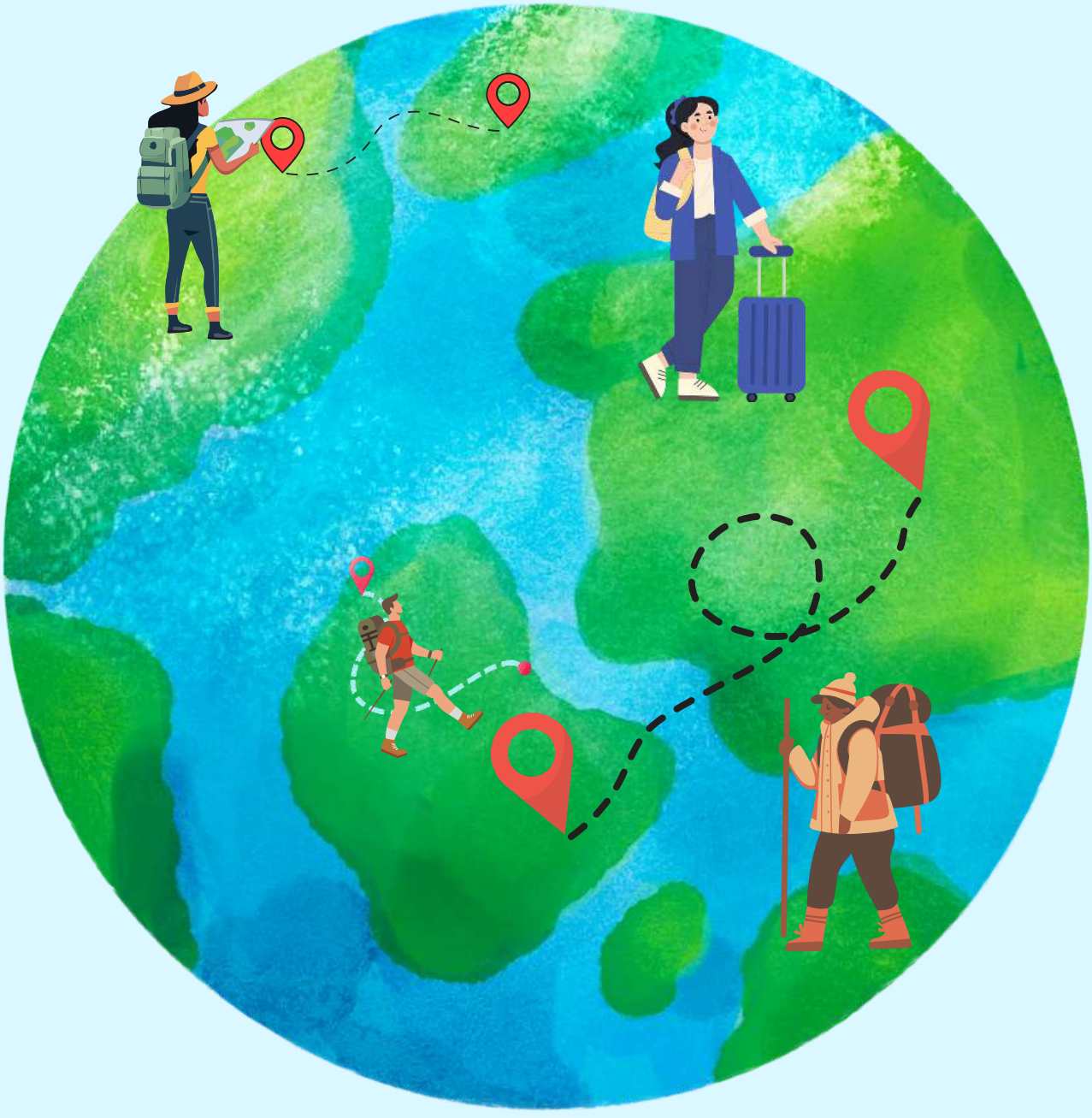
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Eco Rangers facilitating Impactful Journeys



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Eco Rangers facilitating Impactful Journeys

Introduction

Eco Rangers – Journeys of Impact is an Erasmus+ project funded by Landskrifstofa Erasmus+ - Rannsóknamiðstöð Íslands under the contract number: 2024-2-IS01-KA210-ADU-000265496. The project explores sustainable travel not only as a question of transport, accommodation, or carbon footprint, but as a wider learning process connected to personal well-being, community engagement, and responsible relationships with places. The project was developed by CIRCA in Iceland and Slovak Eco Quality in Slovakia to support adults, educators, trainers, and community facilitators in reflecting on how we travel, why we make certain choices, and how these choices affect us, others, and the places we visit.

This Training Methodology is one of the main educational outputs of the project. It brings together a collection of practical learning activities designed for adult education, non-formal learning, community work, and training settings. The activities were developed through a co-creation process involving educators, facilitators, sustainability practitioners, and changemakers from different countries. Each contributor brought their own professional background, personal travel experience, and educational style into the process.

The methodology is based on a simple idea: sustainable travel cannot be taught only through information. People may know that slower transport, lighter packing, local food, respectful behaviour, or reduced consumption are better choices, but real travel decisions are often shaped by emotions, habits, fear, comfort, social pressure, budget, accessibility, and the desire to experience as much as possible. For this reason, the activities in this methodology combine knowledge with reflection, movement, creativity, storytelling, emotional awareness, group dialogue, and practical decision-making.

The modules included here address sustainable travel from different angles. Some modules focus on concrete travel practices, such as packing light, planning a responsible trip, choosing food while travelling, or refusing unnecessary consumption. Others explore the inner dimension of travel, including emotional awareness, boundaries, fears, mindfulness, ecological empathy, and connection with places. Other modules invite participants to look beyond individual behaviour and consider wider community impacts, local democracy, regenerative travel, storytelling, and intergenerational responsibility.

The methodology is intentionally practical. Most of the modules include learning outcomes, suggested group size, physical setting, materials, timing, accessibility tips, step-by-step instructions, reflection questions, debrief tools, everyday-life connections, and localisation suggestions.This structure allows facilitators to use the activities directly, while still adapting them to their own context, target group, available time, and cultural environment.

This document is not meant to present perfect answers or moralistic rules for "good" travel. Instead, it invites learners and facilitators to work with real choices, real compromises, and real constraints. In many situations, the most sustainable option may not be the easiest, cheapest, safest, or most accessible one.

The goal is therefore not to judge participants, but to help them become more aware, more intentional, and more capable of making responsible decisions within their actual conditions.

The Training Methodology can be used in several ways. Trainers may select one module for a short workshop, combine several modules into a longer training programme, or adapt specific tools for local events, community discussions, school or adult-learning settings, mobility preparation, or post-travel reflection. The activities are especially suitable for adult learners, educators, community workers, sustainability trainers, and organisations wishing to integrate sustainable travel and well-being into their educational work.

At its core, this methodology encourages a shift from travel as consumption to travel as relationship: a relationship with ourselves, with the people we meet, with the communities that host us, and with the natural and cultural environments we temporarily become part of. Through these activities, participants are invited to slow down, observe more carefully, question their habits, share experiences honestly, and imagine forms of travel that are more respectful, mindful, inclusive, and regenerative.

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Emotional Awareness While Traveling

Author: Carlos Perez Zafra

Essential Learning Outcome (ELO)
By the end of this activity, participants will be able to recognize how their emotional states influence their travel choices and apply simple emotional regulation strategies to support more sustainable and conscious travel.

Informational Module (Optional Intro)
The workshop can start with a short presentation on the link between emotional state - decision making - sustainable choices. The facilitator can present different feelings that guide us during traveling, introducing the concept of FOMO,

Facilitator's Guide
Group Size
- Group up to 20 individuals.

Physical Setting
- This workshop includes an outdoor activity, but most of it happens inside, in an open wide room preferably.

Materials Needed
- Projector/screen, markers/pens, post-its

Time Needed: (Total: 90 minutes)
- Introduction Outside activity: 10 minutes
- Theory Introduction: 10 minutes
- Core Activity: 45 minutes
- Reflection and closing: 25 minutes
- Accessibility Tips:
- Participants are welcome to stay indoors if they would prefer.
- Verbal instructions should be clear with visual examples
- Participants are not obliged to speak up during sharing rounds
- A quiet space can be provided for reflection if needed

Activity Steps
Movement Introduction (10 min)
Participants are welcomed into a circle. There is a brief explanation on how the movement and the emotions are correlated. The facilitator calls out a number from 1 to 10. The number indicates the pace of movement: 1 means moving extremely slowly, while 10 means moving as fast as possible while still remaining safe. Participants move around according to the number called, paying attention to their body, emotions, and awareness of others. The facilitator changes the number approximately every 30 seconds. Participants are reminded to move carefully, keep enough distance, and avoid crashing into others.

Theorical Introduction (10 min)
A presentation with slides and videos is used to further explore the connection between emotions and travel choices.

Core Activity (45 min)

- **Group Reflection (15 min).** Participants reflect and write about a past travel experience where they felt emotionally overwhelmed or disconnected. Which were the causes of the distress and what they would do differently if they had listened to their emotions and values.
- **The Travel Spectrum (10 min).** Participants divide into different groups according to their travelling styles (fast / slow, planned / spontaneous, crowded / quiet). Then we discuss why they chose each style, what they like about it and which are the emotions linked to them.
- **Breathe Regulation Exercise (10 min).** A guided exercise combining breath, posture, and active imagination to experience regulation and grounding. Focus on noticing how the breath changes emotions and thoughts.
- **Collective Creation: The Sustainable Travel Code (10 min).** We work together to create a shared Eco-sustainable Manifesto that includes emotional attitudes (e.g. patience, curiosity, respect) and concrete sustainable travel behaviors connected to those emotions.

Reflection (15–30 min). Final reflections, we discuss what we learnt and participants choose one emotion they want to cultivate on their upcoming trip and one action linked to the emotion.

Reflection & Discussion Questions

- Which emotions influence your decisions when you travel the most?
- When have you noticed stress or urgency leading to unsustainable choices?
- How did slowing down your body affect your perception during the activity?
- What emotion would you like to cultivate more during your future travels?

Debrief Tools & Feedback

- Closing circle with a one-word emotional check-out
- Written reflection on a post-it: "One thing I will do differently when I travel"

Everyday Life Connection

- Participants are invited to choose one upcoming journey and practice traveling at a slower pace while observing their emotional state. A simple challenge: pause once during the journey to breathe, notice the body, and make one conscious choice.

Localization or Cultural Tip

- Adapt examples and scenarios to local travel habits (public transport, walking, cycling, long-distance travel). Invite participants to share traditional or cultural practices related to slow movement, hospitality, or connection to a place, and integrate local language or metaphors into the reflection.

Expected Outcomes

- Develop awareness of how stress, urgency, and emotional states influence travel decisions.
- Identify unsustainable travel patterns linked to anxiety, speed, and overconsumption.
- Practice simple emotional regulation tools that support slower, more conscious, and sustainable travel choices.
- Increase sense of agency, recognizing that internal states can positively impact environmental behavior.
- Participants will leave with at least one concrete intention or action to apply emotional awareness in their upcoming travel.

Pack Smart: What to Carry on a Bike Trip

Author: Javier Cañada-Gracia (AKA Chabi)

Essential Learning Outcome (ELO)
By the end of this activity, participants will be able to identify essential gear for a multi-day bike trip, distinguish optional items, and create a personal checklist for responsible cycle tourism.

Target group
Adults interested in organizing or joining a self-supported bike trip of several days. Suitable for both group leaders (guiding teenagers or other adults) and for individuals who want to discover a territory by bicycle — one of the most authentic ways to connect with every corner of the landscape. The activity is aimed at trips of accessible level, combining nights outdoors or in shelters with accommodation in hostels or hotels.

Learning objectives
- Reflect on real-life situations that inevitably arise during a bike trip.
- Learn how to minimize weight while maximizing preparedness — from the right multi-tool to the right clothing.
- Anticipate common issues without falling into the trap of overpacking.
- Build confidence and autonomy for self-supported, multi-day cycling adventures.

Informational Module (Optional Intro)
- A short visual introduction (max. 5 minutes) with inspiring pictures of real cycle tours: travellers interacting with local people, cooking outdoors, resting in shelters, or enjoying landscapes.

Materials Needed
Group size
- Ideal for 10–20 participants, adaptable to smaller or larger groups.

Physical setting
- Large wall or floor space with enough room for participants to move and place cards.

Materials needed:
- 50–70 laminated A5 cards with images of gear (tools, clothes, sleeping bag, food, gadgets, etc.)
- 4 posters with categories: Essential, Useful, Optional, Do Not Carry
- Masking tape or magnets (if using a wall)
- Camera/phone to take photo of the final Tier List

- **Time needed:** 60 minutes (+/-)

- **Accessibility tips:**
- Use large, clear images on the cards
- Allow participants to explain verbally if they cannot move cards physically
- Ensure good visibility of posters.

Activity Steps

Introduction (0–10 min)

- The facilitator introduces cycle touring as a sustainable and conscious way of travelling. Present the aim: packing smart, light, and responsibly.
- **Group Activity: Collective Tier List (30–50 min)**
- On each turn, every participant must place one new card (item) in a category **(Essential, Useful, Optional, Do Not Carry).**
- They may also move one card previously placed by another participant (optional), but must justify the change.
- Through this process, the group builds a shared hierarchy of what to carry on a bike trip.
- **Reflection & Closing (50–60 min)**
- Compare the group's Tier List with the facilitator's version. Discuss differences and conclude with the **10 Golden Rules of Responsible Cycle Tourism**. A group photo of the final layout is taken as a collective outcome.

Reflection & Discussion Questions

- What item did you initially think was essential but now consider optional?
- How does overpacking affect both the cycling experience and sustainability?
- What personal criteria guide your choices when preparing for a trip?
- Which of today's group decisions surprised you most, and why?

Debrief Tools & Feedback

- Quick round: **"One item I will always take / one I will leave behind."**
- Optional written note: participants write 3 items they will include and 3 they will exclude in their next trip.

Everyday Life Connection

Participants are encouraged to design their own personal packing checklist for future trips, applying the principles of travelling light, reducing waste, and choosing reusable/repairable items.

Localization or Cultural Tip

Adapt the activity to regional travel conditions:

- In northern Europe: emphasize rain gear and thermal clothing.
- In Mediterranean regions: prioritize hydration and sun protection.
- In rural areas: highlight repair kits and food planning.
- In urban trips: stress visibility (lights, reflective vest) and security (locks).

Expected outcomes

- A clearer, more grounded understanding of what's truly essential on a bike tour.
- Increased confidence in planning, leading, or joining group cycling adventures.
- Heightened awareness of the values that make cycle tourism sustainable, respectful, and meaningful.
- A living, adaptable checklist that reflects both logic and lived experience.
- New inspiration to "hit the road."

Materials

- Category cards
- Items cards
- Presentation

The Ripple Effect: Storytelling for Impact

Author: Bo Baneke

Essential Learning Outcome (ELO)
By the end of this activity, participants will be able to recognize how individual travel choices create broader social and environmental impacts, and craft compelling personal stories to inspire others toward sustainable travel behaviors.

Informational Module (Optional Intro)
- "Small Actions, Big Impact" – TEDx talk by Shepperd Pfiester

Facilitator's Guide
Group Size
- Works best with 10–30 participants, but can be adapted for smaller or larger groups. Participants can break into pairs and small groups for activities, ensuring everyone has a chance to speak.

Physical Setting
- A room with an open layout. Arrange chairs in a semi-circle or small clusters to facilitate storytelling and eye contact. Ensure a whiteboard or flip chart is visible to all for the mapping exercise.

Materials Needed
- Whiteboard or large paper sheets; markers and pens; paper or index cards for notes.

Time Needed: (Total: 60 minutes)
1. Introduction (10 min)
2. Personal Reflection & Sharing – (10 min)
3. Group Ripple Mapping (15 min)
4. Story Creation (20 min)
5. Sharing & Reflection (5 min)

Accessibility Tips:
- Ensure audibility, use a microphone if needed, especially for seniors or those hard-of-hearing.
- Provide written prompts and allow extra reflection time for those who need it.
- If any participant has limited mobility or vision, adjust the room setup (e.g. have someone vocalize what's being drawn on the whiteboard, offer seating options).
- Encourage use of native language or simple English for non-native speakers during story sharing, and assist with translation if needed to ensure everyone understands the stories.

Activity Steps
Introduction (10 minutes)
Welcome everyone and introduce the concept of the ripple effect in sustainable travel. Explain that even a seemingly small action by a traveler can set off a chain reaction of impacts on local communities, ecosystems, and cultures.

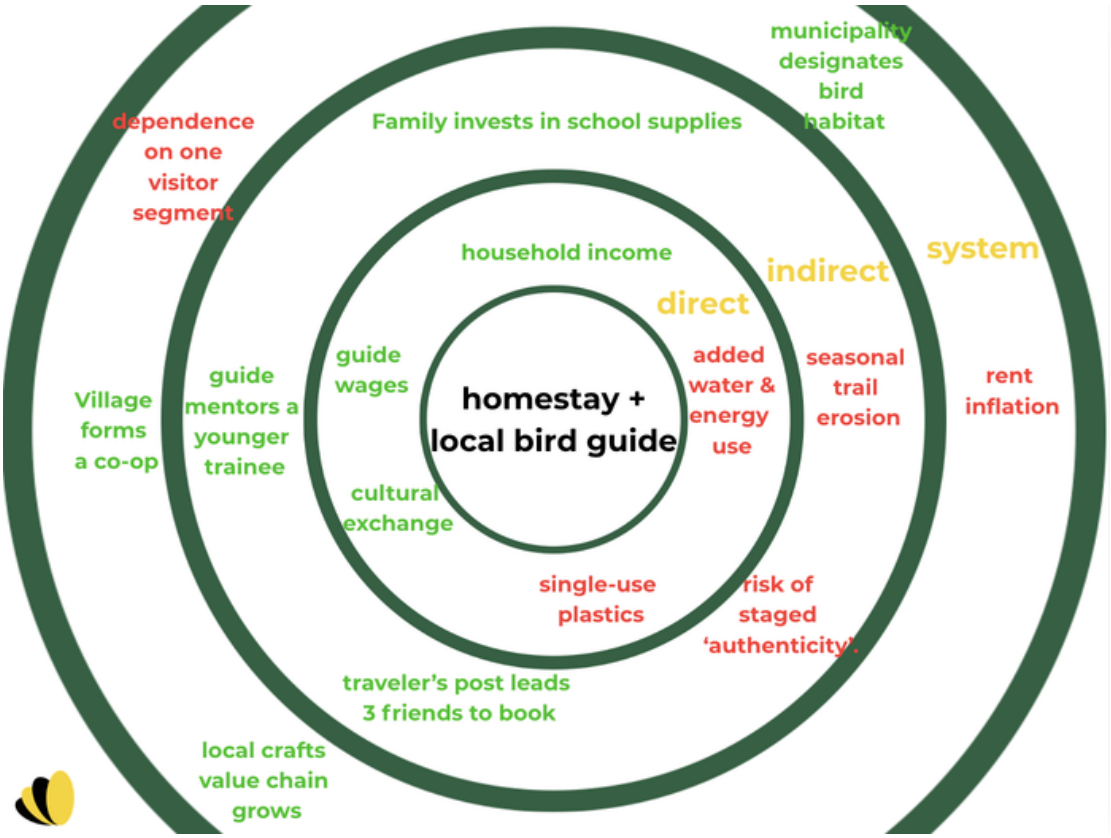
Personal Reflection and Sharing (10 minutes)
Emphasize that travel choices can have positive or negative ripple effects. Frame the workshop's goal: to become aware of these impacts and learn to tell our own travel stories to inspire positive change. After explaining the concept, give everyone 3 minutes to think about a personal example of a ripple effect they've experienced themselves. Let the group share their example in pairs.

Group Ripple Mapping (15 minutes)
Bring everyone back together for a collective exercise. Choose one of the stories just discussed (it could be a volunteer from the pairs who had a striking example) and as a group, map out the ripple effects of that travel choice on the whiteboard. Draw a simple diagram: write the initial action or choice in the center (e.g. "Tourist stayed at a locally-owned homestay" or "Company organized a conference in a remote resort"). Then, ask the group to brainstorm first-order effects (direct results of that action) and second-order effects (the subsequent consequences). Use lines or arrows to connect them.

Steps:

- Write one concrete **Action** in the center (≤5 words).
- **L1—Direct effects (2–3 min):** participants call out nodes; you capture using green/red/blue.
- **L2—Indirect effects (3–4 min):** "What happens next because of L1?" Probe across economy, society, environment.
- **L3—System layer (2–3 min):** policy, norms, supply chains, long-term ecology.

In case you notice (after the shared examples of the pairs) that the theory is not yet completely understood. You can also start with a complete example yourself and walk the group through the different levels with both positive and negative ripples. See image below or the slides.



- **Story Creation (20 minutes).** Now, transition to the core storytelling exercise. Form small groups (2–4 people each). In their groups, participants choose one ripple effect story to develop into a short narrative (~2–3 minutes when told). This could be one of the personal stories shared earlier or a new idea inspired by the discussion. Provide guidance on crafting an engaging story:

Focus on people and emotions: Who was affected by this travel action? Encourage them to highlight a specific individual or character (e.g. a local shop owner, a tour guide, a traveler themselves) to personalize the impact.

Clarify the change: What happened as a result of the travel choice? Was it an improvement (new opportunities, conservation success) or a harm (loss of tradition, pollution)? Help them articulate the link between the action and its ripple effects clearly.

Inspire action: What could be done differently in the future, or what is the call to action for the listener? Perhaps the story concludes with a lesson or an invitation (e.g. "Next time, choose to hire a local guide" or "Support businesses that give back to the community"). Each story should communicate a message that inspires more sustainable travel behavior in others who hear it.

Use CASCADE
Character → Action → Stakes → Consequences (L1/L2) → Alternative → Decision → Effect (CTA)

Example CASCADE Story
Theme: staying local vs. big hotel
"During my trip to Lisbon, I met Maria, who runs a small family homestay in an old neighborhood. I chose to stay with her instead of a large hotel. For Maria, a lot was at stake: her income determined whether she could continue living in the neighborhood. Because I stayed there (L1), she earned direct income and could buy from local vendors. (L2) This helped the community stay vibrant and prevented some residents from being forced to move due to rising rents. If I had chosen an international hotel, that money would likely have left the city, and the neighborhood could have lost its authenticity. Now I consciously book local accommodations whenever I travel. I invite you to stay at a local place on your next trip and be part of a positive ripple effect yourself."

Quick CASCADE breakdown for participants:
- **Character:** Maria (human, relatable)
- **Action:** stayed local
- **Stakes:** livelihood, community survival
- **Consequences:**
  - L1: income for Maria
  - L2: vibrant neighborhood, less displacement
- **CTA:** choose local next time you travel

Template:

- "I am / I met [Character] in [Place].
- I chose [Action].
- [Stakes] were at risk.
- That led to [Consequences L1/L2].
- If I had chosen [Alternative].
- Now I decide to [Decision].
- I invite you to [Effect / one clear Call To Action]."

Sharing and Reflection (5 minutes) – Reconvene the groups. Invite as many groups as time allows to share their stories with everyone.

Reflection & Discussion Questions

- "How did it change your perspective?"
- "Can you recall a travel choice you made that you would now rethink?"
- "How did the stories shared today make you feel or inspire you?"
- "What's your own 'ripple effect' going to be?"

Debrief Tools & Feedback

- **Feedback circle:** Go around and have each participant share one sentence on what they learned or how they felt during the workshop.
- **Written reflection:** Hand out sticky notes or a short form for participants to write down one takeaway and one question or suggestion they have after the workshop.
- **"Check-out" activity:** On a flip chart, have two columns – "One insight I'm taking away" and "One action I'll do next time I travel." Invite everyone to come up and add to both columns.

Everyday Life Connection

- Encourage participants to share one of their travel impact stories with their own network – whether with a friend, family member, or on social media.
- Challenge them to make one sustainable travel pledge for their next journey. It could be choosing a destination less traveled (to avoid contributing to overtourism), opting for train or other low-carbon transport instead of a short flight (where feasible, since a train can emit much less CO_2 than flying, or ensuring they support local businesses wherever they go.
- Emphasize that even in everyday life, they can apply storytelling: for instance, if they persuade their company to replace one in-person meeting with a virtual meeting by telling the story of how flying less helps the planet, that's creating a ripple effect at work.

Localization or Cultural Tip

- **Use local examples:** Incorporate stories or case studies from the participants' own city or country.
- **Language and communication:** If you have a multilingual group, encourage storytelling in the language people are most comfortable with, then summarize or translate key points. The goal is for emotional authenticity; sometimes telling a story in one's mother tongue brings out richer detail. You can prepare bilingual prompts or allow a mix of languages in small group discussions.

- **Localize the call-to-action:** Adapt the "everyday life connection" suggestions to the local context. If public transit is excellent in your city, challenge people to use it over cars for local travel. If your region has a community tourism initiative or a heritage storytelling project, encourage participants to get involved. By aligning actions with local opportunities, you make it easier for participants to actually follow through.

Materials

- Presentation

Sustainable Travel Quest: Plan Your Impact

Author: Bigad Hayssam

Essential Learning Outcome (ELO)

By the end of this activity, participants will be able to make informed and balanced decisions about sustainable travel by considering environmental, social, and personal well-being factors.

Informational Module (Optional Intro)

Start with a quick **"Travel Impact Quiz"** (5 minutes). The facilitator asks a few short questions to activate participants' thinking before the game. Participants can answer by raising hands, moving to different corners of the room, or voting in teams.

- Which usually produces more CO_2: a short flight or the same journey by train?
- Which choice normally has a lower environmental impact: staying in a locally owned guesthouse or in a large international hotel chain?
- What creates more waste during a trip: buying bottled water every day or carrying a reusable bottle?
- Which food choice is usually more sustainable while travelling: eating imported fast food or trying seasonal local food?
- What can have a stronger positive impact on a local community: buying souvenirs from a local craftsperson or from a mass-produced tourist shop?
- Which travel habit can reduce stress and environmental impact at the same time: planning a slower itinerary or trying to visit as many places as possible in one day?
- What is usually more sustainable for moving around a city: taxis for every short trip or walking/public transport?
- Which travel decision can support local culture more respectfully: joining a small local guide-led activity or visiting only overcrowded tourist hotspots?
- What is often the hidden impact of "cheap" travel choices: lower cost only, or possible environmental and social costs?
- Which is more useful for sustainable travel: finding one perfect solution or learning to balance trade-offs?

The facilitator does not need to give long explanations after each answer. The purpose is to show that sustainable travel involves many dimensions: transport, food, accommodation, waste, local economy, well-being, and decision-making. The quiz should be light, fast, and slightly provocative, preparing participants for the main activity.

Facilitator's Guide

Group Size

- Ideal per group: 4–6 participants
- Total: 20–30 participants (adjustable depending on workshop size)
- Each team acts as a "sustainable travel agency" competing to design the most eco-friendly travel plan.

Physical Setting

- Arrange tables or clusters for small teams.
- Provide one full card set per team (Destination, Challenge, Action, and Bonus cards).
- Prepare a central "Marketplace" or visible area for rules and score tracking.
- If available, use a projector or posters to display the scoring system and sample cards.

Materials Needed

- Printed card decks (Destination, Challenge, Action, Bonus) – 4–6 per A4 page
- Score sheets or flipcharts
- Pens, markers, and calculators
- Timer or clock
- Optional: colored paper tokens for scoring
- Projector or slides for rule explanation (if applicable)

Time Needed: (Total: 90 minutes)

Introduction (10 minutes)

- Welcome participants and introduce the idea of sustainable travel.
- Explain that each group represents a travel agency competing to design the most balanced and responsible trip.
- Present examples of card types and explain the scoring system briefly.

Core Activity (50 minutes)

Each team draws the following:

- One Destination Card
- One Challenge Card
- Two or three Action Cards
- One Bonus Card

Teams design a five-day travel plan based on their cards. They must balance:

- Budget
- Environmental impact
- Community benefit
- Traveler well-being

During the planning phase, the facilitator may draw random "Event Cards" to simulate real-world changes (e.g., transport strikes, weather issues, or local celebrations).

After 30 minutes of planning, each team presents their travel plan to the group.

The facilitator then calculates the final scores using a simple scale:

- +2 points for highly sustainable actions
- +1 point for moderately sustainable or balanced actions
- -1 point for unsustainable actions
- Extra points can be given for creativity, cooperation, and realistic adaptation.

Reflection and Debrief (30 minutes)
Lead a short discussion using the reflection questions below.
Encourage participants to connect their game experience to real-life travel choices.

Accessibility Tips
- Use large, easy-to-read cards (4–6 per A4 page).
- Ensure clear space between tables and allow easy movement.
- Replace color-only scoring with icons or labels for clarity.
- Provide verbal explanations for participants who may have difficulty reading.
- Encourage equal participation by assigning roles (reader, planner, presenter, scorer).

Reflection and Discussion Questions
- What was the most difficult decision your team faced during planning?
- How did your traveler's needs influence the choices you made?
- Were there moments when the most sustainable choice was also the most expensive or inconvenient?
- What lessons can you apply from this game to your real or professional travel decisions?

Debrief Tools and Feedback
Conduct a reflection circle: each group shares one key insight or strategy.
Use quick written feedback such as:
- "One thing I learned today is…"
- "Next time I travel, I will…"
- Optional: simple voting for "Most Creative," "Most Realistic," and "Most Eco-Friendly" plans.

Everyday Life Connection
Encourage participants to apply the lessons through small, achievable actions, such as:
- Choosing trains or buses instead of short flights.
- Supporting locally owned accommodations and businesses.
- Reducing waste and plastic during travel.
- Organizing local eco-trips or awareness campaigns in their community.

As a final activity, each participant can write a short "Green Travel Pledge" describing one personal commitment to sustainable travel.

Localization or Cultural Tip
- Modify destinations and travel scenarios to reflect local or regional contexts (desert, coast, countryside, or urban areas).
- Translate cards into local languages or use familiar place names for increased engagement.
- Include local sayings or values that reflect care for nature and responsible living.

Materials
- Bonus
- Brazil
- Challenges
- Eco Tourism game
- Egypt

- Indonesia
- The Nature Seeker
- The Serene explorers
- Sheet score
- The impact warrior

The Council of All Beings: Awakening Our Ecological Self

Author: Kleio Apostolaki

Essential Learning Outcome (ELO)
By the end of this activity, participants will be able to embody and express the perspective of a non-human being, cultivating ecological empathy, emotional awareness, and a strengthened sense of eco-identity.

Informational Module (Optional Intro)
The facilitator will introduce a text on Joanna Macy's Council of All Beings and the principles of Deep Ecology and applied Ecopsychology. Suggested resource: Joanna Macy & John Seed – Thinking Like a Mountain. Duration: max 10 minutes.

Facilitator's Guide
Group Size
- Up to 20 participants. Best in smaller groups (10–15) for deeper sharing.

Physical Setting
- A quiet room or outdoor circle. The space should allow for a group circle and areas for creative work.

Materials Needed
- Paper plates, cardboard, markers, paints, scissors, glue, string (for masks).
- Natural objects (leaves, twigs, feathers, stones) collected beforehand.
- Journals or paper and pens.
- Comfortable seating in a circle.

Time Needed: (Total: 2 hours)
1. InWelcome & Introduction: 10 min
2. Centering & Grounding: 10 min
3. Choosing a Being: 15 min
4. Mask-Making / Creative Expression: 20 min
5. Council Gathering: 50 min
6. Integration & Sharing: 10 min
7. Closing Ritual: 5 min

Accessibility Tips:
- Provide large-print materials for visually impaired participants.
- Allow mask-making with pre-cut or simplified options for those with mobility or dexterity limitations.
- Offer quiet reflection time for participants who may feel shy speaking in groups.

Activity Steps

Introduction (10 minutes)

- The facilitator welcomes participants, introduces the purpose and roots of the practice (Deep Ecology, Joanna Macy).
- Group agreements: confidentiality, respect, non-judgmental listening.

Centering & Grounding (10 min)

- Guided mindfulness/green meditation.
- Focus on opening the senses to connect with the natural world.

Choosing a Being (10 min)

- Silent reflection: each participant chooses a non-human being (animal, plant, element, landscape).
- Journaling prompts: "Why did I choose this being?" "If it had a voice, what would it say to humans?"

Mask-Making / Creative Expression (20 min)

- Participants create masks or symbolic expressions using art and natural materials.
- Emphasis on playfulness and intuition, not artistic skill.

Council Gathering (50 min)

- Participants form two circles: humans (inner) and beings (outer).
- The outer circle speaks in the voice of their chosen being, sharing concerns, wisdom, or messages.
- The inner circle listens, then responds from the human perspective.
- Groups switch roles and repeat.

Integration & Sharing (10-12 min)

- Open circle for sharing insights, feelings, commitments.
- Discussion on possible ecological actions or personal practices.

Closing Ritual (5-8 min)

- Gratitude to the beings and circle.
- Closing reflection on interconnectedness.

Reflection & Discussion Questions

- What did you discover about yourself through the voice of your chosen being?
- How did it feel to listen to the more-than-human world?
- How did you feel in different roles (human/other-than-human beings)?
- What commitments or small actions are you inspired to take that you did not consider before?

Debrief Tools & Feedback

- Use a "talking stick" in the final circle to ensure each participant's voice is heard.
- Provide optional written reflection sheets with prompts: "One thing I learned…", "One thing I want to do differently…"

Everyday Life Connection

- Encourage participants to continue dialogues with non-human beings in daily life (journaling, mindful walks, symbolic objects).
- Suggest forming a peer eco-circle to describe their experience or through narratives of Aesop (telling stories using animals as main characters).

Localization or Cultural Tip

- Adapt beings to local context: encourage participants to choose species or landscapes from their own region.
- In the Mediterranean, participants might embody more-than-human elements like olive trees, sea turtles, mountain springs; in Northern Europe, forest animals, rivers, or seasonal plants.
- Facilitators may incorporate traditional songs, stories, or rituals that honor nature in their local culture. They can represent different elements or species of nature with local dances, gestures or voices to overcome the language barrier.

Materials

- List of materials

The Power of ´No, Thank You´: Boundaries and Mindful Choices in Travel

Author: Kamila Walijewska

Essential Learning Outcome (ELO)

By the end of this activity, participants will understand how saying "No, Thank you" can support sustainable travel practices and set respectful boundaries in various scenarios (with people, offers, and consumption choices), providing them with a toolkit of refusal strategies that promote both personal well-being and responsible travel.

Facilitator's Guide

Group Size

- Total up to 20 people (but can be more if the space is big enough)

Physical Setting

- Space with chairs and table or pillows on the floor in the circle
- Open space for "Yes/No/Maybe" movement activity

Materials Needed

- Scenario cards with travel situations
- A4 sheets of paper with "Yes", "No", and "Maybe" written on them
- Pens for noting reflections
- A small piece of paper for each participant

- **Time Needed:** (Total: +/- 90 minutes)

Accessibility Tips:

- Provide the scenarios in written form and read them aloud, so participants with different learning preferences can follow the activity.
- Remind participants that they do not have to share personal experiences if they feel uncomfortable.
- Be attentive to cultural differences: in some contexts, saying "no" directly may feel rude, unsafe, or socially difficult.
- Create a respectful atmosphere where all answers are accepted and nobody is judged for choosing "Yes", "No", or "Maybe".
- Make sure the facilitator models respectful refusal with tone, body language, and wording before asking participants to practise.

Activity Steps

Introduction (10 min) – Set the context, distribute materials, explain objectives.

- Brief discussion: "What makes it hard to say no when we travel?" Participants share quick thoughts.
- The facilitator introduces the theme: how small choices, such as saying "No, Thank you," can support sustainable and mindful travel.
- Each participant gets a small piece of paper and a pen.

Core Activity (45 - 60 min):

Reflection Round (10 minutes)

- Individually, participants recall a time they accepted something they didn't really need (e.g., a plastic bag, souvenir, food sample, or a freebie). They write it on their papers.
- Prompt questions:
  - Why was it hard to say no?
  - How did it feel afterward?
  - What could have been different if you had said no?
- Then, volunteers share insights with the group.

"Yes/No/Maybe" Scenarios (15 minutes)

- Participants are asked to stand up
- The facilitator places three signs on the floor in a line: "Yes", "No", and "Maybe". The words should face the participants.
- The facilitator reads out a set of travel scenarios (e.g. being offered a single-use straw, pressured to buy a souvenir, asked to join an activity that feels unsafe, offered free products, approached by a stranger crossing personal boundaries).
- Participants reflect honestly on what they would do and stand behind the word that best matches their response — for example, "Yes, thank you," "No, thank you," or "Maybe / I'm not sure."
- After each round, discuss:
  - What influenced your choice?
  - How might cultural sensitivity, personal comfort, and sustainability guide your decision?

Practicing "No, Thank You" (15 - 20 minutes)

- In pairs, role-play real-life travel situations (each given a short scenario; scenarios provided in section Materials TM).
- One person plays the "offerer," the other practices saying "No, Thank You" in a mindful, respectful, but firm way.
- Switch roles and repeat.
- Then, exchange the scenario for as many rounds as desired, with each scenario lasting 1–2 minutes, depending on the flow of the group.

Instructions for Facilitator

- Print/cut the scenarios and hand one to each pair during the role-play section.
- Encourage participants to role-play both sides (the "offerer" and the traveler).
- At the end of the exercise or after each role-play, ask:
  - How did it feel to say "No, Thank You"?
  - How did tone, body language, or wording change the outcome?
  - Could you refuse in a way that feels sustainable and respectful?
  - What felt easy? What felt difficult? What strategies helped?

Reflection (15–30 min) – Include a guided reflection or debrief (see next section).

- Other reflection questions to close the exercise:
  - Have you ever felt uncomfortable accepting something while traveling? What did you do?
  - What strategies could help you say 'no' respectfully but firmly?
  - How might your choice influence the environment or your well-being

Final Reflection & Discussion Questions

The facilitator asks 3 questions:

- What are you taking with you from this workshop?
- Will you look at your travels differently from now on?
- What is 1 thing that you can EASILY implement in your travels from today?

Participants write down on their paper one personal boundary or commitment they will practice on their next trip (e.g., refusing plastic bags, saying no to pushy vendors, declining extra freebies, or standing firm when disrespected). Each participant shares it with the group.

Debrief Tools & Feedback

- Recommend feedback methods (e.g., written sheets, group circles, check-out activities).
- Provide prompts like "What did you learn?" or "What will you do differently?"

Everyday Life Connection

- Refuse Single-Use at Home
- Challenge yourself to say "No, Thank You" to at least one single-use item per day (plastic bags, straws, takeaway cutlery, receipts).
- Tool: Track your refusals in a free app like JouleBug or a simple notes app.
- **Practice Boundaries in Social Life**
- Try saying "No, Thank You" when pressured into commitments you don't want (extra events, overspending, overworking).
- Challenge: This week, politely decline one invitation or offer that doesn't align with your needs or energy.
- **Mindful Consumption**
- Before accepting a freebie, flyer, or "gift with purchase," pause and ask: "Do I truly need this?"
- Tool: Use a sticky note on your wallet or bag that reads "Do I need this?" as a visual reminder.
- **Community Challenge**
- Create a "No, Thank You" challenge with friends, colleagues, or family: each person keeps track of how many single-use items or unnecessary freebies they decline in a week.
- Share reflections in a WhatsApp group, or post results on social media with a hashtag like #MindfulNo.

Localization or Cultural Tip

- **Use Local Expressions for "No, Thank You"** - invite participants to practice respectful refusal phrases in their own language or dialect. Examples:
- Icelandic: "Nei takk"
- Spanish: "No, gracias"
- Arabic: "La, shukran"

This encourages cultural exchange and highlights how politeness and boundaries are expressed differently around the world.

- **Include Region-Specific Scenarios** - adapt the cards to reflect local travel habits and sustainability issues. For example:
- Coastal communities → refusing plastic waste at beaches or festivals
- Mountain regions → respecting hiking trail etiquette and nature protection
- Urban environments → saying no to fast fashion shopping or unnecessary packaging

- Rural/traditional communities → balancing hospitality with personal boundaries respectfully

Participants may also create their own scenario cards based on experiences from their country or community.

Materials

- Scenarios for core activity
- Presentation

Travel Smart & Light: Facing Fears, Packing Wisely, and Celebrating Our Journey

Author: Katarzyna Grzegorczyk

Essential Learning Outcome (ELO)
By the end of this activity, participants will be able to identify common travel fears, match them with practical coping strategies, and apply simple, sustainable packing and reflection techniques to future journeys.

Informational Module (Optional Intro – 5–7 minutes)
Short Talk + Visual Prompt (facilitator-led)
Introduce the idea of sustainable and mindful travel.
What comes to mind if you think about SUSTAINABLE TRAVEL and MINDFUL TRAVEL?
You may briefly refer to:

- World Health Organization – importance of checking vaccination requirements before travel.
- Weather like in the time and place you are going to.

Mention the 3 steps workshop - fear part, backpacking activity and bingo game.

Facilitator's Guide
Group Size

- 15 participants (or more/less, adjustable according to needs).

Physical Setting

- Open space for movement-based activities (fears and solutions activity).
- Separate area with comfortable chairs and tables for backpack and bingo activity, reflection and final discussion.

Materials Needed

- 15 small papers with **travel fears** (one per person).
- 15 small papers with **travel solutions** (shuffled, mismatched).
- A4 paper with packing list + backpack, and pens - 1 for each participant.
- Prepared Bingo cards (one per participant).
- 3 different colours for each participants of crayons/markers
- Timer
- Bingo machine
- Optional: small awards for bingo (depending on how many rounds of bingo you want to have)

- **Time Needed:** (Total: 1 h 30 mins - 2 h 35 mins - depending on the group size)

1. Intro to the workshop - 3 phases – 5-10 minutes
2. Travel Fears & Solutions Game – 30-40 minutes
3. Suitcase or Backpack Activity – 40-60 minutes
4. Bingo Activity – 30–40 minutes
5. Final Reflection – 10-15 minutes

Accessibility Tips:

- Follow speed of the group
- Adapt the backpacking activity for dynamic or reflection option (small groups vs all group together)
- Adjust how many BINGO rounds you can have (depends on timing)
- Bingo cards - these can be laminated and reused multiple times, or printed individually for each participant.

Activity steps

1. Travel Fears & Solutions Game (20 mins - 30 mins):

Introduction (10 min)

Who can relate? What is something that is troubling you before you travel?
Vaccinations to go to the other continents? Language? Luggage? Money?
Everyone carries fears while traveling—but also strengths and solutions.
Each participant receives:

- One **fear 'card'**
- One **solution 'card'** (not matching)

The goal:

Move around the room and talk to others.
You can:

- Swap fear cards
- OR
- Swap solution cards
- UNTIL YOU FIND A MATCHING PAIR
- Remember to always have 2 cards on you, only SWAP not GIVE AWAY

For example: **Fear of the unknown** - Book a local guide for adventures/research ahead

Core Activity (10 min)

Participants mingle and negotiate card swaps.
When someone finds a matching pair, they briefly discuss:

- Does this solution truly work for this fear?
- Can we think of another solution?

Reflection (10-15 min)

Group discussion
Present one by one fears with solutions (fears have numbers, everyone can read their fears and solutions they found for it- tip: some solutions might be matching a few fears, that's alright!)

- Who can relate to the fear you received or swapped?
- Did anyone have a surprising solution?
- Is fear always negative—or can it also protect us?
- Any fear you would add to the list? (for example loosing ID)

2. Suitcase or Backpack? – Pack Light Challenge (30 minutes):

- Activity in small groups up to 5 people, sitting in a circle by the table - **dynamic option**
- This activity can also be carried out with larger groups without rotating the "backpack" around; instead, each participant keeps their own "backpack." This version takes less time overall - simply skip each 'Phase 2 - SWAP items' - **reflection option**

Introduction (5 -10 mins)

Ask:

"What is heavier—our suitcase or our worries?"

Discuss minimalist travel.

You know that feeling of excitement… or anxiety… when packing your bag before travelling?

Sometimes we pack in 20 minutes.

Sometimes we start three days before.

No matter where we go or for how long, we always bring certain things with us — sometimes even the same things every time.

Instructions for Participants

Each of you receives:

A list of (37 + extra space) travel items and a backpack sheet

Important:

- Mark your backpack with your name.
- Don't fill the entire backpack space at first.
- The number of pieces doesn't matter — just the type of item.
- Warm temperatures wherever we travel.
- Underwear, socks and bras, sneakers/light shoes are already included in the basics — no need to add them.
- If something you wanna take is not on the list - add it!
- Write your list of items by numbers from the list

Core activity: Backpack game (20-30 mins)

Scenario 1 – Pack Without Knowing (5 min)

- Fill your backpack with a maximum of 15 items for travelling purposes
- You don't know the destination yet
- Just choose what you feel you need
- Write the list of all chosen items inside your backpack (by numbers)
- No discussion yet
- Keep it realistic

Phase 2 – SWAP items (2-3 minutes)

After 5 minutes:

- Pass your backpack to the person on your LEFT.

This person:

- Can swap **maximum 3 items**
- Has **1 minute**

Rotate 2-3 times (1 minute each).
After 2-3 rotations: Now the situation changes.

Scenario 2 – Business Trip to New York (2 minutes)
- Everything is accessible there. Shops, laundry, services.
- Remove **5 items** from the backpack in **2 minutes.**
- This round ends with 10 things remaining in the backpack

Phase 2 - SWAP items (2-3 minutes)
After 2 minutes:
- Pass your backpack to the person on your LEFT.

This person:
- Can swap **maximum 2 items**
- Has **1 minute**

Rotate 2-3 times (1 minute each).
After 2-3 rotations: Now the situation changes.

Scenario 3 – Volunteering in Africa (3 minutes)
- You are going to volunteer in Africa to teach kids English.
- Instead of packing mainly clothes, you want to bring teaching materials and useful resources.
- Remove **5 items in 3 minutes**
- 5 items remaining in the backpack ONLY

Phase 2 - SWAP items (2-3 minutes)
After 3 minutes:
- Pass your backpack to the person on your LEFT.

This person:
- Can swap **maximum 2 items**
- Has **1 minute**

Rotate 2-3 times (1 minute each).

After 2-3 rotations: **Backpack goes back to the owner** (skip this part if you are doing the reflection option)
- Check your backpack. It should have only 5 items (if not, make it happen).
- Look at it carefully.
- Does it still reflect you?
- Does it fit your needs?
- Something in the backpack that you completely do not agree with?

Final scenario:
Scenario 4 – Favourite Holiday Destination (3 minutes)
- You are going to your favourite place for the holidays.
- Warm spring/summer temperatures.

- Add **2 items t**o the backpack
- 7 items total in the backpack
- You can swap the ones that are there now for others **in 3 mins**

Reflection Questions (10–15 min) - pop corn style of speaking up

- How did it feel when others changed the content of your backpack? (not for reflection option)
- What was hardest to remove?
- What were the common items that stayed in the backpacks for most of the scenarios?
- Did your backpack become more minimal or more chaotic?
- Do we pack based on fear, comfort, identity, or real need?
- What do we carry emotionally, not practically?

3. Bingo Activity – Travel Achievements & Change (30–40 minutes):
Introduction - (10-15 minutes)

- Mention that Bingo is widely played socially in Nordic countries and community halls across Iceland, especially among seniors as a social activity. Typical game for Icelanders to play during events (Easter bingo, songs bingo, games with singers/artists/famous people who facilitate it and sing in between/making shows).
- Make sure everyone knows how bingo works - just simply remind the rules if needed.
- Participants receive prepared Bingo cards and get to know it by the PART 1.

Part 1 – EASY / POSSIBLE / NOT FOR ME
Mark squares (pens/pencils/colours):

- Easy for me - what I already achieved in most of my travels - 1st colour
- Possible with effort - 2nd colour
- Not for me - 3rd colour

Discussion:
What is easy for you while travelling and what is challenging?
What could move from "Not for me" to "Possible"? Or from "Possible" to "Easy"? Mark it as a goal for the next trip.
Does anyone want to share what the challenge is during your next travels? What ''Possibles" are you going to try?

Core Activity: Real Bingo Fun (15-20 minutes)

- Decide for your group how many rounds you want to have and how big awards you want to provide
- Play classic Bingo-style game.
- Keep it light and joyful.

Reflection (2-3 minutes):

- How did you like bingo? Did it bring some memories from back in the day?

Final reflection by the end of the workshop
Reflection, Discussion Questions and Feedback (10-15 minutes – comfortable set-up)

1. Today we explored three topics: fears related to travelling, packing, and sustainable travel. Which part of the workshop spoke to you the most, and why? Did something surprise you?
2. Do you think you might make one NEW sustainable choice during your future travels? If yes, what kind of change would you like to try?
3. Did you learn something new about fears connected to travelling? Did you realise how easily you deal with them, or how much they affect you? Was there something someone shared that inspired you or gave you a new perspective on dealing with fears?
4. Looking back at today's activities, what would you change, improve, or do differently for next time?

Everyday Life Connection
Challenge for your next travel:
Before your next trip:

- Pack everything.
- Remove 30%.
- Add one rest day.
- Learn 5 words in the local language.

Encourage use of official travel health websites and local tourism boards.

In Icelandic context, connect to:

- Slow travel in nature.
- Respect for landscapes.
- Community-based tourism practices.

Materials

- Backpack activity
- Fear & Solution pairs
- Sustainable travel Bingo
- Bingo cards

A Journey Through Time: Becoming a Good Ancestor

Author: Monika Puscion

Essential Learning Outcome (ELO)
By the end of this activity, participants will be able to reflect on their legacy and develop empathy for future generations, recognizing how their actions today can shape the world of tomorrow.

Informational Module (Optional Intro)
Before the activity, participants are introduced to the concept of **long-term thinking and intergenerational responsibility.**

Suggested short materials:

- **Article:** Long Time Thinking Tools - The Long Time Project: https://www.thelongtimeproject.org/
- **Podcast: The Long Time Academy:**

https://open.spotify.com/episode/7uE7RlQP8Am2EVI1pLtW7Dgo=1&sp_cid=baa2f25a55d0f161c4f1ea8f3f2eb1c2&utm_source=embed_player_p&utm_medium=desktop&nd=1&dlsi=94eebce1eb344557

Concept introduction
The idea of **"being a good ancestor"** — thinking about the impact our actions today will have on people living decades or centuries from now.

- Book: Roman Krznaric "The Good Ancestor: How to Think Long Term in a Short-Term World" (2020)
- **TedEd:** Roman Krznaric "How to be a good ancestor"
- **Movie:** David Attenborough: A Life on Our Planet (2020)

These materials introduce the psychological idea that **our ability to imagine future generations strengthens our motivation to protect the planet and care for society.** The facilitator can share these resources with the group if participants would like to explore the topic further.

Facilitator's Guide
Group Size: Ideally up to 15 participants. Large groups are possible if the exercise is guided collectively.

Physical Setting:

- Quiet room with space for participants to **stand and move a few steps forward and backward**
- Calm environment without interruptions
- Soft lighting can help create a reflective atmosphere

If online:

- Cameras optional
- Participants encouraged to **stand or sit comfortably**

Materials Needed

- Projector or screen (optional)
- Timer or bell sound for guiding steps
- Optional: calm background music

Time Needed: (Total: 60–80 minutes)

Suggested breakdown:

1. Introduction – 20 minutes
2. Core Visualization Activity – 20 minutes
3. Reflection Discussion – 20 minutes
4. Debrief and Application – 15–20 minutes

Accessibility Tips

- Participants may **sit instead of standing** if needed
- Allow participants to **keep eyes open or closed** depending on comfort
- Provide **clear verbal guidance** and slow pacing
- Offer a **quiet reflection option** for participants who prefer not to share verbally
- Avoid forcing emotional disclosure

Activity Steps

Introduction (10 minutes)

Facilitator briefly introduces the themes:

- Time and how humans perceive it
- The concept of **legacy**
- The idea that **our actions today shape the lives of future generations**

Participants are invited to reflect on the question: **"What kind of ancestor do you want to be?"**

Explain that the group will take part in a **guided time-travel visualization** exploring connections between past and future generations.

Core Activity – Time Travel Visualization (20 minutes)

Participants stand comfortably and close or lower their eyes.

Facilitator guides them through a structured visualization (follow the instructions provided in the materials):

Step 1 – Present Moment: Participants arrive in the present moment, noticing their breath and the ground beneath their feet.

Step 2 – Traveling into the Past: Participants imagine someone from their grandparents' generation. They step backward in time:

- first imagining this person at age 40
- then imagining them at their 9th birthday

Participants imagine the world around them — transportation, communication, environment. They reflect on how the past shaped the present.

Step 3 – Returning to the Present

Participants step forward again through generations until they arrive in the present.

Step 4 – Traveling into the Future
Participants imagine a young person they care about. They step forward in time:

- imagining that person at 40
- then imagining their 90th birthday around the end of the century.

They imagine the world outside the window: transport, nature, society.

At the celebration, the future person raises a toast, thanking the participant for something they did that helped create a better world. Participants reflect silently on **what they are being thanked for.**

Step 5 – Returning to the Present
Participants step back through generations and return to the present moment.

Reflection (20 minutes)
Participants sit down and reflect individually or in small groups. The facilitator encourages participants to share insights from the experience.

Reflection & Discussion Questions

1. What emotions did you experience while traveling through past and future generations?
2. What did the future person thank you for during the visualization?
3. How did imagining future generations change the way you think about your actions today?
4. What kind of legacy do you want to leave behind?

Debrief Tools & Feedback
Facilitators can use:

- group discussion circle
- written reflection cards
- short anonymous feedback sheets

Suggested prompts:

- What surprised you during this activity?
- What idea will stay with you the longest?
- What is one action you feel inspired to take after this exercise?

Participants may also write **one commitment for the future**.

Everyday Life Connection
Participants are encouraged to practice **"good ancestor thinking"** in everyday life.

Simple actions may include:

- making environmentally conscious travel choices
- reducing consumption and waste
- supporting long-term environmental initiatives
- engaging in community projects

Ask participants to consider this question once a week: **"What decision today would my great-grandchildren thank me for?"**

Localization or Cultural Tip

The activity can be adapted to different cultural contexts by:

- encouraging participants to imagine **local ancestors or historical figures**
- referencing **local environmental challenges or traditions**
- incorporating cultural practices related to **honoring ancestors**

For example, some Indigenous cultures make decisions based on the well-being of **seven future** generations. Introducing similar traditions can deepen the discussion about long-term responsibility.

Materials

- Guide for guided meditation: Page 1, Page 2

Balance Wheel

Author: Diana Pidtserkovna

Essential Learning Outcome (ELO)
By the end of this activity, participants will be able to assess the balance of key areas of their lives, reflect on how personal well-being influences travel choices, and identify concrete action steps for travelling in a way that better supports their values, needs, and sustainability awareness.

Informational Module (Optional Intro)
The activity introduces the "Balance Wheel" as a visual self-reflection tool used to evaluate satisfaction across different areas of life and identify areas that may require greater attention or change.

In the context of Eco Rangers, the Balance Wheel is used to explore the connection between personal well-being and travel. Travel is not separate from the rest of our lives: our energy, stress level, finances, relationships, health, personal values, and emotional state often influence how we plan trips, choose transport, consume resources, interact with local communities, and recover after travelling.

The aim of the activity is not to judge participants' life choices or travel habits. Instead, it supports self-awareness and helps participants reflect on how a more balanced life can contribute to more mindful, responsible, and sustainable travel decisions.

Facilitator's Guide
Group Size: Works best with 10–30 participants, but can be adapted for smaller or larger groups. The activity includes individual reflection, small-group sharing, and a final group discussion.

Physical Setting:
A quiet room with tables or chairs that allow participants to comfortably write individually and later work in small groups of 3–4 people.

Materials Needed
- Printed "Balance Wheel" templates, one for each participant
- Markers or coloured pens
- Regular pens
- Paper for notes, if needed
- Optional: flipchart or board for collecting common insights

Time Needed: (Total: approximately 70 minutes)
1. Introduction – 10 minutes
2. Individual Balance Wheel Assessment – 15 minutes
3. Travel & Well-being Reflection – 15 minutes
4. Goal Setting & Action Planning – 15 minutes
5. Small Group Sharing & Clarification – 20 minutes
6. Final Reflection Circle – 5 minutes

Accessibility Tips

- Provide clear written instructions and allow additional reflection time when needed.
- Ensure participants can comfortably access materials and seating arrangements.
- Offer the possibility to complete the wheel verbally with a partner or facilitator if writing is difficult.
- Use large-print templates and clear visual contrast in the wheel.
- Encourage a supportive, non-judgmental atmosphere where participants can choose how much they wish to share.
- Clarify that the activity is based on listening, reflection, and clarifying questions — not giving advice or evaluating personal choices.
- Allow participants to skip any category that feels too personal and return to it later if they wish.

Activity Steps

Introduction (10 minutes)

The facilitator introduces the concept of the "Balance Wheel" as a visual tool for exploring different areas of life and understanding personal satisfaction, priorities, and possible imbalances.

The facilitator explains that, in this activity, participants will use the wheel not only to reflect on their general well-being, but also to consider how different areas of life influence the way they travel.

For example:

- stress may lead to rushed or less conscious travel decisions;
- financial pressure may influence transport, accommodation, or food choices;
- low energy may affect how much space we leave for rest during a journey;
- relationships and social expectations may influence overconsumption or overplanning;
- personal values may shape how we engage with local communities and places.

The facilitator presents the life categories included in the wheel and briefly explains the scoring system from 1 to 10, where 1 means "very low satisfaction or balance" and 10 means "very high satisfaction or balance".

Participants are invited to think about their current life situation and, where relevant, connect their reflection to past or future travel experiences.

Core Activity

Individual Balance Wheel Assessment (15 minutes)

Participants receive printed Balance Wheel templates and work individually.
They assess their level of satisfaction in each life area by rating it from 1 to 10. They mark the scores on the wheel and connect the points to create their personal visual map.

After completing the wheel, participants reflect in writing:

- Where do I notice imbalance?
- Which area currently needs the most attention?
- What surprised me while completing the exercise?
- Which areas of my life influence the way I travel the most?
- Which areas of my life are most affected by travelling?

The facilitator reminds participants that the wheel is not a test. The purpose is to observe patterns and identify possible areas for intentional change.

Travel & Well-being Reflection (15 minutes)
Participants look again at their completed wheel and reflect on the connection between their personal balance and their travel behaviour.

They answer the following questions individually:
- How does travelling influence this area of my life?
- How does this area of my life influence the way I travel?
- Which aspect of sustainable or mindful travel could support this area?
- What can I learn from my travel experiences that I can apply in everyday life?
- How can I travel in a way that supports my well-being and values?

Participants may choose one or two life areas where the connection with travel feels strongest.

Examples:
- If "health" is low, a participant may reflect on slower travel, rest days, walking, sleep, or food choices.
- If "finances" are stressful, they may reflect on realistic budgeting, avoiding unnecessary consumption, or choosing low-cost sustainable options.
- If "relationships" are important, they may reflect on travelling with others, boundaries, shared decisions, or connecting with local people.
- If "personal growth" is important, they may reflect on cultural learning, curiosity, and openness during travel.

Goal Setting & Action Planning (15 minutes)
Participants choose one priority area they would like to focus on in the next 2–3 months or during their next travel experience.

They then answer several reflection questions in writing:
- What result would I like to achieve in this area?
- How could mindful or sustainable travel support this goal?
- What is one concrete first step I can take before or during my next trip?
- What possible obstacles might arise?
- How could I respond to or overcome these obstacles?
- What is one small travel-related habit I would like to test?

This stage helps participants move from awareness toward practical planning and personal responsibility.

Small Group Sharing & Clarification (20 minutes)
Participants form small groups of 3–4 people.
Each person briefly presents:
- the life area they chose to focus on;
- how this area connects to travel or mobility;

- their desired outcome;
- one concrete action step they would like to try.

Group members support the process by asking clarifying questions that help make the plan more realistic, specific, and achievable.

Examples of helpful questions:
- What would success look like for you?
- How will you know you are moving forward?
- What timeline feels realistic for this step?
- How could this action influence your future travel choices?
- What would make this action realistic during an actual trip?

The emphasis is placed on supportive communication, active listening, and avoiding judgment or unsolicited advice.

Final Reflection Circle (5 minutes)
The activity concludes with a short group reflection.

Participants are invited to briefly share:
- one insight they are taking from the workshop;
- one small action they intend to start after the session;
- one thing they want to remember before their next journey.

The facilitator closes the activity by reinforcing the idea that balance is dynamic. Sustainable travel is not only about external choices, but also about noticing our needs, limits, values, and habits. When people travel with greater self-awareness, they are more likely to make choices that are respectful toward themselves, others, and the places they visit.

Reflection & Discussion Questions
- Which area of your life currently feels most balanced?
- Which area feels most in need of attention?
- How do your personal priorities influence the way you travel?
- How does travelling affect your well-being?
- When do stress, lack of time, money, or social pressure influence your travel decisions?
- Which area of your life could be supported by slower, more mindful, or more sustainable travel?
- What is one travel habit you would like to change or test?
- What can your travel experiences teach you about your everyday life?

Debrief Tools & Feedback
The facilitator may use one or more of the following methods:
- One-word check-out: each participant shares one word describing how they feel after completing the wheel.
- Commitment card: participants write one action they want to try before or during their next trip.
- Pair reflection: participants exchange one insight and one realistic challenge with a partner.
- Anonymous feedback note: participants write what was useful, what was unclear, and what could be improved.

- Group harvest: the facilitator collects common reflections on a flipchart under three headings: "What affects how we travel", "What travel affects in us", and "Small changes we can try".

Suggested feedback prompts

- What did this activity help you realise about your well-being?
- What did this activity help you realise about your travel choices?
- Which question was most useful?
- How could this activity be improved for future groups?

Everyday Life Connection

Participants are encouraged to use the Balance Wheel as a regular reflection tool, especially before and after travel.

Before travelling, they can ask:

- Which area of my life needs attention before this journey?
- How can I plan this trip in a way that respects my energy, budget, health, and values?
- What kind of travel pace would support my well-being?
- What sustainable choice feels realistic for me in this situation?

After travelling, they can ask:

- How did this journey affect my well-being?
- Which choices supported me?
- Where did I feel stressed, disconnected, or pressured?
- What would I do differently next time?
- What lesson from this journey can I apply in everyday life?

The activity can also support daily life reflection. Participants may notice that the same habits that support sustainable travel — slowing down, consuming less, planning responsibly, respecting limits, and connecting with people and place — can also support a more balanced everyday life.

Localization or Cultural Tip

The Balance Wheel categories can remain the same, but examples and reflection questions should be adapted to the local and cultural context of the group.

Facilitators can invite participants to reflect on:

- how travel habits differ across countries, generations, or economic situations;
- how family expectations, work culture, money, health, or social norms affect travel choices;
- how local traditions of rest, hospitality, walking, food, or community can support more mindful travel;
- how accessibility, safety, infrastructure, and public transport influence what sustainable travel options are realistic.

If working with a multilingual group, participants can complete the wheel in their own language and share only the parts they feel comfortable explaining.

Expected Outcomes

- Participants gain greater awareness of the balance between different areas of their lives and how these areas influence their travel choices. They identify personal priorities, reflect on the relationship between well-being and sustainable travel, and develop practical action steps for future journeys.
- The activity supports self-reflection, realistic goal setting, supportive communication, and personal responsibility. Participants leave with at least one concrete action they can apply in everyday life or during their next travel experience.

Materials

- Wheel of balance

Food While Traveling: Taste, Footprint, Choice

Author: Karolina Drozdz

Essential Learning Outcome (ELO)
By the end of the workshop, participants will be able to recognize how food choices made while traveling affect the environment, the local economy, and their own travel experience, and will propose concrete principles of "culinary sustainability" for their future trips.

Target Group
Adult participants of the program who are interested in sustainable living and travel.
The workshop is suitable for people who want to travel more consciously but do not necessarily want to cook. The focus is on making informed choices.

Learning Objectives
- Understand the relationship between food and sustainable travel (carbon footprint, seasonality, locality).
- Recognize which food-related decisions have a real impact on a place (economy, culture, environment).
- Develop a personal "Culinary Traveler's Code" (a list of principles and good practices).
- Build skills in planning meals while traveling in a less wasteful and more local way.

Informational Module (Optional Introduction)
A short presentation (max. 7 minutes) with examples of:
- local Icelandic products (e.g. fish, lamb, dairy products, seaweed)
- issues of seasonality and food transport
- the impact of tourism on local food prices and availability

Facilitator's Guide
Group Size: 10–20 participants

Physical Setting: a room with chairs and tables

Materials Needed
- Markers
- post-it notes
- "Food Choice" cards (e.g. local products, fast food, ready-made meals, restaurants, supermarket shopping)

Time Needed: (Total: 60–90 minutes)
1. Introduction: 10 min
2. Mini-lecture + examples: 15 min
3. Exercise "Choices While Traveling": 25–35 min
4. Debrief and reflection: 15–20 min
5. Closing: 5 min

Accessibility Tips:
- print large fonts on cards
- allow speaking instead of writing for participants with manual limitations
- ensure seating for everyone

Activity Steps
Introduction (10 min)
The facilitator explains that food while traveling is not only about taste, but also about:
- environmental footprint
- relationships with the local community
- cultural experience

Participants introduce themselves and name one dish they associate with traveling.

Mini-lecture and Examples (15 min)
Three areas of impact are presented:

Food Carbon Footprint
- Transport
- Packaging
- Food waste

Supporting the Local Economy
- Local products
- Restaurants
- Markets

Culture and Ethics
- respect for culinary traditions
- avoiding "culinary stereotypes"

Closing question for the group: What does food tell us about the place we are visiting?

Core activity: Exercise "Choices While Traveling" (25–35 min)
Participants split into 3–4 groups.
Each group receives cards with food-related scenarios.

Group task:
- choose the best food option for the given situation
- justify the choice from a sustainable travel perspective
- identify alternatives

Each group presents one scenario and their conclusions.

Debrief and Reflection (15–20 min)
Discussion questions:
- Which choices were the most difficult and why?
- Is the "most sustainable" food choice always the "best" for a trip?
- Which principles can be applied in everyday travel?

Closing (5 min)
Participants write down one principle from their "Culinary Traveler's Code" that they will apply on their next trip.

Reflection & Discussion Questions
- Which food choices while traveling have the greatest impact on the environment?
- Can food support the local community? How?
- What are your "culinary traps" when traveling?
- What can you do differently next time?

Debrief Tools & Feedback
- Short round: "One sentence that changed my thinking about food while traveling"
- Optional feedback notes: "What was valuable?" "What would I change about the workshop?"

Everyday Life Connection
Participants receive a challenge:
Choose one local dish on your next trip and plan it in a way that reduces waste.
Examples include shopping at a local market, avoiding single-use packaging, and sharing food.

Localization / Cultural Tip
In Iceland, it is worth taking into account:
- Seasonality (short summers, long winters)
- Local products (fish, lamb, seaweed, dairy)
- Food transport specifics and the impact of tourism on prices

Materials
- Scenarios
- Workshop notes

OUTELIER: "Relax through drawing, by observing your surroundings and connecting with yourself"

Author: Andrea Roskova

Essential Learning Outcome (ELO)
By the end of the activity, participants will get to know specific places in the city more deeply than ordinary tourists by discovering them through their textures, their scents, and the sounds that fill them.

Informational Module (Optional Introduction)
- Include short, accessible introductory materials that help set the context (e.g., a video, article, infographic).
- Keep it under 10 minutes.
- Provide clear links and attribution.

Facilitator's Guide
Group Size: 10-15 participants

Physical Setting: Outdoor (if weather allows) and later indoor.

Materials Needed
- Papers
- Scissors
- Glue
- Pencils
- Clay

Time Needed: (Total: 2,5 hrs with a coffee break during indoor activity.)

Accessibility Tips
Keep in mind to choose barrier-free locations and include a variety of activities that people can take part in, even if they have certain disabilities or limitations.

Activity Steps
Introduction (5–15 min)
Go to a park or any outdoor place and invite participants to fully take in the atmosphere.
- Distribute the drawing materials (papers and pencils)
- Begin with the 10-5-5 activity, where participants write 10 things they see, 5 things they hear, and 5 things they smell.
- After some time, hold a short reflection session where everyone shares what they noticed — what they saw, heard, and smelled. Discuss which impressions appeared repeatedly among several participants and which were unique, in order to create a collective sensory map of the place.

Core Activity (30–60 min)
The main activity focuses on creating frottage textures from surfaces found at the location. Participants take a sheet of paper and a pencil, and by rubbing over different textures, they capture the patterns of the materials around them.

They can focus on wooden, metallic, stone, or natural surfaces and collect a variety of impressions. Afterwards, they move indoors and receive an A4 sheet of paper. From their frottage samples, they cut out different textures and use collage techniques to compose one final artwork. The result can be either abstract or represent something specific. In the final activity, participants create their own "safe place" out of clay. They model a small version of it — something they can keep with them or place somewhere meaningful at home. This "safe place" contrasts with what they explored outside. Unlike the external environment, this one is entirely theirs — a space they can shape and control, decide who enters, and imagine what happens inside.

Reflection (15–30 min)
At the end of the activity, we take time to go through everything the participants have created. We look at what inspired them during the frottage process, which places they explored, what kinds of textures or details they managed to capture, and what later motivated them to create their final piece in the way they did. As for the "safe space," we leave complete freedom of choice. Participants can decide whether they wish to share their creation or keep it private.

Reflection & Discussion Questions
- What does a safe place mean to you, in general and while you travel?
- What does the place where you want to travel and also live look like?
- What kind of space do you wish to surround yourself with?
- What do you feel when you are in it?

Debrief Tools & Feedback
- It is recommended having a discussion about the results of participants'own work and about how they felt while gradually becoming more aware of an environment that is usually unfamiliar to them, e.g., during their travels.
- As a feedback method, we would also suggest using small notes or slips of paper, where participants can write down their thoughts anonymously. This can be very helpful, as it is often difficult for people to express their feelings directly verbally in front of others.

Everyday Connection
- This workshop can be conducted anywhere, in a familiar or new location while traveling. The setting is not important. Even in well-known places, there are always new details and unexpected moments to notice.

Localization or Cultural Tip
- In a regional context, special pigments or paints that are produced locally can be used. Specific location suiting the type of activity planned - temples, religious sites, cultural venues, parks, or even private spaces.

Drawing is a universal language, so it doesn't matter what spoken language you use. It is a deeply personal form of expression — unique, specific, and fascinating to explore among different people. It's also very interesting to create a group made up of individuals from various places, as this diversity makes the way they perceive and interpret things even richer.

Nature Collage Walk: Creating Together by Slowing Down

Author: Michal Vozar

Essential Learning Outcome (ELO)
By the end of this activity, participants will be able to mindfully observe their natural surroundings, collaborate creatively with others, and reflect on how slowing down can strengthen connection to nature, people, and place.

Informational Module (Optional Introduction)
A short introduction to slow travel and mindful walking, emphasizing presence, observation, and enjoyment of the journey rather than the destination.

Facilitator's Guide
Group Size: 6–15 participants (can be done in one large group or smaller teams of 3–5 people).

Physical Setting: Outdoor natural environment (when weather allows): park, forest trail, coastal path, countryside road, or nature reserve.

Materials Needed
- Cloth bags or reusable totes (for collecting objects)
- Gloves (for safety when collecting trash)

Time Needed: (Total: 60–90 minutes)
1. Introduction: 10 minutes
2. Mindful Walk & Collection: 30–45 minutes
3. Collective Creation: 15–25 minutes
4. Reflection & Discussion: 15–20 minutes
- **(But timing can change based on the length of the walk you choose)**

Accessibility Tips
- Choose a flat, accessible walking route when possible
- Allow participants to walk at their own pace
- Offer the option to collect fewer items or observe rather than walk continuously
- Ensure seating is available at the final destination
- Encourage verbal sharing for those with limited mobility or vision, and provide assistance if needed

Activity Steps
Introduction (10 minutes)
Welcome participants and introduce the concept of slow, eco-conscious travel.

Explain that the activity focuses on:
- Slowing down
- Being present
- Observing small details
- Creating something together

Give safety guidelines:

- Do not pick living plants
- Avoid sharp or dangerous objects
- Trash may be collected if safe to handle

Core Activity (45–60 minutes)

Step 1: Mindful Walking & Collection (30–45 min)

- Participants walk individually or in small teams
- While walking, they collect natural or found objects that catch their attention:
- Leaves, stones, dirt, sticks
- Fallen natural materials
- Trash (if safely collectable)
- Encourage participants to:
- Walk slowly
- Use their senses (sight, touch, smell, sound)
- Choose objects intuitively, not logically

Step 2: Collective Creation (15–25 min)

- At the final destination, all materials are placed together on the ground
- As a group, participants:
- Discuss ideas briefly
- Create a shared picture or collage using the collected objects
- Work collaboratively with no "right" or "wrong" outcome
- If no trash is used, the artwork may be left in place as a temporary land art piece for others to enjoy; otherwise trash must be collected and disposed according to the waste management rules applying

Reflection (15–20 min)

Reflection & Discussion Questions

The facilitator guides a seated group discussion.

- How did it feel to slow down?
- Was there an object you picked up that surprised you or held a personal meaning? Why?
- How did working together without a plan influence the final creation?
- Where in your daily life could you allow yourself more slowness and creativity?

Debrief Tools & Feedback

- Group sharing circle
- Optional written reflection (for example over a cup of tea in a café on the way back):
- "One thing I noticed today…"
- "One feeling I experienced…"
- "One thing I want to remember…"
- Closing round: each participant shares one word describing the experience

Everyday Life Connection

- Encourage participants to:
- Take a slow walk once a week, focusing on observation rather than distance
- Create small, temporary nature artworks near their home (without disturbing nature)
- Practice mindful noticing: colors, textures, sounds during daily routines
- Join or invite others for shared creative walks to build community

Localization or Cultural Tip

- Invite participants to share traditional stories, symbols, or memories related to nature in their region
- Use local language names for plants, places, or natural elements
- Incorporate cultural values around land care, walking traditions, or communal creation

Co-creating a Messy-but-Honest Sustainable Travel Guide (STG)

Author: Marco Rogai

Essential Learning Outcome (ELO)

By the end of this activity, participants will be able to critically reflect on their own travel experiences and co-create practical, honest, and experience-based guidance for future travellers, including themselves.

Module Description

This module engages participants in the co-creation of a Sustainable Travel Guide (STG) grounded in their real travel experiences. Rather than producing an idealised list of "best practices", participants critically reflect on their own choices, compromises, constraints, and learning moments. They then translate these reflections into transferable guidance for future travellers, including themselves.

The activity is based on the idea that sustainable travel is rarely perfect. Travellers often face limits related to time, money, accessibility, comfort, safety, language, local infrastructure, or emotional energy. For this reason, the module encourages participants to move beyond generic advice and develop a guide that is realistic, non-moralising, and useful in real-life situations.

The STG is therefore not only a resource created for others. It is also a personal and collective reminder for the group that created it. Participants can return to the guide before their next journey, use it to check their own decisions, and revisit it after travelling to reflect on what they managed to apply, what was difficult, and what they would change next time.

Learning objectives

By the end of the module, participants will be able to:

- Co-author a shared educational resource based on collective experience
- Critically assess the sustainability of their own travel choices
- Translate personal experiences into transferable, realistic guidance for others
- Recognise trade-offs and limits in sustainable travel and articulate them honestly

Facilitator's Guide

Group Size: Ideal for 10–20 participants. Participants work in small groups of 2–3 people.

Physical Setting: A room with enough space for small-group work and a plenary discussion. Wall space is useful for displaying group outputs. The activity can also be adapted to an online or hybrid setting using shared documents or collaborative boards.

Materials Needed

- flipcharts or large sheets of paper, one per group;
- markers;
- printed or digital group prompt sheets, one for each STG section;
- wall space or shared digital workspace for posting group outputs;
- sticky notes or digital comments for peer review;
- optional: projector or screen to present the STG structure.

Time Needed: (Total: Approximately 1.5–2 hours.)
The activity can be shortened or extended depending on the number of participants and the level of detail expected in the final outputs.

Methodology:
Experiential learning, small-group work, peer review, facilitated plenary synthesis, co-creation.

Accessibility Tips:
- Allow participants to contribute orally if writing is difficult.
- Use clear and simple instructions for each group task.
- Provide the STG sections and guiding questions in printed and digital format.
- Allow participants to work in their preferred language during group discussion, if needed, and summarise key points in the common working language.
- Avoid forcing participants to share personal failures or uncomfortable travel experiences publicly.
- Make it clear that the purpose is not to judge travel choices, but to learn from them.

Activity Steps
Step 1 – Framing and Individual Recall (10 minutes)
The facilitator introduces the purpose of the activity: co-creating a "messy but honest" Sustainable Travel Guide that reflects real decision-making rather than perfect sustainability.

The facilitator explains that the guide should be based on lived experience, including what worked well, what was difficult, and what participants would do differently next time. The guide will later serve both external readers and the participants themselves, who can return to it before and after their future trips.

Participants individually reflect in silence and note:
- two sustainable travel choices they made during one of their trips;
- one compromise, failure, or difficult decision;
- one insight they wish they had before travelling.

Participants do not need to share everything they write. The notes are meant to help them enter the group work with concrete examples.

Step 2 – Structural Validation of the STG (5 minutes)
The facilitator presents the proposed six sections of the Sustainable Travel Guide:
1. Preparation for the trip
2. Travelling / transport
3. Accommodation
4. Activities to be done
5. Food during the trip
6. Post-trip reflection

Participants are asked two quick questions:
- Is anything clearly missing?
- Is anything unclear or overlapping?

The facilitator collects quick feedback, notes suggestions in a visible "parking lot", and confirms the structure that will be used for the activity.

Step 3 – Thematic Group Work (40 minutes)
Participants are divided into small groups of 2–3 people. Each group works on one STG section using a dedicated question pack prepared in advance.

Each group focuses on one of the following sections:
- Preparation for the trip
- Travelling / transport
- Accommodation
- Activities to be done
- Food during the trip
- Post-trip reflection

If there are fewer groups than sections, some groups may cover more than one section. If there are more groups, two groups may work on the same section and compare their outputs later.

Rules for group work:
- Contributions should be based on lived experience from the training or from previous travelling experiences.
- Participants should avoid generic or purely aspirational tips.
- The group should include both positive examples and difficult moments.
- The tone should remain honest, practical, and non-moralising.
- Participants should think of the STG both as a guide for others and as a reminder they themselves may use before their next trip.

Each group produces:
- 3–4 experience-based guiding principles, starting with: "Based on our experience…"
- 1 compromise or failure, starting with: "We wanted to…, but…"
- 1 decision-making question for future travellers, starting with: "Before doing X, ask yourself…"
- 1 short "There is no perfect option here" box, including key trade-offs and one reflective question.

All outputs are written directly on the flipchart, large sheet of paper, or online document assigned to the group.

Step 4 – Peer Review and Cross-Pollination (20 minutes)
Each group posts its output visibly on the wall or in the shared digital workspace.

Participants review the outputs of the other groups and add comments. Comments may include:
- questions;
- missing perspectives;
- examples from their own experience;
- possible trade-offs;
- suggestions for clearer wording;
- warnings against advice that sounds too generic or unrealistic;
- ideas that would make the guide useful for the same group when planning future travel.

After the review, each group returns to its own output and reads the comments received. The group then decides:

- one comment to integrate immediately;
- one comment to keep for later editing;
- one comment to discard, with a short reason.

This step helps improve the content while preserving each group's voice.

Step 5 – Plenary Synthesis and Editorial Alignment (15 minutes)
The facilitator leads a plenary discussion to identify common elements across the groups.

The discussion focuses on:

- shared patterns across the different STG sections;
- recurrent trade-offs that cannot be fully solved;
- "good-enough" rules of thumb for future travellers;
- ideas that should remain honest rather than being turned into perfect advice;
- parts of the guide that participants would personally like to revisit before their next trip.

The facilitator clusters insights into three visible areas:

1. Patterns we agree on
2. Trade-offs we cannot solve
3. Rules of thumb for future travellers

The tone of the STG is explicitly framed as realistic, non-moralising, and honest. The facilitator reminds participants that the guide should support better decisions, not create guilt.

Step 6 – Closure and Next Steps (5 minutes)
The facilitator explains how the collected material will be edited into a coherent Sustainable Travel Guide while preserving participants' voices, examples, and compromises.

The facilitator also reminds participants that the STG is not only a resource for other travellers. It is also something the group can return to before their own future journeys. Participants are invited to see the guide as a practical reminder of the choices, questions, and trade-offs they identified together.

Each group may nominate one sentence they feel strongly should remain unchanged in the final guide.

As a closing reflection, participants are asked:

- Which part of this guide do I want to remember before my next trip?
- Which question from today should I ask myself again when I travel?
- What is one principle from this guide that I want to test in real life?

The facilitator closes by thanking participants for contributing not only their good practices, but also their doubts, mistakes, and unfinished reflections.

Reflection & Discussion Questions

- What was easier to write: good practices or compromises? Why?
- Which travel decision felt the most complex or contradictory?
- What advice often sounds good in theory but becomes difficult in practice?
- What did you learn from another participant's travel experience?
- How can we speak about sustainable travel without judging people?
- What would make this Sustainable Travel Guide genuinely useful for someone planning a real trip?
- Which part of the guide would you personally return to before your next journey?
- How could this guide help you reflect after coming back from a trip?

Debrief Tools & Feedback

The facilitator may use one or more of the following methods:

- One-sentence check-out: each participant completes the sentence: "One thing I will think about differently when travelling is…"
- Sticky-note feedback: participants write one useful insight and one remaining question.
- Editorial vote: participants mark the three most important ideas they want to see in the final STG.
- Reflection card: participants write one realistic travel commitment for their next trip.
- Future-use note: participants write one section of the guide they want to revisit before their next travel experience.

Everyday Life Connection

Participants are encouraged to apply the same "messy but honest" reflection to their future travel choices. Before their next trip, they can use the STG as a personal checklist and ask themselves:

- What is one choice I can realistically improve?
- What constraint do I need to accept rather than ignore?
- Where am I likely to compromise?
- What would be a good-enough sustainable choice in this situation?
- Which principle from the guide do I want to test during this trip?
- What can I learn from the trip afterwards?

The activity can also be used after a mobility, study visit, training course, holiday, or local excursion as a structured reflection tool. In this sense, the STG becomes a living document: something participants can return to, question, update, and use again as their travel experiences grow.

Localization or Cultural Tip

The STG sections and examples should be adapted to the local context. In some places, sustainable transport may be realistic and accessible; in others, infrastructure may be limited. Food choices, accommodation options, safety concerns, costs, cultural norms, and expectations around hospitality may also vary significantly.

Facilitators should encourage participants to include local knowledge, traditional practices, regional transport habits, and culturally specific examples. Participants should also be invited to reflect on how privilege, money, language, age, health, or family responsibilities affect travel decisions.

Expected Outcomes

By the end of the activity, participants will have produced:

- draft content for all six sections of the Sustainable Travel Guide;
- a shared set of experience-based principles;
- concrete examples of compromises, failures, and difficult decisions;
- decision-making questions for future travellers;
- short "There is no perfect option here" boxes for each section;
- editorial input for the final STG;
- personal reminders and commitments that participants can use before, during, and after their own future trips.

Participants are also expected to develop a more realistic understanding of sustainable travel and to recognise that honest reflection can be more useful than idealised advice.

Materials

- Question Pack

Regenerative Travel & Local Democracy Lab

How travel choices shape communities — and how communities shape policy

Author: Veronika Dzatkova

Essential Learning Outcome (ELO)

By the end of this activity, participants will be able to identify how travel practices affect local communities and co-create simple policy recommendations that link sustainable travel with participatory democratic processes at local level.

Informational Module (Optional Intro)

Optional input (5–10 minutes):

- Short introductory input by the facilitator on:
  - the concept of regenerative travel (travel that benefits both visitors and host communities),
  - democratic participation beyond voting (co-design, deliberation, citizen involvement in local decision-making).
- This can be delivered as:
  - a short talk with real-life examples, or
  - a short video or infographic on sustainable/regenerative travel and local participation.

Tip for facilitators:

Keep this input light and accessible. The goal is to **spark reflection**, not to provide expert-level theory.

Facilitator's Guide

Group Size: 9–20 participants or small groups of 3–5 participants

Physical Setting

- Flexible seating with small tables for group work
- Space for plenary "assembly-style" presentations

Materials Needed

- Flipchart paper or large sheets of paper
- Markers
- Printed worksheets (one per group)
- Timer or clock

Time Needed: (Total: 75–90 minutes)

- Introduction: 10 minutes
- Core Activity: 45–55 minutes
- Reflection & Debrief: 15–25 minutes

Accessibility Tips

- Encourage equal speaking time within groups
- Allow participants to write or draw instead of speaking if preferred
- Use clear, simple language and visual supports
- Allow flexible pacing for older participants if relevant

Activity Steps

1. Introduction – Framing Travel, Community & Democracy (10 min)

The facilitator introduces the topic using a reflective and inclusive tone:
Key points to highlight:

- Travel choices influence local economies, environments, and everyday life.
- Communities have a right and responsibility to shape what kind of tourism or mobility they want.
- Democracy is not only voting, but everyday participation in shaping local decisions.
- Regenerative travel seeks mutual benefit for travelers and host communities.

Opening question (plenary):

"When you travel somewhere, what kind of guest are you — and what kind of citizen do you temporarily become?"

Participants are informed that they will work together to explore these questions through a practical, place-based exercise.

2. Core Activity – Community Mapping & Policy Co-Creation (45–55 min)

Step 2.1 – Group Formation & Roles (5 min)

Participants form groups of 3–5 people.
Each group assigns **optional functional roles** (one person may take more than one role):

- **Facilitator** – keeps discussion balanced and on time
- **Mapper** – fills in the worksheet
- **Democracy Watcher** – ensures participation and citizen involvement are considered
- **Spokesperson** – presents the group's final proposal

Step 2.2 – Choosing a Place (5 min)

Each group chooses one real place they know or imagine, such as:

- a city, town, village, or region
- a place they live in, visited, or care about
- a place experiencing tourism or mobility pressure

This place will serve as the reference point for the entire activity.

Step 2.3 – Community Mapping (20–25 min)

Using the worksheet, groups work through three sections:

A. "What We See" – Observational Mapping

In the chosen place, how does travel or tourism show up?

- transport choices
- local businesses
- cultural interactions
- environmental impact
- wellbeing of residents and visitors

B. "What We Feel" – Values & Principles
What values should guide travel and community life in this place?

Examples:
- respect
- community wellbeing
- environmental responsibility
- inclusion
- accessibility
- cultural sensitivity

C. "What We Want to Change" – Issues & Tensions
Groups identify **3 key issues or tensions** between visitors, residents, and local systems (e.g. noise, waste, overcrowding, lack of participation, weak public transport).

Step 2.4 – From Issues to Policy (15–20 min)
Each group formulates **2–3 simple policy recommendations**, using the following structure:

Policy recommendation =
Problem + Desired Change + Who Should Act + How Citizens Can Participate

Examples:
- Improving public transport frequency through co-design workshops with residents
- Creating community-developed guidelines for regenerative tourism
- Using participatory budgeting to support local sustainable travel initiatives

Groups are then asked to **prioritise ONE recommendation** they would realistically support as citizens or

3. Assembly & Policy Pitch (10–15 min)
Groups present their **one prioritised policy recommendation** in a plenary "mini citizens' assembly."

The facilitator invites brief reactions and guides a collective reflection on:
- shared responsibility between travelers and residents
- how participation improves policy quality
- how small democratic actions can influence larger systems

Reflection & Discussion Questions
Suggested questions:
- Which part of this activity felt most relevant to your own travel or community experience?
- What surprised you about connecting travel choices with democratic participation?
- How did working with others change your perspective on local decision-making?
- Where do you see opportunities for citizen participation in your own community?

Debrief Tools & Feedback
Recommended methods:
- Short written reflection (one insight, one question)
- Group reflection circle
- "Check-out" round: One idea I'm taking with me

Optional prompt:
"What is one small participatory action you could realistically take?"

Everyday Life Connection
Participants are encouraged to:
- Reflect on their own travel habits and local engagement
- Participate in local consultations, assemblies, or community meetings
- Support or initiate small regenerative travel actions (e.g. local walks, community mapping, awareness events)
- Share the activity with others as educators or community members

Localization or Cultural Tip
Facilitators can:
- Encourage participants to choose places relevant to their cultural context
- Adapt examples to local governance structures and traditions
- Use familiar language, local terms, or traditional practices related to travel and hospitality
- Invite participants to reflect on how democracy "looks and feels" in their own community

Material
- Presentation to take inspiration from

Sustainability Treasure Hunt: Discovering Our City Through Green Lens

Author: Gabriela Mezeiova

Essential Learning Outcome (ELO)

By the end of this activity, participants will be able to recognize sustainability practices in everyday urban environments, reflect on their relationship with nature and community, and identify small, concrete actions they can take to support environmental and social sustainability.

Informational Module (Optional Intro)

Optional input (5–10 minutes):

The Sustainability Treasure Hunt is an interactive, exploratory activity that encourages participants to experience sustainability directly in their surroundings. Instead of focusing only on theory, participants actively move through their local area and discover examples of sustainable living, nature connection, community cooperation, and responsible consumption. The activity combines movement, observation, creativity, and reflection, making sustainability tangible and personally meaningful.

Facilitator's Guide

Group Size: 5–20 participants

- Can be divided into small groups of 3-5 people or individual participants

Physical Setting

- Outdoor or mixed indoor–outdoor environment such as a city center, neighborhood, park, or village. Seating should be available for reflection.

Materials Needed

- Printed or digital treasure hunt task list
- Smartphones or cameras (optional)
- Notebooks or paper and pens
- Comfortable walking shoes
- Water and light snacks
- Optional: printed map, clipboards

Time Needed: (Total: 90-150 minutes, based on the size of the area)

- Introduction: 10–15 minutes
- Core Activity: 60–90 minutes
- Reflection & Discussion: 20–30 minutes

Accessibility Tips

- Choose flat and accessible routes
- Allow flexible pacing and rest breaks
- Adapt or skip physically demanding tasks
- Provide written instructions in large font
- Encourage teamwork to ensure inclusion

Introduction (10–15 minutes):

- Introduce sustainability as something present in everyday life
- Explain the treasure hunt concept, rules, and safety guidelines
- Divide participants into small groups
- Emphasize curiosity, reflection, and collaboration over competition

Core Activity (60–90 minutes):

Step 1: Exploration & Task Completion

Participants complete selected sustainability challenges in small groups or individually:

- Hug a tree together for at least 10 seconds
- Visit a local café offering sustainable or fair-trade products
- Take a photo with a living organism (animal, insect, bird)
- Find,document, and eat a plant-based snack
- Interview a stranger about their favorite place and its future
- Walk barefoot on grass and observe the sensation
- Find a sustainability-related book in a library or bookstore
- Visit a second-hand or thrift store and document it
- Locate a body of water and photograph it
- Find examples of green infrastructure (e.g., green roofs, vegetable gardens, electric charging stations, etc.)
- Visit a repair service and ask about their work
- Practice a short mindful pause in a natural spot
- Create a short artistic expression of sustainability as a group

Step 2: Creative Documentation

- Participants document their experience through photos, videos, or notes
- Encourage intuitive choices and personal interpretation
- Focus on experience rather than completing all tasks

Reflection & Discussion Questions

Suggested questions:

- What task impacted you the most and why?
- What surprised you during the activity?
- Where did you feel most connected to nature or community?
- What small change could you make in your daily life?

Debrief Tools & Feedback

- Group sharing circle

Optional written reflection:

- "Today I discovered…"
- "I felt most connected when…"
- "One thing I want to change is…"

Optional creative reflection (drawing, mood board, or storytelling)

Everyday Life Connection

- Encourage participants to observe sustainability in their daily environment
- Take regular mindful walks focused on noticing surroundings
- Support local, sustainable businesses
- Practice small sustainable habits (reuse, repair, conscious consumption)

Localization or Cultural Tip

Facilitators can:

- Adapt tasks to local culture, traditions, and available spaces
- Include local sustainability initiatives or businesses
- Encourage sharing of personal or cultural connections to place and nature

Eco Rangers – Facilitating Impactful Journeys
Training Methodology

Developed within **Eco Rangers – Journeys of Impact**, an Erasmus+ Small-scale Partnership in Adult Education.

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