UNESCO GAP PN4 FLAGSHIP PROJECT

ESD Leadership Training Script

Developed by Earth Charter International

UNESCO Global Action Programme on Education for Sustainable Development

United Nations
Educational, Scientific and
Cultural Organization · Sustainable Development Goals

United Nations
Educational, Scientific and
Cultural Organization · From the People of Japan

Introduction to Facilitator's Guide

This training script serves as a guide to facilitate this Education for Sustainable Development Leadership Training programme. The training is designed for young people aged 18-35 who are active leaders in sustainable development in their communities and regions.

The script is meant to serve as a resource and guide. While the script can be used conduct a complete training, it should be adapted according to the local context (including local issues, solutions, stories, etc.) and the dynamics of the group. Facilitators are also welcome to use and adapt the various Modules and Sessions to be used in conjunction with their own training programmes.

Global Action Programme on ESD

As a follow-up to the UN Decade on ESD (2005-2014), UNESCO launched the Global Action Programme on ESD (GAP). It focuses on generating and scaling up ESD action at all levels and in all areas of education, and in all sustainable development sectors. The GAP has five Action Areas, one of which is dedicated to mobilizing and engaging youth who are recognized to be integral to the success of the GAP.

This ESD Leadership training script is the Flagship project of the GAP Partner Network on mobilizing and engaging youth. It seeks to:

1. Build the capacity of young ESD leaders, and

2. Build a youth-led ESD network for exchange and collaboration

Methodology

This curriculum is based on a participatory and collective learning approach. Facilitators are meant to co-create and hold a learning space where participants can experiment, lead, dialogue, challenge, and reflect. The curriculum incorporates a variety of methods-- presentations, videos, dialogue, role play, reflection, and group exercises—to stimulate visual, auditory, kinesthetic/tactile and emotive learning. While some activities have been specifically designed to build community or model a facilitation technique, these objectives are integrated into every part of the training.

Structure

The curriculum incorporates online and in person training tools to maximize learning with fixed resources. The training begins online with a webinar and online session allowing participants to meet one another and establish a common conceptual foundation before receiving the in-person training. Participants will then come together for the two-day in person training. They will finish with another online session and webinar to give continuity to the group and the training goals.

- Module 1: Foundation for ESD Training   Pre-session Online
- Module 2: ESD Paradigm Shift   Two-day Workshop, Day 1
- Module 3: ESD Tools   Two-day Workshop, Day 2
- Module 4: ESD Action and Monitoring   Post-session Online

A structure of the four modules is provided below as well as a detailed agenda in Appendix 1: Detailed Agenda.

ESD Leadership Training Structure

Session	#	Topic	Duration
Module 1: Foundation for ESD Training			
Pre-session Online			
Session 1	1.1	Live Video Call: Introduction to Training	2 h
Session 2	1.2	Online Foundations Session: Introduction to Sustainability	4 h
Module 2: ESD Paradigm Shift			
Two-day Training, Day 1			
Session 1	2.1	Welcome and Introduction	60 min
Session 2	2.2	Education for Sustainable Development	45 min
Session 3	2.3	Systems Thinking	60 min
Session 4	2.4	Conflict Transformation	75 min
Session 5	2.5	Leadership	90 min
Session 6	2.6	Closing Reflection	60 min
Module 3: ESD Tools			
Two-day Training, Day 2			
Session 1	3.1	Welcome and Warm-up	60 min
Session 2	3.2	Visioning	60 min
Session 3	3.3	Communication/Facilitation	120 min
Session 4	3.4	Networking	90 min
Session 5	3.5	Closing Circle	75 min
Module 4: ESD Action			
Post-session Online			
Session 1	4.1	Online Session: Implementation & Monitoring	6 h
Session 2	4.2	Closing Video Call: Next Steps	2 h

MODULE 1: FOUNDATION FOR ESD LEADERSHIP TRAINING (ONLINE)

Module 1 is an online Module designed to introduce participants to one another, explain the basic goals and flow of the training, and build a shared foundational knowledge of sustainability. This time and work is spent before the workshop in order to deepen and accelerate the pace of learning and community building during the two-days spent together in person.

Module 1 contains two sessions:

- Session 1.1 Introduction to Training is a live video call/webinar to welcome participants and introduce them to the training.

- Session 1.2 Introduction to Sustainability is an online foundational course in sustainability to provide a common knowledge base before the two-day workshop.

Session 1.1 Introduction to Training

1.1 Introduction to Training			
Time	Content	Method	Objective
2 hours	Welcome, Introductions, Expectations and Preparations	Webinar/Live Video Call	Introduce training logistics and objectives and start building relationships

Preparation:

1. In preparation to facilitate the ESD Leadership Training which is a UNESCO GAP Flagship project, consider reading the UENSCO Roadmap for Implementing ESD and the GAP website:

- UNESCO Roadmap for Implementing ESD (UNESCO, 2014)

- Website: Global Action Programme on ESD (UNESCO, 2016)

2. Select a webinar or video call platform. Zoom and GoToMeeting are paid options, while Google Hangouts is a free option.

3. At least two weeks prior to the call, send participants an invitation for the time of the call, instructions on how to join the call, and instructions on how to troubleshoot their microphone and camera before the call. These instructions will vary among platforms, but can be usually be found on the webpage of the service provider.

4. One week before the call, send participants a reminder email with the same information as the previous email.

5. Several days before the call, go through the powerpoint (See: 1.1 Pre-session Webinar) and make adjustments according to your specific workshop: update the online platform information, the workshop timeline, etc.

6. Several days before the call, test the platform you are going to use. Test your video, microphone, presentation, and get accustomed to the different features. Many paid services offer video tutorials on their websites. If possible, have a colleague join to learn and test the platform who can help co-facilitate.

7. One day before the call, send participants a reminder email with the same information as the first mail.

Instructions:

1. Thirty minutes before the call, sign in to the platform to make sure that everything is working properly. If possible, have a colleague join to co-facilitate so they can answer questions or help people with issues while you carry the group forward.

2. At the time of the call, turn on your video camera or share your screen to the first introductory slide of the powerpoint (See: 1.1 Pre-session Webinar). Once most of your participants have joined, welcome everyone and explain the basics of how the platform works (turning audio and video on/off, asking questions, etc.). If your platform allows, consider recording the session for those who could not attend.

3. Share your screen and present the powerpoint (See: 1.1 Pre-Session Webinar). While you follow the powerpoint and facilitate, have a coworker available to answer participants questions to assist with technological issues.

Session 1.2: Introduction to Sustainability

1.2 Introduction to Sustainability			
Time	Content	Method	Objective
4 hours	Intro to Sustainability & SDGs	Readings, videos, reflections, discussion forum	Establish common ground knowledge on core topics

Note:

The aim of this session is to provide participants with a foundational knowledge in sustainability so that they arrive to the in-person training prepared to delve into ESD. The session is designed to take participants 1-2 weeks to complete. Participants should begin this session 3-4 weeks before attending the workshop, anticipating that some people will likely need an extension.

Preparation:

1. Select your preferred online platform. Moodle (www.moodle.com) is one free, open-source option to conduct online courses. If there is a lack of comfort, time, or ability to prepare content in an educational platform, create a private facebook group. This won´t offer the same features as more professional platforms, but will still allow participants to read content, watch videos, download files, and discuss as a group.

2. At least one month before the workshop, upload the content found in the word document **1.2 Introduction to Sustainability** on your preferred online platform.

3. Register participants in the online platform.

Instructions:

1. Send participants log-in or access information specific to your online platform.

2. Send participants instructions to navigate the platform (these are often provided by the platform provider) and give a date by which participants are expected to have completed the course.

3. Monitor the activity of participants. If you see someone has not entered the platform or completed the course by the stated deadline, contact them individually to offer support.

4. Read the discussion board and respond to questions, summarize key points, ask deeper questions, reply to comments, etc. with the purpose of keeping the conversation lively, interactive, on point, and meaningful.

TWO-DAY IN-PERSON WORKSHOP

After completing Module 1 online, participants will come together for a two-day intensive workshop. The first day will be dedicated to Module 2: ESD Paradigm Shift. This module uses transformational pedagogies to shift and expand participants mindsets. Module 3: ESD Tools, will then build upon this new paradigm, providing participants with tools to use to Educate for Sustainable Development.

MODULE 2: ESD PARADIGM SHIFT (DAY 1)

Module 2: ESD Paradigm shift uses experiential learning to reconceptualize and reinvent traditional concepts and frameworks which better serve us in our aim to build more peaceful, just, and sustainable societies.

Module 2 contains 6 sessions:

2.1. Welcome and Introduction

2.2. Education for Sustainable Development

2.3. Systems Thinking

2.4. Conflict Transformation

2.5. Leadership

2.6. Closing Reflection

Session 2.1: Welcome and Introduction

2.1 Welcome and Introduction			
Time	Content	Method	Objective
9:00 – 10:00	Welcome and Introductions	Dialogue Circle and Icebreaker	Introduce agenda and objectives, build learning community, and model facilitation techniques

2.1.1 Introduce Agenda and objectives

Note:

This is a chance to set a positive, energetic tone and start building a creative, shared learning space. Pay attention to your participants' levels of comfort, attention and participation.

Preparation:

For the seating arrangement, create a circle of chairs with no tables or obstacles in the center of the circle. If the space does not allow for one large circle, create two circles with one inside the other.

Instructions:

1. Welcome participants to the training and thank them for participating.

2. Introduce yourself and your organization.

3. Explain the concept and purpose of the training and briefly run over the agenda.

4. Explain anything people need to know about the space, including where to get water and use the bathroom.

2.1.2 Dialogue Circle: Introductions and Icebreaker

Note:

- Dialogue circles are a facilitation technique which can help establish equality and balance power in a group. By sitting in a circle and speaking one at a time in order, those who may otherwise stay silent often share, and those who rarely stay silent find themselves in a situation where they must listen and wait. Facilitators and mentors should participate as part of the group reinforcing the principles of equality and shared power.

- If someone goes for much longer than one minute, politely interrupt with something like ¨Thank you for what you've shared. We're looking forward to learning more over the next two days together, but for now I´ll ask our next participant to introduce themselves.¨

- The objects can be left in the center until the break, when they can be moved and displayed one one side of the room.

Preparation:

- In the invitation to the workshop, ask participants to bring a small object which represents them or the work they are doing. Remind participants in pre-training communications to bring this small object which they are prepared to give to another participant.

- Place a large cloth on the ground in the center of the circle.

Instructions:

1. Explain how a dialogue circle works. In a dialogue circle:

- Only one person speaks at a time

- The invitation to speak is passed one at a time in order around a circle.

- No one is forced to speak.

- When it is your turn, you are always able to ¨pass¨ if you don't wish to share.

2. Explain how a dialogue circle can be a useful facilitation technique (See Note above).

3. Invite each participant to introduce themselves and share with the group the object they brought and its significance in less than one minute. When they finish speaking, theycan place the object on the cloth in the center of the circle. Ask for a volunteer to begin, and then go in order around the circle.

4. After everyone has gone, thank them for sharing and explain that we will come back to these objects at the end.

Session 2.2: Education for Sustainable Development

2.2 Education for Sustainable Development			
Time	Content	Method	Objective
10:00 – 10:45	Education for Sustainable Development	Presentation, Video, Activity (Four Corners)	Introduce and internalize ESD concepts and lay framework for other sessions

2.2.1 Presentation: Intro to Education for Sustainable Development

Preparation:

Check the internet connection and audio in order to play a video during the powerpoint.

Instructions:

Show the powerpoint and follow the guidelines in the notes section of the slides.

2.2.2 Large Group Activity: Four Corners

Note:

Every exercise is a chance to model good facilitation. Don´t be afraid to point out what you are doing as a facilitator (that may seem obvious to you) to make it visible and transparent for participants.

Preparation:

Mark each corner of the room as Corner A, B, C, or D. Prepare a list of questions related to sustainability and our values and lifestyles. The resource below can be used as an example, but should be adapted for the local context.

For each question, prepare 3 answers and leave a fourth option open. Each corner of the room is assigned a specific answer.

What is most important to you when you buy a new shirt?

Corner A: The price

Corner B: The style – whether it's in fashion

Corner C: Where it comes from and how it has been produced

Corner D:Open for alternative responses

Who is responsible for the destruction of the wetlands/forests?

Corner A: The citizens

Corner B: The government

Corner C: The corporations

Corner D:Open for alternative responses

What do I do when I see someone being harassed in public?

Corner A: Nothing, it´s none of my business

Corner B: Take a picture or video on my phone

Corner C: Confront the harasser directly

Corner D:Open for alternative responses

Who is responsible for climate change?

Corner A: Ordinary people

Corner B: The industrialized countries

Corner C: The government

Corner D:Open for alternative responses

What do I do when someone I know expresses political beliefs that are completely different from my own?

Corner A: Stay quiet or change the subject

Corner B: Outline my position and debate the various points

Corner C: Get curious and ask questions

Corner D:Open for alternative responses

Instructions:

1. Explain that this activity is to encourage reflection and dialogue and that there are no right or wrong answers. Invite participants to be honest and emphasize that the space is free of judgement.

2. Explain that for each question read there are four possible answers that a participant can choose. They will pause to consider each question and then move to the relevant corner of the room. Indicate which corner of the room has been allocated to which alternative (A,B,C, or D).

3. Read out one question at a time and indicate the 4 possible responses. Encourage participants to silently reflect before moving to the relevant corner. (If someone moves immediately, others may follow without first making a decision for themselves.)

4. When people have assembled in their various corners ask them to discuss, as a group, why they have chosen that particular alternative. The participants are allowed to change corners if they change their minds. Encourage the participants to think independently and make their own decisions.

Reflection:

After all the questions have been read, ask participants how the activity may be useful for ESD. Becoming aware of our own values and respectfully dialoguing on difference with others in a valuable part of ESD.

Source:

This Four Corners activity comes from WWF– Methodologies for the Future (2012).

Session 2.3: Systems Thinking

2.3 Systems Thinking			
Time	Content	Method	Objective
11:00 – 12:00	Systems Thinking	Presentation, Video, Group Activity	Develop sense of interconnectedness and paradigm for systemic problem solving

2.3.1 Large Group Activity: The Network

Preparation:

1. Find a large, open space where participants can spread out and move around. This could be an outside space or furniture could be moved to the edges of the room.

2. Choose two people who will not follow the directions given to the big group. They

should begin moving slowly with the group, but once the group starts to settle into a static position, to start moving again. This will trigger others into motion.

Instructions:

1. In a big open space, ask participants to stand in a circle. Then ask everyone to mentally/silently choose two people in the group. Then, instruct everyone to move so that they remain equidistant from the two people that they chose. As ´people begin to move, others will be triggered into movement.

2. Allow the group to shift and move for 5-10 minutes. Things may speed up and slow down, and may or may not settle into a static position.

Reflection:

Gather everyone together in a circle and ask for their observations and reflections during the activity. What did they notice? What surprised them? In this activity, they acted as a system. The pair who were acting independently could represent disturbances to the system (e.g. environmental disasters such as flooding, wildfire, hurricane, etc.). The system had the capacity to adapt-- each element knows what to do to continue as part of the system. Emphasize how, whether we are aware or not, we are part of many systems, and are inevitably influencing others and being influenced. How do our attitude and lifestyle choices affect the systems we are part of?

Source:

This Systems Game comes from Molly Brown and Joanna Macy (2004).

2.3.2 Presentation: Systems Thinking

Preparation:

There are two videos in this presentation which can be loaded beforehand to avoid issues with slow internet connections. Make sure you have working speakers and test the audio before the presentation.

Instructions:

Show the presentation **2.3 Systems Thinking** and follow the instructions in the notes.

2.3.3 Large Group Activity: Privilege Walk

Note:

This activity requires that the group has developed a sense of trust and safety. If you do not feel you have built this environment yet, consider moving this activity to later in the training.

Participants will begin this activity connected through holding pieces of string or holding hands, however during the activity they will grow further apart and the connections will break.

Preparation:

1. Find a large open space where participants can line up side by side and have enough room to take ten steps forward or ten steps back. This activity requires participants to be connected. Depending on the cultural context, people can either hold hands or you can cut pieces of string/yarn to connect people. You can cut 1 m pieces and should have one less than the number of participants (for 30 participants, prepare 29 pieces of 1 m string).

2. Modify the list of statements below so that is relevant to the local context and participants. Consider including statements which will reveal oppression and privilege in areas of religion, race, gender, ability, class, and sexual orientation.

Privilege Walk List

- If there have been times in your life when you skipped a meal because there was no food in the house take one step backward.

- If you have visible or invisible disabilities take one step backward.

- If your family had health insurance take one step forward.

- If your work/school holidays coincide with religious holidays that you celebrate take one step forward.

- If you feel good about how your identified culture is portrayed by the media take one step forward.

- If your family has suffered from drought, flooding, hurricanes, or other natural disasters take a step backward.

- If you have been the victim of physical violence based on your gender, ethnicity, age or sexual orientation take one step backward.

- If you have citizenship, residency or a visa for the United States, Canada, or the EU take one step forward.

- If you came from a supportive family environment take one step forward.

- If you can read and write in English take one step forward.

- If you attended private school take one step forward.

- If you have ever felt unsafe walking alone at night take one step backward.

- If people routinely mispronounce your name take one step backward.

- If you have ever been the only person of your gender in a class or workplace take one step backward.

- If you do not have to worry about your own daily physical protection take a step forward.

- If most of the people holding political office in your home town are of your race and gender take a step forward.

- If you ever felt pressured to alter your appearance, mannerisms, or language to avoid being judged take one step backward.

- If an educator, counselor, or other authority figure ever discouraged you from pursuing a particular field of study or profession take one step backward.

- If you have been sexually harassed in your workplace or elsewhere take one step backward.

Instructions:

1. Instruct participants to form a straight line side by side with room to move to move forward or backward.

2. Ask participants to listen to the following statements and follow the instructions. Give an example: ¨If English if your first language take one step forward.¨ All those who feel they qualify should take a step forward. Each person decides for themselves if they qualify for each statement.

3. Read the statements one at a time allowing time for participants to take a step.

4. When all statements have been read, have a debrief with participants remaining in their positions.

Reflect:

1. What is your reaction to where you find yourself at the end of this list? (Ask those in the front and at the back.)

2. What did if feel like to break your connection with those around you?

3. Did you have any realizations?

4. How can you relate this to systems?

Source:

The Privilege Walk activity has many variations and is known by many names. The version included here was adapted from the University at Albany (School of Social Welfare, 2016).

Session 2.4: Conflict transformation

2.4 Conflict Transformation			
Time	Content	Method	Objective
01.00 – 02.15	Conflict transformation	Presentation, Video, Activity	Build conflict transformation skills and paradigm

2.4.1 Large Group Activity: Cross the Line, Debrief

Note:

By essentially creating a conflict in the group, this activity can get tense and uncomfortable. Allow those negative feelings to emerge as they will be helpful for the learning and reflection. As facilitator, you may become uncomfortable as well. Be patient. Give space. Allow participants to come to a resolution without your intervention. This activity could take 5 minutes or an hour.

Preparation:

Find a large open space where participants can spread out and move around. Divide the space into two halves by stretching a rope or a string across the ground.

Instructions:

1. Split the large group into two smaller groups. Have each group stand on different sides of the line you marked with the rope/string.

2. Give instructions to each group, one at a time, so that the other group cannot hear. Give identical instructions to both groups: ¨Your objective as a group is for everyone in the other group to stand on this side of the line. The only rules are that you cannot use physical violence and you can´t move the rope/string/line.¨ *Avoid using language such as ¨team¨, ¨game¨, or ¨win.¨

3. Step back, and allow participants to begin. If they ask you for more instructions, simply remind them to remember their objective.

4. Participants may try to persuade, bribe, negotiate, push/pull people across the line. Give space and let them experiment. If they ask you for more instructions, simply remind them to remember their objective.

5. If people become desperate and you have allowed some time to experiment, you can give them a hint: ´The activity ends when both groups accomplish their objective.

6. When both groups have accomplished their objective—that is when everyone in both groups has moved to the other side of the line—congratulate them on finishing the activity.

Reflection:

Gather in a circle and discuss:

1. Why was that activity hard?

2. How were you feeling in the middle of the activity?**1.** Why was that activity hard?

3. What strategies did you try? Ask specific people who were experimenting with different things (negotiation, transparency, manipulation, aggression) to explain their thought processes.

4. Which strategies were effective?

5. How can this relate to an interpersonal or international conflict?

6. Reflect that we are taught to think in a competitive, ¨us vs. them¨ way. These goals were NOT mutually exclusive, and yet, in a win-lose mindset, we create conflicts rather than creative win-win solutions. Reflect on the role of trust in cooperation and problem-solving.

7. Remember one of the ecological principles of life on Earth: collaboration is more important than competition to sustain life on Earth.

Source:

The Cross the Line activity was adapted from that provided by the Global Peacebuilding Center (2015).

2.4.2 Presentation: Conflict & Empathy

Instructions:

Present the powerpoint (**See 4. Conflict Transformation**) and follow the instructions provided in the notes.

2.4.3 Small Group Activity: Active Listening

Note:

This activity is meant to build listening and empathy skills and well as continue developing trust and strengthening relationships.

Preparation:

1. Open the Presentation (**See: 2.4.2 Conflict Transformation**) to show Slides 11-12.

2. Print handouts for each person or each small group with a Feelings Inventory and a Needs Inventory (CNVC, 2016).

3. Have a phone or watch to keep time.

Instructions:

1. Ask participants to get into groups of 3 and to assign Person A, B, and C. Give a handout to each person or group.

2. Show Slide 11 of the presentation (**2.4.2 Conflict Transformation**) which can also be seen below and go over the guidelines.

Practice Active Listening

Guidelines:
- Listen with attention and respect
- What is shared is confidential - it stays whithin your group
- Choose a conflict to share which is straightforward, easy to explain, and on a light emotional level
- We do not have the proper support in this 5-minute - practice to process complex, heavy or traumatic conflicts
- Avoid talking, advising or suggesting while your partner is sharing. Just listen!

3. Assign roles: Ask Person A to tell Person B about a conflict that they are experiencing (in under 5 minutes). Ask Person B to listen and reflect back the facts and feelings Person A describes by asking questions and summarizing. Ask Person C to identify the differences between poor listening and active listening and comment on speaker eye contact, tone, and body language, if Person B interrupted or gave unsolicited advice.

4. Go over the example below. Show Slides 12–15 (2.4.2 Conflict Transformation) to help people stay on track. Then instruct groups to begin and let them know when it is time to move the next part.

5. Show Slide 12. Person A: Explains conflict in under 3 minutes. After 3 minutes, move to the next part.

6. Show Slide 13. Encourage the groups to use the handout to identify feelings and needs.

Person B:	Summarizes "So the conflict is …". Then asks, "How are you feeling about this?"
Person A:	Responds.
Person B:	Paraphrases the response. Then asks, "What do you need right now?"
Person A:	Responds.
Person B:	Reflects back the facts and feelings as described. Then asks, "What might the other person/party be feeling?"
Person A:	Responds.
Person B:	Paraphrases after listening to make sure they, Person B, fully understood. Then asks, "What might the other person/party be needing?¨
Person A.	Responds.
Person B:	Paraphrasing once again and checking that they have understood correctly.

After 10 minutes, move to the next part.

7. Show Slide 14.

Person C: Gives a brief synopsis of what they observed focusing on whether Person B actively listened or instead spoke about their own thoughts, feeling, or experiences, or ideas about what Person A should or should not do. Person C gives feedback on how Person B used their body to express active listening including posture, tone, and eye contact.

After 3 minutes, end for a large group reflection. Move to Slide 15.

Reflection:

1. How did it feel to share a conflict? How did it feel to listen?

2. How does this exercise differ from how you usually listen?

3. How was the experience of considering the feelings and needs of the speaker? And then the feelings and needs of the ¨other¨? Did anything change?

Session 2.5: Leadership

2.5 Leadership			
Time	Content	Method	Objective
02.15-03.45	Leadership	Presentation, Video, Activity	Identify, experience and dissect barriers to leading ethically and experiment with strategies to overcome them

2.5.1 Presentation: Leadership

Instructions:

Present the powerpoint (**2.5 Leadership**) and follow the instructions provided in the notes.

2.5.2 Group Activity: Role Play

Note:

Roleplay is a way to creatively tell stories, understand problems, take alternative perspectives, and imagine alternative scenarios. The goal is not to judge people´s acting abilities but to get outside one's comfort zone, experiment, and co-create.

Instructions:

1. Ask for ten volunteers who will then form two groups of five. Other participants can use the next 10 minutes as a break.

2. Instruct each groups of volunteers to choose one real-life sustainability dilemma occurring in their lives or communities. Allow each group only 10 minutes to select a dilemma and to select roles for each of the 5 people to play. The roles should include people on different sides of the issue with different perspectives and motives. They should plan a 3-5 minute skit to present to the group to act out the dilemma.

3. Gather the large group to witness the skits. Have one group present first and when they are done, ask the observers what they witnessed or understood.

4. Next, the same group will re-start the same skit. However, this time, audience members should shout ¨Stop!¨. The audience can intervene at any time and replace some of the "actors" or add new characters, and play out other possible courses of action (better, worse, or different).

5. Repeat Steps 3 and 4 allowing the second group to act out their skit.

Reflection:

As a large group, discuss what has taken place and the processes and outcomes for both the interactive skits. What made it challenging as an audience member to step in and get involved? What were you afraid of? What prevents us from stepping in or stepping up in real life? How can we get the support and confidence we need to navigate these challenges?

Source:

This activity is a fusion of ¨Role-play¨ and ¨Forum Play¨ published in Methodologies for the Future (WWF, 2012, pp.58-64).

Session 2.6: Closing Reflection

2.6 Closing Reflection			
Time	Content	Method	Objective
04.00-05.00	Closing Reflection	Dialogue Circle	Reflect on day´s learning and experiences

2.6.1 Dialogue Circle: Closing

Note:

Ask participants to keep their reflections to one minute, but know that they will use more time. Only interrupt the dialogue circle if someone goes way over time or disrupts the safety or respect of the circle.

Preparation:

Choose a small object that holds some meaning for you or one of the participants (ex. one of the objects from the first day) to use as a talking piece.

Instructions:

1. Present the object you choose as a talking piece as explain its significance. Explain that whoever is holding the talking piece, it is their turn to speak. If you don't wish to share anything, you can simply pass the talking piece to the next person.

2. Explain that this process can slow things down which can allow for deeper reflection and more listening. Point out that in this format there is no traditional facilitator role-- we all share power and responsibility to hold the circle and make space for everyone.

3. Ask people to choose one reflection to share from the day that can be expressed in one or two sentences. Practice making each word count and being concise.

4. You can give the first reflection to model what you are looking for, or ask a someone to go first. Then pass the talking piece around the circle giving each person the space to share a reflection.

5. After the talking piece has made its way all the way around the circle, thank everyone for their energy, insights, engagement, honesty, and openness which made the first day so valuable.

MODULE 3: ESD TOOLS (DAY 2)

Module 3: ESD Tools, Day 2 of the in-person workshop, is designed to shift from the theory and paradigm of ESD into preparing young leaders for implementation. Participants will experiment techniques useful in ESD, plan a workshop to conduct locally after the two-day training, and start to build and strengthen their network as ESD youth leaders.

Module 3 includes:

Session 3.1. Welcome and warm-up

Session 3.2. Visioning

Session 3.3. Communication/Facilitation

Session 3.4. Networking

Session 3.5. Closing Circle

Session 3.1: Introduction and Warm-up

3.1 Intro and Warm-up			
Time	Content	Method	Objective
08.45 – 09.45	SDG Warm-up	Dialogue Circle and Icebreaker	Connect SDGs with local issues in youth´s communities, strengthen learning community

3.1.1 Welcome Harvest

Instructions:

Invite participants to share a song, poem, prayer, quote, etc. that invokes the learnings from Day 1 and brings the group together in a shared space to start Day 2. Allow several participants to share.

3.1.2 SDG Bingo

Note:

In other versions, this activity is done in a competitive way with participants racing to finish. However our purpose here is to learn about one another and make connections with the SDGs. Therefore, the activity can be more slow and relaxed.

Preparation:

Print one SDG handout (UN, 2016) for each participant. Each person will also need a pen or marker. Find a space outside (or clear the furniture to the sides of the room) where people can move around.

Instructions:

1. Stand in a circle and welcome everyone back for Day 2.

2. Ask the group what they know about the SDGs to get a basic overview of the agenda and refresh everyone´s memories from the online session on sustainability.

3. Give everyone an SDG handout. Explain that the objective of the activity is to get each SDG icon on your handout to be initialed by someone who is currently doing something in their work or daily life which contributes to that SDG. The goal is to have someone different initial each of the 17 SDGs.

4. As the first participants begin finishing, suggest that they help others by introducing them to people working on the SDGs they are still looking for.

5. After everyone has finished, stand in a circle and debrief.

Reflection:

1. Invite general reflections on the activity.

2. Ask participants what value they see that the SDG agenda brings and how they view young people´s role in achieving the SDGs. (Allow this information to emerge from the group rather than presenting it.)

3. Ask participants how they view the value of these non-content driven warm-up activities. Reflect on building relationships, allowing people to talk and move with little structure, learning through games, etc.

Session 3.2 Visioning

3.2 Visioning			
Time	Content	Method	Objective
09.45-10.45	Visioning	Presentation, Activities	Envision our ideal future and take accountability for our role in creating it

3.2.1 Individual Activity: Visioning

Preparation:

Participants will each need a blank sheet of (scrap or recycled) paper and colored pencils (or crayons, markers, etc.) to draw. You will need a watch or phone to keep time.

Instructions:

1. Ask participants to: ¨Please close your eyes. Find a comfortable position and take several deep breaths. (Pause.) Release the tension in your back, shoulders, neck, jaw, and temples. Listen and feel your breath. Now, imagine your community- where you currently live or where you consider home. But imagine it sustainable. What does it look like? What is it like to live there? How do things work? Take a few minutes to imagine your community as a sustainable community.¨

2. After several minutes, ask participants to take a paper and colored pencils and to draw their vision for their sustainable community. Allow around 10 minutes (adjusting according to the interest of the group).

3. Ask participants to get into groups of four to share their visions. When each person finishes sharing, the other group members should identify and discuss values they find evident in that vision. Consider together what has influenced each vision. Allow 15 minutes for the small group sharing.

Source:

This activity has been adapted from ¨Engaging people in sustainability¨ (Tilbury and Wortman, 2004).

3.2.2 Presentation: Visioning

Instructions:

Present the slideshow **3.2 Visioning** and follow instructions in the notes.

3.2.3 Activity: The Seventh Generation

Note:

This activity is meant to expand our sense of time and connect with humans of the seventh generation from now. It can help us to see more clearly the effects of our actions beyond our time, and see our role in a great turning point in history.

Preparation:

Set up two concentric circles of chairs facing one another, close enough to listen to one another without distraction.

Instructions:

1. Have participants in the outer circle (facing in) speak for themselves in the present time; They will stay in the same place. Those in the inner circle (facing out) will imagine that they are people from the seventh generation (about 200 years from now). After each encounter, they will move one place to the right.

2. The facilitator will speak for the future people, asking a question to the present day people. The present day people will respond directly to the future person in front of them.

3. Ask each of the following questions one at a time and allow a few minutes for present day people to respond.

    a. Was it really true what we hear about the wars and hunger and poverty at the beginning of the 21st century--and if so, what was that like for you?

    b. What first steps did you and your colleagues take to transform the society to a life sustaining one?

    c. Where did you find the strength to continue your efforts, despite all the obstacles and discouragement?

Reflection:

After the present people answer the three questions, allow the future people a chance to express their thoughts and feelings about what they've heard. Then open space for present day people to share any thoughts or feeling with the large group.

Source:

This Seventh Generation activity was published by Molly Brown and Joanna Macy (2004).

Session 3.3: Communication/Facilitation

3.3 Communication/Facilitation			
Time	Content	Method	Objective
11.00–01.00	Communication/ Facilitation	Presentation, Design, Implement, and Evaluation Activity	Build skills in collaborative workshop design and internalize ESD principles

3.3.1 Presentation: Communication/Facilitation

Instructions:

Present the Slideshow and follow the instructions in the notes section.

3.3.2 Activity: Design a Workshop

Note:

When participants return home, they will be expected to implement a workshop related to sustainability. This time is for collaborative workshop design. You may consider if you want participants to choose their working groups or whether you want to choose groups based on facilitation experience, diversity, or other factors.

Preparation:

1. Print one **Workshop Curriculum Template** for each participant and provide extra note paper.

2. Go over the **Workshop Curriculum Template** (modified according to your preferences) in order to explain it to participants. The first sections (title, date, time, location, participants) can be left blank today, but should get participants thinking about their workshop logistics. Today they can focus on the theme, learning objectives, and filling in the table. The table is meant to have one activity per row (ie. Intro and Icebreaker, Presentation, Group Activity, Individual Activity, Closing Reflection, etc.) where participants can plan the time, the name of the activity, the purpose of the activity, a detailed description of the activity, and list any materials needed. If you aren't worried about participants copying content rather than developing original ideas, you can show an example of an incomplete or complete version of the template, such as the half complete example below.

Time	Activity	Purpose	Description	Materials
9:00 – 9:20	Welcome and Icebreaker	Welcome participants and loosen tension to create safe learning space	Welcome participants, introduce yourself, and explain the purpose of the workshop. Ask each participant to stand in a circle, and one by one, introduce themselves and then embody (act out) another living organism, allowing others to guess what they are.	none
9.20 – 9.40	Sustainability Presentation	Define sustainability, outline current world context, introduce innovative solutions	Show the powerpoint on sustainability	Computer Projector Powerpoint file Speakers Internet

Instructions:

1. Participants will design a workshop related to sustainability that they will organize and implement within the first three weeks of returning home.

2. Participants can work in groups of three or four to exchange ideas, collaborate, co-create, and give feedback. (Suggest exchanging contact information to continue the collaboration up through the implementation of the workshop). Assign groups, or allow participants to choose their groups. Allow groups to find their preferred work space.

3. Handout the **Workshop Curriculum Template** and go over what to write in each category.

4. Allow the full 1 hour and 40 minutes for planning. Circulate among groups to answer questions. Give updates on the time.

Session 3.4 Networking

3.4 Networking			
Time	Content	Method	Objective
02.00–03.30	Networking	Presentation, Activity (World Café)	Build the foundation and commitment for a strong ESD youth network

3.4.1 Presentation: Networking

Instructions:

Present the powerpoint **3.4 Networking** and follow the instructions in the notes section.

3.4.2 Group Activity: Networking

Note:

World Café is a method ¨for creating a living network of collaborative dialogue around questions that matter in service to real work. ¨It is based on the assumption that ¨people already have within them the wisdom and creativity to confront even the most difficult challenges; that the answers we need are available to us; and that we are Wiser Together than we are alone.¨ (The World Café Community Foundation, 2015).

Preparation:

This activity requires some preparation, but it's worth it!

1. Create Hospitable Space- Create a welcoming, comfortable space. Set up tables and chairs for four (five max) people at small Café-style tables or in clusters. If possible, add decorations like table clothes and play light music in the background during the activity.

2. Put a large paper/poster on each table with colorful markers for drawing along with a couple sheets of paper for taking notes.

3. Set up progressive (at least three) rounds of conversation, approximately 20 minutes each. Select three questions, one for each round, that genuinely matter to the lives, work, or community of participants and then build on each other. As facilitator, you can come up with the questions or work with participants to develop the questions beforehand. A suggested set of questions is:

   a. How did you become involved in your current passion related to one or more of the SDGs?

   b. What role can we play to involve our peers in unlocking their passion and potential to contribute to creating more sustainable, just, and peaceful societies?

   c. What ESD Youth Network goals, structure, and tasks would support us in living that role?

4. Have a phone or watch to keep time.

Instructions:

This activity requires some preparation, but it's worth it!

1. Ask everyone to find a seat at one of the tables. Encourage participants to write, doodle and draw key ideas on their tablecloths and to note key ideas and questions on the note paper. Then ask the first question.

2. After 15 minutes, Round 1 ends. Ask each group to choose one person to remain at the table as a "table host" for the next round, while the others travel to new tables, carrying with them key ideas, themes and questions into their new conversations. The table host welcomes the new set of travelers.

3. In their new groups, the table hosts briefly share key insights from the prior conversation so others can link and build using ideas from their respective tables. Then ask the second question. Allow 15 minutes for everyone to discuss, draw, doodle, and take notes.

4. After 15 minutes, Round 2 ends. Ask each group to choose one person (different from the first round) to remain at the table as a "table host" for the next round. The others travel to new tables, carrying with them key ideas, themes and questions into their new conversations. The table host welcomes the new set of travelers.

5. In their new groups, the table hosts briefly share key insights from the prior conversation so others can link and build using ideas from their respective tables. Then ask everyone question 3. Allow 15 minutes for everyone to discuss, draw, doodle, and take notes.

6. After 15 minutes, Round 3 ends. Initiate a period of sharing discoveries and insights in a whole group. As a group, harness the patterns can be identified, and the collective knowledge and possibilities for action that emerge. Have someone take note capture notes from this large group conversation.

Source:

(The World Café Community Foundation, 2015)

Session 3.5: Closing Reflection

3.5 Closing Reflection			
Time	Content	Method	Objective
03.45–05.00	Closing Reflection	Dialogue Circle	Reflect on workshop and strengthen sense of community

3.5.1 Dialogue Circle

Preparation:

1. For the seating arrangement, create a circle of chairs with no tables or obstacles in the center of the circle. If the space does not allow for one large circle, create two circles with one inside the other.

2. Return the cloth and the objects to the floor in the center of the circle where they were placed after the first welcome session on Day 1 (See 2.1.2).

Instructions:

1. One by one in order, each person will :

   a. Share one reflection from the workshop

   b. Select one object (not their own) from the center to take home with them

   c. Briefly explain what the significance of that object for them.

2. After everyone has spoken, thank participants for their contribution to creating a shared learning community and new network. Explain the logistics and timeline for your online post-session.

MODULE 4: ESD ACTION (ONLINE)

As a way of monitoring and evaluating the effectiveness of the training, Module 4: ESD Action is designed for participants to exercise their new learnings and practice ESD leadership.

Module 4 contains two sessions:

- **Session 4.1 Implementation and Monitoring** is an online session accompanied by the organization and implementation of a workshop locally.

- **Session 4.2 Next Steps** is the final session and will feature a live video call to reflect and offer feedback on the experience and transition from the training to the ESD Young Leaders Network.

Session 4.1: Implementation and Monitoring

4.1 Implementation and Monitoring			
Time	Content	Method	Objective
6 hours	Implementation & Monitoring	Online platform- Readings, videos, reflections, discussion forum, evaluation	Monitor and evaluate effectiveness of training, Organize and facilitate a local workshop

Note:

The aim of this session is to organize and implement workshops using skills and knowledge learned from the training. This session is designed to take participants 3 weeks to complete. Participants should begin this session right after returning from the workshop.

Preparation:

1. Before conducting the in-person workshop, create a new session on your preferred online platform (Moodle, facebook, etc.; **See: Session 1.2**) to upload the content found in **4.1. ESD Action and Monitoring**. Insert dates according to your specific training.

2. Within the content, you will need to create and provide a download link or Google Drive link to the **Workshop Curriculum Template,Workshop Logistics Checklist**, and T**racking Workshop Implementation.**

3. In the online platform, students are asked to work with their small group from Session 3.3 Communication/Facilitation. If you are doing this Session without having completedSession 3.3, assign participants into small groups of three and send a list of the groupings with contact information to all participants. If possible, consider grouping participants to encourage diversity of region, gender, age, and experience designing and facilitating workshops.

Instructions:

1. Send participants information on how to access the new session in the online platform and the date by which participants are expected to have completed the course.

2. Monitor the activity of participants. If you see someone appears inactive, contact them individually to offer support.

3. Read the discussion board and respond to questions and comments.

Session 2: Live Video Call: Next Steps

4.2 Webinar: Next Steps			
Time	Content	Method	Objective
2 hours	Congratulations, Evaluation and Next Steps	Webinar/Live Video Call	Solidify learnings from workshop implementation and launch the ESD Youth Network

Note:

This call should be the transition from the ESD Leadership Training to the ESD Young Leaders Network.

Preparation:

1. Select a webinar or video call platform. Zoom and GoToMeeting are paid options, while Google Hangouts is a free option.

2. At least two weeks prior to the call, send participants an invitation for the time of the call, instructions on how to join the call, and instructions on how to troubleshoot their microphone and camera before the call. These instructions will vary among platforms, but can be usually be found on the webpage of the service provider.

3. One week before the call, send participants a reminder email with the same information as the previous email.

4. Several days before the call, go through the powerpoint (See: 11. Closing Call) and make adjustments accordingly.

5. Several days before the call, test the platform you are going to use. Test your video,microphone, presentation, and get accustomed to the different features. Many paid services offer video tutorials on their websites. If possible, have a colleague join to learn and test the platform who can help co-facilitate.

6. One day before the call, send participants a reminder email with the same information as the first mail.

Instructions:

1. Thirty minutes before the call, sign in to the platform to make sure that everything is working properly. If possible, have a colleague join to co-facilitate so they can answer questions or help people with issues while you carry the group forward.

2. At the time of the call, turn on your video camera or share your screen to the first introductory slide of the powerpoint (See: 11. Closing Call). Once most of your participants have joined, welcome everyone and explain the basics of how the platform works (turning

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APPENDIX 1: DETAILED AGENDA

MODULE 1: FOUNDATION FOR ESD TRAINING

Pre-session Online

Method	#	Topic	Duration (hours)
Session 1	1.1	Live Video Call: Introduction to Training	2
Session 2	1.2	Online Foundations Session: Introduction to Sustainability	4

MODULE 2: ESD PARADIGM SHIFT

Two-day Training, Day 1

Time	#	Topic	Duration (min.)
Session 1	**2.1**	**Welcome and Introduction**	**60**
09.00–09.15	2.1.1	Introduce Agenda and Objectives	15
09.15–10.00	2.1.2	Dialogue Circle: Introductions	45
Session 2	**2.2**	**Education for Sustainable Development (ESD)**	**45**
10.00–10.20	2.2.1	Presentation: ESD	20
10.20–10.45	2.2.2	Activity: Four Corners	25
10.45–11.00		Coffee Break	15
Session 3	**2.3**	**Systems Thinking**	**60**
11.00–11.15	2.3.1	Activity: The Network	15
11.15–11.30	2.3.2	Presentation: Systems Thinking	20
11.30–12.00	2.3.3	Activity: Privilege Web	25
12.00–1.00		Lunch	60

Session 4	2.4	**Conflict Transformation**	75
01.00–01.30	2.4.1	Activity: Cross the Line	30
01.30–01.45	2.4.2	Presentation: Conflict Transformation & Empathy	15
01.45–02.15	2.4.3	Activity: Deep Listening	30
Session 5	**2.5**	**Leadership**	**90**
02.15–02:35	2.5.1	Presentation: Leadership	20
02:35–03.45	2.5.2	Activity: Roleplay	70
03.45–04.00		Coffee Break	15
Session 6	**2.6**	**Closing Reflection**	**60**
04.00–5.00	2.6.1	Dialogue Circle	60

MODULE 3: ESD TOOLS			
Two-day Training, Day 2			
Session 1	**3.1**	**Welcome and Warm-up**	**60**
08.45–09.00	3.1.1	Activity:Welcome Harvest	15
09.00–09.45	3.1.2	Activity: SDG Bingo	45
Session 2	**3.2**	**Visioning**	**60**
09.45–10.15	3.2.1	Activity: Visioning	30
10.15–10.25	3.2.2	Presentation: Visioning	10
10.25–10.45	3.2.3	Activity: The Seventh Generation	20
10.45–11.00		Coffee Break	15

Session 3	3.3	Communication/Facilitation	120
11.00–11.30	3.3.1	Presentation: Facilitation/Communication	20
11.30–1.00	3.3.2	Activity: Design a workshop	100
01.00–02.00		Lunch	60
Session 4	3.4	Networking	90
02.00–02.20	3.4.1	Presentation: Networking	20
02.20–03.30	3.4.2	Activity: World Café	70
03.30–03.45		Coffee Break	15
Session 5	3.5	Closing Circle	75
03.45–05.00	3.5.1	Dialogue Circle	75

MODULE 4: ESD ACTION			
Post-session Online			
Method	#	Topic	Duration (hours)
Session 1	4.1	Online Session: Implementation & Monitoring	6
Session 2	4.2	Closing Video Call: Next Steps	2

MODULE 4: ESD ACTION			
Post-session Online			
Method	#	Topic	Duration (hours)
Session 1	4.1	Online Session: Implementation & Monitoring	6
Session 2	4.2	Closing Video Call: Next Steps	2