

BREATH

Training C1 – report

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January 25 and 26, 2023

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Paris, France



Training C1 - What competences, pedagogical devices and innovative training tools to facilitate change towards sustainable systems?

Objective of the training: train trainers by inspiring from nature

Purpose of the training: bring autonomy to the participants to organize the next trainings 2 to 4

Pedagogical objectives:

- Understand complexities behind the notion of a sustainable system
- Understand the competences needed to facilitate change
- Learn about innovative educational devices and tools
- Anticipate training 2 to 4 and develop innovative content and methods

This training was the first of a cycle of 4 trainings of the BREATH project. It has been prepared by Les 7 Vents.

It took place in the Hostel Paris Yves Robert, in the XVIII district of Paris, during two days, the 25th and 26th of January 2023.

Attended people:

IAMB: Katarina Cesnik

SCIC L'Arban: Juliana Colin, Stéphane Grasser

Taph Taph: Arturo Jimenez, Maria Sanchez

Les 7 Vents: Grégoire Boucé, Florian Guillotte, Justine Porée

Trainer: Florian Guillotte



Summary of the two days

Day 1: Scenario of the participants and illustrated theoretical contributions

Pedagogical objectives of the day were :

- 1/ Take into account each context, look for constants and specificities
- 2/ Deepen the notion of transitions towards sustainable systems

We kicked off the day with **the context of the training** - by taking over the place and the program of the 2 days, remind the objectives, give the tone (participative, connection with Nature, and fun) – and **the interknowledge of participants** through some Icebreakers workshops prepared by L'Arban (participative method). This first phase allows the trainer to foster a group dynamic and prepare participants for the training. Then, through a presentation of BREATH pedagogical method 'Learning by doing', we asked partners to identify what were the objective of the different morning sequences and their associated pedagogical modality (participative method).

Why did we do that? Our aim was to present the context: Where are we? Who are we? Why are we here?. And How do we learn?





After lunch break, we did a short workshop “The wild boar race” to live an energizing and biomimetic moment, as an example to illustrate the chronobiological rhythms of a typical working day.

The different workshops of the day are presented on the following pages.



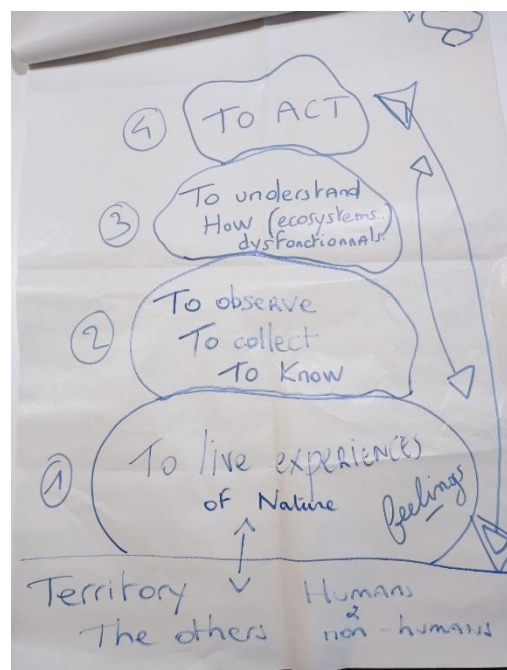
Time	What state are we in?	What type of animation can I do? And what should I avoid?
9h-9h30	We wake up, concentration is limited. Where/and we are still in our life. it's a phase transition from everyday life	Unimportant and non-controversial content Interactive entertainment Smooth action, exchanges...
9h30-11h00	Period of awakening, memorization and maximum attention: we are more available, more attentive and attentive	This is the time for somewhat lengthy theoretical contributions Sharing workshops, time for socio-construction of knowledge
11h-12h30	Period of hypoglycemia attention drops	Activity in sub-groups with guided exchanges: time for stories of life, practice
12h30-14h	We're hungry: nothing comes in	Lunch
14h-15h	It's digestion: we're sleepy, we're more passive, attention is low	Putting in active, practical situations Prioritize subgroups
15h-16h	Concentration returns, we are a little more attentive, we have more energy, want to move	Short theoretical contributions, however, the animation must be interactive It's a good time for creative times
16h-17h	Fatigue begins to be felt, we are more tense, we have less energy. We think about the logistical aspects of the return, we begins to make the transition to our daily lives	Avoid activities that require too much thought, debate Promote moments of assessment, restitution, exchange of felt, possibly leave individual times.
17h-17h30	Attention drops completely, fatigue is high, emotions are more raw	It's time to wrap up with an animation that puts it into action. Now is the time to open up perspectives.

Source: *Simbioso – Pratiques démocratiques et éducation populaire*

We concluded the day with a self-assessment - the Nugget (favorite moment), the Stone (least favorite or more difficult), the Swiss army knife (what we take home) - to share feelings of each participant regarding this 1st training day.

The aim of this first day was to teach to all partners some innovative pedagogical tools to conduct a training following the BREATH pedagogical method : "Learning by doing!" (active pedagogy best for andragogy).

At the end of the day we had the intervention of François Lenormand – "Collective Educate about Nature" – Commission of Graine Normandie – with constructive exchanges about our link to Nature.



Day 2: Deepening nature-based solutions in 4 conceptual frameworks

Pedagogical objectives of the day were :

- 1/ Testify to the realities of supporting change towards sustainable systems
- 2/ Search for specificities relating to the interest of nature-based approach

We started the day with an icebreaker workshop to get participants feeling before launching the second day, and in order to answer questions. We then summarized the previous day and explained the aim of this one. This first phase allow to the trainer to know if the participants feel good in this training and are ready to continue on the program, or, if the trainer needs to readapt the schedule in order to answer to participants expectations.

On this second day we came back on the two workshops of the previous day for a presentation and for a collective assessment. The objective is to discuss the quality of the work and its potential improvement, feedback from the process, what participants learned, how the competences used relate to the referential framework, and how to evaluate them. Then, we went through an introduction to the evaluation theory to understand the concept of the three main families of assessment:

- Normative evaluation
- Certifying evaluation
- Formative evaluation

The rest of the day was focused on some practical workshops (see below) to let time to participants for designing their training.

We ended the day with a summary of the two days, a recall of the main learnings and with the satisfaction questionnaire.



During both days, we used different tools:

Assessment modes

- At the beginning of the 1st day, a *Kahoot* - an interactive quiz in relation to the targeted competencies allowing partners to self-position themselves.
- At the end of the 1st day - *Nugget, Stone, Swiss Army Knife*, in order to know participants feelings after this day.
- At the beginning of the 2nd day, collective assessment :
 - *Caen film festival*: with a jury, evaluation of the videos made by the participants by given points following 4 categories and collective discussion
 - *Caen universal exhibition*: presentation by participant of the preparation of their case study collection, including which method used. Group discussion of how participants can improve their work.
- At the end of the 2nd day, assessment of the training with the *satisfaction questionnaire*.

Assessment of trainees competences:

- Before the training, with the registration form
- At +15 days after the training ("cold" evaluation)
- At +2 months after the training (self-evaluation of competences)

Pedagogical methods

- Participative method with a moving debate for positioning participants in the posture of knowledge, relying on their experiences and know-how to build common references. Around three key words: Nature, System, Biomimicry, in link with the BREATH competences framework and the objective of "common transition towards sustainable systems".
- Experiential method through some practical workshops (see below)
- Transmissive method with the exploration of the Transmissive approach of teaching and the 8 teaching strategies:
 - Active
 - Factual
 - Verbal
 - Sequential
 - Reflexive
 - Intuitive
 - Visual
 - Global





CAEN FILM FESTIVAL

	RATIONALITY <small>Reasonable?</small>	FEASIBILITY <small>Reproducible?</small>	DESIRABILITY <small>Wishable?</small>	CONFERENCE <small>Useful?</small>	TOTAL
Erigoire	15	15	15	25	80
Arturo	25	15	25	15	80
Stephane	25	20	25	25	95
Katharina	20	25	25	20	95

JURY TIME

NUGGET

More favourite moment

OPEN MIND
WHAT TO
TRANSMIT
TO TRAINEE

SO COMPLEX
ENDLESS
CLASSIFICA
TIONS

ICE BREAKERS

THE TRAINER'S
WE INVITED
THE BOARDS

WE HAVE NOT YET
STARTED TO
FOCUS ON THE
TRAINING CREW

STONE

less favorite moment

SO COMPLEX
ENDLESS
CLASSIFICA
TIONS

WE HAVE NOT YET
STARTED TO
FOCUS ON THE
TRAINING CREW

SWISS KNIFE

(helpful)

IMPORTANCE
OF
ICE BREAKER
AND
INTER GROUP

Feedback!

SWISS KNIFE
THE PEDAGOGICAL
APPROACHES OF
SYNERGY



Workshops

On day 1, “*Your transition experiences*” (experiential method: learning by doing), we called it **Caen Film Festival**. The objective was to: Make so that the public mimic your transitions. Participants realized a short video following a proposed structure for scenario to answer to the following questions:

- You first became aware of the need for ecology personally, internally. What was this moment? What changed in you after in the short term ?
- Today, you are trying to apply ecology in your job, to transpose this awareness you gained younger to your professional activity. What is your job as it was taught to you (without green competences)? What is your job now, what green competences do you mobilize? What made you change? When? What lever? What event?
- When did you adapt your job to benefit the environment?

Then, a scenario (experiential method) “*How do you select what comes out of a case study for a particular audience?*”, we called it **Caen Universal Exhibition**. The objective was to put the participants in a situation of preparation for their training. Find the most appropriate way to tell the story of the collection of case studies according to their theme and their audience. Realization of two slides on how they have chosen to tell the story to their audience.

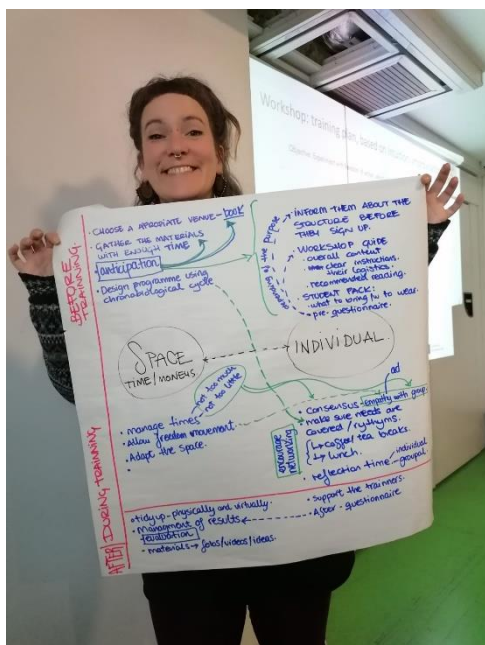
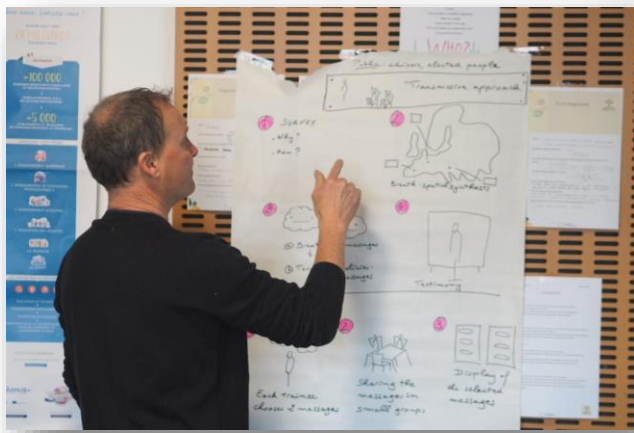
On the second day, two practical workshops on:

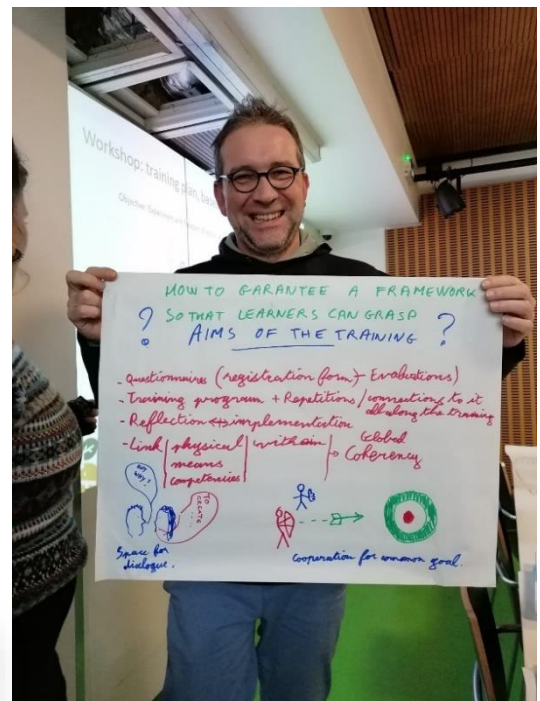
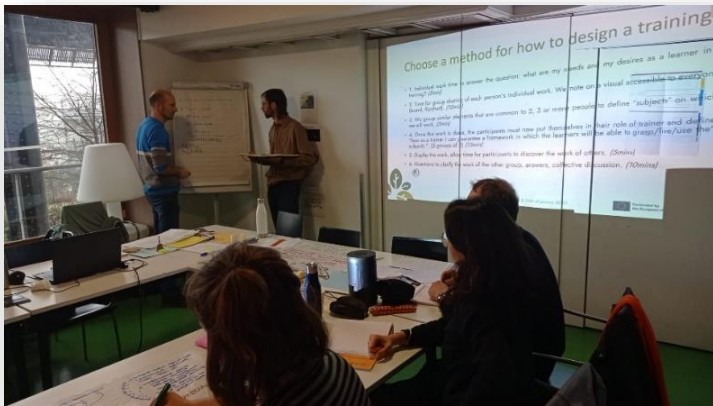
How to design a training: what are my needs and desires as a learner in a training?

- Participants answered to these questions
- Sharing of each person’s individual work
- “Subjects” came out
- Participants putted themselves in their role of trainer and define the framework of a training. => team work

How to design your training: know how to make a training meta plan and adapt it based on the expectations of the participants: workshop with post-its, we asked participants to write one idea per post-it about the main elements of a training, we created category regrouping same elements, and then after having identifying the needs of participants, we repeat the exercise and see what in the meta plan can be improved/changes => conclusion: content and pedagogical methods can be adapted.







Conclusion

Table tour of feelings

In general:

- '+ Satisfaction of every partners, we answered to their expectations. They are more confident now.
- '- Quite intensive and short. Many things have been seen. Absence of one of the trainers.

From trainer:

It was intense, little time to teach everything.

A lack of time on the 1st day which made the day a bit complicated. But by rescheduling/adapting the program it did not disrupt the rest of the training (-> improvisation and adaptation: skills that a trainer must have).



Thank you for your participation !

This document is solely the responsibility of the author and the Commission is not responsible for any use that may be made of the information contained therein.

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Training program

Day 1

Phase / sequence	Step	Hour	Length	Title	Mode	Pedagogical means	Description	Speaker(s) - Trainer(s)/ Language
Welcome	1	09:00	00:30	Welcome	Informal	Conviviality	Discovery of places and people	LES 7 VENTS
Introduction	2	09:30	00:10	Introduction	Presentation + discussion	Program and slideshow	Introduction, presentation of the places and the course of the training (agenda, mode of transmission, etc.).	LES 7 VENTS Florian : english
Interknowledge workshops	3	09:40	00:30	Ice breakers	Discussion	Animation	Presentation of interknowledge workshops. Participants and speakers get to know each other.	L'ARBAN Juliana + Stéphane : english
Self evaluation of competences	4	10:10	00:20	Self evaluation	Presentation	Khaoot	Self-positioning in relation to the targeted competences. Collection of needs, expectations, and objectives of each.	LES 7 VENTS Florian + Justine : english
Project presentation	5	10:30	00:20	BREATH project	Presentation	Slideshow	The "why" of BREATH: Objectives - Phases - Objectives of (experimental) trainings	LES 7 VENTS Justine + Florian : english
Break	6	10:50	00:15	Coffee break				
Theoretical contribution	7	11:05	00:30	Introduction to main concepts	Debate	Definitions	Moving debate around definitions - Nature, Systems, Biomimicry. Conclusion: link with the competences framework, and the objective of "common transition towards sustainable systems"	LES 7 VENTS Florian : english
Practical workshop	8	11:35	00:55	Your transition experiences	Workshop	Instructions	Introduction to the practical workshop to learn how to describe the competences, then 4 times using the cicero game: Preparation; knots ; structure; video essays.	LES 7 VENTS Florian : english
Lunch	9	12:30	01:30	Lunch				
Energizing	10	14:00	00:15	The wild boar race	Workshop	Instructions	In a circle, we are all wild boars and we walk through the forest, the steps being punctuated by the hands which tap on the legs, the jumps by jumps and the emotions during the course by mimes. At the end of the session, we comment on and display the "chronobiological rhythms" sheet.	LES 7 VENTS Florian : english
Theoretical contribution	11	14:15	01:00	Presentation of case studies	Presentation	Slideshow + workshop	Presentation of the collection of case studies: 15min for presentation (IAMB) + 45 mins of exploration of the different ways of presenting, and possibilities of storytelling (7 Vents)	IAMB + LES 7 VENTS Katarina : anglais, & Florian : Anglais
Break	12	15:15	00:15	Coffee break				
Practical workshop	13	15:30	01:00	Scenario	Workshop	Instructions + templates	Scenario presentation of case studies. How do you select what comes out of a case study for a particular audience?	All partners
Day assessment	14	16:30	00:15	Quick assessment	Workshop	Board + post it	Workshop: pebble - stone - Swiss army knife. Individual post it notes and collective debriefing. Then announce for appointment for the evening, and the next day: need everyone to present their video on the evolution of their green skills, and the two storytelling slides from the collection of case studies.	All partners
	15	16:45	End of the day					

Day 2

Phase / sequence	Step	Hour	Length	Title	Mode	Pedagogical means	Description	Speaker(s) - Trainer(s)/ Language	
Welcome	1	09:00	00:30	Welcome	Informal	Conviviality		LES 7 VENTS	
Introduction	2	09:30	00:10	Introduction	Presentation	Program	Icebreakers, introduction and explanation of the course of the day.	LES 7 VENTS Florian : english	
Back to yesterday's workshops	3	09:40	00:45	Feedback on the storytelling workshop	Collective assessment	Returns day 1 + competences framework	The objective is to discuss the quality of the work and its potential improvement, feedback from the process, what they learned, how the competences used relate to the referential framework, and how to evaluate them. . 1/ Caen Festival for videos 2/ Caen Universal Exhibition for case studies	All – Animator : Florian, president of the jury : Justine	
	4	10:25	00:30	Feedback on the case study workshop				All – Animator : Florian	
Assessment modes	5	10:55	00:15	Introduction to Evaluation Theory	Transmissive	Document excerpt	Reading the excerpt from the document, taking a step back from the two previous sequences, understanding the concepts of normative, certifying, and formative evaluation.	All – Animator : Florian & Mathieu	
Break	6	11:10	00:15	Coffee break					
Workshop feedback from participants as a trainer / training designer	7	11:25	00:40	Workshop "designing training"	Discussions? / To be defined with Mathieu	Participation	Discussions that allow participants to be valued and to legitimize everyone as being knowledgeable.	CFEEDD Mathieu : english	
Recommendations workshop to become a better trainer / training designer	8	12:05	00:30		Deduction? / To be defined with Mathieu	Participation	Inventory of the recommendations necessary to facilitate pedagogical/andragogical approaches inspired by nature	CFEEDD Mathieu : english	
Lunch	9	12:35	01:35	Lunch					
Workshop needs of future participants in their training	10	14:10	00:30	Workshop "designing its training"	Joint analysis	Participation	How to analyze the forms to adapt the contents and methods of training to the needs and expectations of trainees	LES 7 VENTS Florian + Justine : english	
Workshop training plan, based on intuition, improvisation	11	14:40	01:00		Improvisation	Participation	Free workshop to design your future training.	LES 7 VENTS Florian + Justine : english	
Free time	12	15:40	00:30	Free time	Free	Free	Free time to refocus		
Break	13	16:10	00:15	Coffee break					
Conclusion	14	16:25	00:20	End	Summary and oral conclusion	Framapad	Summary of the 2 days of meetings + conclusion on follow-up to be given (questionnaire at +15 days, and at + 6 months)	LES 7 VENTS Justine : english	
Direct Review	15	16:45	00:15	Review	Individual assessment	Questionnaire	"Hot" feedback on the entire training via the evaluation questionnaire.	LES 7 VENTS Florian : english	
	16	17:00		End of the day					



Analyze of the satisfaction questionnaire at the end of the training – Mathieu Gonord (CFEEDD)

		Very good	Good	Medium	Bad	Very bad
The organization	Clarity of the communication support	3	2	1		
	Answers to questions	3	3			
	Registration process	5	1			
	<i>Your comment :</i>					
The framework	The general framework	3	2			
	The place	2	2	1		
	Respect for schedules		5			
	<i>Your comment :</i>	<ul style="list-style-type: none"> - Better anticipation of the length of each task to not run late. - Intensive - A more natural place is better. 				
Pedagogy	Difficulty level	2	3			
	Contents quality	2	4			
	Rhythm	2	3	1		
	Quality of the trainer's pedagogical approach	1	5			
	Ability to listen and availability of the trainer	3	3			
	Animation quality	4		2		
	<i>Your comment :</i>	<ul style="list-style-type: none"> - References to encourage learners to find information about pedagogies. - Very fast and very intensive. - ++ on the practical implementation of small tools. - Good to be in practice. - Enthusiasm of the supervisors 				
The group	General atmosphere	6				
	Number, presence, motivation	6				
	Heterogeneity	3	2	1		
	Attention and participation	5	1			
	<i>Your comment :</i>	<ul style="list-style-type: none"> - Good atmosphere that encourages participation of all participants. - A mix of professional classes could be better. - A real collective ! 				
The profit withdrawn	Adequacy of the training with your expectations	1	3	2		
	Usefulness of the training	3	3			
	<i>Your comment :</i>	<ul style="list-style-type: none"> - Clear methods that can be applied and are related to project aims. - Benefits ++. We feel more armed to act. 				



		- Expectation of a more theoretical training but the training seems adapted to our needs.
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1. Can you specify what you liked the most and the least, and tell us your general opinion on the training ?

[The most]

- *I really liked ice breakers game and group work. In general place was nice, for me was great because I could move. Have learned a lot about different teaching method this opened me new doors to how transmissive approach can be done. How to bring a discussion into at the first look very theoretical part.*
- *Great diversity of active/transmissive teaching.*
- *Clear overviews of contents and methods used.*
- *Learning by doing : direct relation between the methods used for preparing/implementing the training and the methods learnt. Creating the changes by making/experiencing the changes.*
- *A lot of important things were treated.*
- *Gradual evolution towards setting up a training project.*
- *Table on biological cycles / intelligence levels / educational sequences / conference of environmental facilitators / Caen festival / wild boars / ice breakers, etc.*
- *Time spent testing educational tools to appropriate them.*

[The least]

- *For me the second part of 2nd day was at lease easy to understand. About evaluation. It was sad Mathieu could not join. Was looking forward to his imput. Maybe we meet on other workshops.*
- *Need more time for discussions one to one and reflections on what we were learning so we observe better the content.*
- *Too fast.*
- *Impression of touching on certain subjects for lack of time.*
- *Sleep in a dormitory.*
- *Absence of one of the speakers.*

[General opinion]

- *Great. New tools were presented and I feel more compatible on how to do the workshop. I think that I moved from being a bit scared of hosting the workshop to looking forward to do it. And learn while doing it.*
- *Given clear tools I can use directly on the training design.*
- *A training that meets my expectations -> better understanding of the tools and methods of educational animation. We feel better equipped to act.*



2. What follow-up, in terms of training, would you see in this module ?

- *Maybe some cool websites or handbooks about how to create and host workshop and training (in EN please ☺).*
- *Further reading/content/technique to use.*
- *Reference analysis of other training case study.*
- *Cross-discussions about pre-training programs.*
- *Training dedicated to advisors in energy renovation and green construction on the theme of advice inspired by nature.*

