WHO Future of Health Museum Exhibit

Futures Engagements

The purpose of this project is to develop an exhibition that engages people in thinking about the future of health and the role of the World Health Organization.

The exhibition development is informed by engaging with WHO WPRO experts and staff to co-design the possible needs and roles of WHO WPRO over the next 75 years, resulting in a series of objects that can be located in plausible and preferred futures. This engagement also builds the capability for futures thinking within WHO WPRO.

Overview

DAY 1   Futures of Health – Thursday 4 April

DAY 2   Participatory Futures at World Health Day – Friday 5 April

DAY 3   Future Artefacts – Monday 8 April

ONLINE   Polling questions

Appendix: Summary table of three days

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ONLINE ENGAGEMENT

Development of three questions for polling via an online survey, that collect information that will inform the first workshop in terms of the most important drivers affecting the future of health, the key challenges and the key innovations.

The three questions and accompanying text are as follows:

Dear Colleagues,

As we mark the 75th anniversary of WHO and welcome our new Regional Director, we're embarking on an exciting journey that not only honors our history but also looks ahead to the future of health. This journey is set to progress as we are planning towards a WHO Future of Health Museum Exhibit in late 2024. This exhibit aims to offer an immersive look at WHO's 75-year legacy and a forward look into the future of global health.

To ensure the exhibit truly captures the breadth of our experience and collective vision, we invite every member of our WHO family throughout the Region to share their aspirations. Your perspectives will help shape an exhibit that embodies our collective goals for health and wellbeing.

We kindly ask you to share your ideas by completing the short anonymous survey linked below:

https://unisasurveys.qualtrics.com/jfe/form/SV_5tIA1ELfUMReLpY

Please submit your responses by April 3, 2024.

Thank you for taking the time and for being a part of this exciting journey.

Best regards,

1. Which of the following areas do you think will undergo the most significant transformation and offer the biggest opportunities for WHO to make a global difference in the next 75 years? [select up to 3]
    a. Climate change, the environment and health
    b. Health Systems Strengthening
    c. NCDs and aging (including oral health)
    d. Health emergency Prevention, Preparedness, and Response
    e. WHO Transformation
2. What do you see as the most critical challenges the WHO will likely face over the remainder of this century? [select up to 2]
    a. Sociological

      b.   Technological
      c.   Economic
      d.   Environmental/Ecological
      e.   Political

3. How do you envision the role and impact of WHO evolving over the next 75 years to best address global health challenges [open text]

Day 1: Futures of Health – Workshop: Foresight

Overview

Working with WHO WPRO staff to set definitions and milestones around the next 75 years of the WHO's work in the WPR to develop a probable timeline with key health milestones until 2100.

The outputs created will serve as the basis for the following two days of activities and work to build the futures thinking capacity of those in attendance.

WHEN	8:00 am – 12:00 pm
WHO	30 x WPRO staff and PHL CO staff (P- and G-staff, short-term consultants and SSAs) in the Regional Office
WHAT	Half-day workshop from 8:00-12:00 to build a timeline from 1950 - 2100. Facilitated by Kristin and Aaron, with documentation and support from Dylan and Brooke, and facilitation support from WHO WPRO. Key health milestones (from work previously collated), possible scenarios, and related objects will be mapped onto the timeline to create the backdrop onto which stories, people and objects will be layered.
WHY	To develop a probable timeline with key health milestones for WHO WPR until 2100, and capability building for futures work among WPRO staff.
WHERE	To take place in Multi-Function Room (MFR) on the fifth floor with 5-6 tables.

Timeline

8:00   Welcome and introduction

- Roberta Pesce to introduce Dr Kidong Park
- Dr Kidong Park will make introductory remarks
- Roberta to introduce expectations for the day and introduce the MOD. & UniSA Team

8:15   ICE BREAKER ACTIVITY   - AARON

- Facilitators to hand out name tag template with space to fill in the following prompt:
    - Hi my name is [blank] and the thing I'm excited to do in the future is [blank]
- Participants are to fill out the name tag, stick it on and talk to the person next to them about what they are both excited to do in the future.

8:25   FUTURES THINKING - KRISTIN

Introduction to why futures thinking is important
Introducing five ways of thinking about the future for different mindsets
Introducing the futures cone as underpinning concept for Harman Fan

OBJECTIVES

- Articulate the purpose of the day and introduction to MOD. Team (WHO WPRO).
- Introduction to Futures Thinking and Possible Futures (Kristin).
- Introduce the Future of Health Museum Exhibit project.
- Contextualise this workshop in the wider project.

INPUTS

- Presentation on futures thinking, especially Futures Cones (Voros 2003) and Harman Fan for scenario building.e

OUTPUTS

- Participants ready to engage with the workshop process.

SEQUENCE

- Introduce 5 Ways of thinking about the Future, especially thinking modes of noticing and generating possibility.
- Present the range of futures within the Futures Cone
- Present the theory behind the Harman fan methodology for building future scenarios.
- Provide time for questions (approx. 10 minutes). This can be extended until 8:45 if required.

8:40   HARMAN FAN - KRISITN

Assembling highlights of expected global (external) change or new over next 75 years.

- Review the past 75 years (with Dylan)

- 5 groups of 6 people generating future headlines that relate to a range of STEEP factors.

- Participants will also draw on the updated WHO themes to develop additional ideas.
- Ideas will be recorded on a provided "event card" template that includes space for a "headline", and indicative "projected date", identification of the "STEEP factor" it is responding to, and identification of the "WHO theme" it might relate to.
- Cards to be stuck to a very large printed timeline.

OBJECTIVES
- To generate temporal milestones and identify events that serve as markers for scenarios.

INPUTS
- Key health milestones from the last 75 years provided by WHO WPRO that can be added to a large-scale printed timeline.
- Any responses to the online engagement town halls or surveys, noting that this will likely be a small number due to time constraints.

OUTPUTS
- Completed "event cards" with a "headline", an indicative "projected date", identification of the "STEEP factor" the headline is responding to, and identification of the "WHO theme" it may relate to. These will be stuck to the timeline to generate a:
- Timeline of key events and milestones across 75 years past and present.

SEQUENCE
- Prior to the workshop, the MOD. team will have mapped the key health past milestones to the timeline. A brief group discussion will go through these to ensure all participants understand the types of events or initiatives that the activity is going to be exploring.
- Identify any planned or foreseeable events that may happen in the next 2-15 years. Allowing time for this gives participants an opportunity to contribute any "known" or preconceived ideas and assist in shifting from an analytical to a generative mindset.
- Split into small groups. Facilitators will use the STEEP framework as a way to keep participants moving through the ideation process, generating "headlines" of events or milestones that could be achieved in a possible future across each of the factors.
- Groups will then allocate an estimated timeframe for each idea, and place these post-its either close to the midline of the timeline if they are considered probable futures, or further away from the centreline if they are considered less likely (possible, plausible, or preposterous) futures. At this point, participants will be judging these by 'how realistic or likely the "headline" is'. After the morning tea break, this will be further broken down into the possible, plausible, and preposterous framing of the Futures Cone.

9:45 MORNING TEA

10:15 HARMAN FAN

- Completion of Harman Fan Activity

10:30 PREPOSTEROUS BOUNDARIES - KRISTIN

This activity is designed to generate a broad agreement on the futures cone boundary between plausible and preposterous futures. The Future of Health Museum Exhibit project is focused on creating objects that represent plausible futures so it is important to explore where this boundary may be located.

OBJECTIVES
- To provide agreement on what feels like plausible boundaries for scenarios to inform the exhibition.

INPUTS
- Timeline generated in previous session with Event Cards added.

OUTPUTS
- Sorting of event cards in and out of the zone for consideration.

SEQUENCE
- Following morning tea, participants will be invited to review some of the event cards, identifying any they believe to be unhelpful (preposterous), and judging whether there are enough cards that stretch into the possible and plausible, rather than probable zones of the Futures Cone. This will ensure the thinking has been stretched.
- After a short period of participants reviewing the cards (nominally 5 minutes), the facilitators will start to add boundaries to the timeline that indicate the zone of consideration. Indicatively, this is the line between plausible and preposterous futures.

10:45 SPECULATIVE BUDGETING - AARON

This activity broadly focuses on the plausible futures of health and on the role and focus of WHO WPR over the next 75 years. Resource allocation is an important challenge, and is typically based on the identification of areas of most need as well as areas investment impact. The scale of future resourcing is beyond the scope of this workshop; however, by exploring the proportional attribution of importance, through speculation on where participants believe resources may be allocated in future scenarios, we will identify themes, or areas of focus, that are most likely to be the subject of the Future of Health Museum Exhibit.

Participatory Budgeting is an effective strategy for public engagement in financial management, but this approach can also be applied to speculative and generative processes. This activity will use a participatory budgeting methodology to explore where participants see resources being allocated in the future to identify the themes that are likely to be most critical to take forward into the prototyping stage of this project.

OBJECTIVES

- To prioritise the areas where WHO WPRO is most likely to see opportunities for innovation over the next 75 years.

INPUTS

- Initial data from the online survey, noting that this is likely to be limited.

OUTPUTS

- Identification of priority areas of focus and attention (themes).
- identification of constraints and interdependencies between the various areas of focus and attention (themes).

SEQUENCE

- Introduce that we are going to step away from the timeline briefly to interrupt the thinking before returning again.
- Introduce the methodology of participatory budgeting for futures.
- Introduce that some themes are likely to have more opportunity for speculative futures and that the prioritisation task is focused on identifying where we might place effort for the rest of the workshop.
- Each person is given 10 sticky dots to allocate to the themes they see as having the greatest need, opportunity for innovation, or impact.
- Sticky dots will be placed onto a small group template, with a moderator hosting a discussion about why participants placed them in the way they did.
- Following the small group discussion, a facilitated sharing process will compare the templates across the larger group and share brief reflections on the primary considerations (reasons why) described by each group.

11:05 IDENTIFYING AND CLUSTERING EVENTS TO GENERATE SCENARIOS

- Take photo of timeline
- Look for clusters of events that lead to scenarios
- Assign to groups to discuss

The "event cards" on the timeline are likely to have significant crossover.

OBJECTIVES

- To collaboratively combine multiple "event cards" and "headlines" to form plausible scenarios.

INPUTS

- Voting priorities from the previous step to prioritise discussion of event cards that relate to the themes that have been identified as highest-priority or highest-impact.

OUTPUTS

- Identification of priority scenarios.

- Large group review of like events happening at similar timeframes, starting with a focus on those identified as relating to the themes prioritised highest in the previous task. Move cards and cluster where event cards may relate to a plausible scenario.
- Once temporally similar events have been clustered, switch to reviewing similar or connected events across the timescale. This should include events from the past section of the timeline, events occurring prior to the starting point, and occurring after the starting point. Add connecting lines or string to the timeline, preserving the temporal locations of the original event cards.
- Small groups then take a group or network of event cards to develop scenarios. Modification cards, similar to those from *The Thing From the Future* scenario game (Situationlab.org) will be used as prompts to encourage free thinking and imagination

11:40 CLOSING REFLECTIONS – WHO WPRO

Workshop Day 1 Outputs

- Timeline + boundaries for preposterous (what will never happen).

- Futures cone scenarios linked with WPRO themes.

- Definition of what WHO could look like and be doing until 2100.

- Participants have been introduced to futures thinking, 5 ways of thinking about the future, the futures cone, Harman fan, speculative budgeting and scenario building techniques, building futures capacity.

Overview

Day 2 will consist of three interrelated participatory activities: a futures thinking presentation, a futures timeline, and a speculative objects prototyping workshop.

These activities will encourage participants to build on ideas from day 1 in various ways that involve different time commitments and ways of participating.

These three activities are:

1. 5-MINUTE Presentation on Futures Thinking

WHEN 11:06 – 11:11 am **(tentative)**

WHO Everyone in attendance at conference

WHAT A short presentation by futurist, Dr Kristin Alford, that explores what futures is and why it matters in the context of imagining opportunities and risks for world health and the future of WHO WPRO.

WHERE Conference hall

WHAT To expose the entire audience to futures to expand perspectives within the organisation and spark interest in the other participatory events.

2. Fast futures timeline

WHEN 9:30 – 13:00 pm

WHO Interested conference attendees and those passing by are welcome to participate

WHAT Aaron, Dylan and Brooke will facilitate conversations with individuals and small groups as they pass through the participatory hallway. Conversations will be facilitated using targeted prompts and tools to create first-person stories from the timeline and scenarios created in day 1. These stories will deepen the level of detail in the scenarios, while the process will act as a sense-checking process to ensure the scenarios that have been developed resonate with the World Health Day delegates.

Card-based provocations will be used to facilitate short but impactful interactions where a participant is asked to consider a scenario and describe how they might respond from their own lived experience, and from the position of a suggested persona. The hallway will be set up from 10-11:30, with each interactive session lasting between 2-10 minutes to suit the needs of those who stop and engage.

WHERE   Foyer area.

WHY   To test future scenarios & expand perspectives for likely events + objects + personas to inform timeline refinement.

9:30   OPEN UNTIL 13:00 PM

2-minute interaction:
- Participants are given 3 sticky dots to add to what they consider to be the most interesting future scenarios to explore for WHO75

5-10 minute interaction:
- Participants are directed to consider a specific scenario by the facilitators, or can pick up a card from a table if a facilitator is not available.
- Participants will be asked to read the scenario (or have it read to them) and to describe how they think WHO should respond. Prompts will include "How would you solve this?", and "What is in your kit bag or toolbox?". A final section of each interaction / card will capture the type of role the participant plays.
- If participants are happy to continue the engagement, they will be asked to either:
    o "consider what a longer-term solution might be to the scenario, and who would be best placed to solve it", or
    o "imagine you are a [community health worker / doctor / NGO], what would you do then, and what would be in your kit bag / toolbox?"

3.   SPECULATIVE OBJECTS PROTOTYPING WORKSHOP

WHEN   1:00 – 3:00 pm

WHO   Participants at World Health Day

WHAT   A 2-hour workshop led by Aaron that uses Lego® Serious Play® as a tool for prototyping speculative objects, gaining inspiration from the outputs created by WPRO staff at the futures workshop and the participatory hallway. The timeline established in previous work with WPRO staff will work with selected WHO partners to broaden perspectives and spark new lines of thought.

WHERE   Upper lounge area.

WHY   To stress-test, refine, and enhance the scenarios and narratives created in the first workshop by incorporating a wider range of views and moving towards use cases for health solutions. This will ensure that our visions and artifacts for the future are inclusive and benefiting from the collective creativity and expertise of our partners and stakeholders that will be developed further in day 3, creating the bases for objects that will be included in the final exhibition.

Timeline

1:00 Welcome and introductions

Sequence
- Articulate the purpose of the day.
- Introduce the MOD. Team.
- Introduce futures thinking (Kristin).
- Introduce the Future of Health Museum Exhibit project.
- Contextualise this workshop in the wider project.
- Icebreaker activity

1:15 Lego Serious Play method and Futures

Objectives
- To put participants at ease at using an unfamiliar method.
- To provide background for how the Lego® Serious Play® process works.
- To equip participants with the ability to contextualise generative design practices within a wider research context.

Inputs
- Slide deck on futures and Lego serious play method.

Outputs
- Participants are ready to engage with the workshop process.

Sequence
- Introduce Sanders and Stappers' (2012) Say, Do, Make framework and contextualise generative practices within health research more broadly.
    - o Sanders and Stappers (2012) framework identifies research tools that explore what people 'say', such as focus groups, interviews, and surveys, what people 'do', such as observational studies, ethnographic enquiries, and randomised control trials, and what people 'make', through archaeology, creative practice research, and generative practices. They link 'say' tools with explicit knowledge (known knowns), 'do' tools with observational knowledge, and 'make' tools with tacit, latent and cultural knowledge (unknown knowns). In a future casting process, it is this tacit, latent and cultural knowledge that is important for this generative session to work with, rather than people's explicit knowledge about the subject because this is typically limited to a probable, rather than a plausible, possible, or preferred future.
- Introduce futures practices in the context of working toward a preferred future using Dunne and Rabby's (2013) Futures Cone
    - o The Futures Cone provides a framing that can prompt participants to move beyond their assumptions. In exploring this framework, the facilitator will introduce the quote from David Burkus that "it is our expertise and experience,

those things that we know to be right and that work, that prevent us from coming up with anything truly new". From this quote, the Futures Cone will be used to encourage participants to step outside of their assumptions about the future and to consider potential futures across: preposterous, plausible, possible, probable, and preferred futures.

- Introduce the Lego® Serious Play® method
  - ○ Lego® Serious Play® was developed by Bart Victor and Johan Roos, professors at IMD Switzerland, in 1996. The method enacts ideas from constructivism (Piaget 1951), Constructionism (Papert 1991), and complex adaptive systems theory (Holland 1995), to create an environment in which people can explore ideas and stories through making. Lego® Serious Play® focuses on enabling participants to have conversations about complex ideas, and as a 'make' tool (Sanders & Stappers, 2012), allows participants to suspend assumptions through a shift from explicit knowledge to tacit, latent and cultural knowledge.

1:30 WARMUP ACTIVITY

OBJECTIVES
- To give participants an opportunity to get to know each other.
- To demonstrate the Lego® Serious Play® method and processes including the "question, build, share, document" sequence

INPUT
- Instruction: "Build a tower with you in it"

OUTPUTS
- Participants are introduced to those at their tables.
- Participants have an understanding of the Lego® Serious Play® method and are ready to engage with the substantive workshop explorations.

SEQUENCE
- Task is presented to participants: Build a tower with you in it.
- Participants will be guided through the "question, build, share, document" process of Lego® Serious Play®.
- Participants will be provided with a short (5 minute) build time, followed by sharing time, and documentation time.
- During the build time, two key rules will be introduced to help participants shift form analytical to generative modes of thinking:
  - ○ Think metaphor and story.
  - ○ Don't have a meeting with yourself.

1:45 INDIVIDUAL MODEL

An individual model allows each participant to explore their own response to a prompt, before then sharing with their group.

OBJECTIVES
- Individual models in Lego® Serious Play® allow each participant to explore their response to the question with a focus on their tacit and cultural knowledge sets.

INPUT
- Prompt: "Build what is in your kit bag to respond to the scenario you are given"
- Scenarios derived from Workshop 1 to present an event linked to a health consequence.

OUTPUTS
- A series of small Lego models with annotations on small handwritten cards that surface participants' tacit and cultural knowledge about the various scenarios.

SEQUENCE
- Task is presented to participants: "Build what is in your kit bag to respond to the scenario you are given".
- Each small group of participants are given a scenario to respond to.
- Participants will be guided through the "question, build, share, document" process of Lego® Serious Play®.
- Mid-way through the task, the instruction to consider other perspectives will be delivered. E.g. "if you are a government official, consider you are a nurse or a community health worker responding to this same challenge".

2:15   LANDSCAPE MODEL

A landscape model uses spatial location to explore interconnections between ideas, and provides a platform for mapping how each person's model(s) might fit together in a complex adaptive system. The shared nature of the landscape model provides the basis for storytelling that sits across multiple levels of the Experiential Futures Ladder (stuff, stories, scenarios, situations, settings).

OBJECTIVES
- To explore relationships between the developed elements as a complex adaptive system.

INPUT
- Individual models from previous task.
- Instruction: "Assemble your models on our shared timeline (add additional models if time permits).

OUTPUTS
- Co-located models in a shared space aligned with the overall shared timeline.
- Recorded verbal narratives about how people may respond to the scenario-based challenges.

SEQUENCE

- Task is presented to participants: Assemble your model onto the shared timeline and draw connections between your ideas and others'.
- Participants will be guided through the "question, build, share, document" process of Lego® Serious Play®.

2:35   GROUP MODEL

Build the enablers of WHO WPRO achieving a milestone or responding to a challenge / scenario.

OBJECTIVES
- To shift focus from how individuals may respond, to what the WHO WPR may be doing over the next 75 years that supports and enable the work of individuals.
- Important: the objective is not to plan what the WHO WPR should do, but instead, to use this re-framing as a way of shifting participants perspectives on the scenarios that have been presented, generative ideas about responses at a higher, systemic level than the individual focus of the first part of the workshop.

INPUT
- Output from activities undertaken in the Landscape model from previous task.
- Scenarios and milestones identified from previous workshops along with challenges raised by online participants will be allocated to groups, based on what has been identified as missing from the Landscape model.

OUTPUTS
- A series of initial narratives about the work of the WHO over the next 75 years.
- A series of physical models with annotations written on cards that describe how the WHO and/or WHO WPR may be operating to address key challenges of the next 75 years.

SEQUENCE
- The final model will be a blend of an individual model and a group model with participants undertaking a fast-paced individual build, then working together in small groups.
- Participants will be guided through the "question, build, share, document" process of Lego® Serious Play®.

3:00   CLOSE

Workshop Day 2 Outputs

- A detailed timeline representing plausible futures with speculations as to what some of the artefacts or objects involved in the response to various challenges may be. At this stage of the process, these will be metaphorical objects with descriptive detail about the function of the objects, rather than explorations as to the specific nature of the objects themselves. These

descriptions will inform the detailed brief for the objects to be created in the final Future Artefacts Speculative Design Workshop.

- The plausible future roles of WHO and WHO WPR explored and captured as speculative ideas and narratives. This will inform the connections across the levels of the experiential futures ladder, and demonstrate how systemic responses map to individual activities and actions

- Following the workshop, the MOD team will use the insights, data, and creations from this workshop to identify a series of key opportunities for further development in the final Future Artefacts Speculative Design Workshop

- Participants have been introduced to futures thinking, scenarios, speculative design, creative practices in health and Lego Serious Play method to build capacity,

DAY 3: FUTURE ARTEFACTS: SPECULATIVE DESIGN WORKSHOP

OVERVIEW

WHEN   9:00 am – 1:00 pm

WHO   30 x WHO staff and PHL CO staff (P- and G-staff, short-term consultants and SSAs) in the Regional Office

WHAT   Half-day workshop from 9:00-13:00 led by Kristin, Dylan, and Aaron that will develop the narrative and performance briefs for speculative objects into tangible ideas for plausible objects that encapsulate WHO WPRO's impacts over the next 75 years. These will then be prioritised by participants for development for the next stage of the project.

WHY   To develop a short list of speculative design objects & stories for display in exhibition. These objects will be assessed both conceptually and materially and stories or scenarios which these objects exist in will similarly be discussed.

WHERE   To take place in Multi-function ROOM (MFR) on the 5th floor with 4-6 tables.

TIMELINE

9:00   WELCOME AND INTRODUCTION TO WORKSHOP (WHO WPRO)

- Introduce the MOD. team

- Introduce the Future of Health Museum Exhibit project

- Contextualise this workshop in the wider project

9:15 INTRODUCTION TO FUTURES & ICEBREAKER ACTIVITY

ICE BREAKER ACTIVITY

- Facilitators to hand out name tag template with space to fill in the following prompt:
    o Hi, my name is [blank] and my favourite object is [blank]
- Participants are to fill out the name tag, stick it on and talk to the person next to them about their favourite objects

Experiential futures ladder & speculative design - Kristin & Aaron

OBJECTIVES
- To provide participants with context for the activities they will be undertaking.
- To ensure participants trust the futures processes they are engaging with.

INPUT
- Slide deck

OUTPUTS
- Participants are ready to engage with the workshop session.

SEQUENCE
- Introduce the Experiential Futures Ladder conceptualised by Candy & Dunagan (2017), to explore the stuff, situation, scenario and setting surrounding speculative futures prototypes and ideas.
    o The Experiential Futures Ladder allows futures to be explored at different levels, both conceptual and practical. The explorations at different levels each access a different degree of specificity and help to situate ideas within a complex adaptive systems approach. Moving up or down the ladder prompts participants to reframe their thinking.
- Introduce Sanders and Stappers' (2012) Say, Do, Make framework and contextualise generative practices within health research more broadly.
    o Sanders and Stappers (2012) framework identifies research tools that explore what people 'say', such as focus groups, interviews, and surveys, what people 'do', such as observational studies, ethnographic enquiries, and randomised control trials, and what people 'make', through archaeology, creative practice research, and generative practices. They link 'say' tools with explicit knowledge (known knowns), 'do' tools with observational knowledge, and 'make' tools with tacit, latent and cultural knowledge (unknown knowns). In a future casting process, it is this tacit, latent and cultural knowledge that is important for this generative session to work with, rather than people's explicit knowledge about the

subject because this is typically limited to a probable, rather than a plausible, possible, or preferred future.

- Introduce speculative design and futures practices in the context of working toward a preferred future using Dunne and Rabby's (2013) Futures Cone model to categorise possible futures as probable, plausible, possible or preposterous.
  - o The Futures Cone provides a framing that can prompt participants to move beyond their assumptions. In exploring this framework, the facilitator will introduce the quote from David Burkus that "it is our expertise and experience, those things that we know to be right and that work, that prevent us from coming up with anything truly new". From this quote, the Futures Cone will be used to encourage participants to step outside of their assumptions about the future and to consider potential futures across: preposterous, plausible, possible, probable, and preferred futures.

9:30 SHOWCASE the Timeline

As this is the final workshop of the series, participants will be guided through the previous work that has been undertaken.

OBJECTIVES
- To introduce participants to the work that has been undertaken in previous workshops.

INPUT
- World Health Day Fast Futures timeline.
- Lego® Serious Play® models from the speculative objects prototyping workshop .

OUTPUTS
- Participants are aware of previous work and can focus on building on this rather than replicating.

SEQUENCE
- Group walkthrough of the outputs from previous workshops, together with contributions from World Health Day Fast Futures Timeline.
- Allow participants 5 minutes to reflect and discuss on the work done so far.

9:45 LEGO objects

This part of the workshop will focus on deepening the exploration of some of the objects and ideas from previous workshops. Participants will start with Lego object(s) and scenario(s) from the previous workshops and work in small groups to develop more detail across the experiential futures ladder. In some instances, this may be a focus on the specific scenarios or situations, but it is expected that most will be focused on the detail of the stuff level of the framework.

OBJECTIVES
- Introduce those who were not part of the speculative objects prototyping workshop to the Lego® Serious Play® method.

- Use the Experiential Futures Ladder to connect "settings, scenarios, situations and stuff" together in cohesive system-based narratives.

INPUT
- As per previous activity.

OUTPUTS
- A suite of initial prototypes that respond to a particular scenario that can be taken into the marketplace iteration and prioritisation process.
- Objects and scenarios will have enough detail to be read with no or minimal explanation required.

SEQUENCE
- Brief introduction to Lego® Serious Play® for those who were not part of Workshop 2 (if required)
  o Lego® Serious Play® will be introduced as a way of generating objects that can be connected with metaphors and stories and used as a thinking tool. The introduction will describe the origins, science, and approach as per the description in the speculative objects prototyping workshop.
- Participants will be provided with copies of an experiential futures template.
- Participants will be instructed to move to the timeline, and select an object, together with the surrounding contextual information about the scenario, challenge etc. to bring back to their table.
- Participants will review the information available about the scenario and object, and identify where further exploration could be undertaken or detail could be added.
- Participants will add text to the template to explain the future on the experiential futures template, or use Lego to build additional elements as required to provide greater detail about the object.
- Once a team has 'completed' an object, they will return the object to the timeline, together with the completed experiential futures template, and select another object to explore. Other teams may wish to continue the explorations of the same objects, but will be encouraged to prioritise additional objects or scenarios at this stage of the workshop.

10:45 MORNING TEA

11:15 FINISH PROTOTYPES AND SETUP DISPLAY (CONTINUATION OF LEGO OBJECTS ACTIVITY)

OBJECTIVES
- To finalise initial prototypes ready for marketplace session

INPUT
- This is a continuation of the previous activity

OUTPUTS
- This is a continuation of the previous activity

SEQUENCE
- The activity steps from the perspective of participants will remain the same as the previous activity
- MOD team and facilitators to direct participant attention to prototypes in need of further development and refinement
- Participants provided with further advice from MOD team about the prototypes with a view to potential feasibility as part of an exhibition
- Participants assisted by facilitators to construct a standalone exhibition of objects and Experiential Futures Ladder templates that can be interpreted in next session without needing verbal explanation

11:30 MARKETPLACE

To help develop the long list.

OBJECTIVES
- To provide further iteration of object ideas
- To develop an initial longlist of prototypes that may be included in the Future of Health exhibition

INPUT
- Prototypes from previous activity

OUTPUTS
- Further prototype explorations
- Indicative longlist of prototypes for development by the MOD team

SEQUENCE
- Participants to be introduced to the marketplace concept and the "law of two feet" (i.e. once you feel you have contributed to a particular station, use personal judgement to move on)
- Participants can choose which stations to visit when during the 1 hour timeslot
- Participants can contribute to only one or many stations
- Rapid prototyping at different stations with the assistance of MOD team
- Each station uses Lego® and storyboard prototyping to iteratively develop a series of prototypes that could be developed into museum objects or experiences
- MOD team to provide advice and introduce creative constraints as catalysts (e.g. smaller than 10cm x 10cm x 10cm, large enough to fill a room, digital, physical etc.)
- Participants to identify preferred objects / briefs at each marketplace table

12:30 REFLECTIONS ON THE EXPERIENCE

OBJECTIVES

- To capture the participant experience and reflections

- N/A

OUTPUTS
- A series of reflections categorised as "objective", "reflective", "interpretive", and "decisional"

SEQUENCE
- Facilitator to introduce the Objective, Reflective, Interpretive, Decisional framework for sharing the experience of engaging in this workshop, and in the overarching process
- Individual feedback written on ORID template:
    o Objective: What did you see and hear?
    o Reflective: What did you feel?
    o Interpretive: What was your key insight?
    o Decisional: What are you excited to see taken forward?
- Group sharing opportunity

12:45 NEXT STEPS

Workshop Day 3 Outputs

- A longlist of speculative design objects and stories that will be developed for inclusion in the Future of Healthy exhibition. This list of speculative objects are the result of the cumilative effort of the past 3 days of engagement
- Participants have been introduced to futures thinking, experiential futures, the Say, Do, Make framework, futures cone, Lego Serious Play method, and speculative design to build futures capacity.

OVERVIEW	Day 1: Futures of Health Thurs 4 Apr	Day 2: Participatory Futures at World Health Day Fri 5 Apr	Day 3: Future Artefacts Mon 8 Apr
What?	Workshop: Foresight (30 ppl)	A. Futures presentation at World Health Day Symposium – Dr Kristin Alford B. Fast Futures Timeline C. Workshop: Lego Serious Play (20 ppl, 2 hrs)	Workshop: Speculative Design (30 ppl)
When	8:00-12:00	10:00-17:00	9:00-13:00
Who?	WHO staff	For A and B: WHO staff, Diplomatic staff, World Health Day Attendees For C: WHO Partners	WHO staff
Why?	● To develop a probable timeline with key health milestones for WPR until 2100 ● Capability building on futures for WHO staff	● To test future scenarios & expand perspectives for likely events + objects + persona. ● Exposure to futures & building support for futures ● Meaning making	● To develop a short list of speculative design objects & stories for display in the exhibition.
Outputs	1. Timeline + boundaries for preposterous (what will never happen) 2. Futures cone scenarios	1. Additional first-person detail added to timeline with initial ideas for toolkit /	1. A longlist and criteria for shortlist of speculative design objects and stories that will be developed for inclusion in the exhibition.

	3. Definition of what WHO could look like until 2100	objects that might support response to events / scenarios along the timeline. 2. Exploration of the role of WHO and WHO WPR in the future as it relates to supporting response to specific events or scenarios	
Materials	- Timeline - STEEP factors and examples sheets (A5 x10) - Event card templates (postcard size x 180) - Event cards from online survey pre-filled (x20ish tbc) - Speculative budgeting templates (A3 x 10) - ORID cards (postcard size x 40) - Blu-tac for placing cards on timeline - Pens/markers x40 - Chord/string roll - Pushpins - Magnets - Nametags - Laptop adaptor (USBC to HDMI) - Power adapter for laptop charging - Sticky dots x400 (5 p/person) - 'Modification cards' - Thing from the future cards (bring deck)	PRESENTATION - Laptop adaptor (USBC to HDMI) - Power adapter for laptop charging FAST FUTURES TIMELINE - Timeline - Sticky dots - Pins - Magnets - Blu-tac - Pens x50 - Provocation cards (Event cards?) for fast futures timeline (postcard or A6 x120) WORKSHOP - Lego Serious Play Materials - Somewhere to record scenario development? - Chord/string - Pins - Pens/Markers x40	- Laptop adaptor (USBC to HDMI) - Power adapter for laptop charging - Timeline - Pins and threads - Magnets - Pens/markers x40 - Sticky dots (x180, 10p/person) - Lego prototypes from previous workshop - Lego scenarios from previous workshop - Lego Serious Play Materials - Event cards (postcard size x50) - ORID cards (postcard size x 40) - Experiential Futures storyboard prototyping cards (A3 x150 – 5 p/person) - Experiential futures template

		- 'Participants will be given a scenario' - (fill out night before)	
Preparation and Synthesis	2 hours prep for workshop 2 hours post workshop	3 hours prep for activities 2 hours post workshop tasks	2 hours post workshop