

# HOW TO BE ECO- ACTIVE?



**The Manual for Trainers and Activists who want  
to Make a Difference for the Planet**



[www.ecoactiveforplanet.eu](http://www.ecoactiveforplanet.eu)

## CONSORTIUM

The project ECO-ACTIVE FOR PLANET involves a consortium of expert organisations from five countries:

- Poland: **The Polish NGO Trainers' Association – STOP** ([www.stowarzyszeniestop.pl](http://www.stowarzyszeniestop.pl))
- Poland: **The Federation of Polish Food Banks** ([www.bankizywnosci.pl](http://www.bankizywnosci.pl))
- Czech Republic: **The Association of Czech Experts in Andragogy – AOA** ([www.aoacr.cz](http://www.aoacr.cz))
- Latvia: **Latvian Permaculture Association – LPB** ([www.permakultura.lv](http://www.permakultura.lv))
- Finland: **The Finnish Lifelong Learning Foundation – KVS** ([www.kansanvalistusseura.fi](http://www.kansanvalistusseura.fi))
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# Warm Welcome to the Eco-Active Manual

**This manual is for people who want to play their role in educating other people about how they can protect our planet.**

The purpose of this manual is to:

- Inspire trainers and educational activists to more effectively encourage people to play their part in saving the environment.
- Encourage trainers, activists and citizens to play their role in spreading good eco-habits around.
- Empower and equip trainers and educational activists with the necessary knowledge, skills, values, and attitudes to make citizens active for the planet.
- Support trainers and educational activists in developing their professional competencies related to supporting other people in being active for the planet.
- Transfer good practices to trainers and educational activists to equip them with several practical tools which support shaping good eco-habits amongst everyone.

## **You will find in this manual:**

- A list of eco-competencies containing values of ecological attitudes.
- Some key principles and rules designed to help education professionals run their educational activity concerning the environment.
- A toolkit of good practices and approaches you can use in the field of active citizenship and environmental protection.

We believe that you will find it useful in your eco-activity. **Be inspired by eco ideas and solutions!**



[Invitation to our Eco-Active Garden](#): about project, products and our actions.





## CHAPTER 1

### Shaping the Eco-Mindset – what Competences do we Need to Protect our Planet?

Nowadays, we face a lot of environmental concerns. Environmental problems, such as global warming, acid rain, air pollution, waste disposal, ozone layer depletion, water pollution, climate change – and many other issues – affect people in every country. Over the last few decades, the exploitation of our planet and environmental degradation has increased at an alarming rate. Consistent, thorough education and support of people may result in raising ecological awareness, changing everyday practices, influencing peers, and applying pressure on politicians to change governmental green policies.

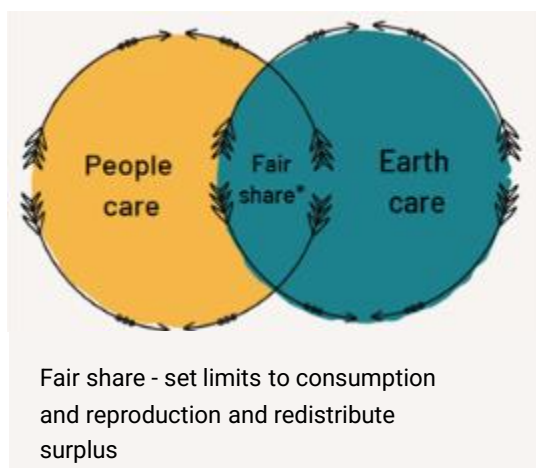
**We need active citizenship to prevent climate change and protect the environment. As trainers, education activists and citizens, we should be equipped with the necessary knowledge, skills, values, and attitudes to be active for the planet's wellbeing.**

We believe that civic activism for a just transition to better planetary health starts with ethical choices in all dimensions of our lives. We, trainers and activists, must also shape our eco-mindsets: we need to develop our competencies related to environmental protection and supporting citizens in being active for the planet at the local level.

People in their everyday lives need the basic ones to reduce their ecological footprint. The advanced ones are required by people who want to work on changing attitudes and promoting ecological values. This is why we have identified and described basic and advanced environmental competencies, consisting of knowledge, practical skills, and attitudes.

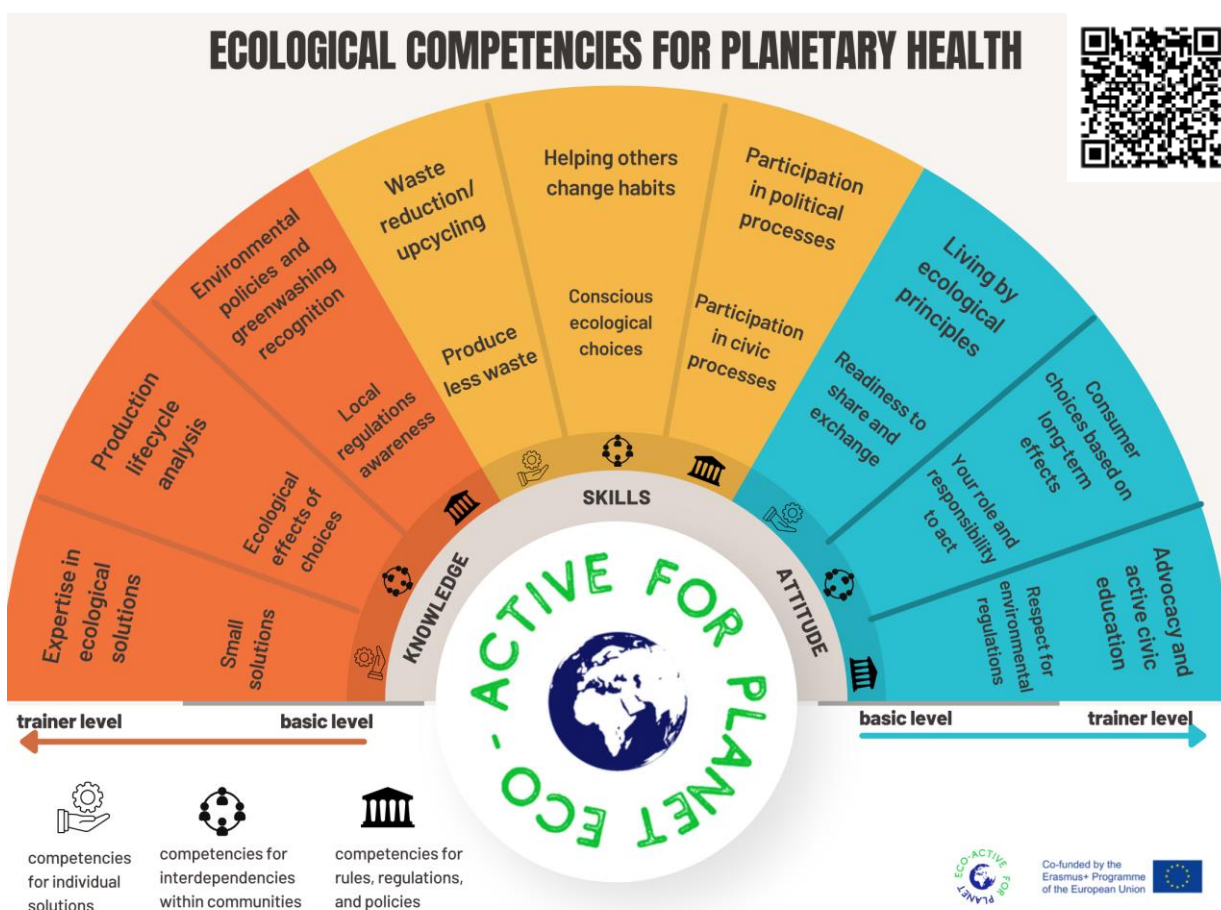
This is also the level of competence for activists and professionals who work with groups more likely to be affected by systemic issues and who may need to better their understanding of the complexity of the links between social, economic, and environmental problems. They are also the ones to lead by example for a better world.

The competencies presented here are related to three elementary ethical values, which are outlined in permaculture principles but can also be found on a broader canvas of spiritual and philosophical traditions around the globe.



They are organized visually in the form of a fan. Competences on each level are divided into three types – **knowledge**, **skills**, and **attitudes** – and also according to the field of impact:

- Competences concerning individual, everyday solutions
- Competences concerning interdependencies within communities
- Competences relating to general rules, regulations, and policies.



**DOWNLOAD:** [Ecological Competencies](#)



## CHAPTER 2

# How to Create and Deliver Impactful Training?

## How to Motivate People to Learn

The field of motivation is one of the best researched and there are many theories that have been proven by practice. Motivating adults to learn in any area is a specific part of this "package". Therefore, before we proceed to motivation for learning, it is useful to recall the basic theoretical background.

Motivation is an internal psychological process that arises from a need and which results in a desired internal state. This process can be initiated internally or externally – human behaviour is therefore influenced by internal motives or external incentives. A motive (incentive) is a stimulus/force that prompts an individual to engage in physical and psychological activity.



Motives and incentives lead to two basic reactions:

- We want to get something,
- We want to avoid something.

### **The difference between a motivation and a motive**

Motivation expresses a process, while motive expresses a hypothetical disposition toward that process (primary – hunger, thirst, sex; emotional – motive of keeping safe or motive of aggression; secondary – motive of social contact, motive of power, etc.). Therefore, if we want to motivate people, we need to know their motives.



## Motivating adults to learn

A specific feature of adults in relation to education is that they must have goals. Here, these goals can be considered as being similar to motives.

For example, they may be:

- The pursuit of personal development;
- Benefit;
- Self-employment.

The adult must therefore derive some benefit from education by addressing their current situation or their needs. This is evidenced by research carried out by Milada Rabušicová, Roman Rabušic and Klára Šedová (2005) amongst adults who, after a certain period of time, following completion of their regular schooling, began education again. The research revealed some interesting information.

### Formal education

Formal education is learning that is **delivered by a trained teacher in a deliberately systematic way in schools and is therefore defined by legislation.**

1) Respondents were overwhelmingly motivated to return to formal education because of:

- The prospect of improved employment (53%)
- Personal development (25%)

2) External incentives accounted for a much smaller proportion of formal education

- Employer's requirement (12%)
- Influence of people in the community (4%)

### Non-formal education

**Non-formal education is defined as education that takes place outside the formal (school) education system.** The aim is to develop life experience, skills and attitudes. Non-formal education is provided by institutions, which can take different forms. These included vocational, language, family, leisure, interest and civic education, personal development, and PC work.

- More than half of the respondents who participated in vocational training (67%) were motivated to do so for work reason.
- However, only a third (38%) said that they were motivated by external reasons.



External motivation was also frequently cited (less frequently than for vocational education) for civic and leisure education. It is due to pressure from the environment, e.g., employer-required improvement in language level.



In general, the following conclusions can be drawn from the research: motivation for learning is overwhelmingly intrinsic, where the act of learning itself brings pleasure to the learner. Non-formal learning is predominantly motivated by the prospect of professional employment and very often relates to non-professional goals. It also serves to meet the learning needs of the individual and to develop his or her personality and is based on his or her value orientation.

None of the above, however, excludes the possibility that motivation for education is a confluence of both streams of motivation at the same time. The strongest intrinsic motivation to learn is shared by ambitious (often-younger) people who want to succeed in their professional lives and by people with a natural interest in their surroundings and society. The extrinsic motivation for further education is undoubtedly job loss or job insecurity.

### **Barriers to motivation for learning**

An adult's motivation to learn may be undermined by barriers of which the adult is aware. The individual then considers whether he or she would be able to overcome the barriers and achieve success, which may lead to a decline in motivation or discouragement from further education altogether.



#### **External (situational) barriers**

The individual's current situation (e.g., lack of money; time demands of caring for a family member, etc.). For example, older people may be less motivated: further education is an investment of time and money for them.



#### **Internal (personality) barriers**

These are based on a negative perception of oneself as educated. (e.g., I don't need to be educated, my knowledge and skills are sufficient; I am too old; I have never been good at learning, etc.



#### **Institutional barriers**

Barriers set by institutions (e.g., inconvenient timetables at school; poor transport accessibility to the place of learning, etc.).

According to Rabušic, respondents to the above-mentioned survey most frequently mentioned that the reason for their non-participation in further education is lack of financial resources (53%) and lack of time, due to high employment (48%). The most frequently mentioned internal barrier is the feeling that education no longer makes sense for the respondents (49%). Institutional barriers were mentioned only minimally.

### **Influence of personal characteristics on motivation to learn and education.**

People differ in how they acquire new information and learn new skills. The differences stem from their innate needs and personality settings. If we are talking about motivation in non-formal education, a person's personality type and its characteristics will certainly have an impact on the type of education a person may choose, the methods that suit them best, and the way they approach education and learning in general. There are different typologies: J. Plaminek's theory (Plaminek, Jiří: The Mystery of Motivation, Grada, 2015) is well known and very applicable in practice.

**It divides people according to motivation into 4 basic types.** Based on a very simple methodology, these types can be recognised and then, in the course of training, this recognition can facilitate further work and, above all, support the extrinsic motivation of these people.

#### **Discoverers**



What attracts them most is overcoming obstacles and taking on challenges. Explorers experience overcoming obstacles as a competition with themselves; as overcoming performance limits. They have many ideas and are creative. For them, conflict is not a means to dominate another, but to defend their territory.

#### **Rectifiers**



They are attracted to the opportunity to influence other people. They are very sensitive to the hierarchical structure of society and have a need to include people around them in such structures. At the beginning of a relationship, Rectifiers test you, often by challenging you or your work to see where you will fit in their rendition of the world. Rectifiers like to be the centre of attention, are good at selling ideas, and can persuade others. They like to compete enthusiastically.

## Facilitators



These are the types of people focused on stability and efficiency. For facilitators, everything revolves around people, their relationships, how they feel in the world and their level of satisfaction. It's not important to them who's above and who's below; rather, they're interested in the surface - who's with whom, why and how.

They also like to talk, and discussion with them tends to be disproportionately more helpful and pleasant compared to other types. They like to ask questions and have a habit of listening to the answer, they don't mind significantly if you have a different opinion, they can understand other people very well and have highly developed empathy. They strive to make the environment they live in perfect, pleasant, human and understanding.

## Refiners



This is an unassuming and industrious part of the population that is a combination of utility-oriented and stability-oriented. They tend to be reliable, meticulous, and strict with themselves and their surroundings.

They like their work to be well organised; to order in their belongings and in their workplace; they require clear assignments and they carry them out with precision. Standards and rules are important to them. They tend to behave in a standard, predictable and correct way. They are usually interested in numbers and like to analyse data. They do not like to take risks.

These personality types can be identified based on their reactions to 4 types of situations:

- Reactions to praise;
- Reactions to criticism;
- Reactions to stress;
- Reactions to injustice.

Because the trainer does not have as much time to spend on the training activity, criticism or injustice can have a negative effect on the course of training. It is recommended to observe the participants' reactions to praise from the trainer. The following reactions are characteristic of each type.

CHARACTERISTIC REACTIONS	<b>RECIFIER</b> <ul style="list-style-type: none"> <li>• Inflating</li> <li>• Applying influence</li> </ul>	<b>DISCOVERER</b> <ul style="list-style-type: none"> <li>• Brief acceptance</li> <li>• Impatience</li> </ul>
	<b>FACILITATOR</b> <ul style="list-style-type: none"> <li>• Distraction</li> </ul>	<b>REFINER</b> <ul style="list-style-type: none"> <li>• Pleasure</li> <li>• Embarrassment</li> </ul>

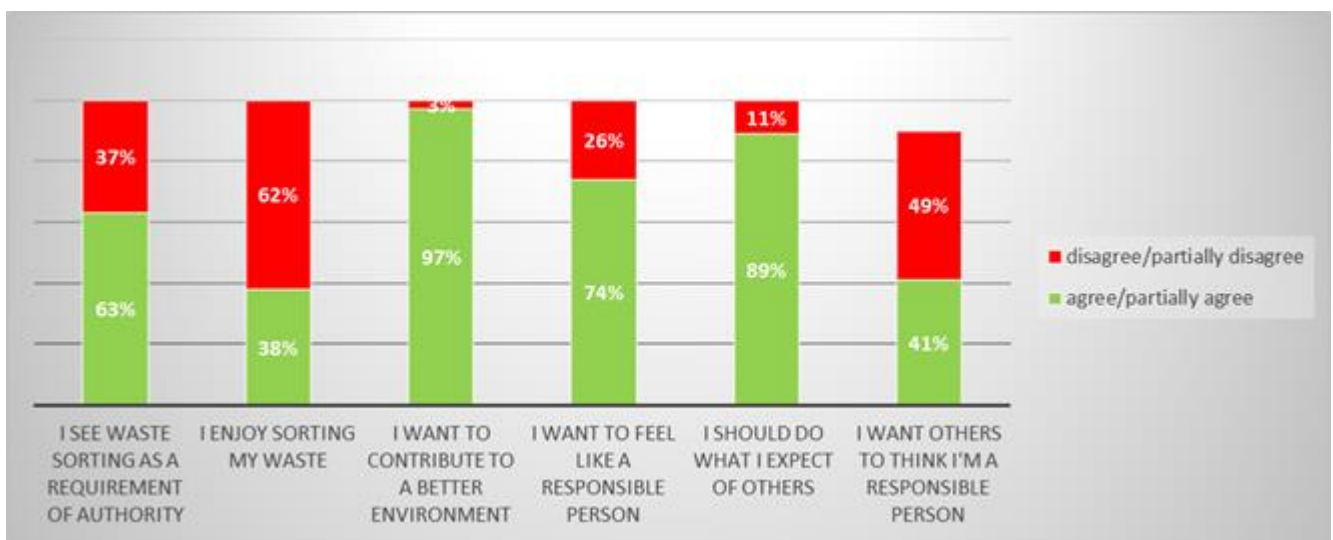
### Final summary

It is important to note that **motivation for non-formal education is individual and depends on multiple factors**. There is no one-size-fits-all way to foster and induce motivation; rather, the key is the target group that the content creator, and subsequently the trainer or teacher, focuses on.

Below, we present some suggestions on how to design an educational event to motivate potential learners to participate:

- The headline of the offer should be a marketing ploy, eye-catching at first glance, but it should also be relevant to the content of the event.
- Clearly outline the objective of the event and state the added value or benefit that the event will bring to participants.
- Eliminate barriers at the outset when planning an educational event to avoid unnecessary loss of motivation.
- When selecting methods, consider different personality types and the learning styles that suit them. If the methodology is too one-sided, interest from some personality types may decline and the number of potential learners or those who would complete the course may be reduced.
- Don't be afraid to disclose some of the methods as well as the content; for many candidates, it is important to enjoy learning. Presenting or disclosing teaching methods can help to achieve this.
- Adapt the trainer's interactions/methods to the motivational and personality types of the participants during the training event to increase motivation during the training and possibly motivate further participation or further training.

In the environmental field, motivation for training is similar to motivation for pro-environmental behaviours. People with pro-environmental behaviours also tend to have pro-environmental attitudes (and vice versa). Thus, these people will be more motivated to learn in this area, although the motives may be different for each person, as shown in the study by Bruvoll, Halvorsen and Nyborg (*On the value of households' recycling efforts*, 2002). In their study, they asked questions to more than a thousand people in Norway to find out people's reasons and motivations for sorting waste. Their results are illustrated below.



An interesting point is the external motivation in the form of demands from the authorities. However, here too it appears that motivation for pro-environmental behaviour works best and easiest when it comes from within- from a person's personal conviction of what is right and the necessity of such behaviour.

## CHAPTER 3

# How do adults learn? How can We, Trainers, Support Adults in Learning the Best?

We, the people, have to address many environmental issues. We, as trainers and eco-activists, must support other people to develop their eco-competences. How can we do it effectively? We need to follow some principles that can be drawn from knowledge about adult learning that can help plan and run educational activities.



Based on Malcolm Knowles' assumptions about adult learning and David Kolb's experiential learning cycle, we present in this article:

- Adults' needs in terms of learning;
- The structure of the learning process.

### What do adults need to learn?

The short answer to this question can be: **adults need a competence-based approach, focusing on learning instead of teaching**<sup>1</sup>. This position is assumed by Malcolm Knowles in his influential work on adults' learning, "The Modern Practice of Adult Education. From Pedagogy to Andragogy", which arguably has become the best-known and one of the most influential books within this field. Knowles underlined:

“ Adult education must be primarily concerned with providing the resources and support for self-directed inquirers<sup>2</sup>. ”

<sup>1</sup> M. S. Knowles, The Modern Practice of Adult Education. From Pedagogy to Andragogy (Cambridge, The Adult Education Company, New York, 1980, p. 43).

<sup>2</sup> Ibidem, p. 19.



**The adults' learning is predominantly a self-directed process.** The adult learner takes responsibility for diagnosing their needs, planning the process, setting the content, choosing methods, selecting resources, and undertaking evaluation. It is not a typical in-classroom process and can be easily incorporated into daily activities.

Knowles' well-known **assumptions about adults and their learning** have been developed across 30 years and now consist of 6 points:

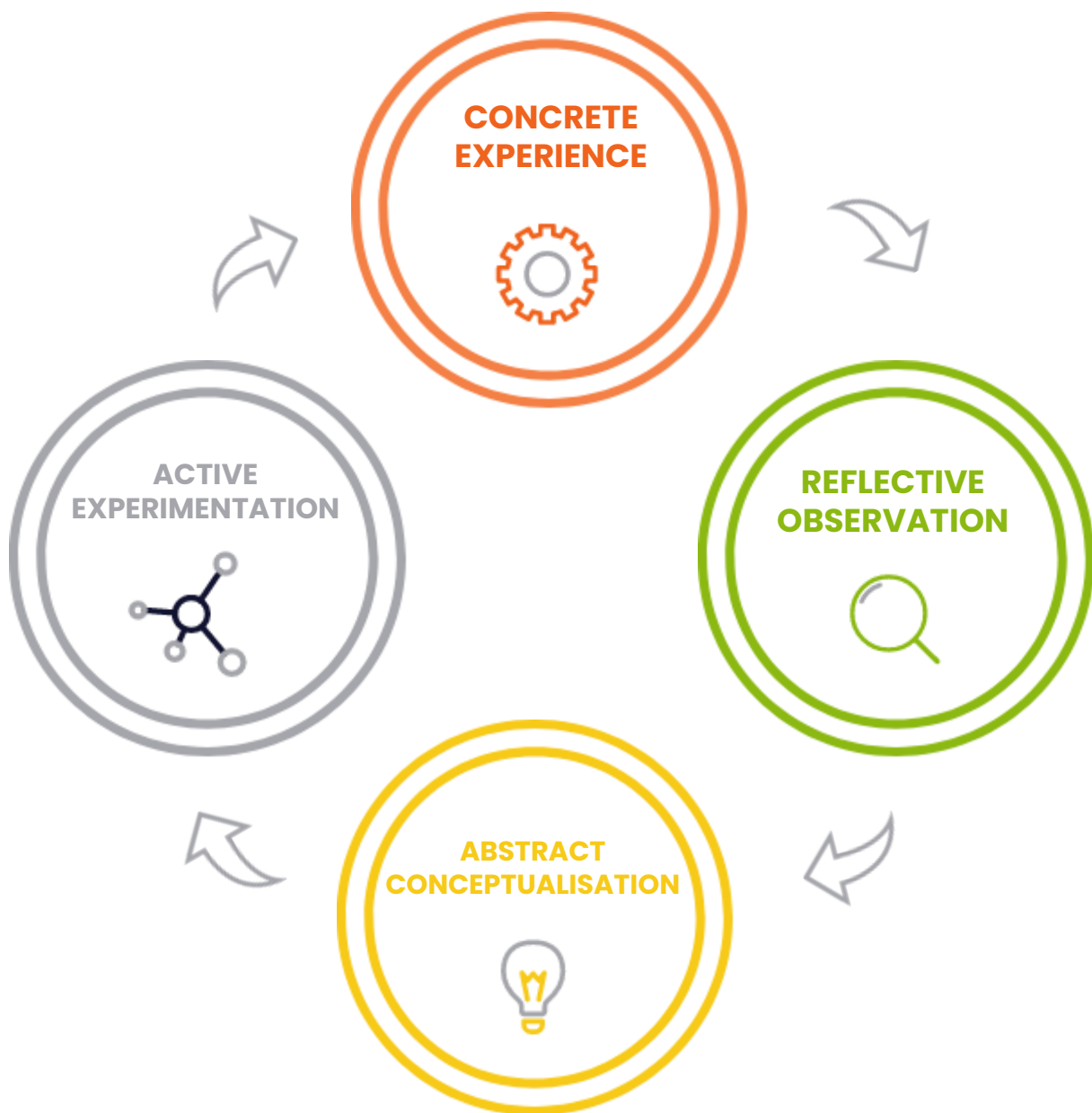
- 1. Self-concept**  
Adults are used to self-determination, and adult education must recognise this in its approach.
- 2. Experience**  
Adults bring experience to education, which should be acknowledged as a valuable resource.
- 3. Readiness to learn**  
Adults are either more or less motivated to learn/further study based on their individual and social context.
- 4. Orientation to learning**  
For adults, learning is about problem-solving, and education needs to demonstrate the application of this to be seen as a good use of time.
- 5. The need to know**  
Adults must be aware of why they need to know something. What is the benefit of learning?
- 6. Motivation**  
Internal motivators are the strongest for adult learners, even though their intrinsic drive to learn may have been dampened by life experience.<sup>3</sup>

### **How to structure the adults' learning process?**

The structure we would like to propose is the so-called **Experiential Learning Theory (ELT)**, best known from David Kolb works. It recalls Knowles' assumptions about adult learning by building on the experience, enhancing reflective thinking on our learning process, and focusing on practical implications and applications. It is also probably one of the most influential and commonly used meta-structures in adult learning.

<sup>3</sup> As quoted by St. Clair R, K  pplinger B., op. cit. p. 271.

The model proposed by David Kolb, embedded in EST, consists of four stages. The learner must **experience, reflect on this experience, formulate abstract conceptualisation** and, finally, **actively experiment** with this conceptualisation. It follows Kolb's understanding of learning. As he noted, "Learning is the process whereby knowledge is created through the transformation of experience"<sup>4</sup>. The dualism of dyads: action/reflection and experience/abstraction is crucial here. The information must be taken in by experimenting and then transformed by interpreting and acting accordingly. Creative tension between all four modes is necessary.



<sup>4</sup> ibidem, p. 49

## What are the main assumptions of the ELT <sup>5</sup>?

ELT focuses on learning as a process as opposed to the behavioural focus on the outcomes. As Kolb pointed out, "The tendency to define learning in terms of outcomes can become a definition of non-learning, and in the process, sense that the failure to modify ideas and habits as a result of experience is maladaptive."<sup>6</sup>

Learning is a continuous process grounded in experience. The knowledge is brought from and tested in an experience. **It implies that all learning processes are re-learning processes.** The idea of a learner as Carta Blanca, an empty container that should be filled with knowledge, is not valid anymore. Every learner enters the learning process with some knowledge. This body of knowledge needs reinterpretation, and reformulation often must be widened. Still, the key implication is that the educator is not the one who only provides new reservoirs of knowledge – they need to be able to build on the existing reservoir. In the ELT approach, it is essential not only to implement new things but also to dispose of or modify old ones. There are two main mechanisms for adopting new and old ideas: integration and substitution. Pieces of knowledge adopted through integration are strongly linked with individual perception schemes. Substitution may result in reverse to former ideas or cognitive dissonance.

During the learning process, conflicts between radically opposed modes of adaptation should be solved. Tension or conflict is an element of the nature of learning. Each of the stages of Kolb's cycle described above requires an ability to reduce tensions: being able to be involved in the concrete experience without biases; observing this experience from different angles; creating concept-integrating observations into a consistent theory; and using the theory in decision-making and problem-solving.



In ELT, learning is part of a holistic process of adaptation to the world. Therefore, learning is more than the activity usually associated with the classroom. **It happens at every stage of human life and is a continuous process that bonds different spheres together.**

From a wider perspective, learning may be perceived as a process of **life-long development in an adaptation to the world.** From a practical point of view, this assumption strengthens the need to use experiences from different life situations in learning and teaching.

<sup>5</sup> ibidem. p. 37 and next.

<sup>6</sup> ibidem. p. 37

Learning involves transactions between the learner and the real-world environment. The ELT pays special attention to the dual specifics of experience. On the one hand, it is a subjective, internal process, but on the other, it has objective, social dimensions. As Kolb sums up: "Learning in this sense is an active, self-directed process that can be applied not only in the group setting but also in everyday life".<sup>7</sup>

Learning is the process of creating knowledge. This creation occurs on the boundary of the objective, social experience (accumulated into the culture), and individual, subjective experiences. The practical instance is to take the subject matter into account.

### **Practical tips for trainers and educational eco-activists**

**Treat participants as valuable sources of knowledge.** Appreciate their previous experiences by giving participants space to share them during your sessions. Consider participants' life philosophy, and get to know their central convictions on private life, professional activity, etc.

- You can do it by asking them to share their thoughts/experiences connected to your educational eco-activity (e.g., What do you associate permaculture/environmental food use or zero waste with?)
- Ask participants for comments on the thesis you posed. Try to understand how they find the discussed problem from their angle or perspective of the context they live in. Use this conclusion to fill in the gap between the eco-concept and the participants' convictions.
- Give participants space to share their feelings and insights about the experience/ activity run during the session. You can ask the following questions:
  - What happened? How did you work, discuss, etc.?
  - What are your feelings about what you have already experienced?
  - What did you observe? What surprised you?

### **Give participants a choice**

- You can ask them to choose what case they want to analyse or how they want to work on the given situation.
- You can ask participants whether they want to take up a new idea now or prefer to put it down at the end. Store them in the 'group memory' of the ideas that have been unchecked and decide when you will come back to the issue.

<sup>7</sup> Ibidem, p. 48.

**Empower participants by allowing them to be independent in their productivity.**

- Discuss with participants all their doubts and questions. If participants do not discuss something, they will not learn it.
- At the beginning of a session, ask participants to indicate the main challenges they have in their practice regarding the eco-topics.
- Allow participants to experience and build/develop their knowledge skills by reflecting on this experience.

**Support participants in drawing out their conclusions that may go beyond a well-known experience.** Show what is correct in relation to behaviour by appealing to the knowledge that explains them.

You can ask them the following questions:

- What is your key impression of this activity?
- How does this relate to your other experiences in increasing our negative impact on the planet?

**Revise the new knowledge in practice.** You can ask participants to summarise what they have learned regarding eco-competencies and what practical applications they can see in their lives at the end of the session.

You can ask them the following questions:

- What did you learn from this experience?
- What eco-competences have you developed by this experience/ activity?
- What changes would you like to bring about in your daily life?

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## CHAPTER 4

# The Mindful Language of Change

**The language of public debate on ecological problems is dominated by the metaphors of catastrophe and apocalypse. Is there a way for trainers and activists to successfully convince others that change is possible?**

The omnipresence of the topic of ecology has made many of us "immune" to it. From an early age, we are regularly inundated with slogans about "being eco", "saving the planet" and "protecting the environment", but in fact, we treat them as empty words. The common view is that ecology tries to force a change in behaviour and habits but at the same time, forgets what makes such change possible and effective: emotions and individual motivations. If we are not able to effectively appeal to people's emotions, we will not create a climate for change and we will not break through the wall of truisms that are forgotten immediately after training, lessons, and workshops.

Polish poet and academic lecturer Julia Fiedorczuk noted that, "The climate crisis is a crisis of imagination". When talking about the ecological problems of the world, the language is dominated by metaphors of war, catastrophe and apocalypse. It is an attractive and spectacular narrative, referring to images from Hollywood films and appealing to very strong emotions: fear, anxiety, uncertainty. However, it also has a dark side: showing the problem as powerful and overpowering provokes a reflection, "If the problem is inevitable, then nothing can be done." Therefore, one of the biggest challenges in pursuing ecological change is creating a positive narrative that shows that such change is, in fact, possible.



The eco-competences and workshop tools presented in this publication encourage **a new way of talking about ecological change: one based on sensitivity, awareness and community**. In the workshop and educational process, it is extremely important to emphasise agency: **"You, too, can do important things"**.

The language and atmosphere we create in a conversation about ecology are just as important as scientific and technological discoveries. They enable changes in social relations and a movement towards a more just world – a sensitive community, responsible for each member, for their collective decisions, for nature, and the future.

Ecology as a discipline of science aims at studying the structure of the world and deep relations between its elements. But only when one really feels that they, other people, animals, and the environment are crucial and interdependent parts of the same world, their thinking about ecology will irrevocably change. The need to care for the planet will no longer be an abstraction fuelled by fear and will start to be a lifestyle whose main aspects are empathy and mindfulness. So why not use methods taken from meditation or mindfulness exercises to talk about the big change?



The omnipresence of the topic of ecology has made many of us "immune" to it. From an early age, we are regularly inundated with slogans about "being eco", "saving the planet" and "protecting the environment", but in fact, we treat them as empty words. The common view is that ecology tries to force a change in behaviour and habits but at the same time, forgets what makes such change possible and effective: emotions and individual motivations. If we are not able to effectively appeal to people's emotions, we will not create a climate for change and we will not break through the wall of truisms that are forgotten immediately after training, lessons, and workshops.

Polish poet and academic lecturer Julia Fiedorczuk noted that, "The climate crisis is a crisis of imagination". When talking about the ecological problems of the world, the language is dominated by metaphors of war, catastrophe and apocalypse. It is an attractive and spectacular narrative, referring to images from Hollywood films and appealing to very strong emotions: fear, anxiety, uncertainty. However, it also has a dark side: showing the problem as powerful and overpowering provokes a reflection, "If the problem is inevitable, then nothing can be done." Therefore, one of the biggest challenges in pursuing ecological change is creating a positive narrative that shows that such change is, in fact, possible.

### **Tips on the language of hope and agency**



#### **Pay attention to the way you tackle ecological topics.**

What emotions do you want to evoke in your audience? What are you actually inducing? What emotions do you feel yourself? Train your mindfulness both in coaching work and outside the workshop room. For this purpose, you can reach for the elements of mindfulness exercises or... poetry. Scientific research confirms that reading poetry helps to better connect with one's emotions, develops sensitivity, critical thinking and promotes self-reflection.



#### **Take breaks.**

Allow yourself and others to talk "off topic". Getting to know other people freely is good training for empathy and compassion.



#### **Slow down.**

Notice your surroundings: birds outside the window, plants growing from between cracked paving slabs. Allow yourself to be curious and enjoy small things.



#### **Pay attention to what you are feeling as an individual and in a group.**

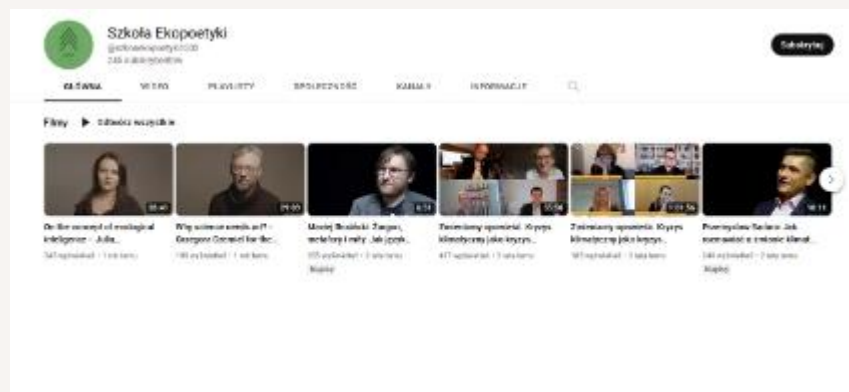
Name the emotions that arise during workshops and activities. It will make it easier to identify individual motivations and take care of any fears or anxiety.

In order to find new metaphors and to replace the language of catastrophe with the language of hope, it is worth looking for inspiration in eco-poetics and eco-criticism. Initially, it was a line of literary studies that focused on analysing how the relationships between humans and nature function in literary texts. However, it soon turned out that eco-poetics can be understood much more broadly: as a perspective of thinking and talking about what is human and non-human, allowing for a redefinition of humanity's place in the world.



### To learn more about it, you can refer to:

Mini-lectures of the School of Eco-poetics on YouTube: [SZKOŁA EKOPOETYKI](#) (English subtitles available)



Essay of Julia Fiedroczuk and Gerardo Beltran mentioned above: [Ekopoetyka / Ecopoética / Ecopoetics](#) (free to download; text available in Polish, English, and Spanish)



## CHAPTER 5

# Emotion Management: Participants and Trainers

Climate change is an example of a so-called wicked problem which doesn't have a simple solution. Our goal is to learn to live with climate change and with the feelings we have about climate change.

We use the words 'emotions', 'feelings' and 'effects' quite loosely.



### What is a feeling?

- A feeling is an energy and action
- A feeling is both an individual and communal concept
- A feeling transforms information. It tells us about the world and about the person who is having those feelings
- A feeling advises us that there is something significant in a situation
- A feeling makes us ready to react

Educators and trainers are in a particularly responsible position because they can either support or stifle the processes of dealing with students'/participants' climate feelings.

Emotions are related to both cognitive and skilful goals in climate education. Being able to identify and process emotions helps people deal better with cognitively complex phenomena.

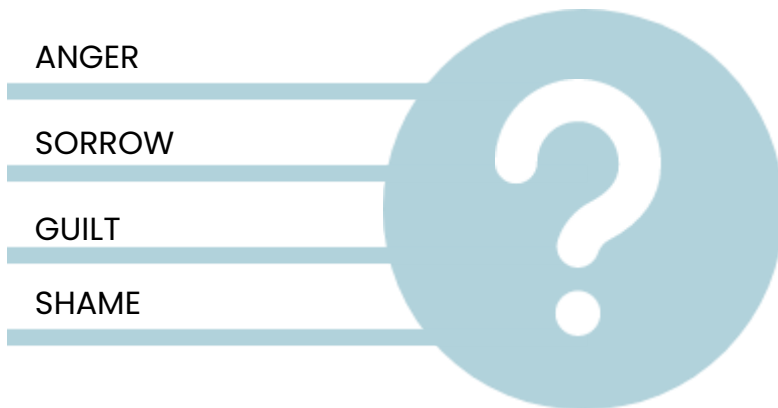
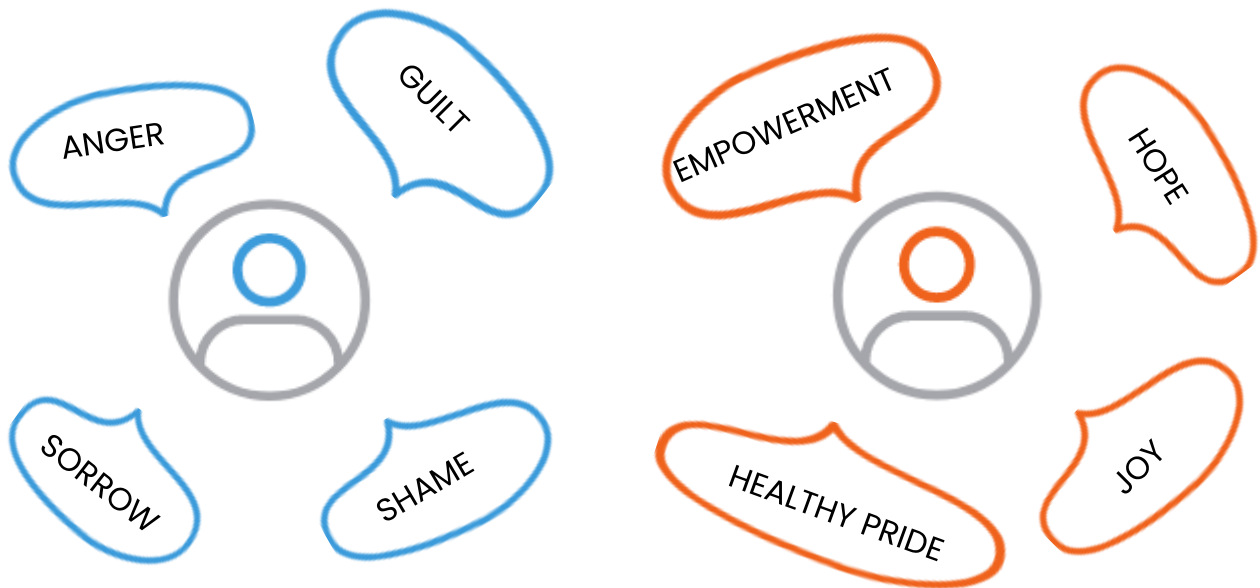


Institute of Global Health Innovation:

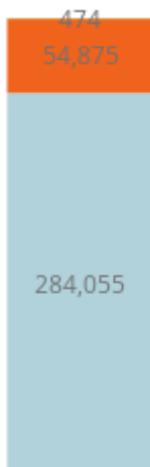
[How does climate change make you feel?](#)



## EMOTIONS AND CLIMATE CHANGE



## CLIMATE ANXIETY OR DRIVING FORCE OF ACTIVITY AND JOY



### Do you know how many studies there are about mental health and climate change?

Interestingly, both climate change and mental health have been studied a lot separately, but not very much/together.

According to PudMed, the number of articles published in 2011-2021:

- **Mental health:** 284,055
- **Climate change:** 54,875
- **Mental health and climate change:** 474

## Trainer

It is important and relevant that educators are aware about their own emotions and coping strategies because, without dealing their own feelings, there is a larger risk of exhaustion. It is possible to have cynical feelings, which will have an undesirable effect on both teaching and learning. **Trainers and educators should be aware of how important it is to deal with emotions, such as anger and hate**, and their psychological dynamics. According to psychological research, there is a very good chance of changing anger to power, which can help transform apathy into a social advocacy activity.

**Tackling climate change can also evoke feelings of joy, empowerment, worth, and pride.** It has been observed that feelings of empowerment and joy often seem to require that feelings of guilt, helplessness, and grief have been adequately addressed.



The further the eco-crisis and awareness of it progresses, the more attention needs to be paid to difficult emotions. In order to cope better, it is very important to be able to be sufficiently proud and satisfied with good deeds and aspirations.

## The trainer and co-learning and co-feeling

Educators should dare to learn in terms of the emotional world. Learning together can benefit both the trainer and the participants.

If the educator acknowledges the existence of emotions, they will show themselves to students as an important role model.

## Some pedagogical and ethical challenges



### Trainer's self-reflection:

- How skillfully can I follow the tones and development of the conversation?
- To what extent can I observe participants' emotional reactions?
- How well can I take into account my emotional states and their effects?

## Questions to think about when planning the session

- When and with what methods is it appropriate to ask participants to address their emotional reactions to the eco-crisis?
- How do hierarchical relationships and dynamics change if the issue at hand is a typical emotional landscape? What is the role of the trainer then?
- What is the boundary between the trainer's personal and professional role?
- How to make sure that the situation serves participants from very different backgrounds and age groups?
- Is the trainer obligated to provide a safe space for participants to deal with their feelings and emotions?
- Is there support available from institutions and organisations for trainers or participants?
- How can a trainer who has experienced the importance and effectiveness of emotional work encourage others to do the same?

## How to handle climate emotions?



## 11 tips for discussing climate emotions:

- Give space for discussion.
- Ask questions about how people think and feel about climate change/climate emergency.
- Listen carefully and show that you have heard what others are saying.
- If needed, give some examples of the words that can be used when describing climate emotions.
- Provide information about how to regulate emotions.
- Remember, you don't have to know or solve everything.
- Admit it if you don't know.
- Choose the level of personality that suits you.
- Observe the emotional atmosphere of the event.
- Consider how you handle the practical operation.
- End the session with something empowering and restorative.



## Discussion topics related to climate emotions



### ANXIETY

- Different forms of anxiety. What are all the emotions that might be behind the anxiety?
- What kind of anxiety is crippling?
- What kind of anxiety can, in turn, lead to positive change?



### DESPERATION

- If someone says "There is no hope!" what general emotions may be involved? (Despair, hopelessness, anger, bitterness, grief, disgust, cynicism, depression?)
- How could exhaustion or climate burnout be avoided?



### FEAR AND WORRY

- What are the benefits of fear? (Identification of hazards, regulation of activities to prevent them)
- What can be the disadvantage of running away from fear (fear of fear)?
- Climate fears: what exactly are we afraid of about climate change?



### GRIEF

- The debate over why grief is often hidden today.
- Reflection on how people could deal with different forms of grief constructively.



### GUILT

- What kind of guilt is crippling?
- What kind of guilt is moving and well-guiding?
- How could you build a good enough conscience on climate issues?



### INADEQUACY/ POWERLESSNESS

- Feeling inadequate/powerless is very common and is nothing to be ashamed of.
- Reflection on how these feelings could be reduced (e.g., splitting problems, working together, being kind to oneself and others).



### ANGER

- How could anger be channeled constructively?
- What can be done if you are properly outraged?
- Why do many people feel frustrated about climate change?
- How could frustration be alleviated?

## Discussion topics related to climate emotions



### JOY

- If you accept the seriousness of the climate crisis, can you still experience joy? Why/why not?
- What kind of things or events can produce climate joy?



### EMPOWERED

- What things or experiences make you feel empowered?
- A sense of togetherness: what feelings of togetherness bring strength (connection to nature, connection with others)?



### HEALTHY PRIDE

- Is it difficult to talk about healthy pride? Why/why not?
- How could healthy pride be strengthened?
- What is the relationship between feelings of guilt and pride?



### HOPE

- Is hope something deeper than optimism or pessimism?
- What could be the benefits of optimism? And can pessimism be helpful?



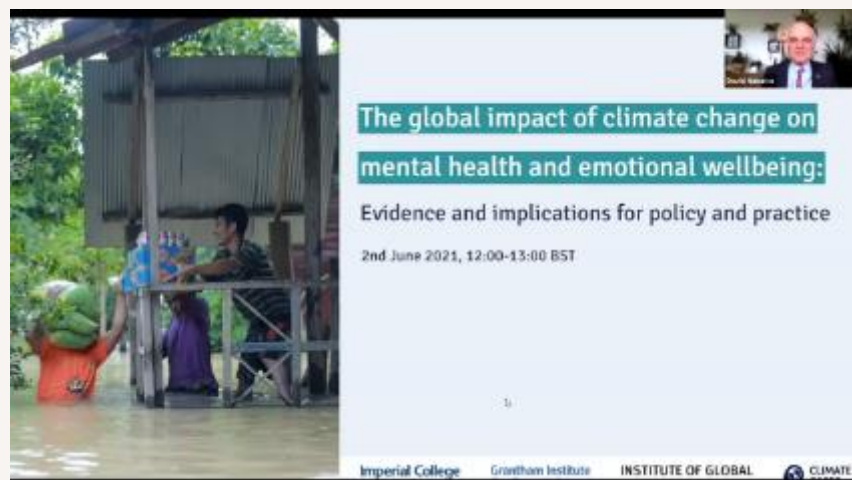
From Eco-Anxiety and Hope blog:

[10 recommendations for people with eco-anxiety](#)



From the Institute of Global Health Innovation:

[The global impact of climate change on mental health and emotional wellbeing](#)



## Some basic mindfulness ideas how to handle your emotions



- Turn toward to your emotions. Don't try to bottle them or push them away.
- Identify and label your emotions. Use the above list as help. Instead of saying, "I am angry", try to say, "This is anger that I am feeling". You don't label yourself but instead, label your emotions.
- Accept your emotions. This is how it is now. Breathe. This is how it is now. Make it your mantra. Try to talk to yourself as if you were talking to your loved friend. You did your best.
- Realise the impermanence of your emotions. Allow yourself to witness and observe these feelings with kind attention and patience. You can ask these questions to help you empathise yourself:
  - "What and where is this feeling?"
  - "What do I need now?"
  - "How can I nurture it?"
- Inquire and investigate. Ask yourself: what triggered me? What is causing these feelings? Where is this discomfort rising from?
- Let your emotions be. You don't have to control your emotions.

## CHAPTER 6

# Permaculture for Trainers: How to Prepare and Run Workshops Inspired by Permaculture Principles?

It is common to think that permaculture is for gardening, even though the principles of design can be applied to many aspects: the organisation of a company, a school, a family and also to one-self, our patterns and habits. Permaculture principles can also support our visions and dreams. There is an existing branch called “social permaculture”, which describes working with humans and their interactions. **Training is full of these, requesting design and adaptive skills – so why not get inspired by permaculture principles\*?**

Each principle will be addressed, starting from inspiration for nature, specific information on **how it applies to the learning ecosystem**, and tips for trainers to prepare and apply on the go. Screening and picking what is relevant to your context is strongly recommended.



As an invitation, here is the simplest form of what design means :

- Observing where you are;
- Being aware of where you want to go;
- Identifying the steps to get there.

Permaculture Ethics and Design Principles poster and more free downloads:

[www.permacultureprinciples.com](http://www.permacultureprinciples.com)



### Permaculture Ethics

- 1. Care of the Earth
- 2. Care of People
- 3. Fair Share

### & Design Principles

1. Observe & interact
2. Catch & store energy
3. Obtain a yield
4. Apply self-regulation & accept feedback
5. Use & value renewable resources & conserve
6. Reduce waste
7. Design from patterns to details
8. Integrate rather than segregate
9. Use small & slow solutions
10. Use & value diversity
11. Use edges & value the marginal
12. Creatively use & respond to change



Source: [www.permacultureprinciples.com](http://www.permacultureprinciples.com) / CC BY-NC-ND 3.0

\* Article based on 12 Permaculture Principles included in Essence of Permaculture by David Holmgren, an accessible introduction to both the permaculture concept and the principles:  
<https://permacultureprinciples.com/resources/free-downloads/>



## 1. Observe and interact....

“Beauty is in the eye of the beholder”

**Observing can be through all senses. The sloth sees poorly and brings tree leaves to his face to sniff their freshness before choosing his dinner.**

In the group ecosystem, there can be everything: fragility, resilience, excitement, boredom, and concerns.... **A new group will go through phases to reach ease and cooperation.** An existing group can come along with past tensions. A group which doesn't meet often might need time to adjust to each other. In a new environment, it might take time to orientate and find safety. As a trainer, we are also touched by all these components (new group, new place, new content). On the other hand, in a workshop we have led many times, it might happen that we are transported by our speech to go on with “routine” explanations without noticing signs of general confusion or disconnection of participants. **The beginning of the workshop can really set the scene for everyone to relax and feel safe to participate.**

### PREPARATION

- Check-in: what do I see or feel in myself; what's my body feeling; what's my intuition about this specific training? You can check what was on the agenda during previous meetings; what the groups' rules were; contracts; milestones; etc.
- Be genuinely curious about the group: what do you know, and what can you observe around you?

### BEGINNING OF THE WORKSHOP

- Non-structured, connecting time in the beginning: e.g., 15 minutes to arrive, orientate, and self-serve a cup of warm drink.
- Check-in time: the extended version is a round of how we feel in the moment. For a big group, you can create pairs, sharing in turn.
- Discover the space and interact personally with some participants: e.g., in the exercise, “look into the mirror” by pair, where one person closes their eyes and is guided safely by the other person in the environment, and when the guide wants to show something to the other, they say, “Now, look into the mirror”. The person being guided will open their eyes and observe for a few seconds then close again and continue. After 5 minutes, change pairs.

## DURING THE WORKSHOP

If you observe the situation becoming tense (e.g., conversations are getting louder, and some participants are uncomfortable):

- Offer a break or three deep breaths together. Ask: "Does someone see what is happening in the group?"

If the group is disconnected and tired (passive participation, yawning):

- "I notice that ... (facts) – does anyone else notice it? Can we do something about it?" e.g., a break, a change of activity, a sharing circle, etc.

As a trainer, it is your task to offer breaks which will also be a moment for you to adapt the programme to the possibilities of the group.



## 2. Catch and store the energy...

"Make hay while the sun shines"

**Before winter, animals that hibernate store heat in their body. In spring, the trees use the pressure of water in the soil and sun power to bring up the sap to the top.**

In the group, energy comes and goes, often in sync. **Let's catch the low moments to offer regenerative activities** (rest, eating, fresh air, sun, physical exercises, music, stimulating conversations, meditation) **and the high peaks for intensive or demanding activities** (absorbing new learning, listening, brainstorming, and making decisions). Of course, it depends on each individual and the energy increases when we feel connected to the purpose. **The energy of the trainer is also essential to monitor.** If a group will evolve together in the long term, it is helpful to address how coming together can restore our energy.

## PREPARATION

- Take care of your personal needs: get enough sleep, food, and exercise for the trainer to be more ready for the challenges ahead of themselves
- From your experience and knowing the information of the group, ask yourself what activity would best suit this specific time and space.
- Write down the programme of the training and share it with the participants.
- Plan ways to recharge your energy through the activity (e.g., enjoying a moment of silence on your own, walking, taking a nap).



## DURING THE WORKSHOP

- To start, you can create an exercise to bring our energy together (and lift it). For example, take 3 minutes to introduce one other by shaking hands and announcing the names of all participants.
- Similarly, after the break, mobilising the body with breathing together or a short energiser helps to get back to the group energy.
- Invite participants to take care of their own needs: e.g., everyone is entitled to ring the break bell or to go take fresh air for a minute.
- Offer an exercise to bring awareness to it: "How is your vitality level right now?", "How do you recharge your energy?", "What could be our way to recharge as a group for the time being, together?"
- Create smaller groups to focus more and create safe space.
- Offer an optional activity: "Who is willing to volunteer for taking on the role of note-taking?"



### 3. Obtain a yield...

"You can't work on an empty stomach"

**See the cow, the goat, and the bison... the grazers spend most of their time eating, working toward the goal of harvesting a yield.**

In the group, general motivation can vary from time to time. Outside elements can also influence the group (e.g., the lack of light in winter, the political environment of the moment, etc.). **Having a goal, achieving steps toward it, and celebrating them are great motivators.** In the learning process, it can be the knowledge transfer which is significant in terms of gain. It can also be friendship, play, and inspiration gained through your training. The thing is: there is a before and an after. **The trainer can bring attention to it to encourage harvesting it** ("We can't benefit what we don't harvest").

## PREPARATION

- Can you name what the participants will gain? Can you extend the list to bonus gain that might come on the way?
- Whenever possible, work with real-life contexts (e.g., challenges participants are facing), so that practice leads to real results that can be used afterwards.

## DURING THE WORKSHOP

- Ask participants what they want to achieve through the workshop, make a list, and then verify with the group what is going to be achievable.
- Mention the wins while recapitulating what has been done.
- Invite finding our own ways of celebrating (the Dragon Dreaming method can give inspiration)
- Discuss the work effects together, give feedback and ask the group about it for people to obtain a yield from it (emotional and intellectual)
- Evaluate at the end: closing circle with the question, "What are you bringing home?"



### 4. Apply self-regulation and accept feedback...

"The sins of our fathers are visited unto the seventh generation"

**The co-evolution of insects and flowers results from decades of accepting feedback and self-regulation. And one seed carried over the ocean by a person or a bird opens a whole chapter for a plant species and the communities it will arrive in.**

The trainer is the main target here since **you will gain a lot from listening to the participants to improve your format, content or logistics.** Participants can also feel empowered by receiving comments on how they took on a role. They also learn from receiving comments on their behaviour regarding guidelines. Typically, being an extroverted long speaker can be helpful in some cases and take the space and energy needed to listen to all voices. Noticing the bright side of people's contributions is also part of the feedback.

**With practice, it is possible and liberating to listen to feedback without feeling criticised, and there is plenty of space for appreciation and what we value in each other.**

## PREPARATION

- Consider reading your notes and feedback from participants from last training: how can you implement them? How can you monitor your progress?

## DURING THE WORKSHOP

- The trainer can set guidelines at the beginning to make borders and frameworks for communication and feedback. (E.g., In the opening circle, we don't speak twice until everyone has spoken)
- In which way can you receive feedback from participants? E.g., after an activity, open a space for sharing with questions (what was challenging? What was easy ?) or ask to rate by raising a hand for high satisfaction and lowering the hand toward the ground for low satisfaction; mention an anonymous envelope at a given space; dedicated time at the end of the training with specific questions; short survey sent by email afterwards. The closer to the experience, the better.
- Take notes from your observations of what is working well and what is not working so well.



## 5. Use and value renewable resources and services... "Let nature take its course"

**Plants are grown from sun, water and energy, cycling within them. We can also think of the horse being valued for its beauty, transport of goods or of people, land work, production of manure, and recreational and therapeutic purposes.**

**People are renewable entities, and we can value and use their inputs in many ways.**

One is to exchange knowledge and skills freely. In a group, the need to be useful is often there and **this energy, catalysed, can bring satisfaction and outstanding accomplishments.** We can also bring attention to our uses of resources: how do we use our energy ? What are you ready to give ? To receive ? When will it be too much? Linked to the "catch and store energy" principle, observing our energy level and saying no to a request when our batteries are low is wise. As a trainer, you might need some help from co-workers – it is advised to not ask too much from too few for too long and always to be ready to hear a no.

## PREPARATION

- Reflect on the resources needed to run the training: which part is renewable? Which is not? How can you cut down on non-renewable resources?
- Are you aware of the renewable resources of the group ? Can they be put to use in your workshop? E.g., ask the group if someone would like to animate an ice-breaker or energiser (specify the timing and have ideas if no one volunteers).

## DURING THE WORKSHOP

- You can open by asking, “Who has experience or knowledge related to the topic?”
- Make a poster titled “The renewable services/resources I am ready to give to the group”, for instance, a car-sharing ride, a discussion on this topic, loaning a specific tool or book, etc.
- Encourage peer learning for those interested.
- Make connected exercises and activities – for example, energizers can be thematically connected to what is going to happen after them and therefore reuse the energy of the group.



### 6. Produce no waste...

“A stitch in time saves nine”

**Birds collect fur from wild animals as building materials for their nest. A dead tree represents a buffet and a hotel for many insects, fungi and invertebrates.**

One confusing feeling among participants – but also trainers – is the impression of wasting our time, going in the wrong direction, or that our input is not valued. On the other hand, **having clarity on purpose, being seen and heard, and witnessing how the diversity of inputs can be brought together easily is a fascinating process.**

We know that we can refuse, reduce, reuse, and recycle which we apply to material goods. Let’s enlarge our knowledge with **repair, re-educate, re-gift, replenish, and re-think to help produce no waste in our relationships and learning journey.**

Producing no waste can also be about maintenance.

## PREPARATION

- Clear communication on the aim, the general activities and the format (length, group size, etc.)
- Self-reflection on how you use your time and the best conditions for you not to waste any time. For example, prioritising meetings in person instead of online, where possible

## BEGINNING OF THE WORKSHOP

- Start by reminding the participants “why” we are here today – open for clarification questions.
- Invite participants to share expectations or concerns in the opening round. It can also be done in pairs to complete the sentence, “I am here, despite....”

## DURING THE WORKSHOP

- Use a method which gives equal space for expression to collect thoughts and opinions.
- Be ready to re-orient when time is being stretched in a non-productive debate.
- When making a decision, mention that the ideas left aside can be put to one side for later or in the compost to transform (metaphorically)
- Group reflection: where is my time being wasted? How can I prevent this? What can I learn from my failures in workshops? How can they be used?
- To finish, summarise the outputs and discuss the next steps. If none are planned, open the discussion: “We have done x, y, z today – is there someone or a group who feels the call to bring what we did further?”



## 7. Design from pattern to details...

“Can’t see the wood for the trees”

**We see the spiral in the fern and the shell. Similarly, the roots and branches of trees all have the same pattern, but the details change and make a difference among thousands of species.**

As each blueprint is unique, each group has its specificity, which varies with time. When a general success to training plan can be applied, attention to adjusting and finding the appropriate details is crucial. It can also happen, as trainers, that we are too focused on the details and forget the big picture.

Conversely, it may be tempting in the details to choose a strategy for its short-term results and benefits (e.g., single-use dishes for a picnic), although it may discredit long-term success. It is reassuring to draw one big picture with the future in mind to be able to zoom in and out with coherence. Existing workshop patterns can be inspiring to find the one for your context. Here is an example of the **Spiral of Life** from the **Work that Reconnects**<sup>9</sup>: 1. Come with Gratitude, 2. Honouring our Pain, 3. Seeing with New Eyes 4. Going Forth.

<sup>9</sup> The Spiral of the Work That Reconnects, based on the teachings of Joanna Macy:

<https://workthatreconnects.org/spiral/>

## PREPARATION

- Become inspired to use theories, models and group process structures to identify groups and adapt to their needs more economically.
- When designing your training, collect your key messages, ethical principles and general structure before entering the details. Keep this big plan as a guide for later.
- If you have info about the group (size of the group, age, culture, expectations), think of them while planning the details.
- As a trainer, you might know a pattern of habit that is important to address to prevent a confusing situation. Ask different trainers; use the power of community.

## DURING THE WORKSHOP

- The phrase “feel and adjust” instead of “prevent and control” can be well-suited here: be ready to change some details with the big plan in mind.
- Reflection with the group: what are the patterns at play here? What are my useful patterns (habits, behaviour) and what would I like to change?



### 8. Integrate, rather than segregate...

“Many hands make light work”

**In symbiosis with the plant’s roots, the bacteria produce the most amazing factory to transform atmospheric nitrogen into food for plants. The ants’ hill and the beehive work together with a common purpose.**

We have all experienced frustration from stagnating in a task which would be much faster if done alone. As the saying goes, “Too many chefs will spoil the broth”. Indeed, **the connection between the elements is as important as the elements themselves.** And this is where the trainer is playing a role.

**Being inclusive and welcoming when we work with groups allows everyone to participate and decisions have more chances to be followed up.** At an individual level, an approach which integrates the head, the hands and the heart can bring us closer to our potential.

## PREPARATION

- Look at your program. Can you make the link between the activities and the subjects?
- Do you alternate the activation of the head (brainstorming), the hands (manipulating objects, moving) and the heart (sharing/listening to feelings)?
- Before planning sub-groups, consider the advantages (more space to talk, self-organisation, more intimate for sharing) and the disadvantages (parallel activities can divide the participants unnecessarily)
- Self-reflect on your privileges and research dynamics of power.

## DURING THE WORKSHOP

- Start with a welcome note.
- Carefully listen to every small idea, even those which are communicated clumsily or inappropriately since they could contain the missing "diamond" if rephrased (some people have poorer skills in expressing themselves).
- If you notice isolation/exclusion, think of how to address it in private or within the group with the intention of "integrate not segregate" at the service of the whole group and learning process.



### 9. Use small and slow solutions

"Slow and steady wins the race"

**The tree grows, each year incrementing layers of wood cells. We see the different strategies: pioneer species come first after opening: they are fast growers and die sooner than others. They prepare the space for trees to grow slowly, producing stronger wood and being there longer.**

In the learning ecosystem, where time is often a constraint, **it is tempting to prioritise quantity over quality** and squeeze activities in the time frame, even though the participants show signs of fatigue or the need to digest the information. **"Less is more" is often valid**, even though it is less valued by society and can create frustration regarding participants' expectations.

Joanna Macy, in her support to trainers passing on the "Work that Reconnects", reminds us that **the goal is the long term**. Participants who show disappointment immediately after the training might have a new insight one day, one week or a year after and benefit from it (as a seed takes time to germinate). This principle is also a call for addressing nodes of tensions with an incremental method: one baby step at a time.



## PREPARATION

- Choose small instead of big: before organising a big seminar, make a smaller one.
- Planning the length and number of activities: reflecting on previous experience, do you have a tendency to set unrealistic timing? Don't overstuff the programme with activities and give people time to go through them, emotionally and cognitively.

## DURING THE WORKSHOP

- Don't force your bigger agenda; focus on smaller steps
- Re-consider your planning: you can always look at your plan and decide to simplify it, maintaining the substance and main messages. Do not mention that participants will be "missing out" a part of the program.
- A problem arises (e.g., technical): make a call for a small solution brainstorm. "What would be the simplest way to solve it now?"



### 10. Use and value diversity...

"Don't put all your eggs in one basket"

**The mountain hare put on his white coat for winter. It gives him more chances to survive. In our belly, there live around 300–500 different kinds of bacteria which help our organism digest, create medicine, protect against pathogens, support our immunity and even do some maintenance.**

You have noticed that the group is made of very diverse individuals with various personalities, skills, knowledge and priorities. Looby Macanamara<sup>10</sup> compares the group to a garden with each individual being a plant with their characteristics, yields and needs to flourish. Some like the sun and don't mind the wind, whereas some need rich soil and a sheltered spot. The contribution of some can be underground by nourishing the soil; others are aesthetically blooming and pioneers, enjoying breaking new ground.

We also observe that plants differ at different stages of their development: different resources are needed for the seed, the seedling, the plants and the mature tree. In the garden, plants can support each other if suitable niches are found for everyone. Similarly, **in a group, each person can contribute in a unique way when they are given space.** The group dynamic is the soil structure, and one ingredient which is always welcome is organic matter. In our case, **the organic matter would be listening and respect.**

<sup>10</sup> Looby Macnamara, People & Permaculture – designing personal, collective and planetary well-being, Permanent Publications; 2019th edition

## PREPARATION

- Bring together a diverse activity in order to meet different ways of learning (e.g., visual material, individual tasks, group discussions)
- If you know the group, can you list what makes it diverse and how you could value this within the workshop?

## DURING THE WORKSHOP

- Give opportunities to learn from one another's experiences.
- You might receive a proposition from a participant that you wouldn't consider or notice in the divergence of opinion. Before saying no to the idea, it is worth checking if we can merge them in a worthwhile way. "How could we take advantage of the diverse opinions?"
- Reflection on our roles in a group individually, then by a subgroup of the role: "In a group, I mainly...", "How is it helpful?", "How is it unhelpful?", "Are there any changes I would like to make?" Examples of roles: bring ideas, lead, care for harmony, observe, joke, connect the dots, and criticise.
- Use the Six Thinking Hats of De Bono<sup>10</sup> to brainstorm creatively in the way the format helps to reflect on the value of different roles.



### 11. Use and value edges and the marginal...

"Don't think you are on the right track just because it is a well-beaten path"

**Nature flourishes at the edges: look at the forest edges, the side of the pond, or the coral reef hosting a quarter of all marine life.**

**Edges are the interface between 2 ecosystems. It is a place of productivity where things happen,** even when it is thin. **The edges can be as dynamic** as the ocean tide. It is, for example, within our ability to stretch out of our comfort zone. It is also within the boundaries we set for ourselves and others that help cultivate respect. It can also be in time, such as the pause between inhaling and exhaling or the break between activities where the most exciting discussions might happen. The intersection between subjects is sometimes hard to consider in its complexity but so much more relevant to real life. Finally, in society, we consider some people as "marginal"; defined as existing at the edges of society, which can be because of the small number of persons concerned or because of the distance from what is considered the "norm". **There are places for growth.**

<sup>10</sup> The Six Thinking Hats: How to Improve Decision Making, with Examples, by Matthew Channell: <https://www.tsw.co.uk/blog/leadership-and-management/six-thinking-hats/>

## PREPARATION

- What are the edges of your training ? (e.g., breaks, a corridor adjacent to the learning space) How can you bring awareness to it and invite (explicitly or implicitly) participants to make good use of them?
- Prepare one example of inspiring marginalised behaviour relevant to the theme to be discussed.
- Check-in: what is your readiness to improvise? If you discover something new (on the edge of your knowledge), would you be ok to follow it ?

## DURING THE WORKSHOP

- Self-reflection: where are the edges of my comfort zones? How can I expand those limits? What are the boundaries of my understanding? How can I stretch my willingness to meet others to learn from them?
- Brainstorm: cite one destructive “normalised” behaviour (e.g., waste food brought into landfill) and collect alternatives. Are they some alternative behaviour of very few people you can think of?



## 12. Creatively use and respond to changes...

“Vision is not seeing things as they are but as they will be”

**The caterpillar slowly eats a leaf, preparing to become a majestic butterfly, able to fly many kilometres in a day.**

We all have experienced workshops when nothing goes as expected: the number of participants is not what is registered; the material is incomplete; it rains instead of being sunny, as forecast; and unclear communication creates expectations for another format.

In those cases, **change is inevitable and how we deal with it matters**: look at the new situation and see what can be done from there. From moments of confusion and a lack of inspiration, what helps then is **to focus on the direction you want to go with the group**. Your plan was one path, which is now unavailable or under construction. Which new path can you offer? It is also acceptable to know only the first step in the direction and let serendipity guide the process. Many possibilities can open up; **it is a new ground for learning with a lesson in trust and reflection**.

## PREPARATION

- Reflect on the general direction: what is the vision related to this training? Where do I want to bring the group?
- Practice non-attachment to your well-known plan: where and how am I resisting change? Do you have a Plan B and a Plan C, and are you open to them?
- To support your creativity, can you bring different materials useful for alternative plans?

## DURING THE WORKSHOP

- When you notice change is needed, pause and think, then make sure the change is needed and confirm your intuition with the group.
- Give participants space to adapt, search for the new and to embrace it - change is always problematic emotionally, and they also need to know that they can say something about a new direction that they can see
- To create alternative plans, connect with “produce no waste” to upcycle some of your activities in another format.



Oregon State University Ecampus: [The Permaculture Principles](#)



**Icons of Permaculture Principles** used in article are designed by David Holmgren.  
Source: [www.permacultureprinciples.com](http://www.permacultureprinciples.com)



## CHAPTER 7

# How to Measure Your Impact?

## Evaluation of Education

In education, **evaluation is usually understood as examining the quality or value of an educational program or its parts.** It allows conclusions to be drawn about the overall effectiveness of the study. It serves the lecturer and organisations to obtain feedback from the participants and as a source of information for possible changes in both the content and the form of education.

In terms of time, we can implement it:



### **Before starting or at the beginning of the educational activity.**

In this phase, an evaluation is conducted to get to know the participants, their initial knowledge and skills, and their expectations.

**Tip: At the beginning, the trainer/educational activist can check what the participants already know about the topic and principles by asking appropriate questions about permaculture principles or participants' preferences (for example, during familiarisation activities). Accordingly, it can operationally adapt the content or the form to suit the participants more.**



**During the educational activity.** It is carried out, especially for longer-term educational programs. In particular, it ascertains the participants' opinions on the educational program and its components, e.g., the lecturer, the teaching environment, the didactic methods and techniques, aids, study materials, etc. The results are usually used for possible corrections of the same course.



**At the end of the educational activity.** As a rule, it focuses on determining the participants' reactions to the educational program and the results of their learning, e.g., whether the goals of the educational activity have been fulfilled.



**After the end of the educational activity (after a more extended period).** In some cases, it is also desirable to find out whether the participants have transferred what they have learned to their working life – what they have used and what they have not learned – and, based on this information, then make changes in subsequent, identical or similar educational programs and activities. In informal hobby education, this is rather difficult; the lecturer often does not meet the students after the activity.

It is possible to use all the types mentioned above of evaluation for the evaluation of informal interest education; one of the practical tools for the implementation of the evaluation is the model created in the 1960s by Donald L. Kirkpatrick, which, with minor changes, can be very well used for informal education, as well.

**Kirkpatrick identified four levels of curriculum evaluation:**

- Reaction
- Learning
- Behaviour
- Results

Evaluation should always start with level one (reaction) and progress through levels two, three, and four. Each subsequent level begins from the previous one and builds on it or the information obtained in it. **For informal education, it is advisable to use the first three levels.**

## REACTION

**At this level, we look for answers to the question: did they like it?**

Measuring the participants' reactions, e.g., their satisfaction with the educational program and its individual parts. Measuring and detecting responses is very important for informal interest education. In this case, whether the participant's like the training is an important motivating factor for participation in further training and is very important for the recommendation of the training and courses by the participants to other people.

We usually measure participant reactions as feedback at the end of the program, using observations, interviews and/or questionnaires – methods which can be adapted based on composition or number of participants. Evaluation at this level is highly subjective and what information the learner receives depends largely on what is asked and how the questions are asked. The expectations of the participants also play a key role here. For this reason, it is good to do a short evaluation before the start of the training so that the lecturer can find out the participants' expectations.

**Tip: In the case of education in the field of ecological competencies, it is advisable to find out whether the education was fun for the participants, what they liked most about the activities, and what, on the contrary, they least liked.**

Even if the data obtained at this level of evaluation does not indicate the overall effectiveness of the educational program, it is still very valuable for the organiser and lecturers.

## LEARNING

### **At this level, we look for answers to the question: did they learn?**

Through evaluation at the learning level, both the participants and the lecturer receive feedback on changes in knowledge, skills and attitudes because of participation in the educational program. We, therefore, find out whether the set goals of the educational activity have been met. Evaluation at this level is usually implemented through various forms of oral, written or practical tests. Although various forms of tests and examinations are recommended in this evaluation phase, a different form of evaluation is appropriate for informal interest-based education. All tools are designed to comply with permaculture principles. In order to verify that the participants have understood a specific principle through the learning activity or to make sure that the learning activity really focuses on this principle, the teacher can focus on these principles during the evaluation.

**Tip: For larger groups, for example, cards with individual principles are suitable, which the participants assign to the activity they completed at the end. For smaller groups, it is possible to check the understanding of the topic, for example, through a discussion at the end of the educational activity, or role-playing, which is also possible.**

## BEHAVIOUR

### **At this level, we look for answers to the question: Did they use it in practice?**

Behavioural evaluation determines whether the learned skills have been transferred into practice and whether the participants' behaviour has changed after completing the educational program. We, therefore, determine the "transfer" of what has been learned into the participant's life or a graduate of educational activity.

At this level, the lecturer and the organiser in informal interest-based education usually have limited opportunities to determine whether the participants used the acquired knowledge and skills. Based on interviews and questioning at the end of the educational activity, the lecturer can determine their future intentions and plans from the participants and where or how they want to use the acquired knowledge and skills.

**Tip: Here is a suitable space for the trainer/educational activist to give the participants practical tips and recommendations for using the acquired knowledge and skills.**



## CHAPTER 8

# Realistic Changes, Realistic Hopes, Social Justice

These are undoubtedly challenging times in Europe and beyond. The effects of the Covid pandemic, the ever-degrading state of our planet, and the human rights, energy and food crises brought about by the Russian invasion of Ukraine, have laid bare the shortcomings of 20th century models and reinforce the case for a shift in political approaches and visions of society.

In this context, feelings of eco-anxiety and powerlessness are increasing, while societies become more and more polarised. Amid ecological emergencies, geopolitical turbulences and deep social inequalities, the call for change resounds louder and louder.



**The transition towards an open and just society with respect to human rights and planetary boundaries requires an understanding that ecological policies are incomplete unless deeply interlinked with the participation of civil society actors and citizens, in particular those at the receiving end of climate injustice.**

Individual action through changes in everyday habits to lower one's environmental footprint can certainly contribute to a greener future. At the same time, this is a choice only available to the more privileged among us. **Our socio-economic background and place of living can have a major impact on what we can do and what is easily available for alternative options.** And considering that a threat of such magnitude is simply impossible to address as an individual, the needed changes (such as switching to renewables, consuming less meat and more food produce locally and organically, etc.) need to be embraced by society as a whole to truly make a difference. **So how do we address these inequalities to face the challenge together?**



To put it simply, what is needed is **a structural change to the current system based on extractivism and over-exploitation of resources**, away from the discourse of delay that has pushed the total weight and responsibility of the ongoing environmental crisis on the shoulders of the individual

While it has become increasingly evident that the effects of climate change are no longer an abstract threat of the future, but very much nowadays' reality, it is worth considering the following question: **how can increased awareness of the climate crisis and the need for a just transition be galvanised into action?** Or, in other words, why is it that, even in a context of increased awareness and a certain mainstreaming of climate change-related issues, meaningful action is still lacking?

### **The Case for (Non-Formal) Education**

Educators in Europe – be they teachers, trainers or non-formal facilitators – are in the position to interact directly with a seminal generation: one that bears the burden of building a different future for Europe – one that turns the promise peace and prosperity into reality. A future that acknowledges that social justice and climate agendas are inseparable, and one that is more democratic.

The task at hand is colossal, but so is the momentum. While the mobilisation of social movements in the past years shows clearly that citizens are demanding a greener future, many are lost in the waves of mis- and dis-information and increasing attempts of green-washing by governments and corporations.

If the main role of education is to help individuals navigate through their life and identify and fulfil their potential, green education is indispensable to preparing our society to the vital changes we need to implement to face today's and tomorrow's challenges.

**Green educators, therefore, have a major role to play in guiding citizens through the transition towards a greener, more just, peaceful and open society.**

### **Value-Based Education**

One crucial dimension of education on green issues is the question of values. Green training and (non-formal) education will only be as impactful as it is value-driven. For how can we learn about the importance of civic participation and democracy in driving the green agenda in an undemocratic class setting?





# Crucial green values to consider in developing training plans



- 1. Autonomy** – training participants have space to define their learning journey and are asked for permission at key moments. For instance, if the training runs over time, participants are involved in the decision to adapt the programme.
- 2. Democracy and active participation** – ensuring all voices are heard is key to effective green education. This requires educators to consider various ways in which participants can provide input (written vs verbal, individual vs group work, etc.), as well as the careful moderation of large group discussions to ensure various groups or voices have the space to take the floor.
- 3. Non-violence** – in a training setting, foster a setting where everyone can be themselves, and everyone is welcome. In the training class, everyone should also feel safe. Inclusivity and safety therefore go hand in hand.
- 4. Ecology** – being attentive to the impact of ecological changes on not just humans, but other species as well, which may ultimately have an effect on human health. This implies also looking at the interconnection between different issues through systemic-thinking and encouraging formats and spaces for critical reflection, questions and discussions on how the training agenda is connected to other areas in the participants' life and work.
- 5. Sustainability** – in an educational project, sustainability refers not only to the content delivered to participants, but also the materials used, the food served in breaks, or the duration of sessions. Paying attention to the participants' well-being, needs and energy level is crucial in ensuring sustainability.

## Education on Green Issues: Role and Limitations

Education on Green issues fulfils two main functions:

**It can equip individuals with the knowledge to understand the present and the skills and attitudes needed to build resilience and navigate uncertainty.**

Climate change is undoubtedly "one of the great challenges of our time", and with increased awareness among children and young people (Clayton, 2018), they become more vulnerable to eco-anxiety and mental health challenges. It is therefore crucial to build an understanding of the topic among this target group and enable care figures (teachers, parents, community organisers, grandparents, etc.) with the correct information so they can support.

**Education on green topics also helps citizens take action to co-create their future**

When public debates evolve around issues such as nuclear energy, the impact of windmills on natural ecosystems, or the geopolitics of energy, it can become easily overwhelming to remain informed and engaged. This bears the risk of either mis-information (lost in many contradictory messages, citizens end up swamped in dis- or mis- information campaigns) or disengagement (citizens don't know what to believe and they become inactive). Training and education on green solutions can therefore help broaden dialogue and participation of wider groups in society in the most crucial debate of our time.



**The two functions are complementary and should remain in balance:** too much focus on the first can result in minimising the issue and reducing it to individual action. Too much focus on the second can lead to the neglect of individual needs and activism burn-out.

A balanced educational project will build a clear understanding of a specific challenge related to climate change, how it interconnects to other topics, what are crucial reflections to be had at individual level, but also the development of critical thinking on how societies can find future-proof answers. It will also strike the right balance between understanding the urgency of climate change, at the same time with acknowledging individual limitations and fostering a feeling of community and belonging.

Finally, a green trainer also needs to check-in where they stand on the two dimensions. Learning the training material needs to be complemented by a process of self-reflection and an understanding of the balance between individual needs, reactions and processing attitudes and feeling which may be generated by the acknowledgement that our planet is in a dire situation. At the same time, acknowledging that the process of education cannot and will not solve the issues we are dealing with, but represent a springboard for further reflection and future action by participants, will also minimise the pressure to find final solutions to colossal challenges.



## GREEN ACADEMY

Green Academy is the educational platform of the [Green European Foundation](https://www.green-european-foundation.eu/) (GEF). It is for everyone involved in the green movement and beyond, empowering green-minded Europeans to get organised, educated, and ready to overcome everyday challenges and the ones ahead of us.

[www.green-academy.eu](https://www.green-academy.eu)



## CHAPTER 9

# How Should we Work as Trainers?

How are we, education professionals and activists, supposed to approach our professional activities regarding climate and environmental challenges? What standards we should follow?

These are key questions. In the trainer's work, it is important to keep a standard of conduct. This gives us, the trainers, the proper "spine" and signals where to go in our work. Nowadays, it is a special time when everything is touched with concern about our natural environment. That's why it is not an option but a necessity to include an ecological code of procedures in our work. We, as trainers, are the lighthouse keepers who hold the light of education to the various social groups. We also have the ability to implant ecological knowledge into these groups. Moreover, not only do we want to teach them about ecology, but also, we, as trainers, must set an example with our own attitude. We need to show people the possibilities of how to behave so that our planet will benefit more.



**The Code of Conduct of Education Activists for the Planet was created as a list of principles and rules designed to help education professionals run their activity concerning the environment — the mission and values of the educators.**

**We identified three important components of the Code of Conduct: trainer, training content, training environment.**

We propose The Code of Conduct of Education Activists for the Planet. We believe the code can be an educational and social change "tool". It can support:

- Sharing ecological knowledge among trainers and educational activists;
- Conditioned nutrition system, fair trade, slow food (local ecological food movements and examples of good practices);
- Spreading the idea of protecting the planet every day and during every educational activity.



1-1

## Grow Eco/Green Competences

### DESCRIPTION

In order to pass on ecological knowledge and habits to others, a trainer has to obtain these competences first. Moreover, a greener lifestyle can be taught both during an ecology workshop, as well as in a completely unrelated training, e.g., a computer programming course. Ecological competences are universal and are best shared in action.

#### Key questions:

- Which ecological actions do you undertake in your everyday life?
- Do you see any relation between the subject of your training and certain ecological topics? Is there a way you could tackle them during the training?
- When it comes to the way the workshops are organised and conducted, are you able to convincingly explain the importance of small ecological actions to the participants?

### WHY IT IS IMPORTANT

- A trainer usually has some amount of control over planning, preparing, and conducting a training. Achieving a high level of ecological competences helps during every stage of the process.
- In addition to trainers' professional competences and knowledge, ecological competences help set a greener environment for activities and generate an added value both for the participants and the community.

### PRACTICAL EXAMPLE

While designing the workshops and organising training environments, ecological competences come in handy during every stage of preparation. The more extensive ecological knowledge and skills, the bigger chance that the training on the whole will be organised and conducted in a sustainable way.

For example, participants often expect printouts and freebies given out during the course. If the trainer decides to refrain from using these and can offer a reliable and credible explanation as to why it is important, such a decision can influence the participants and change their future behaviour.



## Secure Theoretical Background

Regardless of the topic, it is essential to start designing the training with knowledge based on scientific facts so that you can be confident in the knowledge you are sharing and able to answer questions from participants. Knowing about the particular training topic, how it is connected with other eco-topics, and how it concerns the participants is important. It is not about knowing everything in the field but about reaching the training/ education activity's goals regarding the participants' context (experiences, competencies, needs, habits, etc.).

### Key questions:

#### DESCRIPTION

- Do you feel confident in your knowledge of the training topic?
- Is your knowledge based on scientific facts?
- Are you prepared for the participants' questions?
- Do you know the current legislation around the topic?
- Do you know the latest research/data related to the topic? Can you quote some actual data?
- Do you know how the solution/legislation or lack of solution/legislation related to the topic impacts people's life/social life/environment?
- Do you know what has been discussed in relation to the training topic at the local/regional/national/EU/global level?
- What opinions/trends have appeared lately due to the topic?

#### WHY IT IS IMPORTANT?

### Knowledge based on scientific facts is key to:

- Being legitimate as a trainer, as the source of knowledge during the training.
- Empowering the participants with scientific facts, in the era of fake news and conspiracy theories.
- The need to know your abilities and undertaking tasks that do not exceed your knowledge.
- People relying on trainers/educators' eco-competences. It would be best to have adequate knowledge to meet participants' needs in developing their eco-competencies.

#### PRACTICAL EXAMPLE

Before the training/educational activity, you can:

- Research the topic so that you understand:
  - The latest research and data related to the topic;
  - Experts and non-experts' opinions on the topic.
- Make a potential FAQ list related to the topic and check if you know the answers

- Draw a broader picture to see how your topic is related to other issues that impact people/social issues/the environment
- Analyse the participants' needs due to the topic respecting their competencies and local context

**What to measure:** do you feel confident in answering questions on this topic? **What kind of indicator to measure:** your ability to communicate on scientific facts clearly and your ability to answer questions.

1-3

## Be a Role Model in the Training

### DESCRIPTION

As a trainer/educator, you need to be coherent with the eco-message you have for the participants. Learning is not a simple mechanism for giving and receiving information between a trainer/expert and the participants. Many people learn by observing. They observe you during the training and after it. You are more authentic, powerful and persuasive to the participants when you live and breathe green values.

#### Key questions:

- What are you wearing and what does it say about you?  
Appearance always makes an impression on participants.
- What does your lifestyle and consumption levels tell the participants about you following/not following green values?

### WHY IT IS IMPORTANT?

According to a social cognitive theory developed by Albert Bandura space is filled based on external pressures and constraints. People observe, imitate, and develop a specific social environment. They learn new information and behaviours by watching other people.

The theory states that when people observe a model performing a behaviour and its consequences, they remember it and use it to guide subsequent behaviours.

Observing a model can also prompt the viewer to engage in a behaviour they have already learned.

### PRACTICAL EXAMPLE

Run a self-evaluation of your eco competence to understand how coherent you are with the eco-message.

Ask yourself before deciding on running the training/eco-activity:

- Do I follow the values related to the topic in my everyday life?
- How can I use myself as an example to shape/influence the participants' training's goals?

Trainer cooperation should happen on at least three levels:

### 1. Organisational level

- Are you familiar with the organisation you represent at the training?
- How well do you know the organisation? Values, ethical principles, etc.
- What kind of information would you need from your own organisation?
- Do you know where to find all relevant information in the organisation?
- Is there something in your course which could challenge organisation's sustainable development program? If so, do you know how to proceed to make a change?

### 2. Between trainers

- Do you know other organisations/trainers? How many contacts do you have?
- Have you shared your eco-competences' best practices? Are you able to challenge them with some new ideas?

### 3. Between trainers and stakeholders

Sustainable future key questions:

- Is it possible for you to reform society together with learners and partners?
- Is it possible for you to promote stakeholder environmental responsibility?
- Is it possible for you to involve stakeholders in activities that promote sustainable well-being?

## DESCRIPTION

## WHY IT IS IMPORTANT?

- So that everyone operates according to the same principles and practices
- Up-to-date material available for trainers
- Transparency and peer support
- Good practices that are easy to share and internalise.

## PRACTICAL EXAMPLE

- Organisational level: an organisation has an established practice (for example, a template) when recruiting and introducing trainers to the principles, practices and procedures of the organisation
- A platform, where it is possible to share best practices, implementation of practices into work, examples and for example visits to different organisations.
- Trainers' own "bank" of stakeholders. The bank contains information of different stakeholders that can be contacted. For example, Earth Hour = contact specific electric company.

# TRAINING ENVIRONMENT



2-1

## Respect the Place

### DESCRIPTION

Think about where the training will be held. Increase the connection to local specifics, support local organisations and value local resources.

#### Key questions:

- What makes the location specific?
- What type of landscape is it in?
- What do the building and rooms look like?
- Is it possible to use an outdoor space for at least part of the training?
- How is electricity and water or waste management handled?
- Are there local businesses in the area whose products can be used?

After answering the questions, integrate the information and design the training with respect for the site and its surroundings. A good choice of training location deepens people's connection with nature and the landscape in which they are located, even if for a limited period of time. The point of the venue is that people are also natural beings, naturally embedded in the living world and connected by a delicate web of relationships with all that shapes it.

### WHY IT IS IMPORTANT?

- Be an example (*exempla trahunt*) – inspiration and motivation of participants to imitate after returning from training
- Good practice from around, possibly seen with own eyes – people find out that it is possible and not so difficult
- Possibility of answers related to technical, organisational support – how it could be applied elsewhere
- Unconscious learning, acquiring habits and transferring these to daily life

### PRACTICAL EXAMPLE

- A place preferably in the countryside, not in big cities (Environmental Education centre, if possible)
- Buildings with eco-friendly operations (green roof, renewable heating, heat recovery, solar energy, automatic lights out, **waste separation**, rainwater harvesters, dry toilets, no need to change towels every day, etc.)

- **Outdoor classroom, indoor furniture, decoration made from sustainable sources**

**Highlighted in bold** are things that can be provided even if the space is not entirely adequate – waste separation during training, classroom equipment and space for the outdoor part of the training.

You can take inspiration from Sluňákov, Czech republic (Centre for Ecological Activities – [slunakov.cz](http://slunakov.cz)), Horka nad Moravou, Czech Republic – building, classroom indoor and outdoor ([www.otevrenazahrada.cz](http://www.otevrenazahrada.cz)).

2-2

## Use Sustainable Transport

### DESCRIPTION

Think about what kind of options there are available when thinking about transportation and if you are making the best choice when choosing it

#### Key questions:

- How are you and others using different transportation?
- Have you offered different options to travel?
- Are there more sustainable options available?
- Is travelling necessary or could you use online equipment instead?
- Are you offering equal opportunities to all participants?

### WHY IT IS IMPORTANT?

#### Transportation:

- Is it a significant user of energy, maybe the major user of energy?
- Causes air pollution – CO<sub>2</sub>, NO<sub>x</sub> and SO<sub>x</sub> gases – as well as particulates?
- Causes noise pollution?

#### The potential negative impacts of transportation on environment can be listed as:

- Degradation of air quality and greenhouse gas emissions
- Increased threat of global climate change
- Degradation of water resources
- Noise and habitat loss and fragmentation

### PRACTICAL EXAMPLE

#### Make your choices:

- Face to face workshop: is it a must? Justify your answer
- Public transportation: is it available? Have you thought of equality?
- Online-meeting: can you handle it? (Technical support/enough experience)

#### Follow ups...

#### What to measure

- How do we use transportation when going to courses?
- How do we use transportation while we are attending courses?

#### How to get the information and where to get information

- Inquiry for trainers and participants
- Collect the information and make statistics

#### What kind of indicator to measure

- Percentages of the amounts of trainers and participants using different transportation
- Percentages of the amount people of walking, using a bike, taking the bus or train, using their own car, taking a plane, etc...

2-3

## Think about Work Materials/Resources

Think about what materials/tools to use in the training, why they will be used, how to use them, and what you are communicating to the participants.

The training inherently includes papers, folders, envelopes, pens, pencils, scissors, and glue. Even these small items can be prepared with the environment in mind. Criteria that can help us decide are, for example: material and energy intensity of production, recyclability, biodegradability, health (non)hazardousness, and transport distance from producer to consumer.

#### DESCRIPTION

##### Key questions:

- What is it made of?
- What are its greener alternatives?
- Can I recycle it or reuse it?
- Can participants bring their own tools and/or take home what may already be available?

Try to find eco-friendly solutions in the training room: magnetic whiteboards or whiteboards, preferably electronic rather than printed materials, etc.

#### WHY IT IS IMPORTANT?

Examples are known to pull (Exempla trahunt) – trainees will be inspired and motivated to imitate the use of eco-tools and materials after returning from the training. People will find that it can be done rather easily because they will see many examples of good practices with their own eyes and will literally be able to "touch" them in practice. Seeing what has been tried and tested creates a process of unconscious learning in the participants, which leads to easier acquisition of habits and thus the ability to transfer them into everyday life.

	<p>For the proposed measures and solutions to work, they need to be taken up by as many participants as possible and for that they need to know what is being done and why. Especially for little-known measures and solutions, information and explanations are needed as much as possible. Promote your eco-steps – some unusual things should be pointed out to participants in advance. Promote and explain all ecological practices appropriately – in invitations, on posters, on site, in organisational instructions, etc.</p>
<b>PRACTICAL EXAMPLE</b>	<p>Before the training begins, it can have a big environmental impact in the form of printed posters, souvenirs and promotional items. Again, the fewer material items, the greener – this is especially true for various 'useless' souvenirs.</p> <p>Below are the most important points to keep in mind when preparing training materials, which are also relatively easy to access and inexpensive:</p> <ul style="list-style-type: none"> <li>• Use recycled, non-chlorinated paper.</li> <li>• Keep the number of copies of each document to a minimum.</li> <li>• Copy and print on both sides of the paper and do not throw away paper until you have used both sides.</li> <li>• Stationery – use pencils made from natural materials (FSC wood, bamboo, wheat fibre, corn leaves, paper)</li> <li>• Sharpeners, staplers – choose metal rather than plastic. Use all-metal scissors (no plastic)</li> </ul> <p>Online shop with environmentally friendly office supplies, where each product lists all the chemicals it contains (in German): <a href="http://www.memo.de">www.memo.de</a></p>

## 2 – 4

## Choose Suitable Refreshment

<b>DESCRIPTION</b>	<p>The concept of refreshment at the seminar needs to be addressed comprehensively on four levels: food, drink, food and drink packaging, and food waste management.</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• Can you use local resources?</li> <li>• Is it necessary to have packaged refreshments?</li> <li>• What will you do with leftovers?</li> </ul> <p>The overall optimum is to use local resources, i.e., local farmers, either directly or through farmers' markets. In this way, both the quality condition of organic farming and the fair-trade conditions are met.</p> <p>As far as the drinks are concerned, the easiest and often most appreciated is water from local sources – from wells. This can also be used for other drinks – homemade lemonades made from local fruit or teas made from local herbs. A nice addition to the programme can be the participants' own picking of fruit or herbs. As for the coffee drinks, both coffees can be used (here, it is necessary to</p>
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	<p>check the eco and fair-trade label) and substitutes made from local products (chicory, grain, etc.). Local wine, which is often produced as a product of organic farming, would be a great addition to the evening's programme, as well as local spirits.</p> <p>As far as food and beverage packaging is concerned, disposable packaging should be avoided. If buying raw materials from farmers, textile bags and special reusable bags for vegetables and fruit can be used. For beverages, we use glass containers, ie., returnable and recyclable bottles. Similar rules apply to serving. Wooden cutlery, paper plates and cups can be used, but the classic use of glass and porcelain washable crockery is much preferable.</p>
<p><b>WHY IT IS IMPORTANT?</b></p>	<ul style="list-style-type: none"> <li>• Seminar attractiveness – Seminars with interesting food based on local products are more interesting and attractive, especially for foreign participants.</li> <li>• Overall well-being of participants – Refreshment meeting eco-limits represents generally lighter food and more flavourful food and beverages. Conversely, for example, the use of disposable plastic cutlery and crockery always creates a degree of participant dissatisfaction.</li> </ul> <p>Economic reasons – It is cheaper to use standard porcelain and glassware, just as it is cheaper to make teas, lemonades or fresh juice with picked herbs and fruits. In fact, you can often buy produce surprisingly cheaply from local farmers.</p>
<p><b>PRACTICAL EXAMPLE</b></p>	<p>The things listed below can almost always be provided – it is a minimal job with a large effect: <b>classic washable crockery and cutlery, tap water in a jug with a slice of lemon or a sprig of mint, bowls of seasonal fruit, linen napkins, etc.</b></p> <p>You can find inspiration here: <b>Veronica – Hostětín centre (CZ)</b>: Organic housing with organic operation, fruit and vegetable growing, cider house <a href="http://www.hostetin.veronica.cz">www.hostetin.veronica.cz</a>, <b>Sonnetor (CZ)</b>: Cultivation of herbs and tea production including buying herbs from collectors and small growers, tea room and fair-trade café. <a href="http://www.sonnetor.com">www.sonnetor.com</a></p>



3-1

## Design and Plan to Respect Use and Value Renewables

### DESCRIPTION

Start with the impact you would like this training to have on the target group and its needs/characteristics and the topic chosen. Allow some room for the process to be open with no predetermined outcome. When looking at solutions, keep the ambitions and expectations low with small and slow solutions first and allow time to test them. Do not waste energy for short term views in your events; rather, focus on a long-term and meaningful impact.

A good vision and wider perspective is necessary to set the right tone from the beginning.

#### Key questions:

- How can you save energy on transport and electricity, without compromising the quality of work? Can you use renewable energy?
- Have you checked what the resources are in place of the training? Have you thought about how to incorporate it or adapt your training to that?
- Do you know what resources participants could bring and share with others on the training? That includes skills but also materials, physical items and efforts in the preparation phase. Plan for it in a timely fashion.
- Have you prepared the virtual space for sharing experiences and reflections after the training?

### WHY IT IS IMPORTANT?

- Choosing renewable energy and other resources will not only help reduce the impact on the planet but also create a more inclusive environment and will not separate participants from different social backgrounds. A mindful use of renewables is also in accordance with the principles of permaculture. Treating human resources as renewables – understanding that human energy and potential can reach its limits if not supported.
- To avoid burnout of trainers, a mutual energy flow must be created between trainer and participants, encouraging participants to contribute their own ideas and keep developing acquired skills and sharing and supporting each other in the learning process. A co-created result is considered renewable because the knowledge is shared and not dependent only on the trainer.

## PRACTICAL EXAMPLE

A workshop of rocket-stove building uses only natural materials; after the workshop, all participants are invited to join a WhatsApp group where they actively share their ideas and build a supportive community. When the participants create rocket-stove building projects by themselves, help from other group members is offered and the knowledge is shared independently from the trainer. Workshop gallery:  
[www.facebook.com/Smiltenei.un.Latvijai](https://www.facebook.com/Smiltenei.un.Latvijai)

## 3-2

## Bring Practical Aspect

## DESCRIPTION

Teach valuable and practically applicable skills. **Do not teach only why but also how.** Encourage the participants to come up with their own practical solutions, ask about their experiences, use the potential of polycultures, and take advantage of diverse participants.

Use the potential to create good symbiosis and always value collective intelligence. Especially since topics relating to the environmental/climate emergency we are facing can induce anxiety, fear and feelings of uselessness, the trainer should teach/train with an objective of sustainable and concrete action points/methods. This will allow participants to feel empowered to act and to be eco-active.

### Key questions:

- Can you draw inspiration from nature to create your training?
- Are the objectives of the training concrete and sustainable action points/tips?

## WHY IT IS IMPORTANT?

By creating a practical result, the course brings a sense of purpose and usefulness, encouraging the participants to apply gained knowledge suitably in their everyday lives, which results in enrichment and development of the original concept. A finished product also serves as an example for future training. A skill that has been practically applied is memorised easily and therefore holds a greater value for the participant.

### Objective: sustainable and concrete action points/methods

- Participants feel empowered to act
- Both the participants and trainer clearly see the training's concrete and sustainable consequences/impact, which is quite motivating and engaging. (*What will we change today?*)
- The group works together for a common objective.

## PRACTICAL EXAMPLE

Creating a historical garden bed in a museum as a part of Seed Savers training. The participants are involved with the process themselves, rather than just learning by observing.

Traditional shingle roofing workshops take place on real roofs that later serve the local community. The participants gain a skill while the practical result of the training has a practical use. [http://skaidu-meistarklase.mozello.lv/skaidu\\_meistarklases/skaidu\\_darbnicu\\_fotostasti/2018-fotostasti/params/group/103519/](http://skaidu-meistarklase.mozello.lv/skaidu_meistarklases/skaidu_darbnicu_fotostasti/2018-fotostasti/params/group/103519/)

Participants need to leave with several ideas in mind of things they can do very easily and with the feeling of having achieved something together.

### Follow ups...

#### What to measure

- Can you see clearly what the concrete outcome(s) of this training will be?
- Are these action points sustainable?

#### What kind of indicator to measure

- Participants leave the training with several concrete action points.

## 3-3

## Observe and Adapt

In nature, nothing remains constant. Everything changes, evolves. Therefore, as a green-minded trainer, when facilitating, the ability to observe and adapt based on what you observe is essential. To come well-prepared is important but it is key to always remain flexible and be able to quickly respond to the situation, based on the feedback and needs of the participants. The first task for the trainer is to create a safe and open space for exchanges, inviting feedback, critical thinking, questions and reactions. The trainer must always be open, able to self-reflect, and accept feedback.

### Key questions:

- Looking at the conditions of the training, how will you create a safe space for discussion where participants feel free to think critically and to ask questions?
- How do you ensure your participants will have the chance to get feedback during the training? Did you plan specific times in the agenda for feedback?
- Are you prepared to accept that feedback and use it to self-reflect?
- Do you plan moments where you can take a step back and observe reactions, body language, and group dynamics?

## DESCRIPTION

	<ul style="list-style-type: none"> <li>• Are you able to not only accept feedback but also be flexible enough to change course and adapt to it (even if it means cancelling your original plans)?</li> </ul>
<b>WHY IT IS IMPORTANT?</b>	<ul style="list-style-type: none"> <li>• Ignoring participants' needs and reactions during a training would lead to disengagement, frustration and, in general, negative reactions.</li> <li>• A refusal by the trainer to accept feedback and be open to adapt accordingly directly threatens the success of the training and goes against the key value of inclusivity.</li> <li>• Being eco-active for the planet means listening and adapting and, therefore, an eco-active trainer must listen, observe, and adapt, too.</li> </ul>
<b>PRACTICAL EXAMPLE</b>	<p>There are many frustrations in the room with participants not engaging with the activities you propose.</p> <ul style="list-style-type: none"> <li>• Pick a short activity that the participants can do in smaller groups/pairs.</li> <li>• Take a step back and just observe.</li> <li>• Do you see where the tensions come from?</li> <li>• <u>If you do</u>, take a moment to reshuffle your session completely to adapt, for example, by changing the group dynamics and/or doing an activity that will lessen tensions (or even propose a break).</li> <li>• <u>If you cannot</u> identify the source of the problem, think of the best way/moment to stop and invite all to feedback.</li> <li>• When coming back to the group, calmly acknowledge the tensions and propose a short break.</li> <li>• After the break, have a moment for feedback or propose a different agenda for the rest of the training and ask for the participants' agreement to do so.</li> </ul>

## 3-4

## Use Local Resources

<b>DESCRIPTION</b>	<p>In nature, nothing remains constant. Everything changes, evolves. Therefore, as a green-minded trainer, when facilitating, the ability to observe and adapt based on what you observe is essential. To come well-prepared is important but it is key to always remain flexible and able to quickly respond to the situation, based on the feedback and needs of the participants. The first task for the trainer is to create a safe and open space for exchanges, always inviting feedback, critical thinking, questions and reactions. The trainer must always be open, able to self-reflect and accept feedback.</p>
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	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• Looking at the conditions of the training, how will you create a safe space for discussion where participants feel free to think critically, to ask questions?</li> <li>• How do you ensure your participants will have the chance to get feedback during the training? Did you plan specific times in the agenda for feedback?</li> <li>• Are you prepared to accept that feedback and use it to self-reflect?</li> <li>• Do you plan moments where you can take a step back and observe reactions, body language, group dynamics?</li> <li>• Are you able to not only accept feedback but also be flexible enough to change course and adapt to it (even if it means cancelling your original plans)?</li> </ul>
<b>WHY IT IS IMPORTANT?</b>	<ul style="list-style-type: none"> <li>• Ignoring participants' needs and reactions during a training would lead to disengagement, frustration and in general, negative reactions.</li> <li>• A refusal by the trainer to accept feedback and be open to adapt accordingly threatens directly the success of the training and causes against the key value of inclusivity.</li> <li>• Being eco-active for the planet means listening and adapting, and therefore an eco-active trainer must listen, observe and adapt too.</li> </ul>
<b>PRACTICAL EXAMPLE</b>	<p>Before the training, you can do some research of local cultural events and educational projects taking place in the area. Browse through the offers of local community centres, theatres, and libraries. Browse local newspapers, travel guides, or city council websites. Look for good practices in the area. If you have the opportunity, you can take part in a local event yourself to get to know the local community better.</p> <p>Try to find some inspiring people from local society: somebody who could be a role model. You could present that person as a good example or contact them to see if they would like to chat about local perspectives.</p> <p>Provide examples of local good practices so that participants can benefit from them as well.</p>

## CHAPTER 10

# Tools, Methods and Ideas for Eco-active Trainings and Workshops

This chapter contains tools to present examples of educational activities increasing eco-competencies. All of them were elaborated on the practical experience and tested by the educators working with various target groups.

The toolkit provides an overview of the curriculum that focuses on the following:

- Engaging people to protect the environment at the local level
- Variety of environmental issues: food waste, recycling and reduction of plastics, air pollution and individual impact (transportation, burning in ovens etc.), sustainable energy etc.
- They are shaping the right attitude of the participants.

All presented activities are related to permaculture principles (See Chapter 6: Permaculture for Trainers: How to Prepare and Run Workshops Inspired by Permaculture Principles? )

We have included icons to help you navigate among the activities:



**COMPLEXITY**



**GROUP SIZE**



**AGE**



**TIME**



### PERMACULTURE PRINCIPLES

Numbers inform you of what particular permaculture principles the activity is related to.

1. Observe and interact
2. Catch and store energy
3. Obtain a yield
4. Apply self-regulation and accept feedback
5. Use and value renewable resources and services
6. Produce no waste
7. Design from patterns to details
8. Integrate rather than segregate
9. Use small and slow solutions
10. Use and value diversity
11. Use edges and value the marginal
12. Creatively use and respond to change

# Ecological Footprint

Introduced by Ivana Mariánková, The Association of Czech Experts in Andragogy (AOA)

Would you like to discover your potential in ecological behaviour?



average



+ 12



4-20



60 min.



1, 4, 7, 9, 11

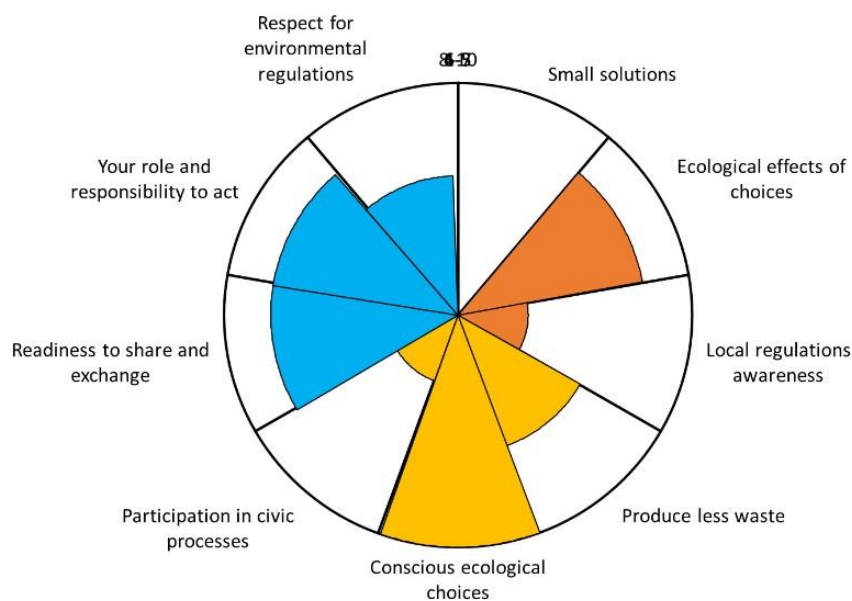
## BENEFITS

- You will discover your personal status in environmental behaviour
- You will find your strengths
- Possible space and targets for improvement could be identified

## COMPETENCES ADDRESSED BY THE TOOL

The main ecological competencies associated with this exercise:

- Ecological effects of choices
- Conscious ecological choices
- Readiness to share and exchange
- Your role and responsibility to act



## COMPLEXITY

AVERAGE - You need more time and materials to prepare the task and you need more experience in its implementation; you may need different materials and the activity is more complex to explain to participants.



<b>AGE RANGE</b>	There is no minimum or maximum age limit, because activities can be done with youngsters (from 12 years old) and adults alike.
<b>GROUP SIZE</b>	The method can be used in a group of at least 4 participants with a maximum of 20 people.
<b>TIME</b>	We recommend a time of 60 min for this method, including explanation and a follow-up discussion.
<b>PERMACULTURE PRINCIPLES</b>	<ul style="list-style-type: none"> <li>• Observe and interact (1)</li> <li>• Apply self-regulation and accept feedback (4)</li> <li>• Design from patterns to details (7)</li> <li>• Use small and slow solutions (9)</li> <li>• Use edges and value the marginal (11)</li> </ul>
<b>METHODOLOGY</b>	To be introduced to the basic concepts, we can use the brainstorming method.
<b>TARGET GROUP</b>	Working with this method of exercise is suitable for any type of participant, regardless of skill. There is no limitation, prerequisite, or recommended environment for its use.
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Understand the concepts of ecological footprint and sustainability</li> <li>• Become aware of how lifestyle affects the size of the ecological footprint</li> <li>• Understand the links between countries and their ecological footprints</li> <li>• Measure their personal ecological footprint and compare it with others and with the average footprint of their country and other countries</li> <li>• Motivate participants to reduce their own ecological footprint and possibly that of their family and friends</li> </ul>
<b>MATERIALS</b>	<p>Part 1, 3: whiteboard or flipchart, markers, papers, pencils</p> <p>Part 2: computer (smartphone) connected to the Internet, data projector</p>
<b>STEP BY STEP PROCESS</b>	<p><b>Part 1: What is the ecological footprint?</b></p> <p>Participants will be asked, 'What do you mean by ecological footprint?'</p> <p>Record all ideas on a whiteboard or flipchart paper. We do not evaluate or critique. If the group is large, we can divide it into smaller groups. Another option is that participants first "brainstorm" on their own paper and then compare their ideas in pairs. This is followed by writing down the ideas on a common flipchart. This procedure helps the shyer or slower ones who otherwise do not take their chance and are only passively involved - watching, listening, not talking.</p> <p>When we run out of ideas, we sort them and compare them with the actual content of the concept of ecological footprint (ecological footprint is a measure of how sustainable our lifestyles are, i.e. what footprint, expressed in global hectares per person, is left by our lifestyles and related consumption of natural resources on a global scale. People living in different parts of the Earth create different ecological footprints). More information: <a href="http://www.footprintnetwork.org">www.footprintnetwork.org</a></p> <p><b>Part 2: Calculation of the ecological footprint</b></p> <p>This part can be done in several variations:</p>

**A.** Participants open the link on their phones and fill in the questionnaire themselves (all participants must have mobile data or Wi-Fi connection)

**B.** You project the questionnaire with a data projector and fill in a participant's data, or your own, as an example.

**Discuss the results:** be aware that not everybody is prepared to share the results and be careful about the competition between participants - the aim is not to show who is the best and worst. The target is to bring up the discussion and help participants individually to find the potential for improvement and their strengths in the area.

### Part 3: How to decrease the ecological footprint?

Invite participants to discuss:

- What is possible to influence and what is out of their control? Which of the options offered leads to the smallest ecological footprint and why?
- What is easiest/hardest for you to change to reduce your personal ecological footprint and why?
- Do you plan to make any changes for the better? What kind and when?

### DOCUMENTS, HANDOUTS, WEBSITE RELATED TO THE TOOL



More information and a calculator for calculating the ecological footprint can be found on **Global Footprint Network** website: [www.footprintnetwork.org](http://www.footprintnetwork.org)

### HOW IT'S WORKING?



KVS team: Experience using the Ecological Footprint Tool.

[WATCH THE VIDEO](#)



AOA team: Experience using the Ecological Footprint Tool.

[WATCH THE VIDEO](#)



# Know Your Future! Have a Great Tomorrow – MEGATREND CARDS

*Introduced by Carla Urbano, The Finnish Lifelong Learning Foundation (KVS)*

**Discuss your way through ecological megatrends for the planet**



**demanding**



**10-99**



**2 – 4 per  
discussion**



**30 – 90 min.**



**7, 8, 12**

## **BENEFITS**

- Increase your awareness of megatrends.
- Learn to identify complex issues and develop your knowledge and discussion skills about them
- Explore alternatives and solutions to difficult questions

## **COMPETENCES ADDRESSED BY THE TOOL**

Addressed competences vary depending on the cards created and used. These competences are well addressed, despite the topic:

### **KNOWLEDGE**

- Ecological effects of choices
- Small solutions

### **ATTITUDE**

- Your role and responsibility to act
- Lifestyle by ecological principles
- Readiness to share and exchange
- Consumer choices based on long-term effects

### **SKILLS**

- Conscious ecological choices
- Helping others to change habits

## **PERMACULTURE PRINCIPLES**

- Design from patterns to details (7)
- Integrate rather than segregate (8)
- Creatively use and respond to change (12)

## **METHODOLOGY**

**Use Megatrends cards to set up yourself for the complexity of a sustainable future.**

What will the 2020s look like? What trends will have the biggest impact on our future and what kinds of tensions exist between the various megatrends of our

time? **Sitra's Megatrends 2020** list provides an overview of the issues we should focus on in the coming years.

The trend cards stimulate and broaden your thinking and help you come up with new ideas and envision what the future could look like. All you need is the trend cards, a pen, some paper and a couple of friends! More detailed instructions are provided on the instruction card.

<b>TARGET GROUP</b>	Everyone who is interested in a sustainable future
<b>SPECIFIC OBJECTIVES</b>	<p>Rather than understanding a single megatrend, it is more crucial to understand the broader phenomenon that it is related to and the manner in which it is linked with other trends. Orientation (mind setting) for the sustainable future helps you understand the importance of all permaculture principles.</p> <p>Megatrends highlight 5 trends:</p> <ol style="list-style-type: none"><li>1. Ecological reconstruction is a matter of urgency</li><li>2. The population is ageing and diversifying</li><li>3. Relational power is strengthening</li><li>4. Technology is becoming embedded in everything</li><li>5. The economy is seeking direction</li></ol> <p>Sitra's trend cards contain various trends that we believe are already influencing our lives and, as a result, our future. Also included are descriptions of the tensions between the trends.</p> <p>The trend cards cannot be used to predict the future. Instead, using the cards can stimulate and broaden your thinking and help you come up with new ideas and envision what the future could look like. All you need is the trend cards, a pen and paper. Enlisting the help of a couple of colleagues or friends is also a good idea.</p>
<b>MATERIALS</b>	Megatrends cards, pen, paper
<b>STEP BY STEP PROCESS</b>	<p>Choose from available Megatrends cards the most suitable cards for your group:</p> <ol style="list-style-type: none"><li>1. Think what kind of environmental trends or changes you can see or predict. You can think of them in a big picture or in a small frame, depending on your audience.</li><li>2. You can also propose your own example of cards, suitable for the group.</li><li>3. Label those trends or changes in two different groups:<ol style="list-style-type: none"><li>a) <b>Tension</b> between two different options</li><li>b) A big <b>change</b> which can happen in the future.</li></ol></li></ol> <p>Examples of tension vs. change topics:</p> <ol style="list-style-type: none"><li>1. <b>Tension</b> - Two companies have a different vision about plastic.</li><li>2. <b>Change</b> - Two companies are making decisions about what type of lunch they are offering to their workers.</li><li>3. <b>Change</b> - Seeing travelling (moving from place to place) as an opportunity to exercise vs. spending useless time waiting to get somewhere.</li><li>4. <b>Tension</b> - Seeing pets (cats and dogs etc.) as an environmental problem vs. effective tool against of loneliness.</li></ol> <p><b>EXAMPLE</b></p> <p>For your first discussion, you can choose 6 cards:</p>

1. Seeing nature as a resource vs. having intrinsic value
2. Increase in the amount of waste
3. Increase in extreme weather phenomena
4. Corporations vs. governments deciding on technology
5. A fair or unequal transition to a sustainable society
6. Environmental awareness vs. environmental action

<p style="text-align: center;"><i>TENSION</i></p> <p style="text-align: center;"><b>CORPORATIONS VS GOVERNMENTS DECIDING ON TECHNOLOGY</b></p> <p>The adoption of technology changes technology in significant ways, which is why it is important to pay attention to who decides on its development: corporations, governments or people, or perhaps all of them together? In addition to addressing individual technologies, consideration should also be given to the ecosystems they form and their combined effects.</p>	<p style="text-align: center;"><b>INCREASE IN EXTREME WEATHER PHENOMENA</b></p> <p>Climate change leads to an increase in extreme weather phenomena. Floods and droughts will become more common, as will increasingly intense storms. The variability of weather conditions will create pressure on agriculture and infrastructure in particular.</p>
<p style="text-align: center;"><i>TENSION</i></p> <p style="text-align: center;"><b>ENVIRONMENTAL AWARENESS VS ENVIRONMENTAL ACTION</b></p> <p>Environmental awareness among people has increased, but its impact is not yet sufficiently reflected in actions. It is possible that a growing number of people will change their habits, but it is also possible that scepticism towards changes in the environment will increase. The tension between awareness and action may also lead to deeper polarisation between those who demand action and those who belittle it. The best way to prevent this polarisation is collective discussion and co-operation aimed at achieving fair and socially acceptable change in society.</p>	<p style="text-align: center;"><i>TENSION</i></p> <p style="text-align: center;"><b>SEEING NATURE AS A RESOURCE VS HAVING INTRINSIC VALUE</b></p> <p>Nature is still often seen as a resource that we, as humankind, are free to use as we wish. The opposite view is that we are part of nature, just as the other forms of life on Earth are, and we should act in a way that leaves space for others.</p>
<p style="text-align: center;"><i>TENSION</i></p> <p style="text-align: center;"><b>A FAIR OR UNEQUAL TRANSITION TO A SUSTAINABLE SOCIETY</b></p> <p>Responding to the ecological sustainability crisis requires significant changes to society's structures and practices. How large are the changes that can be achieved, and how fast can they be put into action? How will we ensure that the transition to a sustainable society is equal and fair?</p>	<p style="text-align: center;"><b>INCREASE IN THE AMOUNT OF WASTE</b></p> <p>Approximately 0.7 kilograms of waste per person is created around the world each day. In Finland, this figure is 1.4 kilograms. The amount of waste is predicted to increase by 75% globally by 2050. Circular economy solutions can significantly reduce the amount of waste.</p>



**You can use cards in 7 different ways:**

**STUDY.** Read through the deck of trend cards and see what thoughts you have about the trends and tensions. Are they familiar to you? Which ones are already apparent? Which ones are surprising?

**PRIORITIZE.** Draw 3-6 cards from the deck at random and place them in the order of priority based on your view. If you are working together with others, discuss and compare the way each of you prioritize the trend cards. Does your discussion highlight any common themes? Do you agree on the priorities?

**CREATE A STORY.** Draw 3-6 cards and use them to create a story about the future. Incorporate topics that are related to your work or other aspects of your life. Share your story with others.

**SOLVE.** Choose a tension card from the deck. Think about how the tension could be resolved: is one of the two sides of the tension stronger, could a new direction be found, or will the state of tension continue – and what would that mean?

**DREAM.** Draw 3-6 trend cards. Based on the cards, create a picture of the best possible future by describing the future of something that is important to you in combination with the cards you drew.

**INVENT.** Draw 3-6 cards. Based on the ideas you get from the cards, create a future service, solution, product or procedure related to your subjects of interest that would make it better.

**BE SURPRISED.** Draw 3-6 cards and come up with completely opposite scenarios for them. What would had to have happened for the opposite scenario to become a reality? Can you find surprising perspectives? Share your most interesting and surprising ideas with others. Think about how conceivable the scenario is.

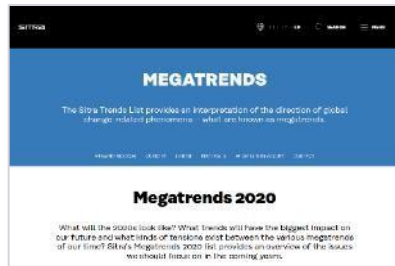
**Watch the KVS team video on how to use Megatrend cards:**



[WATCH THE VIDEO](#)



## DOCUMENTS, HANDOUTS, WEBSITE RELATED TO THE TOOL



Megatrends shortly:  
[www.sitra.fi/en/topics/megatrends/](http://www.sitra.fi/en/topics/megatrends/)



Download Megatrend cards (64 cards + instruction):  
[www.sitra.fi/en/publications/megatrend-cards-2020/](http://www.sitra.fi/en/publications/megatrend-cards-2020/)

Example of 6 cards for discussion (pdf): [DOWNLOAD](#)

## HOW IT'S WORKING?



Food Banks team: Experience in using the Megatrend Cards tool.

[WATCH THE VIDEO](#)



### INSTRUCTION GIVEN:

1. READ THE TRENDS CARDS
2. SHARE YOUR EMOTIONS RELATED TO THEIR CONTENT
3. CHOOSE 1-3 CARDS
4. CREATE A STORY ABOUT THE FUTURE WITH THOSE CARDS
5. DISCUSS HOW YOU WISH TO PRESENT THE STORY TO THE GROUP

LPB team: Experience in using the Megatrend Cards tool.

[WATCH THE VIDEO](#)



# Storytelling Cards and Boards

*Introduced by the Federation of Polish Food Banks*



average



+7



10-25



30-45 min.



1, 8, 9, 10

## INTRODUCED BY

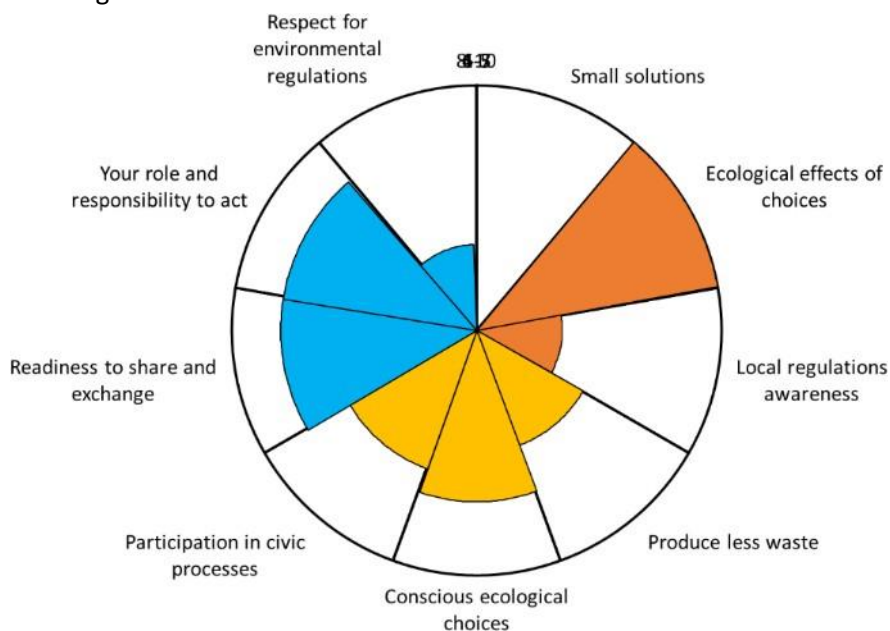
The tool has been introduced in a national educational project called “EkoMisja” (“EcoMission”), co-financed by the National Fund for Environmental and Water Protection. Created by the Federation of Polish Food Banks

## BENEFITS FOR PARTICIPANTS

- Developing imagination
- Give space to exchange knowledge and experiences. You can confront your ecological ideas or solutions with other participants
- Learn and implement small, practical eco solutions in everyday life.
- Get more creative on your eco-friendly life

## COMPETENCES ADDRESSED BY THE TOOL

- Ecological effects of choices
- Produce less waste
- Conscious ecological choices
- Participation in the civic processes
- Readiness to share and exchange
- Your role and responsibility to act
- Respect for regulations

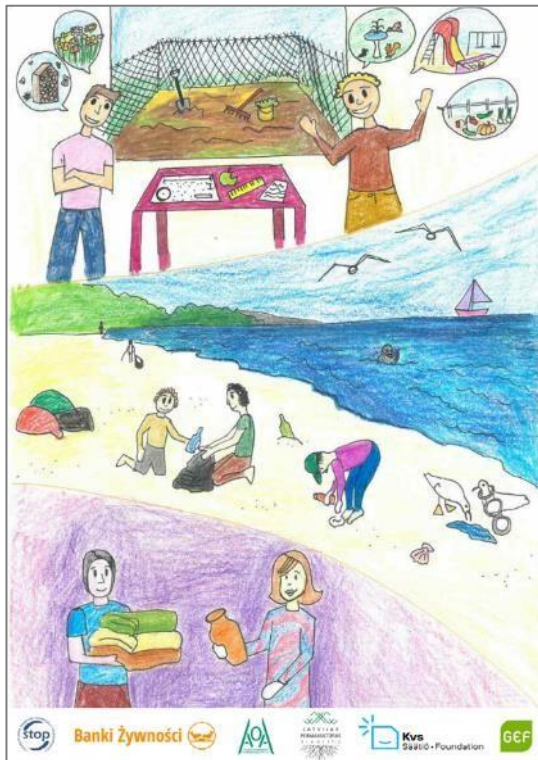




<b>PERMACULTURE PRINCIPLES</b>	<ul style="list-style-type: none"> <li>• Observe and interact (1)</li> <li>• Integrate rather than segregate (8)</li> <li>• Use small and slow solutions (9)</li> <li>• Use and value diversity (10)</li> </ul>
<b>METHODOLOGY</b>	<p>Storytelling is a method of creating a shared narrative that can have an educational impact and also function as a way to exchange experiences and integrate. The main advantage of this method is the enabling of participants to assimilate knowledge through well-known and liked forms, such as board games or picture cards.</p> <p>This method enables group work for people of different backgrounds and cognitive abilities. The objective is to stimulate participants' imaginations, let them propose their own solutions to a problem and to create an opportunity for discussion.</p>
<b>TARGET GROUP</b>	Depending on storytelling cards or boards, this tool is most suitable for children (aged 7-12) or adolescents and adults (over 16).
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Inspiring creative thinking and reflection on one's own habits and impact on the environment</li> <li>• Creating an opportunity to share knowledge and experiences</li> <li>• Promoting ecological awareness and small, individual lifestyle changes</li> </ul>
<b>MATERIALS</b>	A set of storytelling boards or cards and pens and paper for making notes.
<b>STEP BY STEP PROCESS</b>	<ol style="list-style-type: none"> <li>1. Divide the participants into smaller groups. Every group gets two small picture cards or story boards.</li> <li>2. Encourage members of groups to talk about situations shown in the pictures, define them as precisely as possible and discuss if and how they are related to their own experiences.</li> <li>3. After set time passes, the teams present their story cards with a summary of their discussion.</li> <li>4. After all presentations, the trainer summarises the exercise by showing a card in large format that incorporates all smaller cards given to the groups and illustrates the problem in a literal bigger picture. The trainer highlights the relationships between the scenes - they can improvise or use ready-made comments included in the script.</li> </ol> <p>For the last activity, the trainer encourages the group to develop recommendations to solve problems that were discussed. The recommendations can be written down on a flipchart.</p>

<b>DOCUMENTS, HANDOUTS, WEBSITE RELATED TO THE TOOL</b>	 <p>Website of the “EcoMission” project (in Polish): <a href="http://www.niemarnuje.bankizywnosci.pl">www.niemarnuje.bankizywnosci.pl</a></p>
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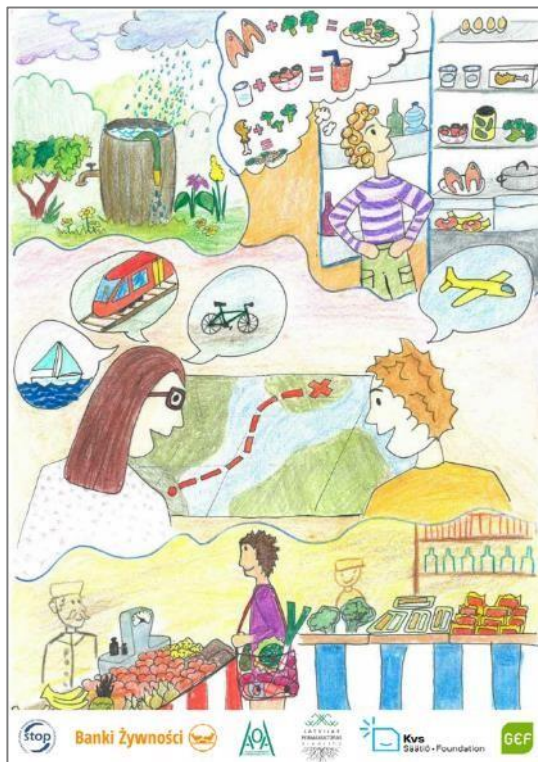
Storytelling cards: [DOWNLOAD 4 cards \(pdf\)](#)



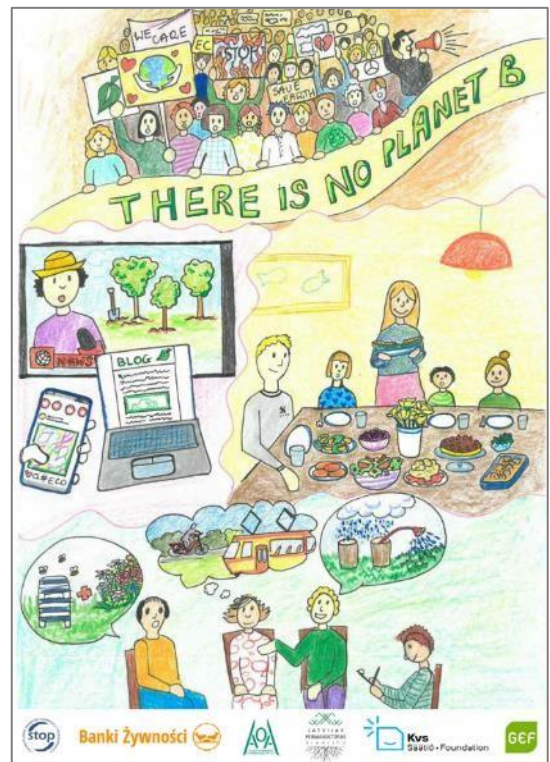
**EMPATHY CARD**



**MINDFULNESS CARD**



**AWARENESS CARD**



**INFLUENCE CARD**

## HOW IT'S WORKING?



STOP team: Experiences in using storytelling cards during a workshop with young people and adapting them to your own needs.

[WATCH THE VIDEO](#)



Food Banks team: What are storytelling cards and how to use them?

[WATCH THE VIDEO](#)



Food Banks team: Summary of the workshops for seniors from September 2022, during which storytelling cards and the ecological footprint tool were used.

[WATCH THE VIDEO](#)





# The Eco-Festival

Introduced by Céline Huart and Weronika Felcis, Latvian Permaculture Association (LPB)



**demanding**



**no restriction**



**20 to 100 and  
more**



**1 to 2,5 days**



**1, 3, 5, 6, 8,  
9, 10, 12**

## BENEFITS FOR PARTICIPANTS

By joining the eco-festival, you will:

- Become inspired by stories/knowledge/skills of workshop leaders and their ways to live with your theme (example: permaculture principles in local community)
- Gain practical knowledge by doing things with your hands
- Meet many participants with varying experience levels and who are from different backgrounds to exchange, network and celebrate together
- Discover a site and contribute to its development with practical outputs
- Experience a meaningful ecological event based on volunteer work

## COMPLEXITY

DEMANDING – the organisation team (3-4 persons minimum) is involved 7-8 months in advance; the destination/location is prepared 1-3 days before the event, depending on the needs. During the event – additionally for the organisation team – 10-15 “experts” will lead one or more activities. Volunteers before and during the festival are always useful.

## AGE RANGE

There is no minimum or maximum age limit, because activities can be done with youngsters and adults alike. Some activities might require very good physical conditions but there is always the option to observe or to choose a parallel program. Specific activities can be targeted for children only.

## GROUP SIZE

From 30 to 200 people

## TIME

We recommend a time frame of 1 day and a half.

## PERMACULTURE PRINCIPLES

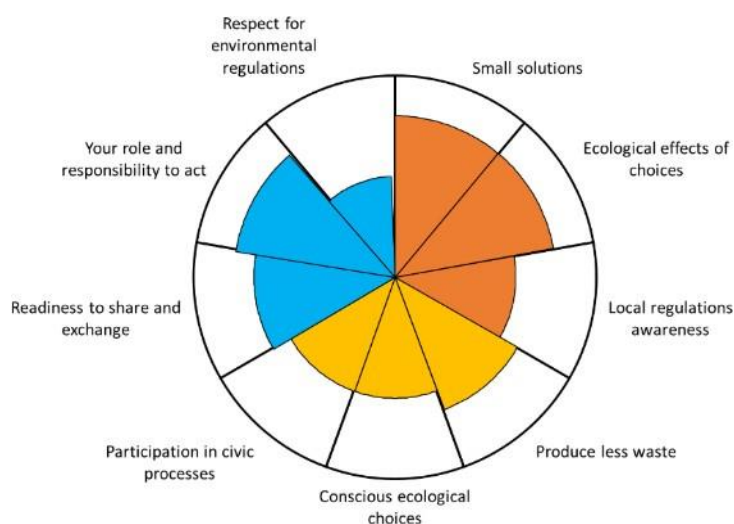
- Observe and interact (1)
- Obtain a yield (3)
- Use and value renewable resources and services (5)
- Produce no waste (6)
- Integrate rather than segregate (8)
- Use small and slow solutions (9)
- Use and value diversity (10)
- Creatively use and respond to change (12)

## COMPETENCES ADDRESSED BY THE TOOL

In the context of the permaculture festival, the main ecological competencies associated with this event are:

### BASIC LEVEL:

- Small solutions
- Local regulations awareness
- Produce less waste
- Conscious ecological choices
- Readiness to share and exchange
- Your role and responsibility to act



### TRAINER LEVEL:

- Expertise in ecological solutions
- Waste reduction/upcycling
- Helping others change habits
- Living by ecological principles

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## METHODOLOGY

The method is related to experiential learning, practice-based learning and peer learning.

**Experiential learning** refers to the whole festival experience: taking part in sessions, doing practical work, and also commuting, eating and living together.

These conditions are suitable for learning new knowledge and skills, reflect on one-self lifestyle, to meet and discuss with like-minded persons, to be inspired and to eventually make conscious decisions toward change.

**Peer learning** happens during sessions with a balance of teaching and discussions; the attitude of the trainer encourages it and the knowledge and experience of each individual are valued. Peer-learning can be the main focus, for example in a panel discussion on one specific theme. The sharing space and evening program are also suitable to encourage discussions to pursue.

**Practice-based learning** takes place in workshops with on-site application. Materials and tools are prepared to allow a maximum of persons to be active. Instructions are minimal before to start then based on process and questions from participants.

<b>TARGET GROUP</b>	This tool is suitable for any type of participant regardless of age or skill. One limiting factor is the investment in time necessary to take part in the festival.
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"><li>• Bring awareness on alternatives and local opportunities for ecological choices (“this exists, it is happening here”)</li><li>• Give inspiration by doing together, contributing with small solutions (“that’s it, we are doing it”)</li><li>• Create a momentum to catalyse action and change (“today I am here; tomorrow, I will...”)</li><li>• Model a minimum waste event and ecological attitudes (“if we can do it, then you can do it”)</li></ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• <b>In preparation phase:</b> a platform to diffuse the event information (website, social network, mailing list), a collaborative document for organising car-sharing.</li><li>• <b>For the event:</b> a hosting place with outside and under-roof space, toilets and washing hands system, access to water, benches or chairs, place for camping and cooking.</li><li>• <b>Optional:</b> printed program, map of the place, micro and sound system, posters and markers, camera.</li></ul>

#### **PRINCIPLES FOR A ZERO WASTE FESTIVAL**

#### **STEP BY STEP PROCESS**

The information is public before the event on what participants should bring and how they can offer or find car-sharing. In the permaculture festival, it is usually asked that participants come with: personal glass/bowl/cutlery, food without packaging, and sleeping material. Water is provided on site, self-washing stations and cooking sites are organised for use, sorting garbage bins are available. Reminder that we value share instead of wasting. Mentioning it in advance helps participants to prepare at best.

#### **GOOD PRACTICES FOR BUILDING AN ECO-FESTIVAL:**

##### **1. Start with the site (or sites).**

From an open call, the host is communicating his/her willingness to welcome the festival. The organisation team (including the host) investigates: what are the characteristics of the place and the skills of people living there? What are the needs and interests of the site’s owners? This will drive a general theme or desired practical output. (Example: surrounded by conventional fields, the owner wishes to develop a natural windbreak and is curious about food forest. The festival can include a lecture on pesticide, practical planting of trees and bushes, planning session of food forest and a panel discussion with experts, among other activities.)

##### **2. Put together a variety of activities covering different themes, formats and target groups**

Examples: small group workshop on social permaculture, moderated panel discussion on climate change with a large audience, practical workshop on pizza oven with little guidance, children’s game on permaculture principles using the entire site, craftsmanship demonstrated to 1 or 2 person at once, series of mini-

speech presentations from participants projects, seed exchange space with one expert available, lectures for beginners and advanced seed savers...)

### **3. Include a cultural evening**

The one success element for bringing people together and increase cooperation during and after the event. Example: a concert from local musicians, guided dance steps, sharing songs around a bonfire...

### **4. Be creative about the format**

Due to the Covid-19 situation, in 2021, the Latvian Permaculture Festival happened on 5 sites across 2 different weekends. In groups of 30-40 participants, a familiar atmosphere and easier interactions between participants was noticed, compared to the 100-200 participants festival on one site. In 2022, it has been decided to continue with multiple sites associated with a general theme relevant to the site. (Example: a site surrounded by forest will address food forest, sustainable forest management and wild edible plants. A site in the capital city will address urban permaculture and basics of ethic principles. A site on a productive farm will address ecological large-scale food production. A site in an eco-village will address living in eco-community)

### **5. Organise the support between experienced and beginner event organisers**

In the past, there have been some difficulties finding a new site willing to host the festival, in addition to fatigue from the “default” site and people involved. It helped to down-scale the size of the festival to convince new sites to apply. For the preparation of the festival 2022, there are 6 organisation teams related to 6 sites and 1 person responsible for the communications on media, social networks and the website. A common thread on Telegram helps to find solutions with other teams. Additionally, two experienced organisers joined teams with less experience to activate the group. Everyone in the preparation phase is volunteer and self-motivated. The entrance fee collected at the festivals is used to cover the expenses of the hosting site.

### **6. Co-build the long term view on festival**

A repetitive festival under the same theme (or umbrella of themes) can represent an anchor for practitioners who come year after year. The festival recharges their battery because what they do is appreciated, they belong to the group, and it can give them strength for a year. The continuity of the event is a symbol that the practice is alive.

## **INSPIRATION FOR OTHER APPLICATION FIELD**

Themes other than permaculture and suggestion for the practical outputs for the place. Festival of:

- **ART & THEATRE:** artwork created on the site (painted walls, sculptures) or new group learning to collaborate (theatre performance)
- **HANDICRAFT WITH LOCAL MATERIAL:** working with wool, clay, wood and other plant parts to create music instrument, textiles, crockery
- **CIRCULAR ECONOMY:** upcycling workshops based on local waste (example: plastic bottle), repair café, group work on life cycle analysis

**DOCUMENTS,  
HANDOUTS,  
WEBSITE RELATED  
TO THE TOOL**



Website for Latvian Permaculture festival with programs of previous festivals (in Latvian):  
[www.permakultura.lv/festivals](http://www.permakultura.lv/festivals)



[Photo album from 5th Permaculture Festival in Zadini](#)

**HOW IT'S WORKING?**



LPB team: Experiences in organising  
Ecological Festival in Latvia.

[WATCH THE VIDEO](#)





# Eco-Expedition

Introduced by Agnieszka Borek, The NGO Trainers' Association (STOP)



**demanding**



**+12**



**4-20**



**A few weeks  
process**



**1, 9**

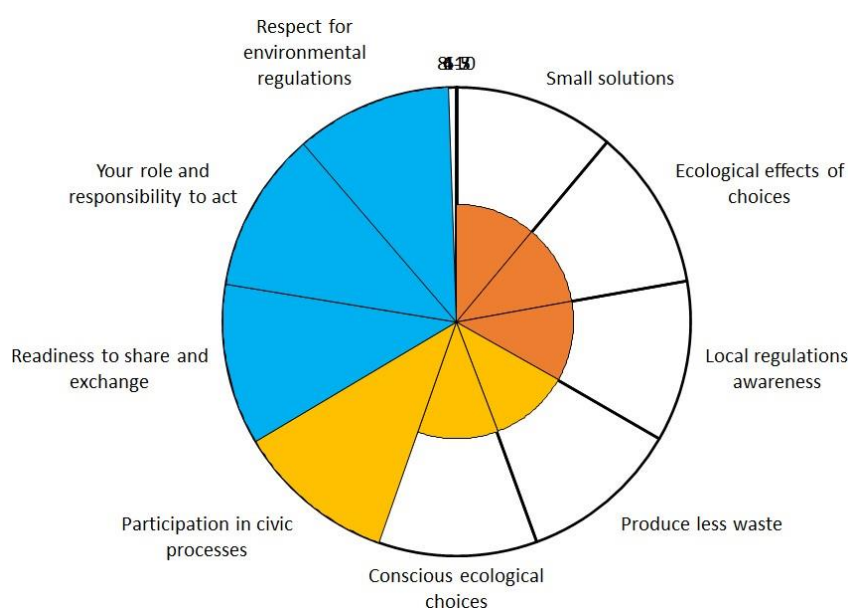
## BENEFITS FOR PARTICIPANTS

You will:

- Indicate, share and discuss the key environmental challenges you face in your neighborhood
- Decide with other people how to deal with indicated environmental problem/s, what we can do together to solve it/them
- Meet and spend time with people who you want to take care of environment in your neighborhood
- Be able to make a change in your neighborhood by acting with other people who want to take care of the environment as you want.

## ECO-COMPETENCES ADDRESSED BY THE TOOL

- Respect for environmental regulations
- Your role and responsibility to act
- Readiness to share and exchange
- Participation in the civic process



## PERMACULTURE PRINCIPLES

- Observe and interact (1)
- Use small and slow solutions (9)

<b>METHODOLOGY</b>	The Eco-Expedition allows participants to learn through experiencing and developing eco-competencies, acting practically in the field - outside the training room. The participants play the role of eco-researchers and explore the local problems.
<b>TARGET GROUP</b>	This tool is suitable for all groups of participants. There are no preconditions or a recommended environment in which it can be used. All participants should be members of the same local society.
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Identifying the main local environmental challenges at the local level (one of their results will be the list of key local environmental problems presented to the local authorities, local leaders, and other stakeholders, published on social media).</li> <li>Providing the citizens with dialogue on ecological issues</li> <li>Showing what everyone can locally do to neutralise our environmental impact.</li> <li>Stimulating individual initiatives of residents to protect the environment and build a sense of co-responsibility for nature</li> </ul>
<b>MATERIALS</b>	The devices for recording (e.g. smartphones) and make notes.
<b>STEP BY STEP PROCESS</b>	<p><b>A SERIES OF EXPEDITIONARY OUT-OF-CLASSROOM WORKSHOPS</b></p> <p>Various methods can be used to reach the goal. One of them is <b>the participatory video (PV)</b> in which the group creates its own video. The tangible result of the eco-expedition will be a video (or pictures/article/other) with the voice of participants about their view on nature and protection issues in the local context. <b>The outputs will be used for raising environmental awareness for residents (by using social media).</b></p> <p>There are a lot of possibilities on how to run the process. You can find one of the options below. The whole process can be divided into 2-4 meetings.</p> <p><b>STEP 1 - INTRODUCTION</b> (approx. 1h)</p> <ol style="list-style-type: none"> <li>1. Introduction and any ice-breaker that you like.</li> <li>2. Trainer explains the aims and process then collects feedback and suggestions from participants: <ol style="list-style-type: none"> <li>a. We are here to identify the main local environmental challenges in our neighbourhood. The result of our work should be the list of key local environmental problems. We will decide how to use this list for the good of our society and environment. For example, we can consider presentations to the local authorities, local leaders and other stakeholders, published on social media. How do you like this idea?</li> <li>b. We will start by sharing our thoughts on the local environmental problems and challenges. Then we will decide how we want to collect thoughts and opinions of other members of our society. I have some ideas that I want to introduce to you. If you like them, we can follow that way. I am looking forward to hearing your ideas and discussing them. We will decide together how we want to proceed. How do you like this idea?</li> </ol> </li> </ol>

## **STEP 2 - MAPPING ENVIRONMENTAL PROBLEMS** (approx. 1h)

1. Small group activity. Trainer: What are the environmental problems in our local community? Discuss them in 3-4 persons. Write down one problem/issue on one sheet of paper.
2. Collecting results of group activity.
3. Discussion on the map in a big group. Trainer: What do you think about this map? Is anything missing in the picture? What are the most burning problems, in your opinion?

## **STEP 3 - PLANNING ECO-RESEARCH EXPEDITION** (approx. 1.5h)

1. Collecting ideas how to get known other citizens opinion. Trainer: Let's collect other people's opinion on the environmental problems. How can we do it? Who should be asked? What questions do you want to ask them? How do you want to "note" them (we can consider making some recordings, collecting some statements for disseminating them in the future? How do we want to present it and to whom? What do we want to achieve by presenting it to the specific stakeholders?
2. Deciding on the eco-expedition details: What? Where? By whom?
3. Setting-up the eco-research expedition (it can be the second part of the meeting 1 or during the meeting 2).

## **STEP 4 - ECO-RESEARCH EXPEDITION**

1. Time is depending on the plan and level of ambitions.
2. The group is collecting citizens opinion following their plan.

## **STEP 5 - REFLECTING ON THE ECO-RESEARCH EXPEDITION**

1. Sharing individual experience. Trainer: How did you like the eco-research? What are your feelings and thoughts about it?
2. Drawing some conclusions. Trainer: What knowledge did you gain about ecological problems by eco-research-expedition? What are the main conclusions?

## **STEP 6 - UTILISATION**

1. Planning The follow up. Trainer: How can we use this knowledge for the local society and environment? Who should know the conclusions? How can we present/disseminate them?
2. Deciding on the follow-up details: What? Where? By whom?

## **STEP 7 - FOLLOW UP**

1. Implementing the plan (elaborated at Step 6).

## **STEP 8 - EVALUATION**

1. Group discussion. Examples of questions to be asked:

- What did we learn?
- What did we achieve?
- What did we miss?
- What did you like during the process?
- What did you dislike?
- How can we use this experience for future activities?
- What new activities for protecting environment/solving environmental problems should we undertake?

## DOCUMENTS, HANDOUTS, WEBSITE RELATED TO THE TOOL



Presentation about the participatory video and its application:  
[www.storyap.eu/methodologies](http://www.storyap.eu/methodologies)



A video covering the PV workshop with tips for educators:  
[www.videoineducation.eu/participatory-video](http://www.videoineducation.eu/participatory-video)

## HOW IT'S WORKING?



AOA team: Experience in using the Eco-Expedition tool during the workshop.

[WATCH THE VIDEO](#)



KVS team: Experience in using the Eco-Expedition tool

[WATCH THE VIDEO](#)



# The Game of Principles

Introduced by Marcin Mitzner, The NGO Trainers' Association (STOP)



average



16+



9-16



180 min.



all of them

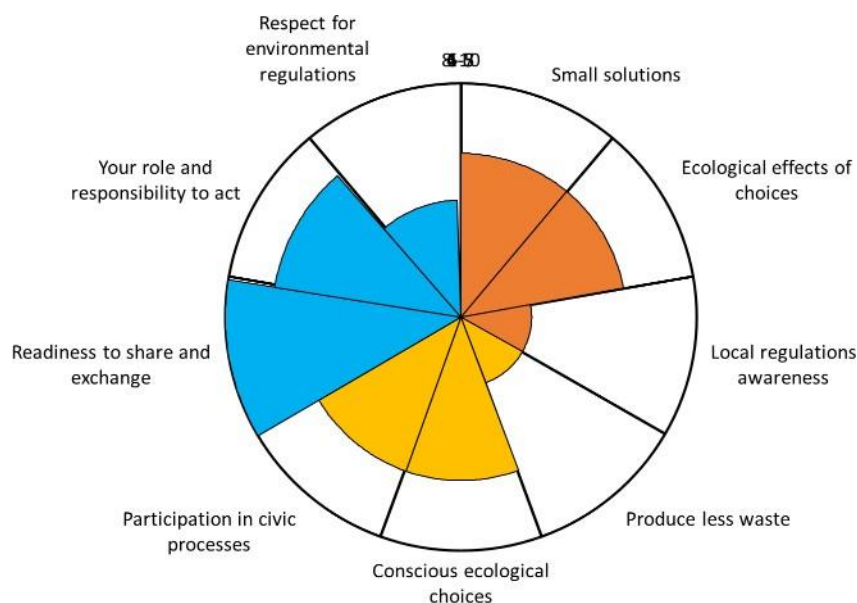
## BENEFITS FOR PARTICIPANTS

You will:

- Have fun playing a game with other people
- Know more and understand more about permaculture
- Develop your eco-competences

## ECO-COMPETENCES ADDRESSED BY THE TOOL

- Readiness to share and exchange
- Your role and responsibility to act
- Conscious ecological choices
- Participation in civic process
- Small solutions
- Ecological effects of choices



## METHODOLOGY

The game itself is based on game theory created by Roger Caillois (*Man, Play and Games* by Roger Caillois), an experiential Learning Model, and Dragon Dreaming methodology.

More information:

- [Game Design Principles: Caillois's Categories](#) (YouTube)
- What Is Experiential Learning? - [www.experientiallearninginstitute.org](http://www.experientiallearninginstitute.org)
- Dragon Dreaming methodology - [www.dragondreaming.org](http://www.dragondreaming.org)

<b>TARGET GROUP</b>	Eco newbies, NGO workers and volunteers, project groups
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"><li>• Getting to know each other</li><li>• Understanding practical implications of Permaculture Principles</li><li>• Reaching compromise on environmental change</li><li>• Interpreting a new situation, its context and dynamics</li></ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• Paper, marker pens, flipchart</li><li>• Printed cards (number of cards in set, print them according to instruction below):<ul style="list-style-type: none"><li>○ Permaculture Principles (12)</li><li>○ Game Introduction (1)</li><li>○ New Chapter (1)</li><li>○ Response Cards (5)</li><li>○ Follow up Cards (5)</li><li>○ Crisis Cards (8)</li></ul></li></ul>

## STEP BY STEP PROCESS

The Game of Principles is divided into 5 main steps: Introduction then four main steps that are inspired by the Dreaming Dragon technique and summary.

### I. INTRODUCTION - 15 minutes

Presenting game structure and introducing main rules.

### II. DREAMING - 45 minutes

*Cards: Permaculture Principles (one card for each participant), Game Introduction (1 per group), New Chapter (1 per group)*

1. **Divide** the players into groups of 3-5 people.
2. **Give** each of the participants one of the Permaculture Principles for each participant in the group. It can be random or chosen by you before the game. The Principles are meant to help players imagine and describe the game world.
3. **Read** the following game introduction to players:

*On the shores of the Caspian Sea lives a colony of peaceful cockroaches. Several hundred individuals benefited from the oasis, with an abundance of food, water and safety, through many seasons and cycles. Undeterred by more serious threats, cockroaches have developed a community based on equality, mutual support and understanding. You become the authors of the chronicles of the community.*

4. Trainer/facilitator: **Read together**, within your group, the Principles you received. How do you understand them? How do you see their role? Do the Principles describe how the community works or not? Describe your

vision of this world. You can create a map or write down the main elements of the story on a poster.

5. After 30 minutes, ask participants to **share** their visions with the rest of the group. This is how they created their colonies and started their story.
6. Together with participants **create a common list of 12 Permaculture Principles** - write them all down on the board and ask them to develop their understanding of particular phrases. In the process you will create a common dictionary of Principles for the game.
7. Then read the following description of the New Chapter:

*One day the situation changed dramatically... It started with poppies growing lower than usual, then the grass changed colour and lost its vitality. After a few days, disturbing news circulated around the colony - the river, carrying life-giving water, began to disappear. Without drinking water, the oasis will turn into a barren desert.  
The community is coming together - it's time to decide what to do about this problem.*

### III. PLANNING - 45 minutes

*Cards: Response (5 cards per group)*

Give each group five Response cards. This part begins with **group discussions about potential responses to the crisis**. The group tries to choose a response based on its community description and their Permaculture Principles cards. They can choose from the following options:

#### 1. Migration

The earth gives signs, they must be respected. Disappearing water is a threat to all of us. The only answer is to travel to our new home. You have to choose a direction and go with the hope that we will find a new place to live.

#### 2. Diversion of the river

Red flags are an incentive to change. Let us not panic, we must start the fight for our home. Hundreds of meters of underground tunnels, complex structures and many generations of colonies are all at stake. There is life around - you have to look for other rivers and direct the waters towards us. We can't do it alone? We will definitely find allies! Let's go searching.

#### 3. Reorganisation of consumption

This change is only a temporary problem. The rains will fall, the sun will hide behind the clouds and our home will face another renovation. A nervous reaction would be a mistake. We have to prepare ourselves for a difficult time, but it will be better in a moment. You have to reduce water consumption and start rationing.

#### 4. Search for the source of the problem

The fact that there may not be enough water is a fact. If there is such a risk, something must be done about it. The idea of abandoning the home, however, is too much of a sacrifice, and we must not allow anyone to die

as a result of this tragedy. You have to prepare a scouting party and send it up the river and see what could have happened. Thanks to this, we will be able to react accordingly.

#### 5. Natural selection

There is a time to live, there is a time to die and what is in between. Less water means less life. But is it wrong? Why fight the inevitable? Let's face our fear and make peace with it.

It is important that the **choice is related to the Principles they got in the first part of the game**. They can choose multiple answers, mix them up and prioritise.

After working in groups, ask the teams again to **present their choices** with justification.

### IV. DOING - 45 minutes

*Cards: Follow up (5 cards per group), optional - Crisis (8 cards per group)*

Each group receives questions related to their chosen response to the crisis. Ask participants to answer the ones that they've chosen (possible plural).

#### 1. Migration

- a. How are you preparing for the journey?
- b. What do you leave behind?
- c. How do you choose the direction of travel?
- d. How does the change affect the community?
- e. Where are you going?

#### 2. Diversion of the river

- a. How do you organise your water search?
- b. What do you promise the rest of the colony?
- c. How do you want to redirect the river?
- d. What are you able to sacrifice?

#### 3. Reorganisation of consumption

- a. How do you prioritise water allocation?
- b. How will you maintain hope and order?
- c. What if the situation doesn't improve?
- d. What may change as a result of this decision?
- e. What if the water level continues to decline?

#### 4. Search for the source of the problem

- a. How do you organise the trip?
- b. How much hope do you associate with the trip?
- c. What if you don't find the source of the problem?
- d. What could have caused the water level disturbance?
- e. How will you solve this problem?

#### 5. Natural selection

- a. What will be the effect of this decision?
- b. Is acceptance an adequate answer? How long?
- c. What if the water level continues to decline?



- d. What can change this decision?

After working in groups, ask the teams again **to present their choices with justification.**

#### **OPTIONAL (Crisis Cards)**

If the group works well and efficiently, you can present them with additional dilemmas to solve (It depends on you or group how many crisis cards you/they want, e.g. one, two or three):

1. **Mutiny** - the community does not want to follow the chosen methods of solving the crisis
2. **Disease** - a mysterious virus decimates the community
3. **War** - a sudden attack of another tribe makes it impossible to follow the current path
4. **Hunger** - resources are depleting much faster than expected
5. **Flooding** - sudden rainfall leads to flooding the entire area
6. **A new idea** - someone says that the crisis can be solved differently and the community is divided
7. **Dominant species** - a stronger species appears in the community and it poses a threat but does not attack
8. **New environment** - temperature drops below critical levels, frosts occur and resources are becoming even more scarce

#### **V. CELEBRATING - 45 minutes**

1. Ask the groups to create **a story summary.**  
How did it end? How the community celebrated the end of the crisis (or stage of it). Each group-community prepares its own vision of closure. Ask them to talk within the group about your voyage. What were the most difficult parts of it? What did you enjoyed the most in the game? How did the Permaculture Principles influenced it?
2. After you finish working in groups, ask the teams again **to present their choices with justification.**
3. Now is the time for proper **celebration.** Ask each group to think of a way to celebrate the end of the game together. They can use any method they want for example: dance, sing, shout, talk, draw etc.

#### **VI. SUMMARY – time depend on group needs**

Finally, gather all the players together and ask them to share their impressions of the game. What do they get out of it? What was the most important part of it and what was the hardest one? To what extent can Permaculture Principles be useful for participants in their daily professional and private life?

DOCUMENTS,  
HANDOUTS,  
WEBSITE RELATED  
TO THE TOOL



The Game of Principles and Presentation with instruction: [DOWNLOAD \(.zip\)](#)

## HOW IT WORKS?



STOP team: A film summarizing the workshops conducted for seniors in October 2022 in Poland with the use of Game of Principles.

[WATCH THE VIDEO](#)



STOP team: Experience of using the Game of Principles in a workshop for leaders.

[WATCH THE VIDEO](#)



# The Mountain

Introduced by Ivana Mariánková, The Association of Czech Experts in Andragogy (AOA)

Would you like to know how to improve your way to reach your eco targets?



simple



no restriction



6-20



40-60 min.



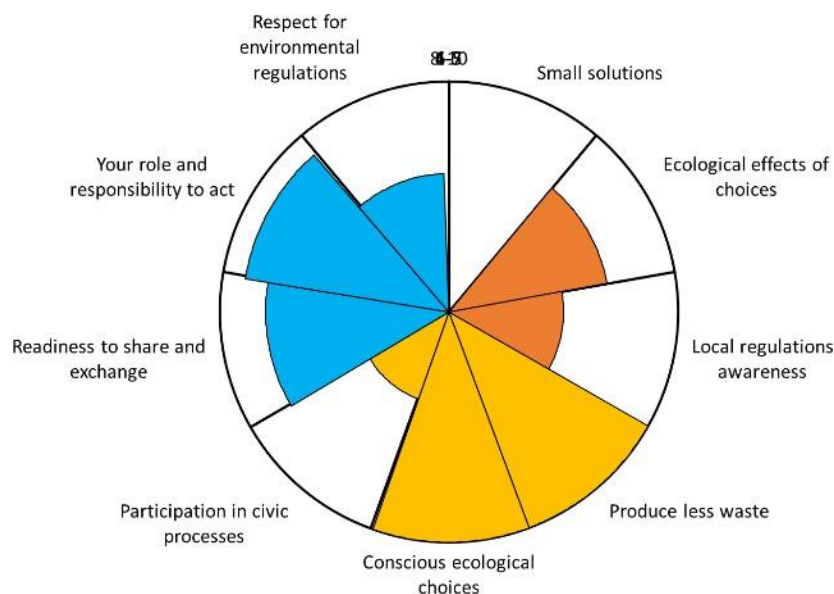
1, 7, 9, 11

## BENEFITS

- Clear visualisation of the process
- Easier setting of milestones
- Awareness of possible obstacles
- Increasing the motivation to start the way and reach the target

## COMPETENCES ADDRESSED BY THE TOOL

- Ecological effects of choices
- Conscious ecological choices
- Readiness to share and exchange
- Your role and responsibility to act
- Produce less waste



## COMPLEXITY

SIMPLE - You don't need a lot of material, preparation or experience. Only paper and pens are needed, you do not need to prepare a classroom or rules of the game/exercise are rather simple.

## AGE RANGE

There is no minimum or maximum age limit, because activities can be done with youngsters and adults alike.

<b>GROUP SIZE</b>	The method can be used in a group (each participant draws their "mountain" at the same time and then presents the results to each other) or individually (one-on-one trainer/participant).
<b>TIME</b>	We recommend a time frame of 45-60 min for this method, including explanation and follow-up discussion.
<b>PERMACULTURE PRINCIPLES</b>	<ul style="list-style-type: none"> <li>• Observe and interact (1)</li> <li>• Design from patterns to details (7)</li> <li>• Use small and slow solutions (9)</li> <li>• Use edges &amp; value the marginal (11)</li> </ul>
<b>METHODOLOGY</b>	<p>The method belongs to the category of <b>scaling techniques</b>. Scaling most often helps to measure the effectiveness of collaboration and to see how participants are moving towards their goal. Of course, this is a subjective measurement. It can be one technique that can discourage participants to collaborate further. It is recommended to use the scale when participants express themselves abstractly or unintelligibly. The scale can be used in a variety of ways to suit specific individuals.</p> <p>In the case of the Mountain method, it is a <b>metaphorical tool</b> that allows participants to better visualise their goal and bring the wider environment into the situation. Furthermore, creative representations of the goal and the path to it, e.g. using graphic symbols to represent obstacles along the way, will evoke a deeper experience and increase motivation.</p> <p>The tool is recommended when participants use visual language along the lines of "I can't imagine it well" or "I don't know what it would look like".</p> <p>The method can reveal aspects that might otherwise go unnoticed. The technique will also make the participants even more aware that they have life in their hands, that many things have already been accomplished, and that they are on their way to a solution. Imagining a desirable state at the top of the mountain or at the end of the road tends to foster participants' motivation to change their lives and create something new.</p>
<b>TARGET GROUP</b>	Working with this method of exercise is suitable for any type of participant regardless of age or skill. There is no limitation, prerequisite, or recommended environment for its use. It is a method that is easy for participants to understand and also easy to visualise.
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Monitoring the progress of participants in their development</li> <li>• Finding a solution to the problem</li> <li>• Assessment of participants' skills and abilities</li> <li>• Anchoring in what participants think about, describe and articulate</li> <li>• Increasing motivation (I know why I'm doing this)</li> </ul>
<b>MATERIALS</b>	You just need a blank sheet of paper, pencils, crayons, markers.
<b>STEP BY STEP PROCESS</b>	<p>The method can be used during any type of workshop, with any topic. For example, you can ask: <b>what can I do to be more eco-active (in my work or in my family)?</b></p> <p>The trainer encourages the participant to draw a mountain or hill. Then the trainer asks questions along the lines of:</p>

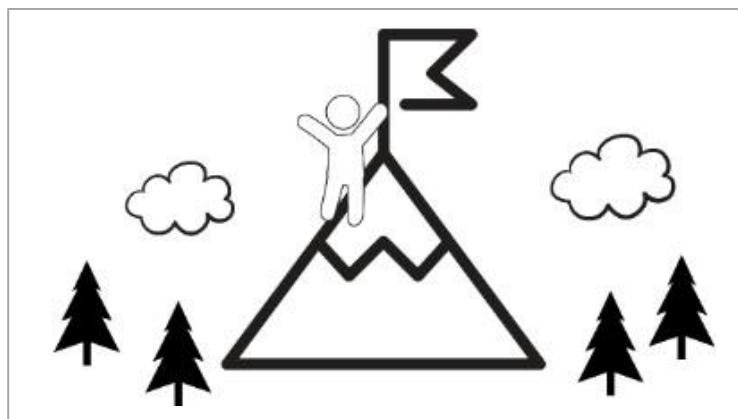
1. If you were to climb that mountain, what would be **at the top**? Draw it. (e.g. improvement of waste sorting)  
*Alternatively* - If this mountain represented our training and the top of the mountain represented your goal, what would be at the very top? Draw it.
2. **Where are you now?** At what part of the climb up the mountain? Draw a figure of yourself on the mountainside. (e.g. I have decided to start with the waste sorting)
3. What do you **see from there**? Draw it.
4. How do you **feel up there**? Draw it (e.g. facial expression as an emoji - sad, happy, neutral, surprised, scared...).
5. How did you **get so high**?
6. What **helped** you get there?
7. What **obstacles** did you have to overcome? (e.g. I had to get some containers for each sort of waste)
8. What will get you **even higher**? What will you do to get higher?

Participants **draw added symbols, sketches or words** as visual reminders of things that come up in response to the questions above.

After some time (further training) it is useful to check the movement on the mountain/hill, return to the picture and ask in meaning:

1. What did the drawing of the mountain help you with?
2. Where are you now?
3. What caused you to move the way you did? (e.g. I have seen this area as a potential in my ecological footprint analysis)
4. Is the goal (mountain top) still the same or has it changed? etc.

#### Example of a simple final picture



DOCUMENTS,  
HANDOUTS,  
WEBSITE  
RELATED TO THE  
TOOL



The tool is described in: [Coaching and Learning in Schools, A Practical Guide](#), Sarah Gornall, Mannie Burn

The Mountain presentation:  
[DOWNLOAD](#)



## HOW IT WORKS?



KVS team: Experience of using the Mountain tool.

[WATCH THE VIDEO](#)



KVS team: Experience of using the Mountain tool – How did you find the activity? -

[WATCH THE VIDEO](#)



KVS team: Experience of using the Mountain tool - How can the tool be utilized in teaching?

[WATCH THE VIDEO](#)



KVS team: Experience of using the Mountain tool during teachers meeting?

[WATCH THE VIDEO](#)



LPB team: Experience of using the Mountain tool.

[WATCH THE VIDEO](#)



# A Taste for Knowledge – Cooking Workshops With a Twist

*Introduced by Łukasz Jaroń, the Federation of Polish Food Banks*



**average to demanding**



**7 - 107**



**3-15**



**1-3 hours**



**1, 5, 6**

## INTRODUCTION

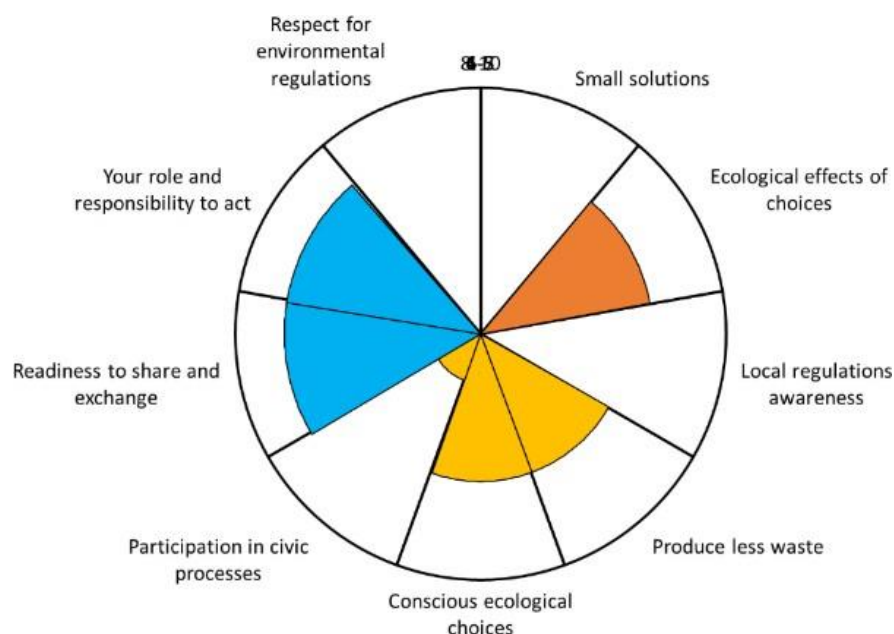
The tool has been used as Accompanying Measure during EU FEAD 2014-2020 and during other educational projects, especially addressed to the most deprived.

## BENEFITS

Whether you're a home cook or a Michelin-star chef, there's always place for improvement. Let's get together to learn from one another and perfect the skill of less-waste cooking. It's healthy for us, the planet and... our wallets. And who could say no to a delicious free meal!

## COMPETENCES ADDRESSED BY THE TOOL

- Ecological effects of choices
- Produce less waste
- Conscious ecological choices
- Readiness to share and exchange
- Your role and responsibility to act



## PERMACULTURE PRINCIPLES

- Observe and interact (1)
- Use and value renewable resources and services (5)
- Produce no waste (6)

## METHODOLOGY

The exercise derives from a traditional and very effective way of acquiring knowledge: **by observation and practice**. It also highlights the opportunity that communal preparation of food creates: to socialise and exchange knowledge.

When teaching people about healthy diet and zero waste cooking, it is most useful to do it by example, instantly giving them a taste (pun intended) of the knowledge and skills they shall take with them.

## TARGET GROUP

This form of workshops is suitable for all groups of participants. It is advised to **research beforehand any dietary restrictions the participants might have**. To provide comfortable working conditions, it is recommended that the workshops take place in a space equipped with cooking utilities, basic access to running water and electricity, etc.

## SPECIFIC OBJECTIVES

- Creating a safe, friendly space for learning and exchanging life experiences
- Teaching about cooking and healthy diet in an engaging and effective way
- Promoting eco-friendly cooking and a vegetarian/vegan diet

## MATERIALS

Fresh food, spices, and other cooking materials, kitchen utensils, pens and paper for making notes.

## STEP BY STEP PROCESS

1. When planning the workshop, the trainer **establishes a theme**, e.g. nourishing salads, meat alternatives, healthy breakfast ideas, etc. The trainer prepares a menu and obtains products in quantities sufficient to feed all participants, taking into account the zero-waste policy of the workshop.
2. The **space for the workshop shall be organized in a way that enables interaction**, e.g. one communal table for all participants and the trainer to work, eat and discuss.
3. When all participants arrive, the trainer instructs them about the theme of the workshop and **describes the advantages of meals** they are going to prepare. He/she then **distributes tasks** – cleaning, chopping, frying, cooking, etc., so that each participant has something to do.
4. In the meantime, the trainer initiates **a collective discussion** (or facilitates discussions in smaller groups) about a set subject and/or gives dietary and cooking advice to the participants.
5. When the meal is ready, **each participant receives a portion of food** and, when sitting at the table, participants are encouraged to share an opinion about the meal and its preparation process. The trainer emphasises the healthy value of the meal and the fact that during its preparation, much effort was put in avoiding excessive waste.



## TIPS AND SUGGESTIONS

The workshop can consist of **one or several dishes**, depending on a chosen theme. It is important to provide time for participants to socialise and introduce the strictly “educational” part in a subtle way. The trainer can also decide if he/she wants to set a discussion theme beforehand, e.g. “Today, we’ll be sharing vegan breakfast ideas and talk about the importance of breakfast in a healthy diet”.

The meals shall **not be too difficult** to prepare and it will be **cheap** so that participants with a low income will be able to afford them. It is also advised to **use locally-sourced products**, so that the participants can easily reproduce the meal with ingredients available in their vicinity.

## DOCUMENTS, HANDOUTS, WEBSITE RELATED TO THE TOOL

Recipes for vegan, zero-waste meals can be found all over the internet, but here are some suggestions for starting one’s research:



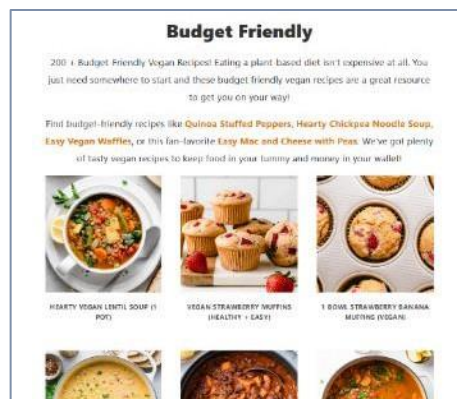
The Stingy Vegan:

[www.thestingyvegan.com](http://www.thestingyvegan.com)



Cheap Lazy Vegan:

[www.thecheaplazyvegan.com](http://www.thecheaplazyvegan.com)



The Simple Veganista:

[www.simpleveganista.com](http://www.simpleveganista.com)

# Sustainable transportation

Introduced by Carla Urbano, The Finnish Lifelong Learning Foundation (KVS)

## What is your true transportation colour?



simple



adults



3-10



30 minutes



1, 8, 11

### BENEFITS

- Increasing understanding of sustainable transportation under discussion
- Gaining an understanding of the different points of view and the reasons behind them
- A joint discussion on topics before decision-making or as part of preparations
- Strengthening the sense of inclusion among people who come from different backgrounds or organisations
- Engaging people in the topic discussed
- Preventing or mediating a conflict situation

### COMPETENCES ADDRESSED BY THE TOOL

#### KNOWLEDGE

- Ecological effects of choices
- Small solutions

#### SKILLS

- Helping others modify habits
- Conscious ecological choices

#### ATTITUDE

- Living by ecological principles
- Readiness to share and exchange
- Your role and responsibility to act

### PERMACULTURE PRINCIPLES

- Observe and interact (1)
- Integrate rather than segregate (8)
- Use edges and value the marginal (11)

### METHODOLOGY

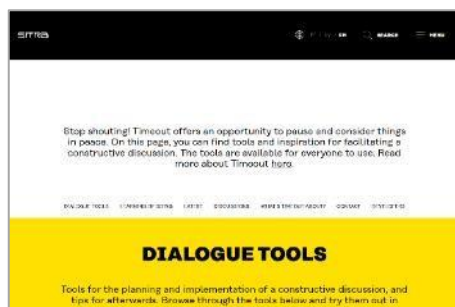
The exercise can be planned to be part of the introduction section or at any point of the course. During exercise are used Cards for facilitation a discussion TIMEOUT.

Role play about the ways we make our decision about the transportation method - debate or just sitting around a fireplace (SITRA)

Opportunity to discuss with other participants about their choices in choosing transportation methods.

<b>TARGET GROUP</b>	Working with this exercise is suitable for all groups of participants.
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Constructive discussion skills</li> <li>• Engaging all participants by assuming both roles, that of the teacher and of the learner</li> <li>• Apart from learning the skills necessary for the method, the exercise serves as an ice-breaker and integrates the participants</li> </ul>
<b>MATERIALS</b>	Example roles or group of people: FACILITATOR 1-2 people, eco-active person, non eco-active person, active person, inactive person
<b>STEP BY STEP PROCESS</b>	<ol style="list-style-type: none"> <li>1. Print and study the Timeout cards beforehand with practical tips on how to use them</li> <li>2. Make notes: what are the things you would like to bring up before starting the conversation.</li> <li>3. Prepare yourself for difficult moments beforehand. There are many good tips available in the Timeout cards</li> <li>4. Facilitator writes different roles on a board (examples above) and the theme of discussion, which is sustainable transportation</li> <li>5. Picking roles. This can be group of people as well, using the same role. There can be 2-6 active participants (or groups) and others can observe and comment later</li> <li>6. Facilitator explains/reminds participants about the ground rules about constructive conversation: a dialogue is a constructive and an equal way of having a discussion. It is aimed at understanding others, but not at reaching unanimity. At best, a dialogue generates unpredictable insights and new thinking.</li> <li>7. Enjoy the constructive conversation and don't forget to just be yourself!</li> </ol>

**DOCUMENTS,  
HANDOUTS,  
WEBSITE  
RELATED TO THE  
TOOL**



SITRA – Timeout tool: [www.sitra.fi/en/timeout](http://www.sitra.fi/en/timeout)



Cards for facilitation a discussion TIMEOUT: [www.sitra.fi/en/cases/note-cards-leading-discussion/](http://www.sitra.fi/en/cases/note-cards-leading-discussion/)

# Permaculture Principles in Action

Introduced by Eco-Active Team. Description by Joanna Zaremba, The NGO Trainer's Association



simple/average



young people,  
adults



more than 8



60 min.



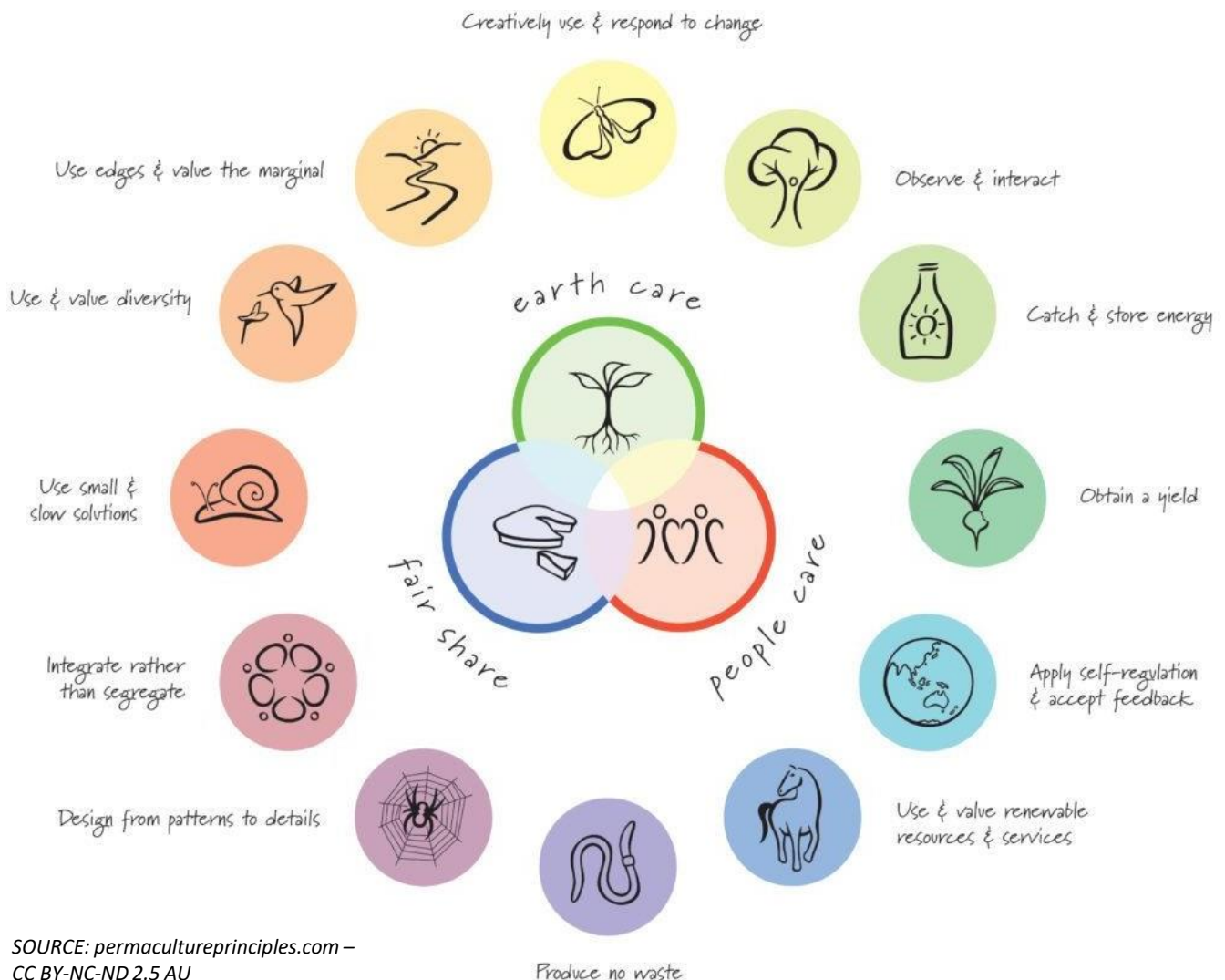
all

## COMPETENCES ADDRESSED BY THE TOOL

- Being able to think critically and make eco-friendly decisions in everyday life
- Being able to live according to some principles of eco-lifestyle

## METHODOLOGY

The aim of the exercise is to show the individual elements, the main principles of Permaculture, in a fun, easy way, in order to better and faster assimilate each of them.



Working in groups, selected by the method e.g. deduction of up to 5 (with a larger group) or up to 4 with a smaller group will be allowed, especially in an international team - not only to get to know each other better and to explore new materials and new names, but also to observe, from the meta-level, the phase of team formation, the emergence of a natural leader, and the group life cycle variability.

<b>TARGET GROUP</b>	Working with this exercise is suitable for all groups of participants. There are no preconditions or any recommended environment in which it can be used. We just need a place in the room or outside so that each group can work freely without disturbing each other.
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"><li>• Mutual acquaintance of the participants; the opportunity to work in a mixed multicultural team where the understanding of the specific principles of Permaculture may be different, which will be an added value.</li><li>• Observation, commenting and guessing on the representations of other groups leads to the consolidation of new concepts and the observation of a new view that is different from ours.</li><li>• Agreeing on the drama elements in each group and the way they are presented is an additional element of the group and group work exercise.</li></ul>
<b>MATERIALS</b>	Only a description of the individual principles of permaculture distributed on a card or sent to the phones of participants
<b>STEP BY STEP PROCESS</b>	<ol style="list-style-type: none"><li>1. Distribute previously prepared materials on the principles of permaculture (or circulate among participants by smartphones).</li><li>2. Provide instructions for the exercise (keeping the vocabulary as simple as possible - so that everyone, regardless of the language level, understands the instructions)</li><li>3. Instruction: divide participants into groups (chose an attractive method of division). Each group is to present the obtained principle of permaculture using puns and drama elements so that the other groups can guess it. The number of principals for the group depends on the number of groups and time you have.</li><li>4. Work in groups for 20 minutes, then present to another group your version of the motion description of that particular principle. Other groups are watching your staging and guessing which permaculture principle it applies to.</li><li>5. After presenting all the groups, you can summarise the permaculture rules once again (if needed).</li></ol>

**DOCUMENTS,  
HANDOUTS,  
WEBSITE  
RELATED TO THE  
TOOL**



**Permaculture Design Principles:**  
[www.permacultureprinciples.com](http://www.permacultureprinciples.com)



Essence of Permaculture - a summary of permaculture concept and principles: [DOWNLOAD](#)

## HOW IT'S WORKING?



AOA team: Experience of including Permaculture Principles aspect in workshop

[WATCH THE VIDEO](#)



## End note

We hope that we encourage you to look at the environment around them and to discover that there are a number of issues that come to their attention and action on an individual and/or local level.

**We want to play our role in educating people about how, when combined together, their small actions can play a big role in protecting our planet.**