

2097: WE MADE OURSELVES OVER
WORKSHOPS SUMMARY REPORT
NOVEMBER 24TH/25TH/26TH



BLAST THEORY



CONTENTS

Workshops Methodology Summary

Workshops Review

Emerging Themes

Workshop 1

Workshop 2

Workshop 3

Conclusion

WORKSHOPS METHODOLOGY SUMMARY

The workshops were ran using an adapted Open Spaces Technology structure, with additional Participatory Appraisal tools as appropriate to the direction the qualitative data collection developed throughout the workshops. Additional adaption was made, to make the workshops age appropriate. Elements that featured in all the workshops were contextualization of the future, using a timeline to look to the past and project into the future. Group discussions based around the six Blast Theory provocations. Individual conceptualisation of ideas, idea ranking (voting), and deeper group analysis for most popular ranked conceptualisations.

During group discussion sessions participants were encouraged to us the “rule of two feet”, in order to cross fertilize ideas between conceptualisations being discussed. Also to give participants to collaborate within different peer groups, and to have as much opportunity as they needed to express their voices.

The workshops ran over three days, from the 24th to the 26th of November.

- Workshop 1: Year 6 children from 6 different schools in the city.
- Workshop 2: Adults aged 60 and over.
- Workshop 3: Young adults.

WORKSHOPS REVIEW

Workshop 1

The children easily conceptualised future possibilities, and proposed a wide range of ideas. Additionally they were able to give dates to their ideas, which were placed on the timeline. The key provocations that they picked up on and expanded on were animals, smart technologies, transportation, and aging. The ability to exercise and transfer knowledge down the generations, featured in the aging theme. They envisaged airborne transportation, ranging from personal hover boards to flying mass transport systems. Their ideas on smart technologies predominately focused on “smart phones” becoming intelligent systems, capable of replacing teachers, and in the extreme that such technologies would become “evil” dominators of humanity. Animals featured heavily in their discussions, that ranged from the ability to communicate with them, animals attaining rights equal to humans, developing the ability to carry out tasks for humans (e.g. able to drive), and ultimately that animals will dominate humanity. Humans becoming the “pets” of animals.

Workshop 2

The over 60s workshop participants easily engaged in recalling past experiences and historical key points in the social and cultural history of Hull, and beyond. Discussions around the provocations, often focused on issues concerning the here and now. Rarely placing timeline dates on ideas more than a generation (20 years) into the future. Much of the discussions in the workshop focused on current concerns, and possible near future solutions. Their main concerns in regards to the provocations were environmental (flooding of Hull), the aging population and what form new communities will take, and the sustainability of accommodating larger aging populations in the city.

Workshop 3

Initially the participants of the workshop were asking to jot down their hopes for the future, which were then sorted into themed groups, which participants expressed an interest in discussing further. Again participants were encouraged to cross fertilize their ideas across the themes. From these discussion themes participants were asked to consider key timeline moments which would lead to the realization of the theme goal. From the timelines development, participants ranked four key themes, which they considered in depth. The four main themes discussed were, the development of a representative political system with people from different backgrounds, a potential Mars colony, a monorail transportation system in Hull, and the creation of social/creative hub spaces in the city.

EMERGING THEMES

Workshop 1

The ranking tool brought key themes to the fore. These were that animals would be equal or possible take-over humans, the creation of an app that would allow for the physical transformation of people into animal forms, and inter-generational knowledge sharing/transfer. In the final workshop session, these themes began to merge and have cross-over connections, as ideas cross-fertilized from one idea to another. *(E.g. If we could change into animals and vice versa, share experiences and knowledge with non-humans, then it would be hard to know the differences between us all. Whatever our original species.)*

Workshop 2

The final themes that emerged focused primarily on the emerging generation of young adults. They wanted to nurture and retain “home-grown talent”, create a “city young people want to live”, and the development of “social spaces” within communities. These themes were carried forward to Workshop 3, which had young adults as participants.

Workshop 3

Unlike the previous workshops, the emerging themes of the young people’s workshop were distinct from each other. However through cross fertilization some themes informed the direction and possible solutions to others. *(E.g. Transportation [Monorail] theme informed potential issues concerning the ability for citizens to access the social/creative hub spaces in the city.)*

Over the arc of the three workshops, a common theme that emerged was one of community connectivity across the generations, skill sharing/knowledge transfer, and what shape future communities might take. *This is discussed further in the Conclusion section of this document.*

The following sections feature a representative sample of the raw data collected during the workshops, showing the germination of some of the theme ideas as they developed.

WORKSHOP 1

- 2027 - Technology much easier to for old people (to use).
 - Floating houses.

- 2037 - Phone drones.
 - Roads for drones.

- 2047 - Phones replace teachers.

- 2057 - Animals living by our rules, having the same laws as us.
 - Hovering camper homes.

- 2067 - YouTube for animals.
 - TV translated for animals.
 - Ssocial media for snakes.
 - Hull City of Animals.

- 2077 - Knowledge transporter: This device allows you to find something on the Internet and transport it into your head.
 - (Phone) Transferring knowledge from old to young.
 - Flying farm transport: Used by farmers and animals.
 - Old people in charge of gardening.
 - Animals do chores.

- 2087 - Hover bikes.
 - Animals teach lessons (to humans).

- 2097 - Evil phones know everything and will dominate the human race.
 - Super fast hover boards.

WORKSHOP 1: MAIN THEMES POSITIVES & NEGATIVES

Positives

Negatives

Knowledge/Experience Transfer Device

You won't be lonely, be with people.	See the wrong experiences.
Old people live longer.	Accidentally let your secrets out.
Share happy memories the young people can't.	Lose memories or secrets because too much energy is lost.
Experience like to be old, the past life.	Take-over technology... In a way.

DNA Altering Smart Phone App.

No problems with language.	You won't know what it was originally.
I would be a fish, so that I could live in The Deep and make fish friends.	It would be a problem if your phone broke, and you were still an animal.
It could make a new species.	Won't get a job.
Change colour depending on mood.	You might not be able to turn back to human.
It would be amazing to be an animal, so I didn't have to go to school.	If you changed into a Hippo, you wouldn't get through the door.

Animals Take-Over / Animals Have Human Skills

We can communicate with animals .	No more Deep in Hull.
We might be treated better than they are treated.	If animals take-over will belong in a zoo?
Animals could forgive humans.	Animals could eat us!
If animals drive it will give humans a rest.	Ant cars could be run over.
You won't be lonely anymore, because animals would be EVERYWHERE!!!	All jobs will be filled by animals and we won't earn money.
Animals like dogs might get jobs like BEING PRESIDENT!	No more meat. We might have to become vegetarians.

WORKSHOP 2

From the Over 60s workshop: Considering the 6 provocations put forward by Blast Theory.

Transportation

- Use water courses as city transport.
- Don't travel, be local. Know your neighbours. Work locally?
- Change the city boundary. "Greater Hull".

Environmental Impact

- Maintain flood plains.
- Who decides on "sacrificed" areas for flooding?
- Let nature take its course. Create new communities.
- Floating communities.

Living to a Ripe Old Age

- Multi-generational households. Older people live with students.
- Skills exchange. Share knowledge between generations.
- Becomes one large old people's home. Make the city a place young people want to live.

Relationship with Nature

- Extend the GREEN BELT around the city.

Self Sufficient

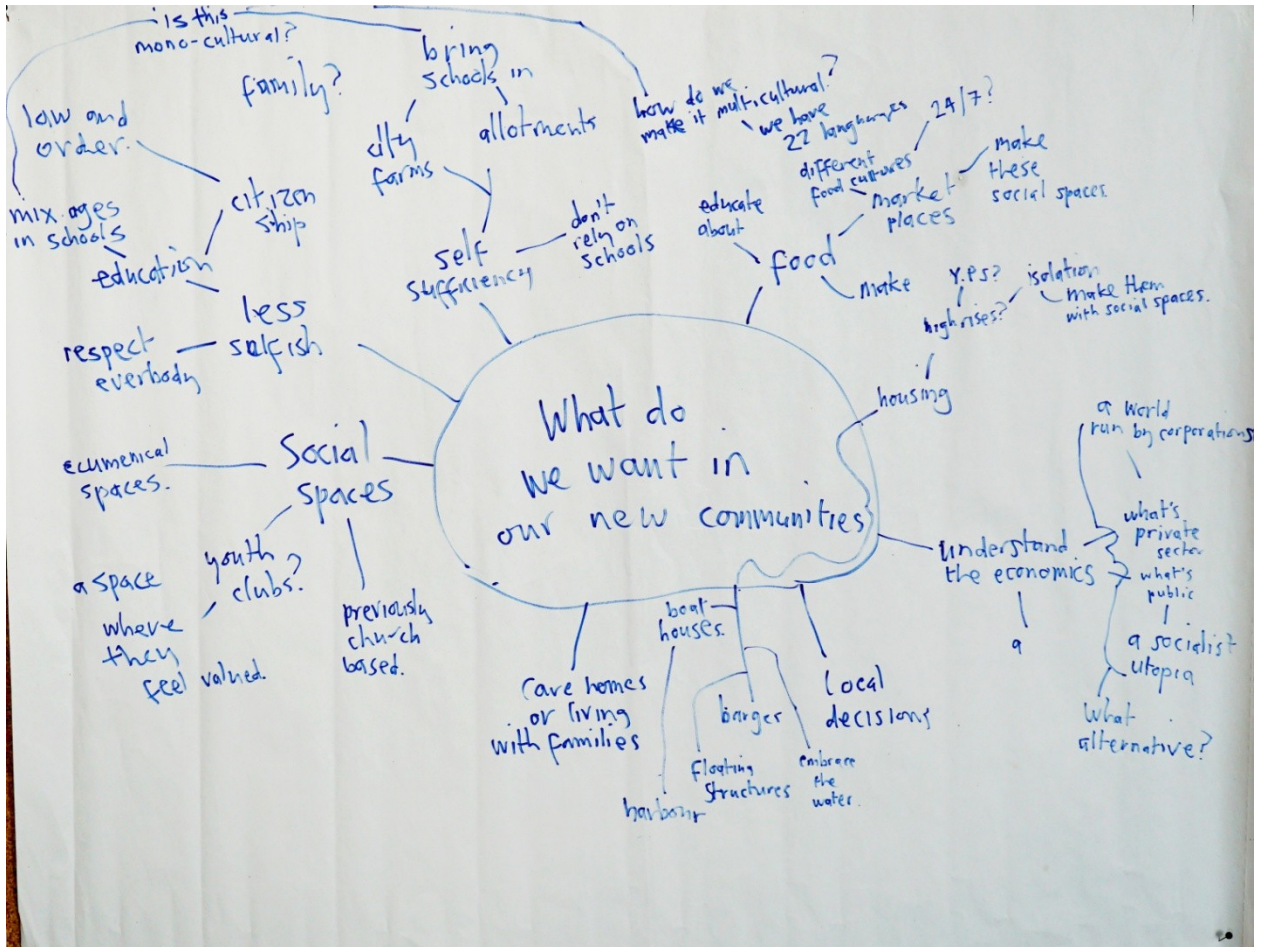
- Build small communities with social spaces; markets; youth clubs.
- Time banks. Give your time, barter.
- Create home grown talent.

Smart Technologies

- Loss of manual skills. Machines doing for you.

WORKSHOP 2: NEW COMMUNITIES

Considering some of the themes been discussed and the idea of developing new communities, the question was asked, "What do we want in our new communities?"



WORKSHOP 3: HOPES FOR THE FUTURE

In the young people workshop we asked them to tell us their hopes for the future. These were later grouped into themes and ranked for a discussion stage of the workshop. Some of these themes fell within the provocations, others created new themes for discussion.

I hope we find a way to coexist with nature. (*Sustainability*)

Equality for all nature, animals and humans. (*Animals*)

More dedicated cycle lanes. (*Transport*)

Youth clubs should have more funding to bring communities together. (*Inclusion*)

Human interaction less digitization. (*Online*)

No wars! / End of terrorism. (*Society / Social Issues*)

Bigger political power for region. i.e. Hull. (*Politics*)

Biological development of cures. (*Health*)

Find people's vocation / talent earlier. (*Education*)

Fact checking algorithms to prevent false information propagation (*Online*)

Bio houses & sustainable housing. (*Sustainability*)

Building roads with robots to finish them quicker. (*Transport*)

Accessibility for all culture. (*Inclusion*)

More distribution of wealth. Reduce gender wage gap. (*Society / Social Issues*)

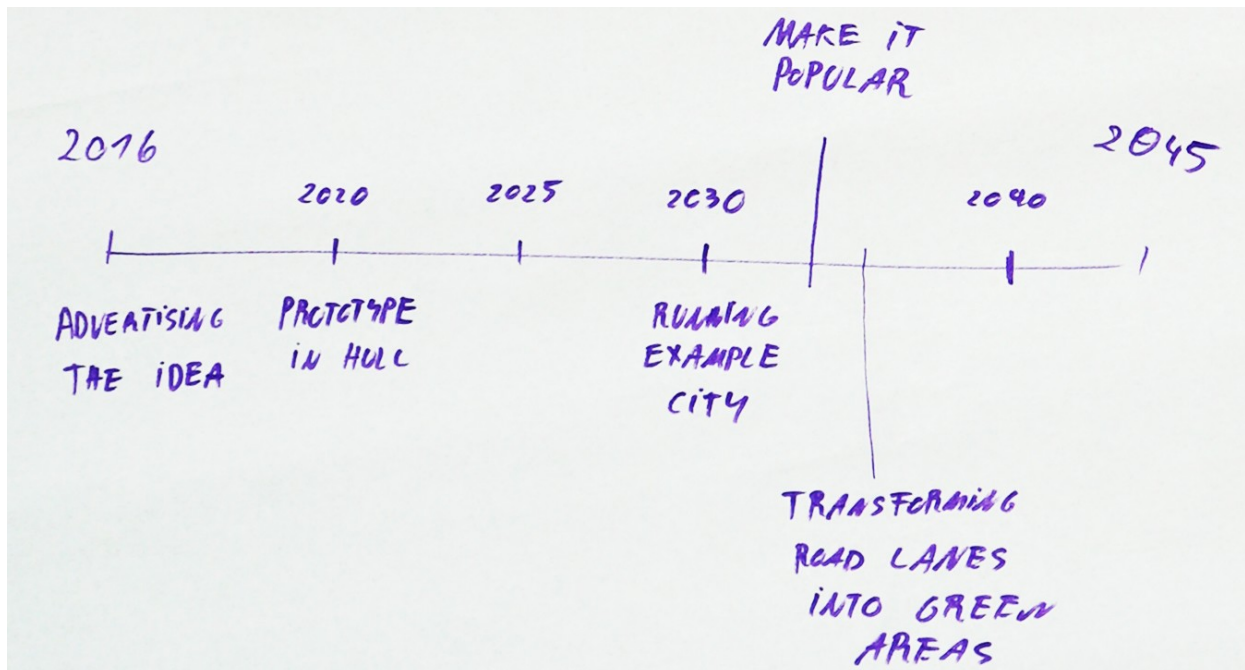
Teleportation. (*Transport*)

WORKSHOP 3: THE MONORAIL

An idea that often reemerges among people in Hull is the idea of a monorail in the city. It was one of the final emerging discussion themes of the final workshop. The positives and negatives of having a monorail in the city were discussed by a group.

Hull Monorail	
Positives	Negatives
Connecting the city quicker.	Job losses.
Opening up areas as easy to get to.	Still a commute.
More reliable.	Fear of heights.
Elevated view, civic pride.	
Encourages people to look up.	Things to Consider
Grow grass instead of roads.	Price (free?!)
Reducing traffic.	Regularity.
Air quality / Environment.	Route.
Could make (your) house by monorail?	Number and destinations of stops.

Timeline for implementation of the Hull monorail.



CONCLUSION

The concerns and conceptualisations that emerged from the workshops appeared to be informed by the relative ages of the groups. However, there were themes that ran throughout the workshops, that appeared to concern all the groups. These were the hope to have a greater symbiotic relationship with nature and the sustainability of our shared environment. Whether that was in relation to the city of Hull directly (*understanding and adapting to the potential of Hull flooding*), or on a larger societal scale. The over 60s were preoccupied with the future of Hull, as regards the potential of Hull flooding, and what that meant for the city and its communities. The young people considered these concerns within a larger real world political and social context. Whereas the children expressed their views through imaginative future technological solutions, taking our relationship with nature is merged through use of new technologies they imagined.

A further theme that ran through all the workshops was one regarding the interaction and shared knowledge possibilities across the generations. From the children developing knowledge and experience sharing devices, young people thought we needed more direct face-to-face interaction, that people should be comfortable to speak to each other, as well as the need for social spaces for those interactions. While the over 60s discussed multi-generational households and focused their thoughts on how the generations co-exist, they equally talked about the need for those community based social spaces. Places where skills and knowledge could be inter-generationally transferred. From the children's human/animal hybrid society, where we all can share our inner most thoughts and experiences, to young people wanting a politically inclusive society and social spaces, and the over 60s reimagining what form future communities might take. Community and communication appeared to be issues that concerned all the groups.