D2.3 DFA TOOLS AND GUIDELINES (b)

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Executive summary

Deliverable 2.3 "DFA tools and guidelines (b)" is the second deliverable provided on the development of the Design Futures Art-Driven (DFA) method, where the first one was submitted in M9 (May 2023) describing the first proposal for the DFA method, and other two refinements of the deliverable will be produced and updated in M25 and M33 before releasing the final version as part of the MUSAE Factory Package. The development of the DFA method is the result of a collaborative effort involving Politecnico di Milano (POLIMI), Gluon, and the University of Barcelona (UB) in the context of Horizon Europe MUSAE project.

The report is organized to outline the development of two digital platforms that have been integrated to the DFA method to be delivered to artists and companies participating in the MUSAE project. It offers an up-to-date overview of the guidelines of the DFA method, which framework informs the design of the platforms. An analysis of the objectives behind the creation of these platforms resulted in the development of the initial versions of the DFA Figma Platform and the DFA Miro Board.

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1. Introduction

1.1. Purpose of the document

The purpose of this Deliverable report is to describe the evolution of the Design Futures Art-Driven (DFA) method and highlight the integration of the proposed structure with digital platforms such as Figma and Miro to make it usable for artists and enhance the collaboration with SMEs. The structure of the document follows the evolution of the DFA method, where **Section 2** provides the final tools and guidelines for the DFA method. **Section 3** highlights the insights that informed the integration of digital platforms to the process in order to enhance interdisciplinary collaborations and self-explanatory approaches. **Section 4** describes in detail the structure and the features of the DFA Figma platform, while **Section 5** presents the DFA Miro Board and its main components.

1.2. Terms and acronyms

Acronym	Description
DFA	Design Futures Art-driven
(E)DIH	European Digital Innovation Hub
SMEs	Small and Medium Enterprises
AI	Artificial Intelligence

1.3. D2.3 and its relation to the previous D2.2

Deliverable 2.3 "DFA tools and guidelines" is the second report provided on the development of the DFA method, which is one of the main components of the MUSAE Factory Model Pack and overall MUSAE project. Two other refinements of the DFA tools and guidelines will follow after the second art-tech experiment and prototyping phase (in M25 and M33) before releasing the final version.

Previously developed D2.2 "Tools and Guidelines", outlines the state of the art related to art-tech collaborations, highlighting the main insights, the existing challenges, as well as the potential of future thinking to empower art- tech innovation. It provides a detailed description of the Design Futures and Art Thinking method as a foundation for a new Design Futures Art-Driven approach. Additionally, the report synthesizes and outlines the primary investigations informing the creation of the DFA method, along with supplementary research conducted through interviews and experiments. Finally, it introduces the initial version and structure of the DFA method, providing an overview of the guidelines for its implementation. Deliverable 2.3 will substantially expand what has been described in D2.2 by presenting final refinements regarding the first EXPLORE phase of the DFA method. It will also outline the integration of digital tools designed to facilitate the application of the DFA method by artists and companies.

2. DFA method: Overview and Guidelines for the Explore phase

In this section, an updated version of the tools and the guidelines of the EXPLORE phase of the DFA method is described outlining the structure, the phases, and the activities of the process.

2.1. Overview of the Explore phase of the DFA method

The DFA is grounded on the well-known Double Diamond of the Design Thinking approach which alternates divergent moments of exploration to convergent moments of generation. This framework is empowered by Futures Thinking, an approach that explores future scenarios in order to define the most preferable ones. This concept has been visually represented by integrating to the method the Voros Cone, (Fig. 1), a visualization depicting the expanded taxonomy of alternative futures.
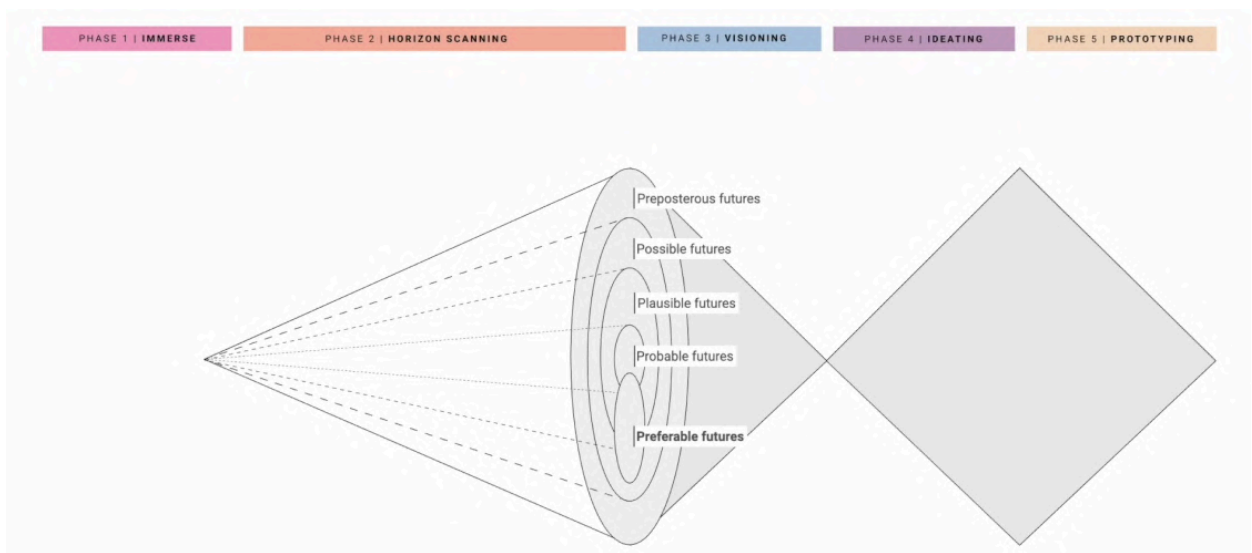
Figure 1. Visualization of Voros Cone integrated in DFA method

The DFA method consists of two parts. The first is called EXPLORE, the second GENERATE. The EXPLORE part of the method consists of three phases: (1) Immerse, (2) Horizon Scanning, (3) Visioning, culminating in the final output of the future scenario (Fig. 2). The second part of the DFA method involves the development of a concept based on the future scenario, and consists of two phases: (1) Ideating and (2) Prototyping (the second part is represented in gray color in the Figure 2, as it will be fully developed in the Deliverable 2.4 in M23).

During the EXPLORE part, the DFA method supports artists in three important phases: (1) Immerse, (2) Horizon Scanning and (3) Visioning. To imagine possible futures, each of these phases have some sequential activities with specific objectives and instructions. In the DFA

method there are three main types of activities: *Co-design Sessions*, which involve gathering artists and companies together; *Individual Activities*, which artists can perform on their own or with the support of AI tools; and *Assessment Meetings* between artists and companies to validate advancements and make shared choices on how to proceed in the process.

In the DFA method, artists, companies and AI powered tools work together to imagine and shape potential futures. This collaboration is represented by the wave in the DFA model visualization (Fig. 2). The wave illustrates the smooth collaboration among various agents engaged in the process.
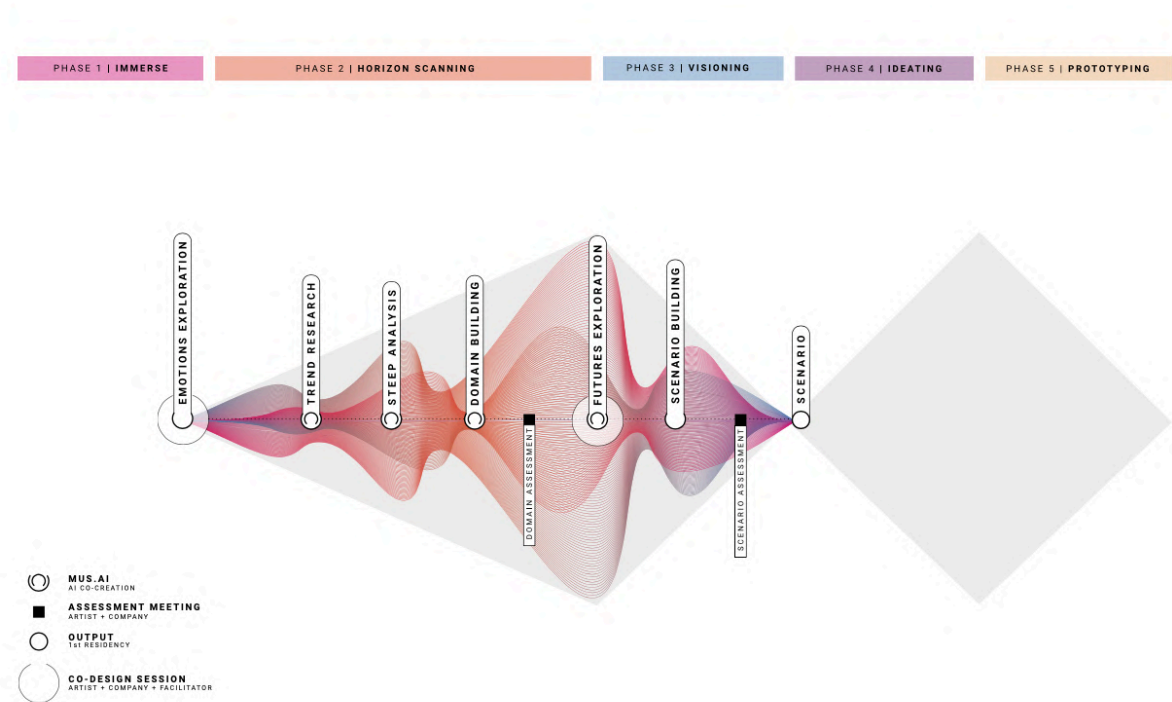
Figure 2. Visualization of the Explore phase of DFA process

2.2.   Guidelines of the Explore phase of the DFA method

The following are the guidelines to provide support to artists and companies in applying the DFA method. For each activity we have developed detailed guidelines including descriptions of the activity, information of the participants to be involved, required materials and facilitator instructions.

2.2.1. Phase 1: IMMERSE

Objective of the phase: The Immerse phase aims to create a common ground between the artist and the company by establishing a Future Compass, (see Fig. 17) of shared values, hopes, and fears related to a specific topic. The compass guides participants throughout the DFA process. This phase is a workshop for both the artist and the company, consisting of three main sub

activities: (1) Workshop Preparation, aimed at preparing materials needed for the workshop; (2) Emotional Journey, designed to identify shared values; and (3) Conversational Object facilitating the expression of hopes and fears.

Activity 1. Emotions Exploration: Workshop Preparation

Participants
- Artist

Materials needed
- Immersive audio track
- Emotional Journey Immersive text
- Conversational Objects tips
- Facilitation Guidelines

Description: Workshop Preparation is an activity conducted only by the artist who is in charge of setting up the Emotions Exploration workshop.

Steps
1. **Set up facilitation:** The workshop requires facilitation. The artist needs to find a facilitator to conduct it and provide them with the facilitation guidelines.
2. **Create a Conversational Object:** Before the workshop the artist brings to life their vision of the future as a critical reflection on it. It can be done through various mediums – object, audio, poem (text), video, etc. The main goal is to represent their vision of the future in a tangible format that could provoke and initiate discussions among participants.
3. **Get ready for the workshop:** The artist prepares all the required materials to get ready for the workshop.

Activity 1. Emotions Exploration: Emotional journey

Participants
- Artist
- Company representatives
- Facilitator

Materials needed
- Immersive audio track
- Emotional Journey Immersive text

Description: Emotional Journey is an activity where participants are guided by a facilitator in the immersive exploration of their personal past, present and future to reflect on the topic of food and define a set of shared values to bring into the future.

Steps

1. **Immerse in the meditation**: Guided by the facilitator through three immersive audio tracks, the artist and the company representatives will travel into their past, present and future to reflect about the topic of food.
2. **Discuss reflections:** Participants discuss and share personal reflections and insights that emerged during the guided meditation.
3. **Define shared values:** The artist and the company representatives define a shared set of values related to the topic of food that they would like to bring in the future according to their personal insights and reflections.

Activity 1. Emotions Exploration: Conversational Object

Participants

- Artist
- Company representatives
- Facilitator

Materials needed

- Conversational Objects

Description: The activity aims to establish the groundwork for developing critical reflections on the topic of food by both the company representatives and the artist. To achieve this, the artist represents their critical vision of the topic using any preferred artistic medium and presents it to the company representatives in order to start a conversation and evoke critical reflection on the topic.

Steps

1. **Present the object:** The artist presents the Conversational Object to the participants of the workshop. The presentation can be of any type of format and is aimed at stimulating thoughts and provoking participants to reflect on the topic presented by the object.
2. **Discuss hopes and fears:** Participants discuss and share reflections about hopes and fears in relation to Conversational Object.
3. **Create Futures Compass:** Participants create a Futures Compass of shared values, hopes and fears, which will guide them throughout the DFA process.

2.2.2. Phase 2: HORIZON SCANNING

Objective of the phase: The aim of Horizon Scanning is to explore the topic as widely as possible to understand trends, signals and emerging patterns. It consists of four activities: (1) Trend Research; (2) STEEP+V Analysis; (3) Domain Building, (4) Domain Assessment.

Activity 1. Trend Research

Participants
- Artist

Description: Trend research is a process of identifying and analyzing patterns of change and development across various areas. It involves collecting and analyzing data from a wide range of sources, such as reports, academic sources, social media, demographic changes, technological advancements. Additionally, it entails observations of life around oneself to identify established and emerging patterns, signals and trends related to the topic, allowing anticipation of future changes in it.

Steps
1. **Get familiar with the sources to spot trends:** The artist has two options to look for trends: (i) either by exploring the provided library of trend sources, or (ii) to use the MUS.AI tool to expand the trends and signals research.
2. **Start looking for trends/signals/drivers:** The artist collects the trends, signals and drivers.
3. **Select the most interesting trends:** To keep track and make sense of the findings, the artist groups them in clusters, identifying the source for each trend.

AI Involvement: This step is empowered by MUS.AI, a set of prompts for text-to-text AI created to support artists in the divergent phases of the method. In the activity of Trend Research, ten examples of prompts are provided to help explore trends and signals related to the artist's topic. Each prompt has some texts in the brackets that can be substituted according to the artist's interests.

1. Explore emerging signals related to the topic of **[Nourishing Equity: Addressing the Food Needs of Black Consumers]**.
2. Could you identify any trends pertaining to the topic of **[Nourishing Equity: Addressing the Food Needs of Black Consumers]**?
3. Could you identify any trends pertaining to the topic of **[Nourishing Equity: Addressing the Food Needs of Black Consumers]**?
4. Could you identify any trends pertaining to the topic of **[Nourishing Equity: Addressing the Food Needs of Black Consumers]**?
5. Could you identify any trends pertaining to the topic of **[Nourishing Equity: Addressing the Food Needs of Black Consumers]**?
6. Imagine being a **[seagull]**. What are some emerging signals you can observe about the topic of **[overfishing]**?
7. Imagine to be an **[expert in nutrition]** living in **[Europe]**. In the past few years you noticed that **[many companies are recognizing the importance of culturally sensitive marketing and product development to cater to diverse consumer preferences]**. This is a signal of **[Culturally Sensitive Marketing]**. Are there any other signals that show the rising of **[equity in the food industry]**?
8. Imagine to be an **[expert in nutrition]** living in **[Europe]**. In the past few years you noticed that **[many companies are recognizing the importance of culturally sensitive marketing and product development to cater to diverse consumer preferences]**. This is a signal of **[Culturally Sensitive Marketing]**. Are there any other signals that show the rising of **[equity in the food industry]**?
9. You are an **[expert in policy making]**. In the past few years there has been **[a noticeable increase in the demand for culturally diverse foods, including African and African-American cuisine]**. This signifies **[a**

growing recognition of the importance of meeting the specific culinary needs and preferences of Black consumers]. How [policy makers] support this signal with their practice?

10. Imagine being a [culinary expert]. Which deep desire does the trend of [meeting the culinary needs of Black consumers in the food industry] address for you?

Activity 2. STEEP+V Analysis

Participants
- Artist

Description: STEEP+V is a tool used to explore the external context and factors that may impact the topic. The acronym STEEP+V stands for Social, Technological, Economic, Environmental, Political factors, and additionally includes Values. Social factors include demographics, culture, lifestyle, and societal trends. Technological factors include advancements in technology, innovations, and the impact of technologies. Economic factors refer to the impact of economy, unemployment, and economic growth on the topic. Environmental factors encompass ecological and environmental trends, such as climate change, resource scarcity, and environmental regulations. Political factors include government policies, legislation, and political events. Values include new ethics and values emerging in the world.

Steps
1. **Expand with STEEP+V macro-trends:** The artist uses STEEP+V to understand how macro-trends can impact their topic of exploration as well as what consequences the topic will bring to the STEEP+V areas.
2. **Interview experts:** The artist reaches out to experts in any of the STEEP+V areas to get more information for their research. To perform an "Interview template" is provided.
3. **Enrich the research:** The artist collects all the findings to enrich the research previously done.

AI Involvement: This step is empowered by MUS.AI, a set of prompts for text-to-text AI created to support artists in the divergent phases of the method. In the activity of STEEP+V Analysis, four examples of prompts are provided to help expand the context around trends and signals. Each prompt has some texts in the brackets that can be substituted according to the artist's interests.

1. Can you help me explore the external context around the topic of **[Meeting black consumers' needs in food]**, using the STEEP+V framework? Explore signals, behaviors, recurring patterns, changes, or developments in the social, technological, economic, environmental, and political areas that influence this topic.
2. Imagine being an **[anthropologist]**. Can you describe more in-depth the **[social context]** and its emerging changes around the topic of **[Equity in the food industry]** in **[Caribbean countries]**? This information can be a mix of demographic and social data such as age distribution, gender, religion, values, lifestyle, income distribution, education, advertisement, and other consumer behavior factors. These social factors can also be influenced by the workplace environment, family, friends, or media.
3. As an **[anthropologist]** could you help me to come up with negative and positive implications **[the rise in black-owned grocery stores]** has on the topic of **[food apartheid]**?

4. You are an **[expert in economy]**. Could you please help me explore the impacts the **[rising of black-owned grocery stores]** can have on the **[economic field]**? I'm interested in understanding how various aspects of the economic area can be impacted by this change in the future.

Activity 3. Domain Building

Participants
● Artist

Description: Domain building is an activity that helps to grasp the interconnectedness of the identified trends and signals and cluster them into sub-themes.
Mapping helps to visually sense the intricacy of the emerging themes by observing correlations and interconnections, where sensitivity and curiosity are crucial to spot and give meaning to the emerging domains.

Steps
1. **Create multiple domains:** The artist explores connections between the trends, signals and drivers found in activity 1 and 2 to create various domains.
2. **Map stakeholders:** The artist identifies the main stakeholders for each domain and maps their level of power and impact on the domain.
3. **Create a presentation:** Eventually, the artist creates a presentation of the domains on the Miro board, summarizing the main insights, trends, and stakeholders for each domain in order to present them to the company for assessment in the next step.

AI Involvement: This step is empowered by MUS.AI, a set of prompts for text-to-text AI created to support artists in the divergent phases of the method. In the activity of Domain Building, six examples of prompts are provided to help mapping stakeholders. Each prompt has some texts in the brackets that can be substituted according to the artist's interests.

1. Identify and discuss the various stakeholders involved in the topic of **[equity in the food industry]**. Consider the different groups or individuals that might be impacted or have a vested impact in **[ensuring fair access, distribution, and opportunities within the industry]**.
2. Identify and discuss the various non-human stakeholders involved in the topic of **[overfishing]**. Consider the different groups of animals and non-human beings that might be impacted or have a vested impact on the topic of **[overfishing and the overall health of the ocean ecosystem]**.
3. You are a **[black owner of a grocery shop]** living in **[the Caribbean region]**. Describe your persona's backstory, lifestyle, needs, and challenges and how your life has been impacted by the topic of **[equity and fairness in the food system]**. Then, narrate your typical day as a **[black owner of a grocery shop]**, including your behaviors and interactions with the environment and other people. Please mention how you were impacted or had an impact on **[equity and fairness in the food industry]**.
4. You are a **[seabird]** living in a **[Canada]** in the year **[2025]**. Describe your actor's backstory, lifestyle, needs, and challenges and how your life has been impacted by **[overfishing]**. Then, narrate your typical day as a **[seabird]**, including your behaviors and interactions with the environment and other animals. Please mention how you as a **[seabird]** respond to **[overfishing]** and any specific preferences or habits you have.
5. Explore the level of power **[black owners operating in grocery shops]** in the **[Caribbean regions]** have on the topic of **[equity and fairness in the food industry]**.
6. Explore the extent to which **[seagulls]** are affected by **[overfishing]**.

Activity 4. Domain Assessment

Participants
- Artist
- Company

Description: Domain assessment is a meeting between the artist and the company. The aim of the session is for the artist to showcase various domains they have created to the company and engage in discussions with them. As a result, together they will reflect and choose the most relevant domain, which the artist will further explore in the next steps of DFA. For this kind of meeting, it is suggested to invite a facilitator to support the session; however, the artist can also lead the meeting.

2.2.3. Phase 3: VISIONING

Objective of the phase: The objective of the Visioning phase is to create and explore a multitude of alternative futures to identify uncertainties in the domain and build scenarios. The Visioning phase consists of four activities: (1) Futures Exploration, a workshop activity encompassing other sub-activities such as Workshop preparation, Journey Into the Future, Alternative Futures); (2) Scenario Building, (3) Scenario Assessment. The final deliverable is called (4) Scenario which is a fully developed representation of the future explored.

Activity 1. Futures Exploration: Workshop Preparation

Participants
- Artist

Materials needed
- Immersive audio track
- Journey Into The Future text
- Facilitation Guidelines

Description: Workshop Preparation is an activity conducted only by the artist who is in charge of setting up the Futures Exploration workshop.

Steps
1. **Set up facilitation:** The workshop requires facilitation. The artist needs to find a facilitator to conduct it and provide them with facilitation guidelines.
2. **Create What-If questions:** What-if questions are used to explore and imagine alternative futures of the domain. To develop them the artist can either be supported by MUS.AI, use their own imagination or simply get inspired by a pre-selected card deck.
3. **Create Alternative Futures prompts:** Once the artist has defined the What-if questions, brief future stories are created to help workshop participants to engage in the Alternative Futures activity.

4. **Get ready for the workshop:** The artists prepare the materials required to get ready for the workshop.

AI Involvement: This step is empowered by MUS.AI, a set of prompts for text-to-text AI created to support artists in the divergent phases of the method. In the step of "Creating What-if questions", seven examples of prompts are provided to create What-if questions. Each prompt has some texts in the brackets that can be substituted according to the artist's interests.

1. Imagine a future scenario where **[resilience]** is more important **than [security] [as it supports adaptation to challenges that threaten future development]**. Focus on the impact this shift has on **[the food system]** and create thought-provoking What-if questions.
2. Imagine a future scenario where the fear of **[losing biodiversity]** becomes real. Focus on the impact this threat has on **[people's diet]** and create thought-provoking What-if questions.
3. Imagine a future scenario where the hope for **[increasing dietary ethics]** becomes real with **[an increased focus on conservation, sustainable sourcing, and responsible consumption]**. Focus on the impact this achievement has on **[new culinary practice]** and create thought-provoking What-if questions.
4. Imagine a future where **[food justice movements]** have transformed our **[health systems]**. Please generate a series of thought-provoking what-if questions that explore alternative future scenarios. Be imaginative and speculative in your questions.
5. Imagine a future shaped by the convergence of two powerful forces: **[Food Apartheid]** and **[Blockchain].** Develop thought-provoking 'What-If' questions that explore the potential implications of this unique combination.
6. Imagine a future shaped by the convergence of a driving force such as **[Geomedicine]** and a group of stakeholders involved, **[Black local farmers]**. Develop thought-provoking 'What-If' questions that explore the potential implications of this unique combination.
7. Imagine a future shaped by the convergence of a driving force such as **[Geomedicine]** and a group of non-human stakeholders involved such as **[Algae]**. Develop thought-provoking 'What If' questions that explore the possible implications of this unique combination.

Activity 1. Futures Exploration: Journey Into the Future

Participants
- Artist
- Company

Materials needed
- Immersive audio track
- Journey Into The Future text
- Facilitation Guidelines

Description: Journey into the Future is an activity where participants are guided by a facilitator in an immersive exploration to imagine a future world.

Steps
1. **Immerse in the meditation:** Through an immersive meditation, participants will travel into the future and imagine how the future of food and well-being looks like.

2. **Discuss reflections:** Participants discuss and share the insights that emerged during the guided meditation.

Activity 1. Futures Exploration: Alternative Futures

Participants
- Artist
- Company

Materials needed

Description: Alternative Futures is an activity that aims to create a variety of alternative futures based on the What-if cards and explore them with the help of Daily Futures cards.

Steps
1. **Present What-If questions:** The artist presents selected What-if questions and Alternative Futures prompts to set the starting point for creating alternative futures.
2. **Imagine with Daily Futures cards:** Participants select Daily Futures cards provided to delve into alternative futures in greater detail.
3. **Create shared alternative futures:** Participants create shared alternative futures.

Activity 2. Scenario Building

Participants
- Artist

Description: Scenario building is a process of exploring and developing different possible futures or scenarios based on the investigated trends and alternative futures within the domain.
The objective of this step is to create four plausible future scenarios based on the uncertainties of the future to anticipate challenges and opportunities that may arise.

Steps
1. **Identify uncertainties:** Based on the insights collected the artist identifies the main uncertainties that concern their domain. The Uncertainty Matrix tool is provided to get this activity started.
2. **Build scenario matrix:** The artist picks the most critical two uncertainties and builds a scenario matrix based on them. The Scenario Matrix tool is provided to complete this activity.
3. **Create a presentation:** The artist creates a presentation of the scenarios, summarizing the main insights, trends, and stakeholders of each one.

Activity 3. Scenario Assessment

Participants
- Artist
- Company

Description: Scenario assessment is a meeting where the artist presents four developed scenarios based on all gathered insights and work done during the DFA process to the company. As a result of the meeting, the company, together with the artist, will choose one scenario they would like to develop further in the next phase of the DFA process. For this kind of meeting, it is suggested to invite a facilitator to support the session; however, the artist can also lead the meeting.

Activity 4. Scenario

Participants
- Artist

Description: A Scenario is a hypothetical story created with sufficient detail to explore visions or aspects of possible futures. A scenario can be an exciting mix of narrated stories and mixed media to create something that helps to understand and discuss a vision of the future.
The result of this process is envisioning a fully-fledged future scenario, drawing from the preceding stages of the DFA process, and bringing it to life through a diverse range of multimedia elements.

Steps
1. **From activities to scenario:** The artist goes through all the steps of the DFA method and uses the results and insights as building blocks to develop their future scenario.
2. **Bring scenario to life:** The artist can use a diverse range of media, including text, images, videos, animations, artifact recordings, and websites, to create a tangible representation of the scenario with different elements.
3. **Create a presentation:** Artist presents the results of their process showcasing their final scenario.

3. Integration of digital platforms: objectives and solutions

This section describes the objectives informing the design of the DFA digital platforms as main tools to deliver the method to artists, companies and DIHs, enhancing their work and collaboration throughout the process.

3.1. Objectives on the integration of digital platforms

Objective 1: Designing an open source and self-explanatory method for artists to work independently

This objective aligns with Insights 2 and 3 of deliverable D2.2 on the idea of emphasizing autonomy for artists and encouraging a creative, independent mindset. The DFA method aims to work without external involvement or support to create a system that allows artists to go through the process autonomously. This involves establishing a centralized space where all relevant information and various activities are readily available.

Objective 2: Designing a process that is user-friendly and easily accessible

Designing a user-friendly and accessible process supports Insight 2 of deliverable D2.2 on encouraging critical thinking. A user-friendly process facilitates artists' engagement and exploration, promoting abstract reasoning in the creative process and a wider adoption and engagement of the DFA method.

Objective 3: Providing artists with a workspace to go through the DFA method

To ensure the iterative nature of the art practice (D2.2, Insight 8), a dedicated workspace where artists can store and retrieve information at their convenience, is relevant for their work. This means having a central platform where artists organize and find their materials whenever they need. The platform should be simple to navigate and let artists easily add new information, creating a workspace that keeps evolving. Having everything in one place ensures artists can always go back to their work and iterate parts of the process.

Objective 4: Facilitating collaboration between artists and companies when working together on the DFA method

As highlighted in D2.2, Insight 7, collaboration between artists and companies in the MUSAE project is central. Addressing this challenge also involves creating a collaborative workspace within the DFA method, where artists and companies can interact seamlessly. This includes features that support real-time collaboration, file sharing, and communication tools tailored to the needs of both parties.

Objective 5: Creating a space to share results

This objective reinforces the need for a neutral space to set expectations and relationships (Insight 6, D2.2) and common ground (Insight 7, D2.2) for effective communication and collaboration between artists, technologists, and companies. The objective involves defining a dedicated space for presentations, collecting the results of artists' intermediate and final outcomes in order for them to easily show to companies and external stakeholders the main findings and the pivotal insights of their research.

3.2. Integration of DFA Figma platform and DFA Miro Board

In order to tackle the Objectives outlined in Section 3.1, two main digital platforms have been integrated with the purpose of guiding artists through the DFA method and offer a collaborative workspace for both artists and companies.

To address Objective 1 and Objective 2, a prototype of the website has been developed using Figma. This website will be open-source and accessible to DIHs, artists, and companies via the provided link. Functioning as a centralized hub, this platform houses all relevant information and tools associated with the DFA method. Additionally, to guide artists through the steps of the method, the platform incorporates an interactive map through which artists gain a sense of their path and access every activity of the method.

Objective 3 informed the creation of a DFA Miro Board that allows artists to actively engage with the DFA method, collect their findings, and use the provided tools within a single, cohesive workspace.

Furthermore, the DFA Miro Board platform functions as a collaborative working space for companies, enabling collaboration with artists during workshops (addressing Objective 4). Companies can delve deeper into the research conducted by artists and visit a dedicated presentation space within the Miro Board where artists organize and exhibit the intermediate and final outcomes of their process (Objective 5).

The two platforms are intricately connected, as the Miro Board can be seamlessly accessed through the Figma platform. This integration ensures a smooth workflow for artists, DIHs, and companies, promoting efficient collaboration, streamlined processes, and a cohesive digital environment for the successful implementation of the DFA method.

4. DFA Figma platform

As outlined in Section 3, the DFA Figma platform[1] makes the method a self-explanatory process that is easy to access and navigate independently. Additionally, the structure and visual design of the platform orchestrate a comprehensive journey, gradually introducing the artist to the method's steps and activities.

4.1. Description of the pages of DFA Figma Platform

To enhance the structure of the method and its internal division in activities, the Figma platform has been designed around different types of pages and sections that smoothly leads users to explore the steps of the DFA process. The Figma platform is represented through the (1) landing

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[1] Link to DFA Figma Platform

page, and (2) the pages dedicated to each activity of the DFA process, divided in the three typologies: *Co-design Sessions, Individual Activities* and *Assessment Meetings.* To distinguish between the three types of activities, three distinct layouts and shades of colors have been designed, providing a clear visual differentiation among the activities. The following is a detailed description of the above-mentioned types of pages.

4.1.1. Landing Page

Objectives

- Introducing users to the DFA method, providing context around it, with a specific focus on the topic of Food as Medicine
- Guiding artists throughout the activities of DFA method with the help of an Interactive Map
- Providing first access to the DFA Miro Board

Description

The landing page serves as a presentation space to introduce artists to the method and its contextual relevance, with a particular emphasis on the "Food as Medicine" theme. At the beginning of the page, an introduction to the MUSAE project emphasizes the significance of technological sustainable futures driven by the arts. This is supported by an inspirational video illustrating current global challenges, highlighting the importance of focusing on food as a catalyst for human and planetary well-being (Fig. 4 and 5). Subsequently, an instructional video provides insights into the method's structure, offering artists a clear understanding of its construction (Fig. 6 and 7). Directly below, a frame presents the collaboration with AI throughout the process. Lastly, an interactive map positioned at the bottom of the page acts as guidance, facilitating the exploration of each phase and activity within the process (Fig. 8).

Figure 3. Landing page

Figure 5. DFA Inspirational Video
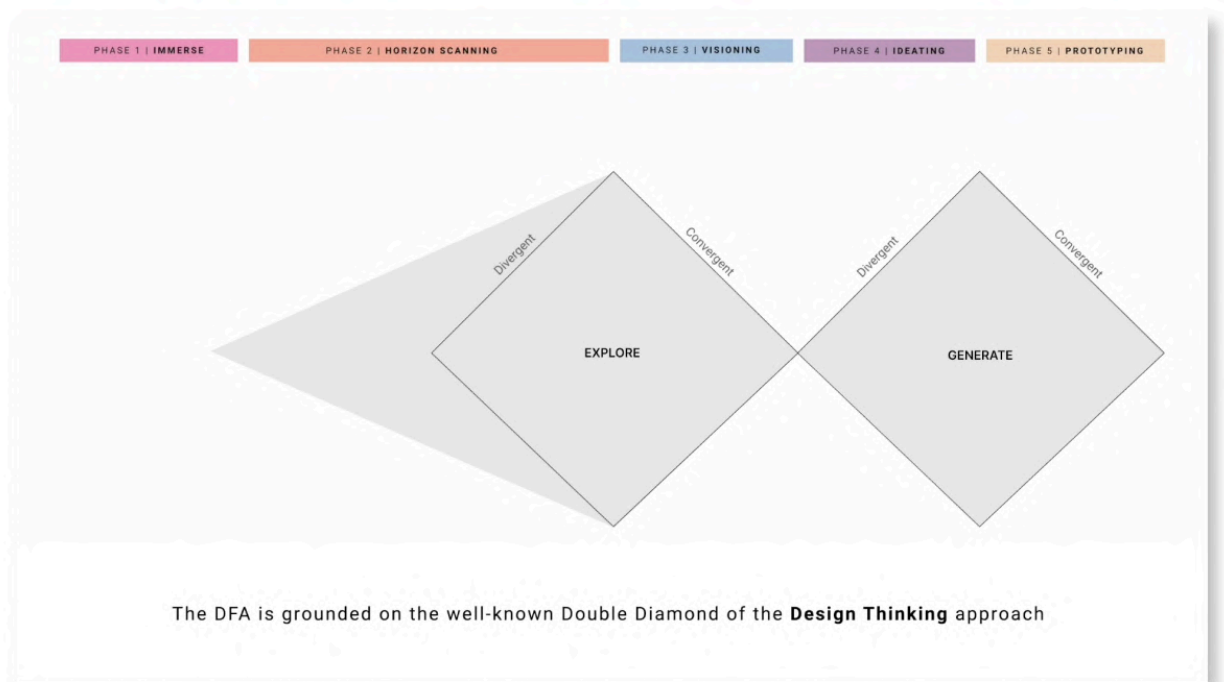
Figure 7. DFA Instructional Video
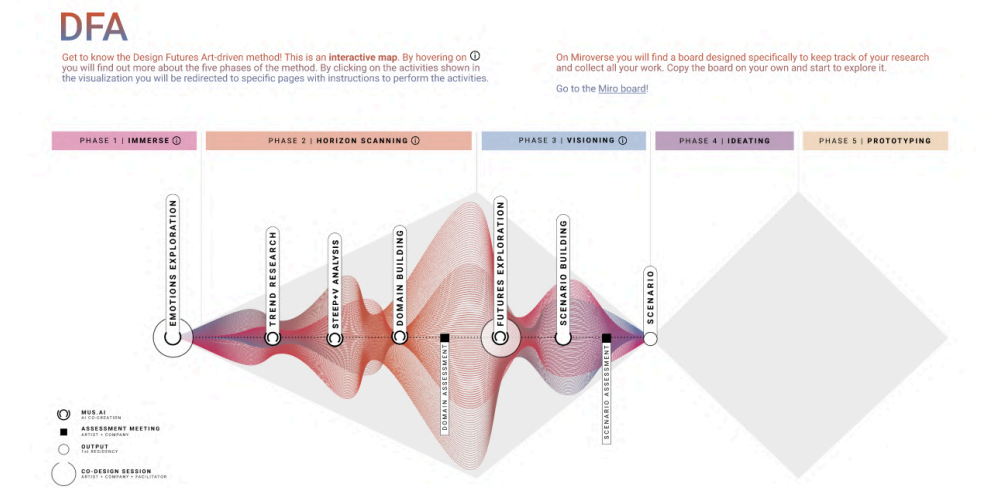
Figure 8. Landing page – Interactive Map

4.1.2 Co-design sessions pages

Objectives
- Guiding artists through the making of the co-design activities with the company and optionally a facilitator
- Providing all materials required for the activities

Description

In total, there are two activities with this page layout (Emotions Exploration and Futures Exploration). These pages serve as a practical guide about the workshops of the DFA method. They are organized into two main sections:
- **Overall description**, which provides information about the workshop, including timing, participants, and required materials (Fig. 9).
- **Workshop activities**, which provides a step-by-step guide for artists, leading them through the making of each activity. The guidance covers the entire process of the workshops, starting from workshop preparation to its conclusion (Fig. 10).

Downloadable Tools and Guidelines

The tools provided are downloadable directly from the platform. They are of two types (a) Tools required for the workshops and (b) Facilitation Guidelines (See Annex 3 and 5). Additionally, the Miro board, a key resource, is always accessible through these pages (See Annex 2).
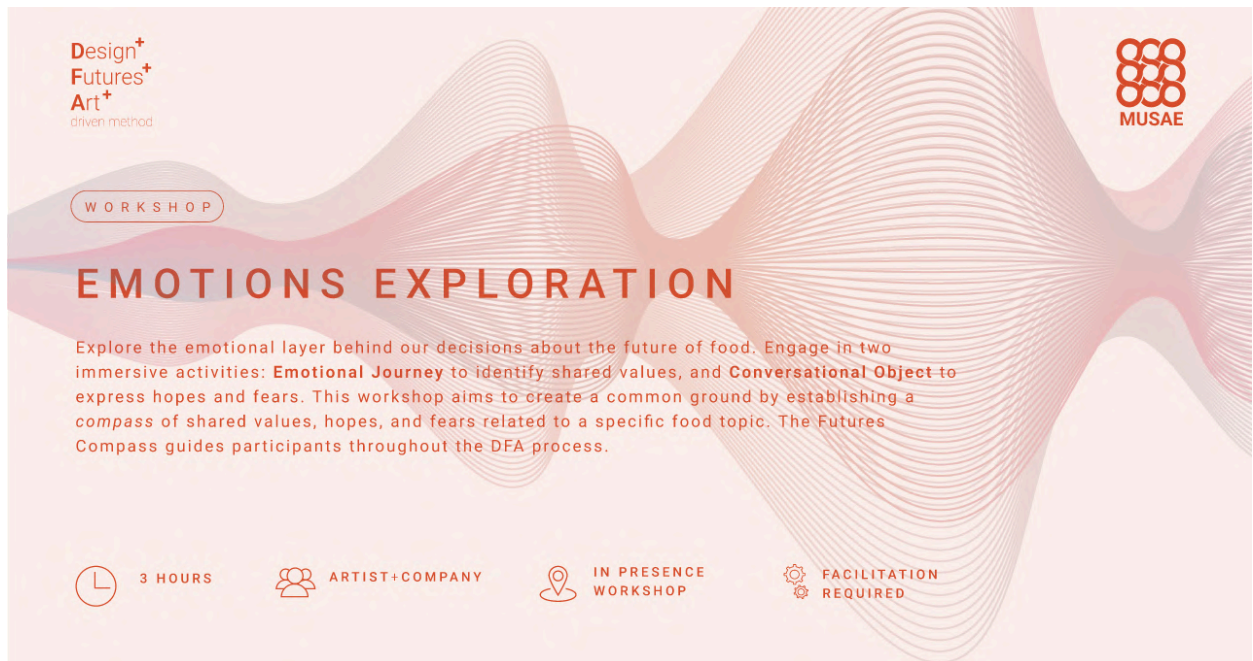
Figure 9. Co-design session page – Emotions exploration
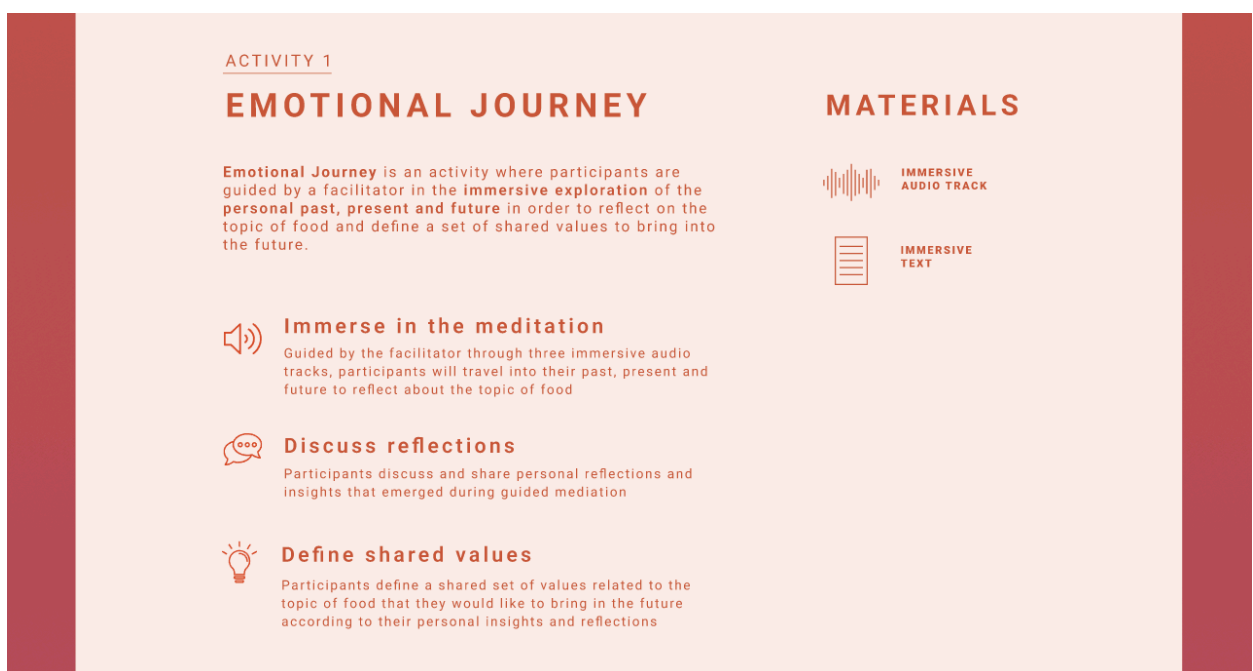
Figure 10. Co-design session page – Emotions exploration

4.1.3. Individual Activities pages

Objectives
- Guiding artists through the making of individual activities following a step-by-step process
- Providing access to the DFA Miro board, the primary platform for conducting these activities.

Description

These pages serve as a practical guide through the individual activities of the DFA method. They are organized into two main sections:

- **Overall description**, which provides information about the activity, including timing, participants, and required materials (Fig. 11).
- **Steps descriptions**, which includes some tips to lead artists through the making of the activities (Fig. 12).

Downloadable Tools and Guidelines

In these sections downloadable tools are not provided, however some frameworks and tips located in the Miro Board support artists in accomplishing these activities.
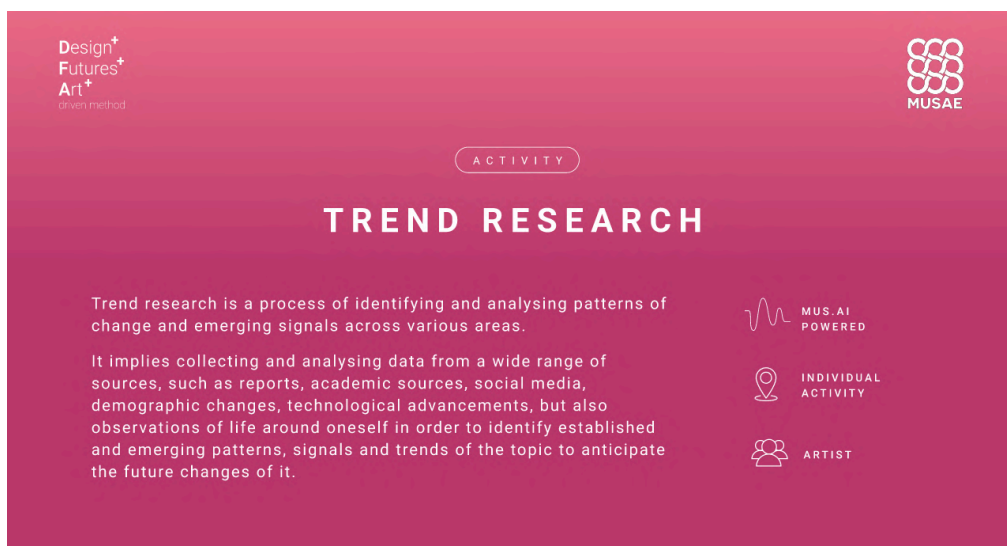
Figure 11. Individual Activities – Trend Research
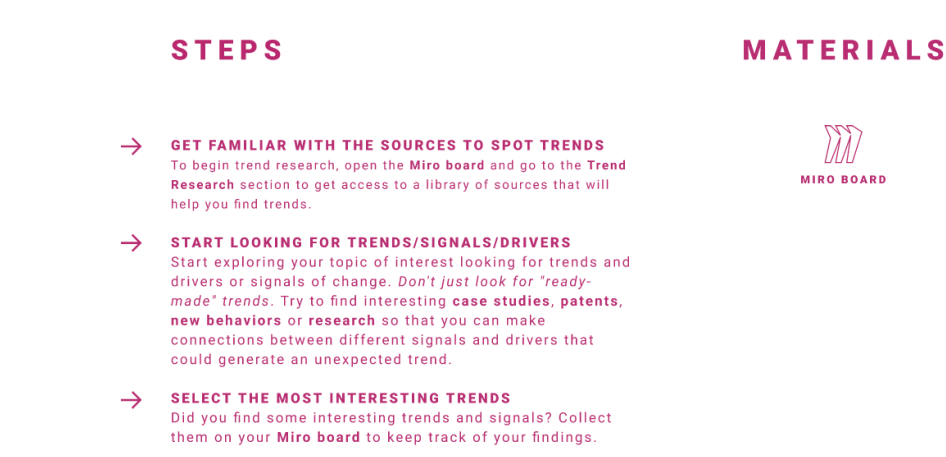
Figure 12. Individual Activities – Trend Research steps

4.1.4. Assessment Meetings pages

Objectives

- Instructing artists about the Assessment Meetings
- Providing facilitation guidelines to conduct these sessions

Description

These pages serve as a reminder for artists to prepare for Assessments Meetings. They detail the essential aspects of these meetings, including participants, timing, facilitators, and format, (See Fig. 13 and 14).

Downloadable Tools and Guidelines

The tools provided for these steps are facilitation guidelines, (See Annex 4 and 6), that can be downloaded directly from the platform.

Figure 13. Assessment Meetings – Domain Assessment
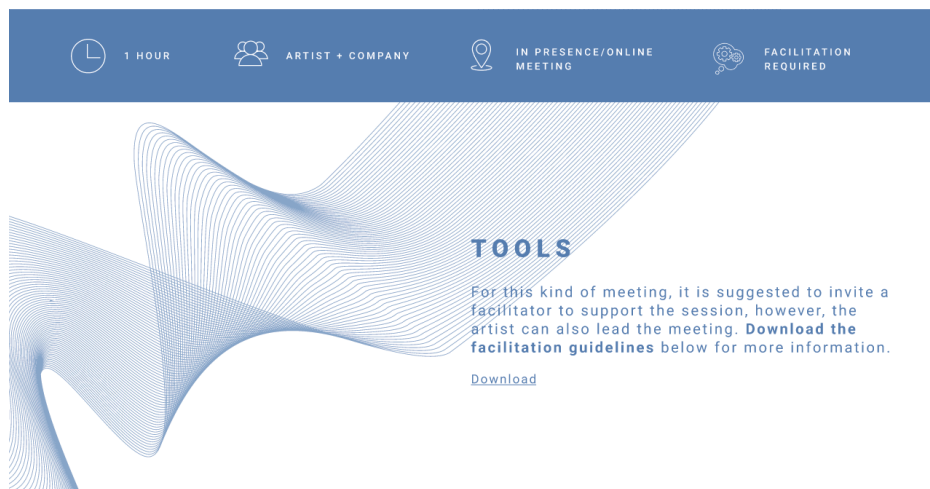
Figure 14. Assessment Meetings – Domain Assessment

4.2. AI Interactive Maps within Figma

AI's support has been seamlessly incorporated into the platform in the form of prompts, aiding artists throughout the process. To enhance user experience, four interactive maps have been crafted to help users using these prompts (Fig. 15). These maps creatively incorporate the wave imagery that represents the DFA process, zooming in on different sections of the wave (Fig. 16). This closer view illustrates how each line corresponds to specific questions, enabling users to effectively engage with the AI.
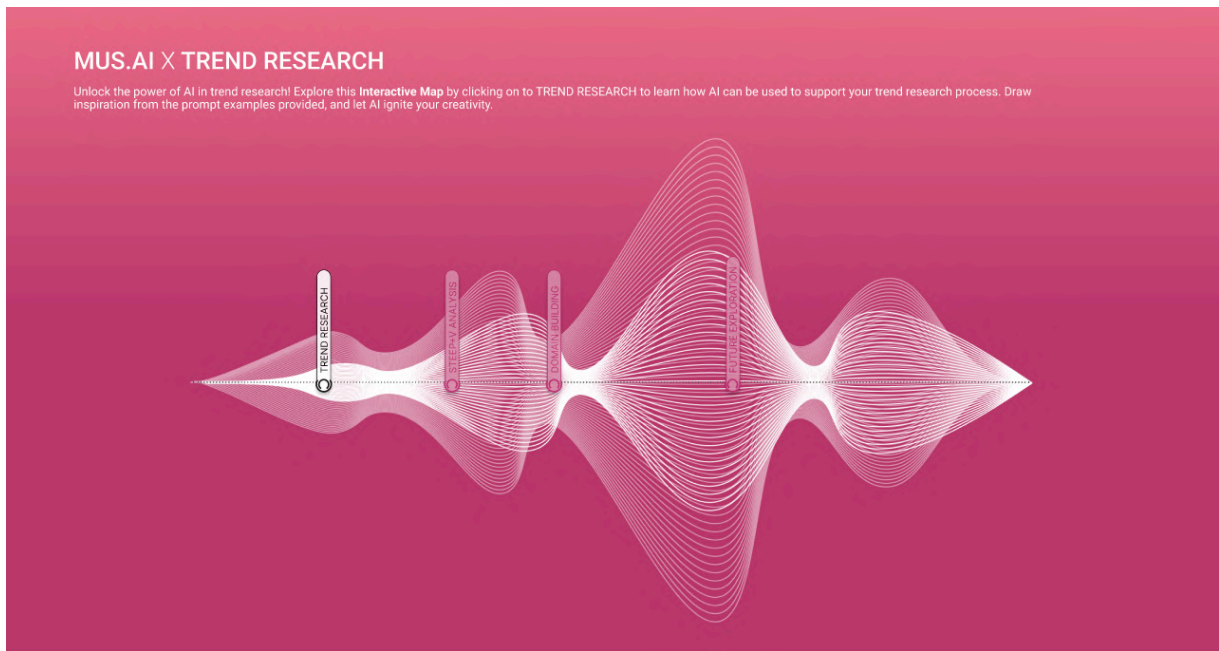
Figure 15. AI Interactive Map – Trend Research
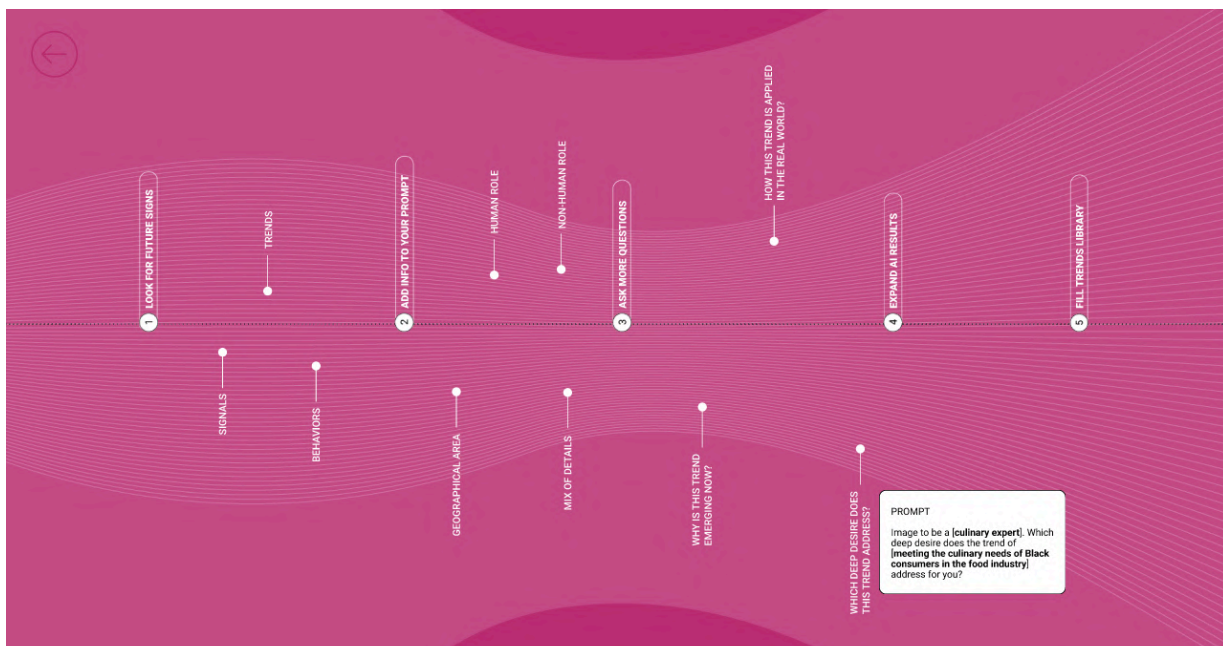
Figure 16. AI Interactive Map – Trend Research zoom in

4.3. Layout and visual identity

The platform's visual design encompasses color shading that aligns with the MUSAE visual identity, complemented by the representation of a wave, symbolizing a collaborative artistic flow involving diverse stakeholders. These visual elements are thoughtfully integrated throughout the platform, ensuring a consistent and cohesive look.

5. DFA Miro Board

As articulated in D2.2, a crucial objective of the MUSAE project is to establish a shared ground for supporting equitable collaboration. To address this goal, the design of the DFA Miro Board[2] was crafted to facilitate the workflow of artists and companies, offering essential tools and frameworks to guide them through the collaborative process.

5.1. Description of main features: Compass, Horizon Scanning, Presentation Spaces, Visioning

The DFA Miro board seamlessly aligns with the visual identity crafted for the DFA method. An initial frame, mirroring the color palette and wave motif of the method, serves as an introduction to the board outlining its structure. Right below, a white canvas is designed for artists and companies to use as a working space (See Annex 2).

To navigate this white space, the Future Compass takes a central position, gathering values, hopes, and fears to guide the entire artistic journey. The compass points towards three primary areas on the board: (1) the Horizon Scanning area positioned at the top, (2) the Presentation Space located in the middle, and (3) the Visioning area at the bottom (See Annex 2).

Each of these areas is further subdivided based on the process steps. For instance, the Horizon Scanning area encompasses Trend Research, STEEP+V, and Domain Building. The Presentation Space is divided into Domain Presentation and Scenario Presentation, while the Visioning area includes sections dedicated to the Futures Exploration workshop and Scenario Building (See Annex 2). These subsections offer specialized tools tailored to each work area, aiding artists throughout their creative process.

5.2. DFA Miro Board workflow

The board provides a clockwise flow to ensure the proper sequence of steps is followed.
Before starting the process, artists begin their journey from the Future Compass located in the center to set the directions of their research using the values, hopes and fears they want to bring in the future (Fig. 17).

---

[2] Link to DFA Miro Board

An arrow, located in the upper left corner of the board and pointing to the right, represents the beginning of the flow. This aligns with the Horizon Scanning area, where artists discover tools for Trend Research, STEEP+V and Domain Building. These tools include a list of sources for researching trends, signals and drivers, a framework to simplify the STEEP+V Analysis, and a graphic representation supporting the creation of domains.

The results of the Horizon Scanning are gathered and arranged by artists in these sections, then summarized in the Domain Presentation space, located in the middle part of the board at the right side. In this Presentation space, artists can include a keynote that explicitly outlines the insights of their research up to that point. This will provide companies with a clear synthesis of the artists' work.

Following, the flow progresses to the section of Visioning, in the lower left part of the board. Here, artists are provided with a set of tools such as What-If cards and One-Day Cards to envision alternative futures, and templates such as Scenario Matrix, to support the creation of future scenarios.

Lastly, an arrow in the lower left section of the board directs towards the second Presentation Space. This is where the results of the EXPLORE phase of DFA are summarized and showcased. The board's flow also suggests the option of getting back to the starting point for potential iterations, aligning with one of the main insights that informed the design of the DFA method (D2.2, Insight 8).
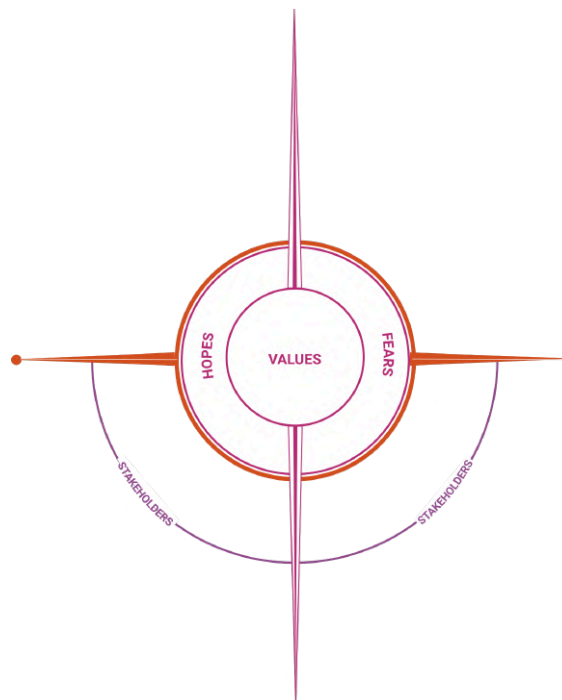
Figure 17. DFA Miro Board – Future Compass

6. Conclusion

The above-mentioned platforms were developed to hold the DFA guidelines fully outlined in D2.2 and D2.3 and to achieve objectives mentioned in section 3.1 of D2.3. The platforms are currently in their prototype stages. Future development will include coding Figma into a fully developed website for online publication and the release of the MUSAE Miro Board on Miroverse as an open-source board.

Furthermore, the feedback collected during the first MUSAE residency on the usability of these platforms, as presented and analyzed in D4.3, will play a crucial role in the process of refinement, adjusting the platforms according to the artists' needs.

7. Annex

1. **DFA Figma platform**

2. **DFA Miro Board**

3. **Facilitation Guidelines for Emotions Explorations**

4. **Facilitation Guidelines for Domain Assessment**

5. **Facilitation Guidelines for Futures Explorations**

6. **Facilitation Guidelines for Scenario Assessment**

1.   DFA Figma platform

https://www.figma.com/proto/AoVrggNHXT9jAqNBFYKUHr/MUSAE-platform?type=design&node-id=2-3952&t=Z4fWk5URNIrC0gcZ-0&scaling=scale-down-width&page-id=0%3A1&starting-point-node-id=2%3A3952

2.   DFA Miro Board

https://miro.com/app/board/uXjVNfSzUVY=/?share_link_id=763756181715

3. Facilitation Guidelines for Emotions Explorations

Design⁺
Futures⁺
Art⁺
driven method

MUSAE

EMOTIONS EXPLORATION

These guidelines will help you to organize and facilitate the Emotions Exploration Workshop.
The workshop consists of two activities: **Emotional Journey** and **Conversational Object**. The workshop is an important starting point for the DFA method to create a common vision to guide both artist and company during the process.

LOCATION
Closed space

TIME
3 hours

ARTIST+COMPANY
Minimum 4 participants with different backgrounds and roles

WORKSHOP PREPARATION

Conversational Object

At least one week before the workshop, invite the artist to create a Conversational Object. Artist can find tips to create the object on DFA platform.
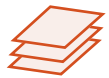
Download and prepare materials

Download all the materials required from the DFA platform to get prepared for the workshop. Take a look at the checklist to be sure you didn't miss anything.

MATERIALS CHECKLIST

- [ ] Immersive audio track
- [ ] Immersive text
- [ ] Printed "Facilitation Guidelines"
- [ ] Markers, pens
- [ ] Post-it notes (at least three different colors)
- [ ] Ask artist if they will need any technical or other facilities to present their Conversational Object (e.g. projector, display, etc.)

EMOTIONAL JOURNEY

⏱ 1h 30min

This activity is guided by a meditative audio track divided into three parts - **Past**, **Present** and **Future**, where both artist and company immerse in the meditation and discuss their insights in relation to food and well-being.

1 PAST	2 PRESENT	3 FUTURE	4 DISCUSSION
Play the first part **"The Past"** of the immersive track	Play the second part **"The Present"** of the immersive track	Play the third part **"The Future"** of the immersive track	Set the timer to 10 minutes. Then ask participants to come up with values they want to bring in the future starting from the group of collected post-its. Provide examples of Values cards if needed
Ask participants to record their **memories** using emotions, perceptions, smells, images, sounds that came to their mind on the post-it notes of one color. One idea per note	Ask participants to write down **positive and negative aspects** they experienced during meditation on post-it notes of different color. One idea per note	Ask participants to write down the **values of the future** they imagined during the meditation on the post-it notes of another color. One idea per note	Ask participants to describe the values they selected and place them in the section "**Values**" in the "**Future Compass**" canvas
Ask participants to share their insights and collect their post-it notes physically or digitally. Group notes into clusters based on similar ideas	Ask participants to share their insights and collect their post-it notes physically or digitally. Group notes into clusters based on similar ideas	Ask participants to share their insights and collect their post-it notes physically or digitally. Group notes into clusters based on similar ideas.	Invite artists to gather all the emerged insights and fill the "Future Compass" on their personal **Miro board**

CONVERSATIONAL OBJECT

🕐 1h 30min

This activity invites artist to present their vision of a particular topic of food and well-being in the format of a Conversational Object to the company to share their hopes and fears in relation to this vision.

1	CONVERSATIONAL OBJECT	2	DISCUSSION

1 — CONVERSATIONAL OBJECT

- Invite artist to present the Conversational Object to the participants

- Ask participants to reflect individually on the Conversational Object by writing two statements: "I hope..." and "I fear...." - each statement on the post-it of a different color

- Invite participants to share their insights about their hopes and fears and group the post-it notes of similar topics on digital or physical platforms

2 — DISCUSSION

- Summarize to participants the outputs of the two activities - shared values from Emotional Journey, and common hopes and fears from Conversational Object

- Invite participants to reflect on any similarities they see between values and hopes and fears that they found

- Conclude the workshop by introducing the **Future Compass** and the **Miro board** as a shared working space for artist and company throughout the DFA process.

FEARS

VALUES

HOPES

STAKEHOLDERS

STAKEHOLDERS

VALUE CARDS

The value cards help participants to better formulate the insights of the Emotional Journey activity into defined values they would like to bring in the future of a specific topic. Use these cards as examples to ignite participants'imagination.

Design +
Futures +
Art +
driven method

MUSAE

VALUE CARD

Sustainability

The ability to produce, distribute, and consume food in a way that meets the nutritional needs of the present while ensuring the long-term well-being of future generations and the planet. It promotes social equity and responsibility and maintains economic viability throughout the entire food system.

Design +
Futures +
Art +
driven method

MUSAE

VALUE CARD

Community

The feeling of being valued, accepted, and connected to a group or community. It provides a sense of belonging around the experience of food.

Design +
Futures +
Art +
driven method

MUSAE

VALUE CARD

Balance

It involves striking a healthy balance between indulgence and restraint, ensuring that food supports not only physical health but also emotional and social well-being.

Design +
Futures +
Art +
driven method

MUSAE

VALUE CARD

Tradition

The ability of food to connect us with our cultural history through recipes, flavors and rituals, definying our culinary identity.

4. Facilitation Guidelines for Domain Assessment

Design+
Futures+
Art+
driven method

MUSAE

DOMAIN ASSESSMENT MEETING

These guidelines will help you to organize and facilitate the Domain Assessment meeting. The meeting helps the company and the artist to choose together a specific domain to explore further.

LOCATION
In presence/online

TIME
2 hours

ARTIST+COMPANY
People with different backgrounds and roles

PRE-ASSESSMENT

Prepare artist for presentation

At least one week before the meeting, invite the artist to tidy up their Miro board and create a presentation of the founded domains in the "Domain" section on Miro.
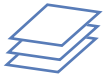
Prepare materials

To prepare for the meeting, if in- presence, take a look at the checklist to be sure you didn't miss anything. If the meeting is online make sure to have digital access to the same materials.

☐ Printed "Facilitation Assessment Guidelines"

☐ Projector

☐ Screen

☐ Markers, pens

☐ Post-it notes (at least three different colors)

ASSESSMENT MEETING

⏱ 2h

In this session the artist presents the domains created in the previous steps to the company and together they discuss which domain could be the most interesting to continue working with.

| 1 | DOMAIN PRESENTATION | 2 | DOMAIN DISCUSSION | 3 | CONCLUSION |

1 DOMAIN PRESENTATION

Invite artist to present domains to other participants

Ask participants if they have any follow-up questions regarding the domains. Write down all raised questions or comments by participants

ASK THIS!

> **Ask company**: Do you see similarities or connections between the domains? Which domain looks interesting for your company and why?
> **Ask artist**: Which questions/ reflections from the company surprised you the most? Why?

2 DOMAIN DISCUSSION

Ask participants if they can suggest any enrichment to the domains, what might be missing

ASK THIS!

> **Ask company**: What elements and aspects could be added to the domains?

Ask participants what stakeholders might be missing from the domains

ASK THIS!

> **Ask company**: What actors are missing and could be added to the domains? Who plays an important role in the domains?

3 CONCLUSION

Ask company to choose one domain for further exploration. They can either choose it during the meeting, or take time to reflect and come back to the artist with a decision within one week

Collect all discussed questions and suggestions produced during the assessment meeting and share them with the artist

Invite the artist to update their Miro board and place the stakeholders related to their chosen domain in the Futures Compass in the center of the Miro board

5.Facilitation Guidelines for Futures Explorations

Design⁺
Futures⁺
Art⁺
driven method

MUSAE

FUTURES EXPLORATION

These guidelines will help you to organize and facilitate the Futures Exploration workshop. The workshop consists of two activities: **Journey into the Future** and **Alternative Futures**. The workshop allows participants to collectively imagine and construct various futures that could possibly unravel and impact the future.

LOCATION
Closed space

TIME
3 hours

ARTIST+COMPANY
Minimum 4 participants with different backgrounds and roles

WORKSHOP PREPARATION

What-if questions

At least one week before the workshop, remind the artist to create What-If questions and Alternative Futures prompts. Artist can find tips to create them on the Miro board.

Download and prepare materials

Download all the materials required from the DFA platform to get prepared for the workshop. Take a look at the checklist to be sure you didn't miss anything.

MATERIALS CHECKLIST

- ☐ Immersive audio track
- ☐ Immersive text
- ☐ Printed "Facilitation Guidelines"
- ☐ Brief text of domain description
- ☐ Markers, pens
- ☐ Post-it notes (at least three different colors)

JOURNEY INTO THE FUTURE

⏱ 1h

This activity is guided by a meditative audio track, where both artist and company representatives immerse in the meditation and travel to the future.

---

1   **JOURNEY INTO THE FUTURE**

● Play the "Journey into the Future" track

● Ask participants to write down on sticky notes what they experienced during the Journey into the Future letting thoughts flow freely. Give participants 10 minutes.

ASK THIS!

> Write down what you have experienced during your journey. What did you see? What did you hear? What did you feel? What did you sense? Write down everything that comes to mind, without judgment or editing. Let your thoughts flow freely and see where they take you.

● Ask participants to share their insights. Collect the post-it notes physically or digitally, grouping them into clusters based on similar insights or ideas, and give them to the artist. These insights will be needed for the next steps of Alternative Futures.

ALTERNATIVE FUTURES

⏱ 2h

This activity invites artist to present the What-if cards and Alternative Futures prompts to the company to construct a variety of alternative futures based on them.

1 GETTING SETTLED

- Read out loud the brief description of the domain to set the mood and make participants focus on the possible futures ahead.

- Invite the artist to present the What-if cards to participants. The artist is free to choose the What-if cards by themselves or choose together with participants.

- Once the artist and the company have selected the What-if cards to explore, invite the artist to share the Alternative Future prompts of the cards selected to spark participants' imagination.

2 START EXPLORING

- Invite participants to write stories of Alternative Futures scenarios using the What-If cards selected together with the Daily Futures cards, (at least one from each category) and the insights collected during the Journey into the Future. Give participants 10 minutes and ask them to write down one idea per each post-it note.

- Invite participants to share their reflections, and cluster their thoughts and images based on the Daily Futures categories in order to imagine one shared alternative future.

- Invite participants to explore another What-if question and repeat the steps.

- Wrap up the session. Collect all post-it notes and give them to the artist to fill the Miro board with the results of the workshop.

MATERIALS

WHAT-IF CARD DECK

✂

The What-If card deck is used to stimulate participants' thinking during the Alternative Futures activity to reflect on possible alternative future scenarios.

The set of blank What-If cards and the pre-compiled deck are both included in this document.

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

Universal income

What if governments provided a fixed monthly income to everyone, ensuring economic stability and support for all?

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

Algorithmic Justice

What if artificial intelligence (AI) were trained to acquire decision-making capabilities and possess legal authority to judge human matters?

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

Sustainability Dogma

What if sustainability became a dogma and the only way of progress for the entire society?

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

Non-Human Companions

What if robots became our best companions like partners, friends and pets?

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

Bye bye Democracy

What if young citizens started to lose their faith in democracy?

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

Waste Economy

What if waste became the new economic resource?

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

Emotional Translator

What if technologies showed our emotions?

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

Adaptability Quotient

What if we started measuring people by AQ (Adaptability Quotient) instead of their IQ?

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

Ageing society

What if our birth rate dropped and people stopped to have children?
How would that impact the workforce?

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

New Altruism

What if people started to work for free because it gives the spiritual benefits that had been lost along the way?

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

Global Society

What if the concept of borders no longer exists and instead we create a truly global society?

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

New Food Systems

What if the food system was tailored around individuals' unique biology and health history

---

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

World Without Ownership

What if the concept of ownership no longer exists?

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

Future Without Work

What if automation allowed people to focus on something different from work?

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

Oil is Over

What if a global oil shortage occurred. How our lives would be affected?

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

DNA Customization

What if DNA were used to customize people's services?

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

Online Healthcare

What if healthcare in the future would be online, predictive and tailored on people's medical history?

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

Living on water

What if we could establish sustainable communities on water, offering an alternative to population displacement and migration?

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

What if...

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

What if...

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

What if...

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

What if...

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Futures +
Art +
driven method

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WHAT-IF CARD

What if...

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Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

What if...

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

What if...

Design +
Futures +
Art +
driven method

MUSAE

WHAT-IF CARD

What if...

DAILY FUTURE CARD DECK

The set of Daily Future cards supports the exploration of alternative futures scenarios.
Each card explores aspects of daily life in the future.

The deck can be combined with What-if cards to help participants come up with stories about the future.

Design +
Futures +
Art +
driven method

MUSAE

DAILY FUTURE CARD
Artifacts

A new technology

You come across a new technology that disrupts the way people interact with the world around them. What is this technology, and how does it redefine human capabilities or experiences?

Design +
Futures +
Art +
driven method
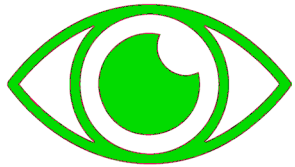
MUSAE

DAILY FUTURE CARD
5 senses

In the future you are imagining, what do you **see**?

Design +
Futures +
Art +
driven method

MUSAE

DAILY FUTURE CARD
5 senses

In the future you are imagining, what do you **hear**?

Design +
Futures +
Art +
driven method

MUSAE

DAILY FUTURE CARD
5 senses

In the future you are imagining, what do you **touch**?

Design +
Futures +
Art +
driven method

MUSAE

DAILY FUTURE CARD
5 senses

In the future you are imagining, what do you **smell**?

Design +
Futures +
Art +
driven method

MUSAE

DAILY FUTURE CARD
5 senses

In the future you are imagining, what do you **taste**?

Design +
Futures +
Art +
driven method

MUSAE
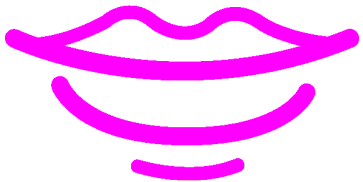
DAILY FUTURE CARD
Behaviors

The Taboo

Ops! You didn't mean to... You didn't know what you did was a taboo around here. What have you done or said? What was the reaction? How is your punishment going to be?

Design +
Futures +
Art +
driven method

MUSAE

DAILY FUTURE CARD
Behaviors

The common behaviour

People around you are doing something that is totally new to you. They all do it, are they scrolling on a device? Or is it walking with their eyes closed? What's this new habit all about?

Design +
Futures +
Art +
driven method

MUSAE

DAILY FUTURE CARD
Behaviors

From A to B

Are the people in this world still moving around?
How do they commute and travel?

DAILY FUTURE CARD
Behaviors

Oh, that's bad!

You witness something unpleasant right next to you. What happened?

DAILY FUTURE CARD
Behaviors

What do people eat?

You start looking for something to eat or drink, describe your most interesting finds.
Have a taste.
Do you like it?

DAILY FUTURE CARD
Places

No trespassing!

You stumble upon a forbidden area. What is the meaning of this forbidden zone, and why is it off-limits? How do people of this area respond to your presence, and what consequences might you face for trespassing?

DAILY FUTURE CARD
Places

Places & Spaces

You strolling around unexplored places.
Where are you?
What do you see?
What kind of spaces are attracting your attention?

DAILY FUTURE CARD
Places

The concept of home

You discover a remarkable house that challenges traditional notions of living spaces. What is the house of the future like, and how does it redefine the concept of a home?

DAILY FUTURE CARD
Places

Pubic spaces

You encounter a peculiar public space that redefines the concept of communal gathering and interaction. What does this space look like, and how does it change the way people engage with each other?

DAILY FUTURE CARD
Artifacts

The Strange Object

Your attention moves towards an unknown object.
What is it?
How does it work?

DAILY FUTURE CARD
Artifacts

A message from the future

A message attracts your attention. Is that a newspaper? Is it an advert? Was there a sound coming from the street? Was it informative, concerned, casual, educational, authoritative, or...)

6.Facilitation Guidelines for Scenario Assessment

Design+ Futures+ Art+
driven method

MUSAE

SCENARIO ASSESSMENT MEETING

These guidelines will help you to organize and facilitate the Scenario Assessment meeting. The meeting helps the company and the artist to choose together a specific scenario to explore further.

LOCATION
In presence/online

TIME
2 hours

ARTIST+COMPANY
Especially people who take key decisions at the company

PRE-ASSESSMENT

Prepare artist for presentation

At least one week before the meeting, invite the artist to tidy up their Miro board and create a presentation of the developed scenarios in the "Scenario" section on Miro.
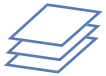
Prepare materials

To prepare for the meeting take a look at the checklist to be sure you didn't miss anything. If the meeting is online make sure to have digital access to the same materials.

MATERIALS CHECKLIST

- [ ] Printed "Facilitation Assessment Guidelines"
- [ ] Projector
- [ ] Screen
- [ ] Markers, pens
- [ ] Post-it notes (at least three different colors)

ASSESSMENT MEETING

🕐 2h

In this session the artist presents the scenarios created in the previous steps to the company and together they discuss which scenario could be the most interesting to continue working with.

1 SCENARIO PRESENTATION	**2** SCENARIO DISCUSSION	**3** CONCLUSION

1 SCENARIO PRESENTATION

● Invite artist to present scenarios to other participants

● Ask participants if they have any follow-up questions regarding the scenarios. Write down all raised questions or comments by participants

ASK THIS!

> **Ask company**: Do you see similarities or connections between the scenarios? Which one looks interesting for your company and why?
> **Ask artist**: Which questions/ reflections from the company surprised you the most? Why?

2 SCENARIO DISCUSSION

● Ask participants if they can suggest any enrichment to the scenarios, what might be missing

ASK THIS!

> **Ask company**: What elements and aspects could be added to the scenarios?

● Ask participants what stakeholders might be missing in the scenarios

ASK THIS!

> **Ask company**: What actors are missing and could be added to the scenarios? Who plays an important role in the scenarios?

3 CONCLUSION

● Ask company representatives to choose one scenario for further exploration. They can either choose it during the meeting, or take time to reflect and come back to artist with a decision within one week

● Collect all discussed questions and suggestions produced during the assessment meeting and share them with the artist

● Invite the artist to update their Miro board and put the stakeholders related to their scenario in the Future Compass in the center of the Miro board