45 - 10.45 60 mins (15 mins per scenario)	<p>01: INTRODUCTION TO FASHION FUTURES 2030 SCENARIOS</p> <p>Activity: Watch the four scenario films and read the short summary text for each of the four scenarios. Map personal responses to all 4 scenarios.</p> <p>Description: The workshop begins with watching the four films and reading the accompanying short text. The films and text offer a conceptual introduction to what fashion and nature might look like within four world scenarios in 2030. Participants are asked to work in groups and offer a personal response by exploring their hopes, fears and expectations for the future. At the end of the task participants are allocated one scenario to work with – groups are decided by the educator. Participants then stay in these groups for the duration of the workshop.</p> <p>Facilitator notes</p> <ol style="list-style-type: none"> Shows films and summary text (reads aloud / ask participants to read aloud) Participants work in groups of 3 or 4 / or split into 4 groups to discuss and map out personal responses using Worksheet A. Students move round each scenario and write their responses. Educator facilitates a reflective group discussion on how the scenarios represent or challenge personal and collective values. Participants are divided into allocated groups of 3 or 4. 	<p>Understand the four scenarios; reflect on personal and collective values and how they are affected (positively and negatively) by the future scenarios.</p>	<p>Resources x4 scenario films</p> <p>x4 short summary text</p> <p>Worksheet A</p> <p>Materials Post-it notes Pens</p>
10.45 - 10.55	10 MIN BREAK		

TIME	ACTIVITY	LEARNING OBJECTIVES	RESOURCES & MATERIALS
10.55 - 11-25 30 mins	<p>02: EXPLORING 2030 AND THE PRESENT DAY</p> <p>02: Exploring 2030 and the present day</p> <p>Activity: Focusing on one scenario, participants read the full scenario narratives for 'The World' and 'Fashion'. Use the questions to map out and define what will be the status of the world in 2030 (Worksheet B); then using existing knowledge map a comparison for the status of the world now in response to the same questions.</p> <p>Description: The second activity task asks participants to work in groups and pull information from the future scenarios text and map out into a comparison table that visualises the status of the world now and in 2030. This allows students to think critically about the scenarios and extract relevant information from the text.</p> <p>Facilitator notes</p> <ol style="list-style-type: none"> 1. Introduce task (participants work in same groups) 2. Facilitate comparison table mapping 3. Facilitate discussion around emerging themes 4. Make sure the groups are working collaboratively – is every voice being heard? Is it appropriate for roles to be agreed within the group to facilitate collaborative working? 	<p>Demonstrate ability to deal with complex information.</p> <p>Introduce critical analysis and future casting against present day to gain a deeper understanding of the scenarios.</p>	<p>Resources 'The World' & 'Fashion' - full scenario text</p> <p>Worksheet B</p>
11.25 - 11.45 20 mins	<p>03: NOW, NEAR AND FAR – SHARE AND REFLECT ON COMPARISONS FROM 2030 AND NOW</p> <p>Activity: Whole group discussion</p> <p>Description: Discussion around emerging themes and the comparison between Now / Near / Far – a changing landscape.</p>	<p>Reflect on complex information; bridge the gap between Now / Near / Far – a changing landscape.</p>	

TIME	ACTIVITY	LEARNING OBJECTIVES	RESOURCES & MATERIALS
11.25 - 11.45 20 mins	<p>Facilitator notes</p> <ol style="list-style-type: none"> Facilitate discussion within the group Use the discussion prompts below to facilitate discussion <p>Discussion prompts:</p> <ul style="list-style-type: none"> Discuss findings from the four scenarios – what are the emerging themes, unexpected findings and comparisons? What are the impacts on stakeholders, businesses, designers? What does a consumer look like in each of the four scenarios? What are the impacts on supply chains across the different tiers and roles, e.g. employees, raw materials, communities, manufacturing, transport. Discuss what is considered valuable now in the present day, and what may or may not be in 20 years from now. How does this make you feel? What does the world and fashion look like in five years if this is the scenario we are building towards? What are the challenges and opportunities presented? 		
11.45 - 12.30 30-45 mins	<p>04: A DAY IN THE LIFE OF..</p> <p>Activity: Imagine and sketch out what your day will look like in the 2030 scenario that your group is working with.</p> <p>Description: Using Worksheet C, participants are asked to follow the prompts below and imagine their life in 2030.</p> <p>In your 2030 scenario...</p> <p>How do you travel to your place of work or study?</p> <p>What personal and work limitations might you have?</p> <p>What kinds of technology might you be interacting with?</p>	Understand the social impacts of your scenario	Resources Worksheet C

TIME	ACTIVITY	LEARNING OBJECTIVES	RESOURCES & MATERIALS
11.45 - 12.30 30-45 mins	<p>What are your daily challenges? What are your fashion habits? How do you acquire clothes, care for them, dispose of them? What kinds of communities or organisations are thriving in this scenario? Where do you spend your money? What is lost and what is gained? What is important to you in your scenario?</p> <p>Facilitator notes</p> <ol style="list-style-type: none"> 1. Facilitate task (participants work in same groups). Use Worksheet C to gather responses to the prompts. 2. 10 mins at end for students to lay out storyboards on tables/stick on walls, participants circulate to look at the other personas. 		
12.30 - 13.30 60 mins	LUNCH BREAK		
13.30 - 13.40 10 mins	<p>05: REFLECT ON MORNING, AFTERNOON AGENDA</p> <p>Activity: Educator shares brief summary of the morning activities and describes the afternoon activities</p> <p>Facilitator notes</p> <p>Think about how participants might be feeling after the morning activities. Are they hopeful, fearful, skeptical? Acknowledge that the scenarios can elicit a range of feelings, and that there is not one scenario that is 'better' than the others - there are positives and negatives in all four.</p>		

TIME	ACTIVITY	LEARNING OBJECTIVES	RESOURCES & MATERIALS
13.40 - 14.10 30 mins	<p>06: FUTURES THINKING EXPLORATION: CHALLENGES, RISKS AND OPPORTUNITIES</p> <p>Activity: Reminder of your allocated 2030 scenario, discussion and brainstorm.</p> <p>Description: In same groups as the morning, participants read over their answers from the completed Worksheet B '2030 and Present Day' which will now be used as a basis for generating, brainstorming and organising ideas in response to the scenario.</p> <ol style="list-style-type: none"> Participants are asked to use post-it notes to brainstorm: <ul style="list-style-type: none"> Challenges and risks that present the greatest impact for sustainability. Opportunities (these could be ideas, behaviours, actions or mindsets) that need to be part of fashion design in their future scenario. From the brainstorming, select 5 most critical risks and potential opportunities <p>Example: In 2030 Living with Less there will be global ban on fossil fuels. Risks: Ban on virgin oil-based materials - polyester, spandex, acrylic, nylon. Opportunities: Create a new business model based on selling experiences rather than products for the future consumer. Plan to phase out products that rely on virgin oil-based materials from business and replace with bio based. Find a local farmer co-op to collaborate with.</p> <p>Facilitator notes Make sure the participants are using their completed Worksheet B from this morning to test the viability of their opportunities. Encourage participants to think about a range of citizens and roles in the future scenario – Worksheet C will support this thinking.</p>	<p>Identify the behaviours, actions and mindsets that need to be part of fashion design in these future scenarios.</p>	<p>Assets Worksheet B to be used as a basis for organising ideas.</p> <p>Materials Post-it notes Pens</p>

TIME	ACTIVITY	LEARNING OBJECTIVES	RESOURCES & MATERIALS
14.10 - 15.20 60-80 mins	<p>07: CREATIVE EXPLORATION AND VISUALISATION</p> <p>Activity: Design task/method that can be used to speculate and develop ideas across different fields of the fashion industry (design, storytelling and business/strategy).</p> <p>Explore how to design products, services, narratives, experiences, new business models and strategies that culminate towards a preferred positive future.</p> <p>Description: Building on the findings in the previous activity, participants are asked to speculate and develop ideas in response to their identified five most critical risks and potential opportunities.</p> <p>Participants are asked to develop ideas for fashion products, campaigns, interventions, services, systems and new business models that we might be designing in 2030.</p> <p>The outcomes will offer a preferred narrative that focuses on different aspects and challenges in fashion.</p> <p>These can be tangible applications of a shared group vision, responses should be both imaginative in scope and organised in application.</p> <p>Responses can be visualised using a variety of formats and materials available and appropriate to the learners and length of time available for the activity e.g. text, poem, tear sheets, illustration, collage, storyboard, prototype, photography, animation, presentation, role play, found objects, film, fabrics, scraps.</p> <p>Facilitator notes</p> <ol style="list-style-type: none"> 1. Introduce task and questions 2. Facilitate creative exploration using a method that is appropriate to the participants and their skills. You might want to offer a range of media 	<p>Use a design exploration process to speculate on and develop the kinds of fashion products, services and systems that we might be designing in 2030.</p>	<p>Materials Making materials - educator to decide what is appropriate</p>

TIME	ACTIVITY	LEARNING OBJECTIVES	RESOURCES & MATERIALS
14.10 - 15.20 60-80 mins	to visualise the responses. Think about challenging the participants to visualise using a media not traditionally associated with their course, e.g. business students using sketching, pattern cutting students using found objects, womenswear students using sound.		
15.20 - 16.20 (60 mins - approx 3 mins per group with time for discussion at end; adjust according to the number of participants)	<p>08: SHARE AND REFLECT</p> <p>Activity: Participants present their creative explorations to their peers and share feedback and reflections on the process.</p> <p>Description: Following participant presentations, the educator facilitates a discussion around similarities and differences of participants' visualisation work, and how that links with the participants' own work and fashion practice. Reflect back to activity 01 and revisit personal and collective values – hopes, fears and expectations. Reflect on the change that participants' propositions might enable.</p> <p>Facilitator notes</p> <ul style="list-style-type: none"> • Introduce and facilitate presentations • Facilitate discussion 	<p>Knowledge sharing; reflecting on the concepts and information</p> <p>Link the visualisations to their original hopes, fears and expectations from activity 01.</p> <p>Collectively identify differences and similarities between the visualisations for the four scenarios.</p> <p>Reflect on the change that these propositions might enable.</p>	
16.20 - 16.30	10 MIN BREAK		

TIME	ACTIVITY	LEARNING OBJECTIVES	RESOURCES & MATERIALS
16.30 - 17.00 (30 mins)	<p>09: IMPACT ON ROLES AND VALUES</p> <p>Activity: Ask participants to map out the key issues affecting their role as a designer/strategist/communicator etc. and key skills required for now and 2030 using Worksheet D.</p> <p>Description: This task narrows the focus from a macro/more speculative, conceptual space back to a micro/more tangible, practical space. Participants can gain an understanding of key skills and milestones to work towards and speculate what future employability may look like.</p> <p>Facilitator notes</p> <ol style="list-style-type: none"> 1. Introduce and facilitate task 2. You may want to provide some examples of issues and skills to help the participants come up with their own selection. <p>Suggestions could be:</p> <p>Issues: access to natural resources, competition for jobs, access to information or training, low wages, limited communication etc.</p> <p>Skills: communication, collaboration, resilience, design thinking, numeracy, critical thinking, pattern cutting, media production, writing, knowledge of materials, production & supply chain expertise, circular design, upcycling, hand sewing, machine sewing, 3d design, digital/virtual design techniques etc.</p>	<p>Identify personal or collective fashion practice roles based on what we have heard and considered about Fashion Futures 2030.</p> <p>Link futures scenarios to own fashion practice and personal role.</p>	<p>Resources Worksheet D</p>
17.00 - 17.20 (20 mins)	<p>10: POSTCARD FROM THE FUTURE</p> <p>Activity: Individual task – ask participants to write themselves a postcard from their future scenario back to their current self.</p> <p>Description: Each participant writes a postcard from their 2030 scenario to themselves here now, to say:</p> <ul style="list-style-type: none"> • What they are doing • What it is like where they are 	<p>Link futures scenarios to own fashion practice, values, commitments and change.</p>	<p>Assets Postcards to fill out.</p>

TIME	ACTIVITY	LEARNING OBJECTIVES	RESOURCES & MATERIALS
17.00 - 17.20 (20 mins)	<ul style="list-style-type: none"> • Commitment: What they would most like their present day selves to do in order to enable them to live well in 2030 • Change: list one or two realistic actions that you can carry forward into your work today. <p>Facilitator notes</p> <ol style="list-style-type: none"> 1. Introduce and facilitate 2. Participants can choose to share their finished postcards with their peers or keep to themselves as a take away from the workshop. 	Use futures scenario methodology to develop personal commitments that articulate actions that respond today to problems of tomorrow, and that contribute to a vision of a preferred sustainable future.	
17.20 - 17.30 (10 mins)	<p>ROUND UP AND CLOSING COMMENTS</p> <p>Facilitator notes</p> <ul style="list-style-type: none"> • Summary of day and reflective thoughts from class. 		

SHORT WORKSHOP AGENDA

Duration – 1 hour (Time is flexible and can be shortened or lengthened as appropriate)

Recommendations and guidance:

- Select one of the highlighted sections to run the workshop.
- For a longer workshop and/or if time allows we have recommended two optional endings.

TIME	ACTIVITY	LEARNING OBJECTIVES / OUTCOMES	RESOURCES & MATERIALS
Pre-set up	Facilitator notes (pre-workshop planning) <ul style="list-style-type: none"> • Room to be set up with tables and chairs for participants • Screen needed to show films and presentation • Optional – could set pre-read of the scenarios and/or podcast and send in advance workshop description 		Resources Scenarios texts Workshop description Materials Pens Post-it notes Blue tack
10 mins	<p>00: WELCOME AND CONTEXT SETTING</p> <p>Activity: Educator briefs the participants using presentation deck 'Why Fashion Futures 2030'</p> <p>Description:</p> <ul style="list-style-type: none"> • Welcome and introduce workshop objectives • What is future scenarios planning and why might we take this approach? • What is the Fashion Futures 2030 methodology, why have the scenarios been developed and how might we use them? • Introduce the context – state of the world today, global issues including climate change, political instability and social injustice. • Outline the need for radical change-making so that we can transform the fashion system to one that can help to sustain us all. • Agenda for the day <p>Facilitator notes</p> <ul style="list-style-type: none"> • Presentation deck provided. • As this is a short session, you will only be able to offer a brief introduction to the points in the presentation deck. 	<p>To introduce the participants to the learning context and the concept of future scenarios methods – understand why and how used. Understand the aims and activities for the workshop.</p> <p>Understand a sense of purpose, urgency and agency.</p>	Resources 'Why Fashion Futures 2030' presentation deck

Please select one of the below activities highlighted.

TIME	ACTIVITY	LEARNING OBJECTIVES / OUTCOMES	RESOURCES & MATERIALS
15 mins	<p>01a: Introduction to Fashion Futures 2030 Scenarios (immersion exercise x2 versions)</p> <p>Activity: Watch all four scenario films and read short summary text for each of the four scenarios.</p> <p>Or</p> <p>Activity: Watch one or all four scenario films. Explore x1 scenario only and read long text (split participants into four scenario groups).</p> <p>Description: The workshop begins with watching the films and reading accompanying text. The films and text offer a conceptual introduction to what fashion and nature might look like within four world scenarios in 2030.</p>	Understand 4 scenarios	<p>x4 scenario films</p> <p>x4 short summary scenario text</p> <p>X4 full scenario text</p>
30 mins	<p>01B: INTRODUCTION TO FASHION FUTURES 2030 SCENARIOS</p> <p>Activity: Map personal responses to one or four scenarios (depending on 01a task).</p> <p>Description: Participants are asked to work in groups and offer a personal response by exploring their hopes, fears and aspirations for the future.</p>	Reflect on personal and collective values and how they affected positively and negatively by the future scenarios.	<p>Resources</p> <p>Worksheet A</p> <p>Materials</p> <p>Post-it notes</p> <p>Pens</p>
30 mins	02: EXPLORING 2030 AND THE PRESENT DAY		
30 mins	04: A DAY IN THE LIFE OF..		
30 mins	09: IMPACT ON ROLES AND VALUES		

TIME	ACTIVITY	LEARNING OBJECTIVES / OUTCOMES	RESOURCES & MATERIALS
Optional	Share and reflect		
Optional	10: POSTCARD FROM THE FUTURE		
5 mins	ROUND UP AND CLOSING COMMENTS		

MODULE AGENDA

Duration – 4-7 weeks (pace as appropriate)

RECOMMENDATIONS AND GUIDANCE:

The one day workshop can be adapted to run over a set of weekly touch points, or a full module. All of the activities can fill longer taught sessions, or could be set as collaborative tasks to be researched and explored outside of teaching time. We have drafted the following example of how you could structure this.

WEEK	ACTIVITIES	TIME
1	00 – Welcome and context setting 01 – Introduction to Fashion Futures 2030 02 – Exploring 2030 and the present day (participants to do in depth research for present day comparisons through library, online or interviews)	0.5 day
2	03 – Now, near and far – share and reflect on comparisons from 2030 and Now 04 – A day in the life of... (group task to interview peers or industry contacts to gather data)	0.5 day
3	05 – Reflect on tasks to date 06 – Futures Thinking Exploration: Challenges, Risks and Opportunities	0.5 day
4	07- Creative exploration and visualisation (idea explorations and research)	Independent group work
5	07- Creative exploration and visualisation (group tutorials; development and refine)	Tutorial
6	08 – Share and reflect (group presentations & feedback)	1 day
7	09 – Impact on roles and skills 10 – Postcard from the future 11 – Reflection and wrap up	0.5 day