EXCURSIONS and tours

TOOLS FOR SYSTEM CHANGE

Resources, Case Studies and Tools for training and events in the Friends of the Earth Europe network
Friends of the Earth Europe gratefully acknowledges financial assistance from the European Union. The contents of this document are the sole responsibility of Friends of the Earth Europe and cannot be regarded as reflecting the position of the European Union. The European Union cannot be held responsible for any use which may be made of the information this document contains.
Excursions and tours
Excursions and tours

Foreword 05
Introduction to the module 06

TOOLS 07
Basics of a tour: Flow learning 08
Handstand: how (not) to plan a tour 10
Overview of planning a tour 11
Criteria of a good tour 13
Preparation: Message & target groups 15
Preparation: Developing a tour route 17
Planning implementation of a tour 18
Participants’ needs during a tour 19
Problems on tours 21
How do deal with disruption on a tour 22
City Tour on Critical Consumption 24

CASE STUDY 27
City Tour on Critical Consumption 28

SESSION PLANS 29
World Conscious Weekend 30
Become a guide 31
Forum theatre workshop 65
Excursions into the city, or into nature, provide a great opportunity for people to engage with the world around them in a critical way. A well prepared excursion can take people to places they have not visited before, and also introduce them to new ideas, and new ways of thinking.

The tools contained in this module will help you plan and implement a nature tour or excursion, covering the basics of the conception of a tour, concrete planning steps, implementation and follow up.

There are also session plans that will also help train other people to be able to organise their own excursions and tours, providing opportunities for participants to learn by creating their own plan for a tour.

A case study shows the way in which these activities have been used to encourage a critical approach to consumerism.

The contents of this module have been developed as part of the School of Sustainability project, a large-scale project run by Friends of the Earth Europe, and involving Friends of the Earth groups from across Europe as well as Friends of the Earth International, and Young Friends of the Earth. We are very grateful to Friends of the Earth Germany (BUND) and Young Friends of the Earth Germany (BUNDjugend) for sharing their experiences of organising tours.

More modules and tools created within the European School of Sustainability are available on our Tools for System Change website (http://virtual.foei.org/trainings) which provides a snapshot of the inspirational and transformative work that has taken place as part of this project.

Looking forward to meeting you on the streets, and in the fields!

Written by David Heller, Friends of the Earth Europe
Introduction to the module

This module and training plan are made for trainers with (a bit) of experience in guiding a tour, but does not require experience in how to teach and share that knowledge. The materials include an example of how to train others in this topic.

The module should be used as a guideline, providing advice and some details, but each trainer is free to choose their own methods.

At FoE Germany, all our seminars are based on the idea of combining learning skills via experiencing the environment and environmental topics. Therefore this module only shows one side of the seminar. The other side is the thematic content, for example in our “Weltbewusst” (world-conscious) seminar the topics are consumption and globalization. So, this module assumes some knowledge about your topic (e.g. nature conservation, critical consumption, ...). What this module provides is advice on how to teach and how to reduce the amount of information they're giving. Often giving less is giving more.

The connection between skill and thematic issue has to be made by the tour guide. It is the most crucial point in this concept. Our experience shows that trainers who understand this system easily find the connection to their topic.

We hope that other individuals and organisations will be able to use the curriculum and this example to create their own seminar on topics as diverse as:
- Climate Justice & Energy
- Food Agriculture & Biodiversity
- Economic Justice (including the impact of extractive industries and international trade)
- Resource Justice & Consumption

Each topic could be used to create a seminar based on our example, showing the consequences of human behavior for the environment with a guided tour.

*Friends of the Earth Germany*
Basics of a tour: Flow learning

TIME NEEDED: 60-70 minutes

Why use this tool
Flow Learning’s four stages flow naturally from one to the next. Each stage contains nature activities that are easy to play, joyful, intellectually stimulating and highly engaging. Flow Learning can be used successfully in sessions lasting from thirty minutes to all day. Although it was originally developed for teaching outdoor nature classes, it can be used to teach any subject matter, indoors or outdoors.

Description
The facilitator should explain the following elements of the “Flow Learning” method.

1. **Awaken Enthusiasm** – Without enthusiasm, people learn very little, and can never have a meaningful experience of nature. By enthusiasm, I don’t mean jumping-up-and-down excitement, but an intense flow of personal interest and alertness.
   Awaken Enthusiasm games make learning fun, instructive, and experiential and establish a rapport between teacher, student, and subject.
2. **Focus Attention** – Learning depends on focused attention. Enthusiasm alone isn’t enough. If our thoughts are scattered, we can’t be intensely aware of nature, nor of anything else. As leaders, we want to bring students’ enthusiasm toward a calm focus.
   Focus Attention activities help students become attentive and receptive to nature.
3. **Offer Direct Experience** – During immersive nature experiences, students make a deep connection with an aspect of nature. Offer Direct Experience activities are built on the students’ enthusiasm and receptivity, and are generally quiet and profoundly meaningful.
   By bringing us face to face with a bird, a wooded hill, or any natural subject, Offer Direct Experience activities give us intuitive experiences of nature. Intuitive experiences are non-rational and provide us with inner, direct knowledge of nature. Henry David Thoreau called intuitive learning “Beautiful Knowledge.”
4. **Share Inspiration** – Reflecting and sharing with others strengthen and clarify one’s experience. Sharing brings to the surface unspoken but often universal
feelings that—once communicated—allow people to feel a closer bond with the topic and with one another. Share Inspiration activities create a sense of completion and an uplifting atmosphere conducive to embracing noble ideals.

The base of those 4 phases are the 5 basic assumptions for natural education by Joseph Cornell:

1. Teach less and share more feelings
2. Be open for input
3. Achieve focus from the beginning
4. First look and experience, then talk
5. The whole experience should full of joy – happiness or chilled focus

Following this introduction, participants are asked to talk in small groups about the 4 steps of flow learning mentioned above, and propose methods & tools that fit in with this model. Participants can develop their tools to:

✓ Awaken Enthusiasm
✓ Focus Attention
✓ Offer Direct Experience
✓ Share Inspiration

Every group should present their results. If you have 4 small groups, it’s possible to give each group one of the topics. This makes especially sense if the groups are working with nature education on a regular basis. Finally: Collect all results on a flip-chart or paper.

**Additional elements or variations**

The technique could be introduced by letting participants experience different ways of engaging with nature themselves. This could be done by organising an activity that allows participants to experience these elements, and then having a debriefing where you ask participants to think about how it felt for them. Final advice: the flow learning concept is a concept, it can help you plan and do tours, but it doesn't need to be followed as a strict law.

**More info**

http://www.sharingnature.com/flow-learning/

Written by Friends of the Earth Germany
TIME NEEDED:
20 minutes

Why use this tool?
A warm-up exercise to think about how (not) to plan a nature tour or excursion.

Description
How would you have to act as a tour guide so the tour would be a disaster and all participants would be demotivated and disappointed in the end? The different ideas should be written down on cards.

Additional elements or variations
The different ideas can be addressed right away, or you can look at how to “flip them” during the rest of the training.

Written by Friends of the Earth Germany
A Step-by-step guide to planning a nature tour or excursion

**Preparing**
- Analyze your target group (age, what kind of group, which experience they have, expectations, special things)
- Which values does your target group have
- Goals of the tour
  (See exercise for preparing for your message and target group)
- Choose topics
- Choose meeting point and way of tour
- Activities
- Materials
(See exercise for developing your route)

**Implementation**

**INTRODUCTION**
(See exercise for planning your Introduction)
- Being on time (welcoming guests)
- Welcome (introduce yourself, positive mood, name tags)
- Getting a connection with the group
- Give a brief overview on the timetable (breaks, when does it finish)
- Tell a bit about the program to raise curiosity
- If needed, split the group
- Little activity to get to know each other

**MAIN TOPIC**
(See exercise for choosing your Main Topic)
- Focus on your targets and the target group(s)
- Reduce (less is often more)
- Always connect what you do/say with the object at hand
- Take the season in account (a winter tour is complete different than a summer tour)
- What do you do if it rains, snows, storms?
MOTIVATION

(See exercise for thinking about motivation and needs of your group)
- Basic needs (breaks)
- Raise expectation by promising a little surprise
- Use the participants need to move physically
- Give people time they need
- Give them tasks
- Be spontaneous, if the group wants to know more about one topic go deeper into it, don’t push on the time (better to leave out something)
- If there are participants who disturb the group give them special tasks so they have a role other than being disturbing

THE FINISH

(See exercise for ending your tour)
- A common activity on the end
- The end should be a special part of the tour worth remembering
- Positive thoughts on the end (what do else, options for further visits, offer more)
- Let the participants briefly reflect and give their thoughts “how it was”
- Giveaway

Evaluation

It is good practice to reflect on your tour, after doing it. Most of the time there will be no time for a long reflection, but a bit every time helps in getting better. Think about what was good, what wasn’t, how you could improve.

(See checklist for evaluation/reflection questions)

The following types of reflection or evaluation can be carried out:
- Self-reflection
- Group
- Group leader
- Observer
- With your institution/organisation
- On basis of media coverage or wider impact on society
CHECKLIST – IMPLEMENTATION OF A TOUR

Welcome (Where are we (the house, the national park, ...), history of this place
The leader of the tour explains at the beginning the rules of behaviour (e.g. how
to deal with animals, how to use the tools, not leaving paths in the forest,...)
Explaining timetable
Hinting to known dangers
Making tour like planned in program
Distribute information material to interested participants
Reflection (Talk with all together: What was good, what wasn't?)

REFLECTING/EVALUATING A TOUR

Points for discussion during a feedback round:
Achieving a common goal or learning new things
Possibilities for participants of taking part actively
Addressing all senses if possible
Working on the right mix (Motivation, distraction, recovery)
Learning content that's right for the level of participants/understandable tasks
How long does the tour take?
Size of group/assistance needed?
Flexibility with unexpected (weather conditions, sickness of participants,...)
With school classes: Topic has to fit in topics pupils are actually taught

Note: This checklist can help keep the basic elements in mind for implementing
and evaluating a tour

Written by Friends of the Earth Germany
The following check list can be presented and discussed. A good idea is to make the participants experience all point on this list during a real “perfect” tour.

**MOTIVATION**
- Welcoming, understanding needs and situation of participant
- Think of Maslow’s Hierarchy of needs
- Being excited about the participants and the topic of the tour
- Raise curiosity
- Intrinsic motivation

**SELF MOTIVATION**
- Spark ignites, own excitement making participants excited too
- Dialogue not monologue
- Rhythm and sound of your voice
- Be yourself (speak without accent/dialect)
- Do something you like yourself, people will recognize this
- Mix exercises you did before with new ones you never tried

**RELATIONSHIPS**
- Be a good host
- Be understandable (language and content)
- Take everyone seriously
- Be open, eye contact
- Address people directly and personally
- Challenge them
- Don’t tell them too much new stuff
- Clear description of tasks and timetables
- Put some humour in it
- Take care of outsiders
- Be open for questions and occurring problems

**FORMATION**
- Show your openness and interest with good body language
- Circle
- Sitting circle
- Half circle
Loose formation
Groups

OBJECT RELATIONS
- Just talk about what’s near to be touched, heard or felt.
- Talk about an object when you are at the object
- A picture is worth a thousand words
- Be flexible

ORIGINAL SIGHTS
- Plants, where do animals live, what’s special about this, tools

TRY TO MAKE PARTICIPANTS PART OF THE TOUR
- Collecting, finding, understanding
- Reading maps
- Orienteering
- Questions on thing that have been seen
- Give task and questions to solve and answer
- Compare things and experiences
- Let the participants do as much as possible
- Discussion with and in front of the whole group
- Plan in time for saying goodbye to everyone

LEARNING WITH THE HEART, THE HAND AND THE HEAD
- 10 percent of what we read we remember
- 20 percent of what we hear we remember
- 95 percent of the things we do we remember

GIVEAWAY
- Keeps you in mind
- Grows curiosity for coming back to the topic

GENERAL RULES
- negative: Giving new information and explanations and descriptions.
- positive: show things easy to remember, let participants query on their own for connections and relations, give them brief precise information.
- Try to get information out of participants, connect it, put in in context and if needed correct things.

Written by Friends of the Earth Germany
**Preparation: Message & target groups**

**TIME NEEDED:**
40 mins

**Why use this tool**
Find out what your message is and how your target group is to give them the best tour for them. Participants will be able to understand:
- Analysing your target group (age, what kind of group, which experience they have, expectations, special things)
- Values of target groups
- Goals
- Which topic

**Description**
The facilitator can introduce the following information:

*The preparation of a tour always starts with the questions: “What’s my message? How do I gain excitement of the group for my topic?”*

*It’s much easier to find a topic, when you first have a chat with the group or someone from the group. To make the tour a success, a tour guide has to take into account who the people are, including how old they are. Teenagers like for example more specific jobs to work on in the forest or about economic use of forests while children are more into exploring and finding new phenomena or activities that excite them. Young children don’t want to be bothered by one fixed topic, they need to be introduced playfully to the forest, its plants and animals. Adults may want more facts, they also ask for more details: e.g. “Which tree is this?”.*

*The topic and the tour should always have some connection to the daily life of the participants.*

The seminar participant should then imagine three different target groups (e.g. older people on pension, a kindergarten group, politicians, a teacher’s excursion, a group working on the topic of the tour...).

For each of the three target groups they shall find out what their special needs and expectations are, and find a topic and message that fits for them.
Additional elements or variations:
✓ You can split participants into smaller groups, and give them each a specific target group to discuss.
✓ Don't forget to think about the “hierarchy of needs”.
✓ Can be followed by the exercise on preparation of the tour route.

CHECKLIST FIRST CONTACT AND MAKING AN APPOINTMENT
Name:
Phone:
Address:
Age or grade:
Number of pupils or participants:
Special (e.g. Allergies):
Topic:
Date and length of visit:
What to do with bad weather (alternative dates or indoor rooms):
Possibilities for some snack/food:
Learning goals (What should the participants know and can do after the tour?)
Prior knowledge/preparation of the participants:
Which potential experience does the tour offer to its participants?
This can be seen: special nature things, sights:
You can witness the works on:
This is what participants can try out, make on their own, help out with:
If wanted, appointment for meeting before and/or after the tour:
Talking about costs.

CHECKLIST – PREPARATION OF THE TOUR
Setting goals for learning
Take wishes of participants in account
Detail planning (extra topics/connections to known topics)
Skills of participants (what do they know, which level, which education, ...)
Which didactic methods to use (e.g. group work, projects)
Write exact time table and who is doing what
Talk about the costs of the tour
Talk about food (costs, help of participants, dishes)
Special questions (Allergies,...)
Which materials and tools are needed
Talk about who's leading the tour
Who is responsible for participants (in case of participants younger than 16/18) 
If needed organise another person for helping 
Clothes and equipment if needed for participants 
Plan a reflection of the tour 
What to do with bad weather? 
How to get to the tour and get back (organise) 
Rules for behaviour on tour (dangers, respect for animals,...) 
Look at the area also from child's perspective, if there are dangerous areas make them unreachable 
Needed materials, tools and if needed equipment (if needed rent it) 
If needed choose animals beforehand which can be used for showing aspects (of the certain animal) 
Organise food and drinks (where to sit?) 
If other persons are supporting tour leader prepare information for them

Written by Friends of the Earth Germany
TIME NEEDED:
40 minutes

PREPARATION NEEDED:
Can follow the exercise on messages and target groups

Why use this tool
Help tour guides to think about the practical preparation of a tour, including:
✓ meeting point, route of tour
✓ activities
✓ materials

Description
The participants should develop a tour for one certain topic. Messages and target audiences can be taken from the previous exercise.

Each small group has to develop different stations on the tour.

Guiding questions for the groups:
✓ What is to be shown at each station (message)?
✓ How shall it be shown (activities)?
✓ Which materials are needed?

Written by Friends of the Earth Germany
TIME NEEDED: 
30-60 mins, depending on exercises chosen

Why use this tool 
A series of exercises to explore the overview of planning a tour, in more detail.

Description

EXERCISE FOR PLANNING AN INTRODUCTION:
In small groups, develop a good introduction for a tour. Two of them can practise in front of the others. (Consider: welcome, connection with group, timetable, programme).

EXERCISE FOR SETTING A MAIN TOPIC:
Depending on the discussion so far, it can make sense to talk again about topic and target audience. This part should in the end lead to talking about alternative ways of delivering the tour. The point is not to develop another alternative tour but to show that it's good to work with exchangeable parts of the tour and a basic tool to develop a tour is to stay open for different approaches.

EXERCISE FOR THINKING ABOUT THE FINISH:
In small groups, participants should find inspiring things to remember for the end of their tour. Then they present their ideas to the whole group.

Written by Friends of the Earth Germany
Participants’ needs during a tour

**TIME NEEDED:**
40 mins

**Why use this tool?**
This session will help tour guides understand the needs of participants, and how to meet the needs.

**Description**
The facilitator can introduce the idea that “welcoming participants means feeling like them” and “People have needs and they have to be met”.

The following diagram is taken from Maslow’s “hierarchy of needs”, a theory in psychology proposed by Abraham Maslow in his 1943 paper “A Theory of Human Motivation”.

![Maslow's Hierarchy of Needs](https://commons.wikimedia.org/wiki/File:Maslow%27s_Hierarchy_of_Needs.png)

Maslow’s Hierarchy of Needs, CC BY SA 4.0 FireflySixtySeven/WikiCommons
In small groups participants should draw their own copy of this diagram, and write examples of each of the different “needs” on each of the different levels. The needs of participants in a nature tour can be discussed.

All results are presented to the whole group.

POSSIBLE RESULTS:

- **Physiological Needs**: Good food, pauses (e.g. for visiting restroom)
- **Safety**: Knowing where we are going, how are the paths, how long will the tour take
- **Love/belonging**: Being part of the group, common experience of nature
- **Esteem**: I saw bird xy, I’ve been in abc forest where I always wanted to go
- **Self-actualization**: Joy, exploring nature, feeling

*Written by Friends of the Earth Germany*
Problems on tours

TIME NEEDED:
20 mins

Why use this tool?
Good preparation can save you from most problems that might occur and solutions can be planned for them too.

Description
Participants collect possible problems that could occur on a tour. The facilitator collects those ideas and participants give possible answers how to solve them, either through good planning, preparation, or being flexible during the event.

A separate exercise looks at the behaviour of the group.

Facilitator considerations
With an inexperienced group, or where there are real safety concerns, the facilitator may have to provide some of the answers to the group.

Additional elements or variations
The exercise may be a good way to assess how ready the tour guides are to take groups on a nature tour or excursion, and what further support or training may be required.

Written by Friends of the Earth Germany
How do deal with disruption on a tour

TIME NEEDED:
20 mins, depending on approach used

Why use this tool
It is not always possible to plan for the behaviour of the group, during a nature tour or excursion. This exercise helps tour guides prepare for this.

Description
Hand round the list of disturbing behaviours, and do role plays, or “hassle lines”: http://virtual.foei.org/trainings/tools/hassle-line the participants can play several roles to experience different kinds of disturbance.

A separate exercises looks at problems on tours.

Additional elements or variations
Instead of giving the handout with possible responses in advance, allow the group to play the role play of hassle lines, and then brainstorm possible responses.

There are unlikely to be any solutions that always work in all circumstances. It is important to consider what underlying group dynamics or power relations (including wider social factors) may be creating this behaviour, and not to label people are “disruptive”.

Written by Friends of the Earth Germany
<table>
<thead>
<tr>
<th>Type of disturber</th>
<th>Possible interventions of leaders, trainers,...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likes-to-argue</td>
<td>Stay calm and focus on content. Make the group to answer his points.</td>
</tr>
<tr>
<td>The Positive</td>
<td>Let this person sum up the result. Be active part in the discussion.</td>
</tr>
<tr>
<td>Know-It-All</td>
<td>Invite the group to discuss this persons point.</td>
</tr>
<tr>
<td>Talkative</td>
<td>Be friendly and stop person from talking here and then. If that's not working, set a maximum speaking time.</td>
</tr>
<tr>
<td>Shy</td>
<td>Ask simple direct questions. Try to raise this person's self-consciousness.</td>
</tr>
<tr>
<td>No-Sayer</td>
<td>Recognize this person's knowledge and experience.</td>
</tr>
<tr>
<td>Not Interested</td>
<td>Ask what the person is doing for work. Try to give examples that are related to this job/profession.</td>
</tr>
<tr>
<td>“The big animal”</td>
<td>Don't criticize directly. Say „yes, but ...“</td>
</tr>
<tr>
<td>Quizmaster</td>
<td>Give this persons question back to the group.</td>
</tr>
</tbody>
</table>

*Source: Arbeitsgemeinschaft der deutschen Schülervertretungen: „Wir machen mit“*
TIME NEEDED:
Optimal duration of the tour is 90 minutes.

PREPARATION NEEDED:

✓ 3 or 4 people should check the locations and organise the basic facilitation materials used during the guide tour. Depending on the stations picked it can take a half day to a day to create the materials (once). Once you have the materials ready, the time for preparation is around 30 mins to an hour for communication with the group organiser, etc.
✓ Do the walk. Test the route beforehand and identify in which locations the tour will stop.
✓ Do the talk. Prepare beforehand the information and learning methods for the tour, use interactive tools, visualisations and specific examples to keep participants’ attention.
✓ The actual guided tour should be done by at least two people.
✓ Use available guidebooks to prepare facilitation materials for the tour: photographs, infographics, cards, brief texts. There’s also a newer brochure
showing sustainable initiatives and options of consumption, available in English and German – see links (below).

**Why use this tool?**
Participants in the guided city tour get an idea of the ‘bigger picture’ and hidden part of the life cycle of popular and widespread consumer goods: clothes, shoes, mobile phones, meat, coffee, chocolate, etc.

**Description**
Guided city tour on the topics of critical consumption, globalisation and sustainability, using interactive learning methods in the urban environment, such as visualisation, discussion, role play, etc. The tour is appropriate for most ages, but the primary target group is 14- to 20-year-olds. The optimal number of participants is 10-20 people. The tour lasts about 90 minutes, including 3-4 stops, taking 20-30 minutes at each stop to discuss specific consumer goods and their sustainability, social and economic aspects.

**Additional elements or variations**
Especially with young people it works very well to link the tour to existing challenges, e.g. invite them to take a Zero Waste challenge. Alternatively, pick one area of change to focus on, e.g. change of diet to exclude meat and/or other animal products. Focus on one area at a time in order not to overwhelm people. As the tours could be local activities with several teams in several cities, there is a variety of local partnerships that look all very different. E.g. organic stores, food-coops, CSA initiatives etc. It's totally up to the group and city.

After the tour, stay in touch with the participants by sharing information, contact data and e-mail. The tour is definitely a starter, don't aim to make the participants stay in the long-term, but to get a first idea of what they can do. The tours can either have participants who are already engaged in a group and take it as a kind of skill and perspective sharing event or with young people whom we want to share an (often for them new) idea and vision with.

**Facilitator considerations**
- Never assume that people have the same values or priorities.
- Show people how they can change things, the idea is not to make them feel bad, small or guilty.
✓ A positive outlook can help a lot in framing issues in a way that motivates people to change. One way to do that is to point people to various smaller steps or challenges they can start with – for example, link to an existing Zero Waste challenge, or pick one area of change, e.g. reduce meat consumption.
✓ Always check the weather forecast before selecting the day of the tour. In case of sudden rain decide with the group whether to wait it out, if it looks like a brief shower, go on with the tour if it is just a drizzle, or reschedule the tour for another day in case of very bad weather. For the hot, sunny days: pick shady routes and locations for the tour, select the cooler part of the day and carry water, if possible.

More info

✓ WELTbewusst website: [https://www.weltbewusst.org/english/](https://www.weltbewusst.org/english/)
✓ WELTbewusst guide in English [http://www.konsum-global.de/files/Pixiheft_english-version_klein.pdf](http://www.konsum-global.de/files/Pixiheft_english-version_klein.pdf)
✓ New guide for city tours of positive examples of change: [https://www.bundjugend.de/produkt/broschuere-worauf-warten/](https://www.bundjugend.de/produkt/broschuere-worauf-warten/)
✓ Educational Toolkit on Sustainable Consumption & Lifestyles
   – In English: “Small steps towards big change“ [https://goo.gl/MsnYu9](https://goo.gl/MsnYu9)

Written by Young Friends of the Earth Germany
CASE STUDY
Since 2002, guided city tours for sustainable consumption have been taking place in Germany. The original concept was developed by Young Friends of the Earth Germany and Janun e.V.. The walk has been developed in Germany and spread out to many cities around the country. Since 2002 the walk has been available in more and more cities – but still mainly in Germany.

The aim of the walk is not to be instructive, but rather to plant seeds of questions and encourage personal reflections, provoking participants to think critically about their behavior and purchases.

**Young Friends of the Earth Germany** has produced a manual to provide an overview of the process of conducting a Sustainable City Walk. The guide is intended for those interested in designing and/or leading a sustainable city walk, as well as those who are already involved and are looking for more information about communicating sustainability issues. It gives all the main instructions that are needed to guide a walk—from topics to cover to body language tips. The manual explains the objectives of the city walk and provides instructions for conducting a good walk and dealing with any problems you may encounter along the way.

World Conscious weekend

TIME NEEDED:
One weekend

This weekend training introduces participants to how to organise a guided city tour on the topic of consumption.
It uses many of the tools included in this module!

Example timetable seminar „Weltbewusst“ (world-conscious)

<table>
<thead>
<tr>
<th>Time</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am</td>
<td>From 7:30 am</td>
<td>Breakfast</td>
<td>Breakfast</td>
</tr>
<tr>
<td>9:00 am</td>
<td>Arrival and check-in</td>
<td>Block 2: How to make a good tour</td>
<td>Block 5: Difficult situations</td>
</tr>
<tr>
<td>9:30 am</td>
<td>Block 1: Introduction</td>
<td>Block 3: Concept of the tour</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 am</td>
<td>Hello and welcome</td>
<td>Planning the city tour</td>
<td>Breakfast</td>
</tr>
<tr>
<td>10:45 am</td>
<td>What is the idea of “Weltbewusst” and why we want to show the effects of globalization with a guided tour</td>
<td>Planning the city tour and different stations</td>
<td>Walk the city tour</td>
</tr>
<tr>
<td>11:30 am</td>
<td>Break</td>
<td>Evaluation</td>
<td>Reflecting contents of seminar</td>
</tr>
<tr>
<td>12:00 pm</td>
<td>Lunch</td>
<td>Evaluation</td>
<td>Departure</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>Block 1: Introduction</td>
<td>Background and knowledge transfer</td>
<td></td>
</tr>
<tr>
<td>2:00 pm</td>
<td>Methods and concepts of organizing guided tours</td>
<td>Background and knowledge transfer</td>
<td></td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Basic elements of a good tour</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>4:00 pm</td>
<td>Break</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>5:00 pm</td>
<td>Lunch</td>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td>6:00 pm</td>
<td>Consumer, globalization and my role in the world</td>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td>7:00 pm</td>
<td>Open space</td>
<td>What to do next?</td>
<td></td>
</tr>
<tr>
<td>8:00 pm</td>
<td>Open space</td>
<td>Open space</td>
<td></td>
</tr>
</tbody>
</table>

Created by Friends of the Earth Germany
TIME NEEDED:
5 x 90 mins

Over 5 sessions, each lasting 90 minutes, participants learn how to plan and conduct a nature tour or excursion. Basics like conception, concrete planning steps, implementation and follow up are included in seminar. The participants should learn the principles by creating their own tour. The topic can vary from nature, city or a tour around their own property.

This session plan is based on the tools described in this module.

Block 1: Introduction
INTRODUCTION: WHY THIS MODULE IS IMPORTANT
✓ Description of contents, timetable and goals of this module.
✓ What do the participants already know about this topic?
✓ What do the participants want to learn in the module?
✓ Basics of a good guided tour: Methods and concepts of organizing guided nature tours; Basic elements of a good tour.
✓ 4 steps of the flow-learnings method and basics of natural education.
✓ First steps for preparing a good tour.

Block 2: How to make a good tour
NEEDS: UNDERSTANDING THE NEEDS OF PARTICIPANTS OF TOUR AND SUITING THEM
✓ Elements of a tour to suit the needs of participants.
✓ Details of a good tour/tour checklist

Block 3: Concept of the tour
HOW TO PLAN A TOUR/EXCURSION: OVERVIEW OF PLANING A TOUR
✓ Planning tours/excursions in three steps: (preparation, the tour, follow up)
✓ What's the message, who is the audience
✓ Planning activities (route, learning stops, materials)
Block 4: How to do it in detail

PLANING IMPLEMENTATION: UNDERSTANDING AND USING GOOD TOOLS FOR IMPLEMENTING A GUIDED NATURE TOUR

✓ How to begin & end a tour
✓ How to achieve set goals.
✓ How to raise motivation of participants.
✓ Follow-Up of the tour

Block 5: Difficult situations

PROBLEMS: WHICH PROBLEMS CAN COME UP ON A GUIDED TOUR

✓ Brainstorming of problems (e.g. rain, etc.) and how to deal with them.
✓ Methods to deal with difficult situations with participants.

Created by Friends of the Earth Germany
Our European School of Sustainability project brings together 23 groups from across Europe, Young Friends of the Earth Europe and Friends of the Earth International. Inspired by the Latin American Escuela de la Sustentabilidad, and driven by popular education techniques, the project aims to strengthen the regional network of Friends of the Earth Europe, and create common political analyses of system change from a social justice, environmental justice and human rights perspective. Exploring and building understanding on transformational education, will help challenge oppression, power and privilege in our work and the issues we are campaigning on.

http://virtual.foei.org/trainings/