

JUMP!	Sustainability awareness	SUSTAIN unit 1
Learning outcomes		Level 5
RESPONSIBILITY AND AUTONOMY		
<ul style="list-style-type: none"> ○ As a trainer, apply and encourage self-care before, during and after a training ○ Inspire and be an example working with time, place, relationships, sensations and emotions ○ Allow everyone to broaden or complement their vision on sustainability and on the dysfunctions ○ Make the different dimensions of the obstacles to change visible and understandable ○ Explore co-creation as a way to work together and find solutions and strategies ○ Create a shared understanding with the group of trainees on the theme "What world do we want?" ○ Encourage a collective desire to contribute to a world that sustains life ○ Help the trainees feel response-able (versus feel guilty or victim) and responsive ○ Explore and illustrate ways to use earth and fibre as training tools for both tangible and intangible skills 		
KNOWLEDGE (summary)		SKILLS (summary)
<p>PROBLEM - The global, life threatening crisis</p> <ul style="list-style-type: none"> ○ Dysfunction alerts ○ Deeper causes behind the symptoms ○ Goals for ecological regeneration ○ Goals for socio-economic regeneration ○ Obstacles to change <p>PERSPECTIVES - Life affirming world views</p> <ul style="list-style-type: none"> ○ Traditional or indigenous cultures ○ Ecological approaches and movements <p>PRINCIPLES - Concepts and definitions for eco-literacy</p> <ul style="list-style-type: none"> ○ Sustainability and regeneration ○ Cooperation for mutual benefit ○ Living systems ○ Place based intelligence and action ○ Health and design ○ Carbon and ecological footprints <p>PRACTICES - Support for awareness and change</p> <ul style="list-style-type: none"> ○ Gratitude ○ Honouring pain and grief ○ Rewilding ourselves ○ Self-care ○ Compassion and empathy <p>POSSIBILITIES - Examples of actions toward sustainability</p> <ul style="list-style-type: none"> ○ Nature as teacher and guide for transformation ○ Institutional initiatives ○ Networks and grass roots initiatives ○ Science and technology for the common good ○ Initiatives for equality and respect <p><i>these are the main topics, details are on page 2</i></p>		<ul style="list-style-type: none"> ○ Facilitate group interaction about the current global crisis ○ Give facts and evidence ○ Use different ways to share knowledge about evolution of concepts and awareness around environmental issues ○ Relate learners knowledge to a bigger picture and holistic reality ○ Give trainees a direct experience of connection to nature ○ Offer different pathways towards awareness ○ Offer time for inner processing ○ Nurture a culture of well-being ○ Encourage intuition and creativity ○ Encourage questions ○ Provide informative and inspirational resources to the topics ○ Inform yourself and inform learners about regenerative cultures <p><i>these are the main skills, details are on page 2</i></p>

KNOWLEDGE (full list)	SKILLS (full list)
<p>PROBLEM - The global, life threatening crisis</p> <ul style="list-style-type: none"> ○ Dysfunction alerts: climate change, mass extinction, mental and physical distress, armed conflict... ○ Deeper causes behind the symptoms: domination, exploitation, oppression, commodification, trauma, and protection mechanisms (dissociation, denial, etc.), lack of material and emotional security ○ Goals for ecological regeneration ○ Goals for socio-economic regeneration ○ Obstacles and resistance to change <p>PERSPECTIVES - Life affirming world views</p> <ul style="list-style-type: none"> ○ What can we learn from traditional or indigenous cultures? ○ Ecological approaches and movements: pioneers and landmarks <p>PRINCIPLES - Concepts and definitions for eco-literacy</p> <ul style="list-style-type: none"> ○ Sustainability and regeneration ○ Cooperation for mutual benefit ○ Living systems (complexity, resilience, scale....) ○ Place based intelligence and action (bio-regionalism, identity and belonging) ○ Health and design ○ Carbon and ecological footprints <p>PRACTICES - Support for awareness and change</p> <ul style="list-style-type: none"> ○ Gratitude ○ Honouring pain and grief ○ Rewilding ourselves (creativity, play, wilderness, intuition...) ○ Self-care, well-being and safety ○ Compassion and empathy <p>POSSIBILITIES - Examples of actions toward sustainability</p> <ul style="list-style-type: none"> ○ Nature as teacher and guide for transformation ○ Institutional initiatives ○ Networks and grass roots initiatives ○ Science and technology for the common good ○ Initiatives for equality and respect 	<ul style="list-style-type: none"> ○ Facilitate group interaction about the current global crisis ○ Give facts and evidence to be considered in the case of objections, calculate footprints ○ Use different ways to share knowledge about evolution of concepts and awareness around environmental issues ○ Relate learners knowledge to a bigger picture and holistic reality ○ Give trainees a direct experience of connection to nature ○ Offer different pathways towards awareness of the <ul style="list-style-type: none"> - significance of design - link between ecology and economy - importance of working with/in nature rather than manipulation and control - necessity of reuse or recycling of material - quality of living and working spaces and places including during eco-construction training - possibility of recovery of the vitality of ourselves and of our planet ○ Offer time for inner processing ○ Nurture a culture of well-being being in work and life with cooperation, mindfulness and stress resilience tools ○ Encourage intuition and creativity as a possibility to make decisions ○ Encourage questions as a decision-making and creative tool ○ Provide informative and inspirational resources to the topics (books, authors, websites, tools) ○ Inform yourself and inform learners about regenerative cultures