



TOOLKIT

ECO-ACTIVE FOR PLANET **Toolkit for Trainers**

www.ecoactiveforplanet.eu



Co-funded by the
Erasmus+ Programme
of the European Union



CONSORTIUM

The project ECO-ACTIVE FOR PLANET involves a consortium of expert organizations, from 5 countries: Polish NGO Trainers' Association, Federation of Polish Food Banks, The Association of Czech Experts in Andragogy, The Finnish Lifelong Learning Foundation, Latvian Permaculture Association and Green European Foundation.

www.ecoactiveforplanet.eu



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ECO-ACTIVE FOR PLANET

Toolkit for Trainers

The toolkit for trainers consists of descriptions of the best methods/tools/good practices/approaches used in partner organisations working in the field of active citizenship, education and the environment. The toolkit provides an overview of the curriculum that focuses on:

- Engaging people to protect the environment at the local level;
- How to train different groups on environmental issues: food waste, recycling and reduction of plastics, air pollution and individual impact (transportation, burning in ovens, etc.), sustainable energy
- How to build values and the right attitude.

The presented materials are related to the materials developed in the project and are environmentally friendly ([Code of Conduct](#)), relate to [Ecological Competences](#), and we show their potential through the possibility of using them in accordance with the **Permaculture Principles** (www.permacultureprinciples.com):

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

LEGEND



COMPLEXITY



AGE



GROUP SIZE



TIME



PERMACULTURE
PRINCIPLES



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Ecological Footprint

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

Would you like to discover your potential in ecological behaviour?



average



+ 12



4-20



60 min.



1, 4, 7, 9, 11

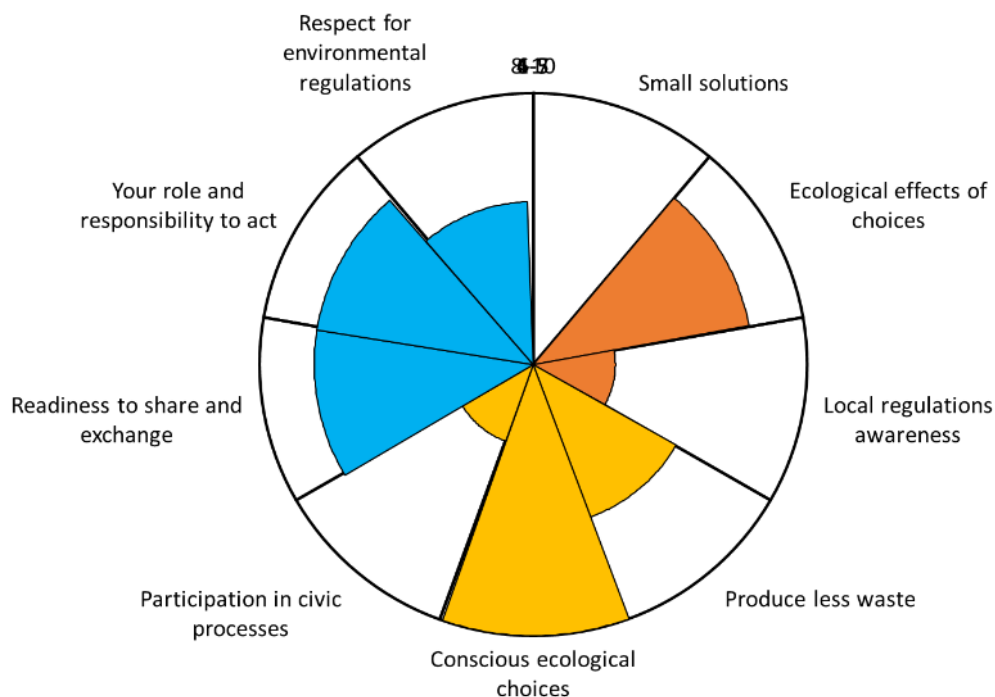
BENEFITS

- 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.
AGE RANGE	There is no minimum or maximum age limit, because activities can be done with youngsters (from 12 years old) and adults alike.
GROUP SIZE	The method can be used in a group of at least 4 participants with a maximum of 20 people.
TIME	We recommend a time of 60 min for this method, including explanation and a follow-up discussion.
PERMACULTURE PRINCIPLES	<ul style="list-style-type: none"> • Observe and interact (1) • Apply self-regulation and accept feedback (4) • Design from patterns to details (7) • Use small and slow solutions (9) • Use edges and value the marginal (11)
METHODOLOGY	To be introduced to the basic concepts, we can use the brainstorming method.
TARGET GROUP	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.
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Understand the concepts of ecological footprint and sustainability • Become aware of how lifestyle affects the size of the ecological footprint • Understand the links between countries and their ecological footprints • Measure their personal ecological footprint and compare it with others and with the average footprint of their country and other countries • Motivate participants to reduce their own ecological footprint and possibly that of their family and friends
MATERIALS	<p>Part 1, 3: whiteboard or flipchart, markers, papers, pencils</p> <p>Part 2: computer (smartphone) connected to the Internet, data projector</p>
STEP BY STEP PROCESS	<p>Part 1: What is the ecological footprint?</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 shy 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</p>

global scale. People living in different parts of the Earth create different ecological footprints). More information: www.footprintnetwork.org

Part 2: Calculation of the ecological footprint

This part can be done in several variations:

- 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

Know Your Future! Have a Great Tomorrow – MEGATREND CARDS

Introduced by Carla Urbano, The Finnish Lifelong Learning Foundation

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.

TARGET GROUP

Everyone who is interested in a sustainable future

SPECIFIC OBJECTIVES

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.

Megatrends highlight 5 trends:

1. Ecological reconstruction is a matter of urgency
2. The population is ageing and diversifying
3. Relational power is strengthening
4. Technology is becoming embedded in everything
5. The economy is seeking direction

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.

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.

MATERIALS

Megatrends cards, pen, paper

STEP BY STEP PROCESS

Choose from available Megatrends cards the most suitable cards for your group:

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.
2. You can also propose your own example of cards, suitable for the group.
3. Label those trends or changes in two different groups:
 - a) **Tension** between two different options
 - b) A big **change** which can happen in the future.

Examples of tension vs. change topics:

1. **Tension** - Two companies have a different vision about plastic.
2. **Change** - Two companies are making decisions about what type of lunch they are offering to their workers.
3. **Change** - Seeing travelling (moving from place to place) as an opportunity to exercise vs. spending useless time waiting to get somewhere.
4. **Tension** - Seeing pets (cats and dogs etc.) as an environmental problem vs. effective tool against of loneliness.

EXAMPLE

For your first discussion, you can choose 6 cards:

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;">CORPORATIONS VS GOVERNMENTS DECIDING ON TECHNOLOGY</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;">INCREASE IN EXTREME WEATHER PHENOMENA</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;">ENVIRONMENTAL AWARENESS VS ENVIRONMENTAL ACTION</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;">SEEING NATURE AS A RESOURCE VS HAVING INTRINSIC VALUE</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;">A FAIR OR UNEQUAL TRANSITION TO A SUSTAINABLE SOCIETY</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;">INCREASE IN THE AMOUNT OF WASTE</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>

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.

DOCUMENTS, HANDOUTS, WEBSITE RELATED TO THE TOOL



Megatrends shortly:

www.sitra.fi/en/topics/megatrends/



Download Megatrend cards (64 cards + instruction):

www.sitra.fi/en/publications/megatrend-cards-2020/

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

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

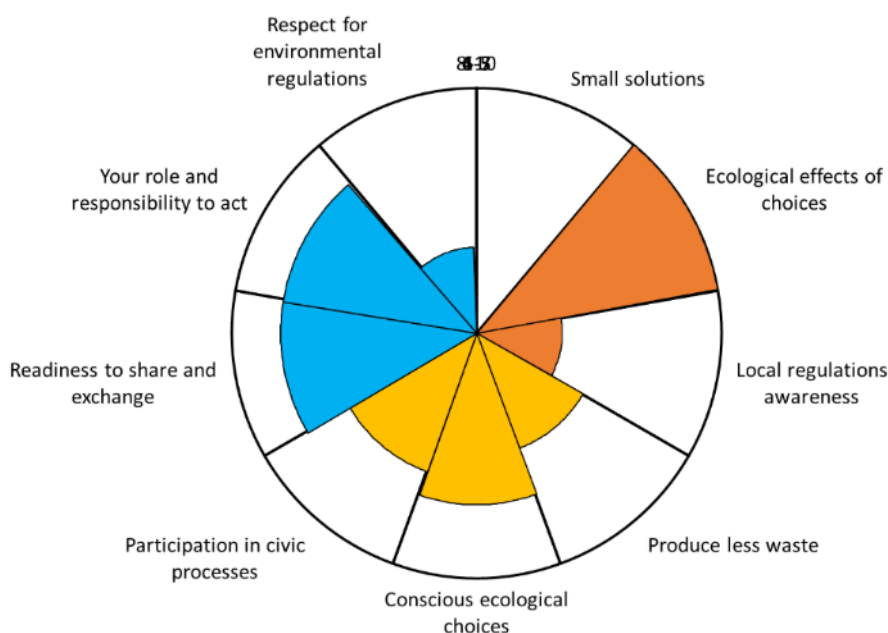
The tool has been introduced in a national educational project called “EkoMisja” (“EcoMission”), co-financed by the National Fund for Environmental and Water Protection. Created by the Federation of Polish Food Banks

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



PERMACULTURE PRINCIPLES

- Observe and interact (1)
- Integrate rather than segregate (8)
- Use small and slow solutions (9)
- Use and value diversity (10)

METHODOLOGY

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.

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.

TARGET GROUP

Depending on storytelling cards or boards, this tool is most suitable for children (aged 7-12) or adolescents and adults (over 16).

SPECIFIC OBJECTIVES

- Inspiring creative thinking and reflection on one's own habits and impact on the environment
- Creating an opportunity to share knowledge and experiences
- Promoting ecological awareness and small, individual lifestyle changes

MATERIALS

A set of storytelling boards or cards and pens and paper for making notes.

STEP BY STEP PROCESS

1. Divide the participants into smaller groups. Every group gets two small picture cards or story boards.
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.
3. After set time passes, the teams present their story cards with a summary of their discussion.
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.

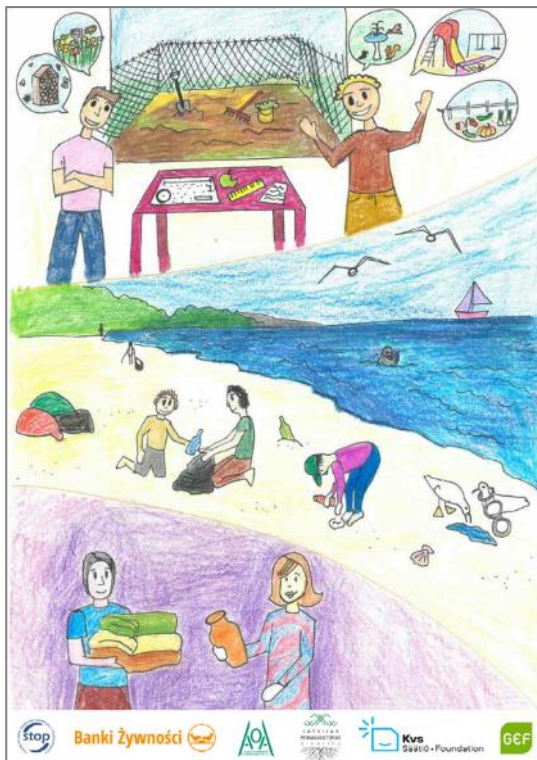
For the last activity, the trainer encourages the group to develop recommendations to solve problems that were discussed. The recommendations can be written down on a flipchart.

DOCUMENTS, HANDOUTS, WEBSITE RELATED TO THE TOOL



Website of the "EcoMission" project (in Polish): www.niemarnuje.bankizywnosci.pl

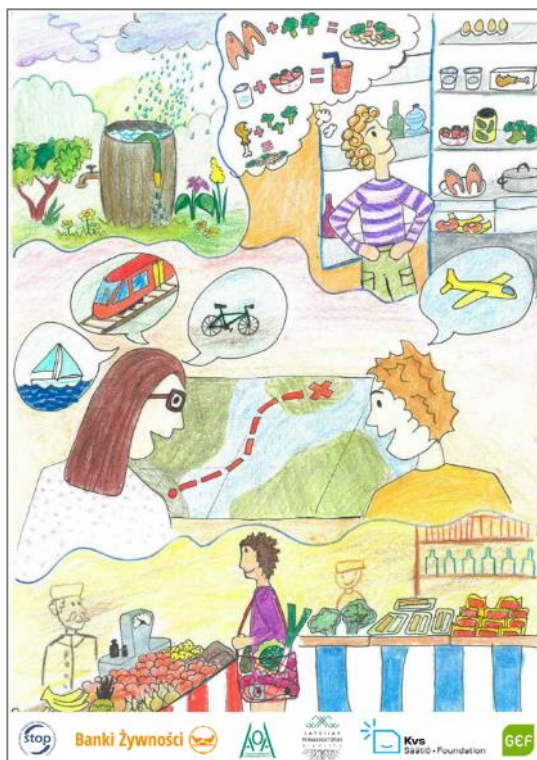
Storytelling cards: [DOWNLOAD 4 cards \(pdf\)](#)



EMPATHY CARD



MINDFULNESS CARD



AWARENESS CARD



INFLUENCE CARD

The Eco-Festival

Introduced by Céline Huart and Weronika Felcis, Latvian Permaculture Association



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

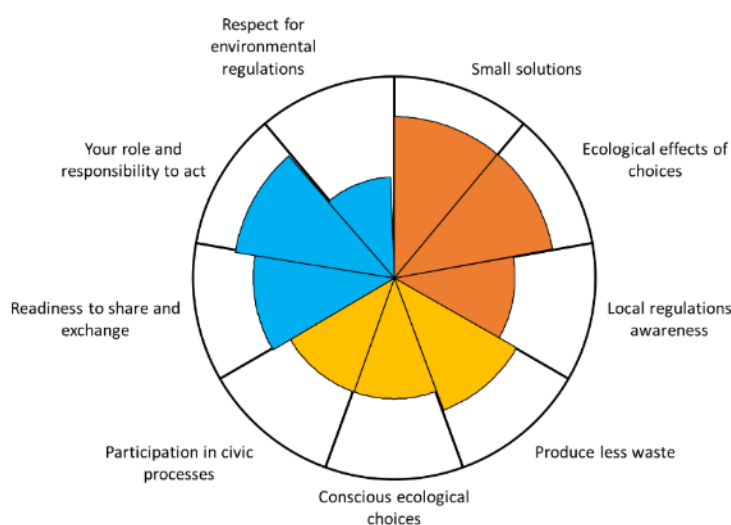
- Observe and interact (1)
- Obtain a yield (3)
- Use and value renewable resources and services (5)
- Produce no waste (6)
- Integrate rather than segregate (8)
- Use small and slow solutions (9)
- Use and value diversity (10)
- Creatively use and respond to change (12)

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

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.

TARGET GROUP

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.

SPECIFIC OBJECTIVES

- Bring awareness on alternatives and local opportunities for ecological choices (“this exists, it is happening here”)
- Give inspiration by doing together, contributing with small solutions (“that’s it, we are doing it”)
- Create a momentum to catalyse action and change (“today I am here; tomorrow, I will...”)
- Model a minimum waste event and ecological attitudes (“if we can do it, then you can do it”)

MATERIALS

- **In preparation phase:** a platform to diffuse the event information (website, social network, mailing list), a collaborative document for organising car-sharing.
- **For the event:** 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.
- **Optional:** printed program, map of the place, micro and sound system, posters and markers, camera.

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



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

Eco-Expedition

Introduced by Agnieszka Borek, The NGO Trainers' Association



demanding



+12



4-20



**A few weeks
process**



1, 9

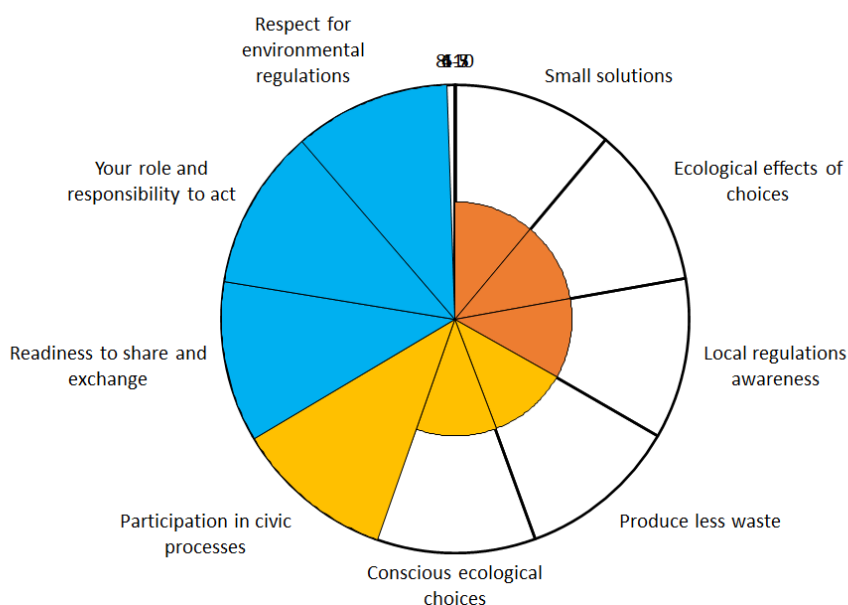
BENEFITS FOR PARTICIPANTS

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)

METHODOLOGY

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.

TARGET GROUP

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.

SPECIFIC OBJECTIVES

- 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).
- Providing the citizens with dialogue on ecological issues
- Showing what everyone can locally do to neutralise our environmental impact.
- Stimulating individual initiatives of residents to protect the environment and build a sense of co-responsibility for nature

MATERIALS

The devices for recording (e.g. smartphones) and make notes.

STEP BY STEP PROCESS

A SERIES OF EXPEDITIONARY OUT-OF-CLASSROOM WORKSHOPS

Various methods can be used to reach the goal. One of them is **the participatory video (PV)** 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. **The outputs will be used for raising environmental awareness for residents (by using social media).**

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.

STEP 1 - INTRODUCTION (approx. 1h)

1. Introduction and any ice-breaker that you like.
2. Trainer explains the aims and process then collects feedback and suggestions from participants:
 - 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?
 - 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?

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?

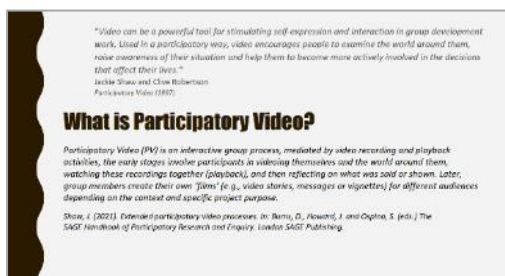
STEP 7 - FOLLOW UP

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

STEP 8 - EVALUATION

1. Group discussion. Examples of questions to be asked:
 - a. What did we learn?
 - b. What did we achieve?
 - c. What did we miss?
 - d. What did you like during the process?
 - e. What did you dislike?
 - f. How can we use this experience for future activities?
 - g. 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



A video covering the PV workshop with tips for educators:

www.videoineducation.eu/participatory-video

The Game of Principles

Introduced by Marcin Mitzner, The NGO Trainers' Association



average



16+



9-16



180 min.



all of them

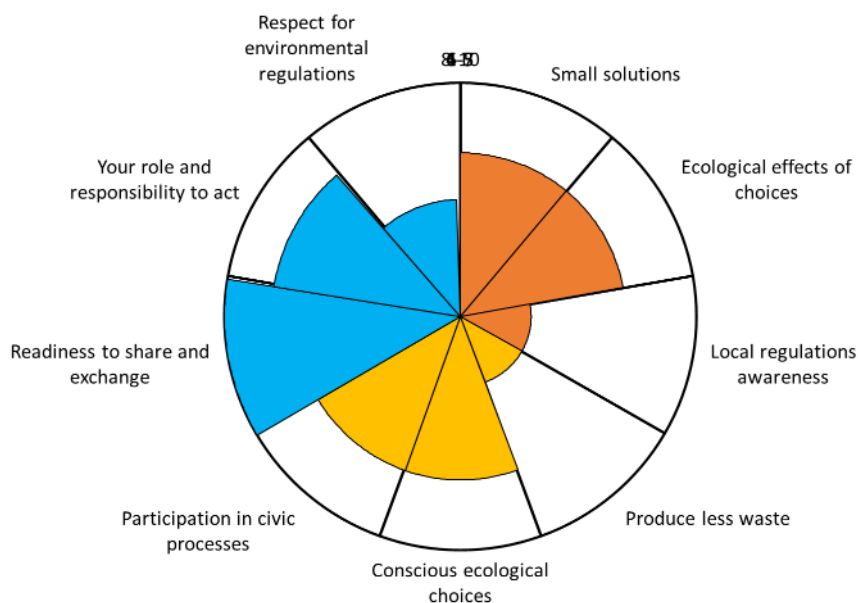
BENEFITS FOR PARTICIPANTS

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
- Dragon Dreaming methodology - www.dragondreaming.org

TARGET GROUP

Eco newbies, NGO workers and volunteers, project groups

SPECIFIC OBJECTIVES

- Getting to know each other
- Understanding practical implications of Permaculture Principles
- Reaching compromise on environmental change
- Interpreting a new situation, its context and dynamics

MATERIALS

- Paper, marker pens, flipchart
- Printed cards (number of cards in set, print them according to instruction below):
 - Permaculture Principles (12)
 - Game Introduction (1)
 - New Chapter (1)
 - Response Cards (5)
 - Follow up Cards (5)
 - Crisis Cards (8)

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 \(.zip\)](#)

The Mountain

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

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



simple



no restriction



6-20



40-60 min.



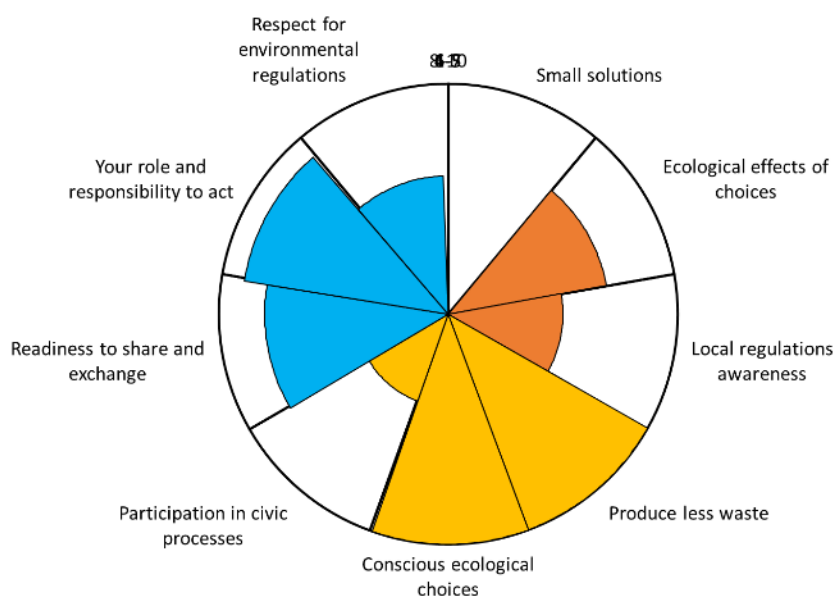
1, 7, 9, 11

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.
GROUP SIZE	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).
TIME	We recommend a time frame of 45-60 min for this method, including explanation and follow-up discussion.
PERMACULTURE PRINCIPLES	<ul style="list-style-type: none"> • Observe and interact (1) • Design from patterns to details (7) • Use small and slow solutions (9) • Use edges & value the marginal (11)
METHODOLOGY	<p>The method belongs to the category of scaling techniques. 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 metaphorical tool 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>
TARGET GROUP	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.
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Monitoring the progress of participants in their development • Finding a solution to the problem • Assessment of participants' skills and abilities • Anchoring in what participants think about, describe and articulate • Increasing motivation (I know why I'm doing this)
MATERIALS	You just need a blank sheet of paper, pencils, crayons, markers.

STEP BY STEP PROCESS

The method can be used during any type of workshop, with any topic. For example, you can ask: **what can I do to be more eco-active (in my work or in my family)?**

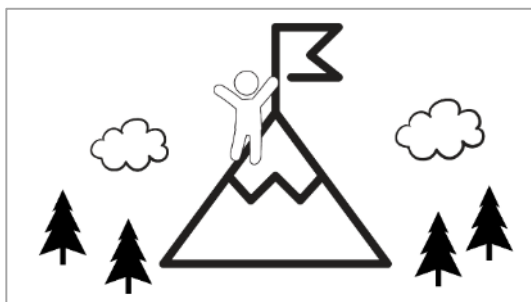
The trainer encourages the participant to draw a mountain or hill. Then the trainer asks questions along the lines of:

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](#)

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

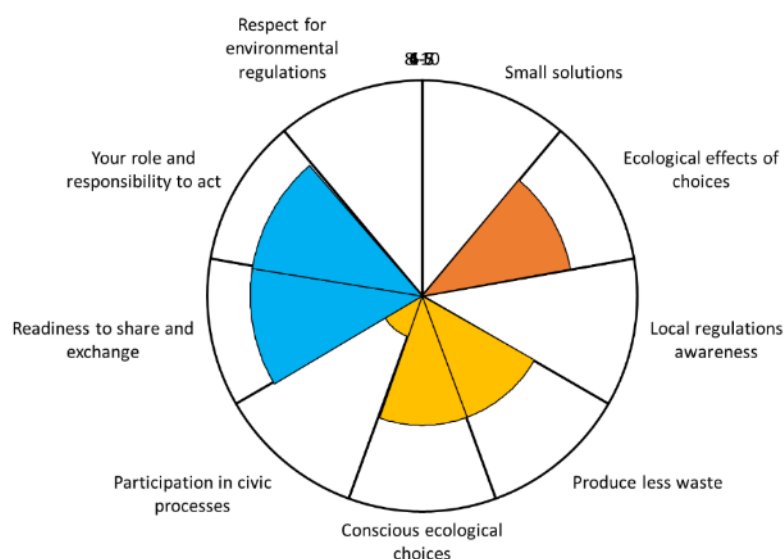
The tool has been used as Accompanying Measure during EU FEAD 2014-2020 and during other educational projects, especially addressed to the most deprived.

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.

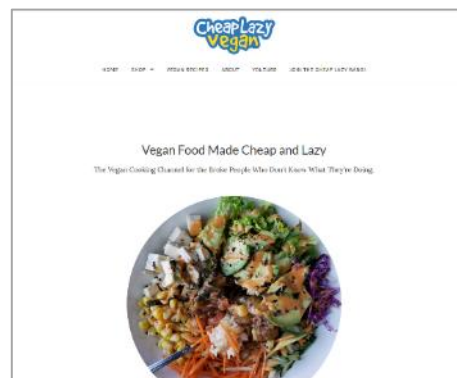
DOCUMENTS, HANDOUTS, WEBSITE RELATED TO THE TOOL

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



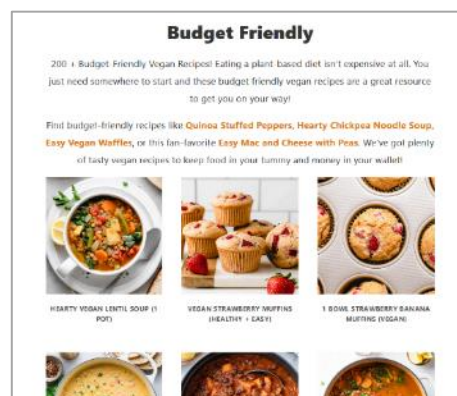
The Stingy Vegan:

www.thestingyvegan.com



Cheap Lazy Vegan:

www.thecheaplazyvegan.com



The Simple Veganista:

www.simple-veganista.com

Sustainable transportation

Introduced by Carla Urbano, The Finnish Lifelong Learning Foundation

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

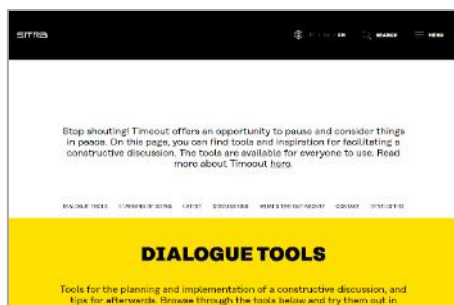
The exercise can be planned to be part of the introduction section or at any point of the course. During exercise are used Cards for facilitation a discussion TIMEOUT.

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.

TARGET GROUP	Working with this exercise is suitable for all groups of participants.
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Constructive discussion skills • Engaging all participants by assuming both roles, that of the teacher and of the learner • Apart from learning the skills necessary for the method, the exercise serves as an ice-breaker and integrates the participants
MATERIALS	Example roles or group of people: FACILITATOR 1-2 people, eco-active person, non eco-active person, active person, inactive person
STEP BY STEP PROCESS	<ol style="list-style-type: none"> 1. Print and study the Timeout cards beforehand with practical tips on how to use them 2. Make notes: what are the things you would like to bring up before starting the conversation. 3. Prepare yourself for difficult moments beforehand. There are many good tips available in the Timeout cards 4. Facilitator writes different roles on a board (examples above) and the theme of discussion, which is sustainable transportation 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 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. 7. Enjoy the constructive conversation and don't forget to just be yourself!

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



SITRA – Timeout tool: www.sitra.fi/en/timeout

CARDS FOR FACILITATING A DISCUSSION

Cards for facilitation a discussion TIMEOUT:
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.

Creatively use & respond to change



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.

TARGET GROUP	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.
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • 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. • 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. • 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.
MATERIALS	Only a description of the individual principles of permaculture distributed on a card or sent to the phones of participants
STEP BY STEP PROCESS	<ol style="list-style-type: none"> 1. Distribute previously prepared materials on the principles of permaculture (or circulate among participants by smartphones). 2. Provide instructions for the exercise (keeping the vocabulary as simple as possible - so that everyone, regardless of the language level, understands the instructions) 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. 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. 5. After presenting all the groups, you can summarise the permaculture rules once again (if needed).

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



Permaculture Design Principles:
www.permacultureprinciples.com



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