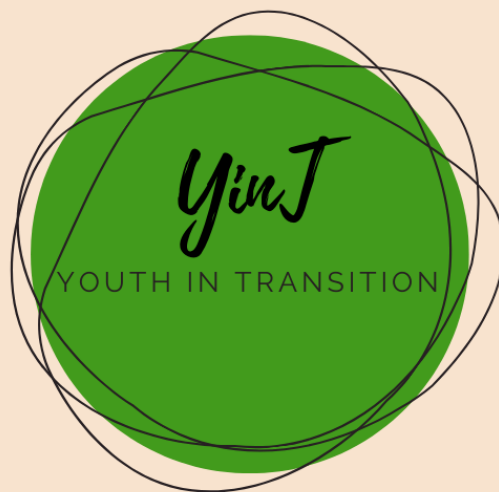


YinT

YOUTH IN
TRANSITION

handbook



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YOUTH IN TRANSITION

Handbook for facilitators

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1. Introduction

The target group for the handbook is facilitators and trainers who seek to introduce EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) topics for participants that might not be highly interested, unfamiliar with the topics or in any way challenged to access ESD activities.

It originates from the project: *Youth in Transition (YINT)*, a project under the Erasmus+ programme, implemented by six partners in Scotland, Denmark, Austria and Italy in 2021-2022 (Don Bosco, GAIA Education, NOAH, HAUP, Platform Footprint and LOES, the Danish Ecovillage Network).

YINT operates within a triangle, with ART/CREATIVITY, ESD and 'HARD TO REACH' YOUTH placed in each corner. All materials in this handbook will be oriented towards applying an artful and creative way to reach hard to reach target groups among youth with the message of sustainability, preferably in ways that offer a space for blended learning. That is the challenge the partners set up in the project - and this guidebook is the joint answer to the challenge.

We can change the world – if we change our mindset:

The key aim of this handbook is to bring the transformative power of education to its full force and enable socially excluded youth (see appendix 2 YINT Theory of Change) to become agents of their desired sustainable future.

With this guidebook we, the authors from four countries, want to ignite the fire of being part of this sustainable future and hope to assist more people to transform into becoming 'multipliers' of change. The handbook is intended to be an aid to run activities with youth feeding into sustainable and regenerative change. We hope it will serve its purpose and be a resource for youth facilitators.

Let's get active together!



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The 4D Framework

The YINT partnership has built upon the **4-D Gaia Education Framework** encompassing **Worldview, Ecological, Social and Economic** aspects of sustainability. Over the years the 4D curriculum has been adapted for many contexts and in the YINT project, the partners have given a try in how to create content for underserved youth incorporating specifically creativity and blended learning activities.



YINT Handbook themes and structure

The themes in the YINT handbook will build on the Gaia Education 4D framework, as a structuring principle, but also as the partners sympathise with and believe in this holistic model of sustainability. It is therefore possible as facilitators to choose from the different methods and exercises within each dimension, to create a focus, but also to mingle between them, as the concrete situation demands.

The structure in the YINT handbook is therefore - after the general introduction and facilitation tips if interested - a presentation of selected activities for each dimension, including blending learning opportunities, plus an annex with extra activities that cut across the dimensions (Appendix 4).

Help for the reader:

DIMENSION - the structure of the handbook, in the four dimensions from GAIA Education.

THEMES - each of the dimensions explores three subject areas called themes, to be expanded on through activities and delved in deeply through workshops.

ACTIVITY - an educational process intended to stimulate learning through actual experience.

Some of the activities are significantly sourced from the partners existing work, contextualised to the YINT project, where others are developed for the YINT project only.

WORKSHOP - a series of recommended activities that create a meaningful workshop experience within or across different dimensions.

Weaving the dimensions together

Note that the dimensions are presented in a non-prioritised way, as they all feed into each other. The YINT Handbook therefore can be used selectively according to the actual training situation.

There are several ways to do this.

Introduce the 4D mandala

In each workshop and reflect to it after various activities, noticing links

Develop educational materials that use 4D framework

The Gaia Education SDG cards are an example in that they raise questions on how each SDG has social, economic, ecological and worldview/cultural implications and solutions.¹

Adapt handbook activities to frame the 4Ds

This can be applied to many of the activities particularly in the reflection, synthesis and learning.

Example in *Worldview activity - Interviewing Elders* you could adapt the questions that frames into the four dimensions e.g., and create a visual piece that represents this using the 4D mandala.

Such questions/reflections could include

Economic: How did your grandparents make a living? Did it change during their lives?

Worldview: Share a cultural tradition from your ancestors?

Social: How did you celebrate in your community growing up?

Ecological: What changed during your life in nature? (e.g., birds, animals, trees, water quality etc)

You can also:

Incorporate 4D framework into debrief, reflection & synthesis processes.

Cross-reference activities from different dimensions.

Use the cross-cutting activities that relate to 4Ds.

¹ <https://www.gaiaeducation.org/sdg-handbook-en>

Summary of themes

Within each dimension, the handbook explores the following themes:



2. Competencies

The current 'multiple crisis' situation needs people who are willing and able to change the world.

It is our task as facilitators and trainers to contribute to the empowerment of young people to be involved in shaping the society in a more resilient and regenerative direction. This also counts for groups that have been on the side lines for whatever reason: because they don't know what they can do, because they don't have the courage, because they don't see the point or because they were never supported.

Firstly, to be successful in climate protection, knowledge will be needed. Secondly, the ability to translate this knowledge into action. And third, it is necessary to have the wish to act. It takes knowledge, skills and attitude, to enact the changes needed. The handbook will try to meet these different factors.

Competencies for shaping the future

To shape our lives, the ability to read and write, language skills and other basic skills are used.

Also, every profession requires a special set of competencies.

But what does it take to save the planet? Many good offers are there, but also the German educator Gerhard DeHaan has thought about what skills someone needs for designing the future.

Here some of competencies, he finds necessary for shaping the future:

- **Curiosity:** No one has the solution up to now, so it is important to stay curious.
We should ask ourselves how we can arouse and encourage curiosity?
- **An idea of justice:** We need a good sense of what is just and what is not.
We should also know that there is no such thing as absolute justice.

- **A new way of dealing with conflicts** and contradictions: We want to go on vacation, with friends and family. But air travel pollutes. What can we do? We must face these conflicts that we all have and find good solutions - even if not possible in the short term.
- **Ability to motivate oneself and others:** Acting is a big challenge. It is easier to do it together. We should look for ways to motivate each other more.
- **Ability to work together:** The ability to work together is another key to making a big undertaking succeed.
- **Compassion.** All the above will remain empty and meaningless, if we do not care about how other people are doing and how nature is doing. Compassion can also be practised, learned, especially through extracurricular activities.

Capability approach

A good life needs resources, but also the ability to use them well. If you want to be mobile, you need a vehicle, like a bicycle. But you must be able to ride it. This applies to many issues of sustainability: we need renewable energies, but we also must use them sensibly, we need to plan our journeys sustainably etc. Amartya Sen (India) and Martha Nussbaum (US) thought about what capabilities are necessary for a sustainable life and identified ten core capabilities. Here five of them:

- Being able to use the senses, to imagine, think, and reason—and to do these things in a "truly human" way. Realising how sunshine or rain feels on our skin, listening to the sounds of nature, enjoying music and arts – these are things we all should be able to do.
- Being able to live with and toward others, to recognize and show concern for other humans, to engage in various forms of social interaction; to be able to imagine the situation of another. Caring for others, their needs and their feelings makes us truly human.
- Being able to live with concern for and in relation to animals, plants, and the world of nature. The famous philosopher Albert Schweitzer said: *"I am life that wants to live in the midst of life that wants to live."*
- Being able to laugh, to play, to enjoy recreational activities.
Let's have fun! It is part of a good life.
- Being able to participate effectively in political choices that govern one's life.

These competences and capabilities are in focus in all the presented activities in this handbook. They are slightly restructured from their origin to work in a blended learning context.

3. Blended Transformative Learning Activities for sustainable/regenerative future-proof lifestyles

The long title in the headline says it all: It is not an easy task. In this project we took upon ourselves to create a selection of methods and exercises that can work not only offline, but also online and in blended versions, using the strengths of different ways. The initial intention was to be able to cater for diverse target groups, through various approaches - offline, online, blended, artful, creative etc.

Blended Learning

Blended learning can work in various ways but are often differentiated between online synchronised- and unsynchronised processes. The synchronised processes are where participants are meeting online at the same time, e.g. through an online meeting. The unsynchronised processes are where participants attend at different times e.g. participating in a Facebook-discussion. If a facilitator wishes to have participants take a joint decision, a synchronised process is an advantage. If she on the other hand would like the participants to go in depth with a question - the unsynchronised processes can be an advantage. The following are mostly oriented towards unsynchronised processes.

Group dynamics online is often more volatile because the participants easily can turn on and off, but this is also a strength, because the flexible process distributed in time and space can be adapted to the participants daily needs and other responsibilities like work, family, disability, e.g.

To work flexibly with groups of 'hard to reach' youth as in YINT (or anyone) online it is important to create a strong scaffold around the blended learning by being extra explicit as a facilitator in communicating (in popular terms) the 7 W's: Who does What, With Whom, at What time, Where and with What purpose. This means that you as a facilitator, preferably through various media, writing and video, communicate:

- *What* is the theme (the headlines),
- *What* the general purpose is with this session,
- *What* the participants are expected to do,
- *When* they are expected to do this,
- *How* you, the facilitator, will interact (how and *when* will you present something, how and when will you give feedback, comment, be available for questioning etc.) and with what purpose,
- *Who* the participants should interact with and
- *What* they should interact about and with *What* purpose,
- *When* they are expected to present/upload/comment etc. and
- *Where* (on which online platform, in which folder, with which document-name etc.)

If there is more than one discussion-theme in a threaded dialogue, you separate the themes in separate threads, as participants can easily lose the overview online. The facilitator will have to build the scaffold that the participants shall (can) walk on and they need to know where they can walk, so to say. This is only enhanced with a target group that has a small amount of resources, e.g. language, time, focus, schooling.

Conclusion:

The framing of blended learning processes should be crystal clear, easy to understand and ready to act upon.

The handbook has been structured around the identified core competencies which are considered critical to reach and empower marginalised/vulnerable youths for their pathways towards sustainable and regenerative futures. Hence the focus considers how to attract the attention and interests of the target groups and through the activities inform and create conditions for empowerment and regenerative thinking and practice. This leads to shifting from human centred to community-led and planet centric perspectives and applying regionalism/localism in their own lives.

Some facilitation tips

Opening & Closing

Beginnings and endings of sessions are important to open and close the space. It is recommended to start and end each activity (synchronised and unsynchronised) session with a short contemplative moment as this seeks to cultivate a fruitful atmosphere for learning. For some groups it can be appropriate to have a short mindfulness session every day and for others practices from their traditional backgrounds for example (synchronised) incorporated in a break. It can also be important to gauge the energy of the group through a round where each participant gets to speak. A contemplation can bring a calm atmosphere whilst telling a joke can raise the energy of the group. This should be prepared and thought of continuously by the facilitator.

Online sessions often need additional opening activities that help the participants to become familiar with writing (communicating) to the group, e.g. the “Concept-Baton”, where one participant starts with explaining a relevant concept from the theme and sends the “baton” on to the next participant. It can simply be a round initiated by the facilitator where the participants (synchronised) say a few words or (unsynchronised) write a few thoughts from the last time they met. This can also be “joke-baton”, “thoughts from last time-baton”, etc.

Using a Participatory Approach

The aim is to create conditions for empowerment and demonstrate this in the facilitation approach. It can be recommended following the “Praxis - Experiential Learning Cycle”² as far as possible.

In summary:

1. Create or draw on an experience the participants have had (the exercises)
2. Reflect on feelings about the experience
3. Observations of specific situations in the exercise
4. Draw lessons learned about the experience
5. Contemplate how to apply the experience

There are basic skills needed as tools for facilitating this kind of learning such as asking open questions, probing questions, deep listening, speaking/writing leanly, summarising, paraphrasing. They are very important and determining factors to make a good facilitator - or the opposite. Especially with ‘hard to reach’ groups it is important not to put people under stress, but to meet people where they are, not having to perform more than what is in their comfort zone and immediate learning zone. Facilitators can give input to sessions by synthesising findings of the group into the learning theme. This is an art in that a facilitator should really honour the contributions, possibly some aspects they did not know, and not be over attached to the outcome.

² Ref. Gaia Education, Mindful Participatory Facilitation for Empowerment.



Designing the sessions

As facilitators, it is vital to assess the needs of the participants and design the sessions and processes accordingly. However, at the very beginning of the activity, check expectations again and adjust the session design if needed. During sessions, facilitators must read the energy of the group constantly and adjust learning activities when needed. This is called 'emerging design'.

During the learning, listen deeply to participants' contributions (their participation), carefully taking note of key points (in the minds, on flip charts or on the online platform) and weave them into the conclusions of the learning, combining, and synthesising with facilitators' contributions (leadership).

Sometimes there may be more contributions from participants, other times more from facilitators, or equally, depending on the subject matter, the people involved or the context of the situation.

Mindfulness practices and self-management will tell where the balance is.

This is the intuition at work, the synchronicity of your head, heart and body. If you as a facilitator find it hard to feel the group online, then react by asking a question to get the information (feedback) you need to facilitate the process e.g. "How are you doing right now"?

The design of a session will benefit from a variation of activities, like a mix of facilitators input, plenary discussion, group work, games etc. Always with a good introduction/framing of what can be expected from the session and a debriefing, where participants can share what they have been through. Spiced up with energizers and continuous attention from facilitators to create a good, inclusive, and participatory learning space.

4. Activities in the Worldview Dimension

Introduction to Worldview Dimension³

This chapter explores the belief systems of prevailing worldviews and how it changes in different contexts. There is a rebellion in the act of growing consciousness. Young people gravitate to this awareness as they are discovering who they are and what their possibilities are.

A 'systems' approach emphasises connections between mind, activities, processes, and structures leading to a broader, more comprehensive understanding. Systems' thinking creates understanding of the connections in the system and how we all are a part. Everything is interconnected, and the connections express certain dynamics. In other words, if we change one part of the system, another part is affected.

The first step towards transformation is awareness. This is so important to our understanding of where we come from, where we are now and where we are heading in our personal journey.

In this dimension participants will explore ways to become aware of the current paradigms and conditions for human participation in life processes on the planet and be motivated to share this knowledge with everyone.

Youth participation in world view activities gives a broad view both horizontally considering differing perspectives on what is going on in the world and vertically considering our ancestral wisdom and roots.

This supports holistic learning not only in world view activities but also in all dimensions.

It will create a strong foundation and inspiration to encourage young and energetic change agents to step up, act, and help make a difference in many critical issues that will shape their lives and the planet's.

³ **Context:** This perspective was written drawing on project-based learning approaches that Gaia Education and Asian & African local NGOs organisations have worked with in hard-to-reach communities in Bangladesh, Myanmar, Thailand, Zambia and Senegal. Participants were generally very motivated to learn profiles included engaged youth and women and migrants who went on to become community organisers and actors.

The Worldview dimension consists of three thematic areas.

Worldview Thematic Area	Questions to Explore	Sample Activities
<p>THEME A - REMEMBERING & KNOWING</p> <p>To create conditions for empowerment and inclusion by each participant reflecting on their cultural worldviews, identifying changes in recent generations. They will share and exchange with others to learn, empathise & respect the diversity of backgrounds. The theme explores who we are and what we and our ancestors have lived through.</p>	<p>Where do we come from?</p> <p>What important qualities did you learn from your & your friends' elders?</p> <p>How have things changed?</p>	<p>A.1 Mapping diversity</p> <p>A.2 River of Life</p> <p>A.3 Interviewing grandparents / elders</p> <p>A.4 Deep Sharing</p>
<p>THEME B - VISIONING -</p> <p>This theme will explore differing perspectives on the convergence of multiple crises impacting our planet and our lives. It will look at the pros & cons of traditional (ancestral) and modern world views drawing out what is valuable from both. Participants will envision a wholesome future that builds on the best of traditional values whilst incorporating cutting edge technologies and practice. They will co-create a road map to regenerative futures considering cultural values, fair share, ethics & steps to achieve it.</p>	<p>What are pros & cons of traditional/ancestral worldview?</p> <p>What are pros & cons of modern lifestyle?</p> <p>How is nature impacted by modern lifestyle?</p> <p>What do we need for sustainable futures?</p>	<p>B.1 Widening Circles⁴</p> <p>B.2 Identify & Reflect on prevailing World View</p> <p>B.3 Visioning & Backcasting sustainable futures (best from roots and best from modern synthesis)</p>
<p>THEME C - TRANSITIONING</p> <p>To support transition to regenerative futures by participants comprehending and practising supportive values, attitudes and actions.</p>	<p>What gives us motivation for social and environmental work?</p> <p>What inner qualities do we need to sustain us for social change?</p>	<p>C.1 Becoming conscious change agents</p> <p>C.2 Harvesting Gifts of ancestors (Appendix 13)</p>

⁴ Widening Circles and Harvesting the Gifts of Ancestors are adapted from "The Work that Reconnects" Joanna Macy et al.

Theme A - Remembering & Knowing

WHY	Hard to reach participants often come from challenging backgrounds that they may not have come to terms with. They may not feel comfortable mixing with others from different backgrounds. These exercises encourage them to honour their roots, share their stories and build trust and friendships in the group.
AIMS	Using creative methodology, the theme aims to: <ul style="list-style-type: none"> • To create conditions for empowerment, empathy, inclusion & trust • To reflect on diversity experience/worldviews of students • To identify cultural/social/worldview changes in recent generation
COMPETENCIES	Ability to model integrity and authenticity; Ability to empathise with others from different backgrounds; Ability to connect with the group
DIMENSION / SDG relation	World View Dimension SDG 10 - Reduced inequalities SDG 3 - Good health and well being
Activities	<ol style="list-style-type: none"> 1. Mapping Diversity (1 hr) 2. River of Life (1.5 to 3 hrs) 3. Interviewing Elders (3 to 5 hrs) 4. Deep Sharing (1 to 1.5 hrs)

Activity A.1: River of Life (1.5 to 3 hrs)

WHAT: Facilitators write down the guide to each stage (these questions/comments are a guide only please adapt to local/cultural context). Consider making a video where you read the text aloud so the participants can combine the text with sound, which improves the understanding for many participants.

HOW: River of Life activity (1 to 1.5 hours)

Reflection & Synthesis (30 mins/45 mins)

Step 1 - Reflect: Think of your life as a river that has led to this workshop. What are the different streams and other rivers that have helped you get here? Think about the fast-moving times in your life and the challenges or rocks that you moved through. If your life were a river, what shape would it take? Where are the bends and turns, when your situation or perspective changed? Was the transition smooth or sudden? Are there rocks or boulders — obstacles or life-altering moments — falling into your river? Are there points where the river flows strongly or slowly?

Individual Work: Start drawing the image THE RIVER OF YOUR LIFE

Step 2 - Frame: On the river picture add your age and/or dates. Identify key events in your life; these could be boulders in the river or places where it runs narrow or opens widely. Name each section of your life river

Step 3 - Guide: Think about the various people who have accompanied you along this river's journey. Record key relationships and losses in the appropriate places on your river of life.

You can also record thoughts and feelings attached to these relationships. What relationships have been most significant at different times in your life? Who has most shaped you?

Have there been significant losses of relationships along the way?

What groups or communities of people were most important?

Step 4 - Contextualise: Reflect on your life's journey and trajectory.

Using words and/or symbols, place life events in the appropriate locations on your diagram.

Note times of significant pain or suffering, yours or others', that shape the flow of your river.

What was going on in the world — locally, regionally?

Step 5 Evaluate: Note what has been important to you.

What values, commitments, causes, or principles were most important in different life stages?

Toward what goals, if any, were your primary energies directed?

What purpose helped to shape the flow of life waters at a given time in your experience?

Review the whole river; does it portray your whole life?

Is there some important element left out? Adjust as needed.

REFLECTION (group process): Share drawings in breakout groups of 4/5 (appoint a group leader to ensure everyone has a chance for their story to be heard).

SYNTHESIS (facilitator): Invite a few people to share (as a comment to a post or in an online meeting) what their picture portrays (optional). Prepare an online 'Gallery' for sharing. The facilitator writes a synthesis of reflections to develop empathy & appreciating diversity.

TIP: Encourage use of colour and textures and symbology in the River of life exercise.

You can showcase River pictures from other groups or online to inspire participants.

REFERENCES: [River of Life Exercise | OnBeing](#) [Using the River of Life as a Tool](#)

Activity A.2: Interviewing Elders (3 to 5 hours +)

INTRODUCTION (10 min)

'The best classroom in the world is at the feet of our elders' (Andy Rooney)

Our elders hold the wisdom of many generations. There is much to learn from the old stories and traditions. But often we are too busy to listen and learn. Many do not have connections with elders. This activity will be an opportunity to learn from elders in our families and communities.

PREPARATION FOR INTERVIEWS (30 min)

In groups of 3 discuss who you will interview (individually or together).

Make an appointment for the interview (as homework). Review questions (samples are below)

Make a plan who will interview, how the interview will be recorded (video/sound recording/notes).

INTERVIEWS (60 to 90 min)

Each person interviews an elder (in triads or single). Sample questions:

Q. What are you grateful for?

Q. How did you celebrate in your community growing up?

Q. What has changed in your life since you were a child?

Q. What do you value/are concerned about in traditional culture?

Q. What do you value and what are you concerned about in modern culture?

Q. What has been a big challenge in your life and how did you overcome it?

Q. Do you have a traditional song to share?

Can be done as online interviews with elders/grandparents in different places.

Q: Is there anything you regret?

Q: What do you think, the young generation should not do, although you did it?

COLLATING INFORMATION AND PREPARING FOR PRESENTATION (30 min. to 2 hours)

Identify key quotes. Draw a picture or make a poster that represents the findings. Optional - make a 3-5 min. video with highlights of the interview (may need more time) in groups or individually.

PRESENTATION & REFLECTION (30 min)

Post up pictures in the classroom/online. Show video clips. Discuss in small groups.

How did you feel interviewing elders? What did you learn about challenges they faced?

Describe other important lessons learnt from your elders?

DEBRIEF & CLOSING CIRCLE (30 mins)

How did you feel interviewing elders? What important qualities did you learn from your elders?

How have things changed? (Encourage positive & challenges)

Synthesise into appreciating diversity & developing empathy

CLOSING CIRCLE - Sing a traditional song (make a project to collect & perform traditional songs)

This can be done online too.

Activity A.3: Deep Sharing (synchronised)

SUMMARY

Intro & divide into groups (10 min)
 Deep Sharing clusters / triads (1 to 1.5 hours)
 Reflection (30 mins)
 Debrief (30mins)
 Journal/Drawing/Close (10 mins)

Deep sharing in clusters/triad discussions

Divide into groups: If clusters appear e.g. migrants from similar places/cultural backgrounds get into groups (3 to 5 pax). Sharing can be in native language.

Personal Reflection: Rose & Thorn - (1 or 2 of each). Drawing/writing - The rose/s (best parts) of my life were ... Drawing / writing - The thorn/s (challenging parts) of my life were ... Share a few in the big group.

Facilitator Input & Introduce Deep Sharing exercise:

Deep Listening, Bearing Witness, Speaking Leanly, Speak from heart

Roles:

- 1 person speaks,
- 1 person listens, questions
- 1 person observer/timekeeper/listener
- Sharing Stories - Start with guided breathing, quiet time

15 mins per person. If they finish early, they can sit in silence then move onto the next person.

Sample Questions:

Q. Share something you are grateful for.

Q. Share a challenging experience in your life and how you overcame it.

Q. After all three have spoken, share how you feel and say thank you to each other.

If the group finishes early, they can talk together quietly about their experiences.

REFLECTION: Individual reflection & journalling

TIP: Schedule a break after the deep sharing as it can be intense and emotional.

Ask the group to check in with each other later in the day.

If you notice strong emotions, come up, check in with individuals/groups later.

Theme B - Interconnection & Visioning

WHY

Young people today are growing up in a complex world with convergence of multiple crises like climate change, economic and social injustice, destruction of the natural environment etc. Underserved youth often are in survival mode with few opportunities to acknowledge and confront the pain and suffering and to consider what from both traditional and modern worldviews can contribute to regenerative futures.

AIMS & OBJECTIVES

To explore inner and outer responses to convergence of multiple crises by practising experiential activities that look at issues from different perspectives.

To explore the pros and cons of traditional and modern world views.

To create a roadmap for regenerative futures by envisioning a wholesome future considering cultural values, fair share, ethics and steps to achieve it.

COMPETENCIES

Complexity awareness, Perspective skills, Co-creation, Long term orientation & visioning

DIMENSION/SDG relation

World View Dimension

SDG 10 - Reduced inequalities, SDG 3 - Good health and wellbeing.

ACTIVITY TITLES

2.1 Widening Circles

2.2 Identify & Reflect on prevailing World View

2.3 Visioning & Backcasting sustainable futures (best from roots best from modern synthesis)

Activity B.1: Widening Circles (synchronised)

SUMMARY

- Intro (10 mins)
- Mingling (Gratitude & Honouring Pain in the World) 30 min
- Widening Circles (60/90 min)
- Reflection & Debrief (30 mins)

INTRO

To experience social/cultural/environmental concerns from different perspectives

Adapted from *“Work that Reconnects”* by Joanna Macy.

MINGLING (GRATITUDE & HONOURING THE PAIN IN THE WORLD)

Make random 10 min. groups in e.g. Zoom with 2 persons in each using the description below.

The facilitator forms new groups after each round.

Round 1 - A place I find magical is ---- ? 5 mins each, then change.

Thank your partner & return silently to mingling, absorbing what you heard. (Gratitude)

Round 2 - Something I appreciate about you is ---- ? 5 mins each then change.

Thank your partner & return silently to mingling, absorbing what you heard. (Gratitude)

Round 3 - Imagine you take your partner's left hand in your left hand and close your eyes. Facilitator leads with this deep time narrative - or appropriate adaptation. For this exercise consider if it is culturally appropriate for holding hands if not an individual can explore their own hand. (Deep time). If online, you can hold your own hand.

Narrative:

- Imagine you begin to explore this hand, gently, and with great sensitivity and innocence. Imagine that this is the first time you have ever touched a human hand... Feel the skin (it's texture, warmth or coldness) ... and now the structure of this hand (the nails, the knuckles, the bones and sinews, the flesh) ... What can this hand teach you about the person it belongs to? Is it used for physical labour, being in the soil of the Earth, does it write a lot, or maybe play a musical instrument... This hand can express deep feelings... Perhaps it held a baby when it was first born. Perhaps this hand has comforted someone in their last moments before death...
- Now let this hand take you back into its history. Can you feel the hand of the child which this person once was ... playing with toys and climbing trees? Certainly, much smaller, but somehow the same hand... Going back further still, can you feel the baby's hand, really tiny and reaching out into the world for the first time?...
- Now with the help of your imagination, go even further back into the history of this hand. Can you feel the paw of the monkey - with its strong opposable thumb for swinging through branches ... and sensitive fingertips for judging the ripeness of fruit and grooming other monkeys...
- And now back to the hand of the reptile, feel the claws in those fingernails and the strong knuckles for gripping the earth...
- And now feel the fin of the fish, before this hand had crawled out onto land, feel this fin swimming through the waters of the ocean... And perhaps if you're really sensitive, you can feel the very dust of stars from which this hand is composed...

- Without words and with your eyes still closed, say good-bye to this hand and without opening your eyes, return to the big group.

Round 5 - Open Question (Honouring the Pain in the world)

What most concerns you about the state of our planet today? (5 minutes each person).

WIDENING CIRCLES (seeing with new eyes)

Intro: We hear about many challenges to the environment and society.

Logging, pollution, climate refugees, economic migrants drowning etc.

This activity will help you see with new eyes an issue or situation by looking from different perspectives.

Divide into groups of 4 on the online meeting platform.

Invitation to reflect on the challenges and hold one in your mind what really concerns you (3 mins each perspective for each person) using 'I' statements:

- Talk from perspective of yourself (3 mins) how you feel about this issue
- Talk from the perspective of another person who has a different view (e.g. logger, factory owner, people trafficker) use I statements shape shift into that person
- Talk from the perspective of an animal or plant impacted by this issue e.g. tree, sea or bird
- Talk from the perspective of your grandchild in the future

Acknowledge and thank each other - share in your group then with another group.

Hear a few voices/reflections BREAK

REFLECTION & DEBRIEF

This activity serves as a debrief/next steps/ bridge to the next topic.

Good to have a break between the exercise and reflection.

In four groups (1 perspective each)

Q: What did you learn about this perspective? (Pro/con)

Q: What changes would you like to see less or more of this perspective?

Make posters on an online poster board e.g. Miro from each group showing learnings of the 4 perspectives.

Share with the big group and get comments from all participants.

The facilitator synthesises into an extractive, sustainable, regenerative World View.

Activity B.2: Pros / Cons of Traditional & Modern Worldview

INTRO

Worldview is a set of *beliefs and values about life held by an individual or a group*. Our world view can change when we move to different cultures or when society changes e.g. industrial revolution and environmental crisis.

There are major conflicts of worldview playing out in society now. The trend towards greater global awareness is matched by a trend towards greater localism. Pioneering groups of people are able to revise their worldviews and find a better positive correspondence with the actual situation. We need to recognize that the Living Planet and most of our living arrangements need to be transformed in the light of that revision. Introduce models of Extract, Sustain, Regenerate⁵



Extract: Depends primarily on the extraction or removal of natural resources that are considered valuable for exportation worldwide.

Sustain: Depends on **humans interacting with the environment in a way that ensures there will be enough resources left for future generations**. However, human activity has harmed the environment and some resources that people use cannot be replaced.

Regenerate: Aims to ensure resources for future generations yet also restores the environment to its former state. Q. Why do we need a regenerative approach?

Q. Where does the ancestral/traditional worldview fit into this model?

HOW

⁵ <https://designforsustainability.medium.com/regenerative-futures-redesigning-the-human-impact-on-earth-8a9623e71ca7>
<https://www.thersa.org/reports/regenerative-futures-from-sustaining-to-thriving-together>

Exploring Worldview & Yin-Yang analysis:

Step 1: Pros & Cons of traditional / modern life: Review the river drawings then share experiences in groups about pros/cons of traditional & modern life. Consider how they relate to the ESR model. (If people from the former USSR contemplate on pre / post communism as well as traditional life).

Step 2: Draw out themes e.g.

- sense of community - individualism
- destruction of natural resources - modern farming
- indigenous wisdom v scientific knowledge

Step 3: Review themes: What are the strengths and challenges of these polarities?

What happens if too much of one or another?

- Debrief in exploring opposing yet complementary polarities. Offer one or two as an example, using Yin Yang framework as a model (examples are in the Yin Yang table below) there may be something more appropriate in local cultures. It is better to use opposing themes identified by the group and let the group brainstorm what fits into the TOO MUCH columns
- Broadly, (but not definitively) Yin relates to traditional/ancestral world view and Yang to modernity/capitalist worldview.
- How can sustainable, regenerative futures consider both?

Too much	Yin	Yang	Too much
Lack of privacy	Community	Individualism	Lonely
Superstition	Indigenous wisdom	Scientific knowledge	Rigid
Low production	Natural farming	Chemical farming	Destroy environment

REFLECTION & SYNTHESIS

Step 4. Group work (groups of 4)

Discuss: How to enhance positives of both into future society? How to work with challenges in future society. Consider how to balance the pros and cons for sustainable, regenerative futures.

Create two mind maps or art pieces portraying how society could look 20 years ahead.

One combining the pros of both aspects and one combining the cons of both aspects-

Step 5: Report back to the big group and put the mind maps and art pieces on the online board (Miro e.g.) open for comments & reflections

TIP If there is no time to fully discuss all the themes, reflections and responses that come up, these can be revisited in more detail later. One way to do this is to have a PARKING LOT or a BIKE SHED to post areas to revisit.

Activity B.3: Visioning & Backcasting Sustainable Futures (Synchronised)

Step 1 Great Web of Community: Life does not happen in isolation. We all depend on each other and on everything surrounding to survive and thrive in our communities. Ignoring this basic truth causes us to live lonely lives of isolation and disconnected from the rest of life. There are many invisible threads that keep us connected if we take the time to look at them and make the connections.

Preparation: Make an online board with a circle & participants' names spread around the circle.

Activity:

- Revisit mind maps and diagrams from Pros & cons of Traditional worldview (B-2). Brainstorm on components of a sustainable community. Write quality sticky squares on board, e.g. organic food, local businesses, inclusive leaders, healthy ecosystems, integrity, nature, natural building, renewable energy, natural resources, etc.
- Give each participant one quality
- Show the participants the circle. Give one participant the task to draw a line to someone across from them so they are connected. Receiver describes the relationship of their assigned role e.g. how organic food production relates to healthy ecosystems.
- Then draw a line to another person who describes the relationship with their quality.

Reflection:

- How did it feel, what did you notice (big group)
- What connections did you make/could not make?
- How does this inform how you relate to the rest of community/world (individual work)
- Share with one other person
- What did you discover about sustainable futures (group brainstorm)
- Identify key components of a desirable future

Concluding remarks: This exercise is a design process, where the interconnections and interrelationships are highlighted, and become more visible. Developing a deepening personal awareness that the interconnectedness of life is not mere metaphor, but a living truth for which we humans must take responsibility.

Step 2 Backcasting Regenerative Futures

Recap on Extract, Sustain, Regenerate (ESR) model from Activity B2 (facilitator)

Place mind maps, brainstorm notes and diagrams from previous exercises on view in the online room.

Participants observe. In groups of 4

- consider how they relate to the ESR model.
- Identify interconnections & discuss key components of a regenerative future.
- Identify key steps/stages needed for a sustainable, regenerative future.
- Identify an individual or community action you can take towards a regenerative future

Post key findings online

Commitment circle of Actions where groups or individuals share their intention

TIP This activity could be followed up with concrete individual, community actions, group projects towards regenerative futures.

Theme C - Transitioning

Why	Exploring what values, attitudes and actions I, my school/community can adopt to transition to resilience?
Aims & Objectives	To support transition to regenerative futures by participants comprehending and practising supportive values, attitudes and actions.
Competencies	Self-awareness; Optimism; Empathy & Compassion
Dimension / SDG relation	World View Dimension SDG 10 - Reduced inequalities SDG 3 - Good health and well being
Activity Titles	<ol style="list-style-type: none"> 1. Becoming a conscious change agent 2. Harvesting the Gifts of Ancestors⁶ (can be adapted as an optional activity)

⁶ Harvesting the Gifts of Ancestors, full instructions in *“Work that Reconnects”*, Joanna Macy et al

Activity C.1: Becoming Conscious Change Agents (Synchronised)

INTRO

World activism and transformation of consciousness is an important component of the changes that need to happen to heal the Earth and all its creatures. It is of great importance and urgency to begin to network and collaborate across cultural and geographic boundaries. This exercise gives experience of a tool for democratic dialogue about issues of the heart, and of basic justice. This supports us to live the life of a change agent, and a contributor to a new, more inclusive, caring, and compassionate world. This methodology is similar to our deep sharing in pairs in that we practise deep listening, bearing witness, speak leanly and speak from the heart. Creating this kind of conscious council space allows for deep and considered sharing. Many contemplative and indigenous traditions have this kind of practice, including Quakers.

INSTRUCTIONS

1. Facilitators organise a dialogue space of openness and introspection with participants
2. Council is started with a dedication or action like placing a video of a burning candle in the centre or at the centre of the screen (representing the future generations/children).
3. After setting the stage and taking a round where everyone speaks their name, the facilitator gives the group a theme centred on activism and transformation. For example: "Consciousness without social change is lame, and social change without consciousness is blind."
4. Take rounds: Ask the group to contemplate on the theme. Use a talking stick. Introduce supportive questions like 'What gives us motivation for social work? What inner qualities do we need to sustain us for social change?'
5. Invite participants into the dialogue by giving these four simple guidelines:
 - a. Speak from the Heart
 - b. Listen from the Heart
 - c. Be spontaneous (don't prepare what you are going to say, and trust when the talking piece reaches you that you will say what needs to be said)
 - d. Keep it to the essence (brief is better)
6. The council ritual then ends with extinguishing the (video) candle.
7. At the end of the council summarise any feature that came up during the dialogue.

REFLECTION & SYNTHESIS

Follow the cycle of participatory learning for reflection/debrief:

- How did you feel during this exercise?
- What did you observe?
- What did you discover about your power and ability to be agents of change?

Synthesis: At the end of the session, the facilitator synthesises responses that came up. In debrief relate to how engagement in dialogue can bring about the ability to be the change. This has widening circles of individuality, relation to the rest of the community & the world.

TIP: The book 'The Way of Council'⁷ gives a good background for this approach.

Can also cross reference to A4 Deep Sharing which uses a similar methodology focusing on deep personal sharing whilst this activity focuses on community activism (or similar topic).

REFERENCE: [Gaia-Youth-Activities-Guide-1.pdf](#) page 36

⁷ 'The Way of Council' as practised by the Ojai Foundation and described in Gigi Coyle and Jack Zimmerman's book of same name

5. Activities in the Ecological Dimension

Introduction to Ecological Dimension

“Only when people learn to control not nature but themselves will a sustainable, ecologically stable and globally fair world become conceivable” (Wolfgang Pekny, 2010).

We live far beyond our means: the loss of biodiversity or the greenhouse effect are dramatic, we are at a point where these effects are no longer reversible. We must deal with the limits of our planet because we cannot change them at will. Our connection with, as well as dependence on, ‘Mother Earth’ is explored in more detail in this chapter. The content is interconnected with other dimensions and aims at the socially motivated vision: A good life within a fair footprint, not at the expense of others, but with a fair share of Planet Earth, in peace with each other and in peace with nature.

This may comprise of:

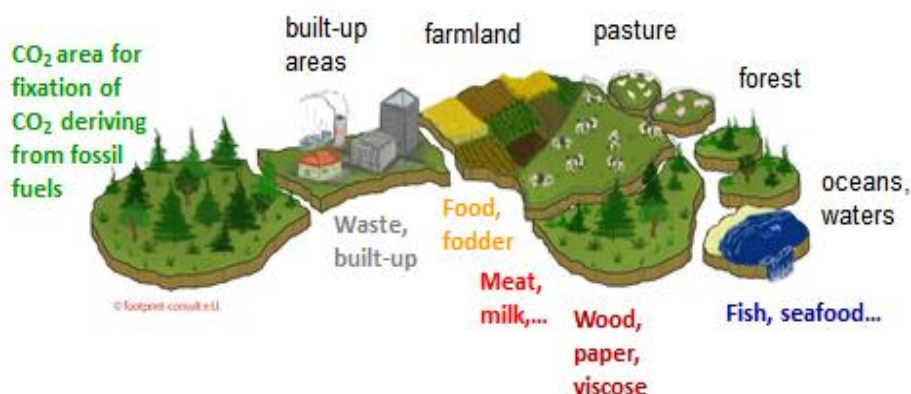
1. **SUSTAINABLE LIFE:** Social aspects of any issue of sustainability: What are the important aspects of our lives (youth’s lives)? How can we make and live this sustainably?
2. **DIMENSIONS:** Internal and external dimensions of sustainability
3. **GET ACTIVE: Empowerment & Social inclusion.**

How can we humans prevent ourselves from over-exploiting the natural supplies (e.g. wood, soil) on ‘Spaceship Earth’? How can we realise that we have already exceeded the ecological limits (e.g. by calculating our Personal Footprint and comparing it to the fair share)? Stepping over these limits happens quietly and unobtrusively. There is no big BOMM, like driving against a wall. That’s where the Ecological Footprint helps us. The Ecological Footprint shows us when we consume too much of our natural reserves. This can be done on an individual basis as a Personal Footprint vs. fair share or, on a global level: total Ecological Footprint vs. total Biocapacity of the planet.

The Ecological Footprint does an accounting for nature.

Everything we need to live comes from nature and therefore we need area; e.g. the cotton for our clothes, our food, materials for our furniture and other utensils, roads and tracks that help us get around, or our waste that needs to be reused, recycled or deposited. The Ecological Footprint represents the sum of productive natural areas consumed in one year, regardless of where in the world these areas were claimed.

Which areas do we need?



How much area is available?

Approximately ¼ of earth's surface is productive = approximately 12 billion hectares.

Footprint Accounting

Calculation of the **bioproductive area** on earth: productive surfaces that are available on earth for us to use minus the area we actually use for our daily needs (e.g. farmland for food, forest land for paper). The result is the Ecological Footprint of mankind.

The Global Footprint Network calculated that only 1/4 of the world's surface is biologically productive: around 12 billion hectares. When we divide this area by the number of people living on Earth, we get the **FAIR SHARE of 1.6 global hectares** (gha) for each earth citizen.

An average European consumes approx. 3 times more than this fair share: 5 global hectares per year. Check your country: <https://data.footprintnetwork.org>

Background information on the Ecological Footprint:

www.overshootday.org/kids-and-teachers-corner/classroom-activities/

Note: It is possible to calculate the Ecological Footprint at different levels: for the entire world population, for countries, regions, products and also for people. For the latter, easy-to-use, personal Footprint calculators were developed.

Check your personal Footprint: <http://www.footprintcalculator.org/home/en>

Here you find the conclusion for average European lifestyle:

A reduction of the personal footprint often will be possible by taking small but conscious decisions in everyday life. By adhering to the following five points **for Europeans** a big step towards a sustainable lifestyle can be made:

Enjoy life With a smaller Footprint: more friends, family, time, fun, ...

Act together To create a sustainable world that supports living on a small Footprint.

Reduce meat and animal products! Prefer seasonal, local plant-based products, from organic farming

Travel by train, bike and bus. Don't fly. Ride cars less, never alone, electric with green electricity.

Home green home With green energy, well insulated, smaller and with access to public transport

Changing your own lifestyle does not mean forgoing everything that is important to you. Rather, it is about conscious actions in everyday life and contentment.

"It is never too little, that is enough" (Seneca).

Note to facilitators:

The following activities (clustered under Theme A to Theme C) in the ecological dimension consist of a sequence of interrelated activities as described below and are best used as such in a workshop (or workshops), because each activity builds on the previous activity in respect to knowledge and insights. The activities can of course also be used stand alone, if sufficient context and prior knowledge and experience is present or is provided to the participants.

Theme A: Living off the fair share of the world

Why	Marvel at spaceship earth and how to share the resources as a precondition for peace.
Aims & Objectives	<ul style="list-style-type: none"> ● Extend social sense from small groups to global dimensions (feel & find arguments) ● Highlight social imbalances associated with overconsumption based on the footprint concept ● Develop the vision of a 'one planet & happy living'
Competencies	Curiosity, Justice, Compassion
How	Workshop (inputs, interactive exercise, activities) both offline or online
Dimension / SDG-relation	Ecological SDG: 1,2,3, 6, 7, 8, 10, 13, 16
Materials Preparation	Online: Prepare an online drawing board like Miro or similar and use smartphones for other possible output (like pictures, videos, audios etc). Offline: Writing and drawing materials (and/or mobile phones for videos)
Number of participants	2 to ~25 (if online more participants are possible)
DURATION	ACTIVITIES (details below)
Online, asynchrony: 2 days Offline:1 hour	Activity: Planet B - What would I take to Planet B? ... details see below Activity: Planet B
Online: 1-2 hours Offline: 1-2 hours	Activity Mind-experiment: Spaceship trip to Ganymede* * Moon of Jupiter - Now we will talk about planet earth and how to share it fairly. But our earth is huge and no one has fully understood it yet. Let's do a smaller space trip to Ganymede and use it as a mind-experiment for further thoughts on our possibilities as astronauts on spaceship earth... details see below Activity Mind Experiment: Spaceship trip to Ganymede
Online asynchrony: 1-2 days Offline: 1 hour	Input: Earth Overshoot Day So, planet earth is our spaceship. What about proper rules, fairness and our resources... details see Activity: Earth Overshoot Day 1
Online asynchrony: 1-2 days Offline: 1 hour	Group Work: Move the date. How to shift the date of Earth Overshoot Day till the end of the year - what does it take? ... details see Activity Earth Overshoot Day 2: Move the date!
	Reflection & Feedback offline (or online recording):

Activity A.1: Planet B

INTRO/FRAMING

Framing of exercise: Imagine there was a 'Planet B', where we could recreate a sustainable environment and combat climate change. Write and/or make a short video with the following:

'Write/record a few lines with your reflections on: What do I take on 'Planet B'? The climate crisis is far advanced. Planet A, our earth is destroyed. What is the one thing I am taking to Plant B?' (Note: write/record things, not people).

INSTRUCTIONS

1. Start with "My name is ... and
2. Maybe write/record: The reason for choosing this thing
3. Maybe ask your family and/ friends what they would bring and why to get some more reflections on your answer before you write/record it.

REFLECTION & SYNTHESIS

Upload your answer on the [YINT platform](#) (or other platform used) and name your file "Your_name_Planet_B" before XX-day at XX-o'clock. Read 2 other participants' answers and comment on them before XX-day at XX-o'clock.

The facilitator will read all answers, comment and make a general summary at the end of the week on the [YINT Forum](#). Here you can ask the participants to reflect on:

How did you feel during the experiment?

What was the most important part for you that you learned?

Continue with the 'Mind-experiment: Spaceship to Ganymede'. Instructions see below.

REFERENCE:

TIP: To the facilitator: Through this exercise you can get an overview on language- and writing skills of participants.

Activity A.2: Mind Experiment - Spaceship trip to Ganymede

INTRO/FRAMING (*What the facilitator writes/says in a video or live:*)

We (this group) are the crew and we use a small spaceship - like the Spaceship Enterprise. The journey takes a total of 3 years - out there and back. Let's plan. What are we taking with us on the trip? **Must haves: water, oxygen, food, energy, medicine, toothbrush, ...some things for social interaction (Songbooks to board games, not to heavy stuff!)** (Try to get participants to come up with the answers)

OK, good plan. How much food do you eat a year? Let's estimate.... -> 500kg to 700kg per year we consume (as adults)! So around 1.5 tonnes per trip for each of us. That's too much for any rocket.... Therefore, we use in our mind-experiment a freezing machine. The idea is to freeze half of the crew on the way to Ganymede - save the food, oxygen, water and unfreeze the very important crew at Ganymede. On the way back we make a shift change and freeze the other half for the way back. OK - let's go for it... The freezing machine freezes half of the group at once or always 2 out of a pack of 4. At Ganymede we unfreeze the frozen ones. And they are weak, with no energy in the muscles and they drag themselves to the pantry/storage room. They have their chocolate share, chips share in mind, but realise - everything "good and tasty" is gone. Those who were in charge ate too much and ate from the others' share. That's unfair...

Same with water - at the moment no shower is possible after 1.5 years, the fresh water tank is empty. Just dropping.... Alarm lights on orange.

Same with energy - no music, no computer game, ... possible, the batteries are empty right now. Energy alarm lights on red.

Ok. We can't change that anymore. Let's go back to the earth...

By trying the freezing machine you realise it doesn't work. And now we all have something to discuss. The question is: *Under these unfair circumstances, what would be a **fair solution** for you on the journey back to earth?*

INSTRUCTIONS

Group Work - Divide the participants into groups of 4.

Step 1 - Ask them to listen to the framing video (or the introduction part of the exercise given by the facilitator) to the point of return to Earth and clarify any questions they might have.

Step 2 - Decide on half of them to be frozen & half "responsible" for safely flying the spaceship to Ganymede

Step 3 - Group Discussion (e.g. in a zoom-meeting or live) what to do or how to share at least fairly (trying to get participants to come up with the answers):

- A. **food** (there is enough food for this emergency situation in the storage room to reach the earth just skin and bones, but all can survive!)
- B. **water** (talk also about how the cycling of water works in a spaceship!)
- C. **work** (as a field for possible negotiations!)
- D. **other things you need to define/invent/execute ... so that it will work on the way back** (because it did not work out well until now...)

Step 4: The group discussion and presentation should include the need for at least THREE important things on any spaceship (try to get group to come up with answers and also details on the rules and how to implement them):

- A. **RULES** about how the common stocks should be consumed
- B. **FAIRNESS** and
- C. **BOOKKEEPING**, so that there is enough for everyone (until the end of the journey!)

Step 5: Bookkeeping:

- **Request “responsible” groups** write down estimates on use of resources. Organise!
- Divide available supplies on the days and the persons. An ideal plan has reserves for an emergency... This is called accounting. Without these supplies can go out too fast (nothing to eat for 3 months at the end of the journey) or that one eats more than his fair share (a day or a year). Options for facilitators in intervene on process:
- For the quick ones a reminder to work out a detailed “resource plan” will keep them busy with something essential! So, ask for a calculation or detailed thoughts on that...
- For those who want to keep it simple, don't work with shares in percent, but with painting circles and showing the agreement on the result/shares simply in 2 different colours for each of the 3 topics on an online board like e.g. Miro online or flipchart live.



REFLECTION & SYNTHESIS

Group Review Discussions:

Do you agree with that? We all know a spaceship where we miss (at least!) those THREE important things. On **spaceship earth**: There are no proper rules for common. No Fairness. No bookkeeping for the goods.

Reflection Questions:

- Q Did you talk about money as part of the solution?
- Q What is the difference between a spaceship to Ganymede and spaceship earth? (*Limited storage for certain trips vs. regrowing resources each year*).
- Q Who are the “frozen ones” on spaceship earth? (*Unborn generations, your unborn kids or grandkids -> They will find a spaceship with an empty or full storage room. Some participants guess: the poor people, the babies, the elderly ... which could be topics of conversations*).
- Q Any problems with unemployment on the way back? Why not?
- Q Sum up the general thoughts on “important things in any spaceship” before XX-date and time.

Reflection Presentations: Ask the participants to gather solutions in short presentations on a PowerPoint-slide/ a role-play-video/ a cartoon etc. uploaded on the [YINT-forum](#) before XX-date and time & discuss by commenting on the other groups thoughts in the forum before XX-date and time!

ROLE OF PARTICIPANTS & FACILITATOR

The facilitator will:

- Tell the story and explain the exercise and discussion.
- Be available for questions from the groups.
- Moderate the presentation and discussion of the group results before XX-date and time.
- Lead reflection questions

What PARTICIPANTS will do:

- Go through the whole exercise in groups. List questions & unclarities & discuss with the facilitator.
- Discuss in small groups & make a group-presentation-slide (or other) of their results on the [YINT-forum](#).
- Discuss and comment on the other groups presentations on the [YINT-forum](#) before the deadline: share their thoughts and visions coming into their minds.

TIPS

- Telling the Ganymede story can be quite a creative and theatrical act. So, it gets funny and it becomes emotional. Use sound, photos and backgrounds on video if in Zoom or costumes and various utensils if live settings.
- Emphasise that participants should discuss personally not theoretically, as if they have been frozen or having extra fat from too much chocolate & chips grabbed from the others!
- Consider what is best for the group: & whether the facilitator defines who is frozen

Activity A.3: Earth Overshoot Day 1

INTRO/FRAMING

INSTRUCTIONS

What the facilitator will say, in keywords: (script) What are THREE important things on our spaceship earth? Ask this question first and discuss, then summarise (and try to get participants to answer the question):

1. **NO RULES** about how the common stocks should be consumed. (*Who gets something to eat? Who gets water? Who is polluting our air, soil, water and who has the damage...*)

2. **NO FAIRNESS** - *You know about the unfair situations; It is as strange as if the captain & his friends have a whirlpool bath while others remain thirsty. Waste of food vs. hunger. Waste of energy vs. no light or electricity ...)*

3. **NO BOOKKEEPING**, so no one knows at the moment when we exceed the limits. (*Do you know when the time is this year, where you consume more than the fair share that the earth can provide for you on a fair basis? Who is monitoring the stocks / storage rooms of spaceship earth*)

The good news is: Someone does the bookkeeping -> Global Footprint Network. But not all astronauts on spaceship earth are familiar with it.

Ignoring some important rules on spaceship earth, leads to the overuse of the stocks of the earth, which has a technical term: the overshoot. We OVERUSE the earth!

Every year, a very IMPORTANT date is calculated by the Global Footprint Network: The **World Overshoot Day**. In **2022, it was on the 28th of July**.

Earth Overshoot Day marks the date when humanity's demand for ecological resources and services in a given year exceeds what Earth can regenerate in that year, and from that day onwards we take resources from the following years (again and again).

That's a **Wake-up call**: On World Overshoot Day the stock is consumed, which is provided for the crew, provided they arrange their stock wisely for one year.

REFLECTION & SYNTHESIS

Work on action on footprint reduction

What the facilitator will do:

- Gather ideas on the situation of spaceship earth. (*3 important things for each spaceship...*)
- Explain as described above the Earth Overshoot Day.
- Instruct a reflection on the consequences of the situation e.g. the need for change. What happens if we do not change? Can the change be done by politicians alone, individuals alone, companies alone...?)
- **Facilitator to collect inputs from reflection and feedback and posts it on the [YINT Forum](#)**
- **Reflect on the consequences of our situation on spaceship earth! & Identify NEED FOR CHANGE**

TIP: With a connection to the internet, you can explore the website www.overshootday.org and reflect on the findings or use the findings as a basis for group work. (Move the date.)

REFERENCE: If you want to know more about the NGO Global Footprint Network calculating the Earth Overshoot Day: <http://www.overshootday.org/>

Activity A.4: Earth Overshoot Day 2 - Move the date!

INTRO/FRAMING

What the facilitator will say, in keywords:

The participants already know that concrete actions on reducing ecological footprints are welcome (see [Activity Earth Overshoot Day 1](#)) but let us focus on moving the date on a “human level” here. The idea is to work on a more general level where all humans can be addressed relatively easily (no matter if interested or motivated in ecological issues or not) and it will also help to improve the environmental situation.

Key Question: How do our values & social skills on a human level matter and how can we influence the ecological impact for the better?

INSTRUCTIONS

Group Work

Step 1 - Values - Let us focus here on (decide what fits best to the group): **Values** that count the most should be strengthened. (*Reflect on what is important with family and friends and what those values are worth in economy, politics, at work ...*) E.g.: sharing, understanding the needs of others, freedom and its connection to responsibility, quality of action and things (long service life), ...

Step 2: Social skills (*Reflect what social skills would help especially if it comes to ecological, global, resource ... matters*)

This list or similar can be helpful <https://learningforapurpose.com/50-social-skills-for-teens-freebie/>

Exchange ideas and actions in daily routine to gain or strengthen values and social skills

E.g.: share your meal, ask: “Do you need help”, talk about your own problems before asking for others’ problems ...

REFLECTION & SYNTHESIS

After that you can work on concrete actions/action plans to strengthen values & social skills (Optional) E.g. make a list of things to try to work on in the next week. Participants post outcomes (actions/action plans) on the [YINT Forum](#) which will be reviewed (and commented on) by the facilitator and other participants (each participant to comment on at least two other participants' contributions).

FACILITATOR & PARTICIPANT ROLES

What the facilitator will do:

- Guide through the process of finding and discussing values and social skills.
- Make some notes, group structure, etc. on a flipchart/ or online tool e.g. Miro.

What PARTICIPANTS will do:

- Work on the tasks by
- Reflecting on their own experience.
- Coming to new thoughts together in the group.
- And/ or search for more information on this topic on the internet.
- Post their findings on the [YINT forum](#) and comment on others contributions

REFERENCE: *More Inspiration can be found e.g. here: <https://soulsalt.com/list-of-values-and-beliefs/>*

TIP: You could split the workload into different groups (1. Values, 2. Social skills, 3. ...) and then collect the results in the big group with presentations. Or each group goes for all tasks.

Ecological Footprint - where do I stand and what can I do for a fair share for all?

Theme B Ecological Footprint - Fair share of the world	
Why	Understand our personal footprint & how to improve it in our daily routines.
Aims & Objectives	<ul style="list-style-type: none"> - Background on Ecological Footprint (see Section Introduction to Ecological Dimension above) - Work on ideas to reduce our personal footprint - Get creative on connecting happiness and smaller footprint
Competencies	Curiosity, Justice, Motivation, Collaboration
Methods	Workshop (inputs, interactive exercise, activities)
Dimension / SDG-relation	Ecological SDG: 1,2,3, 6, 7, 8, 10, 13, 16
DURATION	ACTIVITY
30' - 45'	Intro: Ecological footprint - fair share of the world
30' - 45'	Ecological Footprint
30' -45'	Connecting Happiness & small footprint
15' - 30'	Reflection & Feedback:

Activity B.1: Ecological Footprint - Fair Share of the world

INTRO/FRAMING

Facilitator Intro text: *Today humanity uses the equivalent of **1.7 Planet Earths** to provide the resources we use and absorb our waste. This means it now takes the Earth one year and eight months to regenerate what we are using in a year. We are using more ecological resources and services than nature can regenerate through overfishing, overharvesting forests, and emitting more carbon dioxide into the atmosphere than forests can sequester. -> NOT ECOLOGICAL SUSTAINABLE or better said NOT FUTURE-PROOF! Currently it is an unfair situation, with about ¼ of the population (the consumer class) using ¾ of the global resources. Fair would be that ¼ of the population uses just ¼ of the global resources (hint: remember the outcome of the Journey to Ganymede). And a fair distribution of the resources (no matter where you live on spaceship earth) would be the basis for freedom. (Reflect, if needed, again on the difference on:*

a) fair distribution here & now

b) what remains for future generations; these are two different challenges we need to handle!)

*So, there is a need first to figure out what the fair share for all of us is. With the Footprint concept we know how much productive area is available on spaceship earth. (~¼ of earth surface is productive = ~12 bn hectare; excluding deserts, glaciers, deep seas. Thus, simplifying the land on which we humans can harvest something). Dividing that area by all the humans would lead to a fair share of 1,6 gha. **This means every person on spaceship earth gets an area of about 2 soccer fields and these soccer fields have an average global productivity** (so not what the productivity of a country is, but the planet's average productivity to provide for all humans). Knowing the fair share, we need to measure our consumption and figure out **HOW to live a good life on the fair share***

INSTRUCTIONS

Step 1 - Group Discussion: How to live a good life on the fair share

- Your visions - refer to lessons learned of “Ganymede” & “Live on fair share” discussion
- What would that mean on an: individual level, for politicians, for companies, for NGOs etc. E.g. the need for regulations that make it easier for individuals to fulfil the needs of the planet, clear regulations for producing products with the smallest possible Footprint, ...
- What would you need to know to fulfil your part of that vision? e.g., Footprint of products (not just price), a limited budget per year and

Step 2 - Individual (or group) work: Create a Poster or Presentation of your visions and plans to create a world where we share fairly.

Participants share their visions and plans on the [YINT Forum](#) in a format of their choice (video, audio, drawings, writings, poems etc.)

REFLECTION & SYNTHESIS

Facilitator and participants review and comment on vision and plans

FACILITATOR & PARTICIPANT ROLES

Facilitator role:

Explain why we are NOT FUTURE-PROOF and why it would be important to orient ourselves to living on the fair share. Guide through the process and instruct the discussion about the “NEW Visions”. e.g., There are no migrants on spaceship earth, we think in targets for the planet not “just” by country!

Participant role:

Ask questions or work through the homepage of the [Footprint Network](#) eventually including the [personal footprint calculator](#) . Present visions in a creative way (e.g. posters, videos, drawings, stories, etc.).

TIP:

It might be important to mention that ‘the fair share’ for a lot of people on the planet would mean to have MORE than they have now. And for some people (the global consumer class) to reduce the consumption level. Therefore, very likely a huge promise to migrants that at the moment live on less than the fair share...

AND that Europeans are not a good role model for a sustainable lifestyle (on average use 5 gha! - 1,6 gha as they are supposed to): Personal Footprint).

We all need a better plan for a sustainable & peaceful way of life on spaceship earth

REFERENCE: More information on Ecological Footprint: www.footprintnetwork.org

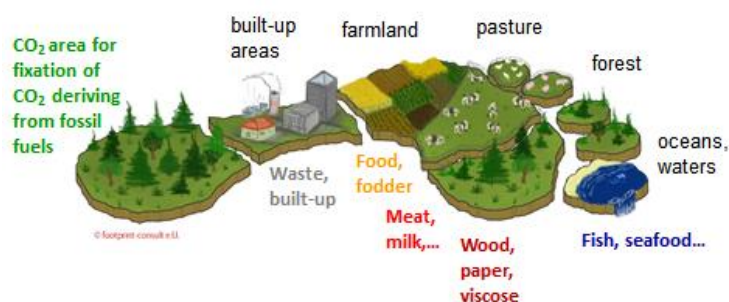
Activity B.2: The Ecological Footprint

INTRO/FRAMING

Mini Lecture: What is Ecological Footprint: How can we humans prevent ourselves from over-exploiting the natural supplies (e.g. wood, soil) on Spaceship Earth? How can we realise that we have already exceeded the ecological limits (e.g. by calculating our Personal Footprint and comparing it to the fair share)? Stepping over these limits happens quietly and unobtrusively. There is no big BOOM, like driving against a wall.

That's where the Ecological Footprint helps us! The Ecological Footprint shows us when we consume too much of our natural reserves. This can be done on an individual basis as a Personal Footprint vs. fair share or, on a global level: total Ecological Footprint vs. total Biocapacity of the planet. **The Ecological Footprint does an accounting for nature!**

“Everything” we need to live comes from nature and therefore we need area; e.g. the cotton for our clothes, our food, materials for our furniture and other utensils, roads and tracks that help us get around, or our waste that needs to be reused, recycled or deposited. The Ecological Footprint represents the sum of productive natural areas consumed in one year, regardless of where in the world these areas were claimed.



**Which areas do we need?
How much area is available?**

Approximately $\frac{1}{4}$ of earth surface is productive = Approximately 12 bn hectare. **Footprint Accounting** Calculation of the **bioproductive area** on Earth: productive surfaces that are available on Earth for us to use minus the area we actually use for our daily needs (e.g. farmland for food, forest land for paper). The result is the Ecological Footprint of mankind. The Global Footprint Network calculated that only $\frac{1}{4}$ of the world's surface is biologically productive: around 12 billion hectares. When we divide this area by the number of people living on Earth, we get the **FAIR SHARE of 1.6 global hectares (gha)** for each Earth citizen. **An average European consumes approx. 3 times more than the fair share: 5 global hectares per year!**

INSTRUCTIONS

Step 1: Check your Country eco footprint: <https://data.footprintnetwork.org>

Step 2: Check your personal Footprint: <http://www.footprintcalculator.org/home/en>

Here you find the conclusion for the average European lifestyle: A reduction of the Personal Footprint is often possible by taking small but conscious decisions in everyday life. By adhering to the following five points **for Europeans** a big step towards a sustainable lifestyle can be made:

Step 3: Group Discussions:

- What could be done to reduce the country's eco footprint?
- What could be done to reduce my / our personal eco footprint?
- Discuss dilemmas, build visions & identify concrete solutions referencing the EARTH model *It is never too little, that is enough. (Seneca)*

Enjoy life - With a smaller Footprint: more friends, family, time, fun, ...

Act together - To create a sustainable world that supports living on a small Footprint!

Reduce meat & animal products! Prefer seasonal & local plant based organic products

Travel by train, bike and bus. Don't fly! Ride cars less, never alone, with green electricity!

Home green home! With green energy, well insulated, smaller, access to public transport

REFLECTION & SYNTHESIS

Take the 5 most important things (link: from EARTH model discussions above) in mind and consider: Changing your own lifestyle does not mean forgoing everything that is important to you. Rather, it is about conscious actions in everyday life and contentment.

Task: When you think about your own consumer behaviour, **what can you/ are you willing to do?** Present your thoughts in an artful way of your choice! (Group or individual work) can include dilemmas, visions & solutions.

FACILITATOR & PARTICIPANT ROLES

What the facilitator can do:

- Provide the input, take questions and promote a discussion about the input.
- Guide the group to Check your country(s) & personal Footprint and collect the results & discussion in the big group.
- Based on some knowledge about things with improvement potential, explain and moderate the group work "What can I do?"
- Ask questions like: Is there a wish for politics that would help you to implement your thoughts in your daily routine?
- If some important examples are missing: "Have you thought about/discussed?"
- What is the time perspective: Starting today, tomorrow, next week or in a year?

What PARTICIPANTS will do:

- Ask questions or work through the homepage of the [Footprint Network](#) eventually including the [personal footprint calculator](#) .
- Present in a creative way their examples for "What can I do?" by an agreed upon date.
- Post their findings and ideas on the [YINT Forum](#) in a format of their choice (e.g. video, audio, drawings, writings, poems, etc.) and to be reviewed by facilitator and other

TIPS: Need to consider nutrition, housing, mobility, consumption, recycling as this cover around 80% of the total footprint of European lifestyle. So, without tackling these things, we cannot live on our fair share. Not all group members have even the possibility to go on a flight, a car, or a well-insulated own house. So be positive and praise "small things" too.

But it is still crucial to understand by the group, what the way of living could look like to fulfil the golden rule: “One should treat others as one would like others to treat oneself” - keeping the limited resources in mind. Because sharing the world's resources fairly is a prerequisite of a peaceful world!

REFERENCE: Background information on the Ecological Footprint:

www.overshootday.org/kids-and-teachers-corner/classroom-activities/

Note: It is possible to calculate the Ecological Footprint at different levels: for the entire world population, for countries, regions, products and also for people. For the latter, easy-to-use, personal Footprint calculators were developed.

Areas to consider on how to reduce footprint:

Nutrition	Housing & Mobility	Consumption
Conscious of calories Reduce food waste Buy "organic" food Seasonal & regionally produced food Adopt low meat diet Avoid packaging Cook together Avoid food transported by plane	Save energy & water Open window for ventilation No stand-by for electronic devices Efficient lighting technology Use public transport, bus, bikes Share things Switch to renewable energy supply if possible Install renewable energy in your home if possible Insulate your home if possible	Prefer quality over quantity Less paper & recycle & use recycled products Less clothing/durable clothing Durable products & modest electronic equipment Conscious avoidance of waste Recycle waste Extend product lifetime (e.g. repair, use second hand) Avoid where feasible

Activity B.3: Connecting happiness and small footprint

INTRO / FRAMING

By analysing the Footprints and Happiness of people in Austria 4 groups occurred:

High Footprint and unhappy -> "crazy"

Small Footprint and unhappy -> "misery"

High Footprint and happy -> "luxury"

Small Footprint and happy -> "on the right path"

To be future proof means that we find a good living with the fair share of the world.

INSTRUCTIONS

Step 1 - Find examples with almost no footprint & present it in an artful way, or just do it together at this very moment! Examples could be: massage, walking barefoot, yoga, enjoying nature, cuddling, meditating, spending time with someone, talking to each other, sitting in the sun, bathing in the river, climbing trees, dancing, rejoicing, drinking tap water, gathering wild herbs, thinking, sleeping, walking, singing and making music, being happy, loving, dreaming about the Good Life for all

Step 2 - Create a group visual and present to big group

REFLECTION & SYNTHESIS

Group reflection on how to live a 'small footprint & happy' life

FACILITATOR & PARTICIPANT ROLES

What the facilitator will do:

- Introduce workshop theme
- Give time and space for participants to get creative.
- Moderate the presentations.

What PARTICIPANTS will do:

- Get creative and present their ideas in an artful way.
- Try to connect their thoughts with immediate action and experience new things in (hopefully) an amusing way.
- Post their findings and ideas on the [YINT Forum](#) in a format of their choice (e.g. video, audio, drawings, writings, poems, etc.) and to be reviewed by facilitator and other participants by an agreed upon date.

TIP:

The idea is to have a bunch of different actions -> so not one example but many to try; if the groups go for just one example maybe remind them of "more examples", but if it fits to your timetable one example for each group is fine too!

Theme C: Get Active	
Why	Understanding options for creating eco-activism What is and how to become an eco-activist? Work on personal responsibility and common rules.
Aims & Objectives	What is Eco-Activism? Differentiate and find your Options. Work on ideas & visions. Checklist on doing an activity.
Competencies	Curiosity, Justice, Motivation, Conflict Resolution, Collaboration, Compassion
How?	Workshop (inputs, interactive exercise, activities) Offline or online - synchronised or unsynchronised
Dimension & SDG	Ecological SDG: 1,2,3, 6, 7, 8, 10, 13, 16
DURATION	ACTIVITY
5' - 15'	Introduction and context
30' to 120'	Input: What is Eco-Activism?
30' - 180'	Group Work: Ideas & Visions for Eco-Activism
15' - 360''	Action: Going for an activity
15' - 30'	Reflection & Feedback of whole workshop

Activity C.1: What is Eco-Activism (incl. intro to workshop)

INTRO/FRAMING

Start with the question: "Are you (already) an Environmental Activist? No!? - YES, you are!"

- All humans who need clean air for living - every second
 - All humans who need clean water for living - every day
 - All humans who need healthy food for living - every day
- ... are environmental activists. You have a need and high interest to be so...
If you do not think that you are an Environmental Activist, think twice!

INSTRUCTIONS

STEP 1 - GROUP DISCUSSIONS

What does an environmental activist need?

Consider Awareness of the human impact; facts and data in mind (especially in discussions, to have the best arguments); Connection to the earth, animals, plants, next generations ... Sense for his/her/their responsibility now; Social skills

Ref: (see above [Activity Earth Overshoot Day 2: Move the date! -> social skills](#))

What different environmental challenges are there? What environmental aspects are the most important for me? Consider: Climate change; Emissions to air; Pollution of land; Discharge of water; Use of materials / natural resources; Solid waste management; Hazardous waste; Biodiversity loss; Noise pollution
Rights for animals & people; Social aspects that are related to environmental impacts etc.

How to work in different sectors: Agriculture; Transport & mobility; Industry; Energy; Waste-treatment; Housing & buildings; Nutrition

STEP 2 - INDIVIDUAL REFLECTION THEN DISCUSS IN GROUP

What options do we have to get active? Consider the following statements:

I go for action in my life. *Somehow a first step to be authentic for other actions, no? Very needed, because we need everyone on board.*

I go for action in my family. *Could be one of the most challenging things to do, but easy to reach and good practice for a respectful interaction.*

I became active in my circle of friends - consider if your counterpart is more emotional -> reach the emotions, feelings or values that you have in common; or a thinker -> need for facts and data; if your counterpart has a strong opinion -> better guide with questions

I become active with an NGO e.g. [Greenpeace](#); [International POPs Elimination Network](#); [International Union for Conservation of Nature](#); [World Wide Fund for Nature](#) Global Footprint Network; Global 2000 / Friends of the Earth; Centre for Environmental Research and Conservation; Earth Island Institute; Earth Justice; Environmental Defence Fund; Fauna and Flora International; Nature Friends International; Friends of the Earth,...

I become active in a community initiative Once you have an overview on important aspects (depending on the needs of the group), go for a self-motivated "self-study" on a certain topic of interest in small groups. ->[Share in group](#)

Step 3 - What do I really - really - really want to do?

Come up with possibilities for group and individual actions (these will be developed in *Ideas, Visions & Plans Activity* and implemented in *Action! Activity*)

TIPS: Be patient, very few people can change their mind within a fruitful conversation.

Challenging one's convictions takes time - it's only natural, otherwise we would constantly waver in our opinions. So, they need time and maybe in a month or year will come back to you may be exactly with YOUR arguments. "I will be part of an NGO"

Activity C.2: Group Work: Ideas, Visions & Plans for ECO-Activism

INTRO/FRAMING

The aim today is to identify ideas, visions and a plan for a group action. Explain general ideas and motivations briefly. Structure possible topics/actions & show the broad diversity on [e.g., online boards \(e.g., Miro\) or flipchart when live](#). Show and post pics / videos of actions

INSTRUCTIONS

Step 1: Each group and / or individual identify an action they want to take forward

Step 2: Make a detailed plan of activity you or your group have identified:

Consider: What exactly do we want to do? What is our aim and desired outcome? With whom? With what organisation? What are my next steps? What do I need? Do we need an official registration with the police or an office? Who has experience with that? -> ask them; What's the name of the project/action? How to reach more people with similar interests? Action date / Where will it happen? How will we promote it? Will we repeat it? Improve the approach later? Attention in the media or direct contact with people? Who will be the participants?

Step 3: Prep for action with posters, banners, videos, online posts etc.

REFLECTION & SYNTHESIS

Follow the inputs and complement their own experience.

Figure out "my" special topic of interest -> I am REALLY motivated for that. Prepare a summary of what they research and collect in a format of their choice (which is well suited to creative outputs like posters, videos, audios, etc) and post it to the [YINT Forum](#). Can be also completed later on if a deadline is set and reviewed by the facilitator and reviewed and commented upon by other groups.

FACILITATOR & PARTICIPANT ROLES

What the FACILITATOR will do: Guide through the process of ideas & visions.

Guide the self-study on a certain topic of interest

What PARTICIPANTS will do:

Open their minds and get creative; At the end find something that sounds realistic at the moment and continue to work on that (or another idea in the next element: going for an activity);

REFLECTION & SYNTHESIS

Prepare a summary of what they research and collect in a format of their choice and post it to the [YINT Forum](#). Can be also completed later on if a deadline is set and reviewed by the facilitator and commented upon by other groups

TIP: The diversity of possible EcoActivism is so huge that it is not possible to show a full overview in the workshop. So, from a certain point, showing the main features, the individual interest is more important than a "theoretical" approach. Once the fire for a certain topic is started, most likely just little guidance is needed. The group/ individual will find its own way to action...

Activity C.3: Action! Going for an activity/action

INTRO/FRAMING

What the facilitator will say, in keywords:

- If needed (new people involved) do a preliminary discussion of today's plan!
- If needed, remind the group of important (legal) guidelines!
- Just go for it!

INSTRUCTIONS

What the facilitator will do:

- Be part of it
- Accompany group
- Support when necessary

What PARTICIPANTS will do:

- Experience their own activity
- Prepare a summary of what they perform in a format of their choice (which is well suited to creative outputs like posters, videos, audios, etc) and post it to the [YINT Forum](#). Can be also completed later on if a deadline is set and reviewed by the facilitator and commented upon by other groups.

REFLECTION & SYNTHESIS

Provide space and time for participants to reflect about their insights and learnings and what they have come up with and implemented. They can/should share on the [YINT Forum](#) in any form or format they see fit (which is well suited to creative outputs like posters, videos, audios, etc). Can be also completed later on if a deadline is set and reviewed and supported by the facilitator and commented upon by other groups.

TIP: If you are not experienced in demonstrations or other actions that require registration or certain rules of conduct, it's best to ask NGOs that deal frequently with that matter.

6. Activities in the Economic Dimension

Introduction to Economic Dimension

Economy is linked to the stock market, industry and multinationals. Money, work, property, and wealth are the results of the economy. We need money for health and social services, for education and security, for having fun and for helping others. Our way of doing business means prosperity for many people, but exploitation and poverty for others. It has brought our planet to the brink of destruction. That is why we have to think about the economy every time we talk about sustainability.

Not everything that has a value must also have a price” (W. Ambros, Austrian Singer-songwriter). There is no doubt: economic activities are very important. But the key questions are: is making money more important than all other aspects of our life? Is an economic system possible that is not focused on maximising profit, but on solidarity? Consider social and economic impacts of community, social, voluntary work. Also, a sharing economy: sharing resources instead of buying them, e.g., a car or a toolbox. In agriculture, there is the emergence of community-based agriculture, where a group of people finance the cultivation of vegetables and fruit and receive a share of the harvest. And it is a trend of our time: young people are looking for work-life balance and alternative economical schemes to make sense of. In this dimension we will explore how we want to do business - and look at three themes in more detail.

Theme A Workshop:

Values - is it just about money?

Let's think about what is most important for us, what we can get for money, and what is unbuyable: friendship, love, satisfaction (the richest of all rock bands, The Rolling Stones cry out loud: “I can't get no satisfaction...”)

Theme B Workshop:

New Visions - resource-economy, local sharing, commons

The leading economies have led us in an environmental crisis. Let us rethink the economy, let us search for new models: resource-economy, local sharing etc.

Theme C Reflection:

Combination of new vision, minimising footprint & non-monetary economy

Economy is not a purpose for itself. Reflection questions to explore include:

What is the economy good for? What do we want to do with more money? How can we create welfare, e.g. by saving money whilst minimising our eco-footprint.

Theme A: Values - is it just about money?

Why	<p>30 years ago, Bill Clinton won the US presidential election for president by stating the slogan: <i>"It's the economy, stupid!"</i>.</p> <p>This workshop questions whether the economy really is the key factor for a liveable society.</p> <p>Activities will explore questions like: Is more money most important for happiness? What about friendship, arts and culture, family? What constitutes a life worth living?</p>
Aims & Objectives	<p>Reflect on our wishes and needs, our desires and fantasies.</p> <p>Find out what resources are necessary to fulfil our wishes.</p> <p>Diminishing wants or augmenting means: analysing, what makes us happy</p> <p>Going into indicators of happiness: Human Development Index, Happy Planet Index.</p> <p>Creating our own happiness Index.</p>
Competencies	<p>Ability to consider conflicting goals when reflecting on strategies for a sustainable future (deHaan)</p> <p>Ability to reflect on one's own and others' guiding principles</p> <p>Ability to show empathy for others</p> <p>Ability to form a conception of the good and to engage in critical reflection about the planning of one's life (Nussbaum).</p>
Dimension / SDG-relation	<p>Economic Dimension of Sustainability</p> <p>SDG 8: Decent Work and Economic Growth</p> <p>SDG 12: Responsible Consumption and Production</p> <p>SDG 17: Partnerships for Goals</p>
Materials/ preparation	<p>Post-its; Markers; Flip chart paper</p>

Note, these two workshops are designed to be delivered together.
Nevertheless, parts of either can be used independently if time is limited.

ECONOMIC WORKSHOP 1 (SYNCHRONISED)	
15 min.	INTRODUCTION: What does money mean for you? Participants introduce themselves – by telling their name and what money means to them.
45 min.	Activity: Group Work: <u>A nice evening with friends</u> – Poster Session, Discussion, Diamond ranking
20 min.	Activity: Let me tell you a story: The Cricket and the Ant. Who defines what is a good life? – the capability approach
Additional Economic Activities (for details see Appendix 5)	
10 min	Group Discussion: Diminishing our Wants or Augmenting our Needs. Is Franklin right or wrong?
30 min	Role Play: Happiness Flight to Ganymede: what would you do to keep your team in a good mood?
30 min	What research is good for measuring happiness?
20 min	Write a letter to you. When you are 50 years old, you will read it

Activity A.1: A Nice Evening with friends

INTRO/FRAMING

Framing (facilitator): You are looking forward to an evening together with your friends – what are your expectations? What would you like to do together, what do you want to eat? What would you like to discuss? What is important for a good time together?

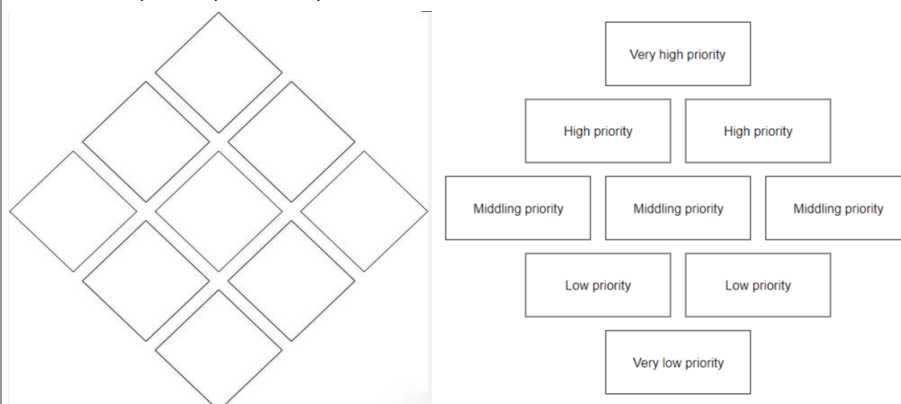
INSTRUCTIONS

Step 1: Individually (5 minutes) Identify do's and don'ts. First of all, **think about it personally**.

Write a positive thing you are expecting on a green post-it. If there are things you do not like when meeting, write it on a red post-it.

Step 2: Groups (10 minutes) Meet in groups online or offline (4–6 persons). Write your cards on an online board, cluster the contributions. Maybe you will find out some more. Discuss priorities. Choose 9 aspects that are important.

Step 3: Introduce Diamond Ranking (facilitator): Diamond ranking is a **thinking skills tool designed to facilitate dialogue & encourage people to consider their values on a given topic**. A diamond shaped chart is used to place the most important factors towards the top, the least important factors towards the bottom & factors of equal importance placed in the same row.⁸



Step 5: Practise diamond ranking of the chosen aspects in groups (10 minutes)

REFLECTION & SYNTHESIS

Action: In plenary (10 minutes) Present the diamonds. Compare the aspects through a discussion. It is important to respect all contributions.

Summarise results - facilitator (10 minutes): Focus on the question:
What resources (money, energy etc.) are most needed?

⁸ <https://online.visual-paradigm.com/knowledge/brainstorming/what-is-diamond-ranking-strategy/>

Activity A.2: The story of the Cricket and the Ant

INTRO/FRAMING

Facilitator: Let me tell a story. What does a good life look like?

Cricket and Ant - A story from more than 2000 years old tells of a cricket and an ant.

The cricket chirps all summer, makes music and parties. But the ant works, carries supplies home. Then autumn comes and it gets cold. The cricket is cold and hungry, it asks the ant for help, but the ant says: that's what you get, you've been partying all summer while I've been working - and chases the cricket away. It starves to death. One of the best-known storytellers in the German-speaking world - Janosch - does not like the story at all. He continues the story: the cricket keeps looking for help and comes to the mole. The mole says: "I already liked listening to you in summer, you can stay with me, I have food and I'll be happy if you play for me in winter too."

INSTRUCTIONS

Step 1 - Group Discussion - What is a Good Life: History shows that for 2.000 years people have been asking themselves: what is a good life? Should we share wealth or better save and think about the future? If someone is always "partying", should we help them? What do you think: who does it right? The ant or the mole

Step 2 - Facilitator initiates further discussion - If the group is up to more theoretical inputs you could continue with input on Martha Nussbaum. Or pick some aspects that have not been mentioned in the discussion highlighted in the chart below LIFE; HEALTH, INTEGRITY; EMOTIONAL RELATIONS; RELATIONS TO NATURE; HAVING FUN; COMMUNITY PARTICIPATION:

Optional input on: What is needed for a good life? Martha Nussbaum is an American philosopher who has written many books on this topic. She is particularly concerned with living conditions in India and Pakistan. Nussbaum states every human being has the right to choose what is a good life for him/her. No one should determine what is good for others: the ant and the cricket are different; both should have the right to live and to be happy in their own way. However, he who is hungry with no house can hardly be happy. Nussbaum came up with 10 principles⁹, which she calls the central capabilities needed for a good life. **In summary she describes: Firstly, what are basic needs: food, safety, housing. Secondly, what makes life really worth living: fun, joy, loving others and being loved, opportunities to express, ask questions and find answers. Thirdly, she considers the ability to control one's environment** - the right to participate in society. What happens in our city, country, the world is not something just others decide. Everyone has the right to participate in building our communities, homes and looking for the work we would like to do. This is the most important social aspect for her.

⁹ <https://people.wku.edu/jan.garrett/ethics/nussbaum.htm>

Step 3 - Discuss (in small or big groups) some of these capabilities: What do you think? – Necessary or not? Already given to all humans or not? Facilitator: List these on flip chart/online

Capability	Your Comments
Life	
Health	
Integrity	
Emotional relations	
Relations to nature	
Having Fun	
Participation in community	

REFLECTION & SYNTHESIS

Debriefing: Some people are born in poverty; their parents do not even know how to get enough food for the next few days. Others are born in palaces, sleeping on silk pillows. Is this fair? This is a question many people think about. Is it right to take from the rich & give to the poor? Consider that some families work hard and save money for their children to help them yet others enjoy leisure time and do not save. Should the richer ones share with the poorer? Or is it ok the way it is? Let's note some ideas on a flipchart or online forum space.

Sharing circle in plenary - How was it to be part of this activity? What are the feelings coming up?
Helping questions: Do you see yourself to be rich/poor, fortunate/not fortunate? Lucky/not lucky?

TIPS: Check out Martha Nussbaum 10 principles and gauge whether it is useful to summarise them or to just introduce topics in the chart. <https://people.wku.edu/jan.garrett/ethics/nussbaum.htm>

REFERENCE: Children's video (in German) telling Cricket & Ant Story
[Die Grille und der Maulwurf | Janoschs Traumstunde](#)

Theme B: New Visions Workshop

Resource-economy, local sharing, commons

Why	<i>“Not everything of value must also have a price, but you can’t explain that to someone for once....”</i> (Lyric by Wolfgang Ambros, Austrian Singer-Songwriter) This workshop is seeking new visions for a truly human economy.
Aims & Objectives	<ul style="list-style-type: none"> ● Find out that diversity in society & economy is a basis for a good life ● Reflect limits of economic diversity, of unfair poverty – and wealth ● Reflect about economy as a social and cultural construction ● Learn about economic indicators and public welfare economy ● Develop a personal vision of a fair economy within planetary boundaries.
Competencies	<ul style="list-style-type: none"> ● Ability to reflect economic models as social constructions ● Ability to list examples for alternative models for cooperative economic concepts (community gardens, sharing economy, community supported agriculture...) ● Ability to develop a vision of a fair economy in a personal scale
Dimension / SDG relation	Economic Dimension of Sustainability: SDG 8: Decent Work and Economic Growth; SDG 12: Responsible Consumption & Production; SDG 17: Partnerships for Goals
Materials / Preparation	Online Pinboards like e.g. Miro or Mural
Duration	Activity
20 min	Property Obligates
20 min	Earth Charter – A global attempt towards an ethics of sustainability Intro & Group Discussion
10 min.	Veil of Ignorance: Is there a rebirth for us? Watch video
30 min	Let’s re-define Fairness: Discuss ideas that came up in the video, Ref: John Rawls)
30 mins	Commons a tragedy or big chance for the future
30 mins	Governance of Commons
20 min.	Optional: Neotopia – would it be paradise or hell (Appendix 5)
20 min.	Reflection & Feedback

Activity B.1: New Visions Workshop Activities

Intro/Framing:

The market economy has been very successful in creating innovations, in providing goods, in developing welfare. However, in its liberal representation, the market economy creates an enormous, steadily growing gap between poor and rich. Natural resources like clean air, biodiversity etc. are 'free goods': polluting is cheap, too cheap. There is a large economic sector that works in an entirely different way without earning money e.g. care work in our families, volunteer work in social organisations, sporting or cultural associations. In addition, you cannot put a price on high value things like friendship & love. This workshop seeks new visions for a truly human economy.

Activity: Property Obligates

Intro: "Property obligates" is part of the German constitutional law (Grundgesetz) from May 23rd, 1949 - and mentioned in Art. 14 (2). link: <https://www.bundestag.de/gg>

(1) The right of property and the right of succession shall be guaranteed. The content and limits of these rights shall be determined by law.

(2) Property shall be an obligation. Its use shall at the same time serve the common good.

(3) Expropriation is only permissible for the common good. It may only be affected by law or on the

(3) Expropriation shall be permissible only for the public good. The compensation shall be

The compensation shall be determined after a fair consideration of the interests of the general public and of the parties involved.

Group Work: "Property obligates" is written in the constitutional laws of Germany & other countries. But what does this mean? Poster Session, Discussion

Activity: Earth Charter

Step 1 - Mini Lecture: The Earth Charter explains why it is necessary to define ethical principles. *“We stand at a critical moment in Earth's history, a time when humanity must choose its future. To move forward we must recognize that ... we are one human family and one Earth community with a common destiny. The choice is ours: form a global partnership to care for Earth and one another or risk the destruction of ourselves and the diversity of life. Fundamental changes are needed in our values, institutions, and ways of living. We must realise that when basic needs have been met, **human development is primarily about being more, not having more.**”* It is not just about new taxes or laws – it is about a fundamental change. That is why the charter describes principles for respecting all forms of life on earth, for building democratic societies, and for respecting planetary boundaries. It demands for human rights, social and economic justice, sustainable development, addressing the exploitation of the Global South by the Global North etc. Within a family all persons: men, women and children have the same rights for safety, for freedom, for loving and being loved.

In summary we should:

“Ensure economic activities promote human development in an equitable, sustainable manner”

“Promote the equitable distribution of wealth within nations and among nations.”

“Ensure that all trade supports sustainable resource use, environmental protection, & progressive labour standards” & “Strengthen families & ensure the safety & loving nurture of all family members.”

“Eliminate discrimination in all its forms, such as that based on race, colour, sex, sexual orientation, religion, language, and national, ethnic or social origin” and “honour and support the young people of our communities, enabling them to fulfil their essential role in creating sustainable societies.” (Examples taken from the charter).

These commandments require a change of mind and heart – a new sense of universal responsibility. We must find ways to harmonise diversity with unity, the exercise of freedom with the common good, short-term objectives with long-term goals. Every individual, family, organisation, and community has a vital role to play. The drafting of the text was the outcome of a six-year worldwide consultation process (1994–2000), overseen by the independent Earth Charter Commission, which was convened by Strong and Gorbachev with the purpose of developing a global consensus on values and principles for a sustainable future. The charter can be found here: <https://earthcharter.org>

Step 2 -Group Discussion Earth Charter: What do you think about the Earth Charter?
 What do you understand by “universal responsibility” and “change of heart and mind”?
 Why do you think it has not been signed/ adopted by countries / world leaders?

TIP: The mini lecture should not be longer than 5 minutes and presented in an engaging way to get the essence of the activity across. Mini lecture is a good way to impart information to frame an activity and stimulate discussion. It can be done in spoken format in the classroom or by video.

Activity B.2: Veil of Ignorance & Redefining Fairness

Step 1 - Veil of Ignorance: One important philosopher of the last century was John Rawls. He thought a lot about justice & fairness. Show video: [The Veil of Ignorance](#)

Step 2 - Let's Redefine Fairness - Group Discussion on themes in the Veil of Ignorance video

Guiding questions

- Q. Is it fair that some earn very much and others little.
- Q. Do people that work harder deserve to earn more money?
- Q. If you win the lottery, should you keep it all or share it?
- Q. What is a sharing economy?
- Q. Imagine you are reborn as a human but do not know whether you would be rich, poor, man, woman, educated, illiterate. How would you design a fair society?

Step 3 - Consider the sharing economy, fair education, fair taxes, equality etc. & create a poster of the Fair Society that you come up with

Step 4: Research Models of communities working in an alternative way (online or in person)
Create mini description visuals/poster portraying essence of communities

Reflection: Share posters & mini descriptions on [YINT Forum](#) & facilitator & participants comment.

Activity B.3: Commons: A tragedy - or a big chance for the future economy?

INTRO/FRAMING: Are we unable to take care of the Earth? In 1968 University of California Professor Garrett Hardin published an essay about human selfishness, called the *“tragedy of commons”*: *It was a very simple story, he told: every fisherman tries to catch as many fish as possible. Since all fishermen are acting like this, in a short period of time no fish are left...* This indicates that we destroy our resources by selfishness that eventually leaves nothing for all of us.

“Freedom in a common brings ruin to all” Hardin stated. The influence of this essay cannot be overestimated. Consider climate change as a result of collective human behaviour and polluting of the atmosphere. In this hypothesis there is a common factor and it belongs to everyone. Consider is this true, fair and just? (Hardin was an antidemocratic racist (Scientific American 2019), he lobbied in the USA against sending food aid to poor nations.

INSTRUCTIONS: Group Work: Make two online groups: one group seeks for arguments, why Hardin might be right (think of desertification due to overgrazing, destruction of rainforests, overfishing e.g.). The other one seeks arguments, why he might be wrong - because there do exist positive examples already (think of sustainable forestry in Europe, community gardening, cooperation projects, e.g.).

REFLECTION: Plenary sharing: Share the results in the big group and discuss the issues.

TIP: Facilitators should be as focused as possible at the influences the participants could go for or influence positively (like community gardening) or find the link to Ecological Footprint and the fair share for everyone (which is quite a challenge because commons are mostly mentioned when it comes to regional issues). If the group is not up to “theoretical thoughts” or cannot figure out any example, extra guidance is needed.

Activity B.4: Governance of Commons

INTRO/FRAMING: Economist Elinor Claire Ostrom disagreed with Garrett Hardin. She observed that throughout the world people shared commons for centuries without destroying them. Alpine pastures in Switzerland were used by entire villages and valleys: every farmer had the right to use it and according to Hardin, this would lead to overgrazing. But this did not happen. Rice terraces in the Philippines need water supply – this was organised by the communities and shared. Everybody contributed, everybody shared – for thousands of years. So did the Incas, so did Spanish orange farmers. She proved Hardin was wrong. But it does not work under any circumstances. Ostrom found out: **shared responsibility needs rules**. She wrote a book about these rules and received the Nobel Prize in Economic Sciences in 2009 for her work on the “governance of commons”. She introduced some very simple design principles

INSTRUCTIONS

Step 1 - Mini Lecture/Illustrated Presentation: Ex of Elinor Ostrom Design Principle

- It must be clear who is “in” and who is “out”, who is part of the community with specific rights and duties.
- The concept has to be adapted to local conditions: it is different in a city than in a village, it depends whether water is shared or grassland....
- As many resource appropriators as possible should be allowed to participate in decision making processes.
- A scale of graduated sanctions when appropriators violate rules. Small sanctions for less important violations, larger ones if violations are serious.
- Mechanisms of conflict resolution that are cheap and of easy access: if somebody has a problem, it needs a board to discuss or something similar.
- Let people decide on their own. Authorities should respect these decisions & grant rights.

The ideas of Ostrom are very important when setting up common projects like a community garden, social farming or a community supported agriculture (CSA) sharing economy.

Step 2 Visit a community garden and ask how they do it. Alternatively look it up online and highlight what you find. How does it relate to Ostrom design principles?

Step 3: Group **discuss & agree rules** for ‘A community garden’ What criteria must be obeyed for the functioning of a community garden? Who is allowed to use the garden? How is it ensured that “only those who plant reap” (all participants, their families and friends....) Are rules needed? Who sets them and how? Who makes sure that rules are followed (e.g., watering schedule)? Are there sanctions for misbehaviour? What are they? When two quarrel - how is conflict resolved?

Step 4: **What would the world look like, if everyone had the same conditions?**

Create a visual of ‘A Community Garden’ that illustrates how the Ostrom principles can be applied. Post on [YINT Forum](#) participants & facilitators comment

Reflection of New Visions Workshop

In twos reflect on important lessons learned of New Vision workshop activities.

Share in a final reflection circle and / or post on [YINT Forum](#). Participants and facilitators comment.

After plenary choose 3 important lessons and post on [YINT Forum](#) & why you chose them. Participants and facilitators comment.

Theme C: Combination Connect; save money & save footprint

Plenary sharing of reflections & lessons learned of all Economy workshop activities.

Guiding questions:

- **Why is it important to understand personal and country footprints?**
- **What can you do to reduce your personal footprint & save money?**

7. Activities in the Social Dimension

Introduction to the Social Dimension

Hard to reach youth occupy multiple positions - both as insiders or outsiders. They may be affiliated to several communities e.g. their peers, racial groups, a host community (if migrants or refugees), school community, mainstream community etc. This may sometimes bring them into conflicting alliances with others. Race, social class, gender, ethnicity, sexual orientation, and other issues of rank determine the relationship to any kind of community. These elements extend into the social design that one brings into any community circle, both in terms of political and ideological beliefs as well as cultural practices and assumptions. Each person enters into a certain construction of reality.

Our responsibility as citizens is to pursue our best interests and question our multiple positions.

This will help us avoid the blind spots that come with unexamined beliefs and firm stances. It is a matter of questioning ourselves, our neighbours, issues of social ranks, and the world. Departing from the view that culture can be seen as a set of expectations, building capacity is necessary, for both youth and adults, on human rights, youth's rights, facilitation, ethical practices and research. How to belong, how to articulate, how to engage. With yourself, with the group and in society.

These so-called 'life skills' will be explored here, with a view to make it easier - or even possible - to make use of the activities in this handbook and engage in the sustainability discussion and action, from whatever position one may take.

Why?

- Hard to reach groups often have challenging causes and conditions.
- Underserved populations may well have systemic personal, community and family issues.
- Migrants and refugees have been torn from traditional cultures with values that may clash with prevailing worldview in the countries they find themselves in. Their first concerns may well be basic needs e.g. food, housing, income generation etc. And friends. To settle down.

This chapter considers creative tools for social integration and inclusion, but also simply activities that deal with how to live and engage in life, as an active citizen.

How?

In this dimension youth have an opportunity to examine who they are in terms of their social identity, and how this interacts with the formal and informal groups/communities they find themselves in. It also focuses on identifying how they can develop helpful skills, values and attitudes to contribute towards creating a more resilient and enduring society. In an attempt to include creative arts-based activities this exploration explores leadership, governance, inclusion, conflict, cooperation, trust, meaningful relationships, love and networking as tools for social justice and cultural transformation. They will build the basis for well-organised workable social designs that leaves no one behind and creates spaces for inclusion of emotional needs, human closeness, harmony and understanding.

Themes	Questions to Explore	Sample Activities
THEME A SOCIAL INCLUSION	<u>Who am I and where do I belong?</u> What social groups are we in? How do we behave in different social groups?	1.1 Group Ground Rules (build trust) 1.2 Get out of your comfort zone? 1.3 Motivation game - how to feel included and motivated.
THEME B SOCIAL SKILLS	<u>Internal & external aspects of social sustainability</u> How do I feel communicating in different situations? How can we show understanding for various perspectives on different scenarios without blaming each other? How to deal with conflicts?	2.1 Write poems, online poetry-slam, rap-music and more. 2.2 Draw a conflict 2.3 Dimensions in conflict 2.4 The story of Abigail - on how we see things
THEME C SOCIAL SUSTAINABILITY	<u>What do we/our community expect from our participation?</u> What would you (youth) do to improve your community? How can we make and live this life harmoniously, regeneratively & sustainably?	3.1 Community organising skills e.g. Future Workshop 3.2 It's all about making a decision! 3.3 Plan a community project

Theme A: Social Inclusion

Activity A.1 Ground Rules for The Group

<p>WHY, AIMS & OBJECTIVES</p>	<p><i>To build trust in the group.</i></p> <p><i>To reflect on what values are important for each participant to be in a group.</i></p> <p><i>To acknowledge diversity in a group and learn how to manage it.</i></p> <p><i>To reflect on inclusion and its importance for each participant.</i></p> <p><i>To be aware of non-verbal communication.</i></p>
<p>WHAT:</p> <p>HOW:</p>	<p>Experience with Group-dynamics (asynchronous)</p> <p>The facilitator explains the unspoken rules for how we interact in a group, maybe even with or in different cultures.</p> <p>Each participant is asked to reflect (in writing or in a video) on a group-situation they have been in themselves, where they did not feel included:</p> <ul style="list-style-type: none"> ● What was it that made you feel excluded? ● Was it something said, body signals, non-verbal and verbal? ● The context? <p>Now describe a group situation where you felt completely <u>included</u>.</p> <p>The facilitator sums up online, asking for a few examples.</p> <p>Making Ground Rules for The Group (synchronised)</p> <p>Now the participants are ready to select the ground rules for their group. The facilitator proposes 4-6 ground rules for interaction in the group e.g.:</p> <ul style="list-style-type: none"> - “Respect for differences”, - “Talk to each other - not about each other”, - “Listen - do not interrupt”, - “Participate - but it is ok not always to participate”, - “Personal information is confidential”, - “It is alright to change point of view” <p>Each participant chooses the rule they find most important.</p> <p>If the rule is not there, they can write it. The participants discuss in sub-groups what they understand by each rule and why it is important.</p> <p>In the big group the ground rules are adopted. The facilitator checks that all the participants can adopt all the rules. If a rule is disputed it is changed to something everyone can consent to. The ground rules are now in effect and at any time they can be taken up to debate if the need occurs. Add the list to the YINT-forum. The activity can stop here or continue with:</p> <p>Sustainable Ground Rules (asynchronous)</p> <p>The facilitator asks the participants to define unspoken and spoken “rules” of sustainable behaviour: Are there expectations and or lack of expectations of us in society that are related to sustainability?</p> <p>Make an online collage of ‘do’s and don’ts in a sustainable world’.</p>

Activity A.2 Get out of the Comfort Zone?

<p>WHY, AIMS & OBJECTIVES</p>	<p><i>An invitation to participants to know more about their personal comfort zone and how to challenge this zone and enter the learning zone.</i></p> <p><i>How to stimulate reflection on the need to find interest in expanding the comfort zone - which is needed if we should engage in changing to a more sustainable lifestyle. About daring to act and change.</i></p>
<p>WHAT:</p>	<p>Explain</p> <p>Let the participants know that this exercise will urge them to take into consideration their personal comfort zone and how to work around this while engaging in sustainability actions. Tell them that the activity will present and discuss the difference between the comfort zone, challenging/expanding the comfort zone and staying out of the critical zone.</p> <p>Carry out</p> <p>Introducing the ‘Comfort Zone’</p> <p>A place where you feel totally at ease. Meaning you can perform these actions without feeling shy, nervous etc.</p> <ul style="list-style-type: none"> • Draw a small circle on a flip chart. <p>Give examples of what can be inside this comfort zone: Going to school, driving a car (if you can), cooking good food etc. Use personal examples within the comfort zone - examples that are not trivial, like a hobby that requires skills you have. Explain that it is based on each individual person's experience level and skills developed which determine where, when and how they feel comfortable. Sometimes people will surprise you with what they are comfortable doing!</p> <p>Introducing ‘The Learning Zone’</p> <ul style="list-style-type: none"> • Outline a larger circle surrounding the original circle – the learning zone. <p>Explain that it's a zone consisting of things you wish you dared – but where you are not there yet. Underline it should be things that have learning potential (meaning its possible) and will make you a bit alert, as it will stretch your comfort zone. Give examples like: Speak in front of a group, run a marathon, speak up for the climate even if you are not used to taking such a role. Tell them that when they join an activity like this, they have actually already left their comfort zones and are now in their learning zones, being ready to do something unusual.</p> <p>Elaborate on the importance of expanding your comfort zone by moving into your learning zone on a regular basis. It is done through education, but also during training activities and practical experiences. Daring to act!</p>

<p>HOW:</p>	<p>Introducing 'The Critical Zone'.</p> <ul style="list-style-type: none"> • Draw a large circle surrounding the two previous circles <p>This zone resembles when someone is in a dysfunctional state of mind and is doing something they should not be doing. Which makes them scared or at unease. Explain the things in here are what make people feel uncomfortable, not proud of nor safe - at all. For example, driving a car if you never learnt it.</p> <p>Tell participants it is important to pay attention to personal limits and to know especially when entering a critical zone. Critical zones can be exemplified by being asked questions that are too personal or make you feel uncomfortable, such as activities that are too demanding, too physical, too emotional etc.</p> <p>Discuss</p> <p>Ask participants whether and how the model made sense for them?</p> <p>IN DUOS: Ask the participants to discuss a few minutes with the person sitting next to them. What could be their personal examples of a comfort zone? What are they confident in doing apart from very basic daily activities? Tell them to share a few comfort zone examples.</p> <p>Let them consider whether they know of people, who move only within their comfort zone? Are these people happy? Are they bored?</p> <p>IN DUOS: What about themselves, have they thought of expanding the comfort zone – to know more, be able to do more? Is this why they are here today? Ask them to share when they are in the learning zone, in their pairs.</p> <p>PLENARY: Ask a few participants to share some comments (maybe by using a talking stick to introduce this as a method). Finally, ask the participants to reflect upon what may be identified in their critical zone – confirm these activities will make sure not to go near this zone. Discuss</p> <p>Debriefing</p> <p>Encourage some of the participants to share their reflections with everyone. How was the exercise? How does it feel to know when they are moving from the comfort zones to the learning zones? Does this exercise help them to identify their own critical zones and avoid these, if exposed to them?</p> <p>Tips for Facilitators</p> <p>The purpose is to ensure participants are more aware of their own limits and they dare to say no to an activity or a question, which crosses into their critical zone. Tell them the comfort zone will be stretched when dealing with sustainability issues, as it is about lifestyle changes and how to all be able to mobilise people for this cause - but it will not be too critical. They have to assist for that not to happen, by knowing themselves and saying no on time.</p> <p>Online version:</p> <p>It can be made on a MIRO bord, where the zones are being drawn.</p>
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	<p>Sharing in break-out rooms.</p> <p>Also give the participants a task: Before we meet next time try something new, that expands your comfort zone. Add the summary to the YINT-forum.</p>
Preparation/ materials	A flipchart and markers
Time	The activity will take around 30 minutes to 1 hour.
DIMENSION /SDG relation	Social Dimension, social inclusion.

Activity A.3 Motivation - what does it take to really engage?

<p>WHY, AIMS & OBJECTIVES</p>	<p><i>To understand motivational factors in themselves - and in others. As youth leaders it can be needed to motivate others and explore how to keep motivation high even when there seems to be no hope. This is important for climate activists - and for every one of us.</i></p>
<p>WHAT:</p>	<p>Explain</p> <p>Frame this exercise by pointing out that we are all sometimes in a position of either leading or working on an activity with others – or in a situation where others are leading us. Use yourself as an example: you are right now leading a group of participants.</p> <p>Explain that factors of motivation and engagement are essential if we should change something in the world, in our societies and even in our own lives.</p> <p>Also, to understand why people are not motivated to do something.</p> <p>Motivation is what makes people be active and to continue being so.</p> <p>So how do we get there? This activity is about core elements about motivation - and how these can be used to know one’s own ‘drivers’, but also to understand how to motivate others.</p> <p>Carry out</p> <ul style="list-style-type: none"> ● Divide the group into smaller groups of 4-6 in each (the same whether it is in a shared room or online). ● Offline: Hand out post-it notes, 6 to each participant (preferably 3 in one colour and 3 in another). Tell participants to think about what motivates them in something they take part in (e.g. a project, a group etc.) They should write one keyword on each of the three papers. Online: Create a MIRO board, where every participant has post-its. Give examples from yourself (i.e., you get motivated because you see that you make a difference, the participants learn something, and you get recognition from the participants.)

<p>HOW:</p>	<ul style="list-style-type: none"> ● Then ask what de-motivates them. Give an example from your own life (if nobody acknowledges your efforts; if you do not have a choice of what to do; if you are working alone etc.). Offline: Tell participants to put down key words on demotivation, on the next three notes. Online: Use the MIRO board again, with post-its. Note, that they do not have to put their names on. It might be easier without names. ● OFFLINE and ONLINE: Show the flipchart with the model. Explain the motivational factors: That people are often motivated through a feeling of OWNERSHIP and INCLUSION (that they are part of a project, a school or an organisation where they feel, that they can influence and take part in decision making); PURPOSE/GOAL (to understand the overall reasons and goals of why you are doing this, together). For you as a facilitator it could be how you truly believe that what you do contributes to a better world etc. ACHIEVEMENTS/RESULTS (that it matters, that you get something done, can change things. Celebrate milestones, trace progress and success; RECOGNITION (to be recognized for your efforts – perhaps get more responsibility, people acknowledge your efforts, see the show you made etc.) COMMUNITY (sense of belonging to a bigger ‘we’, i.e., like being part of a group). End by saying that most people are mostly driven by the feeling of community, but these motivational factors are also influential and practically ‘forms’ any community. Make it as simple as possible and contextualise examples to the exact setting. ● Give a flipchart with the model to each group. Online participants will get their own MIRO board. Ask them to place their notes on the model. Not all notes are easy to place, but encourage adding a few from each participant. It could be both motivational and demotivational notes. ● Have discussion in groups for around 10 minutes and let the groups present their flip chart or the MIRO board with the post it notes on it. Invite for questions and comments from the group, especially from where they had an interesting point. <p>Discuss Ask participants whether and how the model made sense for them?</p> <p>Discuss how the model can work both to analyse personal motivation for engagement – what is important motivating each individual to take charge and become/stay active – and what a group can do to spark motivation if nobody seems to be active and motivated. (Facilitator: Relate to the setting you are in).</p> <p>Explain that when motivation is down, these motivational factors can be looked at to check where to plan an extra effort, to keep motivation high.</p>
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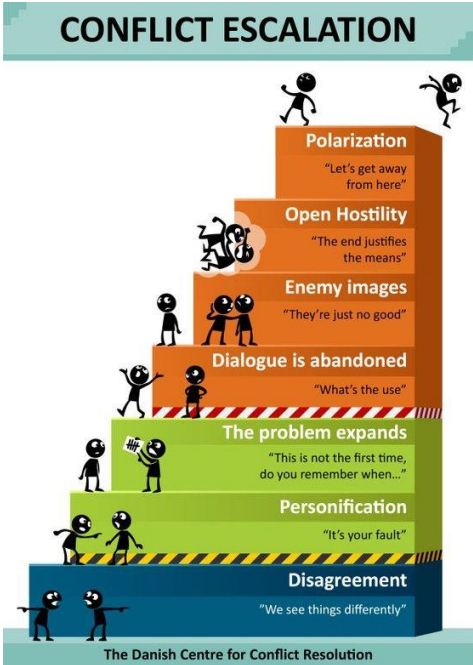
	<p>Next step: Identify measures that can enforce each of the motivational drivers - how to give more ownership, how to find a purpose that people are motivated by, how to make sure that results are reached, and people celebrated for their efforts?</p> <p>You can sum up your results at the YINT-forum</p> <p>Advice for facilitators: Note that ownership and recognition are speaking primarily to the heart (feelings) – where achievement and purpose speaks more to the mind.</p> <p>Welcome every contribution, also if what was put on the notes does not really fit in the model. Just make them invent a new category.</p> <p>PLANNING! To reach a sustainable world, motivation has to be higher. What would be the steps you can take, to increase motivation, in a group you belong to?</p>
Preparation/ materials	<p>Post it notes (preferably in two colours) Markers</p> <p>A big flipchart with a flower, split in four spaces: Ownership/inclusion Purpose/goal Achievement/results Recognition/acknowledgement in the middle of the circle place a smaller circle named 'community' This has to be either on a flip chart (offline) or at a MIRO board (online).</p>
Time	The activity will take an hour.
DIMENSION /SDG relation	Social Dimension, social inclusion.

Theme B: Social Skills

Activity B.1 Make a Poem or a Rap


WHY, AIMS & OBJECTIVES	<p><i>To practise expressing themselves through other means.</i></p> <p><i>Communication skills: making a poetry slam or rap in front of other people.</i></p>
<p>WHAT:</p> <p>HOW:</p>	<p>Make a Rap or a poem (synchronised)</p> <p>The facilitator introduces Baba Brinkman rap-lyrics to “Laudatio Si” and “IPCC” (see link below). The participants are asked to reflect their <u>feelings</u> when they hear the music and see the videos.</p> <p>The facilitator tries to rap one verse of Baba Brinkman as an icebreaker (practise beforehand).</p> <p>In subgroups the participants find a verse in one of the two raps they want to do and record themselves rapping the verse.</p> <p>(asynchronous)</p> <p>Now the participants can choose to write a poem or a rap over the next two-three days and share it with the other participants before XX-date.</p> <p>Use the YINT-forum to share the productions.</p> <p>The facilitator makes sure that everyone feels comfortable sharing - if not it can be shared only with the facilitator or in small groups.</p> <p>The facilitator wraps up the workshop with an online poetry-slam / rap-concert with all the contributions from the participants.</p> <p>Baba Brinkman – "Laudatio Si" – Live at COP21, Paris</p> <p>IPCC – Baba Brinkman Music Video</p>
DIMENSION /SDG relation	Social Skills
TARGET GROUP	13 - 35 years old.

Activity B.2 Draw a Conflict

Why	Conflict is a fact of life: “As long as there is human society there will always be conflict” (Dalai Lama).
Aims & Objectives	Conflicts can be destructive or show us new and unexpected opportunities - it depends on how it is handled.
What	<p>Introduction to conflict (asynchronous)</p> <p>The facilitator presents the steps in conflict escalation - preferable with 1-3 examples and maybe with papers on the floor, making it visible.</p> <div data-bbox="480 707 954 1370" data-label="Diagram">  <p>CONFLICT ESCALATION</p> <p>Polarization “Let’s get away from here”</p> <p>Open Hostility “The end justifies the means”</p> <p>Enemy images “They’re just no good”</p> <p>Dialogue is abandoned “What’s the use”</p> <p>The problem expands “This is not the first time, do you remember when...”</p> <p>Personification “It’s your fault”</p> <p>Disagreement “We see things differently”</p> <p>The Danish Centre for Conflict Resolution</p> </div> <p>Find more information here: https://konfliktloesning.dk/wp-content/uploads/2017/04/Conflict-resolution.-Brief-introduction.pdf</p> <p>The participants are asked to think of a conflict they themselves have been part of. If it is difficult to think of a conflict then a dilemma is just as useful for the exercise. Emphasise <u>not to use a conflict with strong emotions</u> attached in the exercise. It is just fine with a “light” conflict as they will be asked to share later on.</p> <p>Ask the participant to go back to the beginning of the conflict:</p> <ul style="list-style-type: none"> • What happened first? • How did the conflict/dilemma evolve? • What was your role in the conflict/dilemma? • Where is the conflict/dilemma now? • Place yourselves and the other part on the conflict escalation model.

<p>What</p>	<p>Draw a Conflict</p> <p>Now the facilitator asks the participants to make themselves comfortable: “Put on their favourite music, make a nice cup of tea or what drink you prefer, and draw the conflict. It can be abstract or concrete - that is up to you. Put colours on the drawing and make it nice.”</p> <p>The participants take a photo of the drawing and share it with the group. The facilitator makes sure that all participants are feeling ok and able to do the exercise.</p> <p>Facilitator: “Now imagine a good solution to the conflict. How does the solution look? Take a new sheet of paper and draw the solution”.</p> <p>The participants exchange drawings online without talking about the conflict before XX-date and time.</p> <p>Now they are asked to draw “a solution” for the other participants - <u>without any information</u> about it in order to keep the content of the conflict private. They share the solution-drawing.</p> <p>The facilitator places the drawings in an online gallery and asks the participants to give their drawing a title.</p> <p>Discussion - threaded dialogue</p> <p>Facilitator: Before XX-date and time please view all the drawings in the gallery and comment in the threaded dialogue”;</p> <ul style="list-style-type: none"> ● How was it to do this exercise? ● Did you learn something new? ● How was the solution-drawing from the other participant? <p>The facilitator wraps up the threaded dialogue.</p> <p>Tell how sustainability issues and activism often involves personalities who are ‘burning souls’ - and sometimes blame, guilt, accusation etc. can be involved. Leading to conflicts, if not worked on early.</p>
<p>Dimension / SDG relation</p>	<p>Social Skills</p>
<p>Materials / Preparation</p>	<p>Read about conflict escalation. Prepare an online gallery and a threaded dialogue. Ask the participants to prepare paper and colours for drawing.</p>
<p>Time</p>	<p>One week (asynchronous)</p>
<p>Target Group</p>	<p>5 - 99 years</p>
<p>No of Participants</p>	<p>15 - 20</p>

Activity B.3 Understanding the dimensions in Conflict

Why	There are many conflicts in the world related to environmental problems due to climate change, industrial farming or lack of resources.
Aims & Objectives	An analysis of the dimensions of a conflict can show where to begin or focus energy in dealing with the conflict. This model can be used to understand both international - as well as interpersonal - conflicts.
What	<p>Introduction to Dimensions in Conflict (synchronous)</p> <p>The facilitator introduces the dimensions in conflict and asks the participants to analyse a conflict that they are/was a part of by using the five dimensions.</p> <div data-bbox="472 790 983 1373" data-label="Diagram">  </div> <p>https://konfliktloesning.dk/wp-content/uploads/2017/04/ConflictResolution.pdf</p> <p>In groups of 3-4 persons (or break-out-rooms) they go through the dimensions and find “the centre of gravity” of each participant's conflict:</p> <ul style="list-style-type: none"> • “Which dimension is the most important in this conflict? Why?” • Are the other dimensions relevant? • Is it the same for both parts of the conflict? • How should each conflict be dealt with?”

What	<p>The facilitator wraps up in the big group: “How was this exercise? Did you find the centre of gravity? Did you learn something new?”</p> <p>Environmental Conflict Analysis</p> <p>Now ask the groups to analyse an environmental conflict with the five dimensions. Give the groups time to choose a conflict. It can be found online or come from the participants' own experience.</p> <p>The groups present for the others online.</p> <p>Discussion</p> <p>The facilitator: “What are the consequences of the environmental conflicts for the world? What can we do? Our politicians/ MP’s?”</p>
Dimension / SDG relation	Internal and external aspects of sustainability
Materials / Preparation	<p>Read about the five dimensions of conflict.</p> <p>Break-out-rooms or similar. Find some examples of environmental conflicts.</p> <p>Prepare an example-analysis of an interpersonal and an international conflict.</p>
Time	6 hours
Target Group	15 - 99 years
No of Participants	20 - 25

Activity B.4 The Story of Abigail - the ways we see things

<p>WHY, AIMS & OBJECTIVES</p>	<p>This activity highlights how our daily judgments of right and wrong are based on underlying value systems which influence the way we assess situations and understand actions.</p> <p>Objectives: To understand one's own values and the diverse variety of values within a group To reflect upon how little it can actually take for people to be judged and excluded. It gives inspiration to a discussion about climate blame.</p>
<p>WHAT:</p>	<p>Explain</p> <p>There is a lot of blame related to climate change. Judging each other's behaviour. For some, an action or an opinion may be considered correct and logical while the very same actions or opinions may be considered wrong and abstract for others (for example, some may think it is ok to not sort your trash or okay to fly with an aeroplane etc., where others really despise such actions).</p> <p>Tell the participants they will listen to a story. They have to assess the actions and behaviour of the characters in the story, first on their own, and afterwards in groups. This will allow them to compare perspectives and discover other participant's value systems. Explain to the participants this specific exercise is often used in intercultural settings to explore differences and how to cope with it.</p> <p>Carry out</p> <p>Read the following story aloud, at a slow pace:</p> <p>"Abigail loves Tom who lives on the other side of the river. A flood has destroyed all the bridges crossing the river, and has left only one boat afloat. Abigail asks Sinbad, the owner of the boat, to bring her to the other side. Sinbad agrees, but insists Abigail has to sleep with him for his service. Abigail is confused as to what to do. She goes to her friend Linda and asks for advice. The friend tells her she really does not want to interfere in Abigail's personal business. In desperation, Abigail accepts.</p> <p>Sinbad then takes her across the river. Abigail meets Tom, happily embracing him and then tells him what has happened and what sacrifice she had to make, to see him. Tom pushes her away and leaves her; angry and disappointed about her action.</p> <p>Not far from Tom's house, Abigail meets John, Tom's best friend. She is upset, does not know what to do and tells him what has happened. John goes to hit Tom for treating Abigail that way and walks away with her."</p>

<p>HOW:</p>	<p>After the story, ask the participants to individually rank the five characters – Abigail, Tom, Sinbad and the friends Linda and John. Who acted the best? Who acted the worst? Tell them to rank from 1 to 5, where 1 is the worst behaved person. You can give them papers with each name.</p> <p>GROUP WORK:</p> <p>Split the participants into groups of four. Give the groups 10 minutes to discuss and rank the characters again, using their individual rankings as a starting point, but ending with a ranking they have agreed on all together.</p> <p>Plenary</p> <p>Ask each group to present their ranking and explain their reasoning.</p> <p>Allow for discussion after all groups have presented their ranking.</p> <p>Debriefing: What can this story tell? That we are all sinners? Or how difficult it can be to do the right thing? Debrief by asking the participants if it was difficult to agree within the groups. How did the groups manage to come up with a ranking everyone could agree on?</p> <p>Allow for some discussion and then present the Iceberg Model of Culture: Draw an iceberg and make a line $\frac{1}{3}$ down the iceberg. Above that line is what we see and hear. Under the line is all that we do not know.</p> <p>Note, that under the surface our perception of the situation is shaped by our own internal value systems that we are not always conscious of, but which impacts the ways we assess and judge ourselves and others.</p> <ul style="list-style-type: none"> • Explain that what we see on the surface is only the story of Abigail at a particular point in time. We are not aware of what happened before the story began, we do not know the background of the characters in the story, and we have no knowledge of their internal relations. We do not even know what happens with John and Abigail, after. • With reference to the Iceberg Model, point out only a very small portion of the iceberg can be seen; the bulk of the iceberg is underneath the water line and therefore invisible. <p>Like in the story of Abigail. In understanding the story issues and values like modesty, beauty, courtship, body language, fidelity, honour, decision-making, love, honesty, status, time, cooperation, age (childhood, maturity, seniority), intimacy, justice, guilt, friendship etc. are influencing how we assess what we see.</p> <p>Discuss</p> <ul style="list-style-type: none"> • How did you find this exercise? Was it difficult? Thought-provoking? • What have you learnt about your own judgements? • Ask participants how the different characters and their actions would be perceived; if this was a true story, taking place in their own community? <ul style="list-style-type: none"> • Would any actions be deemed unacceptable? Would they lead to social exclusion? What consequences might this kind of exclusion have had?
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	<ul style="list-style-type: none"> • Ask if the participants have experienced anyone being excluded from society if they have 'misbehaved'. How do mistakes affect their rank? <p>Conclusion: The world is much more than what we see with our eyes.</p>
Preparation and materials	<p>Pens and papers Flip chart The Abigail story, printed out for each group. Papers with the 5 names. Markers A drawing of the Iceberg Model.</p>
Time	<p>Around 30-45 minutes.</p>

Theme C: Social Sustainability

Activity C.1 Future Workshop for Community Inclusion

<p>WHY, AIMS & OBJECTIVES</p>	<p>To connect the experience of community to the structures & realities in society.</p> <p>To pave the way for the participants to be able to act on their visions and dreams for the future.</p> <p>To use the potential in the critique to change the participants' livelihoods to a more sustainable living.</p> <p>To take point of departure in the participants' own experiences.</p> <p><i>Tip (offline): Can be used together with Forum Theatre/Theatre of the Oppressed (Augusto Boal)¹⁰.</i></p>
<p>WHAT:</p>	<p>Online asynchronous and offline: The future workshop consists of 3 phases: the Critique-, Vision- and Realisation-phase. The first two can be done online and the participants meet to do the third phase.</p> <ol style="list-style-type: none"> 1. The Critique Phase (online): Critique of the non-sustainable life? From XX-date to XX-date. Where the participant reflects on what prevents or inhibits them in living a sustainable life (from their own experience) - written or in a short video. The facilitator sums up the participants critique online and reframes it in a society perspective e.g. a critique that it is impossible to live a normal life without using CO2 is reframed into the structures in society that are the causes of this. 2. The Vision Phase (online): Visions for a sustainable life? From XX-date to XX-date. Where the participant finds out what "frustrated dreams" of a sustainable life they carry - written or in a video. Now the "frustrated dreams" are re-written into glorious visions - not total fantasy but visionary. "What frustrated dream hides behind my critique?" The facilitator sums up the participants' visions and supports the participants to organise the visions into themes for example in a joint drawing online. 3. The Realisation Phase (offline): Looking into the Crystal Ball. The group imagines how it is to be in the world when the vision has become a reality in 20 years: "Everything in our vision has become a reality! How did we get here?" Now the group follows every aspect of the vision (in subgroups) back in time, in detail and year-by-year: e.g.

¹⁰ Forum-theatre is a **participatory drama technique based on Augusto Boal's Theatre of the Oppressed** (Boal, 1979). In a Forum-theatre workshop, participants are encouraged to confront real or realistic problems, mainly relational ones, within a theatre play involving an oppressed-oppressor dynamic.

<p>HOW:</p>	<ul style="list-style-type: none"> ● Critique: the constant rise in use of CO2. ● Vision: all energy comes from renewable resources in 20 years. ● Realisation: Now we are 20 years ahead in time and all energy is renewable. How did we manage to get all CO2-consumers to change course? What laws were implemented? How did we get people to accept changes in behaviour? Year-by-year back in time: What happened just before that? <p>Follow everything back to today and sum up in the big group. What are the next steps we need to take to work on the realisation of our vision? Form groups that follow up on the common strategy.</p>
<p>DIMENSION /SDG relation</p>	<p>Social Sustainability</p>
<p>MATERIALS/ PREPARATION</p>	<p>For the offline session: large sheets of paper (flip-over), markers and tape.</p>
<p>TARGET GROUP</p>	<p>13 - 99 years</p>

Activity C.2 It's all about taking a decision!

<p>WHY, AIMS & OBJECTIVES</p>	<p>Objectives: To reflect on the different decisions young people make and the positive – and sometimes also negative - consequences of these decisions</p>
<p>WHAT:</p>	<p>Explain All decisions have consequences. For example, if you choose to take work rather than continuing your studies, it will have an effect on your future life. On the one hand, you will be able to help yourself financially and be able to sustain a certain lifestyle, but on the other hand, you may not be able to pursue the education you wished to, which might affect your future income-making potential negatively and your self-image of what you are able to do. The same appears to be the case when dealing with climate change and adaptation to a different lifestyle that is more environmentally friendly, for people and the planet. It is a decision to take - or not take. And some decisions are not easy to take - for instance to stop flying, if you really want to go on holiday.</p> <p>Carry out Ask participants to think about some decisions they have made in the past and present, and decisions they have thought of to make in the future. Ask them to relate the decisions to sustainability issues of their concern - have they taken any decisions in that regard, in the past, present and when looking into the future? To live a more sustainable lifestyle?</p> <p>Ask them to share first a round where they can mention a friend or someone they know, who has taken a decision that they admire, respect, find provocative or challenging. Just to give a taste of decisions - and how people's decisions are noted by others as inspirational.</p> <p>Let them fill out on a paper or at a MIRO board a table diagram - with PAST PRESENT AND FUTURE ON. Ask them to consider who and what influenced (past and present) or might influence (future) their decisions.</p>

<p>HOW:</p>	<p>You can have participants share in duos or trios - OR take it in plenary, where you go through some of the decisions raised by the participants. Ask for volunteer contributions and give leading questions such as:</p> <ul style="list-style-type: none"> - Who (which people) and what (circumstances) influences your decisions? - Did you feel you HAD TO or did you WANT TO? - How did your past decision impact your life? Any positive and negative consequences of this decision? - If you had known what you know now, would you still have made the same decision? What have you learnt from this decision? - What pro's and con's do you anticipate for your present and future decisions? <p>Debriefing Make a round and ask whether participants are more aware of how others influence their decision-making, either positively or negatively? Debrief by explaining that influence from others can be constructive and help identify decisions individuals can take in life - but that it can also be counterproductive if it is a result of peer pressure, family pressure or as a result of systems that are hard to cannot affect (policies, authorities, rules etc.). Explain that decision making is something we do all the time. To become a more sustainable human being demands that we decide to do so, to act. It takes decisions to change.</p> <p>Note: It is important to keep a positive approach to this exercise. It is not intended for participants to feel regret or guilt from their decisions but rather constructively identify how decision-making has and can impact their lives. It is empowering to know that we CAN decide.</p>
<p>Preparation and materials</p>	<p>Pens and papers Flip chart with PAST - PRESENT - FUTURE (and think of some examples, like if you stopped eating meat or flying, started dumpster diving etc.)</p>
<p>Time</p>	<p>Around 30-45 minutes.</p>

Activity C.3 Plan a community project - let's do it!

<p>WHY, AIMS & OBJECTIVES</p>	<p>Objectives:</p> <p>To build confidence in one's own ability to engage in reaching future goals - preferably in groups/communities</p> <p>To reflect on ideas and long term goals and how to identify the steps needed to achieve them</p>
<p>WHAT:</p>	<p>Explain</p> <p>Everybody can enact change. It happens when one person gets an idea and can articulate it well for others to follow. The aim is now to identify and envisage what is needed to turn these good ideas into reality.</p> <p>Carry out</p> <p>Let everyone think about something that could be changed in the school, community, or organisation they belong to, for it to be more sustainable. It could even be in the family.</p> <p>Let them note it down on a post-it, either digital or physical.</p> <p>Stress that it is a brainstorm - so the ideas might not seem realistic (some will make simple ideas and others go wilder and that is okay).</p> <p>Make groups of 4 people. Let them share their ideas and have them nominate one of the ideas for the group to work with.</p> <p>If it seems hard to choose, you as a facilitator may have already decided some themes - like 'how can we deal with waste here in a more sustainable way' or 'what kind of food system can you think of that could make it more sustainable - the way we eat?'</p> <p>Hand out large sheets of paper (one per group) and markers. let them draw a simple template with their idea in the middle.</p> <p>Then list the BRAKES - what is working against the idea - on one side. and the ENGINES - what works in favour of your idea on the other side. (Facilitator: you can make the templates yourself beforehand, to save time.) Inspiration: https://www.mindtools.com/a23ewmr/force-field-analysis).</p> <p>Give the groups 20 minutes to fill in the template and to define at least three immediate action steps, knowing the BRAKES and ENGINES.</p>

<p>HOW:</p>	<p>As a facilitator, you can walk around the groups and ask questions to qualify their plan – or take part in a group that needs extra resources.</p> <ul style="list-style-type: none"> • Questions for the group discussions: Who will support your idea? Who will not? Do you dare to do it, even if you meet resistance? Have you seen this somewhere else? Is there anyone to ask? <p>Then ask each group to present their poster, their engines, brakes and first steps. Ask the other groups to give feedback on the plan presented.</p> <p>Make a VOTE WITH YOUR FEET with the question ‘will you be part of this idea’ YES and NO and MAYBE.</p> <p>Debriefing Sometimes it is easy to have an idea - but hard to live it out. It can also be too much thinking and planning - others just like to do. We are all different. To turn ideas into actions and goals represents two opposing processes – opening for dreams and narrowing down to goals/first steps.</p> <p>Underline that both skills are necessary, in order to take the future into your own hands and create change. So, let’s do it!</p>
<p>Preparation and materials</p>	<p>Flip chart papers and markers</p>
<p>Time</p>	<p>Around 45-60 minutes.</p>

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[IPCC – Baba Brinkman Music Video](#)

Gaia Education: Mindful Participatory Facilitation for Empowerment.

Widening Circles Exercise is adapted from "The Work that Reconnects" Joanna Macy et al *Seneca*

<https://www.mindtools.com/a23ewmr/force-field-analysis>).



APPENDICES

Appendix 1 - YINT Handbook abbreviations

Appendix 2 - YINT Theory of Change

Appendix 3 - Training Table

Appendix 4 - Pool of General activities

Appendix 5 - Details of general activities

Appendix 6 - Additional Economic activities



Appendix 1 - YINT Handbook Abbreviations

BL	Blended Learning
BLAST	Blended Transformative Learning
CLIL	Content & Language Integrated Learning
CoP	Community of Practice
DGNB	???
EDC	Ecovillage Design Course
EDE	Ecovillage Design Education
EF	Ecological Footprint – The imprint left by our steps/doings/way of living (lifestyle)
EL	Ecological Learning
ESD	Education for Sustainable Development
F2F	Face to Face – Traditional Teaching/Facilitating
FoEE	Friends of the Earth Europe
GCED	Global Citizenship Education
GDPR	? - Peoples Data being handled according to the Law
GE	Gaia Education, Scotland
GEESE	Global Ecovillage Educators for a Sustainable Earth
GEDS	Gaia Education Design for Sustainability
GEY	Gaia Education Youth
GPA	Grade Point Average
HAUP	University College for Agrarian & Environmental Pedagogy
HCFC	Hydrochlorofluorocarbons (Refrigerants)
IDG	Inner Development Goals
IO	Intellectual Outputs
IS	Inner Shift
KA227	Partnerships for Creativity
LOES	National association of Ecovillages, Denmark
OER	Open Educational Resources
OL	Online Learning
PF	Platform Footprint, Austria
PDC	Permaculture Design Course
PDP	Permaculture Design Plan – Holistic plan of how to make a Permaculture project
SDG	Sustainable Development Goals
SDG-	Cards – The Goals put into cards for education
SE	Sustainable Energy – (Danish: VE – Vedvarende Energi)
SEG	School Education Gateway
SET	Socio-Ecological Transition
TC	Transnational Cooperation
TL	Transformative Learning
TNM	Transitional National Meetings
TO	Transformative Outcomes
ToT	Trainer of the Trainers (change agents)
YINT	Youth in Transition
ZSI	Centre for Social Innovation, Austria
5E's	Of Cognition: Embody – Embed – Extend – Enact - Environs

Appendix 2 - YINT Theory of Change

Youth in Transition Executive Summary

Youth in Transition (YINT) is a project under the Erasmus+ programme, implemented by six partners in Scotland, Denmark, Austria and Italy in 2021-2022.

<u>Youth in Transition Theory of Change</u>						
IMPACT LEVEL						
Increased ecological awareness and creative engagement in community regeneration contributing to social inclusion and climate awareness for diverse hard to reach youth and their communities.						
OUTCOME LEVEL						
Youth facilitators applying creative, blended learning with diverse youth contributing to social inclusion & ecologically sustainable actions in target communities		Vibrant youth led ESD COP engaging youth & youth workers sharing & exchanging on artistic expression in citizenship & showcasing new methods & tools for youth workers.		Diverse inter-ethnic youth & youth workers engaging with e-platform in interactive creative initiatives supporting social integration and ecological sustainability.		
OUTPUT LEVEL						
IO-1 Innovative, creative, blended learning YINT facilitator coursebook		IO-2 YINT ESD Community of Practice Youth & Facilitators (Denmark)		IO-3 YINT E-Platform & app for blended learning & youth engagement		
ACTIVITIES						
<ul style="list-style-type: none"> Design YINT Youth Curriculum ESD blended learning cards Pilot training of trainers 		<ul style="list-style-type: none"> Creative Blended Youth Workshops Youth Community Engagement Youth upload ESD experiences 		<ul style="list-style-type: none"> Design interactive website & app Review & upload ESD cards Manage website & app 		
INPUT						
Gaia Education, (international)	LOES, Denmark	NOAH Denmark	Platform Footprint, Austria	Don Bosco, Sicily	HAUP Austria	Erasmus
ISSUES						
Excluded youth unmotivated to engage in ESD	Migrant Youth do not prioritise ESD & community regeneration	Few opportunities for motivated hard-to-reach youth to engage with ESD	Covid pandemic increasing need for inspiring, blended learning for challenged youth	Lack of creative, blended ESD that will appeal to hard-to-reach youth	Lack of active, inspirational, creative youth blended learning, facilitators	
Core Issue: Climate change concerns impact everyone and hard to reach youth are unlikely to prioritise climate-friendly lifestyle choices. There is a lack of engaging, creative, blended learning ESD that could lead to a resilient, low carbon society & community regeneration.						

Appendix 3 - YINT Training table

TRAINING TABLE - FOR INSPIRATION	
Why	<i>Why are the training composed as it is in relation to the <u>objective</u> with the training and the <u>target group</u>?</i>
Aims & Objectives	
Competencies	
What	<i>Are there online activities? Are there offline activities?</i>
How:	<ul style="list-style-type: none"> - <i>Are the participants expected to interact?</i> - <i>Does the facilitator interact?</i> - <i>Are online activities used?</i>
Dimension / SDG relation	
Materials / Preparation	<i>Online? Offline?</i>
Time	
Target Group	
No of Participants	

Appendix 4 - Pool of general activities

Cross-cutting through the dimensions

Following table and consecutive sections of the handbook provide a selection of general activities and detailed descriptions of short activities, as part of an overall (outside the themed workshops) collection of activities, which can form part of a theme workshop or as a stand-alone activity for general purposes (like starter, icebreaker, transition, reflection, ending, etc.).

These are shortish interactive activities which can be useful to enhance the learning experiences and outcomes for participants. But they are drawing on various modes of learning way beyond providing information and at the same time provide for blended learning experiences also helping to enhance and solidify learning experiences, so eventually they become embodied. The activities can be conducted offline, online and the results can be posted on the [YINT-platform](#) (blended learning).

These activities are meant to be self-explanatory:


Short description of small activities	Duration
Create a drawing on a topic relevant to the context of a theme; individually or collectively; online or offline and post it on the online Forum Youth in Transition .	20-30 min.
Write & create a postcard of the place where you live, or where you would like to be, to your friends and/or relatives and relate it to a theme; post it on the YINT online platform	10 min.
Make a poster using whatever tools you have available (could also be a collage) and relate it to a theme from the workshops.	20-30 min.
Plan a longer holiday trip - where it does matter to have fun & step lightly on earth. List or describe what it would take for achieving this (like travel, accommodation, activities, food, etc.). Write it down and share it on the online platform in relation to your ecological footprint.	30 min.
Present a dialogue about a topic which relates to a theme of the workshops	20 min.
Rephrase a joke for your purpose of heartfelt	10 min.
Make up a story and write it down with a connection and relation to a theme workshop and share it on the YINT online platform	20 min.
Formulate 5 questions to an Intergalactic Committee	10 min.
Create a street art project	
Do research and create an infographic related to a workshop theme	
Do research and create a newsletter related to a workshop theme	
Plan and conduct an interview with someone on a topic related to a workshop theme	
Plan and create a short film project related to a workshop theme.	

For detailed info on each activity see Appendix 5.

Title/Short Description of 1 short activities	Synchronised/ online	Activity number
Get to know the SDGs (What are they?)	20 min.	1a
Get to know the SDGs (mingling exercise using SDG flash cards)	30-40 min.	1b
What is this Sustainability Thing? Reflection and dialogue on: What sustains me? What do I want to sustain?	30 min.	2
Elemental Being Focusing Exercise (adapted from Deep Ecology)	30 min.	3
Our World - Our Future SDG Stories from around the World (SDG World Map)	20-30 min	4
If humanity were to be invited to join "The United Federation of Planets," (*Star Trek) what would we do to make ourselves ready?	30 min.	5
"Vision Quest" (Thinking and feeling into your future (personally, your family and friends) how would you hope for being and living in 10 to 15 years from now - what does it look like, how does it feel and smell like, who is around, what has changed, what may have stayed the same?).	40-45 min.	6
Deep Listening (activity to learn and experience listening deeply with empathy and compassion to other people)	20-30 min.	7
Speak from your Heart (foundations of empathic and compassionate speaking/communication?)	45 - 70 min	8
The Well of Deep Time (15-minute "meditation" journey into the deep time since Earth creation - based on the Deep Time Walk but for online delivery)	30-40 min.	9
What do you Think? Sociometric Mapping (online): People should align themselves according to their knowledge and/or experiences in respect to various sustainability related questions (in 2 to 4 dimensions)	20 min.	10
Exploring values and why they matter (based on a set of universal values and groups of values and how they influence and frame our world and lives	60 min.	11
Harvesting the Gifts of Ancestors	90 mins	12
Share a life story (a story which you find worth sharing, letting other people know about, what has impacted you (for the good or worse).	30-40 min.	13

Appendix 5 - Description details of general activities

Activity 1a - Get to know the SDG's (What are they?)

Duration	ACTIVITY/STEPS Introducing Sustainable Development Goals (SDG)
10'-15'	<p>INTRODUCTION – framing of exercise</p> <p>We are going to learn about a concept, idea and framework, the Agenda 2030 and the Sustainable Development Goals, developed by the UN and agreed upon by all nations of the world in 2015, to make the world a socially just, environmentally sustainable, fair and equitable place for all to have a decent life wherever they live and to leave no one behind.</p> <p>Link to the SDG poster and logos, which can be printed (for offline use), used in a PowerPoint slide, or shared online.</p> <p>Introducing the concept, framework and content overview through a short video about the Agenda 2030 and the SDG.</p> <p>A possible SDG Introductory Video: The World's Largest Lesson. You can of course use other SDG videos to introduce the topic as many different ones are available on the Internet and may be more applicable to your context.</p> <p>Main Topics covered by the 17 SDG are the 5 P's: People, Planet, Prosperity, Peace and Partnership! - show to the group!</p> 

Duration	ACTIVITY/STEPS Introducing Sustainable Development Goals (SDG)
5'	<p>SDG Quiz Pose the following questions as a review:</p> <ol style="list-style-type: none"> 1. Who has initiated and developed the Agenda 2030 and the 17 Sustainable Development Goals as a framework for a good life for all and that no one is left behind? (UN) 2. When were the SDGs agreed upon and when should they be realised? (2015 and 2030) 3. Who has agreed to Agenda 2030 and the SDG? (All nations of the world - 193 in 2015) 4. Who is responsible for the realisation of the SDG? (Everyone!) 5. What is the most important message all nations agreed upon? (To leave no one behind) 6. What are the main themes of the SDG and Agenda 2030? (People, Planet, Prosperity, Peace and Partnership) <p>You can phrase these questions somewhat differently to adjust to your context, but they should convey the main takeaways and understandings of the Agenda 2030 and SDG.</p>
5'	Short reflection and review of the content in interactive style

Activity 1b - Get to know the SDG's (mingling - using SDG flash cards)

Introducing The Sustainable Development Goals (SDG)	
Why	The Agenda 2030 and the Sustainable Development Goals (SDG) provide a comprehensive, and globally agreed upon framework for transforming the world into a more socially just and environmentally sustainable world, with a decent life for all and where no one is left behind. The SDG's show up here.
Aims & Objectives	<p>The activity is to introduce the concept of Agenda 2030 and the Sustainable Development Goals (SDG), particularly to people with no or little knowledge about it.</p> <p>To provide knowledge and an impression of where the SDG came from, what they are, what they try to achieve and how they are meant to include everyone in their implementation</p> <p>To get a feeling of the comprehensive holistic as well as systemic nature of the SDG and what they can do as a common agreed agenda and starting point for sustainability actions and projects in one's own life and living environment.</p>
Competencies	Curiosity, Justice, Motivation, Compassion
How	<ul style="list-style-type: none"> ● Introduction through video & quiz ● Use of SDG flashcards (Gaia Education) ● Offline or online ● Mingling (exchange in groups of 2 persons) ● Harvesting of learnings
Dimension/SDG	All dimensions with focus on worldview; SDG: 4, 16, 17
Material Preparation	<p>Offline: SDG flashcard set (from Gaia Education), sufficient space in room to move around, music. Online: SDG flashcards for online use and access; breakout rooms of 2 persons each. (Cards are available here for purchase (in various languages – Youth version in English and German): https://www.gaiamedia.org/purchase/136197-SDG-Flashcards)</p> <p>Online: Online versions of SDG flashcards may become available in future from Gaia Education (please check with Gaia Education)</p>
TIME	~30 minutes
Target Group	>11a
Nos participants	2 to ~25 (in the online version larger groups are feasible with random break out groups of 2)

<p>~10 min.</p>	<p>SDG Mingling</p> <p>Offline:</p> <ul style="list-style-type: none"> ● Lay out the SDG flashcards on the floor and ask the participants to pick up one SDG card each (there are 3 sets of SD cards in each stack of cards). ● Ask the participants to carefully read the front and back (white areas only) of the SDG card they have chosen (give 2 to 3 minutes for reading) and clarify any words which are not understood. ● Provide sufficient open space in the room so that all participants can freely move around. ● Everyone to stand up and freely move around the room (you can play some music to it if you wish and after about 20 seconds stop the music and everyone should stop moving around) and ask participants to choose another person close to them and to go into a short dialogue (1 minute for each person) to talk about the SDG they have chosen (either what they have read on the SDG flashcard and/or from their own knowledge or experiences). ● Repeat the mingling followed by exchange in groups of 2 a few times (2 to 4 times appears good, but time permitting) ● At completion everyone should return to their seat (circle or U-shaped is best). <p>Online:</p> <ul style="list-style-type: none"> ● Provide access to the SDG flashcards online version and ask participants to each pick one SDG flashcard (Note: The online versions of the SDG Flashcards were not yet available at the completion of the project (October 2022), but check at Gaia Education if and when they will become available. ● Ask the participants to carefully read the front and back (white areas only) of the SDG card they have chosen (give 2 to 3 minutes for reading) and clarify any words which are not understood. ● Randomly assign participants into breakout rooms (2 persons per room) and send them out for approximately 2 minutes with instructions to have a dialogue about the SDG they have chosen (1 minute per person) (either what they have read on the SDG flashcard and/or what they associate with the SDG themselves from their own knowledge or experiences). ● Repeat this for a number of breakout sessions (2 to 4 times appears good, but time permitting)
<p>5 min.</p>	<p>Essence Sharing</p> <p>Back in the larger circle (online or offline) share with the whole group some of the key learnings from this activity. Ask someone directly to say a number between 1 and 17. Take this number as the SDG and ask who has chosen this SDG and ask them what they have learned about this SDG, and/or others can chip in on what they have learned. You can expand on what comes with your own knowledge and understanding of the SDG.</p> <p>Repeat this for a few SDGs, as much as time permits (maybe 4 to 6 SDG are sufficient).</p> <p>Collect the SDG flashcards from the participants (offline)</p>

Activity 2. Reflection and dialogue on: What sustains me? What do I want to sustain?

WHAT IS THIS SUSTAINABILITY?	
Why	There are variable and at times contradictory understandings and interpretations of what sustainability is and means, individually, for a group, organisation, region, country or globally and is often poorly reflected upon.
Aims & Objectives	<p>The activity aims to provide a space to learn about and reflect on sustainability as a concept with particular focus on what it may mean on a personal level</p> <p>To highlight and experience that sustainability does not have to be abstract and distant but can relate to one's own life and experiences and is within own radius of influence</p> <p>Get sensitised that sustainability is something which matters to all of us and that all of us can do conscious work in this space</p>
Competencies	Curiosity, Motivation
How	<ul style="list-style-type: none"> ● Reflection and dialogue ● Online or offline ● Dyads or alone (and then sharing)
Dimension /SDG relation	Overall, with focus on worldview and social; SDG: 5, 10, 16, 17
Materials / Preparation	Paper, pencils, - or online a notepad (like Padlet, Mural, Miro or similar)
Time	20 to 30 minutes
TARGET GROUP	>11a
No. of Participants	2 to ~25 (in online self-reflection unlimited for example if shared on a platform asynchronously)

DURATION	ACTIVITY/STEPS - WHAT IS THIS SUSTAINABILITY?
5-10 min.	INTRODUCTION – framing of exercise through introducing the term sustainability. As an initial step check if participants have

	<p>heard of the term before and if they understand it and get a few short answers of what it may mean for participants.</p> <p>Provide a short summary of how sustainability is conventionally defined, like the definition from the 1987 Brundtland report on a sustainable future: <i>Sustainability as “meeting the needs of the present without compromising the ability of future generations to meet their own needs.”</i> You may want to make some critical remarks that it is about “needs” and not “wants” and that the definition is focused on people’s “needs” only, hence is anthropocentric/focused on humans only. You can include and introduce other definitions and critically review them if you like, but this may exceed the purpose of this activity and can be another activity altogether.</p> <p>A more inclusive and holistic definition of a vision for sustainability may be: <i>“to create a future world which is socially just, culturally rich, thriving and enriching, spiritually fulfilling, and ecologically sustainable and a restorative and regenerative human presence on this planet and wellbeing for all sentient beings indefinitely”.</i> You can modify this or bring in others, but try to be inclusive and holistic (having social, cultural, ecological and economic sustainability in view).</p>
10-15 min.	<p>Reflection and Dialogue - Pose the following questions:</p> <ul style="list-style-type: none"> ● What sustains me? ● What do I want to sustain? <p>If necessary, frame the questions in different terms (like what is important to me for a good and fulfilled life? What do I wish to keep in the future or what is dear to me?).</p> <p>Participants should spend a few minutes reflecting on these questions and they can take notes if they wish. Then go into groups of 2 and share with another person (who only listens deeply without interrupting) what others have to share. After approximately 5 minutes change to the other person who shares as well for 5 minutes.</p>
5-10 min.	<p>Essence Sharing- Back in the larger circle (online or offline) share with the whole group some of the key reflections (and/or aha’s) on both questions. Either pop-corn style (randomly) or by asking a few participants what came up for them.</p>
10 min. (Optional)	<p>Group Work: Prepare a Poster- Record your main findings on a poster and each person can put their main thoughts onto it (for example using sticky notes on a flip chart paper or online on a pre-prepared Padlet, Mural, Miro or similar).</p>
After activity	<p>Sharing with the community: If a poster or something similar was created, ask participants if they would allow it to be posted on the online YINT Forum, and if appropriate select (voluntarily) someone to do the sharing.</p>

Activity 3. Elemental Being Focusing Exercise (adapted from Deep Ecology)

Elemental Being Focusing Exercise	
Why	We often hear reports that say many people do not feel connected to and with nature, and/or that people spend less and less time outside in nature, for whatever reason (work, leisure, recreation, respite, re-energising, inspiration, etc.). There are many reasons why this may be the case and many ways and activities to reconnect with nature exist. But one simple way to get started with this is to focus on and experience the nature within us, that we are nature. Connecting to our inner and outer nature can provide a source of awareness and reflection upon our world, of wellbeing, inspiration and resilience.
Aims & Objectives	<p>Connect to our inner nature and experience that we are nature on an embodied and emotional level.</p> <p>Get an appreciation and experience that we are part of larger ecological systems, which sustain us and which we interact with and influence for the better or worse</p> <p>Becoming aware of the processes of life and evolving self and the world we are within.</p>
Competencies	Curiosity, Motivation, Collaboration, Compassion
How	<ul style="list-style-type: none"> ● Introduction to the exercise and preliminary words to give context ● Preparation to bring participants in the right mood and position ● Guide through exercise by reading text aloud and end on a question ● Come back in group; reflection and essence sharing (questions) ● Details provided further below
Dimension /SDG relation	Focus on worldview; SDG: 3, 4
Materials/ Preparation	Offline: Sufficient space in room where participants have sufficient space to move and be comfortable and relax (even when sitting or lying down) Online: Comfortable and quiet space where participants are not being distracted or disturbed for the duration of exercise.
Time	~20-30 minutes
Target Group	>14a
No of Participants	2 to ~25 (in the online version larger groups are feasible)

DURATION	ACTIVITY - Elemental Being Focusing Exercise
5 min.	INTRODUCTION- We will undertake a short exercise which should help us to connect to nature and the natural world around us more closely. By doing that we will focus on the nature within us, us being nature.
2 min.	PREPARATION - Each person finds themselves a “quiet” place and sits on a chair or you can also choose to lie down if you have the space to do so. This exercise focuses on the nature inside us, the nature that we are.
10-15 min.	Input: Process of exploring nature within us.
5 min.	Reflection: At the end of this exercise reflect on how you feel different after this meditation. WHO AM I?
5 min.	Essence Sharing: Take turns sharing your experiences and listening to the experiences of others, without interrupting others.

DETAILED DESCRIPTION + INSTRUCTIONS - Elemental Being Focusing Exercise

Preamble: Not only are we connected to nature through symbols, our everyday lives are embedded within strong biological, ecological and evolutionary systems – even though we are unaware of them most of the time! Our biology determines so much of our behaviour: our rhythms of sleeping and waking, of eating and drinking; our needs to be social, find a mate, to create families, to feel emotional connection and warmth, to fiercely protect what is dear to us. Whether or not we live in or near natural areas, we are part of ecological systems including the water cycle, the atmosphere and the soil, and we are always affecting the health of plants and animals by our everyday life choices. Both negatively and positively! As a part of these ecological systems, we are evolving through time, finding ourselves right here and now at this point in history. The process of evolution on planet Earth is a magnificent process of unfolding greater and greater complexity, marked by challenges and disturbances, but always emerging in new ways and beautiful forms. We are a part of that process!

Transcript Elemental Being Focusing Exercise

What the facilitator will say:

Preparation: Find yourself a quiet place and sit on a chair or place yourself in a way you feel comfortable and undisturbed and undistracted.

This exercise focuses on the nature inside us, the nature that we are.

There is no ultimate separation between the “environment out there” and ourselves. The nature “out there” and the nature “in here” are completely and intricately interconnected.

Process: If you are sitting on a chair, bring your awareness to your bare feet on the ground, linking you to the earth and recognize that this symbolises entering a deeper state of consciousness and your connection to the



earth. Sit with a straight back, and feel the crown of your head stretching into the sky. Feel that sense of expansiveness, combined with a sense of groundedness through your feet's connection to the earth.

Start with your eyes open focusing gently on any nature you can see around you, maybe out a window, maybe a potted plant inside. Then gently close your eyes. Take a few deep breaths.

Allow any tension in your body to leave you. Sink into the earth, into the floor, blowing that tension out with every exhalation. If any thoughts come into your mind throughout this exercise, allow them to be, let them go, do not try to change them, and focus back on your breath (or my words).

Start by focusing on the element of **earth** in your body. As you sit there with your eyes closed, feel your teeth resting together, move them slightly so you feel tooth against tooth, reminding you that your teeth and your bones exist as rock, as calcium phosphate. These hard substances form the framework of your body, keeping you together, keeping you where you are meant to be. The element of earth is the body's solidity, its hardness, its mass and its weight. This is what responds to the effects of gravity. Feel yourself resting heavily on the earth, knowing that no matter what you do you are always held by the earth's gravitational field. You cannot fall off this planet, you are always held securely to it. Spend several breaths just feeling the element of earth within your body.

Now shift your attention to the element of **water**. Bring your attention back to your mouth and feel the saliva that is in your mouth. Feel around with your tongue, feel the wetness. This wetness, like sweat, lymph, and blood, is coursing through our bodies all the time. Our blood is very close in chemical composition to the ancient sea water from which we once evolved. The organs of our body average at about 75% water, and some, like the lungs and the brain, are about 90%. Feel your body as a bag of fluid. Also bring your attention to the sensation of this liquid flowing throughout our body, transporting nutrients, oxygen and waste, through our organs and out into the environment. Spend several breaths simply feeling the element of water within your body.

Now bring your attention to the element of **fire** in your body. As you sit there, see if you can be aware of the very subtle heat radiating from your body. This is your metabolism, the result of your digestion of food. These chemical reactions create energy from the food we eat, and this food, whether it is plants or animals that once ate plants, ultimately comes from the sun. Plants transform the energy of the sun into their bodies through photosynthesis, animals eat the plants, and we eat the animals and the plants. So as you feel the warmth of your body, feel that connection back to the sun. Spend a few breaths feeling the element of fire in your body.

Now bring your attention back to the element of **air**. Place your attention on the effortless inhale and exhale of your breath. With every breath we take, both in and out, there is no separation between the atmosphere around us and our bodies. When you think about it, we are actually sharing breath with not only all the other humans and animals on the earth, but also all the plants and the trees. Every out breath of ours full of carbon dioxide is absorbed by these plants and trees, used to create their woody bodies, and breathed out as the oxygen that is so vital to our existence. Spend a few moments just breathing and being aware of our sharing of breath with all other beings on this planet.

Finally, as you sit here, see if you can bring all of those elements together, and realise that we are the intersection of those four elements. Earth, water, fire and air. They are all constantly moving, travelling, changing and transforming through our bodies.

Feel an answer to the question "Who am I?"



Reflection: Coming to the end of this exercise, just allow yourself to be still and connected to the elements of nature within yourself. When you are ready, gently open your eyes. Reflect on how you feel different after this meditation.

How do you feel emotionally?

How would you describe your sense of awareness and connectedness?

WHO AM I? Take turns sharing your experiences and listening to the experiences of others.

Activity 4. Our World - Our Future - SDG Stories from around the World (SDG World Map)

Our World - Our Future	
Why	The Agenda 2030 and the Sustainable Development Goals (SDG), even if participants already know about them (see activity e. - Introduction to the Sustainable Development Goals (SDG)), they often remain abstract, distant and disconnected from one's personal life and life experiences. But as the aim of the SDGs is to get everyone involved to transform the world and to leave no one behind, it's useful to relate the SDGs to personal life experiences, particularly for people from different cultural and geographic contexts and past experiences in order to get a better awareness and appreciation of what the Agenda 2030 and the SDGs are set out to achieve.
Aims & Objectives	Become more familiar with the 17 SDGs and what the individual SDGs aims to achieve through connecting them to direct life experiences of young people around the world, from various geographic and cultural contexts. Use personal life stories and circumstances in the form of wishes for a better future to connect directly to the aims of the SDGs and hence make them more tangible and relatable. Get an appreciation that the SDGs are universal and that all countries and all people have an interest in sharing and stake at achieving them and that they relate to aspirations most can relate to and the universality of basic needs for a thriving future.
Competencies	Curiosity, Justice, Motivation, Compassion
How	<ul style="list-style-type: none"> ● Use the SDG World Map to tell stories of youth around the world directly related to one SDG each. ● Read & reflect on stories in group & estimate the SDG it relates to ● Assign an SDG to each story ● Review of results and solutions in whole group
Dimension /SDG relation	All dimensions with focus on social and worldview; SDG: 4, 16, 17
Materials Preparation	<p>SDG World Map - download from https://www.iufe.at/publikationen/sdg-book-our-world-our-future</p> <p>Offline: Best to print SDG World Map in A3 Format, copy it for the number of small groups used in the activity (4 to 5 participants in one group). Maybe get the copies laminated so they are reusable and participants should use removable marker pens to assign SDGs.</p> <p>Online: Either share the download link of the map directly for access of all participants, or better copy the document as a background image into an online collaboration tool like Miro, Mural, Padlet or similar tools, where all can access and work with the document at the same time.</p> <p>In support to more easily remember the 17 SDGs, you can either provide printed cards with the SDG logos (for offline use) or provide the link to the SDG logos to all participants.</p>

Our World - Our Future	
Time	20 - 25 minutes
Target group	>9a
No of participants	2 to ~25 (online larger groups are possible with random break out groups of 4 to 5 persons)

Duration	ACTIVITY - Our World - Our Future
5 min.	<p>INTRODUCTION – Framing the activity - Either use this activity after activity e (Introduction to the Sustainable Development Goals (SDG)). or ask the audience if they have heard of the Agenda 2030 and the Sustainable Development Goals before and harvest the essence of what their understanding of it is. If necessary (no or very limited knowledge of the SDGs present) show a short introductory video about the Agenda 2030 and the SDGs (see activity e. Introduction to the Sustainable Development Goals (SDG) for example). Explain that we will learn about the SDGs now by relating them to real life experiences of young people from around the world to learn about what the SDGs try to achieve for all of us, no matter where we live or what culture and context we live in. Hand out SDG maps (offline) or show the SDG maps (online) and explain that each story in a country is directly related to an SDG which should be achieved by 2030.</p>
15 - 20 min.	<p>Group Work: Aim of the group work is for the groups to read the stories together and think about which SDG relates to each story. When a consensus is reached for a particular story on what SDG it relates to, write the SDG number next to the story and move to the next story (offline). Online groups can work through stories together (one person may need to take the lead to move along through stories) and agree which SDGs relate to the story and note this down (on an online board if available).</p> <p>-Offline: Participants go into groups (4-5 persons each) and work on the stories and relate them to the SDGs. Online: Participants are sent into break-out rooms of 4 to 5 persons in each group.</p> <p>-Offline: Facilitators should move around from group to group and support the groups if questions arise and give them some hints if required.</p> <p>-Online: Facilitators can briefly join different break out groups & check their progress and answer any questions and provide support and hints to solve the SDG puzzle.</p>
5-10 min.	<p>Results: Once the facilitator has confirmed that every group has finished assigning the SDG Facilitator shows the results, by reading through each and every story and telling which SDG the story relates to.</p>



Activity 5. The United Federation of Planets

If humanity were to be invited to join **“The United Federation of Planets”** (* Star Trek) what would we have to do to make ourselves ready?

The United Federation of Planets

Why	<p>Many people have great curiosity if there are other life forms anywhere out there in the vast universe, or even more so if there are intelligent life forms able to communicate with us. Even so it's more of a science fiction issue with little or no bearing on our everyday lives, the very idea may also provide some useful lessons and opportunities to view our problems and predicaments from different perspective, an overview perspective from outer space so to say, with a view of what is going on (and what is wrong) on the “Blue Planet” and what possibly could be done in the near term future to make it a pleasant and worth living home for all (humans and non-humans alike) into the longer future.</p>
Aims & Objectives	<p>By imagining a view onto Earth from a distance in outer space, to view it as a whole planet like a space traveller from a different planet or galaxy. Without prejudgement or bias but observing and taking in what the various interwoven and interdependent environmental, social, economic and cultural/political problems and issues are on a global scale. From that we may also get an overview of what our possible solutions may be to create a fair, socially just, environmentally sustainable and liveable future for all.</p> <p>Using the overview effect (looking at the earth as a whole planet) can give us a different perspective on what we may be worried about or focused on in our everyday lives and challenges. It is sometimes useful and helpful to pause and step back and reflect on a different scale of what we are normally used to or concerned about.</p> <p>By bringing stories, fictional stories, such as other life forms elsewhere, or about space travellers observing us and making some “judgement” about us, can and should stir our imagination and artistic abilities to tell stories about what we think “is wrong with this world” and “what we should do to make it a better place”.</p> <p>This activity is useful after introductions to various other activities have been completed and a general understanding of the issues we face and also possible solutions exist already within participants. Hence this is a complimentary fun exercise to add to other activities.</p>
Competencies	Curiosity, Justice, Motivation, Collaboration, Compassion
How	<ul style="list-style-type: none"> ● Provide the context, story and questions ● Give time for personal reflection and note taking ● Small group sessions (or break out rooms online) to discuss ideas and be inspired by others and polish own ideas from the exchange ● Sharing circle and optional creation of a poster on “What should humanity do to be granted access to the United Federation of Planets”? based on how we currently treat the planet and also fellow humans?
Dimension/ SDG relation	Worldview and Ecological; SDG: 4, 6, 12, 13, 14, 15

Materials / Preparation	Offline: Notepad for individual note taking; Sufficient space for groups to form Triads so that conversations can take place without distracting each other; Flip chart paper, marker pens and post-It notes (optional). Online: Document for individual note taking; Break out groups of 3 persons each; Online board where all participants have access to and where something can be created together (e.g. Mural, Miro, Flinga, Padlet, ...)
Time	~30-40 minutes
Target Group	>14a
No of Participants	2 to ~25 (in the online version larger groups are feasible with random break out groups of 3)

Duration	ACTIVITY: The United Federation of Planets!?
5 min.	<p>INTRODUCTION: In previous and other activities we have often heard about so many large and small problems on the planet, from pollution, climate change, biodiversity loss, poverty, hunger, war & conflict, and many more, so that we may easily lose sight and possibly interest in such overwhelming issues. We may feel we cannot do much or anything about or get rather confused where to start and what to do. One way of getting our head around a bit more easily and not to get daunted by the complexity of it all is to take a wider view, a view of the whole planet from a bit of a distance from outer space. Not only can we marvel at the beauty of our “Blue Planet” but take an overview from the outside. Who of you are interested in Science-Fiction (reading, watching movies, playing games)? (Check how many there are?) Now some of these stories may be strange or frightening, some others may be a bit more encouraging. Have any of you heard of the movie series “Star Trek” before (check, possibly not so many). It's one of the early and long-running science fiction series (in the US) starting in the 1970ies, much about deep space exploration and search for different intelligent life forms in the universe. Of course, it's not real and just stories but there exists a so-called “United Federation of the Planets” (think of it that there are no nations anymore, but just whole planets working together for the better or worse (a European Union for the Universe?). So, the questions we want to ask us in this activity, taking a look at Planet Earth as a whole and all what you already know about the problems there are based on the ethical rules for joining the United Federation of Planets:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>UNITED FEDERATION OF PLANETS</p> <p>Ethical Criteria</p> <ul style="list-style-type: none"> • Fundamental rights of sentient beings • Dignity and worth of all lifeforms </div>  </div>

	<p>To say it differently:</p> <ul style="list-style-type: none"> • All beings (human and non-human) have fundamental rights (similar to human rights for all life forms). • All life forms must be respected, valued, have a right to exist & not unduly interfered with. <p>Questions:</p> <ol style="list-style-type: none"> 1. Based on what you know (about how we as humans treat “nature” and also other people (not personally but as a global society), do you think we would be accepted to become a member of the “United Federation of Planets”? 2. What do you think humans need to do globally so that we may be eligible, if we accomplish our goal, to become a member of the “United Federation of Planets”?
5 min.	<p>Self-Reflection and Note Taking - Now once the questions are clear and understood (check), participants can go off and reflect on these two questions for say 5 minutes and should take some notes, particularly on question no. 2 (above)</p>
10-15 min.	<p>Group Work: After everyone is back from reflecting on and taking notes on the two questions, form groups of three (3) and they should sit together and discuss their reflections and what answers they came up with (“compare notes”) and discuss what they think of each other’s thoughts and ideas. Online: Random breakout room of 3 people each.</p>
5 min.	<p>Sharing: Back in a larger circle (online or offline) share some of the key reflections on both questions. Either pop-corn style or by asking a few participants what came up for them.</p>
5-10 min.	<p>Group Work: Prepare a Poster - Record your main findings on a poster (flip chart paper) and each person can put their main thoughts onto it (for example using sticky notes on a flip chart paper or online on a pre-prepared Padlet, Mural, Miro, Flinga board or similar). Close the activity.</p>
After activity	<p>Sharing with the community - If a poster or something similar was created, ask participants if they would allow it to be posted on the YINT online Forum, and if appropriate select (voluntarily) someone to do the sharing.</p>

Activity 6. “Vision Quest” - Thinking and feeling into your future

Vision Quest	
Why	We often live our everyday lives without considering our longer-term thoughts, ideas and wishes for our future and the future of where and how we live. This is understandable since very often we are preoccupied with the here and now, which may take most of our time and energy already and future directions may at best relate to certain aspects of our personal lives, maybe our families’ lives (like what kind of work will I do, where should I live, ...). However, what if we can at least think and reflect upon our own lives and how we wish it could be different in the future, not only for ourselves, but also our family, relatives, friends and all people we care about and beyond. Creating a vision for ourselves and our own world we live in can be a powerful and empowering starting point for change and transformation personally, but potentially also bringing people together to try to create a more viable and liveable as well as thriving world for ourselves and others.
Aims & Objectives	The activity provides an opportunity to reflect upon our own lives, where we are at the moment, maybe also where we came from, but most importantly where we would like to head, in what kind of future we would like to move. By imagining our personal and others lives (at least in our circle of influence but maybe also for our circle of concern) in the more distant future (say 10 to 15 years from now). How would we like it to look, feel, smell? What has changed? What may have stayed the same? We eventually create pathways on how to move into such a possible future. A personal vision as a starting point for change, collaboration, for getting active and taking our lives into our own hands and away from such strong determination from the outside
Competencies	Curiosity, Justice, Motivation, Collaboration, Compassion
How	<ul style="list-style-type: none"> ● Reflection and vision story creation ● Online or offline ● Dyads (group of 2 persons) for sharing
Dimension/SDG	Overall, with focus on worldview and social; SDG: 4, 5, 10, 16, 17
Material Preparation	Paper, pens & pencils, maybe flip chart paper, - or online a notepad (like Padlet, Mural, Miro or similar)
TIME	40-45 minutes
Target Group	>14a

Nos participants	2 to ~25 (in online self-reflection unlimited for example if shared on a platform asynchronously)
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Duration	ACTIVITY/STEPS - "Vision Quest"
5 min.	<p>INTRODUCTION – Framing of exercise (what you can say (in your own words): We would like to take some time to look into the future, our own personal future, but also the future of the people and places which are important to us and if you wish the future of us all. Some of you may already think about their future, maybe what they may do for work, where they may want to live, how they would like to live and so on.</p> <p>But we would like to invite you to set aside your views of your (and others) future you may have come up with for a moment and envision a future, say in 10 or 15 years in the way you would like it to be, irrespective if you think it is feasible or possible, just what you imagine a "perfect" world and life would look like for you and others around you and/or the world as a whole. This can of course involve what you do and how you live, but also concentrate on life more generally. How would you live? How would you move around, what kind of work would you do, what activities are you involved in in your spare time, how much would you need to work, how does the environment where you live look like, the people, the services, politics, participation, communication etc. Try not to focus too much on technology, but rather on how it is like for you, how it feels like, even how it smells like, what it is like for your family, friends, relatives and others in your surrounds, all the way to how you imagine the world to be in your vision for a future?</p>
15-20 min.	<p>Reflection and Vision creation: Take some time to reflect on what your vision for your future may be in 10 to 15 years' time, what you wish for and what you hope for. Take some notes, write a story, create a drawing, a poem, or use any other form you feel like to express and document your vision of a future. It does not have to be complete or "perfect", but to get started, and you can work on it and "complete" it later on if you wish to, and of course you can change and modify it as well at any time, when new ideas come up for you.</p>
10 min.	<p>Essence Sharing</p> <p>Offline: In larger groups (>4), divide the group into dyads (groups of 2) and they should sit together, but in a way so that different groups do not distract each other. Then share the summary of their vision in turn (one person starts and shares for 3-4 minutes and others only listen and then switch to the next person (facilitator reminds participants when to switch)).</p> <p>Online: Send participants into break out rooms of 2 (dyads) and they should share their summary of their vision by one person starting and others only listen and after 3-4 minutes move to the next person (send reminder notice).</p>



5-10 min.	<p>Reflection & Feedback: Once sharing has completed and everyone has had a chance to share their vision with others in the group, return to the whole group (in a circle and online into the main group) and collect some reflections on how this visioning but also sharing was, how participants felt about it and what it may have "created"?</p> <p>Thank the group for sharing and remind them that what has been shared here stays within this group and will not be communicated to anyone else outside.</p>
After activity	<p>Sharing with the community: Remind participants that they can post their vision (in whatever form they have created it or continue to create it after the workshop) on the YINT Forum to share with others.</p>

Activity 7. Deep Listening

Activity to learn and experience listening deeply with empathy and compassion to other people

Deep Listening	
Why?	We all listen to other people all the time, but we also know from our own experiences that we often feel like we are not being listened to, not being heard, misunderstood, misinterpreted, ignored or even ridiculed for what we say in conversations. Hence, reflecting upon and trying out different forms and ways of listening to each other are not only good communication skills, but also a basis for mutual understanding, building of bridges even when significant differences exist and opening up of generative dialogues.
Aims & Objectives	To reflect upon how we talk to each other and how it is felt by others and how some forms of listening can create negative outcomes or even toxic downward spirals of (non-)communication. Through various exercises of different forms of listening to each other in conversations, gain personal experience and reflection upon how various forms of listening can generate different outcomes and styles and quality of dialogue (being absent or being present). To generate an understanding and the skills to communicate and relate to other people in an open, empathic and compassionate manner, as a basis for creating generative dialogues of cooperation and co-creation, which requires to better and more fully understand people with other perspectives, and allowing different perspectives to exist and creatively contribute to something new and different, and allow for better and deeper understanding of other people, avoiding to try to “convince” them of our own perspectives as something better or more valuable.
Competencies	Curiosity, Justice, Conflict Resolution, Collaboration, Compassion
How	Introduction of process and activity. Experimenting with different ways of listening in Dyads; Reflection & harvesting after each round of dialogue/listening styles; Overall learning
Materials/ Preparation	Offline: Sufficient space for the group to form Dyads so that conversations can take place without distracting each other; Online: Break out groups of 2 people each.
Time	~30 minutes
Target Group	>11a
No of Participants	2 to ~25 (in the online version larger groups are feasible with random break out groups of 2)

Duration	ACTIVITY/STEPS - Deep Listening
5 min.	<p>INTRODUCTION – Framing of exercise</p> <p>We all listen to each other all the time and in many different contexts and environments (in a shop, in school/workplace, in restaurants, entertainment venues, with friends, with family, etc.). And in different environments and settings how we listen varies, from exchanging information to talking about ideas or feelings, fears or hopes. But most if not all of us have experienced situations where it appears the other person, we are talking to does not “really” listen to us, ignores us, misinterprets or misuses what we say, even ridicules us. And certainly, most if not all of us were at times frustrated, annoyed, angry etc. that conversations we had with others did not go very well and maybe thought ‘it’s all a waste of time’.</p> <p>But the way we listen to each other, and there are many ways we can do that, can have a significant influence on not only feeling that others listen to me. But I feel that I am heard and understood. But more so that we are able to co-create and develop something useful together, which not only benefits us but also others we communicate with.</p> <p>This activity is about experimenting with different modes/styles of listening, so that we can experience first-hand, not only how different forms of listening feel like (for us and our conversation partner), but also reflect upon and learn how different forms of listening could be used for better and more effective communication and dialogue.</p> <p>Often there are four levels of listening-descriptions as follows:</p> <ul style="list-style-type: none"> ● Level 1: Downloading-Listening from your habits, from what you already know; the result is you re-confirm what you already knew. ● Level 2: Factual-Noticing something new, something that differs from what you already knew or expected to hear. ● Level 3: Empathetic-Listening from the place from which the other person is speaking, experiencing/sensing an emotional connection. ● Level 4: Generative-Connecting to the possibilities and changes in perspective -to a future possibility that links to your own perspectives and ideas to others (possibly different perspectives) and what new ideas and perspectives could be generated out of this.

<p>20 min.</p>	<p>Experiencing the levels of Listening We will split the group up in Dyads (groups of 2 persons each), where we will experiment with and experience the different levels of listening. Each person will have 2 minutes to speak, after that the other person will have 2 minutes to speak. We will repeat this process in the four different levels of listening.</p> <p>Level 1: Downloading - the person who speaks should tell the listener something which they find very interesting, exciting, sad, concerning, something they really care about. The listener should not interrupt the speaker, but act rather disinterested, bored, annoyed, showing this with his/her body language that they don't really care about what the other has to say or that they know it all anyway.</p> <p>Level 2: Factual Listening - again the person speaking should tell something that they consider important to them or can also continue with a story they started at level 1. The listener should pay attention to the speaker, but not interrupt them, but also not show emotional understanding, but rather concentrate on the “facts” in your non-verbal communication, for example you can nod, mumble “aha, interesting, etc).</p> <p>Level 3: Empathic Listening - again the person speaking should tell something they consider important to them and for which they have a personal passion. The listener should now try to feel into the situation and into the feelings and emotions of the speaker and provide “feedback” to the speaker on that level (for example by expressing understanding, compassion or concern about how the other speaker feels or what they experienced), and importantly try to feel how the other person may feel or how one may feel in such a situation.</p> <p>Level 4: Generative Listening - like for the other levels the person speaking should tell a story and personal experience out of their life important to them and about which they feel passionate about. The listener should not only try to feel into how the other person may feel and express empathy and compassion for the other person, but also try to suspend one’s own pre-conceptions and pre-judgements of the other and trying to create a connection to the other with an aim of generating something new or different towards a “common goal” so go beyond generic responses. Note: this level of listening is likely challenging for the participants, not only because it's a simulated activity, without direct common goals we work on, but it's something to attempt and see as a possibility for better dialogue and requires repeated and longer-term experience). After each round (level of listening) it is useful to have a short round (1 min) sharing experiences participants had, best in pop-corn style to get a feeling for how participants go.</p>
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~5-10 min.	<p>Reflection and Harvesting - Lessons Learned</p> <p>Back in the larger circle (online or offline) share with the whole group some of the key learnings from this activity. Ask how participants have felt in the different levels of listening, either from the site as listener or also on the side of the speaker. What went well? What did not go that well? Did you enjoy one type of listening more than another? Why? What lessons do you take with you for your own ways of listening and communicating with others into the future? Do you have places/contexts where you would like to experiment with some forms of listening further?</p> <p>Sharing in pop-corn style and/or by asking some people directly.</p>
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Activity 8. Speak from your Heart

SPEAK FROM YOUR HEART	
Why?	<p>We often have conversations, meetings and gatherings where discussions are only on a purely rational level, also leading to arguments or even confrontations. This often leads to frustration, meeting fatigue, resentment, loss of direction and at times also loss of purpose and meaning, both in one-to-one conversations or in larger groups or organisations. What is often missing is a way of communicating which includes emotions in a constructive way, our passions and our purpose and mission brought to life individually and also within groups and organisations.</p> <p>In order to be able and learn to connect to the values and beliefs of other people it is necessary to speak to what other people hold dear and what they are passionate about, which is particularly important in conversations and meetings where opposing views and positions exist, and trying to start building bridges and build a common ground to work with and from and to gain respect, acceptance and direction.</p>
Aims & Objectives	The activity introduces and trials communicating by “speaking from your heart” to get an understanding why it is important for a better way to communicate, to lead, to build bridges and to resolve conflicts and as a way of emotionally intelligent leadership (also called servant leadership) - “to speak from your heart to reach their heart” with empathy and compassion.
Competencies	Motivation, Collaboration, Compassion
How	<ul style="list-style-type: none"> ● Reflections and dialogues ● Online or offline ● Groups of 4 to 5 (and then sharing)
Dimension/SDG relation	Overall, with focus on worldview and social; SDG: 5, 10, 16, 17
Materials/Preparation	Paper, pencils, - or online a notepad (like Padlet, Mural, Miro or similar) and/or smartphone
Time	45 to 70 minutes
Target group	>11a
No of Participants	2 to ~25 (in online self-reflection unlimited for example if shared on a platform asynchronously)

Duration	ACTIVITY/STEPS - Speaking from your Heart
5 min.	<p>INTRODUCTION – framing of exercise</p> <p>We all have experienced meetings and gatherings either in one-to-one conversations or in group or organisational meetings where we afterwards feel uninspired, misunderstood, angry or enraged that we feel we are not being heard or properly listened to our arguments and contributions, particularly when it is about contentious issues. We often get wrapped up in meetings, with numbers and figures, with rational arguments or what some call “the facts speak for themselves”. Even though facts rarely speak for themselves, and most of what we deal with in our lives (personally or professionally) is a matter of interpretation and perspectives, which is informed by our own worldview, beliefs and values and of course they differ (often significantly) from what other people hold dear. But despite the differences in our worldviews, beliefs, values, mindsets and attitudes, there are likely communalities or a common ground in what we hold dear and what is important to us as well as many others. There are also certain universally shared values many people would agree to, at least to a certain extent. Hence it is important when we communicate with other people, have meetings, gatherings, lead other people in projects and organisations that we are able to tap into the power of reaching people emotionally, based on shared values and beliefs.</p>
10-15 min.	<p>Reflection and Dialogue -</p> <ul style="list-style-type: none"> ● Think about a conversation or meeting (in personal or professional context) which did not go very well, maybe ended in frustration, anger, disappointment or resentment. ● Recall the meeting and what and how communication unfolded. ● Can you remember what aspects or parts may have triggered you that the meeting did not go well from there. Does it relate to your worldview, values and beliefs that triggered you? Which ones? How do you feel about it now? <p>Participants should spend a few minutes reflecting on these questions and they can take notes if they wish. Then go into groups of 2 and share with another person (who only listens deeply without interrupting) what others have to share. After approximately 5 minutes change to the other person who shares as well for 5 minutes. If done asynchronously sharing can also take place through the YINT Forum if participants wish to do so.</p>
5-10 min.	<p>Essence Sharing- Back in the larger circle (online or offline) share with the whole group some of the key reflections (and/or aha’s) on both questions. Either pop-corn style (randomly) or by asking a few participants what came up for them (not repeating the whole story!).</p>
20-30 min.	<p>Group Exercise: Now that we have reflected upon and shared about our experiences on difficulties being “heard” and “seen” in conversations and meetings we will try to trial a different way of communicating, “speaking from your heart” to speak with and to other people to reach their values and what they hold dear and hence to engage them on a “heart to heart” level.</p> <p>For this each of the participants should think about a topic, a cause or an issue they feel very passionate about and they hold very dear to their hearts for themselves (give a few minutes of reflection time so that everyone can come up with a story of their own) and think about how you can reach the hearts and emotions and values of others related to this. Then go into groups</p>

	<p>of 4 to 5 people and everyone should share their story in turn (from their heart) with the group, 3 to 4 minutes each, and the rest of the group only listens (without interrupting and with empathy and compassion in mind and heart). Once a person finishes, thank him/her for sharing and offer them some reflections on how others feel about what they heard (not what they think about) and do so in an understanding and compassionate manner (it is not about agreeing or not agreeing with what was said but how you connect to it emotionally).</p>
5-10 min.	<p>Essence Sharing- Back in the larger circle (online or offline) share with the whole group some of the key insights (and/or aha's) on what the process may have brought up for you. Either pop-corn style (randomly) or by asking a few participants what came up for them (not repeating the whole story!).</p>
After activity	<p>Sharing with the community: Particularly if the activity is done asynchronously then stories can be shared online on the YINT Forum in a format participants find appropriate (e.g. video, audio, text, etc) and ask participants to comment on stories of one or two other participant by an agreed due date and facilitator reviews all stories and comments on them by an agreed date.</p>

Activity 9. The Well of Deep Time

The Well of Deep Time	
Why?	<p>Many if not most people live in the present and to a lesser or larger degree try to focus on (their) future life's (and/or that of their siblings), and some also look into the future for other purposes, not least to consider, envision and plan how to create a viable and sustainable future for all. Less often do we look into the past, maybe to consider our own, or that of our relatives and friends, our ancestors and so forth, but hardly ever do we consider the past way back in "deep time". But looking into "deep time" can provide us not only with a lot of valuable information and knowledge about the evolution of planet earth and evolution of life to the present day, but more so a deeply felt appreciation, connection and reverence as well as awe for the beauty, diversity but also fragility of all life, which is under threat at this moment in time, which is the basis for our own very existence. The deep time mindfulness activity (The Well of Deep Time) is an imaginary journey into the deep time of the earth and life's evolution. A deep time activity helps put into context humanity's rich ancestral heritage and gives an insight into the interconnectedness of all life. It helps participants to get a bodily sense of the vast amount of time it has taken for life to evolve using our imagination.</p> <p>Note: This brief activity is an abbreviated and adapted version of what is called a Deep Time Walk, a 4.6km long walk into the 4,6 billion years of earth's history, which was developed by Stephan Harding of the Schumacher College in Totnes, Devon, UK and evolved into the Deep Time Project, where many resources are available - https://www.deeptimewalk.org/ (Stephan Harding & Robert Woodford, (2021). The Well of Deep Time a contemplative practice)</p>
Aims & Objectives	<p>Deep time activity and journey as a deep experience of connection with nature, deep questioning about how I should live my life in relation to this deep experience, and deep commitment to make the necessary changes in my life and in society by engaging in relevant actions peacefully and democratically.</p> <p><i>Comprehend</i> the vastness of 4.6 billion years by moving through the geological timeline of Earth, experiencing first-hand how humans arrived in the blink of a geological eye. Provide a transformative, deep experience that leads people into a profound connection and love of place.</p> <p><i>Understand</i> that humans are entangled in the Earth and its deep history. Humans and the rest of life are interconnected. Understand that the Earth is not a static, passive backdrop on which humans reside, but a set of complex interrelated active actors which have in themselves agency to move and dramatically change the Earth. It helps participants overcome a widespread 'temporal illiteracy' and develop an appreciation of the long arc of deep time.</p> <p><i>Enable</i> people to feel the reality that their own body is a living manifestation of deep time. Appreciate the gifts from deep time in order to foster a generation of good ancestors, to consider their decisions based on long-term, intergenerational justice.</p> <p><i>Understand</i> through science the risk that humanity is facing and the impact that humans are having on the Earth causing the sixth mass extinction.</p>

The Well of Deep Time	
	<i>Provide</i> a rich set of hope-filled narratives for humanity, to inspire people to take urgent personal action and collective advocacy to address the climate and ecological emergency
Competencies	Curiosity, Collaboration, Compassion)
How	<ul style="list-style-type: none"> ● Introduction to the exercise and preliminary words to give context ● Preparation to bring participants in the right mood and position ● Guide through exercise by reading text aloud ● Come back into group; reflection and essence sharing (questions) ● Details provided further below
Dimension/ SDG relation	Focus on worldview; SDG: 3, 4
Materials/ Preparation	<p>Offline: Sufficient space in room that participants have sufficient space to move and be comfortable and relax (even when sitting or lying down), space should be quiet and no disturbances should occur during activity</p> <p>Online: Comfortable and quiet space where participants are not being distracted or disturbed for the duration of activity.</p>
Time	~30-40 minutes
No of Participants	2 to ~25 (in the online version larger groups are feasible)

Duration	ACTIVITY - The Well of Deep Time
5 min.	<p>INTRODUCTION</p> <p>We will undertake an exercise/activity which should help us to connect to nature and the natural world around us more closely, through experiencing the long, long history of the planet earth and life on it - called deep time. By doing that we will focus on being part of this vast meshwork of life and how we are all connected, now, in the past and into the future.</p>
2 min.	<p>PREPARATION</p> <p>Each person finds themselves a “quiet” place and sits on or in a chair or you can also choose to lie down if you have the space to do so and feel comfortable with it.</p> <p>This exercise focuses on the history of planet earth and life on it, in the end the nature that we are now as well in this moment of time.</p>

15 min.	Input: Process of exploring deep time. ... details see below
5 min.	Reflection: Coming to the end of this exercise, just allow yourself to be still and connected to the deep time images which came up within you. When you are ready, gently get back to the here and now. Reflect on how you feel different after this activity. How do you feel emotionally? How would you describe your sense of awareness and connectedness? How does it change your outlook on life and on your future? ... details see below!
5 min.	Essence Sharing: Take turns sharing your experiences and listening to the experiences of others, without interrupting others.

(Details) The Well of Deep Time

Transcript of Preamble for Activity:

Before we embark on this inner journey into deep time, lightly close your eyes - if that feels comfortable - and take a few slow deep breaths.

Inhale ... and exhale ...

Inhale ... and exhale ...

Connect to your breath.

Connect with the aliveness of this present moment.

As you inhale, feel the molecules of oxygen absorbing into your lungs.

As you exhale, feel the molecules of carbon dioxide flowing out of your lungs.

With every breath, you are part of the cycle of life.

Part of a cycle that started long, long ago ...

As you settle, imagine you are under a vast starlit sky, standing at the edge of a well.

This is the ancient well of deep time.

Peering into the well, you see a universe of stars swirling in an inviting darkness mirroring the sky above you.

Curious, you slowly step onto the edge of the well, and lower yourself into its dark velvety medium. You float gently on the surface with a sense of complete safety and confidence.

Transcript of the Well of Deep Time Mindfulness Activity

*Sinking a little into the well of time, you reach **800 years** ago, breathing easily and calmly in the inky fluidity that surrounds you. Looking through the darkening water you see our planet, Earth, appear before you floating in space just as she was hundreds of years before the industrial revolution. Peering closer, you see a swirling mantle of white clouds. Her blue oceans are full of an amazing diversity of life. Lush continents are covered with a huge variety of living ecological communities, including rainforests, grasslands, heaths, forests*



and deserts. You sense the qualities of the living web of life; animals, microbes, fungi, plants, rocks, water and atmosphere – all spread across the surface of Earth’s spherical magnificence. A knowing comes to you that at this time she hosts more species than ever. You marvel at how sublimely sophisticated she is at handling this delicate balance of life.

Inhale ... and exhale ... in this living world, 800 years ago.

*Swimming down further into the well of time, you reach **50 million years ago**. Again, Earth appears floating in space before your eyes. You can see that the Atlantic Ocean is nearly half the size, with the continents of Africa and South America closer together. Broad-leaved trees are widespread and many forms of life are diversifying, especially birds and mammals. On the South American continent, there are early forms of armadillos thriving in the tropical forests. On the North American continent, small horse-like mammals are galloping in the grasslands. On the African continent, primitive elephants and antelope roam. In the sky, you see thousands of bird species such as songbirds and loons, which evolved from a single dinosaur group.*

Inhale ... and exhale ... in this living world, 50 million years ago.

*Falling deeper into the well of time, you reach **100 million years ago**.*

Once again, Earth appears before you, but now her continents are even closer together with the Atlantic Ocean narrowed further. You see how the plants have changed. Almost all the herb plants and the broadleaved trees are gone but flowers are common and there are massive ferns and various types of conifer trees. In amongst the plants reptiles dominate, and giant feathered dinosaurs are stalking around. On the ground you spy familiar looking ants & termites. In the air, small dragonflies are dashing about & recently evolved butterflies & moths are skittering about.

Inhale ... and exhale ... in this living world, 100 million years ago.

*Diving ever deeper into the well of time, you reach around **250 million years ago**. This time, Earth appears before you as a single great continent - Pangea. Reaching to the high latitudes on either side of the equator and covering an entire side of the globe, Pangea hosts a diverse array of vegetation. Around a huge central desert, there are large conifer trees with dense plants in many areas. Looking intently, you spy huge salamander-like amphibians and early, primitive reptiles that have laid their leathery eggs in the warm sand of the river beaches. Giant insects that look like dragonflies’ dart through the air, and cockroaches scuttle noisily through the decaying vegetation.*

Inhale ... and exhale ... in this living world, 250 million years ago.

*Plunging deeper into the well of time, you reach **500 million years ago**.*

As Earth again appears in front of you, you notice how different she is. The continents are once again scattered and the plants that covered the land have vanished – now there is only a thin smearing of microscopic organisms on the rocks. Peering closer into the shallow seas, you see a diverse set of armoured multicellular animals - sea scorpions and strange spiral-armed starfish. Sponges sift the nutritious plankton-rich seawater, and tiny single celled organisms hunt for plankton in the light-filled sea. This is the time when primitive sight was first born and when backbones evolved.

Inhale ... and exhale ... in this living world, 500 million years ago.



*Descending further into the well of time, enjoying the sensation of sinking deeper, you feel the water that surrounds you becomes chilled, and at **725 million years ago** you are amazed to see that Earth is now completely covered by snow and ice – like a Snowball – with temperatures plummeting to -50oC at the equator. Only a few ice-free refugees remain in the tropics giving shelter for life. Watching this snowball revolving, you notice she is spinning faster than the present time, with a day lasting just 21 hours.*

Inhale ... and exhale ... in this living world, 725 million years ago.

*Plummeting deeper into the well of time, you reach **1,800 million** years ago.*

Earth's continents are once again widely distributed, with the edges covered with rock-dissolving bacterial communities. In the shallow seas there are also a multitude of larger microscopic single-celled beings, each containing a spherical globule, the nucleus, which hosts their genetic material. The evolution of these nucleated cells was one of the most significant and difficult steps in the history of life, created when different kinds of bacteria began to live one inside the other. These early nucleated cells are the ancestors of all the cells belonging to modern animals, plants, seaweeds and fungi.

Inhale ... and exhale ... in this living world, 1,800 million years ago.

*Dropping deeper & deeper into the well of time, you reach **3,500 million** years ago. Earth is no longer a blue jewel - there is precious little oxygen in the atmosphere. The sea is light green, reflecting a pinkish methane-dominated sky. Gone are the abundant continents, you see only a smattering of volcanic islands scattered like crumbs in the huge green ocean. Now in the upper sunlit reaches of the water there are only bacteria – gone are the nucleated single-celled beings you encountered earlier. Dizzy, you notice Earth is spinning even faster with days now lasting just 10 hours.*

Inhale ... and exhale ... in this living world, 3,500 million years ago.

*Tumbling further and further into the well of time, you pass huge comets and meteorites as they bombard the Earth, provisioning her with water and other key elements that she'll need as the mother of all life. When you finally reach **4,500 million years** ago, you see the scorching Earth as a newly formed sphere of mostly molten rock, with only a thin crust of recently solidified rock on her surface. From your viewpoint in space, you see a massive planet, as big as Mars, crashing into Earth melting both planets and sending shards of molten rocky debris into orbit which will eventually coalesce into the Moon.*

Inhale ... and exhale ... in this world, 4,500 million years ago.

As you dwell awhile in this depth of deep time - a time long before life on Earth emerged - consider the chemical elements swirling in the spinning ball of molten rock before you. Chemical elements that were right here at this very birth of our planet exist today in your body and in those of all living beings. The creation of these chemical elements is found at even greater depths in the well of time, steeped in greater Mystery.

Hearing a bird song from the uppermost reaches of the well breaks the spell of deep time, calling you back to the present moment. Quickly you swim upwards through the long blue-black velvety fabric of time and reach the mouth of the well. Hoisting yourself back onto the edge, you step back onto dry land and gaze again into



the broad night sky, spangled with stars.

Inhale ... and exhale ... in this present living world.

Connect again with the aliveness of this unique moment in time.

Breathe slowly, being attentive to the story of deep time inside you; in the chemical elements that are the foundations of your body, in the multitudes of living bacteria in your guts, in the nucleated cells that power you with energy, in the ancient blueprints of your backbone, in the ancestral eyes that illuminate your sight - you are a living manifestation of the well of deep time. The echoes of the deep past and the interdependence of the living present embody you. And, however we humans name our participation in this unique phenomenon which began so long ago.

Our living planet Nature Creation.... Mother Earth.... Pachamama.... Gaia

- this is your wider body, your greater self, our common home.

Now, slowly open your eyes and take time to gently connect back to the aliveness of this present moment, a momentous gift from the well of deep time.

Reflection: *Coming to the end of this activity, just allow yourself to be still and connected to the elements of nature within yourself and around you. When you are ready, gently open your eyes. Reflect on how you feel different after this meditation.*

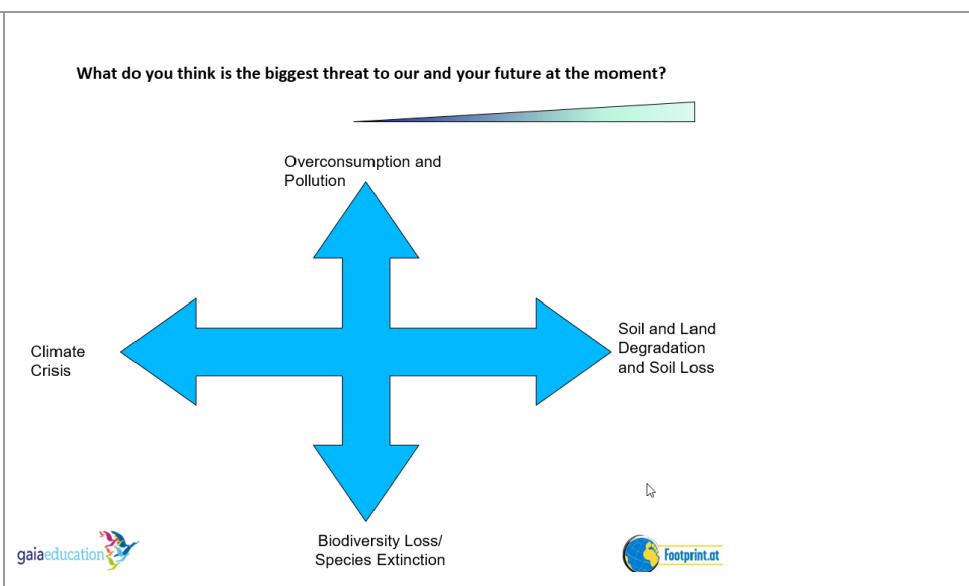
How do you feel emotionally?

How would you describe your sense of awareness and connectedness?

Take turns sharing your experiences and listening to the experiences of others.

Activity 10. What do you think? Sociometric Mapping (Where do we stand?)

Sociometric Mapping	
Why?	<p>Everyone, no matter where they are from or what their life story is, has unique life experiences, some good and some not so good, but all together they have shaped who we are, what we think and feel and what is important to us.</p> <p>However, we do not often share with others what they think about certain topics or issues and often have a limited view and opinion on what other people think about issues, based on their own experiences, knowledge and views. In order to get to know a little bit where other people stand on certain topics and as a starting point for deeper exploration and dialogue it's worthwhile for a larger group of people to map out where individuals in the group stand with their views and experiences.</p>
Aims & Objectives	<p>To get a rapid, visible and embodied overview of a group's knowledge, experiences and views on certain environmental and social topics and make it visible and able to be experienced for all participants.</p> <p>To gauge where a group of people stand on certain topics, where their knowledge (or lack thereof) lies, how diverse or how homogeneous they may be and showing possible leverage points for future focus or for shaping other activities and gatherings.</p> <p>A simple and fun way to get to know each other in a group and provide a possible icebreaker and starting point for further topical discussions related to the activities and workshops provided in the handbook.</p>
Competencies	Curiosity, Justice, Motivation, Compassion
How	<ul style="list-style-type: none"> ● Questions and answers by moving oneself in space to the place of answer which fits oneself best ● Online or offline ● Short essence sharing on why participants placed themselves at certain locations and review of the overall distribution of the group
Dimension/ SDG relation	Overall, with focus on worldview and social; SDG: 4, 5, 10, 16, 17
Materials/ Preparation	<p>Offline: Sufficient space for the participants to move around freely and place themselves in the room at certain locations (dimensions)</p> <p>Online: Pre-Prepared slide (on PowerPoint or other online platforms like Mural, Miro, Flinga, Padlet etc showing the questions in space and where participants can show where they would place themselves in relation to the answers. For example:</p>

	<p style="text-align: center;">What do you think is the biggest threat to our and your future at the moment?</p> 
Time	10 to 20 minutes (depending on the number of questions and length of discussions)
Target group	>11a
No of Participants	4 to ~25 (in online setting unlimited)

DURATION	ACTIVITY - What do you think?
2 min.	<p>INTRODUCTION: We would like to know what you individually and then as a group think about a number of topics we cover in the activities and workshops. You may not have prior knowledge or experience with the topics, but base your answers on your experience and what you think about it at the moment.</p> <p>We will ask a few questions and depending on your answer you should place yourself either along a line (2-dimensions) at a point where which you think best reflects what you think/know or in 4-dimensions (4 different answers available), for the latter you can also place yourself in between 2 or more answers if you think not just one is important to you.</p> <p>With that we will get a snapshot on what you as a group think about certain environmental and social topics and how diverse (or not) the group's views are. (It also helps us as facilitators to shape and mould other activities according to what we see and hear here).</p>
10-15 min.	<p>Example Questions and Answers (Facilitators can ask any other or additional questions which they see fit):</p> <ol style="list-style-type: none"> 1. Do you believe that we humans on earth have a real problem with the overuse of the ecological foundations of life on earth? 2. What do you think is the biggest threat to our and your future at the moment?

	<ol style="list-style-type: none"> 3. What are our greatest challenges for a socially just future? (That everyone is treated fairly, has equal opportunities, can do work of their choice and being paid a living wage, can participate in public life and contribute to society in useful ways etc.)) 4. Have you ever heard of the Ecological Footprint and if so, how much do you know about them? 5. Have you ever heard of the 17 Sustainable Development Goals (SDGs) and if so, how much do you know about them? <p>Once participants have aligned or located themselves for each question, ask a few why they are standing at the location where they are (especially for outliers or where many people come together, or where people are located in between answers). Do this at the end of each question before moving to the next question.</p> <p><i>... details see below!</i></p>
2 min.	<p>Essence Sharing (by Facilitator): Share your own observations on what certain patterns in the answers to the different questions are. E.g. Most in the group seem to think that “our beds are burning” or “our house is on fire”, think that climate change and hunger and poverty are the main threats, but most do not know, or not much, about the ecological footprint or about the SDG - this is exactly why we are here and do these workshops and activities with you. Or whatever you observe that comes up for you.</p>

(Details) What do you think?

What the facilitator will say, in keywords:

Question 1: Do you believe that we humans on earth have a real problem with the overuse of the ecological foundations of life on earth?

Align yourself along a line from what you think sounds mostly true for you (you can also be between two answers as a line is a continuum)

- Anyone who believes that everything is OK on Earth and that people should continue to live as they have done up to now, is at the left end of the line,
- Those who believe that everything is not optimal and that people take more from nature than it can produce, and people produce more waste than nature can absorb, place themselves in the middle.
- Those who believe that humanity has a real problem and that our beds are burning and we need to act quickly, stand at the right end.

Question 2: What do you think is the biggest threat to our and your future at the moment?

Place yourself in the direction where the answer is located which you think sounds mostly true for you (you can also be between two or more answers if you think more than one is important)

- Climate crisis
- Biodiversity loss/species extinction
- Soil and land degradation (degradation) and loss of soil
- Overconsumption (people buy more than they need) and pollution

Question 3: What are our greatest challenges for a socially just future?

Place yourself in the direction where the answer is located which you think sounds mostly true for you (you can also be between two or more answers if you think more than one is important)

- War & Conflict
- Poverty & hunger
- Inequality (within countries and between countries)
- Lack of good infrastructure, facilities, institutions, systems (e.g. schools, hospitals, social system, democracy)

Question 4: Have you ever heard of the Ecological Footprint? If so, how much do you know about it?

Align yourself along a line from what you think sounds mostly true for you (you can also be between two answers as a line is a continuum)

- never heard of it
- heard of it before
- calculated my footprint with an online Footprint calculator
- I try to keep my ecological footprint small.

Question 5: Have you ever heard of the 17 Sustainable Development Goals (SDGs) and if so, how much do you know about them?

Align yourself along a line from what you think sounds mostly true for you (you can also be between two answers as a line is a continuum)

- never heard of them before
- have heard of them
- have been involved in them
- I am involved in them and participate in projects or otherwise.
-

* What YOU (Facilitator) will do: Read or recite the questions and then the answers by showing where the different answers are located in the room (line or directions), so it is clear for participants.

*Participants should move around the room and place themselves along an imagined line or direction according to the answer they most agree with or think is most important to them.

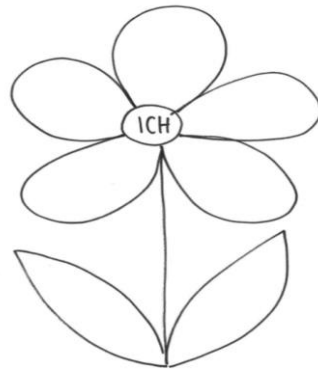
* For conducting the activity online, it needs pre-prepared slides showing one question and the answers per slide, with the question on top of the slide and the answers either on a line (from left to the right-hand side) or in 4-directions (top-bottom, left-right) and participants place a mark (stamp) where they would place themselves (see image below as example).

Activity 11. Exploring Values and why they matter

EXPLORING VALUES - VALUES FLOWER	
Why?	<p>It is scientifically proven that mere knowledge about climate change and its causes does not make people change their behaviour in a more climate-friendly way. On the contrary, the climate crisis must resonate emotionally with people and climate action must become an intrinsic desire and value. Only then will people change their behaviour. The value flower tries to discuss which values are particularly important to oneself and how these can be reconciled with topics related to climate change.</p> <p>Especially adults have difficulties in changing core values. Therefore, we recommend working with what's already there and find a way to connect existing values enthusiastically with climate protection and a sustainable way of living.</p>
Aims & Objectives	<ul style="list-style-type: none"> ● To reflect and focus on our core values. ● To find the relation between our values and climate protection as well as sustainability. If this relation is identified, it is way easier to change the behaviour in a more climate friendly and sustainable way. ● Motivate participants to change to a more climate friendly and sustainable behaviour.
Competencies	Curiosity, Justice, Motivation, Compassion
How	<ul style="list-style-type: none"> ● Introduction of process and activity ● Filling in the value-flower: What is very important to me? ● Brainstorming: Which of my values are particularly amenable to climate protection? ● Discussion and reflection of the brainstorming in small groups ● Reflecting the overall learning in the larger group ● Sharing with the community after end of activity
Materials/ Preparation	<p>Offline: Template "Value Flower", pens and pencils</p> <p>Online: Template "Value Flower" maybe on an online drawing board like Miro or Mural or similar tool.</p>
Time	~60 minutes
Target group	>12a
No of Participants	4 to ~25 or more (online number unlimited)

Duration	ACTIVITY - Values Flower
5 min.	<p>INTRODUCTION – framing of exercise - We are introducing the idea of having multiple selves related to different contexts (private or business setting, being a parent, a child, a member of an association...). Each dominates differently depending on the dominant setting and context. But all together they compose our whole identity. The Value Flower is presented on a screen, each pedal can represent one aspect of our identity.</p>
30 min.	<p>WHAT WE WILL DO - Each participant receives a sheet with an empty Value Flower drawn on it (or has access to it online in whatever format is most suitable). They are invited to first reflect alone on the following questions:</p> <ul style="list-style-type: none"> ● Which aspects and values of my identity are most important to me and why? ● Which of those values can best be translated into climate and sustainability action or can be most enthusiastic about climate protection / sustainability in general? How and why? <p>After reflecting alone for a few minutes, small groups are formed (3-5 per group offline or online break out groups). Everyone presents their individual findings and discusses them with each other (where everyone in the group should have a turn in speaking). Ideally, they can inspire each other to identify additional values &/or translations of their values into climate & sustainability actions.</p>
5-10 min.	<p>In a plenary/whole group discussion, the participants can be invited to reflect on their values, and on which needs and wishes they are based on. Also, there can be a discussion on how those needs and wishes can support getting active and start climate and sustainability actions.</p>
After activity (Asynchronous)	<p>Sharing with the community: Particularly if the activity is done asynchronously the value flowers can be shared online on the YINT Forum and ask participants to comment on flowers of one or two other participants by an agreed due date and facilitator reviews all stories and comments on them by an agreed date.</p>

Template of Values Flower



Activity 12 Harvesting the Gifts of Ancestors

Activity 12 Harvesting the Gifts of Ancestors

Intro & explanation 10 mins

Harvesting Gifts of Ancestors exercise (40 min)

Quiet time / Integration (10 mins)

Reflection & Debrief (30 min)

EXPLANATION: This exercise is a nomadic journey, like our ancestors, and the first people of this land, we'll be revolving around a central point, so find a place to start, we'll be like spokes on a wheel. We will move us back in time then we will stop and move back forward. This is a journey that reminds us of the expanse of time we occupy, our journey as a species, on earth. It helps us remember that the industrial growth society is simply a blip on the grand scale of our experience on earth. As you walk, keep your eyes half open, to allow you to see enough but also to allow your imagination to give you a different type of vision. If you bump into each other gently relocate into the flow of the group.

INSTRUCTION SCRIPT: (please adapt to context of locality and participants) From this present moment on (add in the date) you begin to slowly move backwards in time, move back through the events of the day ... to your waking up this morning, keep walking back through this last week, ... the last month, ... times at home, at work, ..in your wider community, ... move back through the months to the start of the year, ...now you ware walking back through the last year, through it's seasons and encounters... Keep walking backwards through the decades of your life, see the journey, perhaps the loss of someone close, perhaps the birth of a child, or children, ... Encounter again the relationships, the passions, adventures.....You are moving back through your young adulthood, teenage years, their hopes & heart aches... You are entering your childhood, seeing the places and faces you knew, sensing the radiance of the child you were. You are growing smaller, being carried in arms.....You are back in your mother's womb, approaching the point of your conception in this life..... What is alive in you did not being at conception ... so step back into the lives of your parents, that man and that woman, who found each other, whose union gave your life,... Move back through their lives, the work they did, the struggles they faced, the mistakes they made, joys they knew. You are moving through their teenage years, childhood, infancy, their birth, back to the wombs that bore them..... Continue walking back, back into the lives of your grandparents and your great-grand parents, back through this century of wars and explosions of technology, back before the automobile, before telephones & electricity..... See the shadows of candles, into the lives of ancestors whose names you no longer know, but of whom a gesture, a smile, turn of the head lives on in you, moving back along this river of life, back through the industrial revolution, through the factories, and teeming city streets, into lives of your people, some uprooted from the land into sweatshops, mines, armies...

You're moving back into harsher, simpler times, marked by the seasons, Walking back through the lives of men and women, peasants and scribes, philosophers, artisans, thieves, beggars, convicts, prison guards, servants, royals,... even then they carried you within them like a seed, they are your ancestors..... Back through times of torment, plagues, burnings, millions of women and men tied to stakes, your ancestors perhaps both victims and persecutors..... Enter as well the lives of ancestors versed in the

ancient healing arts, .. with eyes like yours, hands like yours, baking bread, gathering herbs, ministering to others.....

You are passing back through the rise and fall of entire civilizations, thousands of years passing, the first cities emerging from our activity on earth. You move back before the days of empire, before the land was tilled in parcels that were owned..... Back to earlier nomadic times, tribes in forest dwellings, you are walking back through the thousands of years when earth provided wild boar, berries, roots, through a time unmarked by wars..... Enter into the long treks, migrations of our ancestors' crossing continents, voyages on rafts, long marches in the ages of ice, ... Back through the millennia you walk with them to your beginnings, 80 thousand years ago, here on this continent, and a million years ago, in the heartland of Africa, can you remember, looking out over the savannah?

And now you stop, with the very first ones, you stand at the edge of the forest. PAUSE now, looking out over the horizon, the journey of your people lies ahead. You cannot imagine what it will bring or the challenges you will face as a human species. (PAUSE 1 MINUTE)

Begin to walk forward on that journey now, retracing your steps, returning through time. You came from an unbroken line of survivors and each has gifts to bestow. Open your arms and hands to receive these gifts, gather them in (it may be helpful to make physical gestures to receive these offerings) These people are giving you the texture of your skin, the shape of your back, the marrow of your bones. They give to you courage and strength and endurance as they travel through the land, hunting, playing, making babies, dying.....Take these gifts, take the joy of children splashing in a stream 30 thousand years ago, coming forward through the years, harvesting the gifts of your ancestors, receiving what they offer, receiving all you need.....Walking up through the centuries, see the trust in the eyes of the children, the passion in the eyes of the young, See the wisdom in the eyes of the elders, Receive these gifts.....Receive the creativity of your ancestors, making tools, weaving cloth, building homes. The compassion of your ancestors, caring for the injured, praying with the dying, that too is for you. Know their love of beauty, music of a flute coming from the hills, hands carving jewellery, feet dancing to the rhythms of drums. Receive that celebration as their gift to you..... Know the intelligence of your ancestors as they track the movements of the stars, learn the ways of the plants and animals, share their dreams and hold councils to choose the wisest action, receive this as their gift to you.

Can you sense the love that burns in your ancestors? Their devotion to their families, their land, Receive this love of kin and earth as their gift to you. Relish their wit and humour, your ancestors' jokes and jibes as they work together, the banter of young couples, the merriment of festivals, receive their laughter, see them passing this on to you. Your ancestors have gifts from their suffering too, courage, resilience, stubborn perseverance, survival. Receive these gifts from your ancestors..... moving forward through the centuries, receiving all the gifts they offer you You are now entering the 20th century, and the lives of your grandparents, and your parents, receive the gifts of the faces familiar to you, that strength of your parents and especially the greatest gift they gave you, your own life to live. Move forward through the years of your own life, accept the gifts of your own experience, your appetites, your sorrows, your fierce caring for the world. **Be GRATEFUL, GRATITUDE FOR ALL THIS ABUNDANCE.**

Coming now to this present moment, you stop, you are once again on a brink of time, you cannot see clearly the way ahead or imagine what will be asked of you. But you do not go forward empty handed, the ancestors who loved and tended this earth, and cared for each other, survived together, they offer you the strength you need now to do what needs to be done, so that their journey and yours may continue.

Long pause, sit if they choose, a few moments of inner reflection..... if you feel moved, when you're ready, open your eyes, and see the people around you, your fellow humans on this journey, if you want,

you can gather with a few others to share verbally or nonverbally how this journey was for you, and what it meant to you. If you want to be alone, that's ok. Do what feels natural. Write down or share the gifts you have received.

REFLECTION & DEBRIEF

Gauge the energy of the group at the end of the session. Good to have a break before reflecting on the exercise. Reflection in twos or threes first. How did you feel during this exercise? What did you learn? What gifts did you receive? How will they help you?

Hear a few voices into the big group.

Synthesise responses into wisdom of elders, interconnection & continuity.

TIPS

- Good to have binaural background music or rhythmic drumming in contemplative exercises particularly recommended for Harvesting Gifts of Ancestors. If there are musical students they could contribute to appropriate music or drumming. At the minute's pause the music / drumbeat should stop and start again as they start walking forward in time.
- Deep sharing works best when trust has been built in the group. To build trust some kind of group challenge exercises could be held prior to this session.

References: Work that Reconnects - Joanna Macy

Activity 13. Share a life story

Share a Life Story you have experienced, which you find interesting, worth sharing, letting others know about, what has impacted you (for better or worse)

Why?	We all come from different backgrounds, upbringing, from different cultures & have many life experiences, good and not so good, but these have influenced us in one way or another, and contributed to shape who we are today. Hence, in order to connect with others and get to know and understand what made others who they are today, we share stories, stories about our experiences, which can provide a basis for understanding, connection, empathy and compassion and can show us shared values, but of course also differences, but provide for a diversity of being and acting in the world. Telling stories is as old as human language and are the basis for understanding each other and the foundation for cooperation, and together with trusting each other it can create what is needed to tackle future challenges together.
Aims & Objectives	Connecting with others through stories, and particularly life stories out of personal experiences, provides a basis to create trust and understanding of others. Personal stories show the diversity of our experiences, and can support mutual learnings and development and may help to overcome some prejudices. By sharing personal stories, we can connect more deeply to each other and begin to understand others, despite maybe significant cultural and other differences, through connecting to the humanity within each other. Sharing stories can be an opening avenue and level of showing a bit more of who we really are, what moves us, what inspires us, what concerns us and what we may hope for. Sharing our stories are sharing our love, struggles, fears, joys and sorrows on a level playing field so that we can be seen as who we really are. Provide a room & venue that is safe for sharing without fear and prejudice.
Competencies	Curiosity, Justice, Collaboration, Compassion
How	<ul style="list-style-type: none"> ● Provide framework for sharing stories (including listening and non-responses) ● Self-reflective time to compose a life story (2 to 3 minutes long) ● Share stories either in full circle (or smaller groups 8 or less) or smaller sharing circles (of 3) to share their stories ● In a larger circle share, some of the experiences and emotions which came from this activity (without sharing the stories)
Dimension/ SDG relation	Worldview and Social: SDG 3, 4, 16 & 17
Materials/ Preparation	<p>Offline: Sufficient space for groups to form Triads (if more than 8 participants, otherwise you can stay in a larger group) so that conversations can take place without distracting each other;</p> <p>Online: Break out groups of 3 persons each</p>
Time	30'-40'
Target group	>11a
No of P/pants	4 to ~25 (in online settings unlimited with breakout rooms)

Time	ACTIVITY - Share a Life Story
5 min.	<p>INTRODUCTION: What you Say: All of us have gone through many experiences in our lives, many small, some not so small, some worth remembering, some less so, but our life stories will stay with us, they shape us and have contributed moulding us into who we are today, where we are, what we do, how we act, what we may think and feel and so forth. As humans we tend to share stories and have been doing so since language emerged a long time ago, but this exercise is not just about exchanging information, but also about connecting with others, so that we can work together and achieve things together, which we would never attempt to or be able to achieve on our own. So, in order to do that I need to know the others I would like to cooperate with, not just to get along with but to be able to trust, predict, rely on others, know their strengths and weak parts, so we can come together for whatever aims we set ourselves. Hence, sharing stories from our life experiences is sharing part of ourselves, part of who we are and it allows us to connect into the thinking and feeling of others.</p> <p>Therefore, in this activity we will share stories from our life's experiences. Stories which in the first instance we are willing to share with others that are important to us, stories that may have shaped us and contributed to who we are now.</p>
5 min.	<p>Reflection: Each person should reflect on a life story and experience they have had and which they are willing to share with others. The story should be able to be told within 2 to 3 minutes (hence stay to the important parts of it - keep it short and simple) and told in a concise and understandable manner. It can be any kind of story you can recall from your life that you would like to share. They should (if they wish) write down a few key words about the story they want to share, and make a simple drawing of it.</p>
15-20 min.	<p>Group Sharing: In small groups (less than 8 participants) stay in one group and everyone can share their story for 2 to 3 minutes. Sit in a circle and each person speaks in turn, starting somewhere in the circle and moving around the circle. You may use a talking stick (any kind of item you choose), where the person who holds the talking stick has the word and should not be interrupted, only listened to. In larger groups, divide the group into triads (groups of 3) and they should sit together, but in a way so that different groups do not distract each other and share their stories in turn. One person starts and shares for 2-3 minutes and others only listen and then switch to the next person (facilitator reminds participants when to switch). Online: Send participants into break out rooms of 3 (triads) & they should share their stories with one person starting & others only listening, after 2 to 3 minutes moving to next person (send reminder notice)</p>
5-10 min.	<p>Reflection & Feedback: Once sharing has completed and everyone has had a chance to share their story with others in the group, return to the whole group (in a circle) and collect some reflections on how this sharing was, how participants felt about it and what it may have "triggered". Thank the group for sharing and remind them that what has been shared here, stays here, within the group, and will not be communicated to anyone else outside this group.</p>
After activity	<p>Sharing with the community: Remind participants that they can, if they so wish, post their vision (in whatever form they have created it or continue to create it after the workshop) on the YINT Forum to share it with others.</p>

Appendix 6 - Additional Economic Activities

Additional Economic Activities - Theme A Economy Workshop 1	
30 min	Neotopia
10 min	Group Discussion: Diminishing our Wants or Augmenting our Needs Is Franklin right or wrong?
30 min	Role Play: Happiness Flight to Ganymede: what would you do to keep your team in a good mood?
30 min	What research is good for measuring happiness
20 min	A letter just for you – Write a letter to you. When you are 50 years old, you will read it

Neotopia – would it be paradise or hell

INTRO/FRAMING: In 2002, Manuela Pfrunder, a Swiss graphic artist (she designed banknotes for Switzerland) wrote a book – called “Neotopia”. She describes the idea of an absolutely equal world. In summary: Sustainability means that everyone should have a good life, including future generations. Market economy may also think this way: it wants to give everything to as many people as possible. However, we should reduce environmental pollution so future generations can eat the same types of apples as we do, and much more. Does this presuppose that everyone has the same conditions? This is not the case at all, from the beginning of life: one dies of malnutrition at the age of 3, the other lies on down pillows and can enjoy hot chocolate.

INSTRUCTIONS:

Step 1: Group Discussion: Guiding Questions:

What would the world look like if everyone had the same conditions?

What would our world look like if we are serious about justice and create the same conditions for every newborn?

Facilitator input / emphasis guide group discussion towards

- Answering these questions forces us to redesign the earth: let us put the world in order.
- The result is a utopia-graphic atlas of the finished creation, an apocalypse of justice.
- To give every earth citizen the same start, we have to redivide the world.

If we add up everything that exists, the land area for each human being is 291.5 metres by 291.5 metres. Of this, 29% island, dry land. Everyone owns 8100 m² of forest, 5329 m² of meadow, 2600 m² of arable land and 1225 m² of cultivated land. Link to Ecological Footprint in gm².

Step 2: Atlas of Equitable Distribution of the World <https://theindexproject.org/post/neotopia-atlas-of-equitable-distribution-of-the-world> This map illustrates how it would be if we succeeded in eliminating all differences: In its latest version, the earth is illuminated by 6 suns and thus the climate zones are eliminated. The prerequisite for a just life, for property without differences. Instead of the known world map, a grid of 6 billion plan squares is created, distributed as islands over the ocean, evenly illuminated by the suns.

- Every 60 days we drink coffee in the future.
- 60 days a year each person suffers from hunger.
- Meat production is 8.5 kg per year.
- Every year, an area of 16 m² of rainforest is cleared per capita. We have 187 years of rainforest left.
- The production of the Coca-Cola company is enough for 0.5 dl of drinks per day and person. But the most consumed drink is tea.
- 8 months and 4,5 days a year we live without running water.
- 13 weeks of the year we have no clean drinking water.
- We smoke two cigarettes a day, even three on weekends.
- The probability that we will be canonised or beatified after our death is one in a million.
- Each country is in debt to the tune of \$ 333, but the support provided by the United Nations and other major aid organisations is only \$0.205 or \$0.177.

There is a multiculture in which everyone believes everything. Every single person has the right to own land, they do not own it but have the right to inhabit it. The average life expectancy is 67 years. If everyone was equal — we would spend

- 5 months as refugees, 2 months as children.
- 14 years we are unemployed.
- 6,1 years we own a refrigerator,
- 5 years we have a car,
- every 15 days a daily newspaper,
- every 4th day we can watch TV

Step 3 - Guided Visualisation:

There was a time when only one sun shone on the earth, elsewhere it was so hot that only dust appeared on the surface. By rotation of the earth day and night changed. People were asleep at that time. One human life was never enough to visit all landscapes. Food was also distributed differently, people had different lifestyles. In time, people travelled great distances. As they travelled, they discovered that other people had other things. They took things with them. A huge mess was created. People recognized the otherness and tried to get the things of others. Goods were transported first by animals, then by aeroplanes. Everyone took everything home, so that soon every uniqueness was distributed in every place on earth. In the end, even the sun was shared. People changed from chaotic to orderly distribution of possessions - in the end everyone had the same amount of everything. On the earth it has become quiet, all live in the certainty that there is nowhere something which they themselves do not possess. Everything is distributed - what is found, what is created, and now we see what we possess: little in shoes, much hunger, hardly any coffee, and now and then soap. Neotopia is finished, and with it we have arrived at the beginning. For now, after things, would come the distribution of what is intangible: beauty, talent, stupidity, character, kindness, & love. But what would prevail in this next world if we push justice even further? What would everyone have more of in the end: good or evil?

REFLECTION & SYNTHESIS: Group discussion: What would prevail in this next world ?

If future life had 'equitable distribution' what would it look like?

REFERENCE <https://theindexproject.org/post/neotopia-atlas-of-equitable-distribution-of-the-world>

https://www.ietm.org/en/system/files/publications/mental_mapping.pdf

Note: Data from this summary is from 2000 a download version is available (German / English)

http://neotopia.ch/neotopia_print_CMYK.pdf

Group Discussion: Diminishing our wants or augmenting our means?

INTRO/FRAMING: Benjamin Franklin, one of the founders of the USA, once said:

" There are two ways of being happy: we may either diminish our wants or augment our means..."

Consider what makes you happy? A new smartphone; some new clothes? To get these you have to augment (increase) your means so that you have the money to buy them. Or are you happy when you know you don't need something? If so, you already diminished your wishes. Advertising tells us: buy, and you are happy! Great thinkers, for example Diogenes (that is an old Greek who lived in a barrel) said. "You are happy when you have no desires".

<https://www.themarginalian.org/2013/01/17/benjamin-franklin-on-true-happiness/>

INSTRUCTIONS:

Step 1 - Discuss in small groups

Q What makes you happy?

Q. What are basic needs and what are wants?

Q Are you happy when you don't need something?

Q If you buy material goods like clothes or smartphones how long are you happy for?

Q What is needed for a good life?

Step 2 - Group Discussion: Discuss the topic in the entire group and collect arguments on two flip charts: On the one you collect all the arguments, why it makes us happy to possess more, on the other, why it makes you happy, if you are able to waive.... You may work with cards or someone is taking notes. Then discuss the results - and mark points everybody agrees.

REFLECTION: Post reflections on the YINT forum and comment

Role Play: Happiness Flight to Ganymede:

INTRO/FRAMING: Recap: Activity Mind Experiment: Spaceship trip to Ganymede)

What would keep your team in a good mood during the Ganymede Spaceship trip

Note this is a follow up activity to Ganymede.

INSTRUCTIONS:

Step 1: Prep for Role play: The flight to Ganymede is a very, very long journey, 9 months one way. On this journey, more resources were used on the way there than planned. **One reason could be that the team was simply bored.** When we are bored, we go shopping and consume resources, such as energy or luxury food - just for fun. Don't get me wrong: we all should have a lot of pleasure and fun. But it is a problem, if we waste resources, "just for fun"..... On the way back, there were far fewer resources available. What can we do to make the mood good? That the team is happy without consuming additional resources?

Let's play a role play, these are the roles:

- Commander: he/she is responsible for the entire flight & is stern and rarely laughs. He/she believes that if people work a lot, they are satisfied, so you have to give them as many tasks as possible.
- Scientist: he/she always has new ideas, but often absent-minded. He/she loves reading thick books or listening to lectures. He thinks the mood is good when people have the opportunity to learn new things and thinks a space capsule school would be a good idea.
- Pilot: He loves technology, is fascinated by all the computers and machines on board. He often behaves like a child, likes to laugh, and is happy when he tells us how powerful the engine is. He thinks people are happy

when they can try out themselves in a simulator, how the rocket is flown in the simulator. They could even forget to eat...

- **Cook:** he/she thinks food keeps body and soul together. He/she loves to enjoy food and thinks good food is needed every day. He/she wants to cater to everyone's wishes as far as possible: one day he/she cooks vegan, the next there's ethno-food, then a day with sweets
- **Team leader:** is always there for the team and believes you should do as much as possible together. That's why he/she likes to organise role-playing games or sports events: he wants to play ultimate frisbee in zero gravity
- **Psychologist:** He/she thinks the most important thing is for people to find themselves. Therefore, they suggest meditation or fantasy journeys every day. He/she likes to play quiet music and ask everyone to close their eyes and dream about what it will be like when they get back home.

Step 2: Role Play:

- **Divide into 6 groups:** Each group allocated a role and prep time (10 mins) where they consider suggestions from the perspective of the given role on how to save resources.
- All suggestions are welcome. Please keep in mind: it's a role play, the arguments need not be your personal opinions, they are "role-arguments". Each group allocates a speaker.
- Allocated speakers in front (or online forum) and others are the audience.
- (i) each speaker presents from their perspective how to keep morale up when there are limited resources.
(ii) each speaker responds to questions from the audience.
- An allocated person writes down the arguments on a flipchart, a pinboard.

Step 3: Vote for the best way to save resources and keep everyone happy. Everyone has two votes: one for the best way to have fun, one for the best way to save resources.....

REFLECTION: Discuss results in group

TIP: Helpful to consciously 'derole' at the end of the session

What research is good for measuring happiness - Human Development Index

INTRO/FRAMING: Human Development Index (HDI)

Sustainability requires a careful use of natural resources: if we cut down more trees than grow, if we use fossil energy that is not renewed, we live at the expense of nature, at the expense of future generations. We discussed the importance of a responsible and fair use of resources in the ecological dimension - remember the trip to Ganymede. Sustainability is not just about saving resources (although this is most important): It is about a *good life for all people* - also for future generations. There is a very important measure for the social dimension of sustainability: **namely the Human *Development Index (HDI)* that offers a way to measure what a good life is.** It was developed by Pakistani economist Mahbub ul Haq in 1990. Al Haq is one of the most important scientists, his work was ground-breaking in understanding human development. He used to write scientific books - that were read by experts only. He found this circumstance completely unsatisfactory, he simply wanted to make it understandable what poverty or prosperity meant. Haq believed that a simple composite measure of human development was needed to convince the public, academics to improve human well-being in a proper way. Income alone is not a good value: if someone has money but is ill, that person is poor. Equally poor is someone who cannot attend school. And of course, money is needed to pay for food, housing or clothing. Al Haq invented an easy-to-understand measure - for all of us, for me and for you. **Al Haq considered:** for good development, education, health and income are necessary.

Using a complicated formula, he calculated a simple number: the HDI:

- The best possible value is 1: everyone is rich, lives 100 years and has a university degree.
- The worst value would be zero: everyone dies young, has no property and no education.

This number is published for every country in the world by the United Nations. Countries like Switzerland, Singapore or Austria rank at the top. Countries like Ethiopia, Burkina Faso or Niger have a very low HDI.

INSTRUCTIONS:

Step 1: Explore UNDP HDI site: (5 minutes) & watch the intro video (in groups or individually)

<https://hdr.undp.org/data-center/human-development-index#/indicies/HDI>

Step 2: Compare five countries e.g., where you live, where you have friends or family members, country you are interested in include Global North & South. (Can be individually or in groups.)

Step 3: Full Group Brainstorm: Considering your research let's share thoughts on —

- Is everybody happy, who has money, is educated and healthy?
- Are people in countries with a high HDI happier than people in countries with a lower HDI? Can be posted on a Miro board online and/or discussed in big group

Step 4 - Synthesis (facilitator) draw from learnings and emphasise key points:

- if basic needs are not fulfilled it is hard to be happy.
- Happiness also depends freedom, friendships and meaning in life
- In wealthy countries, there are many people who are unhappy with high rates of Depression, alcohol and drug abuse, suicides are unfortunately common
- Remember, sustainability is about a good life....

Step 5 - World Happiness Report Mini Lecture: <https://worldhappiness.report/>

Consider asking people how they feel, whether they are happy. This is exactly what the "Sustainable Development Solutions Network", an initiative of the United Nations is doing. Since 2012 the results have been published annually in the World Happiness Report. The robust and complex evaluation criteria includes the Human Development Index, social cohesion, free development of personality, generosity and the Corruption Perception Index <https://www.transparency.org/en/cpi/2021> There are very big differences between Happiness Report and HDI: Turkey, for example, ranks on the 48th place in HDI, but only on the 93rd place in the World Happiness Ranking.

Step 6 Check out the website: <https://worldhappiness.report/> Click on "country rankings".

As above, compare five countries of your interest. Choose some countries from the global north and some from the global south. What might be reasons for differences?

Step 7: Break out discussion: **A country you would like to live in....** Let's find some criteria that makes life in a country happy! Write some criteria in a chat, at the end reflect the chat protocol: Of course, everybody has a different view of what makes him/her happy - and that is all right. But let's find some points that we all agree on.

REFLECTION: Reflect the results in a plenary group.

TIP: This exercise works well as blended or online learning.

A letter to your 50-year-old self!

INTRO/FRAMING: Write a letter to yourself about what you learned in this workshop and how you hope it will impact in the future. When you are 50 years old, you will read it. A letter written to you to be read in the future is an excellent exercise to reflect, what affects our current behaviour will have in the long term.

INSTRUCTIONS:

Step 1: Everyone to reflect on the whole workshop (or series of activities)

Note to facilitator: This can be done as a group or individual reflection with an emphasis on reviewing & applying what has been learned towards pathways for action.

Step 2: Write a letter to your future 50-year-old self about what you have learned in this workshop & how it could impact in the future.

Step 3: (optional) If participants would like to share or read a part of their letter or you read some parts anonymously or they can post key phrases online forum

Step 4: Put the letter in an envelope, seal it and take it home.

TIP: This exercise is useful to reflect on a whole workshop or series of activities. Please keep in mind that provided information and discussions have to be thought about & reflected in order to absorb deeply and develop attitudes. Give enough time, even if it is just a short letter.