

face of future

A game about the future of empathy

Educator Toolkit

PLAY THE GAME! November 13-14, 2016



INSTITUTE FOR THE FUTURE



FACING
HISTORY
AND
OURSELVES

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FACE THE FUTURE A Game about the Future of Empathy

You're in a world where you can feel what other people feel. Now what?



"When we imagine the future together, ...we imagine what we might do in a world of new possibilities, so we can prepare to act ethically and responsibly. We think about the difficult decisions that we'll have to make in the future, and how those decisions will affect others. By thinking about that future now, we give ourselves more time to consider our response. More time to figure out how to become upstanders when change is happening fast."

—Jane McGonigal, Director of Game Research + Development, Institute for the Future

For just 30 hours, from November 13 at 6:00pm EST through November 14 at 11:59pm EST, Facing History will pioneer an online, global game for social change that will convene hundreds, even thousands of students, educators, and community members from around the world to imagine what a better future for society might look like in 2026.

**Join us as we bring the world together in a single classroom for 30 hours
in our shared mission of creating a better future.**

(Note: The game is limited to ages 13 and up.)

The guide includes:

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What Is Face the Future?

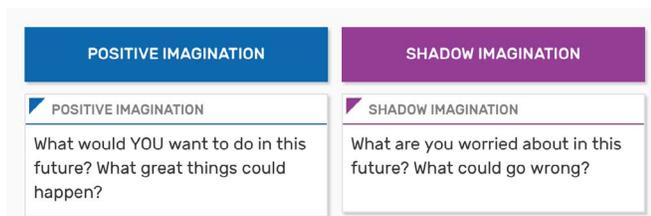
On November 13–14, educators, students, and the broader public will join this online event called **Face the Future: A Game About the Future of Empathy**. The game takes place in 2026 and invites us to think about what empathy might look like in the future—and how that future will impact the choices we make today. The game features a future technology application which could impact our understanding of, and experience with, empathy. But empathy is a complicated concept, and both this guide and the game itself will enable us to explore this idea more deeply.

The game will take place primarily on an online platform called Foresight Engine™, developed by Institute for the Future (ITF), a 48-year-old nonprofit research organization, to engage large numbers of people in fast-paced sharing of ideas about the future. It is played online—on computers, laptops, mobile devices, or social media (via Twitter).

THE GAME BEGINS WITH A VIDEO featuring four imagined scenarios from the future of empathy, in a world where you can actually feel what other people are feeling. Then game-play begins! Players use game cards to respond to the video—and to each other—to express excitement or concern, raise questions, or propose ideas about the future. The game unfolds as discussions become more active—the more game cards played, the more conversations “build,” the more points players receive—and the more ideas we will generate about creating an empathetic and active society. But you only have 30 hours to play! To prepare, the following pages provide the logistical information and lesson ideas you need to bring **Face the Future** to your classroom, school, and community.

GAME PARTICIPANTS “PLAY CARDS.” *Positive Imagination* cards will invite players to answer, “What do you want to do in this future? What great things could happen?” while *Shadow Imagination* cards will focus on “What are you worried about in this future? What could go wrong?” Players then build on these starting-place ideas with *Predict, Act, Cheer, Investigate, and Rally*. “Cards” are described more fully on the game platform .

A DASHBOARD KEEPS TRACK OF THE FLOW OF IDEAS. Want to find the highlights? Visit the game blog, which highlights ideas that are rising to the top, or search for keywords that are meaningful to you. Challenges and awards will be issued throughout the game to focus energy on certain topics and issues.



THE GAME WILL BE FACILITATED BY A SKILLED GROUP OF GAME GUIDES FROM IFTF AND FACING HISTORY. They will mark cards as Super Interesting, or call a card out as Conventional Wisdom if it doesn’t push beyond the current boundaries. They will also synthesize the themes, highlight exceptional players for special recognition, set challenges for the group, and give awards on the game blog. And if this all sounds a little confusing, note that playing the game is fairly intuitive once players enter the site to play.

EACH IDEA IS A MICRO-CONTRIBUTION. 140 characters that capture the basics, like a tweet. Multiple players build on these ideas with additional cards, creating long chains that develop the ideas. Players win points whenever anyone builds on their ideas, so you can see how other people respond to what you’ve shared.

Teachers can use the suggestions in this Toolkit to learn how to integrate the game into your curriculum, and how to structure conversations with your students. It only takes 30 minutes to participate meaningfully, but we often find that players get sucked in for hours! *While they play, classes are encouraged to use their own hashtag to make finding classmates’ comments easier while they engage in digital conversations together and with players around the world.*

Schedule at a Glance

The game is open from 6pm ET Sunday, November 13, until 11:59pm ET, Monday, November 14.

Players will be joining from across time zones—and from across the world—so ideas will build constantly! Set up a schedule with your students so they are prepared to share their ideas once the game opens. Then check in to respond to new cards throughout the night or day and continue the conversation. The following is a suggested schedule for participation.

Week of November 7

- Use one to two class periods to explore the concept of empathy, introduce the game using the ideas on the following pages, and preview and process the [introductory video](#) from Jane McGonigal and the [scenario video](#).
- **Create a class hashtag** so you and your students can find each other's responses among the thousands of ideas that will be posted in the game.

Sunday, November 13 (6pm ET): Watch the game launch by [live stream](#).

This can be a homework or extra credit assignment. Game designer [Jane McGonigal](#) will introduce [FACE THE FUTURE](#), talk about innovating empathy to change the world, and then launch the game in real time! Your students can be among the first players to share their ideas about the future.

Monday, November 14

Have your students play at school

- In class/advisory
 - View or re-view (if you watched it last week) the introductory and scenario videos as a class before playing.
 - Provide students time for [Journaling](#), or [Think-Pair-Share](#) discussions, about this [future](#).
 - Allow students to play the game independently or in pairs. They can use a computer, laptop, or mobile device.

Lunch/Afterschool: Host a game huddle!

- People are at their most creative when they work together in groups. So gather students and staff to play the game alongside each other at a group game huddle. Collectively discuss ideas and future visions and push conversations to the next level. You can host a game huddle in your room during lunch, or ask the librarians to reserve game-play tables (students can play silently!). Meet up after school with students to add to the conversation.
- You can [apply for a Participation Grant](#) (the application is on [facethefuture.org](#)) to cover lunch or snacks!
- **Note:** You may want to leave time after game-play to debrief students' reactions to the scenarios and ideas played on the cards, individually and as a class

Monday night: Check into the game as homework

- How have other players responded to your ideas? What new ideas have you discovered?

Tuesday, November 15: Debrief as a class

- What interesting and new ideas did students see in the game?
- What concerns do they have about this future? What opportunities do they see?
- What do they hope happens next?
- What choices can they make today, in their own lives, when thinking about empathy and choosing to participate positively in your community?

Before Playing

Teacher Prep

Before you introduce your students to the game, you should:

I. Read all the information in this [toolkit](#). If you would like even more information about *how* to play the game, read the “How to Play” handout found on [facethefuture.org](#).

II. Preview the scenario [video](#), made up of four stories from the future. The content is powerful and designed to be provocative. The four scenarios are make-believe and, although they are based on real technology that is being developed today, they take place in an imaginary future. At the same time, the content feels very real and can be challenging. Make sure you preview the video and consider how your students may respond.

This game is not about whether Facing History and Ourselves does or doesn’t support this technology or similar technologies that are being developed today. This game is an experiment in imagining the future; to think about what’s possible; and to be in conversation with other people across the globe about how the world is changing, and how we want to respond, prepare for, or try to affect or alter these developments.

III. Show the full scenario video to your students (see “Preparing Students to Play”) and provide time (through journaling, discussion, etc.) for them to process their reactions to the content, so that they are ready to join in the discussion when the game opens. Previewing the video with students in the classroom is particularly important if they will be playing the game as homework on Sunday night.

The full-length scenario video has also been divided into four separate mini-videos with suggested discussion questions, included with the videos and on page 9.

Face the Future Scenario Video (this is the full-length video). The individual scenario videos are:

1. **Kasha’s Story, The “Unboxing”**
2. **Izzy & Dante’s Story**
3. **Earthquake**
4. **Justice**

(Note: The game videos are hosted on YouTube. If this is a problem for your classroom, you can also view them at facinghistory.org/face-future-game-videos. Contact us at game@facinghistory.org.)

IV. Familiarize yourself with the Foresight Engine game platform by checking out [LearningIsEarning2026.org](#), a game that took place earlier this year. While our live game will be quite different—with ideas flying by in real time—it’s a great way to become familiar with the game format.

Note: This is a game of ideas, hopes, concerns, and predictions. As mentioned above, the content is powerfully emotional. We want to make sure that this is a safe place for all players to express themselves freely and respectfully. If you have not previously created a [classroom contract](#) to govern appropriate behavior, you may want to consider it before beginning this activity. You may also want to review this [blog post](#), describing eight components of a safe and reflective classroom.

Preparing Students to Play

In order to have the best experience playing **FACE THE FUTURE**, we recommend that you spend one to two class periods thinking about and discussing empathy with your students, and then brainstorm ideas about how we might experience empathy in the future using the scenario videos. The following resources can kick off this exploration.

I. Define empathy

In order to prepare for the future of empathy, we need to first consider what we *mean* by empathy. Empathy is complicated, and this guide and the game itself are designed to dive deeply into these ideas. By thinking about what empathy might look like in the future, we can become more prepared to act empathetically today. Here are some suggested ways to explore what it means:

- **Watch:** An animated **film** (2:38) featuring Dr. Brené Brown defining empathy
- **Create:** Make a word wall or **identity chart** for the word EMPATHY
- **Discuss:** How do we develop empathy? What challenges our empathy? What expands our empathy?
- **Visit facinghistory.org** to find additional resources that explore the idea of empathy:
 - o **Universe of Obligation**—Have students think about who is part of their universe of obligation as a way to consider how empathy intersects with personal responsibility.
 - o **Ervin Staub**—This interview (3:08) with psychologist Ervin Staub discusses how we learn to be empathetic.
 - o **Save the Darfur Puppy**—This reading considers the impact of psychic numbing: the fact that our capacity for empathy drops as the number of victims increases.
 - o **Empathy Gap**—This talk (19:18) by psychologist Jennifer Gutsell illustrates the idea of a cross-group empathy gap.

II. Discuss why it matters to think about the future

In this introductory **video**, game designer and futurist Jane McGonigal talks about why it's worth thinking about the future. What do students think could be the benefits of thinking about the future and different

possible scenarios? Ideas include: thinking about the future give us us a way to:

- take an informed, ethical stand on anticipated changes or developments;
- make sense of changes that are already happening;
- prepare for and/or impact the future today.

In fact, researchers have found that thinking about the future in this way leads to greater creativity, empathy, and optimism!

III. Introduce the game

Tell students: We are going to participate in an online game called **FACE THE FUTURE** with other students from around the country and the globe.

This game is an experiment in imagining the future, to think about what's possible. Why should we think about the future? We think about the future because to create something new, you have to be able to imagine how things can be different. The future is a place where anything is possible, so it allows us to be creative and innovative without limits. And by thinking about what is possible, we can make decisions today that could help impact both the direction the future takes and how we respond to it.

In a nutshell, this is how the game is played:

1. Players watch a video with four stories set ten years in the future to fire up our collective imagination. Through these stories, we imagine new technologies that could change how we relate to and understand each other in really dramatic ways. *It's not all science fiction. While the stories are make-believe, the technology they're based on is actually being developed.*
2. The game is played through discussion cards featuring short, tweet-like "micro-contributions." It's up to us to decide if this future is something we want to create. We discuss what great things could happen and what could go wrong.
3. Players build on each other's ideas to create long chains of innovation—and earn points!

IV. Introduce the FeelThat Network

In the game, you're asked to imagine a new product called the FeelThat Network, which tracks and shares information about our state of mind and body. It's like any other social network—but instead of sharing words, photos or videos, you're sharing your physical sensations and emotions.

Play the “Unboxing” video and discuss with students (or use it to practice playing, as described below).

The FeelThat Network isn't real... yet. But if it were:

- Would you join it?
- Who would you share your data with?
- Whose data would you want to see?
- Who could you relate to better?
- Whose lives could you more deeply understand?
- What new ethical challenges would you face in a world where “sharing your feelings” is not just a metaphor?

V. Practice playing

Practice playing the game using one of the short scenario videos. We suggest either using the “Unboxing” video or “Earthquake,” but you can choose which you feel would work best in your classroom. In preparation for this activity, review the **Big Paper** teaching strategy.

1. **Before class:** Gather 5 different colors of post-it notes. (The colors aren't required but will make it easier to play.) Create 6 Big Papers to serve as the game discussion space. At the top of half of the papers, write **“POSITIVE IMAGINATION: What do you want to do in this future? What great things could happen?”** and on the other half, write **“SHADOW IMAGINATION: What are you worried about in this future? What could go wrong?”**

On a separate Big Paper or a Powerpoint slide, which will be used as reference during the second part of this activity, describe the four response prompts (and put the designated post-it color beside each, if you're using colors). The four responses are:

1. **Cheer or rally:** If you feel the same way, say so! And WHY!
 2. **Predict:** Keep the story going. If this happens, what might happen NEXT?
 3. **Investigate:** Curious? Ask or answer a follow-up question.
 4. **Act:** What action could someone take TODAY to help make this future MORE (or LESS) likely?
2. **Introduce the activity:** Let students know that they are about to watch an imaginary scenario using the FeelThat technology. Then they will respond to the scenario by playing their “game cards” on the Big Paper.
 3. **Watch the scenario video you have chosen.**
 4. **Play “cards”:** Give students 5–10 minutes to add ideas to either the Positive Imagination or Negative Imagination posters using their stickies (one sticky per idea). At this point, they should only offer original ideas, not reply to the ideas added by other students.
 5. **Play response cards:** Now students will build on the ideas using one of the four response cards. Review the description of the four reply prompts (on the Big Paper or Powerpoint slide) and ask students to respond to any idea using one of these four responses. If you're using colored stickies, they should choose the appropriate color, otherwise they should title their response (CHEER/RALLY, PREDICT, INVESTIGATE, ACT). Give students 10 minutes to respond to ideas.
 6. **Debrief the practice round:** Possible debrief questions include:
 - What ideas were sparked for you when you watched the film?
 - What ideas resonated with you from the posters?
 - Did other students' responses surprise you?
 - What positive outcomes can you imagine from this technology? What negative outcomes can you see?
 - In what ways might this technology lead to a more empathetic world? What might be ways it could reduce empathy?
 - How might we act differently today to increase empathy?

7. **Watch the full video:** You should also consider showing the full-length scenario [video](#), particularly if students will begin playing Sunday night as homework, so that they can process their emotional response and brainstorm ideas before they begin playing the game for real. You could begin brainstorming as a class in response to the video, using the questions on page 9, or encourage students to reflect in their journals and begin thinking about what ideas they want to explore in the game.
8. As final preparation to play, **create a unique hashtag** with each of your classes/groups. The

game will have hundreds, if not thousands, of cards being played. By using a hashtag, you can easily find each other inside the game, add to each others' ideas, and earn points together.

- Make your hashtag as brief as possible (e.g., #MadisonHS not #MadisonHighSchool) since each character counts in the 140 total.
- Remind your students to tag each of their game cards with the hashtag.
- If you want to know more about hashtags, read this [article](#) in Mashable for a tutorial.

Let's Play!

Starting at 6pm ET, Sunday, November 13, go to facethefuture.org and login to play! While there are several ways to register (email, Facebook, Twitter), only registration using your email will enable you to get notifications when players respond to your cards (and when you earn points).

Extension

Change doesn't come out of thin air. Explore the "signals of change" about the future of empathy that the Face the Future game is based on to continue the discussion. While there is no way to know exactly what the future may hold, what we can do is look at innovative tools and practices that are happening around us today, at futures in the making—at so-called signals of change.

A signal is typically a small or local innovation or disruption that has the potential to grow in scale and geographic distribution. You can find lots of information about these signals on page 10 of the [Face the Future Ambassadors Guide](#) found at facethefuture.org. When you think about the future of empathy, what signals do you see in society? Create your own methods for increasing empathy and understanding. What are the positives of your creation? The shadows?

Scenario Discussion Questions

The scenario videos will be available in the game, but you can also use them for class discussion, either before or after the game days.

Kasha's Story or "Unboxing"

1. Would you make your FeelThat data public?
2. What do you hope others will do with your data?
3. How might the world change if we could feel what everyone else could feel?
4. Whose perspectives could you more deeply understand?
5. Who might take advantage of an open network of emotions?
6. Do you think this kind of technology would increase or decrease empathy? Or have a different effect?

Izzy & Dante's Story

1. Should FeelThat have an age-limit?
2. When would you leave the FeelThat network?
3. How could FeelThat add to relationships? What could go wrong?
4. What could FeelThat teach us?
5. How might FeelThat make us change how we act?
6. How would you use FeelThat with friends and loved ones?
7. What will "closeness" look like in this world?

Earthquake

1. The film shows how FeelThat could be used in the aftermath of an earthquake. How can it be used in conflict zones?
2. What does "community" mean in this world? Or How our definition of "community" change in a world with Feels?
3. How would FeelThat change our idea of memorials?
4. What other data would you want FeelThat to tell you?
5. How might our policies and governments change if we all had FeelThat?
6. What does "long distance" mean in this world?
7. Does feeling everything mean you would care about everything?
8. If you could feel everything, would empathy decrease?

Justice

1. How could FeelThat be used to prevent violence or confusion during protests?
2. How could FeelThat be used to help others in need?
3. How could FeelThat be used for peacebuilding?
4. How might FeelThat make achieving justice harder?
5. How could FeelThat be abused?
6. In an increasingly tumultuous world, how might FeelThat help bring us together? Push us apart?

FACE THE FUTURE THE GAME

Frequently Asked Questions

Q | WHAT IS THE FACE THE FUTURE GAME?

Face the Future is a 30-hour massively open online game and conversation that will invite hundreds of educators, students, and Facing History community members to consider the future of empathy, in the year 2026. The game will be taking place November 13–14, on an online gaming platform, found at facethefuture.org. Both individuals and classrooms will be invited to participate and interact with each other on the gaming platform by watching a video scenario and then submitting Twitter-length micro-contributions or “cards” considering both the positive and shadow sides of the scenario, and interacting with other players. **Face the Future** is a new kind of Community Conversation that aims to engage the Facing History community in new and meaningful ways.

Q | WHY PLAY A GAME TO ENVISION THE FUTURE OF EMPATHY?

As innovators, we want to use a new and exciting approach to maximizing inclusion and idea generation. This gamified approach is designed specifically to gather many diverse ideas to be shared across a large number of people. Games take people outside the bounds of daily modes of thinking. When we want to think about the future, it’s important to loosen these bounds so that we can anticipate the plausible, but not yet realized. Games also encourage both competition and collaboration—both can be very useful in building shared visions of the future. Finally, games are fun and through play, we can generate meaningful conversations about the future. For more information, check out iff.org/foresightengine.

Q | WHY FOCUS ON THE FUTURE? ISN'T THIS FACING HISTORY AND OURSELVES?

When we imagine the future together, what we’re really doing is participating in the process of anticipatory history. We imagine what we might do in a world of new possibilities, so we can prepare to act ethically and responsibly. We think about the difficult decisions that we’ll have to make in the future, and how those decisions will affect others. By thinking about that future now, we give ourselves more time to consider our response. More time to figure out how to become upstanders when change is happening fast. In other words, thinking about the future today prepares us to make history, tomorrow.

Q | WHY ONLY 30 HOURS?

One of the most exciting elements of Foresight Engine games is how many people are on the platform and in conversation at the same time. This real-time engagement with hundreds of other people who you have never met before creates an atmosphere of excitement, possibility, and anticipation. One of the best ways to get so many people on at the same time? Limiting gameplay to only a small window of opportunity. This drives up enthusiasm and momentum and allows for the maximum amount of fun and engagement.

At the end of the 30 hours, the website will stop accepting new ideas. However, the website and game archive will remain live. You will still be able to browse the conversations and search for players, ideas, and inspiration.

FACE THE FUTURE THE GAME

Frequently Asked Questions (cont.)

Q | HOW LONG DOES IT TAKE TO PLAY?

Watching the scenario video and adding your first response will take less than 10 minutes! However, the magic of the platform isn't just adding your idea in, it's interacting with hundreds of others in conversation and exchange of ideas, and seeing how those ideas evolve over time. Based on previous gameplay, Facing History staff estimate that 30-45 minutes is enough to get comfortable and engaged on the platform. If you leave after 30 minutes, however (which is actually pretty hard to do—gameplay is addictive and we really aren't kidding when we say people get sucked in for hours!), we'd encourage you to come back again later to check out how conversations have grown and changed and what new ideas are trending.

Q | HOW MUCH TIME ARE WE ASKING OF TEACHERS AND THEIR CLASSROOMS?

There are various levels at which teachers and classes can participate in the Face the Future game. Our recommendation is that teachers consider 1-2 class periods for prep, a HW assignment for Sunday, Nov 13, and one class period of play on Monday, November 14. They can also offer an optional huddle/game play session during lunchtime or after school, or a homework assignment for Monday night.

Q | WHAT HAPPENS AFTER THE GAME? WILL WE SEE THE RESULTS?

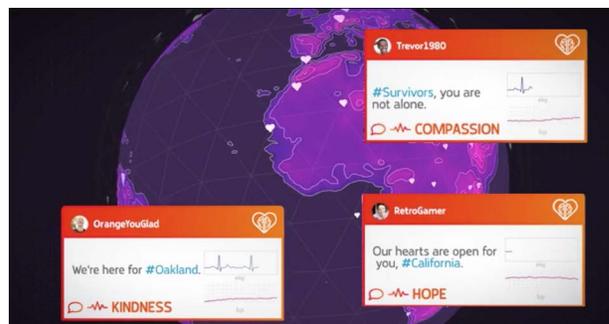
Yes, you'll see the results in multiple forms:

- Live analysis will highlight key themes and winning ideas via the game blog and Twitter as the game progresses.
- A post-game memo will be released approximately two months after the game (depending on the number and type of responses), with game results analysis and synthesis. It will be shared with Facing History's network and across our social media platforms.

The key themes and findings from the blog and post-game memo will be processed, analyzed, and summarized to help inform Facing History's work moving forward. This will include a series of participant reflections, blog posts, and classroom activities for Facing History educators around the world.

Q | WHAT'S THE PURPOSE OF THE PROVOCATIVE FUTURE VIDEO? ISN'T THAT JUST ONE VIEW OF THE FUTURE?

Sometimes one good story about the future is the best way to explore all the possible innovations. This video is designed to be provocative, to immerse us in the world of 2026 and to challenge our familiar concepts of individuality, communication, intimacy, and understanding. These challenges encourage us to think outside the familiar conversations of today and to consider the wide range of forces that will impact our day to day interactions ten years down the line. While the video scenario may seem far out, it was created based on research around real things that are happening today. Given the drivers of change that will shape empathy, how will we respond as individuals and as a society?



FACE THE FUTURE THE GAME

Frequently Asked Questions (cont.)

Q | **WHAT IF TEACHERS WANT TO TRACK THEIR STUDENTS' CONTRIBUTIONS? HOW WOULD THEY DO THAT?**

In order to track participation, classrooms or schools can develop short hashtags to add to the end of all of the cards they play (ex: #FHSperiod3). In the past we have seen this as a nice way to promote gameplay, to track your impact, promote a certain issue you care about, and to easily locate and respond to or observe cards coming in from others that you know. Using the class hashtag, teachers can track cards submitted by their students (if this were a homework assignment, for example). In terms of individual students contributions, teachers can either ask students to use their real name as their username or to send them the username they are using. Even if they do ask for student usernames, we would still recommend a class hashtag. It is the easiest way for a group to find and “talk to each other” on this open and fast-paced platform.

Q | **HOW IS THIS A GAME? IT DOESN'T LOOK LIKE ANY GAME I'VE EVER SEEN BEFORE.**

Face the Future is a game of ideas. It comes from a genre called “serious games”—games that aren't designed solely for entertainment purposes but rather, have a larger goal they are trying to accomplish. The Foresight Engine platform is, in essence, a massive gamified conversation. It incentivises certain behaviors by awarding players points. The gamification elements in the Foresight Engine are designed to promote conversation and collaboration. A player doesn't win any points for posting an idea. What they do get points for, however, is when other players respond to and build on their ideas.

Q | **ARE THERE PRIZES AND INCENTIVES?**

Challenges and awards will be issued throughout the game to focus energy on certain topics and issues. These awards will be announced during the game through blog posts and on social media. Participants will also be recognized on social media when their contributions hit a certain level of engagement.

Facing History will be supplying as many of the participating students classrooms and schools with t-shirts as we can. We are also offering Participation Grants. Educators, students, or community members who are planning a Gameplay session or event, can apply for a \$200 grant to support those activities. Just pre-register to learn more at [FaceTheFuture.org](https://www.FaceTheFuture.org). Or email us at game@facinghistory.org.

Q | **TECHNICAL AND REQUIREMENTS**

The game can be played on a computer, tablet, or smartphone—all you need is a reasonably recent version of a web browser and an Internet connection. Players can also contribute idea cards to the game via Twitter by tweeting with one of two hashtags:

- **#FeelThatPositive** to contribute a new Positive Imagination card.
- **#FeelThatShadow** to contribute a new Shadow Imagination card.

Q | **WHAT HAPPENS TO STUDENT DATA? HOW SECURE IS THE GAME?**

No contact or private information of any sort will be shared with anyone outside the Institute for the Future and Facing History and Ourselves. Ever.

The full *Privacy Policy and Terms of Use* is included on the following page.

FACE THE FUTURE THE GAME

Privacy Policy & Terms of Use

Public, Sharable, and Reusable

The Foresight Engine is a public good. Everything created or contributed here is added to a public database that can be freely accessed by anyone, anywhere. The Foresight Engine operates under principles of the Creative and Science Commons. All content created in the lab is automatically published under the Creative Commons Attribution-Noncommercial-Share Alike 3.0 license.

Privacy

Our privacy policy is simple. We won't share your contact or private information with anyone outside the Institute for the Future and Facing History. Facing History may contact you to alert you to future games or invite you to participate in focus groups or other engagements for subsequent phases of research into the future of empathy. You are not obliged to participate in any further activity after you have finished playing this game.

Community Standards

First and foremost, be kind to one another. The Foresight Engine is a forum for individuals to express their hopes, concerns, and personal predictions about the future. In order to ensure that it remains a community that is welcoming and open to everyone, we ask that everyone follow these community norms:

NO...

- Hate Speech
- Sexually Explicit or Graphic Content
- Violence or Threats
- Bullying or Harassment

The Foresight Engine is a place for your imagination to run wild. While we invite you to challenge default ideas about the future, we do not permit discrimination against groups or individuals based on sexual orientation, gender, race, ethnicity, disability, medical condition, national origin, legal status, or religion. We reserve the right to remove any content that violates these standards. We encourage participants to report inappropriate behavior by clicking the flag icon on any card. Please note that this will send the card to a moderator for review but does not guarantee that it will be removed from the site.

We May Quote You

Anything you create on the Foresight Engine may be quoted in whole or in part in forecasts or future reports by the Institute for the Future. Anything we quote will be attributed to your Foresight Engine player name. You are not required to use your real name as your player name. Many players choose to play anonymously or pseudonymously.

FACING HISTORY AND OURSELVES

Facing History and Ourselves, an international nonprofit organization that helps eradicate bigotry through education, reaching more than 4.8 million secondary school students around the world every year. Through a network of more than 120,000 educators, Facing History teaches that people make choices, and choices make history. Learn more at facinghistory.org.

INSTITUTE FOR THE FUTURE

The Institute for the Future is an independent, nonprofit strategic research group with nearly 50 years of forecasting experience. The core of our work is identifying emerging trends and discontinuities that will transform global society and the global marketplace. We provide our members with insights into business strategy, design process, innovation, and social dilemmas. Our research spans a broad territory of deeply transformative trends, from health and well-being to technology, the workplace, and human identity. The Institute for the Future is located in Palo Alto, California. Learn more at iff.org.

THE ALLSTATE FOUNDATION

The Allstate Foundation supports organizations dedicated to addressing three issues: Domestic Violence, Youth Empowerment, and Teen Safe Driving. Since 1952, they have invested more than \$400 million in funding across the country to address key social issues. For more than 10 years, the Foundation has partnered with Facing History to fund a nationwide series of Community Conversations. These events feature prominent speakers who engage the community in discussions on the themes of tolerance, social justice, and civic participation. Learn more at allstatefoundation.org.