Inclusion, Environment, Science Education

TRAINING GUIDE

Professionals support in the development of socially inclusive educational activities on climate and environment developed in the Come Together project

COME TOGETHER

SUMMARY

This guide provides content and facilitation tips to train professionnals who want to develop socially inclusive educational activities on climate and environmental issues for adults.

All project resources are available on:
www.estim-mediation.fr/ressources-come-together

Training objective

Main objective: Design and facilitate educational activities on climate and environmental issues for excluded adults.

The training provides the keys to taking emotions into account, making topics relevant, encouraging action, and co-creating activities so that they are truly inclusive.
The tools and best practices taught can be adapted to a wide variety of contexts.

Practical information

- **Duration:** 14 hours
- **Documented formats:** face-to-face and online

What they say:
"A very rich format, both in terms of the tools and the exchanges with participants."
"I feel more confident about trying out new initiatives."

Participants' profile

- Professionals in science communication, research and social actions, working with excluded publics and/or environmental issues.
- Professionals who want to develop skills on this topic

HOW TO USE THE GUIDEBOOK?

The guidebook describes the training modules so they can be reproduced **entirely or partially**, depending on your needs.

Target users

- Those who want to facilitate a training about inclusive educational activities on climate and environment
- Those who want to identify the key elements of these topics with the aim of implementing them in their own educational activities

THE PROJECT COME TOGETHER

Come Together addresses a key challenge: vulnerable adults - often excluded from cultural and scientific activities - are also the first to face the impacts of climate change.
The project explores how to design meaningful educational activities that truly reach them.

Objective
Develop inclusive educational activities on climate and environmental issues for adults in situations of exclusion or vulnerability.

Approach
By crossing knowledge and practices of professionals of three complementary fields: educators/ science communicators, researchers and social workers.

Project pillars

1. Hubs: spaces for dialogue between science educators, researchers, and social actors working with excluded publics and/or environmental issues.
2. Co-created training: A training course to deliver keys to design and facilitate inclusive climate educational activities.
3. Co-created educational and artistic activities: Design and test of such activities dedicated to vulnerable adults

Partners
5 European museums or science centers, each bringing their own expertise:

- National Museum of Science and Technology "Leonardo da Vinci", Milan, Italy
- Universcience, Paris, France
- Science Center-Network, Vienna, Austria
- Ethnological Museum Berlin, Germany
- Slovene Ethnographic Museum, Ljubljana, Slovenia

Funding
European Union - Erasmus+ program for education, training, youth and sport (2023-2025).

COORDINATOR | PARTNERS

MUSEO NAZIONALE SCIENZA E TECNOLOGIA LEONARDO DA VINCI

Ethnologisches Museum
Staatliche Museen zu Berlin

Verein ScienceCenter NETZWERK

SLOVENSKI ETNOGRAFSKI MUZEJ

universcience

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I. Co-creation approach of the training

Co-creation methodology

The training course is the result of a collection of questions, needs and expertise within the hubs in each partner country. Gathered information made it possible to identify the essential issues and skills that are required to design and facilitate educational activities on climate and environmental issues for excluded adults.

Co-creation steps

- **April-June 2024:** building hubs and gathering their questions, needs and expertise to develop inclusive activities about environmental issues for vulnerable adults
- **July – October 2024:** design of training modules
- **October 2024:** first online pilot session of the training was first conducted with 25 participants coming from each partner country.
- **January-April 2025:** feedback from this session allowed us to adapt the training for national sessions and according to the profile of the participants and the local context.
- **April-November 2025:** learnings and adaptations, in particular face-to-face facilitation, of the training are documented and published.

Authors

Based on knowledge and expertise from professionals of the hubs, each partner project developed one or several modules for the training, according to its own specialty.

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Contributors

This training is co-constructed thanks to the expertise and commitment of the members of our exchange spaces - mediators, researchers, social actors - to whom we extend our sincere thanks.

II. The training in Practice

Objectives

Main objective: design and facilitate educational activities on climate and environmental issues for excluded adults.

The training provides:
- ready-to-use tools
- opportunities to reflect on one's practices and shift perspectives
- peer-to-peer exchanges between professionals from different disciplinary fields, to enrich knowledge and expertise

Target audience

- Professionals in science communication, in research and social actions, working with excluded publics and/or environmental issues.
- Professionals who simply want to develop skills on this topic.

Practical information

- 25 participants
- **Duration:** 14 hours
- **Formats tested and documented:** face-to-face and online

❗ However, we recommend, a group of 8 to 15 participants per session to encourage plenary exchanges.

Suggested formats: 2 full days face-to-face vs. 4 half-days online

Facilitation advice

To ensure smooth facilitation, please keep in mind the following advice:

1. Facilitating the training with multiple trainers

- For groups of 25 participants: provide 2 trainers to share tasks such as presenting, managing small groups during exercises, welcoming latecomers, and preparing materials.

2. Prioritize small-group discussions

- Allow participants to express themselves comfortably and actively participate.
- Change the composition of subgroups regularly: encourage interaction and exchange among all participants.
- Engage participants actively: use quick polls, objects or tools to spark discussion, then ask participants to explain their responses.

3. Respect participants' rhythm

- Always allow for at least a 5-minute buffer.
- If running behind schedule, reduce lecture time rather than shortening breaks or interactive activities.
- Keep the agenda printed or visible on a separate screen at all times.
- If the training is not conducted in the participants' native language, they will usually need more time to respond – do not fear silence.

4. Repeat instructions

- Provide clear written instructions and repeat them verbally.
- This is crucial in breakout groups where the facilitator may not be present.
- Always check for clarification before opening breakout rooms or starting subgroup activities.

5. Connect participants to their practices and contexts

- Use concrete examples: real-life, tangible examples that participants can relate to.
- Encourage engagement with practice-oriented, specific questions tied to participants' professional experiences.
- Avoid general questions like "What are your comments?" Instead, ask:
  - "Have you encountered a similar experience?"
  - "How would you apply this to your context?"
- Reuse examples previously mentioned by other participants to highlight collective knowledge.
- The content should be applicable in various contexts—eother through general advice/tools or through specific examples explained in a way that can be reused in other contexts.

6. Provide clear conclusions

- Discussions should lead to actionable insights. Provide clear summaries at the end.

Specificity to run the training

ONLINE

- Online time management is even more challenging due to technical issues, difficulty interrupting participants and the lack of a visible clock.
- Concentration online can be demanding. Plan breaks, half-days rather than full days, and different types of participation.

FACE TO FACE

- Arrange the room to facilitate plenary exchanges as well as small-group activities.
- Encourage interaction across different disciplinary profiles (science communication, research, social action).
- Use energizers and short reflection moments to maintain focus and group cohesion.
- Allow time for informal exchanges (coffee breaks, shared meals), which are crucial for building trust and cross-disciplinary collaboration.

Training program

This program corresponds to the **first training session**, delivered online for 25 participants in English, within an international context.
The training methodology is strongly based on:

1. **Hands-on exercises and peer learning** to apply the theoretical concepts covered.
2. **Self-reflection moments** where participants can step back and reflect on their own practices.
3. **Exchanges with experts** to enrich or complement specific modules. For example, experts in inclusion, climate and environmental issues, or dialogue methods.

Day 1

Morning	• Welcome & Introduction • Icebreaker & Training program • Sharing projects among participants • Expressing views on climate related scenarios: Discussion game ⚙
Afternoon	• Choosing an angle to talk about climate • Lecture about inclusion • Approaches for inclusion: case studies • Collecting information about the audience • Conclusion of the first day

Day 2

Morning	• Collective summary of day 1 • Lecture about climate • Taking emotions into account: Stinky fish ⚙ • Lecture about emotion and climate • Deep listening : tell your climate story • Encouraging action: Climate ⚙
Afternoon	• Diverse ways of explaining – tips to be understandable • Benefits of active listening : chain of questions • Dialogue: analysis of diverse methods • Evaluate your project • Individual action plan • Conclusion

The symbol ⚙ represents **ready-to-use tools**. These are training modules that can be conducted with professionals during a training or with an excluded audience during science education activity. All training modules mentioned in the program are described in the next section of this booklet, so they can be reused and adapted as turnkey activities.

Training materials

You can download blank templates for certain exercises here:
www.estim-mediation.fr/ressources-come-together

III. Training modules - Start & Conclude

1. Introduction

PEDAGOGICAL OBJECTIVE
At the end of this module, participants will be able to understand the content of the 2-day training and connect with other participants.

40 min – training program and icebreaker

SUMMARY
Participants get to know each other through rounds of exchanges in subgroups, one of which allows them to share their expectations for the training. The context, objectives, and 2-day program of the training are then presented to the participants.

PROCESS

5 min	**Welcome** The trainer greets participants to the sound of Come Together. Participants are invited to find a red or green object. This object will be used throughout the training as a quick, non-verbal way to express themselves, and to help manage individual speaking time.
5 min	**Training organisation** The trainer presents: • the main objectives of the project. • the participation guidelines (use of microphone, speaking in English, available materials, listening to each other, active participation, and confidentiality of shared content). • the other trainers or facilitators, as well as anyone with a role different from that of a participant.
10 min	**Icebreaker** **5 min** - The trainer asks participants short questions (e.g. country of origin, professional profile). Participants vote with their object (green = yes, red = no). **5 min** - Participants are then placed in pairs. Each pair chooses a song to add to the 2-day training playlist, which will be played during individual work, called self-reflection moments. When everyone returns together, the chosen songs are shared.
10 min	**Training Content** The trainer explains: • why the project exists. • why this specific audience was chosen. • why this training is proposed in this context • the detailed 2-day program, including times dedicated to self-reflection.

10 min

Participants' Motivations
5 min - The trainer explains the exercise which aims to collect participants' motivations for the training.

1 min/person - Then, the trainer divides participants into subgroups (4-5 participants/group), where each participant shares their motivation through 2 questions:
- Why are you here today?
- What would make you say that it was worth coming to this training?

This helps collect expectations, adapt the training program if needed, and practice using the digital tool for the 2 days.

FACILITATION ADVICE
If the number of participants is odd, suggest that facilitators take part in the paired exercise.

Online
- Create breakout rooms so participants can exchange during exercises in pairs and subgroups during the icebreaker. Answers can be collected in the chat.
- Explain how the whiteboard works and how to create a sticky note during "Participants' motivation".

Face-to-face
- Invite participants, upon arrival, to write on a sticky note: their expectations for the training and a song they would like to add to the training playlist.
- Propose during the icebreaker in pairs, to change partners after each question.
- Ensure there is sufficient space for everyone to hear each other comfortably during paired activities.

You can also choose more original questions like: What brought them to this training? What superpower would they need right now?

2. Collecting feedback after the first day

PEDAGOGICAL OBJECTIVE
At the end of this module, participants will be able to reflect on their learning by using the "Rose" method to collect feedback.

10 min

SUMMARY
The trainer closes the day by reviewing the key themes covered in Day 1 and presenting the program of the next day. Before leaving, participants are invited to write three sticky notes and place them on a rose model: something they learnt/enjoyed (rose flower), something they found difficult (thorn), something they would like to learn more about (bud). This technique allows the trainer to collect feedback and adapt the content of the next day, if necessary.

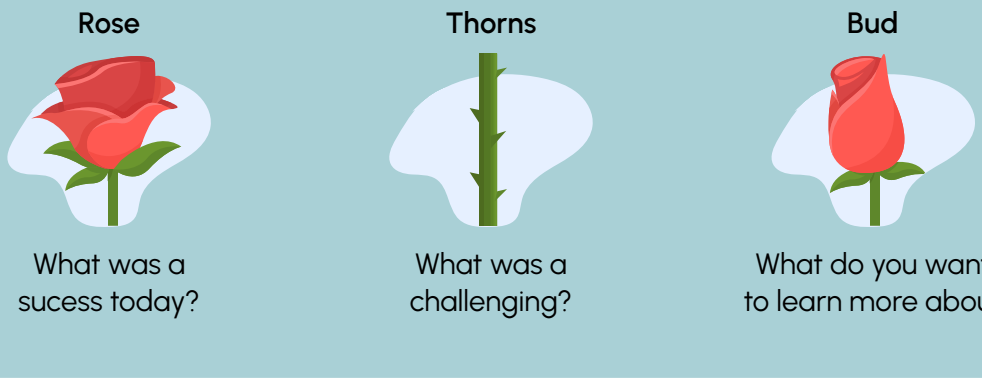
PROCESS

5 min	**Wrap-up and program for the following day** The trainer reviews the modules covered during Day 1 and presents the agenda for Day 2
5 min	**Rose feedback** Participants are invited (voluntarily) to write three sticky notes corresponding to: • Rose: What did you appreciate today? • Thorns: What was difficult? • Bud: What would you like to learn more about tomorrow? The sticky notes are put on the rose model on the wall before leaving.

MATERIALS TO USE
Rose model (paper or digital)

FACILITATION ADVICE
- Present the Day 2 program and allow a short moment of self-reflection before starting the rose exercise. This way, participants can leave as soon as they have placed their sticky notes.
- Display the rose instructions on screen during the self-reflection activity.

GIVE A FEEDBACK OF THIS FIRST DAY OF TRAINING - 15 min



3. Reminder of the first day

PEDAGOGICAL OBJECTIVE
At the end of this module, participants will be able to share one key learning or insight from the first day of training.

15 min

SUMMARY
The "SMS to a colleague" exercise allows participants to reflect on what stood out for them on Day 1 and to share it in a concise and personal way. Sharing the content collectively helps revisit key concepts from the previous day. The trainer then presents the program for Day 2. This activity is useful both to recap the previous day and to quickly integrate participants who may not have attended Day 1.

PROCESS

5 min	**Reflection on Day 1: SMS to a colleague** Participants write a short SMS or WhatsApp message to a colleague, as if explaining one important point they want to share from Day 1 of the training. This helps identify what was retained or what made the strongest impression during the first day. Instruction is displayed on screen, so latecomers can join the exercise smoothly.
10 min	**Sharing messages and introducing Day 2 program** The trainer reads some of the messages and uses them as a way to recap Day 1 and then presents the program for Day 2.

MATERIALS TO USE
Online: digital whiteboard or chat function
In-person: paper or sticky notes to write the messages

FACILITATION ADVICE
- If new participants are present: the trainer presents the main outline of the project, the rules of participation (microphone, English as working language, available materials, confidentiality, etc.), and introduces the facilitators and observers of the day.
- Encourage informal interactions: participants may have coffee, look at each other's projects, and leave a sticky note with their name or a question to follow up later.
- If any concepts appear to have been misunderstood, the trainer can clarify them during this introductory session.

SOUVENIR SOUVENIR ABOUT DAY 1 - 5 min

Write a message or whatsapp to a collegue to share with him/her 1 important thing to share about your first training day last week excerpts from the first training session

We did an interesting exercise where we had to sort different scenorios related to climate actions (no more polluting transport within cities, short distance flights, etc.) with regards to how desirable and feasable they are. Interesting discussions between us.

Nothing about us without us. That was an important message for working with marginalized groups

Hi! Pity that you missed the first day of the Come Together training... we learned so much, e.g. about different perspectives on political climate actions and discussed those, that was very interesting!

Hey girl! Despite being online all day, we were actually able to connect and share experiences. Great methods, we should try some of them with oru team!

Importance of spending time and human welcome.

So much interesting people that have amazing jobs and experiences.

Engaging with communities is super important. We need to ask, not just assume stuff.

I discover very interesting experiences and projects and also i met interesting people.

I also discovered a project about telling personal stories about climate change.

We discover an experience of how to work with communities that we don't necessarily know: how to prepare ourselves to work with others, hot to involve them from the begining of our project.

4. Conclusion of the training

PEDAGOGICAL OBJECTIVE
At the end of this module, participants will be able to share their reflections and feedback at the end of the training.

15 min

SUMMARY
This module allows participants to consolidate their learning, express their impressions, and provide feedback on the training. It encourages reflection on what was useful, what could be improved, and how they plan to apply the knowledge and skills gained.

PROCESS

5 min	**Individual reflection** Participants provide written feedback on: • What did I like in the training? • What was missing in the training? • What will I (re)use from the training? • What would I say to future trainees?
10 min	**Plenary sharing** Participants share key insights and reflections with the group. Participants finish the session by putting their sticky notes on the wall with each question. This conclusion ensures written feedback from participants at the end of the training.

MATERIALS TO USE
• Colored sticky notes
• A template with each question written

FACILITATION ADVICE
Faster alternative: ask each participant to choose a figure or icon representing their mindset and explain it in one sentence. (Note: with 25 participants, this can take longer and may lead to extended discussions.)

5. Energizers

15 min

SUMMARY

Energizers are short, dynamic activities designed to re-engage participants and boost concentration, especially at the start of a session or after a break. They are simple, fast-paced, and encourage creativity and collaboration within the group.

EXAMPLES USED DURING THE TRAINING

- **Finding an original angle:** participants receive a theme and must quickly come up with 7 original ways to approach it, aiming for at least one idea that no other group has found. For instance, "7 angles to talk about climate, environment, or inclusion."
- **Explaining differently:** in teams, participants are given a word and must help others guess it using different techniques such as an image, a five-word sentence, a mime, or a drawing.

IV. Training modules - Climate Communication

Here, participants explore different ways to communicate and engage with climate issues. Activities combine scientific input, emotional reflection, and practical exercises.

The focus should not only be on understanding climate change but also on making climate education inclusive, ensuring messages are adapted to vulnerable groups.

1. Expressing views on climate-related scenarios: Discussion game ⚙

This module can be conducted with professionals during a training or with excluded audiences during science education activities.

PEDAGOGICAL OBJECTIVE
At the end of this module, participants will be able to guide groups through complex questions and differing viewpoints while maintaining a productive and positive group atmosphere.

60 min - Time required to discuss the scenarios in detail, but shorter version can be used

SUMMARY
This discussion game creates a space where participants can openly share diverse perspectives and tackle complex questions. It focuses on climate-related scenarios, such as food and transportation, classified according to feasibility and desirability.
Participants practice expressing their views, actively listening, and understanding others' motivations. They also learn to reassess their initial positions and monitor their emotions during the discussions.

PROCESS

10 min	**Exercise instructions and scenarios** The trainer introduces the method rules and presents the scenarios to participants.
10 min	**Individual ranking of scenarios** In subgroups of 4–5 participants, each participant ranks the scenarios according to two criteria: • Less feasible → More feasible • Less desirable → More desirable
20 min	**Discussion and collective ranking of scenarios** **1 min /participant** - Each participant presents their rankings. **15 min** - The group then discusses each scenario in turn, gathering pros and cons as well as sharing information and emotions. Background information for each scenario is revealed just before discussion. If time permits, this step can be extended for a deeper discussion.

10 min	**Reflection** **5 min** - Individually, participants reflect on their initial rankings following the group discussion and change them if they want. **1 min /participant** - Participants share their final rankings and explain their reasoning.
10 min	**Conclusion** In plenary, the trainer facilitates a discussion on the process, focusing on questions such as: • What did you notice about your own positions? • How did you feel about your position at the start and at the end? • How did you react to others' positions? • Did your position change? Why or why not? The trainer asks to reflect on how this kind of activity can be done with vulnerable audiences during science education activities.

MATERIALS TO USE

- Sheets "less feasible/more feasible" and desirable/undesirable" – 1/group
- Set of scenarios with background information – 1/group

FACILITATION ADVICE

- Prepare scenarios adapted to the local, regional, or national context of your participants. If needed, seek support from scientists to provide background information. You should set-up 3 to 5 depending on how much time can be spent for the discussion) so participants can follow when they are presented
- Consider cultural and social backgrounds to avoid sensitive or inappropriate questions. Adapt language and provide glossaries if needed.
- Select relatable topics with balanced background information showing multiple perspectives, including pros and cons.Create a safe space for all opinions by setting clear communication rules to ensure respect and honest sharing.
- Explain that participants should begin by listening: have participants present their views first to foster openness.
- Encourage sharing of experiences, ideas, and emotions - not just rational arguments - when discussing scenarios.

SCENARIO OF THE DISCUSSION GAME

Scenario A

There are no cars in city centres anymore. Instead, people use car sharing, public transportation or cabs. Delivery and emergency vehicles are allowed in the centre. Where parking lots used to be, there are now green spaces.

Background information A

The greening of parking lots and more public transport/good connections could save millions of tons of CO_2. A study estimated that increasing tree coverage to 30% would cool cities by a mean of 0.4°C.

- What is needed for such a transformation?
- What could the new green spaces be used for?
- How will this affect the quality of life?

SCENARIO OF THE DISCUSSION GAME

Scenario B
Climate-damaging products and services in particular are subject to high taxes.

Background information B
If companies causing more emissions had to pay more taxes, those primarily responsible for the climate crisis would have to bear the costs.
- How could that help achieve climate justice between poorer and richer people?
- What incentives could there be to produce less CO_2?

Scenario C
Food products are no longer sold with disposable plastic packaging.

Background information C
The EU bans some disposable packaging from 2030. Every EU citizen consumes an average of 190kg of packaging waste a year. Without action plastic packaging waste could rise by 46% by 2030.
- Which packaging is particularly sustainable?
- What challenges could there be?

Scenario D
Most people have significantly reduced their consumption of animal products (meat, cheese, milk, etc.). Vegetarian and vegan products are cheaper than meat in supermarkets thanks to government subsidies.

Background information D
Less livestock farming, especially of cows, means fewer greenhouse gases are emitted.
A healthy and sustainable diet could save around millions of tons of CO_2 by 2040.
- What does this mean for agriculture?
- Which foods are more sustainable than others?
- What aspects could be challenging?

Scenario E
There are no more short-haul flights within Europe where a rail journey would take under 6 hours. The rail network and night train connections have been significantly expanded throughout the EU.

Background information E
A University of Manchester study (2021) found that in Europe, many flights over distances under 300 km with existing public transport contribute significantly to harmful emissions.
- What do we need to ensure that mobility in Europe remains possible and comfortable?
- What aspects could be challenging?

2. Talking about climate in a relevant way

PEDAGOGICAL OBJECTIVE

At the end of this module participants will be able to select an appropriate approach to communicate climate and environmental issues to their audience.

35 min

SUMMARY

Through a participatory method where participants rotate between small-group discussions on specific questions, they respond to prompts related to climate change communication. This format encourages idea-sharing and collective learning.

PROCESS

3 min	**Exercise instructions** The trainer explains the exercise. Each group responds to one of four questions aimed at making climate topics more relevant to the audience—keeping in mind the specific context of socially excluded adults. After completing their question, each group will rotate to the next. • Question 1 :How to explain data or models effectively? • Question 2 : How to talk about uncertainty and probabilities? • Question 3 : How to take into account the audience's existing knowledge? • Question 4: How to connect the topic to daily life?
5 min	**First question carousel** Participants are divided into four subgroups. Each group contributes by sharing their ideas in response to their assigned question. One facilitator per group notes all suggestions.
25 min	**First question carousel** Participants rotate to the next question. **2 min** - The facilitator shares the contributions from the previous group. **6 min** - Then the group adds further suggestions. Three rotations are completed, ensuring that each group contributes to all four questions.
2 min	**Conclusion** No plenary debrief. Participants are invited to review the contributions from all groups during the next break.

MATERIALS TO USE

Online: whiteboard with color-coded sticky notes (one color per group)
Face-to-face: template with the question + 4 pens in different colors

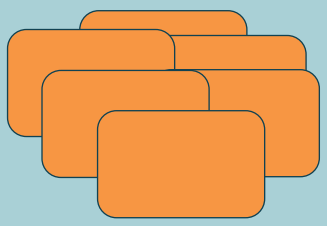
FACILITATION ADVICE

- Require one facilitator per group, who remains with the same group throughout the activity.
- Assign a color to each group to easily identify each group's contributions.
- Ask participants to give specific and concrete answers rather than general advice.

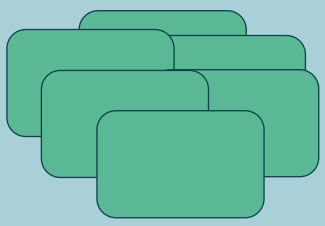
HOW TO CONNECT THE TOPIC WITH THE AUDIENCE DAILY'S LIFE?

sticky notes breakoutroom n 1

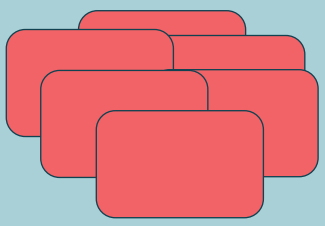
sticky notes breakoutroom n 2



sticky notes breakoutroom n 3



sticky notes breakoutroom n 4



3. Collecting information about the audience

PEDAGOGICAL OBJECTIVE

At the end of this module, participants will be able to:

- acquire a foundational understanding of climate change and learn how to communicate it to an audience
- understand the impact of climate change on vulnerable populations
- identify resources and examples that can be reused with their target audiences

40 min - 20 min (lecture) + 20 min (Q&A session)

SUMMARY

The lecture covers the basic principles of climate change and its impact on marginalized communities, and presents an example of good practice in climate communication. Particular attention is given to concrete and visual examples, which participants can reuse. The lecture is followed by a Q&A session, moderated by the trainer.
In the context of the international training, this lecture was given by Aglaé Jezequel, a specialist in the influence of climate change on extreme weather events and their impacts in Europe.

PROCESS

5 min	**Introduction of the speaker** The trainer introduces the topic and the lecturer.
20 min	**Lecture on climate change** The lecturer delivers a presentation on the fundamental principles of climate change and shares an example of good practice of climate communication.
15 min	**Q&A session** A moderated discussion follows, during which the trainer can ask prepared questions and collect questions from the audience. Participants are encouraged to share their own experiences in community engagement, through interactive questions where they can vote using a green/red object, and then elaborate on their answers. **Questions for participants:** • Do you face the same challenges as our lecturer? • Do you use similar techniques to communicate? **If no questions arise from the audience, here are some examples of questions to ask the lecturer:** • What should everyone know about climate issues? • What do we truly need to know and share about climate change? • How do you communicate about climate change as a scientist? • What is your research about, and how do you communicate it? • What type of communication about your work has been successful? What seemed like a good idea but ultimately failed? • What aspects of your research are difficult to understand? How do you make them understandable and tangible? • Do you recommend any resources or people to follow? • Should the concept of climate justice influence the way we talk about climate issues? • Do you have any concrete examples?

MATERIALS TO USE

- Presentation from the lecturer (i.e. PowerPoint presentation)
- List of questions for discussion

FACILITATION ADVICE

- Take care to include as many participants as possible and encourage them to share their experiences.
- Ensure that the vocabulary used is accessible and understandable to all participants.
- Provide a clear summary of the lecture at the end of the session.
- Vary the lecture formats: interview, discussion, etc if you have several experts in your training.
- Consider inviting experts on versatile topics to bring a different and complementary perspective. For example, a specialist in climate justice, in popular ecology or decolonial ecology.

4. Taking emotions into account: Stinky fish ⚙

This module can be conducted with professionals during a training or with excluded audiences during science education activities.
In this case, the topic just needs to focus on climate, not on climate communication.

PEDAGOGICAL OBJECTIVE
At the end of this module, participants will be able to use the Stinky Fish method to acknowledge and express negative emotions, externalise them, and reduce their impact, creating space for a more constructive mindset.

25 min

SUMMARY
The Stinky Fish is a simple and playful exercise to surface negative emotions related to a topic such as climate change. By openly expressing frustrations, fears, or doubts, participants reduce the weight of these feelings and normalize the idea that negative emotions are part of the learning process.
Participants individually create a "stinky fish" (symbolizing what "stinks" for them) and then share it in small groups. The exercise ends with a collective reflection on how this tool supports emotional expression and group dynamics.

PROCESS

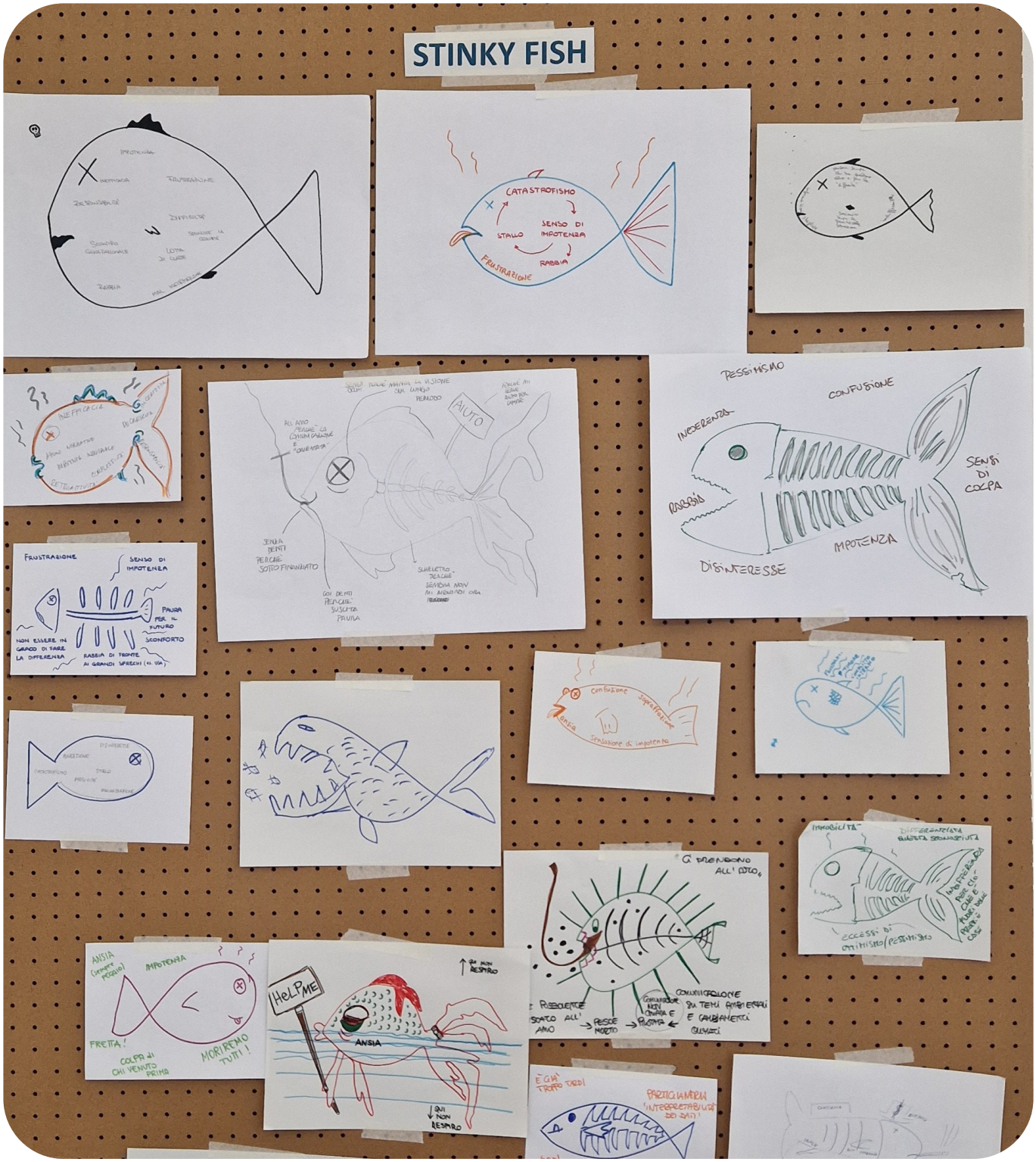
5 min	**Introduction** The trainer explains the concept of the Stinky Fish exercise. Participants are invited to be honest and write or draw freely – there are no taboos.
5 min	**Individual creation** Each participant draws a simple fish doodle and adds keywords, sentences, or sketches representing what "stinks" about the topic (anger, frustration, fear, disappointment, etc.). In the context of the training the topic would be: climate communication with marginalized audiences.
10 min	**Sharing in small groups** In breakout rooms or small groups of 4–5 people, participants share their stinky fish with each other.
5 min	**Plenary reflection** Back in the big group, the trainer facilitates a reflection on the exercise: • How did it feel to share negative emotions? • What happens when we hear the feelings and concerns of others? • How can this tool help us engage more constructively with difficult topics? • How would you use this method with the audience?

MATERIALS TO USE

- Pen and paper for each participant
- Optional: pre-printed stinky fish template

FACILITATION ADVICE

- The exercise works equally well online and offline.
- Follow this activity with a forward-looking module (e.g., action planning) so participants do not focus only on negative emotions
- Conduct this exercise once participants know each other and have built trust to ensure safe sharing.



5. Lecture about emotions ⚙

PEDAGOGICAL OBJECTIVE
At the end of this module, participants will be able to understand why climate change is a deeply emotional issue and why emotions matter in communication.

15 min

SUMMARY
The lecture covers the importance of emotions in climate communication and explores ways to channel them constructively to support engagement and climate action. It emphasizes how different emotions – often labeled "positive" or "negative"– influence perception, decision-making, and action. A short Q&A session follows, moderated by the trainer and lecturer.
In the context of the training, this lecture was given by Dorothea Born and its work about the central role of emotions in our cognition, communication, and decision-making processes particularly in relation to climate change.

PROCESS

10 min	**Lecture by an expert** This lecture is based on the work of Dorothea Born, mentioned above. Emotions strongly influence our perceptions and choices, often more than rational arguments. Importantly, emotions should not be seen as exclusively negative: when acknowledged and channelled productively, emotions such as fear or anger can raise awareness, mobilise engagement, and foster constructive action.
5 min	**Exchange in plenary** Participants briefly share impressions or reflections.

MATERIALS TO USE
PowerPoint Presentation

FACILITATION ADVICE
Works both online and offline.
- Allow time for a short Q&A or reflection to connect the lecture with participants' experiences.
- Presenter should have expertise in climate communication and understand the psychological and emotional dimensions of climate change.

6. Encouraging action: Climate handprint

This module can be conducted with professionals during a training or with excluded audiences during science education activities.

PEDAGOGICAL OBJECTIVE
At the end of this module participants will be able to identify areas where they already make an impact and explore further opportunities for action.

30 min

SUMMARY
The Handprint method shifts focus from the carbon footprint to positive contributions. Participants visualize their "climate handprint," reflecting on actions that make a difference at home, in relationships, mobility, consumption, and care work. Sharing handprints fosters empowerment and encourages further steps toward a socially and ecologically just future.

PROCESS

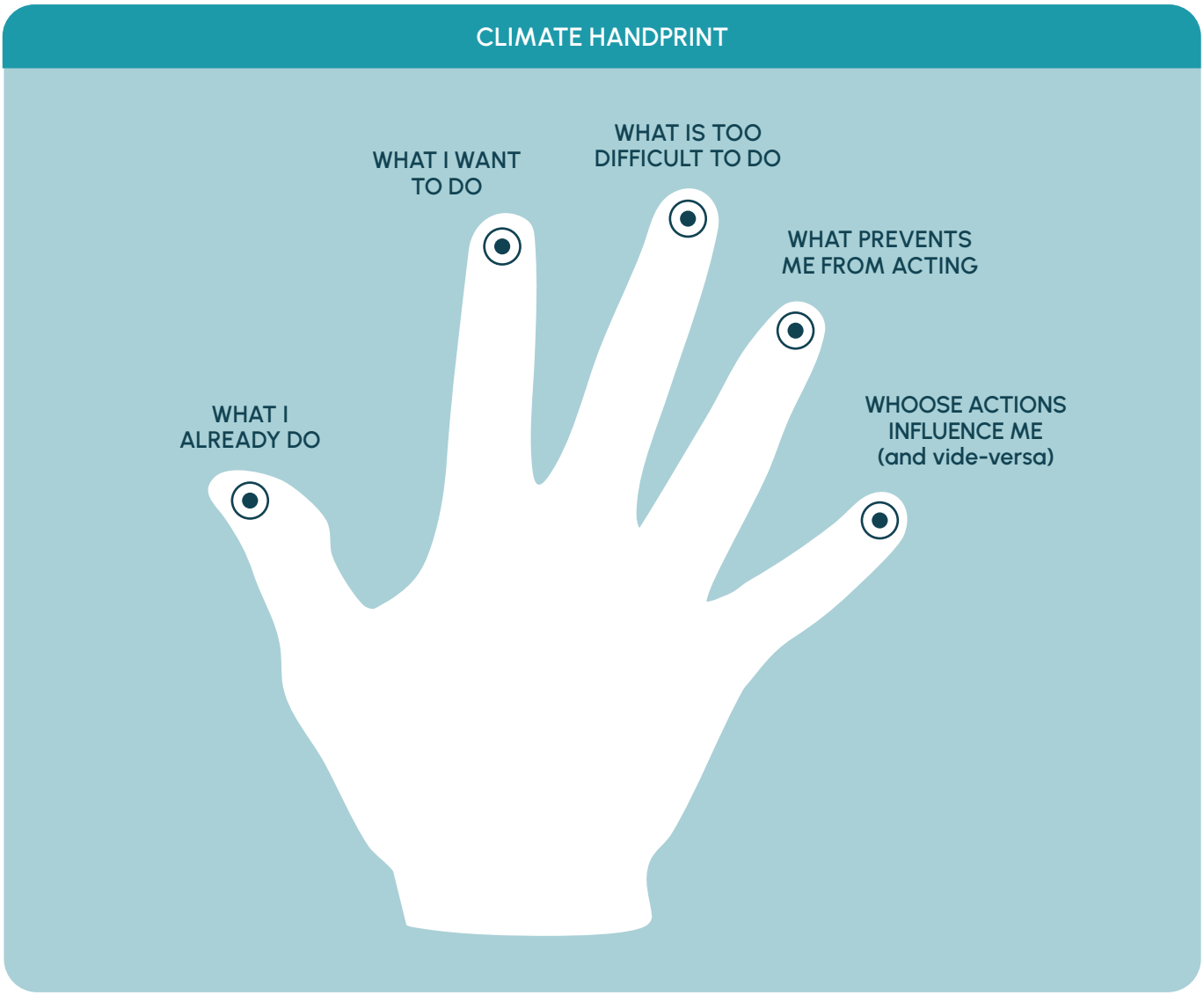
5 min	**Exercise Instructions** The trainer introduces the Handprint method and explains the five questions, corresponding to the five fingers on the hand.
10 min	**Individual Reflection** Participants trace their hand on paper, noting actions already taken that have a positive impact. Guiding questions can support reflection, such as: • What am I already doing that matters? • What empowers me, and how do I empower others? • Where could I grow my handprint further?
5 min	**Sharing in groups** In pairs or small groups, participants share and compare their handprints.
10 min	**Collective Reflection** The trainer facilitates the reflection in plenary with the participants, guided by questions like: • How do you feel about your own practices and your Handprint? • What are you proud of? • What similarities or differences emerged? • What inspired you from others' practices? The trainer with a collective recognition of achievements and a round of applause. The sequence concludes with a list of best practices that encourages audiences to take action.

MATERIALS TO USE

- Paper
- Coloured pencils

FACILITATION ADVICE

- Emphasise that the Handprint is about empowerment, not judgment—there is no "better" or "worse" Handprint.
- Encourage creativity with colours, drawings, or symbols.
- Create an atmosphere that values participants' existing contributions and motivates further action.
- Adapt the exercise to include contributions to inclusion and social justice, as with climate actions.



V. Training modules - Inclusion

This section addresses how to design activities that are truly inclusive and relevant for marginalized audiences. Case studies, expert input, and group exercises help participants reflect on barriers to access and strategies for building trust.

Climate-related examples are used to show how inclusion can be directly linked to environmental challenges in order to avoid separating related issues.

1. Climate resources: tips to make them accessible for the audience

PEDAGOGICAL OBJECTIVE

At the end of this module, participants will be able to adapt the explanation of a resource related to climate and environmental issues according to their audience, in order to make it understandable and accessible.

40 min

SUMMARY

In this exercise, participants aim to make a resource on climate change or environmental issues more accessible and understandable by using a set of guiding questions designed to adapt the content to various target audiences.

PROCESS

5 min	**Exercise instructions** The trainer gives the instructions and demonstrates an example using a resource. The trainer briefly presents the different resources available for the exercise. Participants have to choose a resource they want to make more understandable. This helps form groups. Ideally, groups should not exceed 4-5 people. If necessary, multiple groups can work on the same resource.
5 min	**Individual familiarization with the resource** Each participant reviews the resource individually before discussing it with others. If needed, the trainer can provide additional information.
15 min	**Group work** Using the list of questions from the template to complete, participants work together to explore different strategies.
15 min	**Plenary sharing** **3 min/group** - Each group presents the resource they worked on.

MATERIALS TO USE

- PowerPoint presentation with the instructions
- Resources to explain
- Response Template Sheets

FACILITATION ADVICE

- Choose resources that can be understood by your participants without extra research
- Use a sticky note voting system with all resources visible to allow participants to choose the resource they want to work on.

A LIST OF QUESTIONS TO ADAPT THE EXPLANATION OF THE RESOURCE TO YOUR AUDIENCE

- How to explain the key message of this document in one jargon-free sentence?
- How could this content be explained using objects or experiences?
- How could the topic be related to the everyday life of a "non-specialist" audience?
- What examples or metaphors could help make this document easier to understand?
- How to make this resource accessible for someone with difficulties seeing or reading?
- If there is an image, what caption could make it understandable?
- If there is no image, what kind of image could be added?

2. Lecture about inclusion

PEDAGOGICAL OBJECTIVE

At the end of this module participants will be able to:

- plan appropriate steps for establishing contact with the target group,
- identify potential barriers to building trust with them,
- understand that every activity has to be planned and implemented with the target group, and not for them – "nothing about us without us".

50 min

SUMMARY

An expert on inclusion delivers a lecture on key principles for collaborating with marginalized communities and presents a good practice example. The session is followed by a discussion moderated by the trainer. In this international training, the lecture was given by Sandi Horvat, representative of the Roma community, and moderated by Tina Palaić from the Slovene Ethnographic Museum, who is experienced in collaborating with him.

PROCESS

5 min	**Introduction of the speaker** The trainer introduces the topic and the lecturer.
20 min	**Lecture on inclusion** The lecturer presents fundamental principles of climate change and shares a good practice example.
25 min	**Q&A session** A moderated discussion follows, during which the trainer can ask pre-prepared questions and collect questions from the audience. Participants are encouraged to share their own experiences, through interactive questions where they can vote using a green/red object, and then elaborate on their answers. **Questions for participants:** • Do you face the same challenges as our lecturer? • Do you use similar techniques to communicate?

MATERIALS TO USE

- Presentation from the lecturer (i.e. PowerPoint presentation)
- A list of questions for discussion

FACILITATION ADVICE

- Take care to include as many participants as possible and encourage them to share their experiences.
- Ensure that the vocabulary used is accessible and understandable to all participants.
- Provide a clear summary of the lecture at the end of the session.
- If you have several lectures, vary the formats: interview, discussion, etc.

3. Approaches for inclusion: case study

PEDAGOGICAL OBJECTIVE

At the end of this module, participants will be able to:

- Develop inclusive approaches to engage and build trust with marginalised groups.
- Recognise and address stereotypes, biases, tensions and differing perspectives within groups.
- Reflect on their own role and ensure the relevance of projects for the communities they work with.

60 min

PROCESS

5 min	**Introduction** The facilitator introduces the topic and explains the workflow.
25 min	**Group work on case studies** Participants are divided into four groups. Two groups work on the same case study, so that findings can be compared. **Case Study 1** (Roma community & climate change) Participants explore how to engage the Roma community in a climate project, despite existing stereotypes and distrust. They must consider ways to build trust, manage tensions between subgroups with different priorities (e.g. water, food, solar panels), and respond to questions about the project's relevance. **Case Study 2** (Sudanese refugees & climate change migration) Participants consider how to engage Sudanese refugees in a project on climate change and integration. They must think about building connections with a diverse community, managing the resurfacing of war-related trauma, addressing internal tensions, and overcoming mutual stereotypes between refugees and the host society.
10 min	**Moderated discussion** Each group presents their findings and suggestions for addressing the challenges of their case study. Facilitators summarise key insights and highlight transferable lessons.

MATERIALS TO USE

- Case studies
- Guiding questions for discussion
- whiteboard or paper models for note-taking

FACILITATION ADVICE

Emphasise that stories may be personal and emotional.

- Two facilitators should lead the discussion, each responsible for one case study, to avoid confusion.
- Be sure that you have a diversity of profile among participants in each group in order to have different perspectives.
- Ensure that the session ends with a clear summary highlighting the main learning points.

Face-to-face: provide printed case studies and use flipcharts for group work.

CASE STADY 1

Marginalised social groups, who are economically and politically less well placed to advance their interests, are often the most affected by the impacts of climate change. Climate change affects food production (changed weather patterns), cause health issues (e.g. due to pollution), generate loss of property (e.g. in fires or floods), and also affects the chances of marginalised groups to make a fairer transition to a green society (due to their economic situation and less access to information). Marginalised groups are also less often seen as relevant interlocutors in the discussion of these issues, and often climate change is not a priority for these groups themselves.

1. Your organisation has decided to work with the Roma community in your local area in order to involve them in addressing climate change. This will be your first time working with a community with which you have no experience and where there are many stereotypes and prejudices about Roma in society. In addition, for historical reasons and contemporary tensions with the majority society, the Roma community is usually suspicious of working with different institutions.

- How would you invite the Roma community to participate in your project?
- How would you approach getting to know the community you want to work with?

2. After the presentation of the project idea, it became clear that different groups within the Roma community have different needs and interests in addressing climate change. In some communities they stress the need for access to drinking water, which is still not regulated, in others sustainable food production, and in others the desire to install solar panels. At the project meeting, there is a sense of tension and competition between the groups.

- How will you proceed with selecting project activities?
- Think about your role in the community.

3. When you arrive at the Roma settlement where the activities will be carried out, some participants question the benefits the project will have for them. A discussion is opened about the relevance of the project activities. You are confronted with questions such as: Why should I take part in the activity? How will it benefit me in my life? Participants also point out the disadvantage of projects, as after the activities have been carried out, the cooperation usually breaks down and the established relationships fade away.

- How will you respond to the questions?
- How would you build trust between your organisation and the participants?

CASE STUDY 2

Your organisation is involved in a project on migration with the focus on integration of immigrants and intercultural contacts. Climate change is one of the contributing factors to migration, as people are displaced by natural disasters that destroy their homes, and by an inadequate climate that makes food production more difficult and unreliable. People also migrate for other reasons, including persecution based on personal circumstances and the threat of war. You have decided to invite people who have obtained refugee status to participate in the project. You are interested in working with migrants from Sudan, where martial law has been in place for some time, and the region is also suffering from drought and desertification. The topic of your project is climate change.

1. You do not have much information about the Sudanese living in your area. They are a diverse group of people who do not yet speak the local language, but are learning it. Various associations and humanitarian organisations are helping them to integrate.

- How will you find interlocutors and involve them?
- How will you try to get to know a group of immigrants from Sudan?

2. Together with your interlocutors you have chosen the disappearance of traditional farming methods due to drought and desertification as the central theme of your research. As you work, it becomes clear that this theme is intertwined with the experiences and memories of the war that led the Sudanese to leave their homeland. Their participation therefore brings up many of the traumas and, as the activities are carried out, it becomes clear that there are political and cultural tensions within the group of participants that you were not prepared for.

- How will you cope with the emotional distress of the project participants?
- How will you address the tensions and contradictions between different members of the participant group resulting from political and cultural tensions in Sudan?

3. When presenting the processes of integration into the majority society, the participants are keen to highlight their own experiences and their needs when integrating into the different social systems (health, education, labour market). This is because they are often confronted with stereotypes of the majority population, which can also manifest in obstacles for the immigrants. At the same time, immigrants also have many perceptions of the majority population which they have formed on the basis of their own experiences in the new milieu, but which can hinder them in making contact and achieving their goals.

- How can you address and help overcome stereotypes in your project?
- Think about your role in the project.

4. Collecting information about the audience

PEDAGOGICAL OBJECTIVE

At the end of this module, participants will be able to identify and prioritise relevant information to collect about their audience.

20 min

SUMMARY

Participants reflect on the types of information needed to better understand the audience, especially when direct co-construction is not possible. They review a list of guiding questions and then prioritise them through discussion and voting.

PROCESS

5 min	**Introduction** The trainer explains the importance of collecting information about the audience, particularly when co-construction is not possible: What kind of information is needed to gain a better understanding of the audience? Examples include: context of participation, overall situation, connection to the topic, skills already existing... Information may be gathered beforehand or during the activity. The trainer presents a list of guiding questions.
5 min	**Prioritising questions** Each participant votes for: • One question they find particularly interesting. • One question they might otherwise overlook but would like to remember and use in future. They then explain their choices in small subgroups.
5 min	**Conclusion** The trainer identifies which questions received the most votes and highlights the importance of collecting information not only about the audience's difficulties, but also about what they can and want to do.

MATERIALS TO USE

List of guiding questions

- What is the context of participation (overall context, voluntary or not, inter-individual dynamics)?
- What are the expectations and reasons for participation?
- What are their main concerns?
- What aspects of daily life might affect participation (employment, availability, etc.)?
- What languages are spoken and what is the level of proficiency?
- What skills and experiences do they bring to the topic?
- What are their opinions on the topic? Any fears about it?
- What could create difficulties for this audience?
- What prejudices might we have about this audience (and vice versa)?

FACILITATION ADVICE

- Take care that participants do not stigmatise the audience. The goal is not to assume answers will be different with excluded audience than for regular audiences, but to ensure activities are relevant.
- Repeat that we should avoid assuming we already know the answers – especially when working with audiences you have not met before.
- These are not questions to ask participants directly, but information to gather (often via intermediaries such as social workers).

VI. Training modules - Dialogue Methods

Dialogue is central to inclusive climate education. In this section, participants test and analyze a range of methods for fostering constructive conversations. The emphasis is on listening, co-creation, and integrating diverse perspectives—using climate-related themes as a concrete context for applying inclusive dialogue practices.

1. Deep listening: tell your climate story

PEDAGOGICAL OBJECTIVE
At the end of this module participants will be able to use the "Climate Story" method to practice deep listening by sharing personal experiences of climate change, and reflect on the diversity of perspectives within the group.

25 min

SUMMARY
The Climate Story exercise invites participants to connect personally with climate change through storytelling.
By sharing their own experiences and listening attentively to others, participants practice empathy and reflection. This "deep listening" method highlights the power of personal stories in climate conversations and strengthens trust and understanding within the group.
Through deep listening, participants experience that their voice is being heard and that their experiences matter.

PROCESS

5 min	**Exercise instructions** The trainer explains the purpose and guidelines of the exercise (importance of openness and active listening, no right or wrong stories).
10 min	**Participants work in pairs** One person shares their climate story for 5 minutes while the other listens silently, then they switch roles. Such questions can help to start: • When did you start taking an interest in climate change? • Was there a specific moment that you can remember? • What does climate change mean to you? • What was the process of taking action yourself? • What actions are you taking now in relation to climate change? • How do you think and feel about climate change?

10 min	**Reflection in plenary** Participants exchange their perceptions of the exercise. The following questions can guide the discussion: • What did you enjoy more, sharing your climate story or listening? Why? • What was particularly interesting to you? Why? • Were there any similarities or differences between the stories? • How did you feel when doing the "climate story" exercise? Why? The trainer concludes by thanking everyone for their participation and their openness to share their personal stories.

MATERIALS TO USE

- Pen and paper (optional for notes).
- A room with enough space for participants to speak in pairs privately.

FACILITATION ADVICE

- Emphasise that stories may be personal and emotional.
- Ensure a safe, respectful and non-judgmental atmosphere.
- Keep strict timing.
- Encourage attentive listening without interruption.
- You can adapt the exercise into «Inclusion Story» by orienting the starting questions with experiences related to inclusion.

2. Chain of questions

PEDAGOGICAL OBJECTIVE
At the end of this module, participants will be able to integrate elements shared by their audience into their message

60 min

SUMMARY
During this exercise, participants work in pairs and take turns: one asks questions while the other responds. The exchange begins with a prompt about what the interviewee is doing to be inclusive in their activities. The person asking questions must actively listen and incorporate elements shared by their partner into their next question.
The objective of the exercise is to foster active listening and, by extension, to better listen to one's audience – learning to integrate the input received into the flow of one's message.

PROCESS

2 min	**Exercise Instructions & Pair Assignment** The trainer explains the exercise and assigns participants into pairs.
10 min	**Paired exchange** In pairs, Participant 1 asks the first question. Participant 2 responds. Then, Participant 1 follows up with a new question that integrates elements from the previous answer. The conversation begins with the prompt: "What are you doing to be inclusive in your activities ?" Participants can switch roles after 5 minutes.
3 min	**Conclusion** Back in plenary: the trainer asks if participants feel comfortable with the exercise, voting with green or red object, and participants share how they felt, followed by short comments from two volunteers.

MATERIALS TO USE
Online: virtual rooms

FACILITATION ADVICE
- Be careful of not doing this exercise just after a listening module
- **Face-to-face:** make sure to space participants out enough so that pairs are not distracted by the noise of others.

3. Dialogue: analysis of diverse methods

PEDAGOGICAL OBJECTIVE

At the end of this module, participants will be able to identify the principles of different dialogue methods, understand their strengths and limitations, and explore how to adapt them to their own contexts depending on topic and audience.

60 min

SUMMARY

This module introduces participants to a variety of dialogue methods and their practical applications in climate and environmental education to be more inclusive. By combining presentation, group analysis, and plenary discussion, participants reflect on the value of dialogue for inclusion, participation, and empowerment. They also identify challenges and good practices to better adapt these methods to their own audiences, especially vulnerable groups.

PROCESS

20 min	**Introduction and Exploration of Dialogue** The facilitator asks participants about their own experience with dialogue in educational practice: • Do you use dialogue methods? • What challenges have you faced? Six dialogue methods are introduced.
25 min	**Analysing a Method** In small group, participants choose one dialogue method to analyse in groups of 4–5. Each group explores how the method could be applied in a climate/environmental education context with vulnerable adults. Guiding questions include: • In what context is this method relevant? (e.g. time available, objectives, type of input expected from participants) • How can we ensure inclusivity and avoid exclusion mechanisms? • How can outputs be valued or used afterwards? • On which specific climate topics could this method be most effective? Each group selects a spokesperson to report back in plenary.
15 min	**Plenary Sharing** Groups share one piece of advice that they think is relevant for all methods and one difficulty without a clear solution. The trainer synthesises the key insights, highlighting both opportunities and challenges of applying dialogue methods.

MATERIALS TO USE

• PowerPoint presentation with descriptions of the six dialogue methods
• Handouts or slides with guiding questions for group work.

FACILITATION ADVICE

- Ideally, participants will already have tested some of the dialogue methods earlier in the training. This allows for a more reflective approach during this module.
- Let participants choose the method they feel most comfortable with, or that they are most likely to use in their own practice.
- Encourage honest discussion about both benefits and limitations – dialogue is not a one-size-fits-all solution.

DIALOGUE METHODS			
Method	**Description**	**Strenghts/Interests**	**Limitations / Points of Attention**
World Café	Participants rotate between small discussion tables to exchange on guiding questions.	Encourages broad participation; generates many ideas quickly; inclusive and dynamic.	Risk of superficial discussions; requires strong facilitation and timekeeping.
Photolanguage	Participants react to images and use them to express feelings, ideas, or experiences.	Stimulates creativity and emotions; useful for diverse groups or when verbal expression is difficult.	Some may struggle to connect with abstract images; preparation of materials required.
Discussion Game	Structured game format where participants discuss issues guided by cards or rules.	Fun and engaging; lowers barriers to participation; helps explore different perspectives.	Can drift away from main topic; requires clear instructions and facilitation.
Fish Bowl	Small group discusses in the centre ("the bowl"), others listen; participants can swap in/out.	Good for deep discussions; encourages attentive listening.	Some may feel excluded or intimidated; requires careful group management.
Best Case / Worst Case Scenario	Groups imagine the best and worst outcomes of a situation, then compare.	Encourages critical thinking; helps anticipate risks and opportunities; connects to real-life contexts.	Can reinforce negative perspectives if not balanced; may need more time to debrief.
Role Play	Participants act out situations or perspectives relevant to the topic.	Builds empathy; makes abstract issues concrete; very engaging.	Some may feel uncomfortable acting; risk of reinforcing stereotypes without good debriefing.

4. Dialogue in practice: The triangle exercise

PEDAGOGICAL OBJECTIVE

At the end of this module, participants will be able to reflect on the use of dialogue tools to enhance listening, questioning (dialogic listening and questioning), and collaborative reflection in educational settings.

60 min

SUMMARY

This session provides a practical, hands-on experience of dialogue through the **Triangle Exercise**, allowing participants to practice structured listening, question formulation, and collaborative reflection. Participants rotate through three roles – Brainstorming, Facilitators, and Observers – to explore dialogue dynamics, observe interactions, and practice co-constructing understanding.

This session is part of a sequence that alternates practical exercises with short theoretical inputs ("theory pills") and was developed and facilitated by **Samantha Maggiolo**, an expert in maieutic dialogue and inclusion, during a training session with the Italian project partner.

PROCESS

10 min	**Instructions of the exercise** • Brainstorming Group: Shares ideas aloud on a chosen topic, e.g., "Engaging in dialogues on climate change with vulnerable populations", freely expressing thoughts, concerns, and questions. • Facilitators Group: Listens attentively, sets aside personal opinions, and identifies the questions and dialogue needed to support the brainstorming group. • Observers Group: Watches interactions, notes group dynamics, records personal reactions, and reflects on potential interventions if they were in the other roles. Occasionally, they are prompted to share keywords capturing their immediate impressions.
30 min	**Running of exercise** **10 min** - Brainstorming group begins sharing ideas. Facilitators formulate one-sentence questions to guide the dialogue, without adding explanations or commentary. Observers provide keywords describing their impressions. **5 min** - Brainstorming group selects one facilitator question to answer, reflecting on whether it clarifies or shifts their perspective. **15 min** - After initial rounds, participants form smaller groups of 3-4 to plan facilitator interventions step by step, estimating phase timing and expected outcomes.
20 min	**Summary in Plenary** The trainer invites participants to reflect on their personal responses. The trainer highlights how trust between participants enhances dialogue quality and the co-construction of understanding. As well as the key Learning Points: • How to facilitate dialogue without imposing personal views • How listening carefully shapes meaningful questions • How structured observation supports reflection and improves future facilitation • Understanding the importance of attentive observation, reflective listening, and co-construction of knowledge

MATERIALS TO USE

- Sticky notes
- Paper
- Pens
- Flip charts
- Room allowing small-group splits

FACILITATION ADVICE

- Give participants space and time to express opinions, engage in exercises, and reflect together on what worked well in their dialogue dynamics.
- Ideally, 2–3 trainers circulate among groups to support exercises and contribute to debriefings.
- Use theory pills after exercises to provide conceptual insights and consolidate learning.

Additional note

For a full training session on dialogue methods, begin with a Deep Listening module, continue with Chain of Questions exercises, and conclude with the Triangle Exercise. Include moments for self-reflection and theory pills to help participants integrate principles and best practices in dialogue facilitation.

VII. Training modules - Reflexivity & Participants's Projects

The final section invites participants to reflect on their own professional practices and projects. Through self-reflection, project-sharing, and action planning, they identify how to integrate both climate and inclusion perspectives into their daily work. The goal is to connect personal practice with collective learning and to leave with concrete next steps.

1. Self reflection moment

PEDAGOGICAL OBJECTIVE
At the end of modules, participants will be able to identify relevant elements and reflect on how they relate to their own practices.

5 min

This can be done with music playing in the background to help with concentration.

SUMMARY
Self-reflection moments are dedicated to individual note-taking, where participants note what they could reuse in their practices and in their contexts. Placed at the end of a module, they help participants remember the key concepts, reflect on their exchanges with others, and consider their own professional practices.

PROCESS
Self reflection moments take place at the end of each module, or at least at the end of each half-day.

5 min	**Writing** The trainer briefly reminds the group – orally and/or in writing – of the topic(s) covered in the previous module(s). Individually, participants write down their reflections by answering two questions: • What do I want to remember? • What does this mean in my context?
1 min	**Sharing** These notes are personal. Invite one or two volunteers to share something if they wish.
1 min	**Introduction to the next session** The trainer introduces the topic of the next sequence.

MATERIALS TO USE
• Pen
• Paper
• **Optional:** Fill-in template.

FACILITATION ADVICE

- Briefly remind participants of the topic(s) covered before the self-reflection moment, to help them identify key elements
- Keep it optional for participants

Online

- We recommend that participants take a piece of paper to allow for a moment of disconnection.

Face-to-Face

- We have developed a self-reflection notebook (which can also be printed and used by online participants).

SELF-REFLECTION BOOKLET

Topic of the training sequence .....

I feel

What do I want to remember

.....

.....

.....

.....

What does this mean in my context? What could I reuse?

.....

.....

.....

.....

2. Sharing projects among participants

PEDAGOGICAL OBJECTIVE

At the end of this module, participants will be able to learn about the strengths and challenges of other participants' projects on climate and inclusion.

50 min

Duration may vary depending on the size of the sub-groups. We recommend groups of 4-5 people to hear different projects without feeling repetitive.

SUMMARY

The project-sharing activity allows participants to present their own projects and discover those of others. It also encourages them to step back and reflect on their work, while sharing useful insights with the group, such as successes and challenges to design inclusive educational activities about climate change. The project presentation template helps structure exchanges. Participants are invited to use the project-sharing format, focusing on what worked, what was difficult, what remains challenging, and how the project can be more inclusive and environmentally oriented.

PROCESS

5 min	**Exercise instructions** The trainer introduces the project-sharing activity. Participants are invited to share a current project by filling in a template. The trainer can give an example, such as the Come Together project, to illustrate the format.
5 min	**Write down a current project** Individually, each participant writes about one of their projects, using the following structure: • Title • Contact • Describe your project in two sentences • One thing you're proud of • One challenge • One open question you're still exploring
30 min	**Share in small groups** **5' per project** - In subgroup, each participant presents their project.
10 min	**Strengthen the projects** In each group, participants discuss together: • 5 min - How to make these projects more inclusive? • 5 min - How to better integrate environmental and climate issues?
10 min	**Closing and reflection** There is no plenary debrief. Instead, the trainer includes a self reflection moment where participants can add notes about how this exchange impacts their own project or what they have learned from others. Participants can also review other projects and write suggestions, ideas, or advice for others on sticky notes, including their name if they'd like to connect further about a project. These notes can help create new subgroups for the next session.

MATERIALS TO USE

Project presentation template

FACILITATION ADVICE

- To keep exchanges dynamic in small groups, limit each project presentation to 5 minutes. The trainer signals time (bell/timer) every 5 minutes.
- If discussion lags, suggest moving on to the next part: how to make projects more inclusive and environmentally focused.
- Display all participants' projects (digital or real walls), so participants can read them at any time.
- Plan at least two project-sharing moments during the training to discover initiatives and foster connections for future collaborations.
- Vary interaction formats. For example: walking through projects during a coffee break or skill exchange (Which skill do you have that could be useful to someone else? And which one was missing in your project?).
- Schedule the first project-sharing session on day one, so participants share their projects and get to know each other.

TEMPLATE FO PROJECT PRESENTATION

PROJECT'S NAME .....

First and last name .....

E-mail .....

Your project in 3 sentences:

.....

.....

.....

.....

Your proudest achievement in this project?

.....

.....

.....

.....

A challenge you have met during this project?

.....

.....

.....

.....

A question you're still asking yourself?

.....

.....

.....

.....

To be more inclusive

.....

.....

.....

.....

To focus more on enviromental issues

.....

.....

.....

.....

3. Evaluate your project

PEDAGOGICAL OBJECTIVE

At the end of this module, participants will be able to identify the relevant approach to evaluate their project.

30 min

SUMMARY

This module introduces participants to the importance of designing a relevant evaluation for inclusive activities about climate and environment. Participants reflect and discuss their practices.

PROCESS

10 min	**Presentation of project steps** The trainer presents the main steps of a co-construction project as identified in the project and asks participants if they have the same steps. A short discussion explores the challenges they might encounter in different contexts (long-term vs one-off projects, with or without partners). Then the trainer explains that the focus will be on evaluation and gives the instructions.
10 min	**Subgroup discussion** Participants are divided into subgroups. Using their own project description, they add sticky notes about the evaluation of their project: • When is evaluation designed? conducted? • Who is involved in this process? • What are the indicators? • How are evaluation results disseminated?
10 min	**Plenary discussion** Each subgroup shares their main reflections. The facilitator summarizes key insights and invites general comments on evaluation approaches (the importance of co-construction, the benefit of having specific objectives, some examples of indicators and dissemination processes...).

MATERIALS TO USE

Sticky notes

FACILITATION ADVICE

Encourage participants to reflect both on ideal scenarios and realistic constraints.
Reassure novice participants: they can say what they would like to do and share their difficulties.

4. Individual action plan

PEDAGOGICAL OBJECTIVE
At the end of this module, participants will be able to identify concrete actions they want to start, stop, or continue in their professional practice based on their learning during the training.

20 min

SUMMARY
This module helps participants consolidate learning by defining a personal action plan. Participants reflect on practical changes they want to implement, reinforcing good practices, stopping ineffective habits, and introducing new approaches.

PROCESS

5 min	**Individual work** Participants write down the actions they want to Start, Stop, and Continue in relation to what they learned during the training. It includes the actions they want to: • Start: Which new practices do you want to implement? • Stop: Which habits or practices should you stop? • Continue: Which existing practices do you want to strengthen or maintain? This plan can include projects, use of specific tools, work habits, people to contact, or documents to consult. It serves as a memo for the coming months.
15 min	**Subgroup exchange** In small groups, participants share and explain their choices to their peers. This encourages reflection on the meaning behind each action and can inspire others.

MATERIALS TO USE
Template to complete the action plan
Face-to-face: you can integrate the action plan in the self-reflection booklet

FACILITATION ADVICE
No plenary feedback, only subgroup discussion.
The trainer may ask 2-3 volunteers to share their plans to close the session.participants: they can say what they would like to do and share their difficulties.

ACTION PLAN: START, STOP AND CONTINUE

YOUR NAME .....

Start

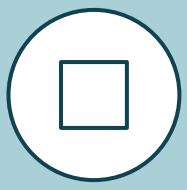
.....

.....

.....

.....

Stop



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Continue

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VIII. Resources for trainers

1. Climate communication

Ten Key Principles for Climate Communication - Sippel, M., Shaw, C. & Marshall, G. (2022)
Presents ten evidence-based principles for effective climate communication. Provides clear guidance for building trust, making messages relatable, and encouraging meaningful public engagement.
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4151465

Communicating Climate - Yale Climate Connections
A collection of articles, podcasts, and tools from Yale Climate Connections, focusing on innovative and effective ways to communicate climate change to the public.
https://yaleclimateconnections.org/topic/communicating-climate

The Climate Dictionary, UNDP (2023)
An accessible glossary explaining common climate change terms in everyday language, designed to make scientific concepts understandable to the general public.
https://climatepromise.undp.org/news-and-stories/climate-dictionary-everyday-guide-climate-change

Are We Communicating Climate Change Wrong?, PreventionWeb (2022)
Practical communication guide offering five strategies to improve climate messaging: act as a translator, make it human, add hope, co-create messages, and ensure credible sources.
www.preventionweb.net/news/are-we-communicating-climate-change-wrong-here-are-five-ways-improve

Stinky Fish Exercise - SessionLab
An interactive group exercise designed to surface hidden concerns, doubts, or "smelly" issues that participants carry with them. Often used to open dialogue, build trust, and create space for honest reflection in group settings.
www.sessionlab.com/methods/stinky-fish

The Emotions of Climate Change, Office for Climate Education
A comprehensive professional development resource for teachers. It explores the emotional dimension of climate change, helping educators address eco-anxiety and support students in processing complex feelings related to environmental issues
www.oce.global/en/resources/teacher-professional-development/emotions-climate-change

Risk Communication, Public Engagement, and Climate Change: A Role for Emotions - Roeser, S. (2012)
Explores the importance of emotions in climate risk communication and public engagement. Argues that emotions can play a constructive role in motivating meaningful climate action.
https://doi.org/10.1111/j.1539-6924.2012.01812.x

The Multiplicity of Emotions - Pfister, H.-R., & Böhm, G. (2008)
Presents a framework of emotional functions in decision-making, showing how different emotions shape choices and behaviors in complex contexts like climate change.
https://doi.org/10.1017/S1930297500000127

Ecological Handprint – Climate Change Connection
Background document explaining the ecological handprint, its relationship to the ecological footprint, and how the concept can be used in climate education and communication.
https://climatechangeconnection.org/wp-content/uploads/2019/03/Ecological-Handprint-Backgrounder.pdf

2. Inclusion

Accessibility of Cultural Heritage to Vulnerable Groups – Palaić & Valič (2015)
Collection of essays addressing barriers that prevent marginalized communities from accessing and engaging with cultural heritage.
www.etno-muzej.si/files/elaborat_eng.pdf

Connecting to Communities - Creative Museum (The Creative Museum Project, 2017)
Guide for museum professionals offering examples and practical advice to foster participatory and creative engagement with communities.
http://creative-museum.net/wp-content/uploads/2017/09/Toolkit_Communities_EN.pdf

Curatopia: Museums and the Future of Curatorship - Schorch & McCarthy (2019)
Challenges the traditional curator role, advocating for more engaged, ethical, and collaborative practices in a changing museum landscape.

Engaging Heritage, Engaging Communities - Onciul, Stefano & Hawke (2017)
Examines theory and practice of community engagement in museums and heritage sites, focusing on building meaningful relationships with diverse communities.

Engaging your Community: A Toolkit for Museums, Ontario Museum Association (2015)
Practical toolkit helping museums assess their relevance and build deeper relationships with their communities. Provides step-by-step guidance and actionable advice.
www.tamarackcommunity.ca/library/engaging-your-community-a-toolkit-for-museums

Equity, Exclusion & Everyday Science Learning:
The Experiences of Minoritised Groups - Dawson (2019)
A zine that critically examines the concept of equity in science learning & communication, and develops a framework to support inclusive change.
https://equityandeverydayscience.wordpress.com/zine/

Museums and Communities- Golding & Modest (2013)
Essays exploring participatory museum practices, decolonization, and building socially relevant, democratic institutions.

Practicing Collection Ethics: A Toolkit for Museum and Archive Professionals (TRACTS Project, 2023)
Toolkit using real-world examples and reflective questions to help curators and archive professionals address ethical dilemmas beyond formal guidelines.
https://tractsnetwork.online/news/archive/practicing-collection-ethics-toolkit

Spark - evaluation workshop about equity, diversity and inclusion - by Diversci
A tool to self-evaluate your institutional level of awareness and practice of inclusion, equity, diversity and social justice developed by Diversci a collective of science engagement professionals.
www.diversci.eu/evaluation-workshop

The Participatory Museum - Simon (2010)
Provides conceptual frameworks and case studies on involving visitors in co-creating, sharing, and engaging with museum content.
https://participatorymuseum.org

3. Dialogue methods

Dialogue in Public Engagement: A Handbook
This handbook enable researchers to communicate with other groups in ways which genuinely enhance mutual understanding around their work.
https://edinburghbeltane.wordpress.com/wp-content/uploads/2011/11/dialogue-handbook-final.pdf

How to Have a Climate Change Conversation – Climate Outreach
A practical guide offering strategies to start constructive conversations on climate change. Focuses on empathy, shared values, and accessible language to engage diverse audiences.
https://climateoutreach.org/reports/how-to-have-a-climate-change-conversation-talking-climate

Public dialogue facilitators guide
A toolkit to help you facilitate and guide discussions, debates or dialogue in your public engagement.
www.imperial.ac.uk/media/imperial-college/be-inspired/societal-engagement/public/How-do-I-have-effective-dialogue-with-the-public.pdf

IX. Adapting the Training to your context

1. General advice

If you want to adapt the training to your context – i.e., remove, add, or modify parts of the training – here is your checklist.

1. Duration
The chosen duration is sufficient to create group dynamics while taking into account the time constraints of the target participants (our suggestion: between 1 and 3 days).

2. Content
You have mobilized local expertise. And the objectives and activities do not give the impression that issues of inclusion and climate communication can be considered separately (our suggestions: have climate experts talk about vulnerability issues, have examples of inclusive projects with climate themes, alternate activities on each theme).
As the training relies on the complementarity of skills among participants from different disciplinary fields (science communication, research, social action), some exercises need to be adjusted when one of these profiles is missing.

3. Pace
You have alternated the type of participation required (listening, discussing, debating, drawing, etc.) as well as the type of interaction (working alone, in small groups, in plenary sessions), with at least one break per half-day.

4. Educational progression
The training begins with an icebreaker and the first activities allow participants to share their knowledge. The order of your sequences seems logical (e.g., from general to specific, from simple to complex, from concrete to abstract, etc.).

5. Preparation
You tested some modules before the training to check, for example, that the duration of each activity was correct and that the instructions were clear.

2. Technical advice for online training

If you are conducting the training online, you must prepare the timeline and the collaborative whiteboard very carefully.
For the schedule, we recommend creating a table with one row per sequence.
The columns should indicate:
- the name of the sequence
- the start time and duration
- the name of the facilitator
- a description of the sequence

- the materials
- for sub-group sessions: the size of the groups, the names of the facilitators
- messages to copy into the chat (instructions, URL link to the whiteboard, etc.)
- the name of the person providing technical support.

For the collaborative whiteboard (Mural, Miro, etc.), you will need to prepare a template with defined spaces (background frame, different colours, etc.) for each sequence with the correct number of blank templates/post-it notes for participants to fill in. The instructions and duration of each sequence must be written down. We recommend that you cover the sections and reveal them as the training progresses.

3. National adaptations

In this section, you will find the **five national training programs**, each project partner tailored.

Adaptations in each national context are indicated with this symbol: 🔁
It highlights exercises or modules that have been modified to fit the participants' profiles, trainers' expertise or resources, such external experts, available in that country.

FRANCE – UNIVERSCIENCE (US)

To prepare the national training course, the Universcience team thoroughly analyzed feedback from the international training session. Based on this, several key decisions were made:

- increasing the time allocated for partners to share their projects
- engaging experts who vary their presentation formats
- having participants actively test dialogue techniques before analyzing them.

We invited 3 experts: Aglaé Jézequel (climate researcher), Thomas Legon (sociologist) and Vanessa Mignan (consultant on inclusive science communication) who really helped, through their lectures, to make the connection between climate and inclusion. For example one sequence allowed us to shift the focus from "Who is responsible?" to "How can we build a sustainable future?" when we are talking with marginalized adults. Additionally, we developed specific sequences tailored to topics of particular interest to hub members, including:

- a fishbowl discussion on encouraging audiences to transition from reflection to action
- dedicated time to define and explore inclusion
- opportunities for participants to share ready-to-use tools and skills to support others
- an exercise designed to make resources accessible using real documents.

In Paris, the emphasis was on helping participants apply these skills in their own professional contexts. To support this, we created a self-reflection notebook where participants can record insights and strategies they plan to integrate into their practice.

Day 1

Morning	• Welcome & Introduction • Icebreaker & Training program • **Photolanguage: what is inclusion?** • Lecture about climate • **Explaining resource about climate : tips to be understood and relevant for the audience**
Afternoon	• Taking emotions into account: Stinky fish • **Discussion about climate justice – with a sociologist** • **Encouraging action: Fishbowl exercise** • Sharing projects among participants • Conclusion of the first day

Day 2

Morning	• Collective summary of day 1 • **Free walk among the projects sheets** • Lecture about inclusion in science communication • **Deep listening : tell your inclusion story** • Approaches for inclusion: case studies • **Sharing projects among participants : skills exchange**
Afternoon	• Expressing views on climate related scenarios: Discussion game • **Sharing ready-to-use tools for educational activities - World café** • Dialogue: analysis of diverse methods • Individual action plan • Conclusion

ITALY - National Museum of Science and Technology "Leonardo da Vinci" (MUST)

To developed the local training, MUST presented the online training to local hub members and gathered feedback from Italian participants. Key adaptations included :
• valuing the experience of hub members
• providing participants with opportunities to discuss their own experiences.

MUST also invited local experts from the hub to contribute to the training. External contributors included representatives from the Milan Municipality presenting the city's climate change plans; Samantha Maggiolo, an expert in maieutic dialogue and inclusion; Giorgio Vacchiano, a climate change researcher from Milan University; Ines Lettera, director of the NGO Caritas, working with homeless people; and five homeless individuals affiliated with the center who shared their experiences of inclusion.

Feedback collected at the end of the first training day shaped sessions of second training day, such as :
• recognizing the diverse expertise of participants
• allocating more time to maieutic dialogue with Samantha Maggiolo. Initially scheduled only for the first day, she was invited to lead activities on the second day as well.

Overall participant feedback was very positive. The invited experts also expressed appreciation, particularly the homeless contributors who highlighted that they are rarely invited to share their experiences as experts in such multidisciplinary settings.
Additionally, participants of the two-day training were offered a third day to test the educational activity developed by MUST as part of the Come Together project. Seven individuals attended this additional session.

Day 1

Morning	• Welcome & Introduction • Icebreaker & Training program • **Inclusion: activity and short talk** • Sharing projects among participants
Afternoon	• Taking emotions into account: Stinky fish • **Lecture about climate, activism and inclusion - by a journalist expert** • **Listening and dialogue approach activities and short talks (part 1)** • **Free walk among the projects sheets** • Conclusion of the first day

Day 2

Morning	• Collective summary of day 1 • **Lecture about climate and justice** • **Exchange with the Municipality Climate Plan** • **Project presentation: Poetry lab – by an NGO and homeless people**
Afternoon	• **Listening and dialogue approach activities and short talks (part 2)** • Individual action plan • Conclusion

GERMANY – Ethnological Museum (EM - SPK)

To design the national training, the EM compared the needs of hub members with the international training program. Together with national hub members (some of whom had participated in the international training) the EM discussed methods and findings, gathering feedback and suggestions for adapting the international training for the national one.
Hub members emphasized the importance of sufficient time for exchanging expertise and discussing how to translate theoretical knowledge into practical application.

Key adaptations for the national training

- **Practical application:** More time for exchanging expertise and projects to translate theoretical knowledge into practice.
- **Environmental-ethnological perspectives:** Inclusion of a tour on Indigenous knowledge practices by Andrea Scholz (Curator for Transcultural Cooperation) to challenge Western views on nature, emphasizing the interconnectedness of humans and the environment in other cultures and highlight global aspects on climate and biodiversity crises and resource justice.

- **Insights in interdisciplinary research:** Integration of the Humboldt Labor (Exhibition space of the Berlin University Alliance), featuring the experts Dr. Tobias Krüger (geography), Heindriken Dahlmann (geography), Pauline Münch (citizen science), and Bastian Herbst (science education) to illustrate global challenges and solutions. Including a discussion between experts and participants on how to communicate complex topics effectively to diverse audiences.
- **More time for target group orientation:** Different practical examples for reaching underserved adults, including projects with Ukrainian communities (presented by Roksolana Ludyn), how to link intercultural community gardens with environmental education and trauma support for refugee women (presented by Begzada Alatovic, Südost Europa Kultur e.V.) and supporting Afro-German audiences through practical everyday life support and creative media projects (presented by Katharina La Henges, Joliba e.V.).

Day 1

Morning	• Welcome & Introduction • What is inclusion? • Sharing projects among participants – session 1 • Communicating climate and environmental topics • **Climate in interaction – Formats for Sparks, Flow und Questions:** a presentation of participatory and discussion formats based on practical projects and experiences
Afternoon	• **Theatre exercise: Climate and environmental associations** • Taking emotions into account: Stinky fish • Encouraging action • **Exhibition tour: Indigenous knowledge practices and environmental ethnology topics in the exhibition** • Conclusion of the first day

Day 2

Morning	• Introduction of Day 1 • **Case Studies socially inclusive project work** • Expressing views on climate related scenarios: Discussion game
Afternoon	• **Sharing projects and learning from each other – session 2** • **Guided tour of the exhibition "After Nature" with contributions from environmental scientists** • Dialogue: analysis of diverse methods • Conclusion

AUSTRIA - Science Center-Network (SCN)

The training in Vienna placed a stronger focus on the exchange of practical formats, making full use of the opportunities offered by an in-person setting.
The aim was to inspire the participants with diverse approaches and share successful activities, of which some had been imagined, prototyped or further developed in the co-creation processes of with the hubs.

Participants could freely move between stations, explore different activities, and discuss them with peers or facilitators. After the strong success of the first practical activity try out on day one, a second was added on day two.
The formats included hands-on experiments, various discussion formats, visual puzzles and riddles, and interactive data exploration formats. Topics covered were the greenhouse gas effect, ocean acidification, SDGs, mobility of the future, planetary boundaries, the carbon cycle, local temperature development, societal CO_2 emission mitigation measures, and discussion of poverty.

Additional space was given for exchange between projects. Informal networking was facilitated by offering coffee, snacks, and extra time before and after the official training schedule, which was especially used after day two. Participants also had the opportunity to reflect about the implications of inclusion aspects for their own contexts and target groups.
Exchange between projects was also encouraged for development of personal action plans.

Finally, the expert talk about climate was redesigned. Instead of a general introduction to climate knowledge, which most participants presumably possessed, SCN invited data visualisation researchers, to provide concrete examples of good and poor practices in communicating climate data. A practical exercise allowed participants to critically analyse publicly available visualisations and discuss their strengths and weaknesses for use in educational context for public.

Day 1

Morning	• Welcome & Introduction • **Try out session for climate and science engagement activities 1** • Sharing projects among participants – session 1 • Lecture about inclusion in science engagement
Afternoon	• **Group discussions about inclusion aspects and implications for one's personal context/projects** • **Explaining resource about climate : tips to be understood and relevant for the audience** • Expressing views on climate related scenarios: Discussion game • Self-reflexion and conclusion of the first day

Day 2

Morning	• Lecture about emotions in climate communication • Taking emotions into account: Stinky fish • **Photolangage exercise about emotions** • Encouraging action: Climate handprint
Afternoon	• **Try out session for climate and science engagement activities 2** • Lecture about visualisation of climate data: theory and good practice examples • **Evaluation-tool of data visualisation for educational context: exercise** • **Sharing projects among participants – session 2** • Individual action plan • Conclusion

SLOVENIA - Slovene Ethnographic Museum (SEM)

For the development of the national training, SEM drew on feedback from international training participants as well as the needs identified by hub members. The training was structured around three core components:

• identifying barriers and challenges to engaging marginalized audiences
• focusing on the specifics of climate and environmental communication
• experimenting with diverse methods adapted to the topic and audience.

Based on the needs of national training participants – and given that our project activities target this group – we placed greater emphasis on understanding the particularities of the Roma community and on fostering engagement within marginalized social groups.
Special attention was also given to experimenting with and discussing various approaches.

Unlike the international training, we did not dedicate a specific session to sharing relevant projects; instead, participants shared their experiences and initiatives throughout the training during the group discussions. To optimize time management, some activities from the international training were omitted.

Day 1

Morning	• Welcome & Introduction • Icebreaker & Training program • Expressing views on climate related scenarios: Discussion game • Lecture about Inclusion - recommendations for working with Roma communities
Afternoon	• Taking emotions into account: Stinky fish • Approaches for inclusion: case studies on collaborating with Roma community • Conclusion of the first day

Day 2

Morning	• Collective summary of day 1 • **Lecture about climate change, past mistakes and increase of vulnerability** • Dialogue: analysis of diverse methods • Lecture about communication in a changing climate
Afternoon	• Dialogue: analysis of diverse methods • **Explaining resource about climate: tips to be understood and relevant for the audience** • Encouraging action: Climate handprint • Individual action plan • Conclusion

4. Feedback of the participants

To evaluate the training, we conducted an evaluation questionnaire sent out at the end of the training, discussions in sub-groups at the end of the training, and individual interviews or focus groups several weeks after the training.

The training program enjoyed a high level of engagement. Questionnaires distributed at the end of the national trainings revealed that 97% of participants were satisfied or very satisfied and said that the training was useful and that they had learned from interacting with other participants. More than 90% said that they had achieved the training objectives and were more motivated to engage in inclusive educational activities on climate.

For the international meeting , that was online, the suggestions of improvement were adding informal time, having more time to discover concrete projects and better clarity of the programme. According to the participants, the strengths were the diversity of formats, the quality of the exchanges, the expert contributions and the balance between theory and practice. The group dynamics and teaching methods reinforced commitment and satisfaction.

"I feel like I'm part of a group and have the power to take action."
"A very rich format, both in terms of the tools and the exchanges with participants."
"I feel more confident about trying out new initiatives."
" Lots of interesting people, projects and approaches"

QUESTIONNAIRE

	very satisfied	satisfied	neither satisfied	not very satisfied	not at all satisfied
What is your overall level of satisfaction?	◯	◯	◯	◯	◯

How will this training impact your practices? .....

What were the strengths of this training? .....

What would you suggest to improve? .....

USEFULNESS	totally agree	agree	no opinion	disagree	strongly disagree
The course met my initial expectations	◯	◯	◯	◯	◯
What I have learnt be useful to me	◯	◯	◯	◯	◯
I feel supported in creating new actions or adapting existing project	◯	◯	◯	◯	◯

CONTENT	totally agree	agree	no opinion	disagree	strongly disagree
The subjects covered were adapted to my professional context	◯	◯	◯	◯	◯
The level of content in-depth was appropriate	◯	◯	◯	◯	◯
The training has increased my motivation to lead inclusive educational actions on climate and environment	◯	◯	◯	◯	◯

PEDAGOGY	totally agree	agree	no opinion	disagree	strongly disagree
The balance between conceptual input and practical exercises was satisfactory	◯	◯	◯	◯	◯
The pace and duration were appropriate	◯	◯	◯	◯	◯
The training materials (documents, slides, mural, etc.) were useful for learning.	◯	◯	◯	◯	◯

QUESTIONNAIRE

TRAINERS	totally agree	agree	no opinion	disagree	strongly disagree
The trainers' knowledge and experience were satisfactory	◯	◯	◯	◯	◯
The trainers were available and willing to listen	◯	◯	◯	◯	◯
The explanations and instructions were clear	◯	◯	◯	◯	◯

GROUP	totally agree	agree	no opinion	disagree	strongly disagree
I was able to talk about one of my projects, my practices and my knowledge	◯	◯	◯	◯	◯
I had some interesting discussions with the other trainees	◯	◯	◯	◯	◯
The composition of the training group was appropriate (numbers, profiles)	◯	◯	◯	◯	◯

ORGANISATION	totally agree	agree	no opinion	disagree	strongly disagree
I received sufficient information about the course beforehand (programme, objectives)	◯	◯	◯	◯	◯
The material conditions were adequate	◯	◯	◯	◯	◯
I was able to use digital tools easily (with or without help)	◯	◯	◯	◯	◯

Imprint

COME TOGETHER

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universcience

This work is being made possible through the support, commitment, energy, enthusiasm, ideas and action of the partners of the Come Together project. A special acknowledgement goes to all experts advisors to this project, for their collaboration and support and co-production of the activities. All considerations reported here emerge from 3-year work engaging five different hubs of experts locally placed in five European countries and approximately 600 adult learners. They are to be considered as lessons learned from an experience that took place in a very specific framework and are not to be intended as research results.

The publication was published online.

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Landl, Balduin and others (eds.), Inclusion, Environment, Science Education Guiding Principles.