

Chapter VIII

Training Exercises of the Rusdela Toolkit



1. Introduction

In this chapter we provide for future **Rusdela trainers**, some **individual and group exercises**, which will be helpful when designing a Rusdela training. The most of the exercises were developed for the special topic of Rural Sustainable Development. A Rusdela training can be of **different length**; can be one, two or more days. The modules of the training you can train in different sessions as well, the training can be also organized as a series of events, for example after a day (or two) training, having a break (of some weeks even), with homework.

As a trainer you will decide **the length of your training, and it is depends on your aim, group, and the topics which you would like to cover.**

You can have also different participants; besides local decision makers, members civic groups, educators, and civic organizations can participate. The different type of participants can have different knowledge level, you will take this as well into consideration when you are planning your training. We advise for the future Rusdela trainers, to go through anyway the different chapters of the toolkit, so, that they are sufficiently familiar with the topic.

Shortly using Rusdela Toolkit gives for the trainer, in the process of actual design of the training, flexibility.

The exercises are grouped by topic, which will make your choice easier.

Besides using the exercises here, you can also implement other ones in your training. We recommend: **The system thinking playbook for climate change¹**, which contains many inspirational exercise.

¹ - (2011, Germany, Linda Booth Sweeney, Dennis Meadows, Gillian Martin Mehers)

In the Rusdela toolkit you will also find practices, which will help you to orientate to plan longer processes.

2. Warming up exercises

2.1. Splitting pair of shoes

Description: We sit in a circle. Count the participants like 1, 2, 1, 2 etc. Every "1" participant takes off the half pair of shoes and put it into the middle of the circle. Every "2" participant closes his/her eyes and choose a half pair of shoes from the middle, then looks for the owner of the shoes. In this way we got pairs. They talk to each other for about 5 minutes about the names, where they came from, what they work, why they are interested in the topic etc. After it the pairs introduce each other one after the other.

Time: approx. 30 minutes (depending the number of participants)

Goal of exercise: getting known each other

Connecting module: all

Tools needed for implementation: -

Summarising results; follow up: -

2.2. Expectations

Description: We draw the silhouette of a tree onto a big wrapping paper. Let's give to the participants 2-2 post-its with two different colours. They write onto one of them what they took with themselves (e.g. any kind of knowledge, skills), and onto the other what they expect from the training. (If they have many ideas, there can be more post-it, but the same 2 colours.) They read these thoughts aloud and we stick the post-it of "what I took with me" to the roots of the tree, and the "what I expect from the training" ones to the branches.

Time: 20 minutes

Goal of exercise: We can see the strengthens of the participants and their expectations

Connecting module: all

Tools needed for implementation: wrapping paper with tree on it, markers, post-its with 2 different colours

Summarising results; follow up: We can keep on the wall this tree during the training and get back to it at the end of the training

3. Module 1: Sustainability and Rural Development

3.1. Group analysis of definition of SDGs

Description: Let's review, what is not defined the definition!

The participants analyse the definition in groups of 4-6. They write down what they think, and they read to the others.

Time: 15 minutes - working in groups: 5 minutes, summarising in groups - 2 min./group

Goal of exercise: Activate participants, the goal of the training becomes clear (small settlements), and it also becomes clear, that the definition is needed to be translated to everyone to themselves to make it lively.

Connecting module: all

Tools needed for implementation: post its, markers, surface to put out the post its/or paper

Summarising results; follow up: attention focuses to details, so the global definition needs local implementation

3.2. Global trends

Exercises for **Main Issues and Challenges**

Exercise 1

15 GLOBAL TRENDS :

For working with 15 global trends, formulated by FAO in 2017

Description:

Form small groups of 3-6 people. Give each group the instruction to look at the 15 trends, and give them the instruction to collect the trends, which could be directly connected to small communities and / or households.

The results will very likely be:

- poverty, inequality and food insecurity (8)
- nutrition and health (9)
- changing food system (12)
- food losses and waste (13)
- governance for food security (14)

Time: 5-10 minutes

Goal of exercise: Get familiar with different, interlinked approaches.

Connecting module: Main Issues, Agroecology

Tools needed for implementation: List of the 15 global trends

Summarising results, follow up: Plenary will the small groups share with each other their findings.

3.3. Working with the SDG's

Description: In the chapter: Sustainable Development, after each SDG there are some questions, which help you to elaborate more in deeply about the individual SDG's. The trainer will ask the participants to answer the questions in small groups, and after that the results can be discussed plenary.

Time: 5-10 minutes + 5 minutes plenary.

Goal of exercise: For the trainer, to choose which SDG he / she would like to work more in detail. For the participants: to be used to get a more realistic view of SDG's at community level.

Connecting module: Sustainable Development

Tools needed for implementation: The list of SDG's.

Summarising results, follow up: Participants get an idea of which SDG's are the most relevant in their community.

3.4. Local relevance of SDGs

Description: The participants choose from SDGs those are relevant

1. in rural areas of your country
2. in rural areas of Europe

We divide the participants into 2 groups and they got a series of SDG cards. After discussion the groups present their results.

Time: 15 minutes – 10 min for group work and 5 min for presenting

Goal of exercise: The participants understand that each SDG have different importance and emphasis in different areas of the world.

Tools needed for implementation: SDG cards (name, symbol and description), post-its, markers, surface for presenting the results

Summarising results; follow up: We summarise the result like this:

Relevant goals:

GOAL	In your region	Europe

3.5. Sustainability definition for small settlements

Description: Let's formulate the sustainability definition for small settlements (max. 5000 inhabitants)

Working in groups of 4-6, the participants write downs, what are the criteria should be implemented for call a settlement sustainable.

Time: 25 minutes – 10 min. for working in groups, 15 for sharing

Goal of exercise: Activating participants, finding connections between theory and practice

Connecting module: all

Tools needed for implementation: paper, pen

Summarising results; follow up: The ideas come back in modules V. and VI.

4. Module 2: Agroecology

You can use the exercises from Toolkit. Also we will do an exercise for pairing term and description from glossary of agroecology. An additional one for water footprint:

4.1. Agroecological concepts

Description: We divide the participants into groups of 3-4. We make cards of the agroecological concepts (see in toolkit) – the concept and the explanations onto different cards. The task is to make pairs of them. After each group finished the exercise, we talk the concepts through.

Time: 25 minutes (10 for the exercise and 15 for discussion)

Goal of exercise: Make the concepts clear

Connecting modules: I., III.

Tools needed for implementation: cards with the concepts and explanations

Summarising results; follow up: It is good after the ppt, make it clearer.

4.2. Local good practices

(See in toolkit)

Description: Provide an example of a local good practice (village, regional or national level) that can be explained in the context of agroecology. How does the good practice contribute to:

- shortening food supply chains
- strengthening food sovereignty and food security
- providing environmental benefits
- strengthening local economies (employment, income)
- tackling a series of interrelated social problems
- providing a common platform for different disciplines
- providing innovative solutions (policy, economy, social, production, etc.)

After the exercise each group present their example, and add to the others' ideas. What can they use at home from the examples?

Time: 35 minutes (15 min. the work of the groups and 20 the discussion)

Goal of exercise: Presenting that there are existing agroecological good practices, and it is good to consider these aspects at the planning.

Connecting modules: I., III.

Tools needed for implementation: paper, pen and the questions (good if the groups get a copy)

Summarising results; follow up: At the end of the exercise we discuss the possibilities for getting further.

4.3 Personal Food Insecurity

Description: Give the task to answer the questions individually to the participants.

Is your lifestyle contributing rather to food insecurity? To be able to answer, test yourself:

- are you sometimes buying prepared food, which you just have to warm up?
no - once a week - several times a week
- are you sometimes buying too much food? Does it happens to you, that you throw away food?
no - once a week - several times a week
- are you eating sometimes junk food?
no - once a week - several times a week
- are you used to eat cucumbers and tomatoes in the winter?
no - once a week - several times a week
- are you buying bottled water or soft drinks?
no - once a week - several times a week

Time: 2-3 minutes individually, and 15 minutes discussion

Goal of exercise: Get an impression of personal habits and its impact.

Connecting module: Food Security

Tools needed for implementation: -

Summarising results, follow up: After the groups are made this exercise, you can start a plenary discussion about:

- Where starts good governance?
- Can you introduce a good governance in your own household? How? Do you need more help, information? Where can you find more information?
- How will you able to introduce eventual changes in your household? Or do you want to try it out first alone?
- Did you know that eating sustainable is not only healthy, but also cheaper?
- How will you keep record of your savings?
- Who will you tell about your experience?

4.4. Personal Food Security

Description: Give the task to answer the questions individually to the participants. Is your lifestyle contributing rather to food security? To be able to answer, test yourself:

- are you making your shopping rather at markets or from big chains?
no - once a week - several times a week
- are you cooking your meal self?
no - once a week - several times a week
- do you know about community gardens?
yes - no

Time: 2-3 minutes individually, and 15 minutes discussion

Goal of exercise: Get an impression of personal habits and its impact

Connecting module: Food Security

Tools needed for implementation:

Summarising results, follow up: After the groups are made this exercise individually, you can start a plenary discussion about cooking at home, how to organize it, becoming a member of a community garden, or to organize one, and related issues.

You can follow up with the exercise 5.

4.5. Mapping food system

Description:

You can do this exercise plenary, and with smaller or bigger groups as well. The drawing map parts you can do in subgroups, with 6-8 people.

Task:

- a) **Draw a map** (this will be your first map) of your community's food system. You can list on this map food producers, suppliers and consumers. You will be able to realize through this exercise where your food mostly comes from.
- b) How does this current food system affects your community socially, environmentally and economically in the community? For example you will map how much waste is generated by the current food system, how far the food can be considered healthy, how is affecting environment (production, transportation costs, etc).
You can add these effects to the map in keywords.
- c) Re-think and improve the current food system from an agroecological perspective and draw a **new map** (this will be your second map) based on the following key points. How could you
 - shorten food supply chains
 - strengthen food sovereignty and food security
 - provide environmental benefits
 - strengthen local economies (employment, income)
 - tackle a series of interrelated social problems

When you are working more on decision maker level, please add this questions as well to you inventory.

- tackle a series of interrelated social problems
 - provide a common platform for different disciplines
 - provide innovative solutions (policy, economy, social, production, etc.)
- d) Compare and explain both maps with the group
 - e) Action - decide one or more actions which can help you (to start) to realize your new map. (you can decide search for local or regional food, find farmers, who could produce food for your community, you can decide to reduce the waste of your community, etc, etc. Take a decision as well, how will you follow (and / or measure) changes.

Time:

- a. 10 minutes + 5 minutes plenary discussion
- b. 10 minutes - plenary (add effects on the flipchart)
- c. 15 minutes + 10 minutes plenary discussion
- d. 2-3 minutes compare the differences, and their impact.
- e. 2-3 minutes choose one more actions, which you can start in the near future.

Goal of exercise: Participants get an idea about how is their local food system

constituted, and how it can be eventually changed.

Connecting module: Agroecology

Tools needed for implementation: flipchart, post it, pen

Summarising results, follow up: Summarize the conclusions, decisions taken by the group, or individual members.

4.6. Ideas for reducing water footprint

Description: In the lecture we talk about water footprint - <http://waterfootprint.org/en/>, <http://www.watercalculator.org/>, <https://www.un-ihe.org/>

In these there are definitions for green/blue/grey/virtual water. In group of 4-6 people we ask them to write ideas how to reduce water footprint in these areas in individual/local/national level or in agriculture/industry/households.

Time: 20 minutes: 10 min for discussion in groups, 10 min for summarising (should need more)

Goal of exercise: Gathering ideas for reducing water usage and share with each other

Connecting module: I, III

Tools needed for implementation: paper, pen

Summarising results; follow up: together in the discussion

5. Module 3: Theory of Change

5.1. What is the motivation for change?

Description: Write some statements, like:

A doctor tells to the patient that his liver is in very bad condition because of alcohol and if he doesn't change drinking too much alcohol, it will kill him.

A kid uses too much phone; computer etc. and the parents are worrying. They go to psychologist and he/she says, the kid learns it from the parents, so they should change their habit.

We decide to walk at least half an hour per day.

A man loses his half leg in an accident. After 20 years he says, he learned everything because of this accident and it is a positive experience for him.

Etc.

We give these statements to the participants and they discuss in two groups what is the different between DISCRETION and COMPULSION in changes. Are these clear concepts?

What is more difficult - to change something alone or together with others?

Time: 15 minutes: 10 min for discussion and 5 for sharing

Goal of exercise: Introduction to changes.

Connecting module:

Tools needed for implementation: post-its, markers, surface

Summarising results; follow up: We can come back to the results in modules V. and VI.

5.2. Reducing the amount of food waste arising in settlement. Elaboration of action plan

Description:

By reducing the food waste we can also reduce the overconsumption and by the separate treatment of the food waste we may use a part of it, even in the given settlement.

The task is to elaborate an action plan for reducing overconsumption. It should contain the following elements:

- surveying recent overconsumption
- defining participants, partners
- involving participants
- defining goals
- defining conditions
- elaboration of timing

- aspects of efficiency
- evaluation, further steps

The participants should be divided into two groups and give the different tasks:

- A)** Elaborate a food consumption reducing plan in settlement level.
- B)** Elaborate a food consumption reducing plan in family level.

Time: 45 minutes (30 min. for working in groups and 15 for presentation)

Goal of exercise: By elaborating the action plan participants get a concept of the conditions of achieving changes. Get familiar with elaborating an action plan.

Connecting modules: V., VI.

Tools needed for implementation: paper, marker/pen

Summarising results; follow up: The exercise also can be done by using the following topics: reducing water usage or electricity usage.

5.3. Analysis of action plan from previous exercise based on "iceberg" figure

Description: The participants get the iceberg figure and based on it they examine their action plan if it contains the next:

- mental models, opinions, attitudes
- how do the background structures effect the behaviour?
- what kind of new trends, knowledge, patterns, examples are around?
- what did happen?

Time: 10 minutes

Goal of exercise: The participants can state the importance or over-importance of the particular elements, and examine of in the action plan all factors are eligible and with enough importance.

Connecting modules: V., VI.

Tools needed for implementation: paper, pen

Summarising results; follow up: The results can be used in modules V. and VI.

5.4. Sustainability game

Source: Kyburz-Garber, R., Nagel, U., Odermatt, F.: 01 Das Grosse Hoffen auf die Anden. in: Handeln statt hoffen. Klett und Balmer Verlag Zug. Zürich, 2010.

Description: We divide the participants into 3 or 4 groups. They are countries, so they can choose names (the country names can be real or fictional). Each group gets a dark and a light coloured cloud. The clouds symbolize the CO2 emission of the countries. We fill a bowl with water and put a smaller bowl into it, which can float on the water – this will be the "ice-float".

If a group choose the dark cloud, they get instant gift, but makes bad with the Earth: the "ice-float" will get some more gravels. If they choose the light coloured cloud, they none or less gravels, but help in sustainability. If all the countries choose the light colour, they get gift, and can help on Earth (see tables). The countries can communicate to each other. No one knows when the "ice float" will sink – this means the end of the game: symbolizes that the Earth got to the end...

If we have n groups, we should count with 3n gravels for make the float sink.

Time: approx. 60 minutes

Goal of exercise: Making decisions – the groups need the gifts for living, but they have to handle that the Earth they live on is finite.

Connecting module: all

Tools needed for implementation: a big bowl with water, a smaller bowl fit into the bigger, gravels, dark and light clouds, gifts (like peanuts, candy, anything), chart with consequences, projected onto the wall.

Summarising results; follow up: discussion about dilemmas, possible solutions

6. Module 4: Role of connections in sustainable rural development

6.1. Mapping local connections by sustainability point of view

Description: Each participant gets a card for putting onto her/his clothes. The end of a big bunch of string we give to one of them. He/she choose an other participant (named on the card), who is connected with him/her in sustainability topic. The next participant keeps the string and chooses someone else again. We continue this process till the string ends. Everybody explains why gives the string to the next person. At the end of the game we watch the next: Did everyone get the string at least once? Who had the most times? Why?

Possible actors:

major/notary/member of an NGO/shop keeper/bus driver/priest/doctor or pharmacist/ teacher/kindergartner/forester/co-worker of a national park/expert of water issues/local inhabitants (e.g. farmer, stock-famer, shoemaker, cheese maker, jam maker)

Time: 40 minutes (25 min. the game and 15 for discussion and winding up the string)

Goal of exercise: Mapping connections, thinking them through of sustainability aspect

Connecting module: III., V.

Tools needed for implementation: string, cards with professions on them, clips

Summarising results; follow up: in other parts of the modul

6.2. Connection of SDGs

Description: Divide the participant into groups of 4-6 people. Give the groups the list of SDGs. Let them choose one SDG and ask them to write down what connections would they need for improving this topic in local level. What do they have and what is missing? How can they get these?

After it discussion and sharing.

Time: 40 minutes: 20 min for discussion and 20 for sharing

Goal of exercise: gathering necessary connections and helping each other with ideas

Connection module: II, V

Tools needed for implementation: list of SDGs, paper, pen

Summarising results; follow up: connection to module V.

Other idea: mapping local connections in topic of sustainability

7. Module 5: Tools and methodology

7.1. Adapting good examples, but how?

Description: Let's study the example of Ljubljana, which got the Green City award in 2016. <http://www.greenljubljana.com/>,

sustainable events: <http://www.slovenia-convention.com/sustainable-way-of-holding-meetings-in-ljubljana/>,

history, marketing: <http://citiscopes.org/story/2016/how-ljubljana-turned-itself-europes-green-capital>

Presenting inspiring example.

Time: 10 minutes

Goal of exercise: How can we implement the graduate involvement, how can we continuously increase the number of participants, supporters?

Connecting module: IV, VI.

Tools needed for implementation: computer, projector, internet

Summarising results; follow up: See in the exercise.

7.2. Sustainable diet on the settlement - making action plan

Description: Implementing sustainable diet on settlement level, regarding to the different aspects of local food. Factors:

- Where do we get food from?
- Local vegetables? Using local possibilities? Supporting local production?
- How can we keep 60 km/regional/European principles in our purchasing?
- In case we reduce the amount of food waste, can we choose more quality food?
- What do we use compost for in case we make compost?

The participants work in two groups, after it sharing.

Time: 30 minutes: 20 min writing, 10 min sharing

Goal of exercise: concrete case study for local food system

Connection module: IV, VI

Tools needed for implementation: paper, pen

Summarising results; follow up:

8. module 6: Elaboration of sustainable rural settlement – how to use the training in practice

8.1. Mapping joys and sorrows of SDGs in settlements

Description: The participants individually write down what is working from sustainability/SDG topics and what not (not all, just some good and bad things, most important). On the list of “not working” mark those, what could be changed.

Time: 10 minutes

Goal of exercise: Gathering information for changing

Connecting modules: IV., V.

Tools needed for implementation: list of SDGs, paper, pen

Summarising results; follow up: We continue it in exercise VI.2.

8.2. Steps towards change

Description: Make groups of 4-6. Let them choose one topic and make for a changing plan with the following questions:

- Topic
- What are the steps of the change?
- Who can be locally involved?
 - How can be they motivated?
- Who can be involved from further?
 - From where and why?
 - Is it realistic?
 - How can be they motivated?

Other idea: Let them plan a sustainable settlement.

After the planning, it can be continued by world café method: one person stays, the others go to other places. The new people add some new ideas and after 7 minutes they go further. At the end they go back to the original place and the person who stayed present the whole idea to the others.

Time: 1 hour: 15 min planning, 4x7 min (in case of 4 groups) world café, 17 min presentation

Goal of exercise: helping each other in starting changes, motivation

Connection module: IV, V

Tools needed for implementation: wrapping paper, markers, questions

Summarising results; follow up: summarising at the end

8.3. Individual pledges

Description: Taking individual pledges according to SDGs: one step what can be made in the participant's life. It can be written/drawn onto an A3 paper. We can take a common picture and put onto the website/facebook site of the organisation.

As we did on the training in Hungary: everybody said one thing, what he/she could promise for helping the aims of the training (e.g. reading through the Toolkit, summarising the content of the training to the major of the settlement).

Time: 20 minutes

Goal of exercise: Commitment towards sustainability, first/additional steps

Connecting module: all

Tools needed for implementation: A3 papers, markers

Summarising results; follow up: We can gather feedbacks about the pledges later