



COMMUNITY

climate coaches

Toolkit & Resilience Pathway

Facilitating Local Resilience and Regeneration

The Community Climate Coaches Toolkit and Resilience Pathway is a curated collection of methods and practical approaches to provide facilitators, coaches, and community catalysts with the resources to facilitate transformative change, implement regenerative interventions, and build resilience in local communities, city neighbourhoods, and bioregions through community-led initiatives.

This toolkit is one of five outputs of the Community Climate Coaches (CCC) ERASMUS+ project. Alongside this resource, a Competency Framework, an Emergent Practice Guide, a Blended Curriculum, and Knowledge Commons were developed and are available at [Communities for Future](#)

Whether you are a facilitator, coach, or community catalyst, these resources will support you in your journey to foster climate resilience and drive positive change at the local level. It serves as a guide to help you foster trust and relationships within the wider community, identify and mobilise local assets, and facilitate conversations that inspire greater understanding and ambition for action.

This toolkit provides a rich set of tools, methods, and a pathway to support, catalyse, and link initiatives across geographical areas and sectors, enabling citizens to connect with nature and place, reduce emissions, and build increased solidarity and resilience.

The CCC consortium is grateful to the pioneering individuals and organisations who have developed the invaluable approaches we introduce here. The toolkit is a living document that will evolve over time as more people become involved in Community Climate Coaching and our collective thinking evolves, responding to new challenges and opportunities.

Rather than reading this document from start to finish, consider it a valuable reference as you embark on your journey as a Community Climate Coach. Use the toolkit as a resource to access the specific tools you need at each stage, empowering you to make a meaningful impact and drive positive change within your community. By dipping into the toolkit when needed, you'll find the guidance and resources necessary to contribute to building a more resilient and regenerative future.

Cooperatively.

The Community Climate Coach Consortium, May 2023

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Background and Context

"Community-led action is the key to resilience, because communities can bring together diverse skills, experience, and resources. It is only by coming together and working together that we can begin to create the kind of change that is needed." Rob Hopkins - From What Is to What If

The current ecological and social crises require transformative change to achieve a sustainable future, and there is a growing interest in community-led and place-based action as a means of achieving this. However, these efforts are often fragmented, poorly facilitated, and inadequately supported, hindering their effectiveness.

As Community Climate Coaches, we can play a crucial role in facilitating community resilience and regeneration by connecting and amplifying the efforts of diverse community-led initiatives. By supporting and linking these initiatives, we can help overcome fragmentation and lack of impact, resulting in more meaningful and lasting change.

Community Climate Coaches play a crucial role in fostering community resilience and regeneration. By connecting and amplifying diverse community-led initiatives, we overcome fragmentation and maximise their impact, leading to meaningful and lasting change.

Additionally, we empower communities to prepare for and navigate disruptions, building their capacity to adapt, withstand challenges, and emerge stronger. Through collaboration, support, and strategic coordination, we create a solid foundation for communities to thrive in the face of uncertainties, contributing to a more sustainable and resilient future.

Through this work, we can help communities shift from the dominant worldview that assumes endless economic growth is desirable, to one that embraces a regenerative paradigm that values the well-being of both humans and the natural world.

By helping communities identify and build upon their strengths, assets, and relationships, we can empower them to create their own solutions to complex challenges, ultimately leading to more resilient and regenerative communities that leave no one behind.

"If climate action is to be fast, it must be fair. If it is to be enduring, it must be inclusive. If it is to benefit from widespread public support, it must share benefits and burdens equitably and fairly."

Sean McCabe, The Peoples Transition

The CCC Consortium

The consortium of partners engaged in the ERASMUS + KA2 supported CCC project are pioneers in European Permaculture, Ecovillage, Transition Towns, National village movements and Regenerative Design networks.

Since 2021 the partners have worked as a Community of Practice to develop a system to train, support and enable facilitators, coaches, mentors and animators across Europe to design community interventions and assist local citizens in taking action to build climate resilience and make a just transition through community-led local development that is just, regenerative, circular, and healthy.

The partner organisations are:

[ECOLISE](#), the European network of communities taking action on climate change

[Communities for Future](#)

[Cultivate](#) The Sustainable Ireland Coop, Ireland - www.sustainable.ie

[Centre for Ecological Learning](#), Luxembourg

[The Permaculture Association](#), Britain


[Resilience Earth](#), Catalonia, Spain

[FCiências.ID](#), Lisbon University, Portugal

[Suomen Kylät RY](#), The Finnish Village Movement Association, Finland

[Hrvatska permakultura](#), Croatia



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<https://communitiesforfuture.org/community-climate-coaches/>

Transformation through Community-Led Initiatives

"The most important thing an individual can do, is be a little less of an individual and join together with others in movements large enough to make change." Bill McKibben

Climate breakdown and climate justice are significant issues that demand our attention, but they are also symptoms of a deeper problem. Our current structures, systems, and ways of thinking are the root cause of many of the challenges we face.

To catalyse systemic transformation at the local level, we need to address these root causes of climate change and other interconnected challenges.

While understanding the science of climate change is important, it does not always lead to action being taken. Addressing climate change requires systemic change that involves policy and cultural shifts in addition to individual action.

Our focus is to promote civic engagement, empower individuals to develop a stronger connection with nature, and build on the strengths of their communities. We also strive to ensure that localities can adapt to and thrive amidst ongoing changes. This requires shifting towards more regenerative, circular, and restorative approaches, strengthening local resilience, and reimagining the relationship between humans and the natural world.

The CCC toolkit empowers facilitators and coaches to drive transformative change through initiatives led by the local people. Community-led initiatives play a crucial role in building a more sustainable and resilient society, providing an inclusive, participatory, and innovative bottom-up development model. With support and good facilitation community-led efforts can be nurtured, strengthened and amplified, resulting in more resilient and just local economies that are better equipped to respond to the complex challenges we face today.

Who is the target audience?

These resources and the resilience pathway are designed specifically for coaches, facilitators, and local catalysts who are facilitating community climate action and are looking to empower people in their local places to address the converging challenges and build resilience through Community-Led Initiatives.

The CCC Toolkit was originally created to support facilitators within our networks who were interested in becoming Community Climate Coaches and developing a new livelihood stream. However, the toolkit is also a valuable resource for established coaches, trainers, animators, community leaders, and anyone committed to fostering climate, community, and ecological resilience.

The CCC partners have been influenced and inspired by the work of the CCA ([Climate Coach Alliance](#)). This is the global network of concerned professional coaches developing strategies and practices that provide coaches and the coaching profession to step into their necessary leadership role in the face of the climate and ecological emergency. We hope this toolkit and resilience pathway might also be helpful to that community.



Small group conversations using an adapted World Cafe format.

The Ethics and Principles of Community Climate Coaching

The Community Climate Coach ethics are adapted from the **Ethics of Permaculture**:

Earth Care involves recognising that the earth is a living system and that all life is interconnected. This principle calls for stewardship of the natural environment, including conserving resources, reducing pollution, and regenerating ecosystems. In the context of community climate coaching, this means helping people understand the impact of human activities and build capacity to protect and restore ecosystems.

People Care is the principle of promoting social well-being and ensuring communities are equitable and just. People Care begins with self-care, as it is essential for coaches to stay centred, buoyant, and healthy in order to effectively do this work.

Fair Share ensures that resources are distributed fairly and that everyone has access to the necessities of life. It involves promoting equitable distribution of resources and reducing consumption to levels that are within the earth's carrying capacity.

Future Care recognises the vital importance of taking responsibility for the future by making thoughtful decisions that prioritise the well-being of future generations and the planet as a whole. This shift in thinking requires us to move away from short-term gains and towards long-term stewardship. It means ensuring that our actions today do not endanger the well-being of those who will come after us.

The 8 Community Climate Coach Principles

These principles were developed by the CCC Community of Practice to guide their work towards building resilient communities through local and regional community-led climate action, resilience and regeneration.

Harnessing the Power to Act

The principle of Harnessing the Power to Act is about empowering individuals and communities to take action towards positive change by developing motivation, awareness, and agency. This principle also emphasises the importance of inclusivity, drawing on resources, and regenerating the will to create lasting change.

Growing Capacity

Growing Capacity involves developing skills, knowledge and attitudes to become a more effective agent of change. It's about understanding systems thinking, complexity, cultural values, and resilience building at both the inner and community levels.

Enhancing Sense of Place

Enhancing Sense of Place nurtures a sense of unique identity and belonging among community

members by using stories of place and potential. It focuses on using place-based, local perspectives and engaging in dialogue to understand the unique characteristics, challenges, opportunities and potential of a particular community and bioregion.

Developing Cooperation

Developing Cooperation emphasises the importance of working together in a spirit of solidarity to strengthen local economies and steward shared resources. It promotes community-led ways of working and engaging all stakeholders and sectors in the community towards shared goals.

Deepening Participation

Deepening Participation recognises and engages the intersectionality of different identities and experiences to create truly transformative and sustainable change. It cultivates a culture of trust, respect, and openness where everyone feels empowered to contribute and participate.

Unleashing Transformative Imagination

Unleashing Transformative Imagination recognizes the powerful role that imagination plays in public engagement and social change. It taps into our collective creativity to envision a regenerative future and inspires each other to create a more just and sustainable world.

Enacting Subsidiarity

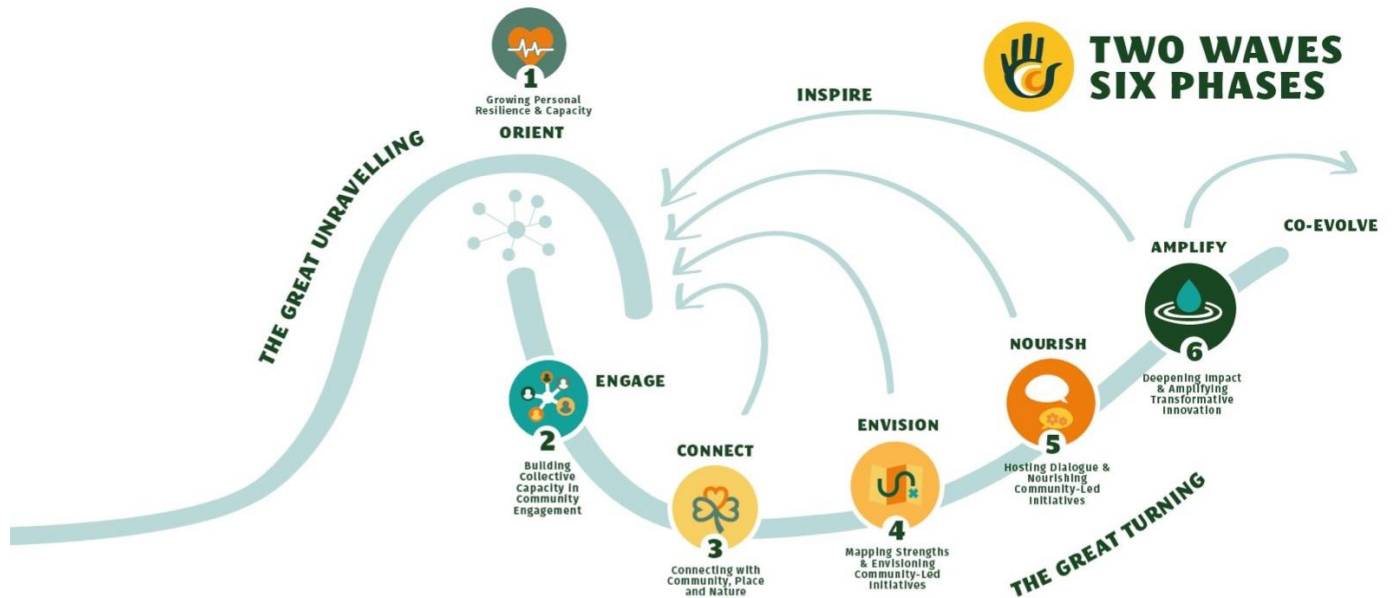
Enacting Subsidiarity is about empowering individuals and communities to take control of their own lives and destinies. It promotes the decentralisation of decision-making power and emphasises that decisions should be made at the lowest level possible.

Embedding Transformative Social Innovation

Embedding Transformative Social Innovation recognises that traditional approaches to social innovation are often insufficient in addressing complex challenges. It focuses on implementing and sharing alternative and accessible solutions for the general public to create a more sustainable and just society.

The CCC Resilience Pathway: Two Waves and Six Phases

"You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete." Buckminster Fuller



The Two Wave framework serves as a map to help us comprehend the emergence of new systems and the collapse of the old. As one system culminates, outlier alternatives slowly begin to appear and give way to the new. This framework is a valuable tool for comprehending the changes occurring as well as our position in the transformation process.

The CCC Two Wave framework has been adapted from the 'Two Loop Model of Change', as introduced by the Berkana Institute, also encapsulate Joanna Macy's concepts of "The Great Unravelling" and "The Great Turning", and is informed by the Theory U, and the Adaptive Cycle..

The first wave signifies the "Great Unravelling" - the decline of the old, dominant system that has led to the systemic breakdown of our world due to unfair and unsustainable practices. As this wave crashes, we are confronted with the fallout of an industrial growth society characterised by escalating climate change, entrenched social inequality, and precarious economic instability.

The second wave rises to represent the "Great Turning" - led by pioneers and community catalysts who are co-creating regenerative practices that not only boost the health of our ecosystems, but also ensure wellbeing for all.

While the model is a non-linear theory of change based on living systems, our journey as climate coaches will begin at the peak of the first wave. However, depending on your context, you could choose to start at any other phase. Regardless of the starting point, the CCC Resilience Pathway offers valuable insights and resources to build our capacity to empower communities to lead in addressing climate change and build resilience. The six phases embedded in the two wave framework are...

1. **Growing Personal Resilience and Capacity**

The first stage of the CCC Resilience Pathway focuses on gaining a comprehensive understanding of the context and causes of the current ecological and climate situation, while also cultivating personal resilience and developing the capacity to navigate complexity.

2. **Building Collective Capacity in Community Engagement**

In this second phase of the CCC Resilience Pathway the focus is on how we relate and work with others. Building a team or community of practice, and developing our facilitation competencies to better support communities in creating meaningful change.

3. **Connecting with Community, Place and Nature**

Phase 3 of the CCC Resilience Pathway involves community climate coaches working with local stakeholders to facilitate a deeper connection with nature and place. By using observation exercises, dialogue walks, and facilitated appreciation activities, coaches foster stronger relationships within the community and with living systems.

4. **Mapping Strengths & Envisioning Community-Led Initiatives**

In phase 4 climate coaches work with the community to identify local strengths and vulnerabilities through participatory asset mapping processes, capturing stories of the place and fostering the understanding and potential for community-led initiatives that fit the needs of the place.

5. **Hosting Dialogue & Nourishing Community-Led Initiatives**

Phase 5 of the CCC Resilience Pathway the Community Climate Coach hosts conversations

with communities to co-create a shared vision for resilience and a just transition. This involves using tools such as scenario planning, visioning exercises, and inclusive facilitation techniques to engage diverse stakeholders and support the emergence of new regenerative systems aligned with community values.

6. **Deepening Impact & Amplifying Transformative Innovation**

In the final phase of the CCC Resilience Pathway, community climate coaches create spaces for reflection, peer support, and celebration. While focusing on deepening impact, coaches aim to increase participation and scale up successful community-led initiatives to reduce emissions and strengthen resilience over time.

The Community Resilience Pathway draws inspiration from Sandra Waddock and Steve Waddell's work on [Transformational Catalysts](#), and incorporates the principles of aggregation, coherence, and amplification for transformative change into the pathway's phases. Community climate coaches play a vital role in connecting diverse actors, mapping strengths, fostering collaboration, creating shared understanding, and amplifying community-led initiatives. Through these practices, coaches empower communities, foster resilience, and drive positive change.

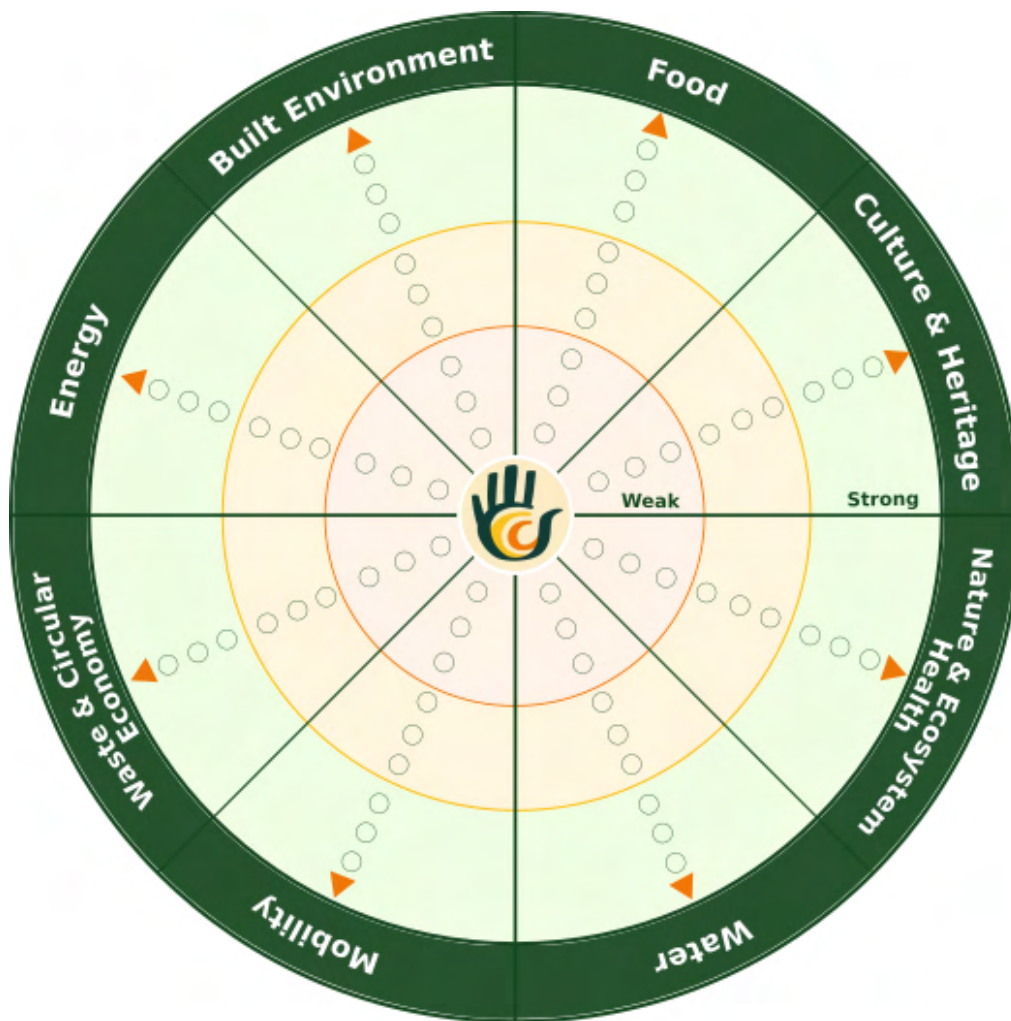
The two wave framework and six phases on the pathway can be seen as a map that relates to:

- a) a coach or facilitator's personal journey,
- b) the process the community climate coaches lead the community through
- c) the overall CCC process of building community / bioregional resilience

[A video](#) explaining the framework has been developed and available on the [Community Climate Coaches YouTube channel](#).

The Community Resilience Compass

The challenge of building resilience within communities is a complex one, and in order to navigate it successfully, we need both a map and a compass. This is where the Community Resilience Compass comes in - a simple framework designed to help communities develop their own climate resilience plans. By identifying strengths and weaknesses in critical domains such as energy, water, food, mobility, waste, built environment, social equity, nature and ecosystem health, and culture and heritage communities can prioritise interventions and take action to build resilience that is specific to their context.



As Community Climate Coaches, it is essential to have a framework like the Community Resilience Compass to assess a community's progress in these domains. By creating a simple radar map for each of the eight domains, community members and climate coaches can see at a glance which areas the community is strong in and which areas may require more attention and support. This information can then be used to prioritise interventions and community-led initiatives that address the specific needs and challenges of the community.

The Local Doughnut Process

A more comprehensive approach to consider when assessing the resilience and sustainability of a geographical area is the Local Doughnut process, which is a localised adaptation of the Doughnut Economics model. This approach engages local stakeholders in identifying and prioritising economic, social, and environmental indicators that reflect the region's unique challenges and opportunities.

This process has been successfully implemented in various regions worldwide, including Devon in the United Kingdom, empowering local communities to assess their resilience, identify priority areas for intervention, and drive positive change.

Link: DEAL - Turning the ideas of Doughnut Economics into action

<https://doughnuteconomics.org>

Read: Designing the Doughnut: A Story of Five Cities

<https://doughnuteconomics.org/stories/93>

Tool: to support local Doughnut Economics - Doughnut Economics Localised Vital Engagement Strategy - DELVES enables everyone, everywhere to get actively involved in co-designing and implementing systems change prototypes that are relevant to local and cultural context and actionable within a place-based perspective.

<https://doughnuteconomics.org/tools-and-stories/110>



CCC Training, Olot, Catalonia, January 2023

Approaches and Methods for Each Phase

The tools provided in the section below are a curated set of approaches and methods for Community Climate Coaches to facilitate community resilience and regeneration. They are organised according to the CCC Resilience Pathway and serve as a starting point for community catalysts to explore and adapt to the specific needs of their communities.

While it is not necessary to be proficient in or use all of these approaches, we highly recommend that community climate coaches become familiar with them and build their capacity to use them effectively.

Phase I - Growing Personal Resilience and Capacity

“The major problems of the world are the result of the difference between how nature works and the way people think” Gregory Bateson

Phase 1 Summary: During this phase, we aim to gain a deeper understanding of the context of our current situation, including how we got here and the options available for moving forward. Our focus is specifically on ecological limits, understanding structural violence, and developing skills for working systematically in difficult conditions.	
Phase 1 Goals & Purpose:	<p>The objective in this phase is to strengthen our ability to navigate complexity and build inner resilience, enabling us to stay present, balanced, and buoyant when facing challenges.</p> <p>This phase is crucial for developing the inner capacity needed to work with others, lead and enable change, and navigate the challenges of the journey ahead.</p>
Key Competencies:	Transformation Competencies, Coaching Competencies

Where are we at and how did we get here?

[Navigating the Complexities of an Ever-Changing World](#)

[Exploring the State of the World: Using the Doughnut Model](#)

[Going Deeper with the Iceberg Model](#)

How can we improve our thinking to navigate complexity?

[The Importance of Systems Thinking](#)

[Thinking Differently](#)

[The Cynefin Framework: Understanding and navigating complex situations](#)

How do we cultivate our personal resilience in times of rapid change?

[Staying Buoyant with Active Hope](#)
[Recharging your Emotional Battery](#)
[Cultivating Inner Development](#)

How do we build our capacity to facilitate change?

[Working with Human Values](#)
[Cultural Intelligence: Core vs Flex](#)

Where are we at and how did we get here?

Navigating the Complexities of an Ever-Changing World

VUCA and BANI are both acronyms that describe the current state of the world as a complex, dynamic, and uncertain place.

VUCA, which stands for Volatile, Uncertain, Complex, and Ambiguous, has been used to describe the world for several decades now. It highlights the rapid and unpredictable changes that are taking place in the world, making it difficult for individuals and organisations to plan and make decisions.

On the other hand, BANI, which stands for Brittle, Anxious, Non-Linear, and Incomprehensible, is a more recent acronym that has emerged in response to the evolving challenges of the 21st century. It acknowledges the illusion of strength, control, predictability, and knowledge that people and organisations have been holding onto, and the need to act in a world that is characterised by fragility, anxiety, non-linearity, and incomprehensibility. The concept of BANI was developed by Jamais Cascio, a futurist, and author, who argued that VUCA was no longer an adequate framework for understanding the world. Within BANI, Brittle refers to the false sense of strength that individuals and organisations project, while Anxious highlights the helplessness and overwhelm that people feel in response to the deluge of information and uncertainty. Non-linear and Incomprehensible both emphasise the need to let go of the illusion of predictability and knowledge, and instead embrace uncertainty, mystery and emergence.

In an ever-changing world, both VUCA and BANI emphasise the vital role of resilience, adaptability, and agility. These concepts hold the key to helping communities successfully navigate the complexities of today's challenges and seize emerging opportunities through responsiveness, rather than reaction.

Read: VUCA – The Time of the Catalyst
<https://www.linkedin.com/pulse/vuca-time-catalyst-shannon-lucas/>

Read: BANI versus VUCA: a new acronym to describe the world
<https://stephangrabmeier.de/bani-versus-vuca/>

Exploring the State of the World: Using the Doughnut Model

The Doughnut Economic model, developed by economist Kate Raworth, presents a visual framework that can help orient and bring context to the work of a Community Climate Coach.

The model offers a new economic model that aims to ensure that no one falls short on life's essentials (such as food, water, and housing) while also not overshooting our planetary boundaries (such as

climate change, ocean acidification, and biodiversity loss).

The doughnut shape represents the "safe and just space for humanity", where we can thrive within the boundaries of the Earth's resources. Raworth argues that the traditional economic model, which aims for infinite growth on a finite planet, is unsustainable and must be replaced with a new model that prioritises both social justice and environmental sustainability.

Her book "Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist", offers a range of ideas and examples for how we can shift towards this new economic model, including new metrics for measuring progress and success, rethinking the role of the market and the state, and transforming our understanding of what the economy is for.

The outer ring of the Doughnut represents the ecological ceiling, the boundaries beyond which Earth's life-supporting systems cannot operate. These boundaries include climate change, biodiversity loss, and pollution, among others. The inner ring of the Doughnut represents the social foundation, the basic needs that every person on the planet should have access to, such as clean water, education, and health care. The space between the two rings represents a safe and just space for humanity, where people's basic needs are met without exceeding the ecological boundaries.



The framework, especially the Doughnut diagram that incorporates the Stockholm Resilience Centre's image of the planetary boundaries helps us to understand where we are in the world and offers a clear visual representation of the environmental and social boundaries that our society must stay within to ensure a sustainable future. This will also be a model that we use in other phases. By using the Doughnut model, Community Climate Coaches can inform their work in facilitating discussions with communities.

Read: Kate Raworth's book. "Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist."

Watch: What is Doughnut Economics? with Kate Raworth

<https://youtu.be/kxQeb2PDz9M>

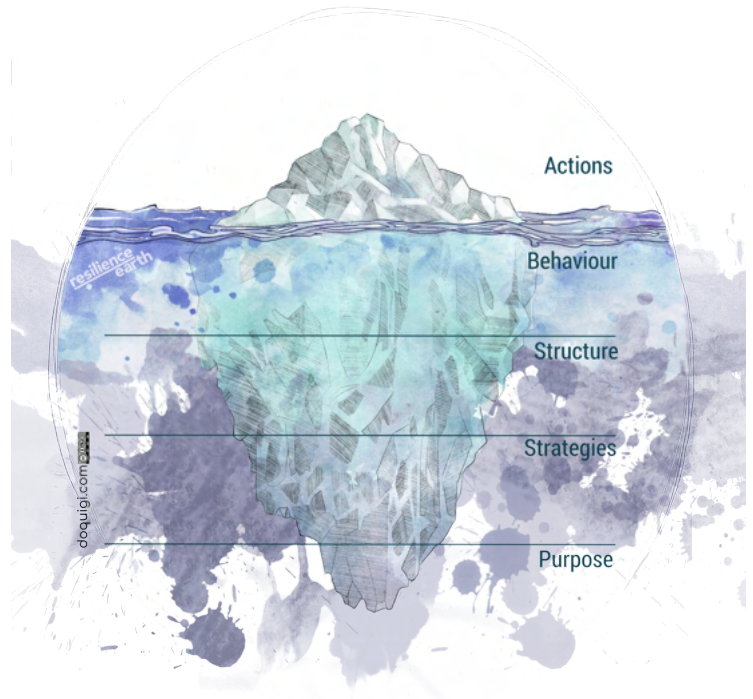
Going Deeper with the Iceberg Model

The iceberg model is an essential tool for community climate coaches as it helps to reveal the underlying and often hidden causes of issues like climate breakdown and biodiversity loss.

While addressing the visible symptoms of these issues is necessary, it is equally important to tackle the root causes that are deeply ingrained in social, economic, and political systems. By using the iceberg model, a community climate coach can help their community members to see the larger picture and

understand the complex web of factors that contribute to these issues. This includes examining the underlying beliefs, values, cultural norms, economic and political systems, and power dynamics.

Using the Iceberg Model, a climate coach and the communities they work with can gain a deeper understanding of the root causes of climate breakdown and biodiversity loss, which can inform their approach to creating change. By addressing these deeper issues, they can work together to identify and create solutions at multiple levels, leading to more impactful and enduring outcomes. We will revisit the Iceberg Model in Phase 5 when engaging communities.



Read: The iceberg as a systems thinking model:
<https://ecochallenge.org/iceberg-model/>

How can we improve our thinking to navigate complexity?

The Importance of Systems Thinking

"The ability to see the systems, and not just the individual elements of which they are made, is the heart of systems thinking." Donella Meadows

"Systems thinking is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static 'snapshots.'" Peter Senge

Systems thinking is an invaluable approach for Community Climate Coaches as it encompasses three key principles that enhance their understanding of complex systems:

- **Relationships:** Systems thinking emphasises the importance of examining the relationships and interactions between various elements within a system. Coaches recognize that individual components are interconnected and that changes in one part can have ripple effects throughout the entire system.
- **Context:** Systems thinking requires the cognitive ability to simultaneously consider both the specific elements and the broader context in which they exist. Coaches understand that factors such as timeframes, perspectives, and depth of analysis play a crucial role in comprehending the complexities of a system.
- **Change in Perspective:** Adopting a systems thinking mindset involves shifting from

short-term to long-term thinking, from narrow to wide perspectives, from surface-level understanding to deeper insights, and from focusing solely on external factors to also considering internal dynamics.

For Community Climate Coaches, systems thinking enables them to grasp the interconnected nature of social, economic, and ecological systems. By recognizing these interactions, coaches can identify leverage points for transformative change and develop comprehensive strategies that address the root causes of converging challenges.

By approaching climate action holistically and strategically, coaches can facilitate positive change across multiple levels. Systems thinking facilitates collaboration and the breakdown of silos, as coaches appreciate the relationships and dependencies between different sectors and fields. This collaborative mindset leads to more effective and comprehensive solutions to complex problems.

By embracing systems thinking, Community Climate Coaches can ensure that their efforts are not only impactful but also sustainable in the face of converging challenges.

Read: Systems Thinking, Critical Thinking, and Personal Resilience

<https://www.resilience.org/stories/2018-05-24/systems-thinking-critical-thinking-and-personal-resilience/>

Watch: About Systems Thinking - Three Main Points

<https://youtu.be/yxYo9R1aVcQ>

Thinking Differently

"Thinking Differently" is a short book written by Looby Macnamara that invites readers to explore innovative approaches to personal and collective transformation. Drawing on her experience in permaculture design and nature-based practices, Macnamara encourages readers to challenge conventional thinking patterns and embrace creative solutions to the pressing issues of our time. The book provides practical tools and insights to cultivate a mindset that is open, curious, and adaptable, empowering individuals to make positive changes in their own lives and communities. Thinking Differently serves as an inspirational guide for those seeking to break free from limiting beliefs and cultivate a more regenerative and interconnected worldview.

Thinking Differently explores seven essential shifts in thinking:

1. Abundance thinking – Embracing gratitude and balance, living with an abundance mindset. What can we share?
2. Solutions thinking – Believing in the existence of responses to any problem, fostering a positive and creative mindset. What can we do?
3. Systems thinking – Recognising the interconnectedness of all life and understanding the ripple effects of our actions. How can we make connections and build relationships?
4. Co-operative thinking – Emphasising collaboration and the power of collective intelligence to address complex issues. Who can we work with?
5. Thinking like nature – Discovering the wisdom and patterns inherent in the natural world and applying them to our lives. How can we learn from the wisdom and patterns found in the natural world?
6. Thinking for the future – Considering larger timeframes and the long-term consequences

of our choices. What seeds can we sow now?

7. From thinking to doing – Taking action and transforming ideas and dreams into tangible reality. How can we maximise our collective impact?

Thinking Differently offers valuable insights and practical guidance to help readers cultivate transformative thinking and actively contribute to positive change in their lives and the world around them.

Read: "Thinking Differently" by Looby Macnamara

<https://shop.permaculture.co.uk/7-ways-to-think-differently.html>

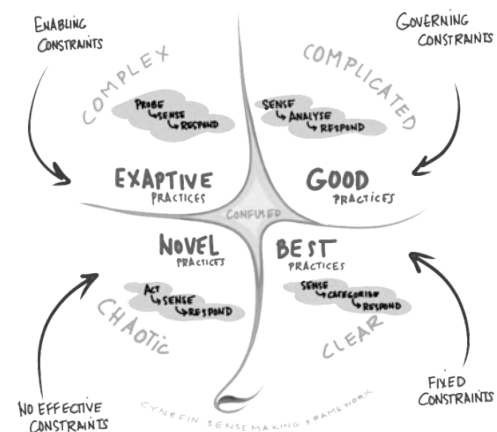
Watch: The 7 Ways of Thinking Differently | Permaculture Thinking with Looby Macnamara

<https://youtu.be/oA8RtjuqVFo>

The Cynefin Framework - Understanding and navigating complex situations

The Cynefin Framework is a decision-making tool that helps individuals and organisations determine what kind of problem they are facing and how to approach it. Cynefin, pronounced kuh-nev-in, is a Welsh word that signifies the multiple, intertwined factors in our environment and our experience that influence us (how we think, interpret and act) in ways we can never fully understand.

The framework was developed by Dave Snowden, a Welsh management consultant and researcher, in the late 1990s, and identifies five different domains or contexts that can help us understand and navigate complex situations:



Clear/ Simple:

In this domain, cause and effect relationships are clear and obvious, and the correct response to a situation is also clear. Best practices and standard operating procedures are effective in this domain.

Complicated:

This domain is characterised by clear cause-and-effect relationships, but the response to a situation may require expertise or specialised knowledge. Analysing and breaking down the situation into smaller, manageable parts is effective in this domain.

Complex:

In this domain, cause-and-effect relationships are not immediately clear, and there may be many possible responses to a situation. A complex situation is one where multiple variables interact in unpredictable ways, and the outcome is emergent rather than predetermined. In this domain, experimenting, probing, and testing multiple solutions can help identify the best response.

Chaotic:

This domain is characterised by a complete lack of clear cause-and-effect relationships, and the situation is highly unpredictable. In this domain, the priority is to act quickly to stabilise the situation, often through decisive and immediate action.

Confused/ Disorder:

This domain is where one is unsure of which of the four domains - simple, complicated, complex, or chaotic - one's situation falls into. The key here is to act and take steps to shift the context into one of the other domains where it can be better understood and responded to

Source: The Cynefin Company - <https://thecynefin.co/>

Watch: <https://youtu.be/oqtpxA6brGo>

Read: https://en.wikipedia.org/wiki/Cynefin_framework

How do we cultivate our personal resilience in times of rapid change?

Staying Buoyant with Active Hope/ The Work That Reconnects

Active Hope shows us how to strengthen our capacity to face our crises while responding with unexpected resilience and creative power. It is an approach coaches can use to maintain their own resilience and use in working with communities in connecting to each other and the natural world in a deeper way. It uses a Spiral Process to illuminate how we can play our roles in the collective transition, or The Great Turning, to a life-sustaining society. It recognises that we are living through times full of chaos, collapse, and disorder that stems from our collective disconnection from the world and its life-sustaining ecosystems that we're a part of. This breakdown is referred to as the Great Unravelling.

It is also called The Work That Reconnects (TWTR) as it is designed to help us deeply connect to the spectrum of feelings that are part of being alive in the Great

Unravelling - to connect specifically to gratitude, pain, openness, motivation and to repeat the sequence; deepening and reconnecting us while transforming despair and apathy into constructive, collaborative action. TWTR connects us to each other and with all of life - this allows us to simultaneously feel love and awe for the wonder and diversity of life alongside the pain and the wounds of the world that affect all beings. Allowing ourselves to go through the process gives space to voice the pain, numbness, rage, sadness, fear - any emotion that can be frightening and uncomfortable - without the need to turn away, suppress, gloss over, or be paralyzed by them. In this way we see that the helplessness we experience in crises can be an integral part of the inner freedom and fresh perspectives that motivation can follow from. This is how we identify our roles and where we act from to further the Great Turning.

The four stages of the spiral sequence are: beginning with gratitude, honouring our pain for the world, seeing with fresh eyes, and going forth. Each stage can be engaged in with a variety of experiential exercises as an individual or in groups. Though Joanna Macy offers a wealth of suitable exercises, she encourages facilitators to find their own style and make use of their creativity to best suit their audience. The spiral can be repeated several times in a workshop or just once; the process can vary from several hours to many sessions.



Read: Connecting emotionally to pain for the destruction of our world can empower us if we truly feel it:

<https://www.yesmagazine.org/issue/climate-solutions/opinion/2008/02/02/the-greatest-danger>

Listen & Read: an introduction to the course on Active Hope

<https://journal.workthatreconnects.org/2021/09/20/a-mooc-in-active-hope/>

Course: Active Hope Training A self-directed course from ActiveHope.info that you take online at your own pace.

<https://www.activehope.info/free-training>

Resources: A database to help with the work of the Great Turning:

<https://workthatreconnects.org/resources/about/>

Source: Joanna Macy & Chris Johnstone <https://www.activehope.info> / <https://www.joannamacy.net/main>

Recharging your Emotional Battery

As a community catalyst or climate coach, you are likely to be someone who is deeply committed to making a positive impact on the world. You may spend your days supporting others, advocating for change, and striving to create a better future for all. However, it's important to remember that you're only human, and you have limits.

Living through challenging times can take a toll on our emotional resilience, and it's essential to take a step back and allow ourselves to decompress and recalibrate. Our emotional resilience is not bottomless, and when we are constantly bombarded by rough emotional experiences, we can feel raw and broken. This is why it's crucial to recognize the warning signs of a low emotional charge and take action before it's too late.

Feeling exhausted, run-down, socially isolated, or irritable are all signs of a low emotional battery, which desperately needs to be recharged. As a community catalyst or climate coach, you need to be emotionally resilient to support others effectively. Here are some tips to help you recharge your emotional battery:

Foster a sense of joy: Infuse joy into your life and connect with things that bring you happiness. Break away from the misery and unhappiness, even if it's just for a moment. Find small or simple experiences that lead to big results, and invest yourself in an action that brings you joy. Look for opportunities to laugh and enjoy yourself and the people around you.

Invest in your support networks: Reach out to and invest in your support networks. Nourish them, give your friends what they need, and listen to their advice and perspective. Remember that a friendship is a two-way street, and if you want these circles to be there when times get tough, you need to be there for them too.

Spend some time on your own: Spend some time on your own and be present with yourself. Fill the time with things that encourage you, inspire you, and recharge you. The more time you spend on your own, the more you will find your energy and presence returning to you.

Nourish your physical body: Take care of your physical health, as it is closely tied to your emotional health. Make sure you're getting enough sleep at night, eat a healthy diet, and exercise to nourish your body and spirit. When we feel good on the outside, it's easier to turn inward and quiet ourselves and our fears.

Set solid boundaries for yourself: Set solid boundaries for yourself and others. Stand up for yourself and say "no" more often. It's okay to just take care of yourself once in a while. Don't allow yourself to get burnt-out in the name of someone else's needs alone.

Emotional resilience is a crucial part of being a community catalyst or climate coach. Our emotional batteries may be limitless, but they're not bottomless. We have to take space to recharge our emotional batteries and ensure that we're not being drained by our responsibilities and the people and places we love. By following these tips, you can recharge your emotional battery and continue making a positive impact on the world. Remember that taking care of yourself is not selfish, it's essential.

Cultivating Inner Development

The Inner Development Goals (IDGs) have been developed by a group of international experts in leadership development and sustainability. In phase 1 of the Resilience Pathway, we suggest exploring the first two dimensions of the IDGs

Being — Relationship to Self - Cultivating our inner life and developing and deepening our relationship to our thoughts, feelings and body help us be present, intentional and non-reactive when we face complexity.

Thinking — Cognitive Skills - Developing our cognitive skills by taking different perspectives, evaluating information and making sense of the world as an interconnected whole, is essential for wise decision-making

Read: <https://www.innerdevelopmentgoals.org/framework>

How do we build our capacity to facilitate change?

Working with Human Values

"Our values help shape what we believe is desirable, important or worthy of striving for in our lives. They guide and inform the ways we act and what we think. They influence how we interact with other people and the more-than-human world. They are influenced by our experiences in our lives." **Tom Crompton, Common Purpose Foundation**

Purpose Foundation

Current efforts to address social and environmental challenges rarely appear adequate considering the scale of the problems that we face. In order to cultivate the widespread public demand required to successfully and durably tackle issues such as climate change and inequality, we need to engage the long-held (but often overlooked) cultural values that underpin our concern for one another and the wider world.

Common Cause is a UK-based non-profit organisation that advocates for the importance of human values in creating lasting change and shifting cultures towards equity and harmony. As community catalysts or climate coaches, engaging with human values is a powerful way to drive social and environmental change.

Human values are deeply held beliefs and principles that shape how people interact with the world around them. They influence the decisions people make, the actions they take, and the relationships they form. By understanding and engaging with human values, community catalysts and climate coaches can build stronger connections with their communities and empower individuals to take meaningful action.

Intrinsic values, such as community, creativity, and a connection to nature, are essential to building a more just and sustainable society. Research has shown that when people are reminded of their intrinsic values, they are more likely to take action on social and environmental challenges. As community catalysts or climate coaches, it's important to help individuals recognize and connect with their intrinsic values, and to promote the importance of these values in creating a more equitable and sustainable world.

Working with human values is not just about theoretical concepts. A values-led approach to social and environmental change recognises that people are not just rational beings, but are also driven by deeply held values and beliefs. By acknowledging and engaging with these values, community catalysts and climate coaches can build trust, foster collaboration, and inspire action in their communities.

Link: Common Cause Foundation

<https://commoncausefoundation.org/>

Watch: The Conscience Industry - Tom Crompton at TEDxExeter

<https://youtu.be/LcD3IS3Utew>

Read: The Common Cause Handbook

https://commoncausefoundation.org/_resources/the-common-cause-handbook/

Cultural Intelligence: Core vs Flex

As a Community Climate Coach, it is essential to develop cultural intelligence (CQ), which is the ability to work effectively with people from diverse cultural backgrounds. The concept of CQ is composed of two parts: flex and core. Flex is the ability to adapt to different cultural norms and behaviours, while core is the ability to stay true to your own cultural identity while respecting and appreciating other cultures.

To work with CQ, you need to start by building awareness of your own cultural biases and assumptions. This requires reflecting on your own cultural background and experiences and acknowledging how they shape your perspectives and behaviours. It is also important to learn about the cultures you are working with. This involves doing research and seeking out information on different cultural norms, values, and beliefs. This will help you better understand and appreciate the differences and similarities between your own culture and the cultures you are working with.

When working with people from different cultures, be open to learning and adjusting your behaviour to align with cultural norms. This involves being aware of nonverbal cues, communication styles, and other cultural differences. For example, in some cultures, direct eye contact is seen as a sign of respect and engagement, while in others, it may be perceived as confrontational.

Every individual has a core that comprises their beliefs, behaviours, and values, which they won't compromise. They also have a flex portion that includes beliefs, behaviours, and values that they're willing to adjust to connect with others. Individuals with high cultural intelligence possess a clear

understanding of their core and flex. They can move the boundary between core and flex when appropriate, adjust their behaviour, and evaluate their assumptions to fit different cultural contexts without compromising their integrity.

Watch - Cultural intelligence: the competitive edge for leaders | Julia Middleton

<https://youtu.be/izeiRjUMau4>



CCC Training, Cloughjordan Ireland, March 2023

Phase 2 - Building Collective Capacity in Community Engagement

"Alone, we can do so little; together, we can do so much." Helen Keller

Phase 2 Summary:	During this phase, our primary focus is on building a team, guild, or a community of practice and developing shared capacity to facilitate participatory community engagement processes. We emphasise the development of skills that enable us to relate better to others through appreciation, gratitude, and joy, as well as effective communication, conflict resolution, and decision-making within the group. This phase also highlights the importance of working with intersectionality and activating transformative change.
Phase 2 Goals & Purpose:	<p>Having a focus on developing the skills and competencies needed to facilitate effective and inclusive group processes includes using methods such as active listening, effective communication, hosting dialogue and creating safe and inclusive spaces.</p> <p>By developing our facilitation competencies, we can more effectively support communities in navigating complex issues and creating meaningful change.</p>
Key Competencies:	Transformation Competencies, Engagement & Facilitation Competencies

How do we best work together?

[Building a Team, Guild or Community of Practice](#)

[The Power of Critical Yeast in Community Engagement](#)

[Group Dynamics - Restorative Practices](#)

[Non Violent Communication](#)

[Restorative Circle](#)

[Effective Collaboration with Sociocracy](#)

[Relating and Collaborating: Approaches from the IDGs Framework](#)

How do we best engage communities and include all voices?

[The JEDI Pathway - Justice, equity, diversity and inclusion: as a regenerative living system](#)

[Power Flower: Exploring Power Dynamics](#)

How do we maximise participation?

[Facilitating Engagement and Active Participation](#)

[Coaching and Mentoring](#)

[Strategies for Engaging Quieter Voices](#)

[The Fourfold Path of Hosting Conversations that Matter](#)

Community Engagement and Facilitation Methods:

[World Café](#)

[Circle Work](#)

[Open Space](#)

[Enhancing Group Conversations with the Six Thinking Hats Approach](#)



CCC Training, Cloughjordan Ireland, March 2023

How do we best work together?

Building a Team, Guild or Community of Practice

In the context of community climate coaching it is best to work in a 'guild' or 'team' to collaborate and share knowledge, skills, and resources, leveraging collective strengths and expertise to tackle complex challenges and create meaningful change.

An effective way for a group of practitioners to work together is by forming a Community of Practice. A Community of Practice (COP) is a group of people who share a common concern, a set of problems, interest in a topic or vision for a transformative project and who come together to fulfil both individual and group goals. Communities of practice often focus on sharing good and emerging practices, and creating new knowledge to advance a domain of professional or community practice.

Members of the CCC consortium developed a guide on Communities of Practice in an earlier ERASMUS + project called BLAST

The guide specifically addresses:

- how to create blended learning environments that combine virtual and face to face interaction
- how to build equitable, diverse and inclusive CoPs
- how to support transformative learning to take place

Read: [BLAST CoP Guide here](#) or download the [BLAST CoP Guide here](#).

Watch: Davie Philip of Cultivate (Ireland) briefly describes the BLAST Community of Practice Guide.

https://communitiesforfuture.org/wp-content/uploads/2021/12/CoP-Teaser-Blast.mp4?_=1

The Power of Critical Yeast in Community Engagement

Incorporating the concept of "critical yeast" into our community engagements and interventions can have a transformative impact. Coined by peacebuilding expert John Paul Lederach, critical yeast challenges the traditional belief in "critical mass" by emphasizing the importance of a select few individuals who have the capacity to foster desired change within a given community.

Rather than focusing on quantity, critical yeast encourages us to consider the unique qualities and abilities of those individuals who, when brought together, can ignite growth and progress towards our goals. It invites us to identify the key influencers and connectors in a community who possess the power to bridge diverse sectors and locations.

By intentionally engaging these crucial few, we can strategically shape our community engagements and interventions for maximum effectiveness. Working with the critical yeast concept ensures that we tap into the networks and relationships that hold the potential to drive the desired outcomes. It enables us to cultivate a more nuanced and qualitative approach to community engagement, recognizing that meaningful change can be initiated by a small, dedicated group of individuals.

As coaches, incorporating the principles of critical yeast guides us in identifying and engaging with the influential individuals who can act as catalysts for positive transformation within their communities. By recognizing the power of quality over quantity, we can make a meaningful impact on the path towards collective change.

Watch: John Lederach on the Importance of the Few, the "Critical Yeast" - <https://youtu.be/xypiuripkLA>

Watch: Creative Metaphors for Social Change-Critical Yeast - <https://youtu.be/7YNZLDVu9Lc>

Group Dynamics & Restorative Practices

Approaches that involve exploring and understanding the dynamics of group interactions and relationships include methods and frameworks such as Nonviolent Communication, restorative work, dynamic governance/sociocracy, consent decision-making, and understanding power and privilege. By understanding group dynamics, we can create more inclusive, effective, and collaborative teams and communities.

When issues arise there are several ways to deal with them; approaches can vary from a conversation over a cup of tea, a dialogue walk in nature can be a step up from that (see Walk & Talk in Phase 3 which can be adapted for this), working through an issue using specific processes can follow that. Processes and exercises can be found in approaches like NonViolent Communication (see below), though if issues become too painful to directly engage in together then conflict resolution with certified trainers, mediation, or communal processes like a Restorative Circle may be appropriate. Conflict is natural in any community, though how a community deals with conflict will define its culture.

Non-Violent Communication

Non-violent communication (NVC) is a means of understanding ourselves and each other, in which we recognise that all human beings share the same basic needs, and that every action we take is an attempt to get these needs met. It enables us to see our shared humanity, and to communicate across differences. It is essentially a practice to develop and deepen the capacity for empathy.

Empathy is foundational for listening and speaking compassionately. We need to genuinely understand others for their actions, underlying needs and their feelings, if we expect them to hear us express ourselves. We aim to focus on what will connect, and choose to act on that, rather than the tempting ways we'd like to react - the disconnecting ways that we have been conditioned to. Much of our conditioning is similar, or, if not similar, can at least be understood.

Empathy is the way to overcome our judgements and conditioning by understanding how it must be to feel the way another feels, to realise which of these shared needs they were trying to meet when they acted accordingly. It is a skill that we can strengthen by practising and understanding it better - leading to a more insightful, empathic understanding of ourselves, others and the cultures around us. Where there is a desire for change, NVC also involves developing the practice of making clear and assertive requests that come from a place of empathy, without attachment to the request being accepted.

Source: NVC was founded by Marshall Rosenberg, PhD (1934-2015). <https://www.cnvc.org/about/marshall>

Restorative Circle

A restorative circle is a systemic approach to resolving conflict that is used to restore trust, dignity and respect within organisations and communities, and to agree actions for moving forwards without assigning blame or punishment. Everyone involved gets a chance to be heard for what is important to them, with the process being guided through past, present and future.

In the present section, participants focus on how they feel impacted by the event that took place. In the past section, they reflect on the intentions behind what was said or done. The future section is for making agreements and offering next steps to restore harmony.

Link: More details including format, training and video resources can be found here:

<https://hostingtransformation.eu/method/restorative-circles/>

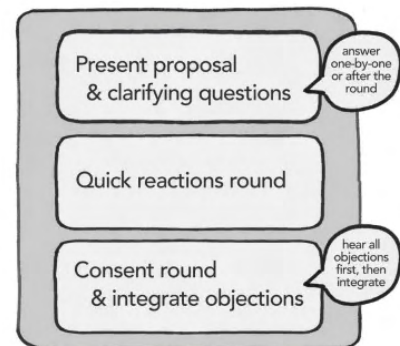
Source: Restorative Circles were developed by Dominic Barter, arising from his work with local teenagers in the gang-controlled favelas (slums) of Rio de Janeiro, Brazil, in the mid 1990s. Dominic Barter's work has since influenced both federal and state justice policy throughout Brazil.

Effective Collaboration with Sociocracy

In our pursuit of effective collaboration within our team or Community of Practice, it is essential to use innovative approaches that foster inclusivity, productivity, and resilience. Sociocracy, also known as Dynamic Governance, offers a theory of governance that aligns precisely with these principles and can be a valuable tool for Community Climate Coaches.

Sociocracy places a strong emphasis on designing organisations and decision-making processes that empower the voices of many, rather than relying solely on those in positions of authority. It encourages the formation of small, empowered circles that promote collaboration, ensure cohesion and that everybody has an opportunity to contribute.

Sociocracy uses consent-based decision-making, which moves away from traditional majority voting or even consensus. This enables groups to work together towards a shared goal, taking into account the needs and perspectives of all involved. By employing consent-based decision-making, Community Climate Coaches can facilitate discussions, formulate proposals and make decisions together that embrace the diverse viewpoints of the group and achieve outcomes that are inclusive and beneficial to everyone involved.



Define the Proposal: Clearly state the proposal or decision to be made. It should be concise and specific to ensure a common understanding among all participants.

Clarifying Questions Round: This is a round where only clarifying questions are asked. This step helps ensure that everyone has a chance to clarify any uncertainties.

Quick Reaction Round: During this round, each person has an opportunity to express their opinion on the proposal. The focus is on keeping contributions concise, aiming for five sentences or less per person. It's important to note that if someone has a concern or objection, they will have additional time to elaborate and discuss their concerns in more detail.

Consent decision-making round: In this round each person will have an opportunity to express their objections. It's important to note that "no objection" indicates consent. If there are objections, they should be summarised in a one-sentence statement without addressing them immediately. The focus in this round is solely on identifying any objections.

- If there are no objections or only minor concerns that can be addressed, consent is reached, and the decision can be finalised, noted and celebrated.
- If there are substantial objections or concerns that cannot be resolved through amendments, further discussion may be needed to refine the proposal and address the concerns raised. The process can be repeated until consent is reached.
- Consent does not mean full agreement or complete satisfaction from every individual. It means that there are no paramount objections, and everyone is willing to support and move forward with the decision.

Document, Communicate the Decision and Celebrate: Once consent is reached, document the decision, including any amendments made, and communicate it to all relevant parties. This ensures clarity and transparency in the decision-making process. It is important to celebrate a decision being made.

Link: Consent Decision Making Process <https://www.sociocracyforall.org/consent-decision-making/>

Sociocracy serves as a powerful framework for fostering collaboration, enhancing engagement, and promoting the concepts of subsidiarity and self organisation. It is applicable to groups and organisations of all sizes, from small grassroots initiatives to large-scale networks, enabling them to improve performance, adapt to changing contexts, and overcome challenges.

Source: Sociocracy 3.0 – free social technology for growing agile and resilient organisations.

<https://sociocracy30.org>

Link: A Practical Guide to Sociocracy 3.0

<https://patterns.sociocracy30.org>

Source: Sociocracy for All

<https://www.sociocracyforall.org>

Model: Organisational structure:

<https://www.sociocracyforall.org/organizational-structure-in-sociocracy/>

Relating and Collaborating: Approaches from the Inner Development Goals (IDG) Framework

As we strive to work together and build capacity for inclusive community engagement, we suggest exploring the third and fourth dimensions of the IDGs framework: Relating and Collaborating.

Relating: By appreciating, caring for, and feeling connected to others and the world around us, we can contribute to more just and sustainable systems and societies for everyone.

Collaborating: To address shared concerns, we need to develop our social skills, including embracing diverse perspectives, holding space for dialogue, and effective communication with stakeholders of different backgrounds.

The IDGs framework provides guidance for nurturing these dimensions of inner development, empowering personal and collective transformation.

Source: Explore the detailed IDGs framework here:

<https://www.innerdevelopmentgoals.org/framework>

How do we best engage communities and leave no one behind?

The JEDI Pathway - Justice, equity, diversity and inclusion: as a regenerative living system

Community climate coaching has the power to bring about positive change and build resilience in communities, but it is essential that this work is done in a way that is just, equitable, diverse, and inclusive. This is where Justice, Equity, Diversity, and Inclusion (JEDI) comes in as a crucial component of the community climate coaching process.

JEDI is a context-specific developmental process developed as part of the BLAST project that requires intentional effort and a willingness to learn and grow together towards a shared vision for an open, inclusive, and compassionate culture. By incorporating JEDI as a key ingredient in the community climate coaching process, groups and organisations can take steps towards making inclusion the norm and allowing diversity to thrive, while moving away from tokenistic solutions and towards genuine understanding and growth.

The goal is to create a regenerative living system where all individuals have a voice and can contribute to the shared goal of building resilience in their community.

Justice: Dismantling barriers to accessing resources and opportunities in society so that all individuals and communities can live a full and meaningful life.

Equity: Allocating resources to ensure everyone has access to the same opportunities. Equity recognizes that advantages and barriers exist – the ‘isms’.

Diversity: All the differences between us are based on whether we experience advantages or encounter barriers to opportunities.

Inclusion: Fostering a sense of belonging by centering, valuing and amplifying the voices, perspectives and styles of those who experience more barriers, based on their identities.

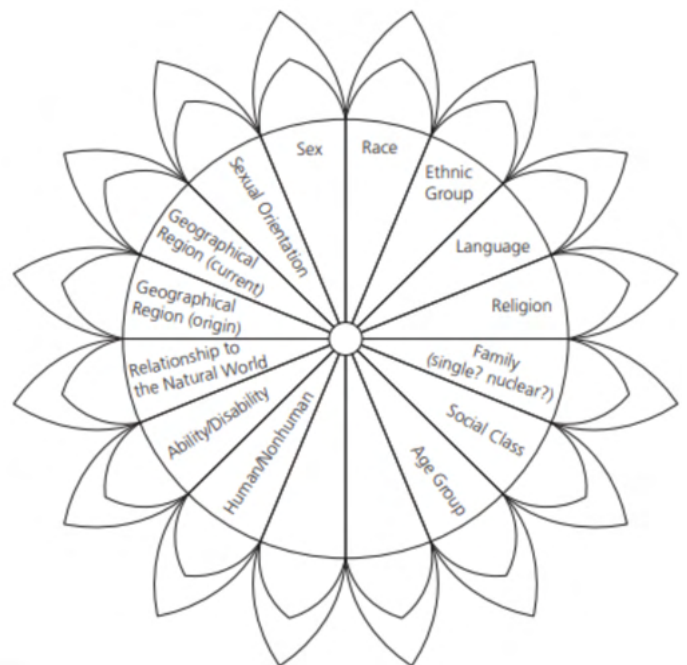
Link: Explore the [BLAST JEDI Pathway tool here](#)

Power Flower: Exploring Power Dynamics

The Power Flower is a participatory exercise aimed at exploring social power and social identity within a group. Its primary objective is to promote a shared and broad analysis of power dynamics in society and how they contribute to oppression and privilege. By using a visual and simple approach, this exercise allows participants to explore their various intersecting identities and how these identities can shape societal influence due to intersections of power and privilege.

Through this exercise, participants can gain a better understanding of how a dominant paradigm reproduces oppression, structural inequality, and perceptions of social power within society. Additionally, this exercise helps participants identify how a shift in social power can act as a remediation of injustices and inequalities.

The Power Flower covers themes such as power, exclusion, disadvantage, and marginalisation. It explores the different identities of people within a group and identifies those identities that have the greatest amount of power according to the dominant paradigm. These identities can include but are not limited to sex, race, ethnic identity, language, religion, social class, age group, education, geographic region (origin), geographic region (current), sexual orientation, and family.



This exercise involves holding discussions on power structures and social identities that hold the most power within the current dominant paradigm. It also includes nods to levels of discrimination that can exist within a dominant system and how these contribute to structural marginalisation or advantage/disadvantage.

Overall, the Power Flower exercise aims to make participants more sensitive to various inequalities that exist within society and locality, and encourages them to become more engaged and proactive in their ability to create a more integrated, equal, and fair society. Through this reflective exercise, participants can further explore who wields power within society, who is represented in a group, and who may be misrepresented or not represented within society.

Source: "Educating for a Change" by Arnold et al., 2001

Read: We Rise - Power Flower: Our Intersecting Identities

https://werise-toolkit.org/en/system/tdf/pdf/tools/Power-Flower-Our-Intersecting-Identities_0.pdf?file=1&force=

Watch: Wheel of Power and Privilege - a Reflective Exercise - https://www.youtube.com/watch?v=4pP0f6_bfio

Watch: Power, Privilege & Oppression: <https://www.youtube.com/watch?v=LTDikx-maoM>

How do we maximise participation?

Facilitating Engagement and Active Participation

Facilitation plays a vital role in community climate action, particularly in facilitating engagement and active participation. Well-facilitated interventions create an inclusive space where community members can actively contribute, exchange ideas, and collaborate towards meaningful outcomes.

Community climate action often involves diverse stakeholders with varying interests, perspectives, and knowledge. A skilled facilitator understands the importance of engaging all participants, creating a welcoming environment where everyone feels heard and valued. Through effective facilitation, community members are encouraged to share their insights, concerns, and aspirations, fostering a sense of ownership and collective responsibility.

Facilitators also play a key role in managing group dynamics, encouraging constructive dialogue, and promoting collaboration. By facilitating engagement, they help build trust, bridge differences, and find common ground among participants. This collaborative approach draws on the diverse expertise and perspectives within the community.

Good facilitation enables meaningful learning and capacity-building. Skilled facilitators guide discussions, provide relevant information, and encourage critical thinking. They create opportunities for community members to deepen their understanding of the issues, develop new skills, and explore innovative responses. Through this process, community engagement becomes a catalyst for personal growth, collective learning, and the emergence of stronger and more resilient communities.

Coaching and Mentoring

Coaching and mentoring are different but play integral roles in supporting individuals and communities on their journey towards community climate action. Both can have a highly beneficial role in supporting peoples' learning, particularly when they are on a longer term learning journey. If applied well, mentoring and /or coaching are likely to accelerate or deepen learning, and will often do both.

Mentoring generally will support someone to develop their skills, knowledge, expertise and confidence in a specific field where the mentor has many years of experience - such as: business management, green building or food growing.

The learner might be at an earlier stage of their learning journey (i.e. an apprentice), or they might be at a high level of experience already, and be seeking to become a real master in their field or to reach the next level of transformative expertise.

Coaching is about facilitating another person's learning (or group of people), helping them to identify their goals and to reflect on their personal experience and inner journey as a learner or practitioner, as well as their progress in achieving their 'external' goals.

Coaching can be applied to a general process of learning or development or might be applied to learning and development in a particular field. It is generally not about imparting or sharing the coaches expertise or experience in that field (particularly for many professional coaches - this is often called 'clean coaching'), but instead will be guided by a questioning approach that encourages insight and investigation by the learner.

The essence or purpose of Coaching can be described as:

To help a person (or group) change in the way they wish, and to help them go in the direction they want to go. Coaching supports a person (or group / community) at every level in becoming who they want to be. Coaching builds awareness, empowers choice and leads to change... It unlocks a person's potential to maximise their capacity to achieve their goals. Coaching helps them to learn, rather than teaching them. [Source: https://internationalcoachingcommunity.com/what-is-coaching/](https://internationalcoachingcommunity.com/what-is-coaching/)

Some Examples of Coaching Questions

1. What's going well?
2. What's difficult or challenging?
3. Is there anything I / we / you would do differently?
4. What's my / our / your Vision e.g. for 1 or 2 years from now?
5. What's my / our / your Goal(s) e.g. for the next 3 months?
6. What are my / our / your practical first steps to get there?

Visioning Questions for yourself, your team, your community:

1. Where are we heading?
2. Where do we really want to be? (the Vision)
3. What is the route to get to the vision?
4. What are your practical first steps (towards that Vision)?

'Nested Wholes' questions for yourself, your team, your community:

1. What does the world as a whole most need from the community climate movement in general, and from community climate coaches in particular?
2. What does the community climate movement in general most need from our local or regional climate action initiative?
3. What does our local or regional climate action initiative most need from me / us, as community climate coaches or participants?
4. What do I / what does this team most need to help fulfil these greater needs?

Source for Nested Wholes questions: the [Courageous Coaching course](#) from Grattan ODonelly and Chris Chapman that focuses on nature-based coaching for sustainability, regeneration and resilience.

Other valuable reflective questions (which can be used for self and others) include:

Transformative coaching questions to use with a focus on your community.

1. What are you learning (most) about?
2. What can you change or transform?
3. How are your beliefs or ideas affecting your actions?
4. To what extent do you feel threatened by uncertainty or change?
5. What resources might / do you have available? ... or support? ... or inspiration? ...or

motivation? ... or information?

6. What supportive relationships can you use / build?

Coaching works towards transformations, by aiming create Critical Awareness though:

- Working towards perspective transformation
- Building agency for transformation
- Identifying any disorienting dilemmas
- Encouraging and supporting self-examination and Critical Assessment
- Exploring options for a new way of being (overall or in a given situation) - Envision... / decide on... / plan for ... new actions or ways of being
- Building competence and confidence
 - Acquire / practise new knowledge / skills / behaviours
 - Try a new role / new way of getting feedback
 - Reintegrating with a new relationship / new context

Strategies for Engaging Quieter Voices

As a Community Climate Coach, it's essential to ensure that everyone's voice and contribution are valued, including those who may not feel as comfortable speaking up. Approximately one-third of the population identifies as introverted, and traditional group work is often designed for extroverts, putting introverts at a disadvantage.

To create inclusive and effective group discussions, it's important to consider the needs of introverts and create a space that values their unique contributions. Here are some tips for designing participative events that consider the introvert's perspective:

Welcome: Consider how best to welcome everyone to the meeting. Provide spaces for private reflection and different types of group interaction. Assign a "connector" on the organising team to welcome participants as they arrive, make introductions and ensure everyone is comfortable.

Make the schedule visible: Send out the schedule before the gathering to allow participants to prepare in advance and understand what is expected of them. Make sure the agenda is visible when people arrive and go through the flow of the day or event at the start of the workshop.

Allocate time and space for reflection: Design space or use approaches that allow for personal reflection. Consider periods of reflection time outdoors, and use dialogue walks where pairs of people are invited to take a stroll together outside, or sit together inside, with allocated time to listen and time to speak.

Manage energy: Introverts are drained by social interaction and need time alone to recharge. Give participants permission to take a break at any time.

Use non-verbal expression: Consider how to design in ways other than talking, such as writing or drawing. Allow valuable insights that may not have been spoken to be harvested - for example using 'post-it' notes.

Be clear: When inviting people to speak, be very clear on what you are asking. Introverts can get overwhelmed when the question is not clear, and multiple themes are discussed simultaneously.

Working in rounds: Before starting a round, be very clear on what you are asking people to say. Allow additional time for participants to gather their thoughts, and make it clear that they are free to pass or talk later.

Don't label people: Never describe a person as "introvert" or "extrovert," but rather offer choices that allow participants to manage their own energy.

Feedback: Consider providing a method to share insights and ideas after the event, once participants have had time to fully process and reflect.

The Fourfold Path of Hosting Conversations that Matter

The Art of Hosting Community, have discovered that quality conversations leading to close teamwork and wise action emerge when four conditions are present. They refer to these conditions as the Fourfold Way of Hosting, as they provide the foundation for all effective hosting practices.

Be Present - Being present is the first condition for hosting meaningful conversations. It means showing up fully, undistracted, and prepared, with a clear understanding of the purpose and your personal contribution. Being present allows you to check in with yourself and cultivate curiosity about the outcomes of the gathering. It is important that every person in the room is fully present to ensure deep results in meetings. We encourage collective presence, which can be fostered through simple practices such as a moment of silence or a collective slowing down at the start of a meeting.

Participate and Practise Conversation - Participating in conversations with an open mind and without judgement is the second condition for effective hosting. Conversation is an art that requires active listening and offering our contributions in service of the whole. It is essential to cultivate curiosity and remain open to the unknown, especially when uncertainty is the reason for convening a meeting. Mindful conversation practice allows us to slow down meetings, creating space for wisdom and clarity to emerge.

Host Conversations - Hosting conversations goes beyond facilitating; it involves taking responsibility for creating a container where a group can do its best work together. This involves initiating conversations that matter, finding and posing powerful or insightful questions to stakeholders, and ensuring that the insights, patterns, and learnings from the conversation are effectively harvested. Courage, invitation, and preparation are key elements of hosting conversations. It is a gift to both host a group and to be hosted well, as the quality of work in meetings improves significantly.

Co-create - The fourth practice emphasises active co-creation and collaboration. It is about showing up in conversations as a contributor, rather than a mere spectator. The best conversations occur when we listen for what emerges from the collective collaboration and find what is new. It is not about balancing individual agendas but understanding what each person can contribute to the collective work.

By blending our knowledge, experience, and practices with others, we create a collaborative field where patterns become clear, and unexpected and transformative results can unfold.

Read: A simple way to explore the Four Fold Practice of the Art of Hosting

<https://www.chriscorrigan.com/parkinglot/a-simple-way-to-explore-the-four-fold-practice-of-the-art-of-hosting/>

Source: Art of Hosting Community

<https://artofhosting.org>

Community Engagement and Facilitation Methods:

Below are 3 core facilitation tools, which will be useful in later Phases but will require some capacity building in them during this stage (World Cafe, Circle Work, and Open Space) followed by other methods of working effectively with groups.

World Café / Conversation Café

This is an important methodology for hosting community conversations that can be easily adapted to suit different community needs and sizes. Its flexibility makes it an ideal tool for hosting deeper conversations in a variety of settings.

More information and links [can be found below in Phase 5](#),

Circle Work

Circles have always provided a nurturing environment for meaningful conversations and inclusive decision-making among individuals. As Community Climate Coaches, incorporating the circle process into our facilitation can greatly enhance collaboration, active listening, and the generation of collective wisdom.

The beauty of circles lies in their versatility, as they can be adapted to suit various group sizes, topics, and timeframes, fostering deep reflection, consensus-based decision-making, and a sense of community. A key element of the circle process is the practice of working in rounds, ensuring that every participant has an equal opportunity to contribute and be heard.

Working in rounds means that each person in the circle takes turns speaking or sharing their thoughts before passing the opportunity to the next person. This promotes balanced participation, preventing dominant voices from overshadowing others and enabling a collaborative exploration of ideas. It cultivates active listening as participants take turns speaking and attentively listening to others' perspectives. Embracing the circle process enables Community Climate Coaches to create an inclusive space where diverse viewpoints are heard, respected, and valued.

Watch: Art of Hosting - Circle; <https://youtu.be/hG1CKVWX4mY>

Open Space Technology

Open Space Technology is a method for dialogue where the participants set the agenda; providing an opportunity for people to engage deeply and creatively around the issues that are most important to them. It also brings ease and flexibility to events by allowing people to self-select according to what interests them most. More information and links [can be found below in Phase 5](#).

Enhancing Group Conversations with the Six Thinking Hats Approach

In the realm of facilitating group or community conversations, one powerful tool that can revolutionise our approach is the Six Thinking Hats, developed by Edward de Bono. This unique tool enables creative thinking by examining a single idea through the lens of six different roles, represented by "hats."

When building a community, it becomes crucial to understand the dynamics of different perspectives and the roles individuals play, whether consciously or unconsciously. The Six Thinking Hats provide an invaluable framework for comprehending these dynamics and fostering more inclusive and productive discussions.

The Six Thinking Hats approach is an indispensable resource for cultivating engaging and fruitful group conversations. Its ability to unlock creativity and challenge established patterns empowers communities to make informed decisions and pave the way for transformative change.

Here are the hats along with their corresponding qualities:



White Hat (Factual Thinking): This hat focuses on objective facts and information. It involves gathering and analysing data, examining existing knowledge, and identifying gaps in information.

Red Hat (Emotional Thinking): The red hat encourages participants to express their emotions, intuitions, and gut feelings about the topic at hand. It allows for subjective and instinctive responses without the need for justification.

Black Hat (Critical Thinking): Representing a cautious and critical viewpoint, the black hat encourages participants to identify potential risks, weaknesses, and drawbacks of ideas. It highlights logical flaws and helps identify potential problems.

Yellow Hat (Positive Thinking): The yellow hat embodies optimism and positive thinking. It prompts participants to explore the benefits, values, and advantages of ideas, focusing on the potential opportunities and positive outcomes.

Green Hat (Creative Thinking): The green hat symbolises creativity and innovation. It invites participants to generate new ideas, explore alternative perspectives, and think outside the box. The green hat encourages free-flowing and imaginative thinking.

Blue Hat (Meta-Cognitive Thinking): Acting as the facilitator or organiser, the blue hat oversees the thinking process. It sets the agenda, establishes guidelines, and manages the overall discussion. The blue hat ensures that each hat is utilised effectively and guides the conversation towards productive outcomes.

These six hats provide a structured approach to thinking and decision-making, allowing individuals or groups to consider multiple perspectives and thoroughly explore ideas from various angles.

Read: 6 Thinking Hats A short description of the history and method:

<https://www.mindtools.com/ajlpp1e/six-thinking-hats>

Watch: 6 Thinking Hats - Creative Thinking by De Bono A short explanation video:

<https://www.youtube.com/watch?v=NONCrEHxlr0>

Phase 3 - Connecting with Community, Place and Nature

"Regenerative cultures are about thriving rather than just surviving, about adding value and increasing the health and vitality of the whole system, rather than just maintaining the status quo or minimising harm." Daniel Christian Wahl

Phase 3 Summary: In this phase, climate coaches work with community stakeholders to value, appreciate, and learn from nature and place, fostering a deeper sense of interconnection within the web of life. Processes such as observation exercises, dialogue walks, and active hope activities are designed to be inclusive of harder-to-reach communities and well-suited to the local context, fostering a deeper sense of connection with nature and place.	
Phase 3 Goals & Purpose:	By fostering a deeper connection with place and nature, individuals and communities can build resilience and better understand the ecological context in which they live, leading to a greater sense of belonging and well-being.
Key Competencies:	Transformation Competencies, Engagement & Facilitation Competencies, Carbon Reduction, Regeneration & Sustainability Competencies

"The problem with ecological awareness and action isn't that it's horribly difficult. It's that it's too easy. You are breathing air, your bacterial microbiome is humming away, evolution is silently unfolding in the background. Somewhere, a bird is singing and clouds pass overhead. You don't have to be ecological. Because you are ecological." Timothy Morton, Being Ecological

How do we broaden people's awareness through connecting to nature, and instill a sense of awe for our interconnection with the natural world?

[Deep Time Walk](#)

[The Cosmic Walk](#)

[Forest Bathing](#)

[WTR Ancestor Exercise & Deep Time Connection Exercise](#)

[The Web of Life Game](#)

[Sit Spots from Permaculture](#)

How do we engage people in connecting to place and nature?

[Walk & Talk](#)

[Place Check: Deepening Engagement with Local Environments](#)

[The Systems Game](#)

[Land Work: Engaging Communities in Nature Connection and Restoration](#)

How do we broaden people's awareness through connecting to nature, and instill a sense of awe for our interconnection with the natural world?

Deep Time Walk

Deep Time Walk is a transformative journey through 4.6bn years of Earth history via a 4.6km guided walk. It is an invitation to view the world differently, encouraging positive action and advocacy for a regenerative Earth.

Designed by an experienced team of radio producers, professional actors, award-winning script writers and sprinkled with creative genius, the Deep Time Walk App brings together excellence in science, the arts and appropriate technology to provide a unique experience of Earth history. See the site for tools and resources to empower a global community of changemakers and volunteer facilitators.

Listen: Downloading the app and walking while listening to it is the way it was designed to be heard. Available on Google Play and the App Store.

Though this podcast is a different rendition, it still gives a sense of the deep time journey -

<https://www.outrageandoptimism.org/episodes/the-deep-time-walk-stephan-harding>

Source: <https://www.deeptimewalk.org/>

The Cosmic Walk

The Cosmic Walk is a profound and transformative ritual that invites us to connect with the vastness and interconnectedness of the Universe. Originally created by Sr. Miriam MacGillis of Genesis Farm, the Cosmic Walk has become a powerful tool used by people worldwide. It allows us to move beyond intellectual understanding and brings the story of the Universe process from our minds to our hearts. During the Cosmic Walk, we embark on a journey through time, tracing the remarkable 13.7-billion-year history of the Universe's birth, the 4.6-billion-year evolution of planet Earth, and the emergence of life, including our own evolutionary story. By experiencing this narrative firsthand, we awaken a deep sense of awe, wonder, gratitude, and compassion within us. We are reminded of our interconnectedness with all beings and gain a profound appreciation for the beauty and mystery of our existence.

Through the Cosmic Walk, we find meaning and purpose in our lives and discover our place within the intricate web of life on our planet. It is a transformative experience that fosters a deep connection to the natural world and empowers us to take meaningful action in our role as stewards of the Earth. As Community Climate Coaches, embracing the Cosmic Walk can inspire us to lead with a sense of reverence and care, igniting a powerful commitment to creating a sustainable and harmonious future.

Link: <https://cabraghwetlands.ie/facilities-3/cosmic-walk/>

Forest Bathing

Taking the time to immerse in nature either in a doing-mode (like walking) or a being-mode (mindfulness practice), or with a bit of both, has been an integral part of our human development. However, “forest bathing” specifically emerged as a term in Japan in the 1980s as a physiological and psychological exercise called *shinrin-yoku* (“forest bathing” or “taking in the forest atmosphere”). The purpose was twofold: to offer an eco-antidote to tech-boom burnout and to inspire residents to reconnect with and protect the country’s forests.

In the 1990s, researchers began studying the physiological benefits of forest bathing, providing the science to support what we innately know: time spent immersed in nature is good for us. It involves spending mindful, quiet time in the company of trees, under the protection of their leafy canopy, touching them, looking at the play of light and colour intermingled with the background sky, breathing in the pine-scented air, laying down and looking up through the branches and fluttering leaves, letting everything just float by... Immerse yourself as if it were the first time you were ever in a forest and coming into contact with the creatures and creations found there.

This is worth doing multiple times alone, with groups and with trained guides who are dedicated to connecting people with places.

Read: <https://www.forestryengland.uk/blog/forest-bathing>

Watch: Rooted in Science <https://www.youtube.com/watch?v=EsjGYI-SJy4>

By no means a substitute for actually being outside, beyond the 4 walls of our human civilisation, but this video can be a support if it’s not possible to be in a forest and you long for a short connection to that environment: <https://www.youtube.com/watch?v=02CXKnftM-4>

WTR (Work That Reconnects) Ancestor & Deep Time Connection Exercise

The current dominant culture does not pay tribute to our ancestors in its societal norms the way indigenous cultures would have and still do. In these cultures it is common practice for people to connect with the wisdom and guidance of ancestors through individual and communal processes. This can allow one to feel a connection across time and space to the ideas, and realities of those that came before us, as well as the wisdom and courage that can come to us through doing so. The following exercise from The Work That Reconnects gives an emotional experience to the realms of ancestry - connecting to what it means to have past and future generations in which we are a part of the lineage.

Read: <https://workthatreconnects.org/resource/the-seventh-generation>

Other WTR exercises and practices: <https://workthatreconnects.org/resources/practices/>

The Web of Life Game

The Web of Life game is an interactive and experiential learning tool designed to explore the interconnectedness and interdependence of living systems. It is often used in environmental education, sustainability workshops, and systems thinking training.

The game simulates a complex ecosystem where participants take on the roles of different organisms, such as plants, animals, and microorganisms. Each participant has specific characteristics, needs, and relationships with other organisms in the ecosystem. Through gameplay, participants experience firsthand how changes in one part of the system can have ripple effects throughout the entire web of life.



The Web of Life game promotes a deeper understanding of ecological concepts, including food webs, energy flow, and biodiversity. It highlights the importance of balance and resilience in ecosystems and emphasises the impact of human activities on natural systems.

Participants learn about the intricate connections between different species and how disruptions or imbalances can have cascading effects on the entire ecosystem. The game encourages critical thinking, collaboration, and problem-solving as participants navigate the challenges and complexities of maintaining a healthy and sustainable web of life.

Overall, the Web of Life game serves as a powerful tool for fostering ecological literacy, systems thinking, and a sense of interconnectedness with the natural world. It provides an engaging and interactive learning experience that encourages participants to explore their role and responsibility in creating a more sustainable future.

The process is:

- Distribute the nature cards or stickers: Give each participant a card or sticker with the names of different elements of nature written on them, representing various organisms or components of an ecosystem e.g. pond; tree; bees; comfrey.
- Form a circle: Have the participants sit or stand in a circle, ensuring everyone is visible to each other.
- Start with the tree: Begin the game by selecting a participant holding the tree card. They hold one end of the ball of string and pass it to another person in the circle, stating the relationship between the two elements represented by the cards. Encourage others in the group to join in and offer their insights.
- Pass the ball and state relationships: The person who receives the ball of string holds onto it and passes it to another participant, continuing the process of stating the relationship between the elements represented on their cards. This continues until everyone has had a turn naming a relationship and holding the string.
- Observe the complex web: As the game progresses, the ball of string forms a complex web, representing the interconnectedness of organisms in an ecosystem. Discuss how the diversity

of species and relationships strengthens the ecosystem, emphasising the concept of biodiversity.

- Demonstrate ecosystem impacts: Select one of the elements represented on the cards and ask the participant holding the string to pull to demonstrate ecosystem stress, or to completely let go. If the string is let go, you can observe how the web becomes weaker and less connected, illustrating the effect of losing a species on the entire ecosystem. Repeat this process with other elements to further demonstrate the cascading impacts of biodiversity loss.
- Reflect on the interconnectedness: Facilitate a discussion about the connections between organisms and the interdependence of the ecosystem. Emphasise that any change or loss in one part of the web can have consequences for the entire system.

By engaging in this activity, participants gain a visual representation of the complex relationships within an ecosystem and the importance of preserving biodiversity for the health and resilience of the web of life.

Sit Spot from Permaculture

A Sit Spot is a grounding, observation-based exercise regularly used in Permaculture Design to immerse yourself, with a beginner's mind, in your natural surroundings. You find one place, outdoors, somewhere that calls to you, though it doesn't have to be a place of particular features such as a waterfall or forest - it can be somewhere in your garden that you feel drawn to. You then allow yourself to be drawn in, focusing on whatever your attention is drawn to. Let this be a place where you learn to sit still – alone, often and quietly – before you playfully explore beyond. You can work through your senses, for example with 5 minutes each to focus on: observing; listening; smelling; feeling; a deeper sensing. See the link for an in-depth description.

Read: <https://www.earth-ways.co.uk/sit-spot/#.ZGSvIHbMI1>

How do we engage people in connecting to their places as well as each other?

Walk & Talk

The Walk & Talk exercise engages people in active listening while connecting subconsciously to the nature around them. The group meets outside to go for a walk in pairs. The facilitator invites people to share their thoughts on specific topics, giving them questions to ask each other. While one person speaks, the other person just listens intently, without commenting, beginning a conversation or responding unless specifically instructed to do so. For example, when each speaker has completed, the listener may offer short summaries on what they have heard with the intent of showing understanding of the speaker's sharing. During the walk the facilitator might suggest for the pairs to change partners.

Even when people are speaking about topics that don't revolve around nature they can still feel connected to their surroundings. Walking while speaking helps to get an understanding of the place they are in, and this works especially well when in the beauty of the natural world. Getting some exercise and being out in the fresh air supports more free thinking and creativity. Furthermore, using deep listening where only one person speaks supports people to reflect as well as deepen their understanding of themselves and others in relation to the topic.

Source: https://www.tesseract.com/Main_455c.html

Place Check: Deepening Engagement with Local Environments

Place Check is a versatile tool that empowers climate coaches to support communities to assess, engage, and catalyse change in their local environments. Through this process, we can gain valuable insights, strengthen community engagement, and work towards building sustainable and resilient communities.

A Place Check typically involves one or more walkabouts, where participants observe and discuss the characteristics of the place. These walkabouts are followed by discussions to reflect on the information and opinions gathered and determine the necessary actions and key stakeholders involved.

More details can be found at the [Placechecks website](#).

The [Placechecks walkabout](#) from Placecheck's website has a list of 21 questions to ask to help explore what makes places special. The following suggested questions are adapted for a Place Check facilitated by Community Climate Coaches.

- Observe the natural features of this place. What flora, fauna, or ecological elements do you notice?
- Take note of the built environment. What architectural styles, infrastructure, or landmarks stand out to you?
- Pay attention to the use of space in this place. How is it organised and utilised by the community?
- Look for signs of community engagement and social interactions. What community spaces, gathering points, or cultural activities do you observe?
- Notice the transportation options available. How do people move around in this place? Are there any sustainable modes of transportation?
- Observe the state of the environment. Are there any signs of pollution, waste management practices, or efforts towards sustainability?
- Pay attention to the accessibility and inclusivity of the place. Are there provisions for people with disabilities, elderly individuals, or diverse communities?
- Observe the presence of green spaces or natural areas. How are they utilised, and what benefits do they provide to the community?
- Take note of the local economy. What types of businesses, industries, or employment opportunities are present? How visible are they?
- Observe the overall atmosphere and sense of community in this place. What are the qualities that make it unique and special?

These prompts are intended to guide your observations during the Place Observation exercise.

The Systems Game

The extractive and growth-based economic systems of today's world contribute significantly to environmental degradation, social injustice, and climate change. As climate coaches, it is important to understand how the economic system works and the interconnectedness of all systems. The Systems Game is a dynamic process that provides a direct experience of open systems and how they self-organise. This exercise can be done outdoors in this phase of the pathway or incorporated into the sessions in phase 4 and 5.

Objectives:

- To provide a direct experience of the dynamic nature of complex systems
- To understand the interconnectedness of all parts of the system
- To understand the self-regulating nature of open systems
- To recognise the perceptual and psychological shifts that occur when the focus is on relations rather than separate entities

Method:

Introduction (5 minutes)

Introduce the session by briefly explaining that the Systems Game will provide a direct experience of complex systems and their self-regulating nature.

Warm-up (5 minutes)

Ask participants to stand in a circle within the open space. Explain that they will be playing the Systems Game, which involves mentally selecting two other people and moving so as to keep at all times an equal distance between them. Demonstrate that this does not mean just staying at the midpoint between the two others.

The Systems Game (10 minutes)

Start the timer and have participants begin to circulate. Each movement should trigger many others in an active, interdependent fashion. People will find that they are, by necessity, maintaining wide-angle vision and constant alacrity of response. The process will speed up for a while, then may abate, accelerate, and again slow down toward equilibrium, but it rarely comes to stasis. Allow the game to continue for some minutes.

Reflection and Discussion (10 minutes)

Stop the game and have participants reflect on their experience. Ask the simple question, "What did you experience?" and allow fruitful discussion. People's reflections usually bring out some key features of self-regulating systems, such as the interdependence of all parts, and their continual activity in seeking and maintaining balance.

Conclusion (5 minutes)

Conclude the session by summarising the key learnings from the game and its variations. Emphasise the importance of recognizing the interconnectedness of all systems and the dynamic, self-regulating nature of open systems. Encourage participants to reflect on how these concepts apply to the extractive and growth-based economic systems of today's world.

Note: The session plan can be modified based on the available time and the needs of the group. It is recommended to have at least 30 minutes for the session, including time for the warm-up, game, reflection, and discussion.

Link: The Work that Reconnects Resources

<https://workthatreconnects.org/resource/the-systems-game/>

Read: Coming Back to Life by Joanna Macy and Molly Young Brown - Book

Land Work: Engaging Communities in Nature Connection and Restoration

When community climate coaches facilitate nature connection, one effective approach is through Land Work, which involves engaging participants in activities such as tree planting, hedgerow or ecosystem restoration. These hands-on experiences not only connect individuals to nature but also foster a sense of community and collective action.

Here are some ways to incorporate Land Work into nature connection initiatives:

- Community engagement events: Host community gatherings or celebrations centred around Land Work initiatives. This could include picnics, nature walks, or biodiversity appreciation events, providing opportunities for participants to connect with nature and each other in a relaxed and enjoyable setting.
- Tree planting events: Organise community tree planting events where participants come together to plant trees in designated areas. Provide information about the importance of trees for climate resilience and biodiversity, and guide participants on proper planting techniques.
- Permablitz - This an informal gathering where a group of people comes together to collaboratively do some work. The term "Permablitz" combines "permaculture" and "blitz" (a focused effort to get something done). It typically involves hosting activities such as creating edible gardens, weeding or harvesting, it provides an opportunity for individuals to learn, connect with nature, and actively contribute to creating resilient and regenerative landscapes. A common pattern is to initially spend some time designing, with most allocated to doing so that many hands make light work.
- Hedgerow restoration: Focus on restoring and enhancing existing hedgerows in the community. Educate participants about the ecological benefits of hedgerows, such as providing wildlife habitats and acting as natural corridors.
- Ecosystem restoration projects: Identify degraded areas within the community and initiate ecosystem restoration projects. This can include activities such as restoring wetlands, creating pollinator gardens, or revitalising urban green spaces. Encourage community members to actively participate in the restoration efforts.
- Collaborative nature stewardship: Establish partnerships with local conservation organisations, land trusts, or community gardens to create opportunities for community members to engage in land stewardship activities. This could involve regular maintenance tasks like weeding, pruning, or trail maintenance, fostering a sense of ownership and connection to the land.
- Educational workshops: Alongside Land Work activities, organise educational workshops to provide participants with a deeper understanding of the ecological importance of the work they are doing. Offer sessions on topics like biodiversity, soil health, or sustainable land management practices, empowering participants with knowledge and skills to make a positive impact.

Land Work not only fosters nature connection but also serves as a catalyst for community engagement, building relationships and friendships, environmental stewardship, and the cultivation of a sense of shared responsibility for the well-being of our natural surroundings.



Creating a community garden together. Cloughjordan Ecovillage

Phase 4 - Mapping Strengths & Envisioning Community-Led Initiatives

“If we want to help people in a way that does no harm to them and their capacities in their communities, then the best place to start is with what is strong within them and within their communities, and not with what's wrong.” Cormac Russell

Phase 4 Summary: In this phase climate coaches work with the community to capture stories of place and use participatory asset mapping to identify the strengths and vulnerabilities of the local area or bioregion. This includes analysing the context, facilitating an understanding of the broader regional context and identifying opportunities for collaboration to enable local people to actively co-design and implement initiatives that are relevant to the place	
Phase 4 Goals & Purpose:	The goal is to build a comprehensive understanding of the local ecosystem, social networks and illuminate the community-led initiatives that are well-suited to the needs of the community.
Key Competencies:	Transformation Competencies, Engagement & Facilitation Competencies, Carbon Reduction & Sustainability Competencies

Where are we now in our community and where could we be?

[Cultivating Story of Place](#)

[Appreciative enquiry](#)

[Doughnut Economics](#)

How do we best map our strengths and stories?

[Participatory Asset Mapping](#)

[Asset-Based Community Development \(ABCD\)](#)

[Open Green Mapping System](#)

Where are we now in our community and where could we be?

Cultivating Story of Place

Approaches and processes to surface the collective history, values, and culture of a particular community or region. Understanding the story of a place can help communities build a sense of connection and belonging to their local area, and see themselves as part of a larger ecosystem.

The "Story of Place" exercise is a participatory activity that helps individuals and communities explore and understand the unique narratives, histories, and relationships associated with a specific place. It involves collecting and sharing personal stories, memories, and experiences related to a particular location or community. The exercise encourages participants to reflect on their connections to the place,

the changes it has undergone over time, and the social, cultural, and environmental significance it holds.

Participants may engage in various activities during the Story of Place exercise, such as conducting interviews, organising storytelling sessions, creating visual representations, mapping key locations and landmarks, and documenting historical information. The aim is to gather a diverse range of perspectives and experiences that collectively contribute to a more comprehensive understanding of the place and its significance to the community.

By engaging in this exercise, individuals and communities can foster a sense of belonging, strengthen community bonds, and develop a deeper appreciation for the unique heritage and identity associated with a specific place. The exercise can also serve as a foundation for community-led initiatives, decision-making processes, and future planning efforts that prioritise the preservation, conservation, and sustainable development of the place based on its cultural, social, and environmental values.

Link: Lessons learnt from a Regenerative Design: Story of Place Workshop Series

https://www.linkedin.com/pulse/lessons-learnt-from-regenerative-design-story-place-exercise-qadir/?trk=public_profile_article_view

Appreciative enquiry (AE)

This is a collaborative, strength-based approach to facilitating positive change and building capacity that focuses on the positive aspects of an organisation or community. It is a planning and evaluation tool that involves identifying and amplifying strengths, assets, and positive experiences to build a shared vision of the future. The process typically involves four stages: discovery, dream, design, and destiny.

- In the discovery phase, participants reflect on their positive experiences and identify what is working well in the organisation or community.
- In the dream phase, they envision a desired future and imagine what it would look like.
- In the design phase, they create plans and strategies to achieve that future.
- Finally, in the destiny phase, they take action to implement the plans and achieve their vision.

AE emphasises collaboration and dialogue, and encourages participants to engage in open and honest communication. It is often used in organisational development and change management to create a positive culture and build momentum for change. AE has been shown to be effective in building resilience and fostering positive social and environmental outcomes.

Source: The Center for Appreciative Inquiry

<https://www.centerforappreciativeinquiry.net>

Watch: What is 'Appreciative Enquiry'? <https://youtu.be/l3RjC5vllZ4>

Doughnut Economics

Although this is introduced in Phase 1 for context setting and Phase 3 in the context of outlining planetary boundaries, it can really be delved into in Phases 4 & 5.

Kate Raworth's *Doughnut Economics* is an economic mindset and compass for human prosperity in the 21st century. The Doughnut consists of two concentric rings: a social foundation, to ensure that no one

is left falling short on life's essentials, and an ecological ceiling, to ensure that humanity does not collectively overshoot the planetary boundaries that protect Earth's life-supporting systems. Between these two sets of boundaries lies a doughnut-shaped space that is both ecologically safe and socially just: a space in which humanity can thrive.

Watch: A healthy economy should be designed to thrive, not grow. Kate's introductory TED talk.

<https://youtu.be/Rhcrbcg8HBw>

Resources: Doughnut Economics Action Lab: A community of changemakers worldwide turning the radical ideas of Doughnut Economics into transformative action and aiming to bring about systemic change.

<https://doughnuteconomics.org/tools>

Model: The Devon Doughnut

The Devon Doughnut is a localised "Doughnut" of planetary boundaries and social foundations for the county / region of Devon, UK. Rather than looking at how we are globally overshooting our planetary boundaries or failing to take care of our most vulnerable, this localised doughnut shifts this framework to the regional (political) / bioregional (geographical) scale to demonstrate how local people can meet the social needs in the area without damaging ecosystems in the process.

<https://devondoughnut.org/>

A tool to support local Doughnut Economics - Doughnut Economics Localised Vital Engagement Strategy

DELVES enables everyone, everywhere to get actively involved in co-designing and implementing systems change prototypes that are relevant to local and cultural context and actionable within a place-based perspective.

<https://doughnuteconomics.org/tools-and-stories/110>

Source: Kate Raworth - <https://doughnuteconomics.org>

How do we best map our strengths and stories?

Participatory Asset Mapping

Participatory Asset Mapping is a valuable tool for community climate coaches to empower people in local places to identify, assess, and mobilise their existing assets, resources, and strengths. It involves engaging community members in actively mapping and documenting the diverse assets within their neighbourhood or region. By recognising and empowering individuals to contribute their knowledge, skills, and resources, this approach fosters community involvement, increased cohesion, and empowerment.

As a Community-Based Participatory Action Research (CBPAR) process, Participatory Asset Mapping engages community members in research, decision-making, and action, generating a shared awareness and understanding of community assets. This process not only reveals existing community assets but also highlights areas for improvement and targeted interventions, ultimately enhancing community well-being and resilience.

Link: Healthy City - Participatory Asset Mapping Toolkit

<https://ecodistricts.org/information-exchange/asset-mapping-toolkit/>

In this toolkit, you will find guidance and resources on planning Participatory Asset Mapping events and leveraging this approach to drive positive change in your community.

Read: How to Map Assets & Expose Real Wealth for Shared Futures

<https://www.shareable.net/how-to-map-assets-expose-real-wealth-for-shared-futures/>

Asset-Based Community Development (ABCD) approach

The Asset-Based Community Development (ABCD) approach is a powerful tool that can empower communities to lead the way in creating positive change. It acknowledges that every community possesses unique assets, strengths, and resources that can be harnessed to address the challenges of climate change. As Community Climate Coaches, adopting the ABCD approach allows us to shift our focus from problems to possibilities.

Instead of viewing communities through a lens of needs and deficiencies, ABCD encourages us to identify and leverage the existing assets within a community. These assets can include the knowledge, skills, relationships, natural resources, and cultural strengths that are already present. By tapping into these assets, we enable communities to take ownership of their own climate action initiatives and solutions.

The ABCD approach fosters empowerment by facilitating the identification and sharing of strengths within the community. It encourages collaboration, engagement, and the co-creation of social innovations. As Community Climate Coaches, we play a vital role in supporting communities to identify their assets, connect with local resources, and work together towards sustainable climate solutions.

By embracing ABCD, we can unleash the collective power and potential of communities, empowering them to drive meaningful change and create a resilient future in the face of climate challenges.

Link: Nurture Development - ABCD Resources

<https://www.nurturedevelopment.org/about-abcd/>

Watch: Cormac Russell - Sustainable community development: from what's wrong to what's strong

<https://youtu.be/a5xR4QB1ADw>

Open Green Mapping System

The Open Green Map system is a useful tool for Community Climate Coaches to work with communities in mapping their strengths and resources. It offers an interactive map making tool that allows people to share their own selection of sustainability sites and resources.

With the Open Green Map, people of all ages and backgrounds can get involved in mapping. The platform allows for easy publishing, updating, and expansion of Green Map projects, eliminating costly design and production while encouraging community participation. The Open Green Map empowers Community Climate Coaches and communities to connect with local resources and assets. By using this tool, coaches can engage with communities in mapping their natural, social and cultural resources and fostering a sense of ownership and pride in their local environment.

Link: Open Green Map

<https://www.opengreenmap.org/home>

Phase 5 - Hosting Dialogue & Nourishing Community-Led Initiatives

“From farmers markets and consumer-producer cooperatives to local business alliances and community finance schemes, people are reweaving the fabric of local interdependence from the ground up. Out of common sense and heartfelt intuition, they are finding innovative ways to step out of the consumer rat race to live local lives at a human pace and scale.” Helena Norberg-Hodge, Local Futures

<p>Phase 5 Summary: This phase of the CCC Resilience Pathway involves facilitating inclusive and participatory conversations to imagine alternative futures and transition from the present situation. The goal is to develop a road map or plan for strengthening local resilience and reducing emissions, while nurturing a social solidarity economy.</p>	
<p>Phase 5 Goals & Purpose:</p>	<p>Here we build on the work done in the earlier phases of connecting to nature and place and mapping the strengths of the community. It also involves exploring new social narratives, such as the Wellbeing Economy framework, which can accelerate the creation of community-led initiatives and stronger local economies.</p>
<p>Key Competencies:</p>	<p>Facilitation Competencies, Coaching Competencies, Carbon Reduction, Regeneration & Sustainability Competencies</p>

How can we help communities imagine and work towards a regenerative future?

[Exploring the Future with a Time Machine](#)

[Strengthening Imaginative Capacity with the Imagination Sundial](#)

[Backcasting](#)

[Three Horizons](#)

[Revisiting the Iceberg Model](#)

What approaches could we use to maximise participation and engagement?

[Hosting Conversations with Powerful Questions](#)

[World Café](#)

[The Tanaloa Dialogue Process](#)

[Open Space Technology](#)

What approaches can foster the nourishment of Community-Led Initiatives?

[Community Wealth Building](#)

[The Wellbeing Economy](#)

How can we help communities imagine and work towards a regenerative future?

Exploring the Future with a Time Machine

In his book "From What Is to What If," Rob Hopkins introduces a powerful exercise called the Time Machine. This exercise invites people to embark on a journey of imagination, time-travelling to the year 2030, not to a utopian or dystopian future, but rather to a future shaped by our collective actions and efforts over the intervening years.

During workshops or talks, Rob guides participants through this transformative exercise. He asks the audience to form pairs with someone they didn't know before the event and encourages them to close their eyes. With their imagination's full sensory capabilities engaged—sight, smell, sound, and feeling—participants prepare to activate their time machine.

Rob sets the stage by describing the future they will be travelling to—a future marked by remarkable social and economic transformation, where positive change cascades and bold action unlocks resources and policy-making. Industries have transformed, biodiversity decline has begun to reverse, and cultural stories and narratives have shifted. It is a time that future generations will tell great stories and sing great songs about—a time defined by the bravery and vision of those who came before.

With a physical step forward in small groups or a collective hum in larger gatherings, the participants activate their time machine and enter into two minutes of reflective silence. They immerse themselves in their imagined future, capturing their experiences and observations in their minds.

After this period of reflection, participants share what they witnessed with their partners, and capture the essence of their experience. When the group reconvenes, individuals share their insights, which can be profound and emotional. Statements like "There are no cars," "There are no homeless people," "Birdsong is so much louder," "There are food gardens everywhere," and "There's a strong sense of collective purpose" resonate in the room, sometimes moving people to tears.

Through the Time Machine exercise, Rob Hopkins creates a space for collective imagination, allowing individuals to glimpse a future shaped by transformative action. This exercise serves as a powerful reminder of the potential within us to shape a better world and motivates us to take bold steps towards realising that future.

Read: 'From What is to What If: Unleashing the power of imagination to create the future we want'

<https://www.robhopkins.net/the-book/>

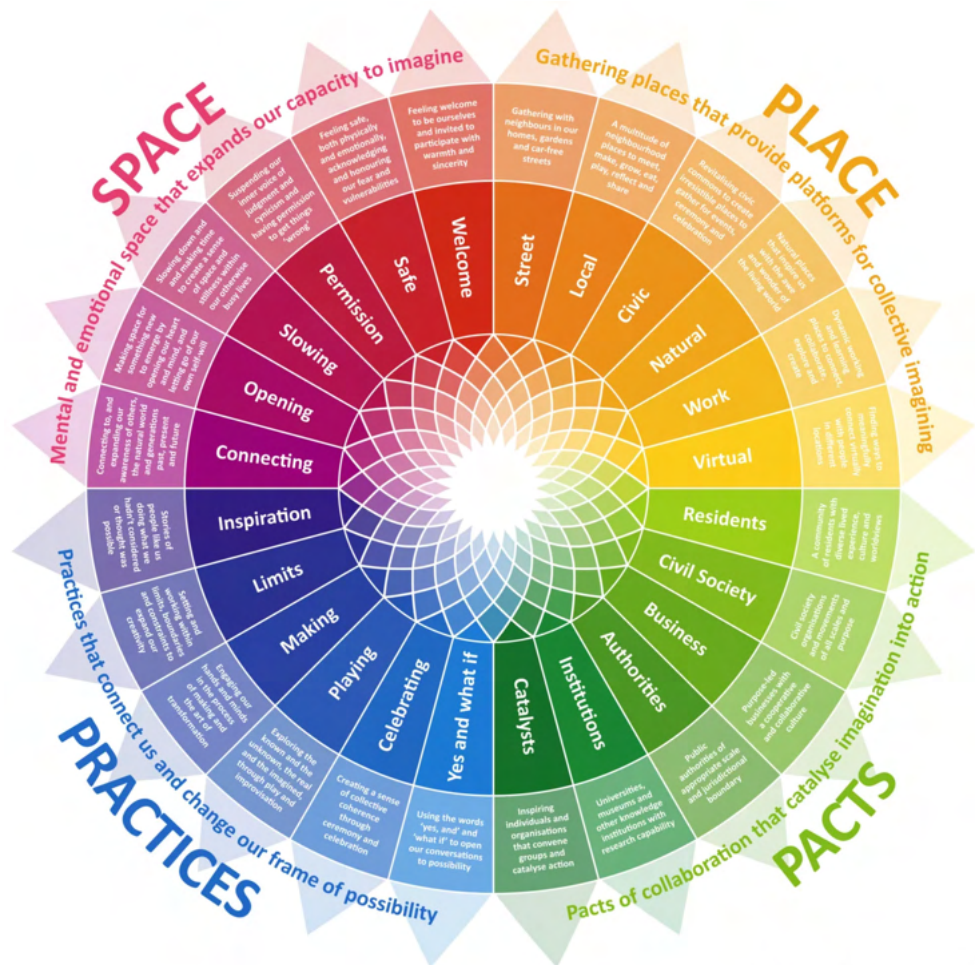
Watch: 'From What Is to What If'. A walk through a day in 2030.

<https://youtu.be/aTNhpXdyciM>

Strengthening Imaginative Capacity with the Imagination Sundial

The Imagination Sundial, developed by Rob Shorter with Rob Hopkins is a tool designed to rebuild the imaginative capacity of individuals and communities that is useful for the work of community catalysts. It recognizes the current decline in imagination and aims to counteract it by providing a framework for intentional and skillful imagination-building.

The Sundial consists of four main elements: Space, Place, Practices, and Pacts. Each element contributes to nurturing imagination and expanding the realm of what is possible.



© 2020. Imagination Sundial by Rob Shorter is licensed under CC BY-SA 4.0

Space refers to the mental and emotional space that allows imagination to flourish. It involves creating a safe and welcoming environment where individuals can slow down, connect with others, and reconnect with the natural world. Practices like morning pages and the Time Machine exercise are examples of activities that cultivate this space.

Place represents gathering places that stimulate collective imagining. These can be physical locations, such as urban agriculture projects or transformed public spaces, or even virtual spaces that foster creativity and connection. The aim is to create places where diverse people can come together, share ideas, and envision a better future.

Practices are the activities that bridge the gap between the known and the unknown, sparking imagination and shifting perspectives. These practices can involve play, making, storytelling, or exploring the power of "What If" questions. By engaging in these practices, individuals can tap into their imaginative potential and explore new possibilities.

Pacts are collaborative agreements that translate imagination into action. They involve forging partnerships and alliances between various stakeholders, including public authorities, local businesses,

knowledge institutions, and civil society organisations. Pacts recognize that collective action is necessary to bring about meaningful change and turn imaginative ideas into reality.

The Imagination Sundial serves as a useful guide for utilising these elements to foster imagination and shape a more positive and resilient future. It offers a holistic approach to nurturing imagination at individual, community, and societal levels.

Read: <https://www.robhopskins.net/2020/06/30/introducing-the-imagination-sundial/>

Backcasting

Backcasting is a tool for realising goals based on reverse-identifying steps to get from a future vision to what needs to happen in the present and the in-between phase. Various future scenarios are explored - assessing the feasibility and implications of them - then key actions and stages are identified that will act as ripple-effects to reach the desired outcome. It's suitable for groups as a participatory exercise or for individuals to imagine a future with clarity not constrained by the limits of past experience.

Read: Backcasting explained: <https://energyfutureslab.com/backcasting-starting-with-the-end-in-mind/>

Read: Backcasting in Practice: [Backcasting: A Roadmap to Transformational Change - Sustainable Brands](#)

Watch: How might Einstein solve our sustainability problems? <https://www.youtube.com/watch?v=DeDm-HTFuiY>

Three Horizons

Three Horizons is a strategic tool used for exploring and navigating complex and uncertain futures. It is especially useful in the context of innovation, sustainability, and transformational change. This method identifies trends and behavioural patterns that are both supporting and disrupting the status quo and thus can be used amongst a group seeking to strategically influence change within their community, work or wider society. Participants envision alternative futures, identify emerging opportunities and challenges, and also develop a roadmap for transitioning from the current state to a more desirable future.

This framework is an underpinning structure for conversations about the past, the present and the future that examines behavioural, social and organisational patterns using three distinct lenses, called Horizons. These map the shift from established patterns of the First Horizon (past and present), that are no longer fit for purpose, to the establishment of new patterns in the Third Horizon (forecasted future), via the transition activity of the Second Horizon (current changes).

It's a facilitation technique that can be conducted with flexibility, depending on the audience, the context of the workshop, any specific themes of change for the horizons etc. Core elements involve defining each horizon, identifying patterns and behaviours that reinforce each, and then exploring the kinds of transformative responses that will ultimately bring about change. The aim is to understand how the third horizon of the future can become the established status quo of the present. This can be analysed for numerous purposes, including how to assist in the transition. The details emerge via participant engagement and interactive discussion.

The First Horizon – H1 – is the current dominant system, representing 'business as usual'. Society relies on these systems being stable and lasting, and for better or worse, much of our

daily lives and lifestyles are intertwined within this paradigm. It includes the existing technologies, business models, and institutions that are generally resistant to change. The focus in H1 is on maintaining and improving the current system's efficiency and effectiveness. As the world changes, the norms, patterns and systems of H1 begin to feel out of place, inappropriate and, in extreme cases, a threat to future horizons. Business as usual will eventually be superseded by new ways of doing things, and actually contains the seeds of its own demise. orizon 1 (H1) - The present: this horizon represents the current dominant system, practices, and values that are widely accepted and entrenched.

The Third Horizon – H3 - emerges as the long term successor to business as usual. Fringe activity in the present continues to grow into the flourishing status quo of the future. H3 consists of completely new ways of doing things, with some trial and error, but many of its characteristics end up being much better fitted to the world that is emerging than the dominant H1 systems. Pockets of this future can already be found in the present..

The Second Horizon – H2 - is a pattern of activities, ideas, innovations with the potential to drive systemic change that are disrupting the way things are done. Communities, companies, people, various groups all pioneer new approaches in response to the ever-changing world around them. Some of these innovations will be absorbed by H1, incorporated to prolong its life, while some will aid the transition, and set the stage for the radically different H3 systems to blossom. The disruptions of H2 can be harnessed to manage the collapse or dissolving of H1, and thus support the more wholesome H3 systems to be embedded in the new H1.

Source: <https://www.internationalfuturesforum.com/three-horizons> The Three Horizons Framework was developed by Bill Sharpe, along with his colleagues at the International Futures Forum (IFF), a non-profit organisation focused on helping people navigate complex challenges and transformative change.

Watch (30mins): <https://www.youtube.com/watch?v=tHRyNnwiGz0>

Watch (5 mins): <https://www.youtube.com/watch?v=w7V6C3580Wl>

Link: Description, Steps & Resources:

<https://www.h3uni.org/facilitation-guide/three-horizon-mapping-guide/>

Read: Three Horizons: The Patterning of Hope - 2nd Ed

<https://www.internationalfuturesforum.com/p/three-horizons-the-patterning-of-hope>

Link: Presentation slides on understanding the method

<https://www.slideshare.net/grahamiff/sharpe-and-hodgson-3h-presentation>

This can be an effective tool for developing community resilience plans or roadmaps by helping communities envision a sustainable and resilient future, identify emerging challenges and opportunities, and collaboratively design strategies to navigate the transition.

Here is a suggested approach for using the Three Horizons Framework in the context of community resilience planning:

Engage stakeholders: Bring together a diverse group of stakeholders, including community members, local government representatives, businesses, and non-profit organisations. This diversity will help ensure a comprehensive understanding of the community's needs and resources. Use the Critical Yeast approach to ensure

Set the context: Introduce the Three Horizons Framework and explain its relevance to community resilience planning. Encourage stakeholders to consider the community's current state, potential future challenges (e.g., extreme weather, supply chain disruption, cost of living challenges), and their vision for a resilient future.

Map the horizons: Facilitate a mapping exercise where stakeholders identify the key characteristics, trends, and forces shaping each horizon in the context of community resilience.

This can include:

- Horizon 1: Current systems, infrastructure, resources, and practices that contribute to community resilience or create vulnerabilities.
- Horizon 3: A vision for a resilient and sustainable community, including desired characteristics, systems, and practices.
- Horizon 2: Emerging innovations, disruptions, or trends that may influence community resilience in the short-to-medium term.

Explore tensions and synergies: Encourage stakeholders to discuss the relationships between the three horizons, focusing on tensions, trade-offs, and synergies. This analysis can help identify barriers to resilience and opportunities for collaboration.

Develop strategic actions: Based on the insights generated from the mapping and analysis, facilitate a discussion around potential strategic actions that can help the community transition from H1 to H3.

These actions may involve:

- Strengthening existing systems and practices that contribute to resilience.
- Supporting and scaling Horizon 2 innovations that enhance community resilience.
- Addressing barriers to change and fostering collaboration among stakeholders.
- Prioritising and assigning responsibilities:
- Helping stakeholders prioritise the identified actions based on their feasibility, impact, and alignment with community needs.
- Assigning responsibilities to specific stakeholders for implementing the actions, and establishing a timeline for progress.

The World Café method (see following page) can be used in conjunction with the Three Horizons Framework to facilitate meaningful and engaging conversations around envisioning and planning for a sustainable and innovative future. Combining these two approaches can help participants explore complex issues, share diverse perspectives, and collaboratively develop strategies for systemic change.

Revisiting the Iceberg Model

The Iceberg Model is a method to reveal the hidden or unconscious parts of an event and to understand how patterns, structures and models have influenced it and are below the surface. It's a systemic approach to understand an event as more of a symptom - the visual "tip of the iceberg".

It supports understanding the roots of a problem and making them visible underneath the surface. The method allows you to dive deep and gain a full view. In general, the Iceberg Model is a context setting narrative that is the basis of our framework as it's an easy method to understand systems thinking.

We introduced it earlier in Phase 1 and now we want to dive deeper into understanding and addressing the needs of our communities. It allows us to grasp problems at the root level, as well as inspire creative ways to overcome challenges.

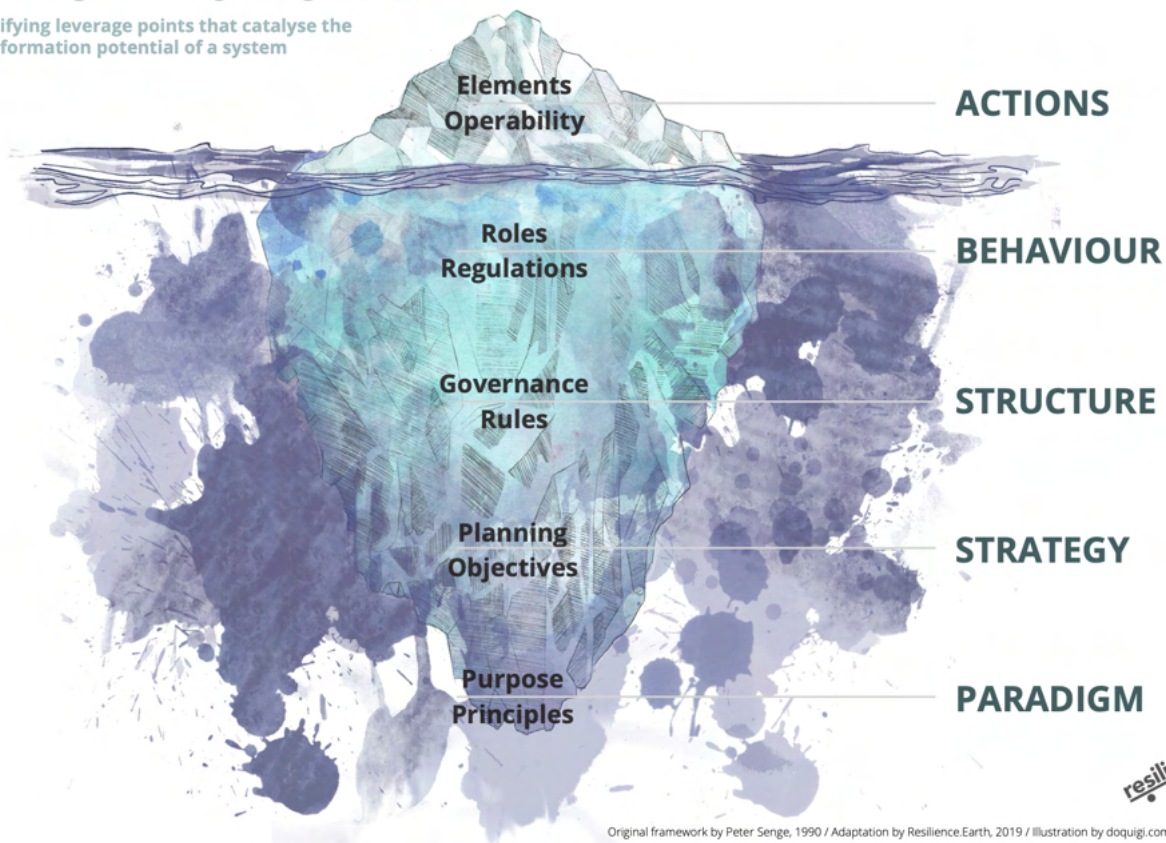
Watch: The Iceberg Model A short video explaining the theory with simple examples:

<https://www.youtube.com/watch?v=ye7TVMI-TQ>

Read: The Iceberg Model for Problem-Solving This article explains the Iceberg Model and how it relates to problem-solving: <https://bigthinking.io/the-iceberg-model-for-problem-solving/>

THE ICEBERG MODEL

Identifying leverage points that catalyse the transformation potential of a system



Original framework by Peter Senge, 1990 / Adaptation by Resilience Earth, 2019 / Illustration by doquigi.com

resilience
earth



What approaches could we use to maximise participation and engagement?

Hosting Conversations with Powerful Questions

Community Climate Coaches have a crucial role in helping communities build resilience in the face of challenges. Hosting conversations with the community using powerful questions is key to this. Questions can provoke action, foster discovery, reduce confusion, and open people up to possibilities and creativity.

To craft effective questions, it's important to attract energy and focus attention on what matters. Open-ended questions invite inquiry and curiosity, avoiding simple yes/no answers. Powerful questions should be simple, thought-provoking, generate energy, focus inquiry, challenge assumptions, open new possibilities, and evoke more questions.

By using powerful questions, Community Climate Coaches can facilitate conversations that go beyond surface-level discussions. They can inspire participants to think deeply about the challenges they face and the opportunities available to them.

See [The Fourfold Path in Hosting Conversations that Matter](#) in Phase 2 also.

World Café / Conversation Café

This is an important methodology for hosting community conversations that can be easily adapted to suit different community needs and sizes. Its flexibility makes it an ideal tool for hosting deeper conversations in a variety of settings and could be utilised in Phases 4, 5 and 6 to foster relationships among community members, creating a strong sense of shared purpose and collaboration and allowing participants to engage in meaningful dialogue on a particular topic.

Integral to the method are seven inclusive design principles to encourage participation, empowerment and effectiveness. A description of the method is outlined here <https://theworldcafe.com/key-concepts-resources/world-cafe-method/> and resources and more information can be found in the links below and on the worldcafe.com website.

Climate coaches will use and adapt this approach in other phases of the CCC Pathway. Variations like the ProAction Café can be tailored for different outcomes.

7 design principles: <https://theworldcafe.com/key-concepts-resources/design-principles/>

Resources & Hosting Kit: <https://theworldcafe.com/tools-store/hosting-tool-kit/>

Watch: https://www.youtube.com/watch?v=_V6AUyf_vQI

Listen: Podcast hosted by Cafe practitioners exploring system change - <https://podcast.theworldcafe.com/>

Watch: ProAction Café - <https://www.youtube.com/watch?v=2sWHCLWYa8o>

The Tanaloa Dialogue Process

The Tanaloa Dialogue is a participatory and inclusive dialogue process inspired by the Pacific tradition of Tanaloa, which refers to open and respectful conversation.

This approach provides a framework for meaningful conversations that address critical questions central to our goals. By engaging in these dialogues, we can assess the current state, envision our desired future, and identify pathways towards climate resilience and regenerative practices. In this stage, we will assess the current state of climate resilience in our communities. We will examine existing initiatives, policies, and practices aimed at addressing climate challenges and building resilience. By understanding our starting point, we can identify gaps, strengths, and opportunities to enhance our community's resilience efforts.

- **Where are we at?** This question encourages participants to assess the current state of affairs regarding the issue at hand, in this case, climate change. It involves sharing perspectives, experiences, and data to gain a collective understanding of the challenges and opportunities.
- **Where do we want to go?** This question focuses on envisioning the desired future or outcome related to climate change. It involves exploring shared goals, aspirations, and visions for addressing the issue and achieving sustainability and resilience.
- **How do we get there?** This question delves into the strategies, actions, and pathways that can lead to the desired future. It involves collaborative brainstorming, knowledge-sharing, and identifying practical steps and solutions to move towards the envisioned goals.

By engaging in dialogue around these three key questions, the Talanoa Dialogue process enables participants to have meaningful conversations, foster understanding, build consensus, and co-create action plans for addressing climate change and achieving sustainable outcomes.

Link: Talanoa Dialogues in Africa

https://comssa.org/wp-content/uploads/2019/01/WEB_Talanoa-Dialogue-Booklet-English.pdf

Link: The Talanoa Dialogue for Climate Ambition (Briefing for ECOLISE)

https://www.ecolise.eu/wp-content/uploads/2018/04/Ecolise_Webinar_TD2018.pdf

Open Space Technology

Open Space Technology is a method for dialogue where the participants set the agenda; providing an opportunity for people to engage deeply and creatively around the issues that are most important to them. It also brings ease and flexibility to events by allowing people to self-select according to what interests or concerns them most.

Discussions take place in small groups. A number of different discussions take place simultaneously on a variety of topics, which are connected in some way to the central theme of the event. A series of these small group conversations happen over the course of the event. Anyone is welcome to suggest a topic for discussion, and participants can choose which conversations they partake in. There are four principles, and one law, which guide Open Space. The principles:

1. Whoever comes are the right people
2. Whatever happens is the only thing that could have happened

3. Whenever it starts is the right time
4. When it's over it's over

The law is known as the law of mobility. This simply means that participants are invited to move between conversations at will - they are not obliged to stick with whichever topic they have chosen at the outset, but may contribute to several, and are free to move on if at any time they become aware that they are neither learning nor contributing. This role is often encouraged, and is sometimes referred to as the role of a butterfly or a bee - to flit between conversations and cross-pollinate ideas and themes.

40 minutes per time slot is recommended, to allow time for conversations to deepen, and for individuals to move between conversations. It's best to try to keep to less than eight people per group - any larger, and not everyone will get to engage fully in the conversation. An ideal number is about 4 or 5 per group. Of course, as people are free to move around, these numbers will vary, with some groups being larger than others at times.

This method works well both in person and online using breakout rooms.

Read: <https://openspaceworld.org/wp2/hho/papers/brief-users-guide-open-space-technology/>

Watch: https://www.youtube.com/watch?v=N9E5P86_KrA

Source: <https://openspaceworld.org/> Open Space Technology originated as a method in the 1980s through the International Symposiums on Organization Transformation, and was discovered by Harrison Owen. Owen writes that this method was "discovered", not invented, as the intelligence of it has been around as long as humans have gathered around campfires; "our modern wisdom has obfuscated what we already knew".

What approaches can foster the nourishment of Community-Led Initiatives?

Community Wealth Building

Community wealth building is an approach that seeks to build sustainable and equitable local economies through the mobilisation of community assets and resources. As community catalysts and climate coaches, understanding and implementing community wealth building strategies can help to create resilient and thriving communities.

Community wealth building is an economic development approach that places significant focus on anchor institutions, which are large institutions that are deeply rooted in the community, such as local government, universities, and hospitals. These institutions possess considerable economic power and can play a critical role in supporting local economic development by redirecting wealth back into the local economy. By channelling their resources towards local businesses and cooperatives, anchor institutions can help create and sustain living wage jobs and build a more inclusive and equitable local economy.

As community catalysts and climate coaches, we can play an important role in popularising this approach and advocating for policies that prioritise local procurement and encourage anchor institutions to redirect a portion of their spending towards community-led initiatives.

Another key strategy in community wealth building is promoting worker ownership and cooperative business models. By supporting the development of worker-owned cooperatives and other types of community-owned enterprises, community catalysts and climate coaches can help to build wealth and equity within the community while also promoting economic sustainability and resilience.

Community wealth building also involves investing in and supporting the development of local assets and resources, such as community land trusts, community development financial institutions, and neighbourhood-based organisations. By working to strengthen and support these local assets, community catalysts and climate coaches can help to create a more equitable and sustainable local economy that benefits everyone in the community.

There are many inspiring examples of Community Wealth Building initiatives around the world, each with their own unique approach and context. Here are a few notable examples:

- **The Evergreen Cooperatives in Cleveland, Ohio, USA:** Evergreen is a network of worker-owned cooperatives that provide goods and services to anchor institutions such as hospitals and universities. The cooperatives provide good-paying jobs and build wealth within the community, while also providing high-quality goods and services to the anchor institutions.
- **The Preston Model in Preston, UK:** The Preston Model is a community wealth building initiative that aims to create a more resilient local economy by keeping money circulating within the city. This involves working with anchor institutions to redirect their procurement spending towards local businesses and co-ops, as well as investing in community-owned assets and cooperatives.
- **The Bologna Regulation on Public Collaboration for Urban Commons in Bologna, Italy:** The Bologna Regulation is a pioneering policy framework that enables citizens to co-manage public spaces and resources. This involves creating partnerships between the city government, citizens, and community organisations to collectively manage and regenerate urban commons.
- **The Mondragon Corporation in the Basque Country, Spain:** Mondragon is a federation of worker-owned cooperatives that operate in a variety of industries, from manufacturing to finance. The corporation is owned and controlled by its worker-owners, and profits are reinvested in the business or distributed among the worker-owners.

Each of these initiatives offers valuable insights into how we can create more resilient and regenerative local economies that work for everyone.

Link - CLES are the curators of the community wealth building movement in the UK.

<https://cles.org.uk/the-community-wealth-building-centre-of-excellence/>

The Wellbeing Economy

A Wellbeing Economy represents a paradigm shift in our approach to economic systems. As Community Climate Coaches, it is crucial for us to understand and embrace this transformative concept. In a Wellbeing Economy, the well-being of both people and the planet takes precedence over economic growth for its own sake. The goal is to ensure that the needs of all individuals and our planet are met equitably and sustainably.

Unlike traditional economic models that rely solely or primarily on GDP growth as a measure of success,

a Wellbeing Economy goes beyond narrow metrics and prioritises shared well-being as the ultimate indicator of societal progress. This necessitates a fundamental shift in our systems and incentives. A thriving economy is one that ensures everyone has access to comfort, safety, and happiness, allowing individuals to channel their creativity towards the flourishing of all life on Earth.

In a Wellbeing Economy, our flourishing is intimately tied to the restoration, safety, and vibrancy of our natural environment. It requires us to give back and nurture the ecosystems that sustain us. Moreover, it empowers individuals to have a say in shaping our collective destiny and fosters a sense of belonging, meaning, and purpose through genuine connections to both people and the planet.

The exciting part is that the principles of a Wellbeing Economy are already being put into practice around the world, offering inspiring examples of how we can create a more sustainable and inclusive future. As Community Climate Coaches, embracing the new way means championing people-centred solutions that prioritise environmental protection, regeneration, and long-term thinking.

Link - The Wellbeing Economy Alliance - A diverse alliance of over 350 organisations and individuals advocating for prioritising people and the planet over profit, fostering collaboration and action to bring about global system change. <https://weall.org>



Conversation Cafe in progress

Phase 6 - Deepening Impact & Amplifying Transformative Innovation

"The web of life both cradles us and calls us to weave it further." Joanna Macy

Phase 6 Summary: In this final phase, we create spaces for reflection, collective learning, and celebration with both our team and the communities we work with. At this stage if not before we might find ourselves as Community Climate Coaches working with County Councils and local authorities to produce Local Climate Action plans or Community Resilience Plans.	
Phase 6 Goals & Purpose:	We focus on building peer support mechanisms, measuring and deepening impact, and amplifying successful interventions to inspire positive change. We also finalise local climate resilience pathways that can increase participation and scale up transformative innovation through community-led initiatives, thereby reducing emissions and strengthening resilience in the community over time.
Key Competencies:	Coaching Competencies, Sustainability Competencies

How can we continue to support and empower each other as community climate coaches?

[Peer Support through Action Learning Sets](#)

How can we measure and evaluate the impact of our work with the community?

[Three Dimensions of Transformative Impact and Capacity: A Conceptual Framework](#)

[Unlocking Impact: The Power of Monitoring, Evaluating, and Learning](#)

What are the most effective ways to share our successes and lessons learned with other stakeholders?

[Stories & Conversations](#)

[Pecha Kucha: A Dynamic Storytelling Format](#)

[Public Narrative](#)

How can we continue to support and empower each other as community climate coaches?

Peer Support through Action Learning Sets

As climate coaches, it's essential to have a supportive network of peers to share ideas and receive feedback on our work. One way to establish this support system is through an Action Learning Set (ALS).

An ALS is a facilitated process that brings together a group of individuals to reflect on their work and to learn from one another through a structured approach. In an ALS, each member takes turns presenting a challenge or issue related to their work, and the group helps to explore solutions and provide feedback.

The process encourages active listening, deep questioning, and reflection, all in the spirit of mutual learning and support.

For a Community of Practice or team of Climate Coaches, an ALS can be an effective way to ensure peer support. By meeting regularly to share experiences and explore solutions together, members of the group can strengthen their problem-solving skills, deepen their understanding of their work, and develop new perspectives and approaches.

To establish an ALS, the group should first identify a facilitator who can guide the process and ensure that everyone has an opportunity to present their challenges. The group should then establish clear guidelines for the process, such as meeting frequency, timing, and expectations for participation.

By creating a supportive network of peers through an ALS, a Community of Practice or team of Climate Coaches can strengthen their work and create a culture of learning and innovation that ultimately benefits the communities they serve.

Link: Action Learning Associates - The UK's leading provider of action learning and action learning facilitator training. <https://www.actionlearningassociates.co.uk/action-learning/>

Watch: Action Learning Sets in Practice - https://youtu.be/vLlclLeog_Og

How can we measure and evaluate the impact of our work with the community?

Three Dimensions of Transformative Impact and Capacity: A Conceptual Framework

Developed by Tim Strasser, SCALE 3D stands for Strategic Capacity development, Leadership and Evaluation for transformation in 3 Dimensions. It consists of a framework (way of seeing) and a tool (a sheet and a canvas) that can be used to apply this framework in practice.

The 3D framework, has three layers and three dimensions: These consist of (1) network leadership, supporting and enabling the development of (2) transformative capacity, which contributes to realizing (3) transformative impact, across three dimensions: depth (structural & cultural embeddedness), width (wide-spread & coherent influence) and length (persistent & evolving reproduction).

Essentially, these three dimensions constitute a lens for understanding and shaping the network leadership roles and transformative capacities needed for scaling social impact that is wide-spread, fundamental and long-lasting. Ideally the 3D methodology can be used at the design and planning stage of an initiative, to think through how to increase beneficial impacts across the 3 dimensions, as well as then monitoring and evaluating those impacts through the various phases of the initiative.

Link: Also see this [introduction to SCALE 3D](#) in the [BLAST toolkit](#).

Read: Tim Strasser's [introduction presentation](#), which includes the links in the notes to his publications, and the google [sheet version](#) of the tool and the [Miro canvas](#) version. Tim has recently also developed a google docs template for [developing M&E plans](#) per work stream.

Watch: Increase your impact in 3D through widening, deepening, and lengthening <https://youtu.be/9KBoFDUxDK4>

Unlocking Impact: The Power of Monitoring, Evaluating, and Learning

MEL, short for Monitoring, Evaluating, and Learning, is a systematic process that helps organisations assess the effectiveness and impact of their projects or initiatives. It involves ongoing monitoring, evaluation, and learning to track progress, measure outcomes, and gather insights for improvement.

The core of an MEL framework lies in its three components working together..

- **Monitoring** involves regularly collecting data and tracking key indicators to keep a pulse on the project's progress.
- **Evaluation** focuses on assessing the effectiveness of the initiative through various methods, such as surveys or data analysis.
- **Learning** involves reflecting on the findings and using them to inform decision-making and improve future interventions.

A well-designed MEL framework is flexible and adaptable to meet the specific needs of an organisation and its goals. It considers factors like data collection methods (for quantitative and qualitative data), evaluation techniques, and capacity for change. By integrating MEL into projects and programs, organisations can ensure accountability, measure impact, and continuously improve their strategies.

Implementing an effective MEL framework requires thoughtful planning, stakeholder engagement, and the use of appropriate tools and methodologies. It enables organisations to make data-driven decisions, demonstrate progress to funders and stakeholders, and enhance the overall effectiveness of their interventions.

Read: What is Monitoring, Evaluation, and Learning?

<https://www.resonanceglobal.com/blog/what-is-monitoring-evaluation-and-learning-mel>

Watch: Training Module: Introduction to Monitoring, Evaluation & Learning

<https://youtu.be/lePg6gq0vOO>

What are the most effective ways to share our successes and lessons learned with other stakeholders?

Stories & Conversations

This is an event format that can be held with community groups and works well if there are food elements that can be woven in (holding a lunch or dinner - preferably the food itself also has a great local story). The event starts with some scene-setting from the facilitation team or a key local initiative that can bring context to the event, followed by a number of people from community-led projects, regenerative businesses, or innovative initiatives in the region sharing briefly about their own efforts. After each stakeholder has shared their story and current updates, follow that section with the World Cafe conversation method to ignite participation, engagement and networking - allowing all participants to share their ideas and explore how to increase their impact. A powerful way to close the event can be through highlighting any further opportunities in the region.

This event structure has been run many times by Cultivate (Ireland, see above Consortium Members) - inspiring stories and compelling conversations for a healthy, low-carbon society.

Pecha Kucha: A Dynamic Storytelling Format

Pecha Kucha is an exciting presentation format that can be a valuable addition to the toolkit of Community Climate Coaches. Derived from the Japanese term for "chit-chat," Pecha Kucha is a concise and visually captivating way to share ideas, stories, and insights.

Sometimes called 20:20, a Pecha Kucha presentation, you'll have 20 slides, each displayed for 20 seconds, resulting in a precisely timed talk of 6 minutes and 40 seconds. This format challenges presenters to be focused, engaging, and efficient in conveying their message.

Pecha Kucha helps Community Climate Coaches host dynamic story sessions that effectively communicate important ideas to diverse audiences. Its visually-driven nature captures attention and keeps participants engaged, while the concise format encourages clear and impactful messaging.

By embracing Pecha Kucha, Community Climate Coaches can create memorable and dynamic presentations that inspire action, raise awareness, and spark meaningful conversations around climate resilience and sustainability.

Link: <https://en.wikipedia.org/wiki/PechaKucha>

Public Narrative

Public Narrative is a powerful communication framework that harnesses the art of storytelling to ignite collective action and create meaningful social change. Developed by Marshall Ganz, Public Narrative empowers Community Climate Coaches to effectively communicate their values, motivations, and vision in a way that resonates with others.

The framework consists of three essential elements: the Story of Self, the Story of Us, and the Story of Now. Through crafting and sharing personal stories, Community Climate Coaches can connect with individuals and communities on a deeper level, inspiring them to join the movement for climate action.

Public Narrative offers a dynamic tool for building connections, mobilising others, and fostering a sense of urgency for transformative change. By harnessing the power of storytelling, Community Climate Coaches can engage, motivate, and empower their communities to take meaningful action towards a sustainable and resilient future.

Link: Why Stories Matter: The Art and Craft of Social Change, by Marshall Ganz

https://leadingchangenetwork.org/resource_center/why-stories-matter-the-art-and-craft-of-social-change/

Link: Leading Change: Leadership, Organization, and Social Movements

<https://marshallganz.usmblogs.com/files/2012/08/Chapter-19-Leading-Change-Leadership-Organization-and-Social-Movements.pdf>

Competencies and Learning Pathway

Competencies are the skills, knowledge, attitudes and experience we need to fulfil a particular job or role. The **Community Climate Coaches Competency and Learning Pathway Guide** is a complement to this handbook, and its purpose is to define and promote the role and vocation of Community Climate Coaches in order to catalyse, scale and accelerate community climate action. The CCC competency and learning pathway guide will often be used in combination with competency tools in the CCC toolkit. The goal is to provide a usable framework for individuals, for *teams, networks and organisations* in particular, that helps you in a variety of ways, including:

- To understand and map a) existing competencies, b) competency gaps and c) learning pathways for i) you, ii) your community climate initiatives and iii) your team;
- To plan how to put in place and further develop *the ecology of competencies* that you, your team and your community climate initiatives need (the skills, knowledge, attitudes, experience, etc that you need);
- To understand and plan how to follow learning pathways that enrich those competencies over time in order to act as an increasingly effective catalyst to activate community transformation, locally or regionally.

By doing so, climate coaches and community catalysts will be able to serve their local and regional communities in the drive for positive climate action, regeneration and resilience. Using these competencies, their role is normally to work with, or as part of, a community climate action team to initiate, support and complete this 5 step journey.

Step 1: facilitate the emergence, over time, of a community led process...

Step 2: the community led process generates and then implements a community climate action plan or community resilience plan...

Step 3: community climate action or resilience plan identifies SMART climate action or resilience goals and priority learning pathways...

Step 4: the priority learning pathways enable the necessary individual and group competencies to emerge across a community and locality over time...

Step 5: the individual and group competencies enable the goals to be achieved and increasing levels of resilience, adaptation and low carbon lifestyles to be manifested.

The importance of particular competencies will shift depending on the phase of the climate action initiative. For example, there will be a very strong emphasis on their facilitation, engagement and communication skills in the earlier phases. Once the community has decided its goals, then the balance will shift to more of an emphasis on the coach and coach-educator competencies when the community is in the implementation phase for its climate action or community resilience plan.

The Five Main CCC Competency Fields & Learning Pathways

Five primary fields of competence are important for ensuring that CCC's can properly support communities to identify and achieve their climate and resilience goals. Some of the competency themes defined here apply across all five areas - such as good communication and 'people' skills. For example, many of the inner-reflection skills that are relevant for community facilitation are equally relevant for coaching. However, the distinction between these fields is important because the specific practices, methods and tools used in the roles of facilitation and coaching are different, and both are needed in different situations. These competence fields are set out under the 5 headings shown here.



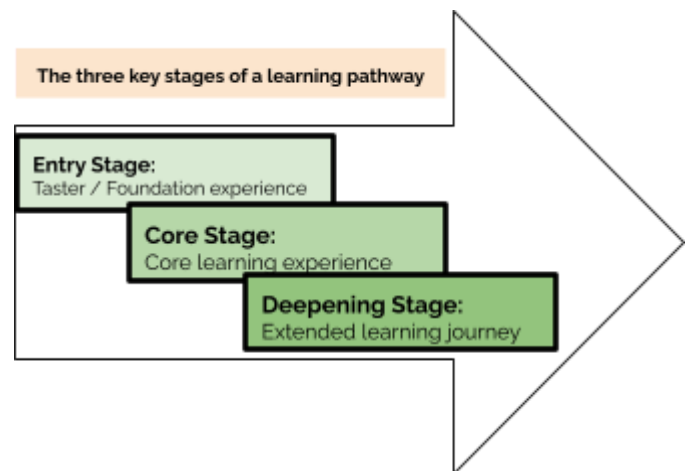
The learning pathways for a Community Climate Coach address the 5 competency areas, and respond to the needs of:

- the individual community climate coach;
- any CCC team or community climate action initiative that the individual is part of;
- the wider communities and / or organisations that the CCC is engaging with.

The five branches for ongoing learning and competency enrichment are not mutually exclusive, so might follow one after another, or in parallel. Many competencies that are developed on the Community Facilitation and Coaching learning pathways will be common between these 5 fields or highly complementary. A simple model is to recognise three key stages to a learning pathway that develops our competencies over time.

The entry stage is most likely to involve a short training that introduces the 'Why? What? And How?' of the field in question, such as that of the Community Climate Coach. The core stage is the central training *to understand and develop CCC practitioner competencies* in that field. The deepening stage will involve much more self-directed learning, with significant project-based learning and practice-based learning.

In this way *learning arises from the action or practice that the 'learner' (who by this time is a Community Climate Coach 'practitioner') is involved in*. This happens over an extended period of time, such as a year or more.



In this sense, *a CCC's learning pathway is also a climate action pathway*.

On Your Learning Journey: Ten Community Climate Action Initiatives

The climate action initiatives you're involved in form the bulk of your CCC Learning Journey. Facilitating, activating and supporting this number of initiatives should allow you to develop a certain level of mastery that comes from repeated practice, and allow you to continually reflect on your learning. The purpose is:

- To develop the range and quality of your work as a CCC in a variety of contexts
- To build your experience of using and learning from the six phase CCC cycle and other tools

In summary, the 5 CCC competency fields and learning pathways are as follows:

CCC Pathway 1: Transformation Competencies

These are the competencies that enable a deeper kind of change to happen, best described by the word *transformation*. Transformation implies that the underlying characteristics of the situation or system, community or individual, have changed significantly for the good. These competencies cover obvious 'people skills' areas, and also a high level of self-awareness so that a CCC can reflect on the processes they are facilitating, be open to explicit and unspoken feedback, and learn from and refine their practice as a Community Climate Coach.

CCC Pathway 2: Competencies for Communication, Engagement and Facilitation (people competencies)

These critical competencies enable a meaningful process of creative community engagement to be initiated, maintained and developed. Facilitation and engagement implies that the needs, interests, priorities and potential of the individuals and groups within the community are the primary focus (rather than an imposed agenda). These 'people skills' are applied to initiate and develop the processes that encourage and enable transformation in individuals, groups and across a community over time.

CCC Pathway 3: Coaching Competencies

If individuals, households, groups and organisations have challenging goals around climate action and community resilience, coaching competencies will help as part of the ecology of skills and experience to help achieve those goals effectively and to help them be the person, group or community they want or need to be. Coaching competencies help people, groups, community change in the way they wish, and to help them go in the direction they want to go in their climate action. Coaching competencies allow people to build awareness of the issues, options and context, and empower their choices that will lead to change. These competencies will unlock people's, groups' and communities' potential and capacity to achieve their climate action and resilience goals. Coaching helps them to learn, rather than teaching them.

Source: adapted from <https://internationalcoachingcommunity.com/what-is-coaching/>

CCC Pathway 4: Sustainability & Carbon Reduction Competencies

These sustainability competencies combine with the other competency areas to create the overall ecology of competencies that are needed across communities to activate, support and expand community climate action. They enable climate coaches to understand the levels and qualities of competency that are realistically needed across a community to enact the many processes that enable regenerative sustainability and resilience to be achieved over time. They help us to understand progressions in learning, where individuals, groups and communities progress to higher levels of sustainability competence over time, for example by transforming conventional farming to diverse

regenerative farming systems, buildings to low energy healthy homes, and shifting to renewable energy systems that deliver affordability and energy security, all within a process of building a healthy, resilient and inclusive community.

CCC Pathway 5: Scaling & Deepening Competencies

These competencies are essential for widening, expanding and deepening the activities and positive impacts of community climate action - to get more people and organisations fully engaged, to deepen their levels of action, and to extend the benefits of that engagement over time. This section connects to competency frameworks outside of this document.

Community Climate Coach Learning Pathway (simplified) <i>NOTE: typically the five pathways below are spread across a CCC team</i>		
Entry Level: <ul style="list-style-type: none"> • The online Introduction to Community Climate Action course • Read the CCC Handbook • Try out the CCC Toolkit & Good Practice Guide 	Core Level: <ul style="list-style-type: none"> • Completing the Community Climate Coach training • Use & become familiar with the CCC Handbook • Use & become familiar with the CCC Toolkit & Good Practice Guide 	Extended Learning Journey: <ul style="list-style-type: none"> • Ongoing participation in and active contributions to the CCC Community of Practice; • Ongoing use of the CCC Handbook • Ongoing use of the CCC Toolkit & Good Practice Guide
Transformation, Inner Development & Resilience Competencies		
Entry level for Transformation, Inner Development & Resilience Competencies	Core level for Transformation, Inner Development & Resilience Competencies	Extended learning journey for Transformation, Inner Development & Resilience Competencies
Facilitation, Communication & Community Engagement Competencies		
Entry level for Facilitation, Communication & Community Engagement Competencies	Core level for Facilitation, Communication & Community Engagement Competencies	Extended learning journey for Facilitation, Communication & Community Engagement Competencies
Coaching Competencies		
Entry level for Coaching Competencies	Core level for Coaching Competencies	Extended learning journey for Coaching Competencies
Sustainability & Carbon Reduction Competencies		
Entry level for Sustainability & Carbon Reduction Competencies	Core level for Sustainability & Carbon Reduction Competencies	Extended learning journey for Sustainability & Carbon Reduction Competencies
Scaling & Deepening Competencies		
Entry level for Scaling & Deepening Competencies	Core level for Scaling & Deepening Competencies	Extended learning journey for Scaling & Deepening Competencies

Additional Approaches to Consider

[Effective Communication: Suggestions on how to talk about Climate Change](#)

[Supporting Local Authorities in Tackle the Climate Emergency](#)

[The Capabilities Approach: Empowering Individuals and Communities for Climate Resilience](#)

[Planning in Uncertainty, Complexity, and Rapid Change](#)

[A Commons-Based Approach to Community Resilience and Regeneration](#)

[Rethinking the sustainable development goals: Learning with and from community-led initiatives](#)

Effective Communication: Suggestions on how to talk about Climate Change

As Community Climate Coaches, our role is to engage and inspire our communities to take action on climate change. Simply bombarding people with data, fear, and the severity of the issue is not enough to motivate them to change.

Communicating climate change has historically focused on conveying scientific evidence, but without effectively integrating relevant and accessible responses to these challenges. This has led to a dissonance between the magnitude of the problem and the tangible actions individuals, communities and organisations can take. Cognitive psychology research tells us that complex numbers and statistics are difficult for most people to understand and relate to. The assumption that a lack of information is the main barrier to action, can backfire by alienating and come across as condescending to people.

It's time to shift our approach and prioritise effective communication strategies that inspire action. The following suggestions will help engage with our communities in a meaningful way.

- Avoid assuming that lack of information is the only reason for low concern and engagement.
- Recognise that providing more facts and scientific explanations alone may not be enough to motivate action.
- Avoid complex statistics and overwhelming narratives.
- Focus on relatable stories and examples that resonate with people's values and emotions.
- Emphasise that climate action presents opportunities for positive change, rather than threatening what people value.
- Connect with people's values.
- Start where people are at but don't leave them there.
- Use stories that inspire hope, possibility, and collective purpose.
- Highlight cooperative action and relatable examples of community-led initiatives that make a difference.
- Encourage conversations and storytelling within the community.
- Make climate action an issue of social belonging.
- Empower community members to become advocates and multipliers of the message.

Watch: How to communicate climate change - George Marshall

https://youtu.be/7eQ9a_Hb2o4

Read: We Need To Change the Way We Talk About Climate Change

<https://www.mindlessmag.com/post/we-need-to-change-the-way-we-talk-about-climate-change>

Supporting Local Authorities in Tackling the Climate Emergency

Community Climate Coaches have a vital role to play in ensuring effective climate action at the local level. By engaging with local authorities, promoting collaboration, and supporting local action, Community Climate Coaches could play a part in helping shape robust and impactful climate action plans.

Climate Emergency UK support local authorities in tackling the climate emergency by providing accessible information and providing a network where local authorities, activists, NGOs, business and local communities can work together:

Community Climate Coaches can learn a lot from this British example of how to inspire and provide the tools needed for campaigners and councils to take action on the climate and ecological emergency at a local level.

Outlined below are approaches that Community Climate Coaches could take to effectively support and collaborate with local authorities in their efforts in developing local Climate Action Plans.

Promote Collaboration:

Encourage local authorities to develop climate action plans in collaboration with the communities they serve. As a Community Climate Coach, advocate for inclusive and participatory processes that involve stakeholders from diverse backgrounds. Encourage local authorities to hold consultations, workshops, and participatory public meetings to gather input and co-create the climate action plan. By engaging diverse voices, local authorities can develop plans that are representative, relevant, and responsive to the community's needs and aspirations.

Clarify Objectives:

Ensure that local authorities have clear and well-defined objectives within their climate action plans. Work with them to articulate specific goals, targets, and timelines. These objectives should be measurable, time-bound, and aligned with broader sustainability frameworks such as the Sustainable Development Goals. Clear objectives provide a roadmap for implementation and enable communities to track progress and hold authorities accountable.

Identify Areas of Influence:

Climate action requires collaboration across different sectors and organisations. Help local authorities identify areas where they have direct control, areas where they can influence change, and areas where partnership with other stakeholders is essential. By mapping out these spheres of influence, local authorities can prioritise actions and allocate resources accordingly. Encourage partnerships with local businesses, community groups and other relevant stakeholders to leverage collective expertise and resources.

Foster Transparency and Communication:

Effective communication is crucial for gaining support and engagement from the community. Encourage local authorities to communicate their climate action plans effectively by sharing the goals, progress, and outcomes with the public. Community Climate Coaches can help facilitate

open dialogue with community members and engage the people in the process to build trust, gather valuable feedback, and ensure the plan remains relevant and responsive.

Empower Local Advocacy:

Many communities already have passionate advocates pushing for further climate action. Collaborate with these individuals and groups, supporting them in engaging their stakeholders and advocating for specific actions that their local authority can adopt in their climate action plans. Provide resources, guidance, and a platform for local advocacy efforts. By empowering local advocates, Community Climate Coaches can amplify the collective voice of the community and drive positive change.

Link: Climate Emergency UK <https://www.climateemergency.uk/>

The Capabilities Approach: Empowering Individuals and Communities for Climate Resilience

The capabilities approach, developed by economist and philosopher Amartya Sen, emphasises the actual capability of individuals to lead lives they value rather than just their right or freedom to do so.

This approach is useful for promoting climate resilience and sustainability in communities. By focusing on people's opportunities to thrive, Community Climate Coaches can create more meaningful and lasting change beyond just reducing carbon emissions. The capabilities approach encourages working towards empowering individuals and communities to achieve their goals and live a life they value.

Link: Capability Approach

https://en.wikipedia.org/wiki/Capability_approach

Read: Climate change and sustainable welfare: the centrality of human needs

https://neweconomics.org/uploads/files/e256633779f47ec4e6_o5m6bexrh.pdf

Planning in Uncertainty, Complexity, and Rapid Change

The Chaordic Stepping Stones

"Simple, clear purpose and principles give rise to complex and intelligent behaviour. Complex rules and regulations give rise to simple and stupid behaviour." Dee Hock

The Chaordic Stepping Stones process was developed by Dee Hock, the founder and former CEO of Visa International, in the late 1990s. He created the process as a way to help organisations balance the need for structure with the need for creativity and innovation. The word "chaordic" comes from Hock's belief that successful initiatives must balance chaos and order, and that they operate best when they exist in a state of "chaordic" harmony between these two forces.

The Chaordic Stepping Stones is a planning process that helps strike a balance between too much and too little structure in a project. It is designed to be flexible, adaptable and can be applied to any kind of project. The process is ideal for situations where there is uncertainty, complexity, and rapid change.

The process consists of nine steps that guide the project team through the planning process. These

steps include identifying the purpose and principles of the project, defining the scope, selecting the team, determining the roles and responsibilities, developing the plan, implementing the plan, monitoring and evaluating progress, and adjusting the plan as needed.

1. Purpose: Clarify the purpose and scope of the project or task.
2. Principles: Define the guiding principles and values that will inform decision-making.
3. People: Identify the key stakeholders and participants, their roles and responsibilities, and ensure diversity and inclusiveness.
4. Concept: Develop a clear and concise concept or vision for the project or task.
5. Structure: Design the minimal structure required to enable self-organising and self-governing action.
6. Resources: Identify the required resources, including human, financial, and material resources.
7. Practice: Implement the plan and continuously assess, adapt and learn from the experience.
8. Results: Monitor progress, evaluate outcomes, and celebrate successes.
9. Next Steps: Identify the next steps, including follow-up actions, potential scaling, and ongoing sustainability.

These steps are iterative and interconnected, and they support a flexible and adaptive approach to complex problem-solving and collaborative action. The Chaordic Stepping Stones process is designed to foster creativity, innovation, and inclusiveness, while maintaining the necessary structure and focus to achieve meaningful results.

Link - 7th Generation Design - Regenerative Systems For A Prosperous Future

<https://www.7thgenerationdesign.com/the-chaordic-stepping-stones/>

A Commons-Based Approach to Community Resilience and Regeneration

Community catalysts and climate coaches play a crucial role in building sustainable and resilient communities. Understanding the commons and commoning can help them achieve this goal in several ways:

- **Promoting community participation:** Commoning involves collaboration, participation, and shared responsibility among community members. Community catalysts and climate coaches can use commoning as a framework to engage and empower community members, and to promote collective action towards common goals. The commons is the economic realm that promotes relationships rather than the accumulation of stuff.
- **Encouraging sustainable resource management:** The commons can provide an alternative to the dominant models of governance and economy that prioritise individualism, competition, and profit. Commoning can help promote sustainable resource management that takes into account the needs of both present and future generations.
- **Fostering social cohesion:** Commoning involves the negotiation of rules, norms, and practices that balance the needs and interests of different stakeholders in the commons. This can help

foster social cohesion and solidarity among community members, and promote a sense of shared ownership and responsibility.

- **Addressing global challenges:** The commons can help address global challenges such as climate change, inequality, and social fragmentation by promoting collective action, solidarity, and sustainability. Community catalysts and climate coaches can use commoning as a tool to tackle these challenges at the local level.

"Think Like a Commoner" by David Bollier provides a comprehensive introduction to the concept of the commons and its relevance in the contemporary world. Here are some insights from the book:

- The commons refers to shared resources that are managed and governed by communities, rather than the state or the market.
- Commoning is a practice of managing the commons that involves collaboration, participation, and shared responsibility among community members.
- The commons can be found in many domains, including natural resources, cultural heritage, knowledge, and digital technologies.
- The commons can provide an alternative to the dominant models of governance and economy that prioritise individualism, competition, and profit.
- The commons can help address global challenges such as climate change, inequality, and social fragmentation by promoting collective action, solidarity, and sustainability.
- Commoning involves the negotiation of rules, norms, and practices that balance the needs and interests of different stakeholders in the commons.
- The commons can be protected and promoted through legal frameworks, institutional arrangements, and cultural practices that recognise and support the values and principles of commoning.

Read: "Think Like a Commoner" by David Bollier

Link: David Bollier's website - News and perspectives on the commons

<https://www.bollier.org>

Podcast: Frontiers of Commoning -

<https://david-bollier.simplecast.com>

Rethinking the sustainable development goals: Learning with and from community-led initiatives

A paper by Tom Henfrey, Giuseppe Feola, Gil Penha-Lopes, Filka Sekulova and Ana Margarida Esteves delves into the relationship between community-led initiatives (CLIs) and the Sustainable Development Goals (SDGs), exploring their contributions and potential for achieving sustainable development and social justice.

As locally driven efforts for sustainability, CLIs offer a preview of the intended outcomes of the SDGs. Evidence shows that CLIs are already making significant contributions to almost all of the SDGs at the local level and are particularly effective in creating synergy between different goals. However, the ethical principles, philosophies, issue framings, practical goals, and organising approaches of CLIs differ significantly from those behind the formulation and delivery of the SDGs.

Acknowledging these differences and embracing greater diversity and critical self-reflection can help the SDGs transcend certain self-limiting contradictions, particularly concerning the role of economic growth. Such a shift in orientation is essential for the SDGs to move from reinforcing to challenging the root causes of unsustainability and injustice.

As community climate coaches, understanding the potential of CLIs to achieve sustainability and social justice can inform our work in creating positive change within our communities.

Link: <https://onlinelibrary.wiley.com/doi/10.1002/sd.2384>



Localising the Sustainable Development Goals Workshop with Community Groups

Introducing 52 Climate Actions

Ultimately, the whole CCC process is only successful when it results in actual action. A community may come up with its own desired action/s, indeed it may have come together in the first place to deliver one specific action such as a community energy scheme. However, it may also be very useful for CCCs to have a clear idea of what sort of climate actions are available to the community and to present these to the community at quite an early stage.



The website 52climateactions.com presents a wide range of community climate actions. These actions, and the suggestions for further reading they contain, provide a strong basis for communities to select and develop specific climate actions in their local context. Below, 24 of the best community climate actions are presented in 4 different categories.

IT IS TIME TO



Classic community climate action projects include community gardens, car shares, renewable energy schemes, awareness raising campaigns, community-supported regenerative farms, lobbying/ partnerships with local government, and community repair cafes. If your group needs inspiration or new skills, find and visit nearby demonstration projects that can nurture and inspire, connect and show the way, and motivate you and your group to take climate action.

You can find pre-made lesson plans and slides for two half-day group sessions choosing appropriate community climate actions here. These have been specially created for use by CCCs.

Community Activities

These are really pre-actions; they suggest ways in which you can bring your community together to think about, and talk about, possible community climate action. They also suggest how you can pool your skills and knowledge, understand each others' perspectives, and carry out an assessment of your climate risks.

- 3. [Assess your Climate Risks](#)
- 14. [Hold a party](#)
- 25. [Start a Conversation](#)
- 35. [Listen, Share and Learn](#)
- 37. [Join a Climate Action Group](#)
- 49. [Campaign for Local Adaptation](#)

Community Adaptation Actions

These actions are focussed on reducing the threat to your community from climate catastrophes like floods, drought, hurricanes, heatwaves and wildfires. Communities who come together to plan and look out for each other are more resilient and can bounce back quickly, while strong, prepared communities

will have fewer fatalities in an emergency.

13. [Manage Water in the Landscape](#)
22. [Design for High Winds](#)
28. [Keep Your Cool](#)
32. [Design for Wildfires](#)
34. [Learn to Survive an Emergency](#)
50. [Design for Floods](#)

Simple Community Mitigation Actions

These actions are mostly about changing personal habits. They become much more effective (and fun) when you work with others to achieve them, maybe through a regular meetup or some kind of membership scheme. They can also be the basis for an awareness-raising campaign that mobilises local communities to mass action.

11. [Refuse, Reduce, Reuse Repair, Recycle](#)
21. [Pay Producers Properly](#)
30. [Share Your Ride](#)
42. [Eat Local, Seasonal Food](#)
46. [Parent Consciously](#)
51. [Buy Less, Make More](#)

Ambitious Community Mitigation Actions

These actions require well-organised community projects, such as a community woodland, a community power scheme, a community conservation group, a community composting project or a household retrofitting scheme.

5. [Protect and Restore Wetlands](#)
10. [Generate Your Own Electricity](#)
12. [Plant an Edible Forest Garden](#)
19. [Make Compost](#)
26. [Protect and Restore Forests](#)
31. [Choose Green Building Standards](#)

Further Reading

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