

Game Two

Approaches in Practice

Matching approaches to Examples

1. Explore all *approaches* as per Game One: Reflections
2. As each *Approach* card is selected, an additional *Spotlight* card is also selected
3. Each person shares their *spotlight* examples, and explains about the related *approaches*
4. The pair or group discusses the following questions:
 - a) How are the *approaches* related to this example?
 - b) What are your key takehomes from this example?

Game Three

Sorting

1. Follow instructions as per Game One, and / or Game Two
2. Place the three Ratings cards on the table as follows:
 - a. Dormant - we are not yet using this *approach*
 - b. Emerging - we are planning to or just starting to use this *approach*
 - c. Established - we have been using this *approach* for some time
3. Within your group, discuss how you might progress from dormant to emerging, and from emerging to established for each of the *approaches*. Make use of the wild cards to represent other ideas and *approaches* you come up with



Environmental education has much to offer our changing world: from challenging accepted habits, to helping to open eyes to the wonder of nature; from rethinking how we interpret problems, to understanding situations from other's perspectives.

In this pack you will find ten *approaches* drawn from the social sciences to support individuals and organisations with this work. Each *approach* has a set of questions to help you to consider your role in supporting others, while also reflecting on your own practice.

Alongside these *approaches* you will find a set of *Spotlight* cards which exemplify some of these *approaches* in action.

Finally, you will find some ideas for using these cards with your colleagues.

We hope you enjoy using them – please let us know how you get on!

These cards and the associated Education at a Time of Emergency handbook was produced as part of an ESRC funded project supported by the University of Exeter in 2023. If you are interested to find out more about the project, please contact Stewart Barr: S.W.Barr@exeter.ac.uk. Design by Union Studio.

Instructions

Behaviour change concepts key



**Nature
Connectedness**



**Capacity,
Support and
Diversity**



Efficacy



Reflection



Values



Storytelling



Framing



Imagination



**Social Norms
and Cognitive
Bias**



**Listening and
Mentoring**

The symbols found on the cards throughout this deck relate to *approaches* for encouraging environmental behaviour change. They are explained more fully on the card for each *approach*. Use this key while having a go at one of the three 'games' explained in the instruction booklet.

Card Types

Approach cards

Approach cards present ideas to support environmental behaviour change. Each card provides a short description of the *approach*. More detail on each *approach* can be found in the ETE handbook.

Spotlight cards

Spotlight cards describe a project from a group or organisation and their approach to an environmental education challenge.

Wild cards

Wild cards can be used to represent a new approach or example you wish to share - or anything else which isn't already represented in this pack.

1. Someone may pick up a *Wild* Card at any point during the game
2. The *Wild* Card invites that person to share a new idea that has come up during the game
3. The *Wild* Card holder shares their thoughts and invites others for discussion
4. Continue the game once the discussions close

Game One

Reflections

Simple reflective exercise

1. All *Approach* cards are placed face down on a table
2. Either in pairs or in a group, one person / group selects one *approach* card
3. Read out the description of the approach
4. Read out one prompt question and discuss
5. Move on to the next question
6. Once all questions are covered, move on to the next approach
7. The game finishes once all of the approaches have been discussed or everyone has had a go



Education at
a Time of
Emergency

Approaches



Nature Connectedness

Our relationship with the natural world



**Education at
a Time of
Emergency**



Nature Connectedness

Our relationship with the natural world

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

In what ways does your work provide opportunities for building a relationship with the natural world?

1. Would you characterise this as explicit (pre-planned) or implicit (a part of the overall experience), or both?
2. What opportunities do you have to enhance nature connectedness through your work?

Approaches



Efficacy

Our ability to make a change



Education at
a Time of
Emergency



Efficacy

Our ability to make a change

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

In what ways do you empower participants on programmes - where do they feel a sense of efficacy?

1. What factors (e.g., attitudes, values, background etc) contribute to a belief that we can make a difference or a change?
2. What are the opportunities to provide participants with a greater sense of self- and group-efficacy: how can you support them to go further?

Approaches



Values

Our broadest motivations



Education at
a Time of
Emergency



Values

Our broadest motivations

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.

What values do participants come into contact with when taking part in your programmes and activities?

1. How do you feel your programmes and activities strengthen or challenge participant values?
2. Where do you see potential conflicts between participants' values and their actions, and how could your programmes help address any gaps?

Approaches



Framing

Containers for our beliefs, understandings and values



Education at
a Time of
Emergency



Framing

Containers for our beliefs, understandings and values

Frames act as containers for our beliefs, understandings, values and motivations. Frames may be parts of a message, or story, which might influence what people understand and how they might respond. Some frames can challenge us, while other frames can reinforce the way we see the world.

How would you describe your organisation to someone who has never heard of you before?

1. What words, phrases and ideas may be more, or less, useful in conveying what is important to your organisation?
2. How might these messages be “reframed” (redesigned) to be more effective in the future?

Approaches



Social Norms and Cognitive Bias

Tendencies which inform our actions and ideas



**Education at
a Time of
Emergency**



Social Norms and Cognitive Bias

Tendencies which inform our actions and ideas

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

Which perspectives are you hoping to promote or challenge in your work?

1. Why are some perspectives easier to challenge than others (and why)?
2. What activities could you undertake to learn from others in your network?

Approaches



Capacity, Support and Diversity

Valuing a wide range of perspectives and backgrounds



Education at
a Time of
Emergency



Capacity, Support and Diversity

Valuing a wide range of perspectives and backgrounds

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

What are the key capacity and diversity gaps which your team faces, and are there ways to address these?

1. What could you offer to support others in your team, or networks?
2. What activities could you undertake to learn from others in your network?

Approaches



Reflection

Taking time to contemplate



Education at
a Time of
Emergency



Reflection

Taking time to contemplate

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

Is reflection a part of your educational programme, or how you work as a team?

1. How might reflection become more clearly integrated within your programme?
2. Think of a recent activity, event or happening in your work - What worked well, what might be worth considering to do differently, and what opportunities are there to make these changes happen?

Approaches



Storytelling

Sharing stories to gain deeper insights



Education at
a Time of
Emergency



Storytelling

Sharing stories to gain deeper insights

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 go unnoticed.

What opportunities are there for storytelling in your work, both within your teams and with your audience?

1. Can storytelling or qualitative evaluation be brought further into what you are already doing?
2. What resources do you have, or might you need, to record, interpret and share these stories?

Approaches



Imagination

Creative thinking to envision future possibilities



Education at
a Time of
Emergency



Imagination

Creative thinking to envision future possibilities

Imagination is closely tied to storytelling. To create impactful solutions for big challenges, we must first dream of them and break free from the constraints of current realities.

What role does imagination play in the work that you do?

1. How do you deal with themes of hope and despair?
2. What space, place, practices and pacts are important imagination tools for you?

Approaches



Listening and Mentoring

Being attentive to the needs, concerns and intentions of others



Education at
a Time of
Emergency



Listening and Mentoring

Being attentive to the needs, concerns and intentions of others

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.

What space for listening and mentoring currently exist in your work, and how might you make space for this in the future?

We invite you to practice doing a listening exercise:

- a. Listen for 2 minutes to a partner discuss a campaign or message approach, and then speak back what they heard. Swap, then repeat.
- b. Reflect on a time when active listening and mentorship significantly impacted your understanding or approach to environmental education. How did this experience shape your perspective, and how can we incorporate these elements into our team's daily interactions and teaching methods?

Spotlights



**Education at
a Time of
Emergency**



Devon County Council: Stories of Change

Devon County Council's Waste Management Team used a storytelling approach within two areas of their work: CAG (Community Action Group) Devon project: Stories were gathered from participants of a number of CAGs. 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.

Spotlights



**Education at
a Time of
Emergency**



ThoughtBox: Triple wellbeing framework

Striking a balance between 'head, hand and heart' is at the centre of the mission of many environmental education organisations. 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'.

"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".

Rachel Musson, Director of ThoughtBox

Spotlights



Education at
a Time of
Emergency



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.

Spotlights



Education at
a Time of
Emergency



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 centre's immersive habitat biomes. Eden Project's education team reported that they experienced at times 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 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.

Spotlights



Education at
a Time of
Emergency



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 upon 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 and across their conservation campaigns.

Spotlights



**Education at
a Time of
Emergency**



Carymoor Environmental Trust: Outdoor education

Organisations 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 organisations. 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.

Spotlights



**Education at
a Time of
Emergency**



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.

Spotlights



**Education at
a Time of
Emergency**



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.

Spotlights



**Education at
a Time of
Emergency**



Education at a Time of Emergency Mentoring

The Education at a Time of Emergency (ETE) project sought to channel 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. Through a programme of research-led workshops and mentoring, organisations in the South West of England co-developed a handbook for environmental education practitioners based on the social science of behaviour change.

The project generated impact on partner understanding, confidence, and practice.

Spotlights



**Education at
a Time of
Emergency**



OWL Storytelling Evaluation

Lestari worked closely with Ernest Cook Trust's Outdoor Week of Learning programme (OWL) to support a co-design process aimed at producing a practically workable qualitative evaluation approach for partners. To help OWL to strengthen its evaluation approach, a series of three sessions were designed and delivered. Work then took place to examine the outcomes of this session and to decide on how to develop a set of evaluation tools for partners to use. Consensus emerged around three core tools and approaches: postcards, observation, and a reflective activity.

Spotlights



**Education at
a Time of
Emergency**



TRAFFIC: International wildlife trade specialists

Traffic China's have developed Social and Behavioural Change Communications (SBCC) initiatives to reduce the demand for pangolin scales and raise awareness of the illegal trade in rosewood. They engage "Agents of Change" – high-profile business, industry, media and celebrity personalities to champion the message, to support the action of China to reduce demand for endangered species products linked to Chinese consumers, particularly pangolins.

Spotlights



Education at
a Time of
Emergency



Selamatkan Yaki: Primate conservation program

Selamatkan Yaki is a conservation programme focused on the Critically Endangered Sulawesi crested black macaque monkey in North Sulawesi, Indonesia. A holistic strategy of education, capacity building and community-based conservation draws upon a blend of insights from multiple social scientific disciplines alongside direct research with communities in the area exploring the cultural histories, behavioural drivers and relationships with nature. The programme adopts a multitude of approaches based upon behavioural concepts, particularly focusing on social norms to help communities shift to more sustainable behaviours.

Spotlights



**Education at
a Time of
Emergency**



Black and Green Ambassadors

Black and Green Ambassadors seek to connect, empower and celebrate diverse leadership and community action on environmental issues in Bristol and beyond.

The organisation challenges perceptions, creates new opportunities and works towards ensuring the environmental movement is inclusive and representative of all communities. Through working with communities, Ambassadors are able to frame questions and gather the evidence needed to advocate for change as well as identify tangible solutions – whilst showcasing grass-roots approaches to environmental sustainability, celebrating best practice and stimulating debate with diverse voices.

Spotlights



**Education at
a Time of
Emergency**



Green Influencers Scheme

The Green Influencers Scheme was borne out of a desire to help young people realise their potential to positively impact the environment through youth social action. The Ernest Cook Trust's 'Green Influencers' learn new skills and gain experience and confidence through involvement in mentorship and support from a network of organisations across the UK. Their projects benefit communities while helping them create lasting and meaningful connections with the natural environment.

Spotlights



Education at
a Time of
Emergency



Cyrenians Farm

Cyrenians are a charity working across Scotland with people at risk of homelessness or otherwise excluded from family or education. The charity runs a farm in the Scottish Borders which uses a mixture of land-based work and skills based education to offer training and qualifications to young people. The work of Cyrenians offers an alternative to many of the participants previous experiences, creating opportunities and spaces for people to try new things in outdoor environments. Central to the model is the role of staff as facilitators and mentors and the development of self-esteem through achievement and learning new skills. Young people have the opportunity to gain qualifications in the Forest and Outdoor Learning Award scheme, which is assessed through practical rather than written activity.

Spotlights



**Education at
a Time of
Emergency**



Children and Nature Network

People of colour, people with disabilities and the LGBTQ+ community lack representation in most forms of media. Nappy, a stock photography company on a mission to improve representation. Nappy provides beautiful, high-resolution photos of Black and Brown people—for free—to make it easier for brands, organisations and agencies to be more inclusive and intentional about representation. Children and Nature have partnered with Nappy's Studio service to add more photos of people of colour in the outdoors to their extensive portfolio.

Spotlights



**Education at
a Time of
Emergency**



Climate Outreach

Communications research shows that people need a sense of efficacy in order to take action - a belief that they can personally do something, and that the thing they will do will be effective. Communication Specialists Climate Outreach The #TalkingClimate Handbook aims to get the world talking about the climate crisis. It provides practical advice to help anyone and everyone - whoever or wherever you are - have constructive, interesting conversations about climate change.

Spotlights



Education at
a Time of
Emergency



Equadorian rights of nature

In Ecuador Nature, or Pacha Mama has the right to integral respect for its existence and for the maintenance and regeneration of its life cycles, structure, functions and evolutionary processes.

Additionally, in 2022 the courts ruled that mining and oil drilling can not take place without the consent of indigenous groups on whose land the projects will take place. Strengthening Indigenous land tenure is not only an environmental justice issue. Researchers have found that, on average, Indigenous communities are better at managing natural resources and slowing biodiversity loss and deforestation on their lands. But despite possessing centuries of traditional environmental knowledge, these groups have long been sidelined by governments and conservation organisations.

Spotlights



**Education at
a Time of
Emergency**



Sensory Trust

Sensory Trust believe access to the outdoors and nature-based experiences should be available to everyone, regardless of age, ability and circumstance. Their approach combines accessibility with quality of experience, undertaking access reviews and advising on access improvements. Sensory Trust created the Access Chain toolkit to help organisations. It looks at accessibility from the user's perspective and it is used as a framework for access reviews, planning visitor information and nature activities in schools.

Spotlights



Education at
a Time of
Emergency



Culture Surge

Culture Surge is a broad coalition of change-makers working together in this vital moment for the survival of our communities, our democracy, and our shared future. Their ‘Storyteller’s guide for changing our world’ will help you make your own storytelling as effective as possible by building on a core story that’s been tested and proven in many social justice projects. The guide describes Culture Surge’s work, summarises the experience and research that informed the core story, and illuminates how and why stories create cultural, social, and political change.

Wild Card



Education at
a Time of
Emergency



Wild Card

I'm a Wild Card! You can use me to represent a new approach or example you wish to share - or anything else which isn't already represented in this pack.

Sorting Activity



Education at
a Time of
Emergency



Dormant

An idea or approach which is not yet being applied.
You could learn from others who are more experienced with this.

Sorting Activity



Education at
a Time of
Emergency



Emerging

This is a new approach and feels experimental.
You feel might be able to share emerging
insights with others.

Sorting Activity



Education at
a Time of
Emergency



Established

This has been known about and central to your approach for some time. You feel confident to share your experience and teach others about this.