



Education at a Time of Emergency

A Practitioner's Handbook

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We wish to express our gratitude to our project partners who are listed on page 6.



Foreword

We are now living with the impacts of human-induced climate change. The severity and rapid escalation of these impacts are frequently shocking, and they underline the urgency of addressing our collective harms to our Earth. The Education at a Time of Emergency (ETE) project has sought to channel our efforts as educators to understand how key lessons from the social sciences can help to develop effective campaigns to re-connect people with nature and foster empowered ecological citizens through our practice. Funded by the Economic and Social Research Council (ESRC), ETE has used mentoring, collaborative research, knowledge sharing and networking to foster a community of practitioners in Southwest England who share our passion for tackling the climate and ecological emergency.

We have been privileged to come together with outstanding educators on this project, who embody their love for nature and share a passion for communicating their knowledge about our planet. We have worked with them to understand the challenges they face and the opportunities that arise in working with young people, schools and wider publics. Together we have explored how key concepts from the science of behaviour change can help us understand these issues, from increasing empowerment through group efficacy (agency) to developing novel ways to strengthen nature connectedness through our engagement approaches. Importantly, we have reflected on how these ideas have implications for our practice and what we need to change.

In this handbook you will learn about our approach and find practical examples of how behavioural insights can be used to understand environmental education challenges and develop strategies for change on the ground. It is a handbook that highlights the key role educators have to play in the future of our planet, and our life together as engaged citizens.

Our ambition has been to use behavioural research to provide practical insights so that, in the words of many of our partners,
we can enable others to share in the love that we have for nature.



Education
at a Time of
Emergency

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Education at a Time of Emergency: Our Approach



Education at a Time of Emergency: Our Approach

At a time of climate and ecological emergency, environmental education practitioners are looking to innovate approaches and methodologies to encourage engaged citizenship and pro-environmental behaviours – actions which are favourable to the natural world. Through the ETE project, researchers from the University of Exeter have worked closely with key school- and public-facing education partners in the Southwest of England to build a robust understanding of how to apply principles of pro-environmental behaviour change in practice.

Project Partners



Project Objectives

- 1 Understanding**
 To establish a robust understanding of behaviour change and its practical implications for conservation and environmental education.
- 2 Resourcing**
 To co-develop resources for practitioners, through shared best-practice in the Southwest region.
- 3 Participation**
 To disseminate and share ideas and findings from the project beyond the key partners.
- 4 Networking**
 To share experiences, shape priorities, and build on existing networks.
- 5 Visioning**
 To develop relationships with policymakers and national education providers to upscale the impact of our work.

The ETE Approach

The University of Exeter team worked with ETE partners through workshops, site visits, and one-to-one mentoring to develop knowledge and competencies – working together to share experiences, shape priorities and build on existing networks.



“The ETE project has been enormously beneficial to our work; helping us to build relations with other environmental educators, sharing ideas and learning more about different approaches. I have found the regular mentoring sessions with Lewis and Stewart particularly helpful as they have provided the space needed to explore and develop storytelling projects for both our Community Action Groups and Schools projects.”

Bobby Hughes, Senior Waste Management Officer, Devon County Council

Education at a Time of Emergency worked with partners to develop understandings of behaviour change ideas in practice across three thematic areas:



Connection

How to promote a sense of interconnectedness, particularly between people and the environment through an emotional connection to nature.



Communication

How to effectively communicate our key messages to a range of audiences in order to inspire actions.



Efficacy

How to be an enabler for change, individually and collectively, and how to evidence best practice.

We explored these themes together through online and in person events, including regular monthly online drop-in sessions, workshops at Carymoor Environmental Trust in Somerset and Paignton Zoo in Devon, a site visit at the Eden Project in Cornwall, and a visit to Magdalen Farm on the Dorset border. A two-night residential visit to On The Hill in mid-Devon served to further develop networks, bring together partner experiences, and offering a chance to dig deeper into the themes of the project.



A handbook for practitioners



This handbook brings together the key challenges which emerged from this project, in conversation with partners; with opportunities for making use of theories and concepts from the social sciences to aid educators working at a time of ecological and climate emergency.

A set of 'spotlights on practice' aimed at showcasing how environmental education organizations are applying these ideas in their work are included.

In the final section of the handbook we bring together some of these findings and ideas, present a set of additional resources and further reading, and share our thoughts for the next steps.

Together, these have been combined into an activity for practitioners, with an accompanying deck of Concept Cards to facilitate the process of assessment of our main challenges and encourage deeper thinking about the most effective approaches to change.

Please visit the [Education at a Time of Emergency webpage](#) to download a copy of this handbook and the accompanying cards.



Challenges for Environmental Educators

Challenges For Environmental Educators

Working alongside partners through conversation and workshops, our project gained insights into some of the key challenges faced when it comes to promoting and advocating for pro-environmental behaviours, nature connection and engaged learning for sustainability. Although we recognize that this list is not exhaustive, for example it does not include barriers for teaching children outside (such as cost and risks), it focuses on the key obstacles which partners identified as challenges for them when promoting behaviour change.

1 Resources, confidence and competency

“Curriculum delivery and the costs involved in taking people out of school, university or college means that our work is seen as a ‘nice-to-have’ rather than central. It’s difficult for us to make a case for the value of environmental and outdoor education – when it doesn’t seem to be important enough to those we want to work with. Furthermore, teachers don’t always have the skills and confidence to take children to learn outside of the classroom, which impairs our ability to get people here”.

Our partners whose work is with schools undertaking ‘extracurricular activity’ such as Forest School sessions or experiential learning residential programmes reported to us that often their activities are not seen as a priority due to lack of time and money, as well as teachers lacking confidence and skills for taking children out of the classroom. Making a case for the value of environmental and outdoor education was seen as a significant challenge amongst the project partners within ETE.

Key question:
What support can we offer to teachers wanting to take children out of the classroom?

2 The nature of experience

“While we carry out evaluation of our work, it’s hard to understand what people experience when they visit us. We have a range of surveys and metrics, but it would be valuable to hear people’s stories – what has their time here meant to them, how have they felt, and why did this matter to them? Has their engagement with us resulted in any changes in behaviour or collective attitude perceptions within their communities, both right away and into the long term?”

Although they regularly used various ways of measuring participant experiences on programmes, partners reported that they lacked insight into the significant moments for people and the stories which emerge for both young people and adults taking part. Partners commented that gaining a deeper knowledge of the impact of their programmes through evaluation into these experiences would enable them to better focus their campaigns and advocacy work.

Key question:
How do we assess the effectiveness of the experiences we are offering participants on our programmes?

3 Participation and diversity

“It’s important for us to consider the ways we might broaden our educational offer and make it available to a wider range of people, beyond those who we regularly work with. We need to think about how to diversify our work in terms of ethnicity, age, neurodiversity, socio-economic and vulnerable persons.”

Defra states that 13% of children (under 16) and 5% of young people (aged 16-24) typically never visit the natural environment or even spend any of their leisure time outdoors while 18% of children living in the most deprived areas never visit the natural environment at all. Furthermore, 20% fewer Visibly Minority Ethnic (VME) children go out into green spaces weekly compared to white, middleclass children¹. As more sectors and organizations engage with issues of diversity and inclusion, it is important to consider ways to make environmental education opportunities available more widely. This also applies to ensuring that education teams are diverse and genuinely representative of the societies we work within.

Key question:
How do we remove barriers to participation on our programmes?

4 Access to the natural world

“So many people are not spending time in nature – but it’s not always because they don’t want to – many don’t have access to green or blue spaces. We need to think about what nature means to a greater range of people, not only those who grow up or live in the countryside – for example, what does it mean to connect to nature in the city?”

Research has shown a reduced level of nature connectedness, particularly in the early teenage years, alongside a general lack of experience of nature and the outdoors across all groups². Partners within ETE also talked about the inequalities which exist in relation to access to nature (related to Challenge 3: ‘Participation and Diversity’). While many partners offer experiences in the countryside, what long-term impact does this have on people who live in cities and how can we find ways to support nature connectedness in urban settings?

Key question:
How can we support nature connectedness in young people with limited access to green and blue spaces?

“As an organisation working with environmental education in the Southwest of England, we recognise that this type of initiative is both timely and highly relevant to our own organisational strategy as we seek to encourage behavioural shifts in line with the ecological and climate emergencies.”

Dr Kirsten Pullen, Chief Science Officer, Wild Planet Trust

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Head, hand, and heart

“Lots of emphasis on assessment and curriculum delivery means that we often find it hard to develop activities which are more experiential in nature – they might not have fixed outcomes, it is often more about the process. We know the value of this way of ‘learning through doing’, but it’s not always easy to convince others.”

Although many partners work with schools and support the delivery of curricula, the heavy focus placed on knowledge acquisition was seen to take priority over other forms of ‘knowing’, including emotional literacy and experiential activities. Related to challenge 1 ‘Resources, confidence and competency’, there is an important consideration here about how different forms and approaches to learning are valued. Many educators recognize the importance of developing approaches that combine knowledge (head), action (hands) and emotions (heart) in the way that we learn³. Similarly, the importance of thinking creatively was highlighted as a key way to break from what has been termed a ‘crisis of imagination’ for many of the world’s environmental challenges⁴.

Key question:

How can we communicate the value of other forms of learning such as reflection and experiential education?

“Being part of this project has created space and time to revisit what we do and the way in which we do it. In doing so we have been able to amend certain aspects of what we are doing to ensure that our approach reflects the most up to date research on behaviour change.”

Robbie Kirkman, Education Team Lead, Eden Project

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Anxiety and wellbeing

“The emotional implications for young people facing such massive challenges is something which we feel ill-equipped to deal with – we know that levels of anxiety related to the climate and ecological crises are going up – what are the most effective ways to approach these issues, and how do we develop programmes with a greater focus on mental health and wellbeing?”

Young people are particularly vulnerable to feelings of anxiety related to climate and biodiversity crises. They report high levels of lack of trust in governments and concern for their future⁵. Educators expressed a desire to understand the most effective and sensitive ways to approach challenging subjects such as eco-anxiety, and how to develop programmes with a significant focus on mental health and wellbeing.

Key question:

What emotional support can we offer to young people and how can we empower them to make a difference?

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Changemakers

“It’s important to us to help people feel empowered and to have a voice in the face of the climate and ecological emergencies. How do we build a feeling that people have an ability to have an impact on things they care about, influence their peers, or change behaviours through their actions?”

Individuals may lack belief in themselves, specifically their ability to effect changes related to the climate and biodiversity crises. Sometimes they feel unable to influence peers and change group behaviour through their actions. Even as educators, we may question whether our campaigns and communications are effective at sending the right messages and changing behaviours. Conversely, the more people feel that they have efficacy to address climate change, the more they express intentions to act in pro-environmental ways⁶.

Key question:

How do we develop a sense of efficacy amongst our participants, and support changemakers with belief in their work?

“We’ve spent the last two years firefighting with everything that’s gone on. The most valuable thing about this project is that it’s kept my passion alive. It’s provided moments to reflect on what we’re doing, to plan for the future and to get excited about how the social sciences can help us with our work”.

“Now I’ve got these tools and resources, our team can use this work to have discussions about how we can improve programmes for next year.”

Lucy Hellier, Learning Manager, Avon Wildlife Trust

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Value-action gap

“There’s a disconnect between what we say and what we do – our behaviours don’t always follow our values. We recognize this both as an organization as well as individuals. How do we get better at offering an authentic experience in which people feel able to take action based on what they believe in?”

ETE partners noted a gap between behaviours and values, for both their participants and as members of their organizations. Actions although rooted partly in values, are not entirely guided by our principles. Barriers including concerns of the perceived costliness and practicality of behaviours often come between pro-environmental concern and taking action⁷. Cognitive dissonance is another important principle, which is a type of emotional state which arises when someone attempts to simultaneously hold inconsistent expectations or beliefs⁸. Dissonance often emerges as a result of inconsistencies between apparent attitudes, beliefs or values and the subsequent action, eventually becoming hypocrisy.

Key question:

How do we turn thinking about a problem, to acting on it?

Behaviour change concepts



Nature Connectedness

The way in which we spend time in, notice and relate to the natural world. It is becoming clearer that connection with natural environments and green spaces is beneficial to our physical health, mental health and wellbeing.



Efficacy

The ability for us as individuals, or in a group, to effect change and have impact. Organizations working on environmental issues can help people to take action on issues individually (self-efficacy) or collectively (group efficacy).



Values

Values represent our broadest motivations, influencing the attitudes we hold and how we act. Considering human values is important for educators and campaigners wishing to influence behaviours.



Framing

Frames act as containers for our beliefs, understandings, values and motivations. Frames can influence behaviours. Some frames can challenge us, while other frames can reinforce the way we see the world.



Social Norms and Cognitive Bias

A bias is a tendency, inclination, or prejudice toward or against something or someone. Social norms are the rules of our behaviour. Making visible and challenging biases and norms can lead to new ways of understanding and behaving.



Capacity, Support and Diversity

Thinking about how we expand and strengthen networks can better position environmental education organizations to support greater access, inclusion, and diversity. This involves looking at the interrelatedness, listening and learning from one another.



Reflection

Humans generally reflect on their experiences without prompting, however by designing in reflective moments we can enhance this natural process and encourage participants to consider their experiences and come out with new perspectives.



Storytelling

Storytelling is often overlooked as a tool for supporting behaviour change. Opening space for storytelling means participants can learn from other perspectives and speak from their own experience, revealing ideas and insights which may otherwise not go unnoticed.



Imagination

Imagination is closely linked with storytelling and the notion that to create solutions which will make a difference to a big challenge, we must first dream of them and free ourselves of the limitations of what is already happening.



Listening and Mentoring

Listening to the needs, concerns and intentions of others can provide validation and space for personal reflection; it can also build trust and relationships which are fundamental to community responses to challenges we face.

Applying Behaviour Change Concepts to Environmental Education

In this section we provide a summary of the key ideas which we drew upon in our work with partners throughout the programme. These ideas work alongside the priorities for partners (as outlined in the challenge section).

We present an overview of each idea, along with a consideration of why these matter in environmental education practice and some further reading and resources.



Supporting nature connectedness



Photo credit: Eden Project

What is this?

Nature connectedness concerns the way in which we spend time in, notice and relate to the natural world. It is becoming clearer that connection with natural environments and green spaces is beneficial to our physical health, mental health and wellbeing. However, it's not just wilderness and countryside which provide sustenance for us - urban nature has recently been found to have similar impacts on wellbeing⁹. Conversely, not getting a 'dose' of nature is seen to have adverse effects¹⁰. All of this is compounded by what has been termed

the 'extinction of experience' - the less time we spend in nature, the less we seek to spend time in nature¹¹.

While the implications for human health are important justifications for increasing nature connectedness, research also points to the impact of nature connection on pro-environmental behaviours - that is the potential for a person to go on to care more for the natural world¹².

What can I do?

We can point to a wide range of justifications for young people and adults to spend more time in the outdoors. However, ensuring that nature connectedness has the best chance of resulting in behaviour change requires us to think about the ways in which people can connect to nature, and the opportunities made available to for them to go on to act. As educators with opportunities to work with groups outdoors - whether in the countryside or the city, we can make use of research into nature connectedness to consider the following prompts for practice:

- **Nature connection is not just about time spent in nature** - It is just as important to consider how to offer meaningful moments in nature. Taking notice of everyday occurrences, the changing seasons, or spending time observing a natural object have been shown to strengthen feelings of nature connection. So, even if you only have a moment, that's enough time to strengthen our relationship with the natural world.

- **Creativity and play can shape perceptions of nature** - Nature connection is about our relationship with the rest of nature, and for many participants enrolled in formal education the natural world is often portrayed as a source of learning and information. Play, creativity and art can open opportunities for new relations with nature which can support the taught curriculum.
- **Link connection with action** - Find opportunities for people to harness their connectedness to nature in action for each other and the environment. Consider if there are chances for people to play a part in conservation or sustainability behaviours in their schools and communities. Consider partnerships with other organizations and groups.
- **Nature connection is human connection** - it's tempting to think of nature connectedness as separate to other social concerns, yet the health and wellbeing of both people and planet are related. Thinking about ourselves as a part of - rather than apart from - nature and encouraging others to do so is a key foundation for building a healthy relationship with the natural world.

Go further

- [The Five Pathways to Nature Connection](#) developed by Derby University leads us from taking notice of our sensory and emotional connection to nature, through to making meaning of this for our own lives, and finally taking action to protect the environment.
- Nature connection through engagement, reflection and action is mirrored in the popular [John Muir Award](#) in which individuals are encouraged to explore, share and care for the environment.
- The Community Interest Company '[Black Girls Hike](#)' provides a space for Black women to explore the outdoors and reconnect with nature, tackling the lack of inclusion and representation of the BME community.
- In Urban settings initiatives such as the [London National Park City](#) offer resources for getting involved in nature based organizations, meeting members of the community working in conservation and exploring urban green spaces.



Efficacy: Empowering changemakers

What is this?

Efficacy is the ability for us – as individuals, or in a group – to effect change and have impact. Organizations which work with the public on environmental issues are trying to find ways help people to take action on issues individually (self-efficacy) or collectively (group-efficacy)¹³. In other words, how may we ensure that our actions can have the most impact whether acting alone or together?

We are seeing the result of these pressures playing out in the form of climate and eco-anxiety, with young people reporting diminished sense of control and increasing feelings of despair. As a result, many educators are looking for ways to work with young people's concern for the environment by supporting dialogue and creating opportunities to act.

What can I do?

- **Part of a whole** - People may feel more able to respond with a sense of empowerment if they feel that their actions are part of a collective effort. This approach stresses messages of “we can do it!” rather than those of sacrifice i.e. “I have to forego this”.
- **Open a space for conversation** - While we focus on the nuts and bolts of what must be done to solve challenges, the emotional dimensions of these conversations are often suppressed. Creating spaces for brave conversations about how we feel is a key foundation to supporting wellbeing and establishing long-term commitments to act.
- **Agents for change** - Individuals can have specific impacts at home, in their communities, and places of work or learning. Empowering role models, providing concrete examples, and signposting ways in which individuals can continue their learning into action in their own lives is important to build self-efficacy.
- **Find the balance** - Strike a balance between hope and despair in environmental advocacy work. Blending a clear view of issues with ways of taking meaningful action is crucial for mobilizing both individuals and communities on issues and campaigns.

Developing a sense of efficacy results from a dance between honest and upfront conversations about the reality of the climate and ecological emergencies, and opportunities to make change happen. For example, we know that shock and awe messaging can provoke short-term action but can disempower people in the long term – while focusing solely on optimistic messages might lead to a lack of engagement¹⁴. Finding a balance between these standpoints and appropriately framing the message for the audience is important.

Many educators are looking for ways to support conversations and work with young people's concern for the environment by creating opportunities to act.



Go further

- [Climate Outreach](#) support individuals and communities to better communicate climate change. Their [Britain Talks Climate toolkit](#) identifies a range of evidence-based methods to engage different groups of public.
- [ThoughtBox Education](#) have some fantastic resources for primary and secondary education which focus on their 'Triple Wellbeing Framework'. Join their community and access some of their resources [here](#).



Communicating values

What is this?

Most businesses make a point of showcasing their values on their websites – what motivates, inspires, and informs their actions as an organization. Just as businesses are guided by their founding principles, so are individuals. Values represent our broadest motivations, influencing the attitudes we hold and how we act. Considering human values is important for educators and campaigners wishing to influence behaviours¹⁵.

What can I do?

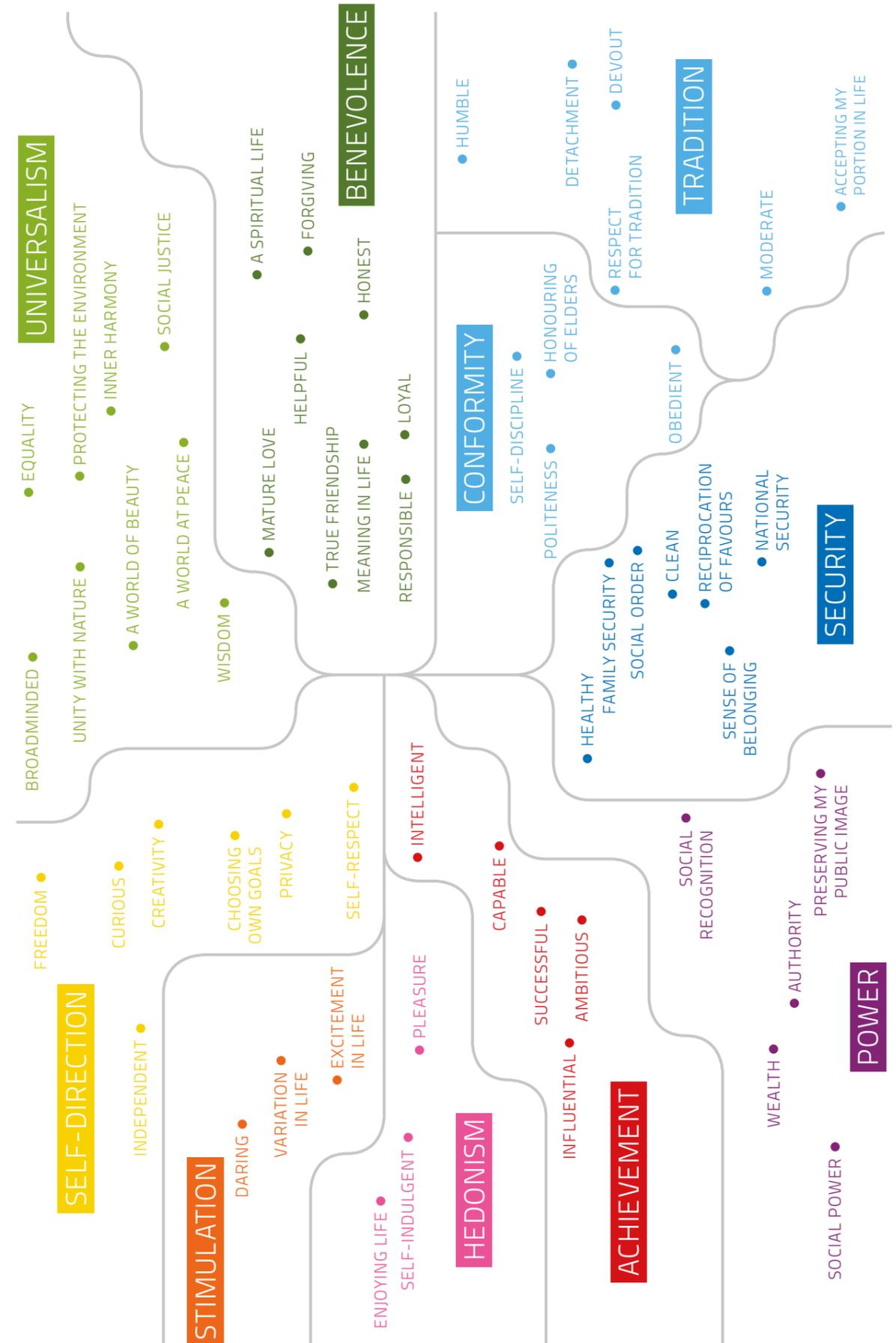
- **Reflect on your motivations** - Think about what values you wish to promote through your work, and check these against your materials and messaging. Remember, values are not actions – yet they can help shape and inform behaviours.
- **Normalize group values** - When working with groups, new social dynamics and cultures can emerge with their own sense of what's important. Highlighting the values which the group feels is important (for example, having just undertaken conservation activity) can help values which underpin pro-environmental behaviours visible and normalized.

Values are not static and respond to circumstances and choices, including other people's behaviours and our interaction with the natural world. To support action on social and environmental issues, it is important to strengthen values which underpin pro-social and pro-environmental behaviours. It is also important to seek to align our own actions as educators with the values that we are seeking to promote as fully as we are able.

- **Promote intrinsic values** - Research from over 80 countries shows that people hold each of 60 values at varying degrees, expressed at different times. Valuing the natural world intrinsically means perceiving nature to have value for its own right, independent of people. In the values map opposite we can see these values broadly grouped into the right side. By promoting these values we are likely to strengthen concerns for the environment and other people.

Go further

- The [Common Cause Foundation's work on values](#) helps us to understand how human values are shaped – and in turn, shape – human behaviour. The diagram opposite is from this work.
- [The Club of Rome](#) initiated a programme called ValuesQuest to explore key social and environmental issues. Their Discussion Paper gives an excellent overview of values and how to work with existing values sets for positive engagement outcomes and global worldviews.
- [The Values Map](#) is an online tool designed to help you identify, develop and communicate the psychological values your organization represents.





Thinking about framing



Photo credit: Wild Planet Trust

What is this?

A word, sentence or image which carries strong associations can be seen as a frame. These frames act as containers for our beliefs, understandings, values and motivations. Frames can influence behaviours. Some frames can challenge us, while other frames can reinforce the way we see the world.

The advertising industry has long used frames to convince the public of the value of a product or service. Think of car adverts which invoke visuals of pristine nature, or energy companies which reference family security and homely comfort. By framing their products in this way

What can I do?

- **Assess current message framing** - Work with your education teams to read through past and current campaign messages and think what potential pitfall traps might be at risk (see Positive Communication toolkit below). Redesign messaging with these frames in mind.
- **Strengthen the message** - It is important to create clear sets of associations within the stories we wish to tell and offer strong narratives to help influence pro-environmental behavior, otherwise we risk other stronger frames becoming more dominant.

certain groupings of values are activated and reinforced.

Frames are useful in environmental education also. The term 'climate change' has long been used by climate sceptics and lobbyists to undermine action by stating 'the climate has always changed'. Many journalists, educators and campaigners are now using the term 'climate breakdown'. So too, children and young people are often 'framed out' of climate change discourse which denies them a voice and vision of the future.

- **Challenge assumptions** - People approach messages and campaigns with bundles of pre-existing beliefs and assumptions. New frames offer new ways of seeing and often reveal alternative understandings of the world. Don't be afraid to challenge pre-existing assumptions.

Go further

- The [Framing Nature Toolkit](#) created by the Public Interest Research Centre (PIRC) offers more information on how framing can help individuals and organizations working in environmental education and conservation.
- The [Climate Visuals Library](#) offers a range of images which can be used to communicate climate change which have been chosen to tell powerful stories of climate change. The library includes explanation of the images, and the evidence for them being chosen.
- [Conservation Optimism](#) have produced a [Positive Communication Toolkit](#) for reframing conservation messages to empower action. The toolkit includes exercises which organizations can use to improve their messaging and framing.



Strengthening organizational capacity, support and diversity



What is this?

Environmental education has, for many years struggled to broaden its reach beyond a small group of participants, raising questions about access, inclusion, and diversity. Defra noted in the 2018 Landscapes Review¹⁸ that “most visits [to the countryside] are made by the same (better off, less diverse) people repeatedly, and those who miss out are the older, the young – especially adolescents – and those from lower socio-economic groups and black, Asian and minority ethnic communities” (p. 68), while also noting the lack of provision for disability groups.

Considerations of how we expand and strengthen networks and organizational capacity can better position the sector to

support greater access, inclusion, and diversity. Fundamentally, this involves looking at the interrelatedness between different organizations causes and priorities, listening and learning from one another and finding the overlap between causes. While the historical environmental education movement has focused on biodiversity, conservation, and environmental concerns, we are learning that social justice also sits at the heart of much of this work. Understanding how mutually reinforcing agendas can be shared and scopes broadened to bring organizations together can boost capacity and support inclusion and diversity across the sector.

What can I do?

- **Find mutual cause** - Reach out to seemingly unlikely partner organizations to find the shared agenda and interdependencies between your work. Consider where there might be places of overlap and opportunities to support one another.
- **Cultivate inclusivity** - What more can be done to draw from a diversity of perspectives and knowledges. Consider different participants and their needs and whether these are currently being met. Seek out other voices to help shape your organizational agenda.
- **Incorporate diversity** - Including a wider diversity of teaching materials and communications. Think about whether a wide range of people can see themselves represented in your materials, and what can be learnt from different perspectives on a particular topic.
- **Context specific** - Improving diversity and inclusion requires regular review and a responsiveness to individual and community needs. Work as a team to identify opportunities and challenges, and to normalise these conversations.

Go further

- Chapter 2 of [Defra's 2018 Landscape Review](#) provides the evidence for a lack of inclusion in the countryside and a selection of best-practice case studies.
- Common Cause's report '[No Cause is an Island](#)' is an informative read for organizations looking to find mutual agendas in their work.
- In this [4Talks online discussion](#), '*Shifting the sustainability dial through the lessons of diversity and inclusion*', an expert panel discusses the role the media and advertising industries play in connecting the dots on sustainability in the diversity and inclusion space.
- The [Institute for Outdoor Learning](#) has a page of resources focusing on good practice on inclusion and diversity in outdoor education, including a report called [Inclusivity in the Outdoors](#).

“The ETE team have been fantastic to work with and have provided us with real insights into our work, helping us to improve our impact, and to tailor our approach to bring about lasting change. The project enabled us to network with other environmental education organisations and to share experiences and learn from one another.”

Rupert Farthing, Director of Carymoor Environmental Trust



Providing space for reflection



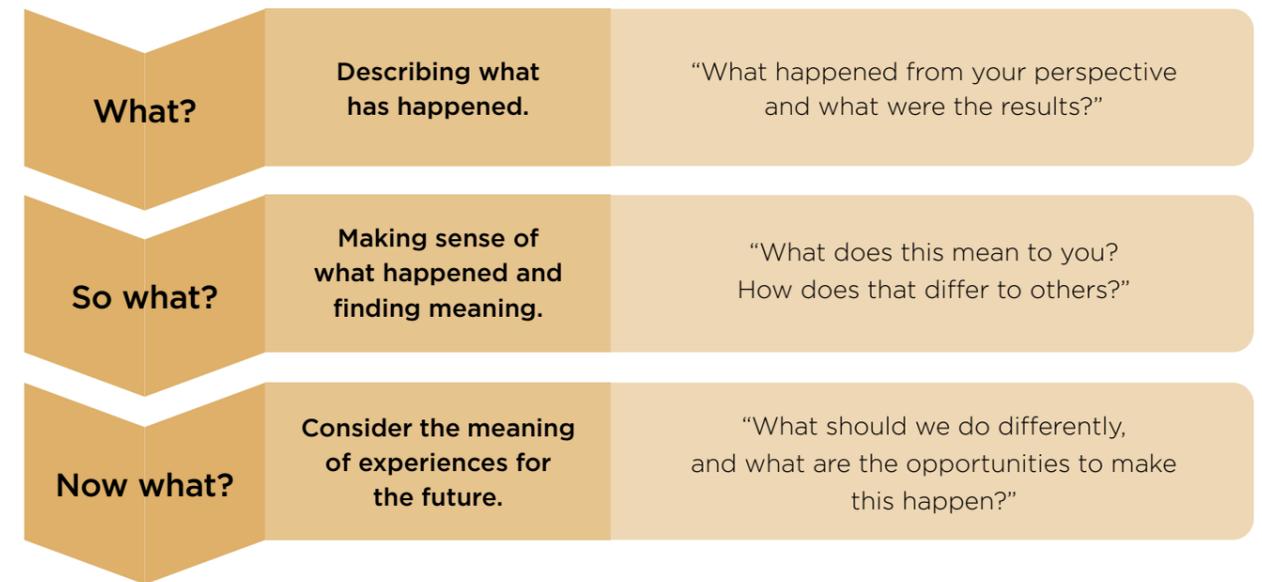
What is this?

Reflection is an important part of learning and offers an opportunity to come to new understandings, helping participants to examine biases and to develop their identity. Humans generally reflect on their experiences without prompting, however by designing in reflective moments we can enhance this natural process and encourage participants to consider their experiences and come out with new perspectives.

Importantly for environmental educators, we are often providing opportunities for participants to take part in activities or discuss content which is new or unusual for them. In this case, reflection is especially useful as it

creates space between experiences. Reflection is a meaning-making process which deepens understanding; specifically, this happens in interaction with others and values personal growth and support of others¹⁹.

As a process, reflection can take many forms (illustrated in the diagram opposite). It can be purely descriptive – repeating what has happened (What?); it can also include a set of explanations which can be more personal (So What?). Going further, and with time, participants can learn to use this process with empathy for others elsewhere in different contexts, places or times (Now What?).



What can I do?

- **Start from where you are** - Reflection often works best when it's not forced into a programme, but as part of the process. Rather than looking to carve out time for reflection, consider how it can be built into the activities already offered, for example on walks or in five minutes at the end of an activity.
- **Be open to tangents** - People will have their own direction in which their reflective process will go – let reflections meander and weave but be willing to guide the conversation. Remember that reflections may stray from the 'subject matter' and can often be rooted in personal meaning.
- **Scaffold reflective moments** - Reflection can often be a new practice for people. Make use of different forms and depths of reflection throughout a programme to develop this practice: from initially descriptive, through to a more critical reflection. a powerful way to convey feelings about the natural world. Offer participants time to notice the surroundings, and to reflect on their own story of connection.

Go further

- [The Learning Innovation Exchange](#) from the London Business School provides a good introduction to Reflective Learning.
- [Teach Writing](#) have activities and creative reflection techniques which may be adapted to a wide range of audiences.

Storytelling

“Bad storytellers make spells. Great storytellers break them”

Dr Martin Shaw

What is this?

Stories have long found a home in environmental education practice. A quintessential image of a group huddled around a fire listening to a story on a starlit night is conjured by the term; yet storytelling is often overlooked as a tool for supporting pro-environmental and pro-social behaviour change.

Bringing story into education and conservation work is to bring the creative mind into conversation with the rational mind – to create opportunities for new ideas and understandings to emerge. Storytelling is about drawing on participants own experiences and cultures to create new possibilities, and to find shared purpose and belonging.

Much of what has been discussed elsewhere in this handbook borrows from the tradition of storytelling: stories challenge assumptions and bias; and they can bring us into deeper connection with each other and the world; stories are frames – creating associations between our lived experience and our values; stories help us to make sense of the world and allow us to express ourselves – and crucially stories allow us to use our imagination for what might happen next.

Opening space for storytelling means participants can learn from other perspectives and speak from their own experience, revealing ideas and insights which may otherwise be overlooked. Stories are also useful for articulating difficult to grasp or challenging topics, for evaluating environmental education work, (for example, climate change) and bring otherwise ‘dry’ topics to life.

What can I do?

- **A range of media** - Stories can be told through radio, podcast, video, dance and theatre or other forms of media, and can produce outputs which are valued and useful to the community.
- **Story of here** - Make use of the graphic opposite to think about what stories you might be able to tell participants. How can you use this to share with them what you care about, to help them relate to place, and to give them agency and shape meaning.
- **Story journey** - Give participants the chance to collect natural objects and tie them onto a string or a stick in response to a question (for example, ‘what does nature mean to you?’). This can be used later as a prompt to trace a story and retell it. Alternatively, they could work in groups to develop their own shared story.



abccopywriting.com/goodstory (reproduced with permission)

Go further

- Read the ABC Copywriting blog on ‘[What makes a really good story](#)’, which accompanies the graphic above.
- The Arts at the Old Firestation have developed a [Storytelling Evaluation Guide](#) aimed at helping campaigners capture stories of change; working with participants to learn about what mattered and why.
- [Narrative Arts](#) have a range of resources and links to support storytelling in social and environmental campaigns.
- [Youth4Nature](#) are empowering youth around the world to mobilize for nature and climate and hold leaders to account on both the climate and ecological crises. They have created a ‘[story map](#)’ which collects stories of young people across the world working for a sustainable future.



Listening and mentoring



What is this?

Faced with some of the challenges outlined in the second section of this handbook, it is often tempting to rush into seeking solutions and to find a quick fix to solve these challenges. Often however, listening and observing are crucial first steps and not only allow more effective actions to occur, but also support the emotional needs of participants and education providers.

Listening to the needs, concerns and intentions of others can provide validation and space for personal reflection; it can also build trust and relationships which are fundamental to community responses to challenges we face, not least because of the emotional burden they place upon both participants and providers. Listening can be enacted on a multitude of levels and in a variety of ways, but in this context, it is about active and full listening which respects the voice of the speaker.

Mentoring develops a listening practice into a mutually reinforcing beneficial partnership between individuals or organizations. Mentoring often has professional development as its primary goal, yet can also be an effective way of sharing experiences and collaborating between colleagues with different sets of experiences and skills. In this way, mentoring is a useful tool for environmental educators who want to learn from other sectors or organizations to develop their practice and to build competence and capacity.

What can I do?

- **Listening partnership** - Make use of time within programmes to introduce the practice of a listening partnership. In pairs give a set time for each person to share their thoughts in response to a question while the other listens carefully (without interrupting), then swap. This might be in response to a particular topic or reflecting on an activity.
- **Mirroring** - building on the listening partnership you may wish to introduce 'mirroring'. Ask the person who is listening to take brief notes. When their partner has finished speaking they reflect back to them what they have heard.
- **Organizational pairing** - You may wish to reach out to another organization to organise semi-regular 'check-ins'. You could focus on a particular challenge, idea or simply create space for a listening partnership with the aim of learning from one another's experiences.

Go further

- [Theory U](#) is a collective leadership concept which suggests a move from a focus on the individual, toward group and collective cooperation. At the heart of this is a suggestion that empathizing with other's perspectives can unlock more effective ways of acting and making decisions.
- [Volunteer Vision](#) have an excellent suite of resources for guiding the development of mentoring practices, including guidebooks for effective online mentoring.

Important note

Always follow due procedure in organizational safeguarding when creating spaces for conversation on emotionally charged issues. While the emergence of eco-anxiety requires careful support for participants, we must also care for one another in this work. Please ensure you create safe and brave spaces for undertaking these exercises by ensuring that the group is aware of what will be asked of them.

“Being part of this project has been an extremely valuable experience. The conversations and mentoring that we have had around the theories of behaviour change and psychology have filtered into and informed the approaches we take with the students we teach. The learning from this project has also filtered into conversations we have with the wider Eden Team about how we approach conversations about topics such as the biodiversity loss and climate change with all of our audiences.”

Robbie Kirkman, Education Team Lead, Eden Project



Spotlights on Practice



Devon County Council: Stories of change



Devon County Council's Waste Management Team used a storytelling approach within two areas of their work: CAG Devon project: Stories were gathered from participants of a number of Community Action Groups (CAG's). This involved listening to, and gathering, 'stories of change' informed by an approach developed by Arts at the Old Firestation. Questions for participants included 'do you feel that volunteering has benefited you personally? How do you feel your project benefits your community? And 'what has helped you to take action? These questions were part of a guided conversation that helped to identify if there were any significant moments', and 'why did these matter'? These stories were then discussed using an approach called Most Significant Change, when stakeholders came back together to select aspects which told the strongest story of change about the community projects.

Organization profile



Devon County Council work with Resource Futures to deliver a number of behavioural change projects.

The CAG Devon Project supports and empowers community groups to set up and run events and projects such as Repair Cafes, Community Fridges, Surplus Food Cafés, Plastic Free groups, litter picking and composting events.

The Waste Education Programme delivers a wide range of workshops, assemblies, resources, training, and visits to support teachers to embed the 3Rs (Reduce, Reuse and Recycle) and composting into the curriculum and everyday school life. Their workshops are mainly delivered outdoors to help engage and excite young people about environmental issues.



Devon Waste Education Programme: This long-established Education Programme took inspiration from the storytelling approach, including elements of storytelling in both its War on Waste (WoW) project and in the development of a new workshop:

- Schools taking part in the WoW project were given a scrap book to document their journey through their project to find out more about what happens to their waste at home, at their school and around the world. Images of waste from around the world were also trialed as part of the WoW project and will be developed further in the coming year.
- A new outdoor sustainability workshop was developed based around marine litter and sustainable fishing. The development of this new 'Beach Day' workshop drew on the mentoring and workshops of the ETE project.

Much evaluation of environmental education and community engagement relies on traditional quantitative metrics using surveys which tell us little about the meaning of the experience for participants. Gaining a deepened understanding of these experiences allowed the team at Devon County Council to know more about the impacts of their schools and community work. These sessions not only provided important insights for practitioners, but also enabled participants to share their experiences; further reinforcing the experiential learning taking place and increasing the impact of their work.



Thoughtbox: Triple wellbeing framework



Striking a balance between 'head, hand and heart' is at the center of the mission of many environmental education organizations. Yet in the UK education system, priority is often given to specific ways of knowing the world based on knowledge. This model presents the accumulation of facts and information as being paramount and leaves little space for other ways of being in the world, including experiential and emotional connection to ourselves, each other and the natural world.

ThoughtBox Education in response have developed a framework for 'Triple Wellbeing' (see graphic opposite):

"Many people are starting to wake up to just how unhealthy our ways of life have become whilst also making connections to how our health and wellbeing is intrinsically linked to that of the planet."

Being well starts with deepening and strengthening our relationships with ourselves, with society and with the natural world. Wellbeing is not a quick-fix act, solved with the quick downing of a probiotic yoghurt and a 20-minute yoga session. It is a lifelong practice and something we can learn to embed holistically into our lives.

Triple wellbeing is focused on nurturing and fostering healthy relationships with these three areas that we have separated from - ourselves, with society and with the natural world".

Organization profile



Rachel Musson founded ThoughtBox with a vision to regenerate education and 'make it more humane'. ThoughtBox aims to empower whole-school communities with their framework for healthy futures for people and planet.

The organization now supports a membership community of over 5,000 educators worldwide and are influencing policy change on a national and global level. The ThoughtBox website offers a host of useful resources and access to a strong community of educators working for a brighter future.

The ThoughtBox Triple Wellbeing Learning Framework



Cultivating personal wellbeing by making sense of what it means to be human and developing how we think and therefore feel about ourselves and the world around us.

INNER COMPASS

Finding our sense of direction and purpose by seeing the bigger picture and being stretched in what we think and feel motivated to do.

SELF AWARENESS

Strengthening our ability to tune into thoughts and feelings, search for blind spots and to see ourselves clearly and authentically.

SELF COMPASSION

Nurturing a healthy relationship with ourselves through a willingness to be actively kind as we navigate our diverse human experiences.

AUTONOMY

Feeling valued as a person, embracing our strengths and weaknesses and having the confidence to make good choices.

EMOTIONAL INTELLIGENCE

Understanding and engaging with our emotions to navigate overwhelm and develop empathy and connection with others.



Developing social wellbeing and global citizenship through the ability to practice empathy, bridge divides, be active in and feel valued by our communities.

SYSTEMS THINKING

Making sense of the complexities and interconnectedness of our world by exploring the big picture as the starting point for problem solving.

GLOBAL & CULTURAL AWARENESS

Forming deeper relationships with the wider world leading to a sense of belonging to our common humanity and global ecosystems.

EMPATHY & COMPASSION

Developing empathy and compassionate leadership skills to enable meaningful and collaborative relationships with others.

COLLABORATIVE PROBLEM SOLVING

Embracing the value of diverse stakeholders, facilitating genuine dialogue and meeting with a shared purpose to co-create confidently.

ACTIVE LISTENING

Engaging with diverse perspectives and making sense of wider ideas to enable more reflective and objective views and actions.



Revitalising environmental wellbeing by seeing ourselves as part of nature and learning how to bring our lives back into balance with our natural living ecosystems.

APPRECIATING INTERDEPENDENCE

Learning how different systems connect and how we rely on and contribute to the health and wellbeing of all natural ecosystems.

CLIMATE CHANGE AWARENESS

Understanding the causes and effects of the climate crisis with the capacity to move towards positive climate actions.

RECONNECTING WITH NATURE

Learning to put aside the idea that humans are separate from nature, and see ourselves as part of our planet's living systems.

RESILIENCE & AGENCY

Moving from anxiety to action with the knowledge, skills and positive growth mindsets to be a part of shaping a regenerative future.

REGENERATIVE PRACTICE

Contributing to planetary health by developing the capacity to consciously care for the ecosystems we depend on.



Ocean Conservation Trust: Framing of sharks



Sharks are often framed as 'top predators', 'killers' and as 'aggressive'. The film Jaws was the ultimate framing of sharks in this way – it promoted a bundle of associations in viewers minds which has influenced attitudes toward sharks for decades. However, at the National Marine Aquarium in Plymouth, Sharks are instead referred to as 'keystone species', 'inquisitive and intelligent', and ecologically important.

This challenges assumptions about these animals and provides us with a different story to work with which is more likely to result in positive associations and pro-conservation behaviours. Throughout the visitor experience at the National Marine Aquarium, sharks are mentioned in different contexts; each time, care is taken to strengthen the message underpinning shark conservation, knowing that visitors will otherwise be making associations with stronger, more negative frames.

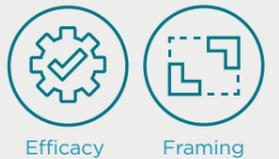
Organization profile



The Ocean Conservation Trust advocate for conservation of the world's oceans and operate a range of advocacy-based programs and campaigns: from plastic pollution, to seagrass restoration. They work closely with schools, community groups and engage with the public through the National Marine Aquarium attraction in Plymouth.



Eden Project: Empowering changemakers



Eden Project provides learning opportunities for groups from preschool to degree level and beyond. People of all ages are invited to learn about environmental issues through a variety of learning programmes, interactive workshops or site visits to the center's immersive habitat biomes. Eden Project's education team reported that they experienced at times both a sense of lacking internal feedback for what is actually working – in other words whether their campaigns and outreach are effective at creating change. They also received reports from visitors and educational participants (e.g. school groups) in terms of their sense of agency, or their belief in their ability to make significant change with their own individual behaviours. Mentoring sessions with the education leaders explored the concept of efficacy to critically examine the ways that this could be both identified and addressed at both the internal and public outreach levels. A rapid review of the literature was provided which examined the concept to help deepen the understanding of the principles and empirical evidence for effective ways to address it. Finally, educational materials were reviewed with a key focus on a sense of empowerment and how to promote efficacy throughout campaign framing.

Organization profile



Eden Project is an educational charity and social enterprise. Eden Project's global mission is to create a movement that builds relationships between people and the natural world to demonstrate the power of working together for the benefit of all living things. Eden Project opened officially for the first time in 2001, welcoming 1.2m visitors in the first year, and through its unique ecosystem biomes and education approaches, visitors are able to experience a range of stories connecting people to environmental issues.



Photo credit: Wild Planet Trust

Wild Planet Trust: Strategic message framing



Wild Planet Trust greets many thousands of visitors of all ages annually across its zoos and nature reserves, as well as hosting school groups to learn about nature and sustainability on site. From mentoring sessions, key areas to build capacity and experience with at the trust were strategic message framing and how to effectively engage young people about the climate crisis.

As part of the ETE programme, workshop sessions focused on connecting values with message frames brought together team members from the Campaigns and Programmes department using biodiversity conservation as a case study example. The interactive sessions drew from insights from the social sciences, focused on exploring human behaviour and the values and frames which we use to make sense of the world around us. The model and techniques presented within this workshop were subsequently adapted by the trust's Engagement Officer at a national zoo association conference.

Organization profile



Wild Planet Trust is a registered education, scientific and conservation charity based in Devon, UK. The trust owns two zoos in southwest England, plus two local nature reserves and a National Nature Reserve. Both local and international conservation projects are supported often working alongside partner organizations to conserve species and their habitats.

Wild Planet Trust aims to first and foremost increase its impact with protecting at-risk animals and plants from the impacts of biodiversity loss, and the public's recognition of these efforts and driving principles. This has developed into a single compelling narrative, 'Helping halt species decline'. In order to accurately communicate this to the public, multiple levels of communities are engaged, and the trust is seeking innovative ways to tell stories accurately with maximum impact and scope, while avoiding the pitfall traps of message framing.



Carymoor Environmental Trust: Outdoor education



Organizations working closely with schools in outdoor environments often struggle to find time to stop and reflect on the impact their work is having on the lives of young people. For many, their work has been honed over years of practice in which time a model for engagement has been developed. Understanding the effectiveness of these ways of working is becoming more important for environmental education organizations.

Carymoor Environmental Trust have built a partnership with a local primary school which resulted in weekly one-day class visits. The pupils engaged with forest school activities, nature connection and consideration of wildlife conservation issues. They were interested to learn more about the experiences of children taking part in these activities in order to ensure the time they spend with them each week is as impactful and significant for the children as possible.

Carymoor designed a set of questions to use with the children exploring their connection with the Carymoor site, experiences of learning outdoors and nature connection. This approach involved detailed observation of the sessions and the opportunity for the children to speak about their experiences in nature. Central to this has been the repeated visits focused on developing a set of new social norms through connection with nature and each other. Carymoor ensured the children had the ability to reflect on this relationship as part of their sessions.

Organization profile



Carymoor Environmental Trust was set up in 1996 by a small group of enthusiasts and carries out pioneering land restoration and habitat creation work on 100 acres of capped landfill just outside Castle Cary in Somerset. This has created a nature reserve with an extensive range of habitats that is used to provide high-quality first-hand experiences of the natural world. The landfill site is now home to a diverse range of wildlife and an education centre which offers day visits to primary school, family and community groups. These visits range from conservation workshops to primary school experience days. The trust also provides a range of outreach workshops on wildlife and sustainability. Carymoor makes use of its history and location to teach young people about waste and recycling and the impacts of consumption on the environment.



On The Hill: Cultivating connection

On The Hill developed an approach to experiential outdoor learning which blends purposeful work with reflection and nature connection. Young people attending programmes take part in the jobs which need doing on the farm - whether it's planting next year's vegetables, cooking dinner, or pruning apple trees. The team at On The Hill don't make up jobs for groups - but each task allows for participants to deeply connect with the land, and with each other.

This is achieved through a careful framing of activities as 'being in service - to the land, to each other, and to the future', ensuring that play and imagination are present throughout the programmes, and with space provided for reflection at the end of each activity. Space for reflecting on learning and experiences is coupled with group 'check-ins' at the start of the day, which provide opportunities for participants to share how they are feeling. On many programmes, often on the last day, participants spend some time on the land by themselves. This is often described by participants in their reflections as an important moment of connection.



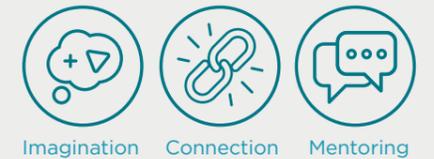
Organization profile



'On The Hill' is a community interest company situated at Oxen Park Farm in the Teign Valley in South Devon, providing land-based learning opportunities for young people, as well as adult learning and teacher development in outdoor and environmental education. Programmes at On The Hill are mostly residential in nature with groups staying in bell tents. The farm is also home to 'Teign Greens', a community supported agriculture organization which provide vegetable boxes to local residents.



Somerset Wildlife Trust: Ocean Labs



Somerset Wildlife Trust's 'Somerset's Brilliant Coast' project (2018-2021) delivered community engagement, education and volunteering initiatives across the Somerset coast - celebrating coastal wildlife and landscapes, encouraging exploration and supporting local communities and volunteers to help look after and value it.

As part of this project, the Wildlife Trust partnered with a local youth-led dance company 'Stacked Wonky' to develop dance based responses to their coastal environment. In a series of experimental 'Ocean Lab' sessions, self-selected young people (age 12-16) explored how they connected with their coast and the wider ocean and the natural world, developing their own impromptu pieces of drama, dance and movement 'on location' which spoke to their concerns about the environment, responding to the emotions it brought out in them. The approach was experiential and experimental with only a 'light touch' framing being provided so that the young people explored their concerns and observations based on their own perceptions and awareness. The project encouraged participants to be self-directed, explore their imagination, and develop their connection with the natural world.

Organization profile



Somerset Wildlife Trust owns and manages 1700 acres of nature reserves, and has many active groups, including hundreds of volunteers working on conservation projects across the county. Their work spans education, outreach and conservation practices; all of which contribute to their vision of habitats, green spaces and natural places of all shapes and sizes that are enjoyed, shared and cared for by local people and their communities.



Photo credit: Eden Project

Final Thoughts

Education at a Time of Emergency has brought together a highly experienced group of practitioners working in environmental education to think, do and learn as a community. Through an engaged programme drawing upon insights from the social sciences, we have explored innovative approaches to tackling some of the key challenges faced by the sector, but we know there is far more we can do together.

We need now more than ever empowered educators to help develop strategic approaches to deliver positive environmental outcomes and foster a global culture of care. We are thinking carefully about how we can continue to expand and support this work, to challenge ourselves to think differently and take more effective action for an emerging and positive future.

We are committed to finding ways to create space for academics and environmental education practitioners to come together and share expertise and experiences and are looking forward to exploring these next steps both with our current partners, and beyond; in so doing, widening our vision and making connections beyond our immediate communities.

If you have found this handbook to be helpful in your own work please do get in touch and let us know how you have made use of it.

“It’s important that people look beyond their personal boxes – beyond what is just around them – to what is happening on the other side. They should widen their vision to see beyond themselves.”

Vanessa Nakate, Youth Climate Campaigner

Resources and recommended reading

1. Defra Landscape Review 2018 (Chapter 2) <https://www.gov.uk/government/publications/landscapes-review-national-parks-and-aonbs-government-response/landscapes-review-national-parks-and-aonbs-government-response>
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4. Accidental Gods Podcast. Episode #43 Dreaming a Flourishing Future: Rob Hopkins On Radical Creativity, Activism and Re-Bootting Our Imaginations. <https://accidentalgods.life/dreaming-a-flourishing-future/>
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- The Five Pathways to Nature Connection. <https://www.derby.ac.uk/research/centres-groups/nature-connectedness-research-group/>
- John Muir Award. <https://www.johnmuirtrust.org/john-muir-award>
- Black Girls Hike. <https://www.bghuk.com/>
- London National Park City. <https://www.nationalparkcity.london/>
- Climate Outreach. <https://climateoutreach.org/>
- Britain Talks Climate toolkit. <https://climateoutreach.org/britain-talks-climate-summary/>
- ThoughtBox Education. <https://www.thoughtboxededucation.com/>
- ThoughtBox resources. <https://www.thoughtboxededucation.com/teaching-for-a-better-world>
- Common Cause Foundation's work on values. https://commoncausefoundation.org/wp-content/uploads/2021/10/CCF_report_common_cause_handbook.pdf
- The Club of Rome Values Quest. <http://www.arcworld.org/downloads/ValuesQuest-Discussion-Paper.pdf>
- The Values Map online tool. <https://thevaluesmap.com/>
- Framing Nature Toolkit, The Public Interest Research Centre. <https://publicinterest.org.uk/FramingNature-Toolkit.pdf>
- Climate Visuals Library. <https://climatevisuals.org/>
- Conservation Optimism's Positive Communication Toolkit. <https://conservationoptimism.org/portfolio-items/positive-communication-toolkit/>
- The Cognitive Bias Codex <https://www.visualcapitalist.com/every-single-cognitive-bias/>
- Harvard University's Project Implicit. <https://implicit.harvard.edu/implicit/>
- Natural England and Climate Outreach report: 'Nature Visuals: Diversity in images of England's Green and Natural Spaces'. <https://climateoutreach.org/reports/england-nature-visuals/>
- Rare social norms. <https://rare.org/story/990/>
- Behaviour Change for Nature toolkit. <https://www.bi.team/wp-content/uploads/2019/04/2019-BIT-Rare-Behaviour-Change-for-Nature-digital.pdf>
- DEFRA's 2018 Landscape Review. <https://www.gov.uk/government/publications/designated-landscapes-national-parks-and-aonbs-2018-review>
- No Cause is an Island values research. https://commoncausefoundation.org/_resources/no-cause-is-an-island-how-people-are-influenced-by-values-regardless-of-the-cause/
- 4Talks discussion on inclusion. <https://www.4talks.co.uk/shifting-sustainability-through-lessons-di/>
- Institute of Outdoor Learning 'Inclusivity in the Outdoors'. <https://www.outdoor-learning.org/Good-Practice/Good-Practice/Equality-Diversity-and-Inclusion>
- Learning Innovation Exchange on reflective learning. <https://teaching.london.edu/exchange/reflection/>
- Creative reflection techniques. <https://www.teachwriting.org/612th/2017/12/28/10-unique-and-creative-reflection-techniques-lessons-for-the-secondary-student>
- ABC Copywriting 'What makes a good story' blog. <https://www.abccopywriting.com/2013/12/10/what-really-makes-a-good-story>
- The Arts at the Old Firestation Storytelling Evaluation Guide. <https://oldfirestation.org.uk/wp-content/uploads/2020/06/Storytelling-Evaluation-Methodology-Guide.pdf>
- Narrative Arts resources. <https://narrativearts.org/story-guide/>
- Youth4Nature Story map. <https://www.youth4nature.org/storytelling>
- Rob Hopkins 'From What is to What If' video. <https://www.youtube.com/watch?v=aTNhpXdyCiM> and podcast series. <https://www.robhopkins.net/podcast/>
- The Imagination Sundial by Rob Shorter. <https://transitionnetwork.org/news/the-imagination-sundial/>
- Accidental Gods podcast on imagination. <https://accidentalgods.life/dreaming-a-flourishing-future/>
- Theory U collective leadership concept. <https://www.u-school.org/aboutus/theory-u>
- Volunteer Vision mentoring resources. <https://www.volunteer-vision.com/whitepaper>

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**Active Hope is not wishful thinking.
Active Hope is not waiting to be rescued
by some saviour.
Active Hope is waking up to the beauty of life
on whose behalf we can act.
We belong to this world.
The web of life is calling us forth at this time.
We've come a long way and are here to play our part.
With Active Hope we realize that there are adventures in store,
strengths to discover, and comrades to link arms with.
Active Hope is a readiness to discover the strengths
in ourselves and in others;
a readiness to discover the reasons for hope
and the occasions for love.
A readiness to discover the size and strength of our hearts,
our quickness of mind, our steadiness of purpose,
our own authority, our love for life,
the liveliness of our curiosity,
the unsuspected deep well of patience and diligence,
the keenness of our senses, and our capacity to lead.
None of these can be discovered in an armchair or without risk.**

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Joanna Macy, author and activist

