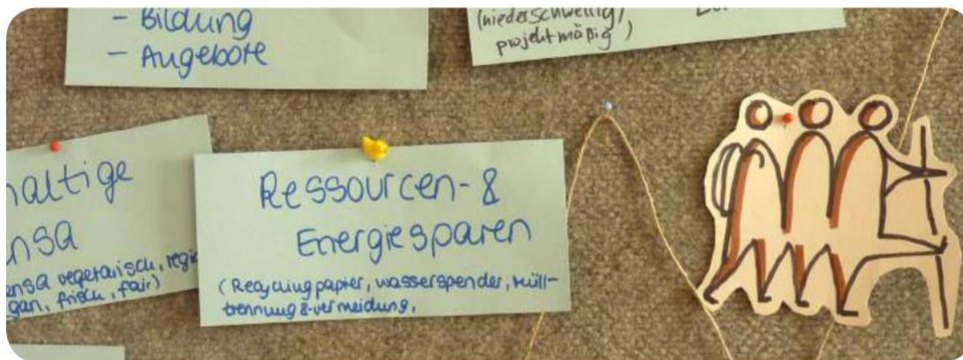


methode



Tools for your sustainable university



netzwerk

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 Bundesministerium
für Bildung
und Forschung

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Introduction

The origins

Something has been in the air at our universities for a long time now. At all levels of the university, people have recognised that if we are serious about sustainable and future-oriented development, then we urgently need to reconceptualise and transform our universities. Students, administrative and academic staff as well as board committees at numerous universities have already embraced this task and are acting as agents of change to transform their universities from within.

It is precisely these change agents (or pioneers) that we, here at *netzwerk n e.V.*, want to offer comprehensive and individual support. We support these change agents to increase their impact at their universities through various formats as the discussion series *perspective n*, the annual *konferenz n*, the digital working and networking tool *plattform n* and the good practice collection "Shaping Sustainable Universities".

At the heart of our work is the "Wandercoaching" programme. In this peer-to-peer programme, we coach (student) sustainability initiatives to strengthen their strategy, methodology and contents. The programme consists of supervision and support from two coaches over several months. Together with the coaches, the groups explore topics related to "Universities in sustainable development", develop their vision, plan and initiate new projects and reflect on their group structures. The Wandercoaches are socio-politically engaged students and young professionals having already gained a lot of experience through their work at their own universities. They are trained in coaching theory and techniques, before "wandering" from university initiative to university initiative. In this context, the idea for *methode n* was born – a wide-ranging collection of methods for working with groups in the framework of sustainable universities.

Objectives

With this method guide, we aim at giving all change agents the tools they need to pursue the transformation of universities towards sustainable development. The focus lies on the activation and professionalisation of collective action, ranging from reflecting the own working processes and finding a vision, to teaching skills for project planning. The

methods and techniques presented in this guide support to facilitate workshops with groups, which are actively involved in university transformation.

Target audience

methode n was initially developed as a tool for the Wandercoaches. With this publication, we want to go one step ahead: the method guide shall serve as a methodological framework for all everyone at universities, who want to foster sustainability through different educational settings. It is equally well suited to students, teachers and administrative staff. The methods can be adjusted and enhanced, combined and extended. Every group can find suitable methods, may it aim at building up its structure, mutual trust or other forms of communication, or at developing the direction of its work, strategy and projects.

Structure

The collection is built around seven modules that describe the baseline of the Wandercoaching programme. The methods in the first module, "Reflection", inspire the participants to think about themselves and the group and to pursue development on both a personal and a group level. The second module, "Fundamentals of Sustainability", explores the foundations of sustainable development in greater depth. In the third module, "Sustainability at Universities", sustainable development is linked to the university context: the methods featured in this module improve participants' understanding of the often overly complex university system. They familiarise themselves with diverse pathways to transformation by looking at real world examples of success. In the fourth module "Sharing Knowledge and Experience", the spotlight then turns to the transfer of knowledge and experience within the own initiative. For groups with a high turnover, good communication between members is particularly important to ensure a good transfer of knowledge in the next generation.

The fifth module, "Finding a Vision & Concept Development", offers methods for developing visions and strategies and for identifying relevant stakeholders. The sixth module, "Project Work", includes a wide range of methods for generating and prioritising project ideas and for planning projects.

Finally, the “Follow-up” module features methods regarding the general group organisation and communication and offers suggestions on how to draw a seminar to a close.

How do I use this collection of methods?

In our opinion, there is no perfect standardized way to ensure that groups achieve their goals. Instead, we consider it key that coaches engage with the specific needs of the group. Before a coaching begins, it is essential that the groups communicate their expectations and wishes to the coaches. Only once the coaches have a clear perspective on the needs and goals of the group, the content items and the corresponding methods can be selected. The seven modules do not have to necessarily be part of every coaching session, they merely present options for the coaches.

All methods and techniques are structured in a way that the coaches should be able to prepare, implement and evaluate the method or technique simply by following the written guide.

The summary and the basic information block offer an overview of the method. The suggested time corresponds with a group of six to ten participants. If the group is larger, the coaches need to factor in more time.

Additionally, to the summary and the basic information block, each method has a Preparation, Implementation and Debriefing & Evaluation section. This is complemented by Variations & Tips, which offer coaches additional support when applying the methods. The connections between the methods and modules are clearly cross-referenced: some methods are closely related, others can also be applied in other modules.

We hope that everyone using this method guide will enjoy inspiring coaching sessions and workshops. Please feel free to share your experiences and critical feedback with us at info@netzwerk-n.org.

Key

Abbreviations

PCPs = participants

FT = facilitator

SG = small group

SD = sustainable development

Structure of the methods

Summary

Structure

Variations & Tips

Detailed Information

Keywords

Note on cross-referencing

If words or phrases are preceded by ➔ **this sign**, then they are cross-referenced to other **methods and techniques** in this collection.

In contrast, ➡ **this sign** indicates a cross-reference to another **module** in this collection.

Basic information block



Module



Required group size



Space and setting



Time



Materials



Goal

Notes

Space for you to make your own notes.

Contents

Acknowledgements	1
Introduction	2
 Getting Started	
4-Corners Question Game	8
Sharing the Hats	10
Hiking Trail	12
 Module 1: Reflection	
Meadow of hopes	16
Tree of Expectations	18
Sustainability Business Cards	20
Competence Figure	22
Written Constellation	24
Journaling	26
Mathematicians Club	28
Systems Game	30
Sociometric Line-up	32
Wandering Molecules	34
Headstand	36
 Module 2: Fundamentals of Sustainability	
Brainstorming: Sustainable Development	40
Silent Discussion	42
Videos on Sustainable Development (SD)	44
 Module 3: Sustainability at Universities	
Stories of Success & Failure	48
The University System	50
Textual Work	52
Best Practice Presentations	54
<i>netzwerk n</i> – Live and in Colour	56
Working with Sustainability Reports	58

Module 4: Sharing Knowledge and Experience

Old Hands, New Recruits	62
One-Minute Presentation	64
Speaker's Corner	66
Circuit Training	68
Gallery Walk	70
Rocky Horror Seminar Show	72

Module 5: Finding a Vision & Concept Development

Guided Meditation	76
Pyramid Technique	78
Goal Flower	80
Power-Interest Matrix	82
Future Workshop	84

Module 6: Project Work

Yes! And...	88
Wandering Idea	90
ABC Method	92
Exchange of Best Practices	94
SMART-KISS	96
CAVE Matrix	98
Project Checklist	100
Project Timeline	102
CANVAS	104
Dynamic Allocation	106
Kanban Board	108

Module 7: Follow-up

Finding Structure	112
Agreements	114
Roadmap	116
Parking Lot	118
Other Useful Techniques	120
Other Collections of Methods	122
Appendix	123
Legal Notice	136

Getting Started





4-Corners Question Game

Expressing opinions by moving around and exchanging views

Summary

The FT asks the PCPs questions and offers them three or four answer categories represented by corners of the room. The PCPs express their response to the questions by moving to the corner that best reflects their opinion, before discussing the outcome.

Structure

► Preparation

The FT chooses a set of questions to ask the PCPs.

Questions could include, for example:

- Where do you feel happiest?
In the mountains, by the sea, in the forest or in the desert
- What is your living situation at the moment?
Alone, in a two-person shared flat, in a mid-sized shared flat (three to eight people), in a housing project
- Which branches of science interest you?
Humanities, social sciences, natural sciences
- Which strategy for sustainable development do you find most meaningful? Efficiency, sufficiency, consistency
- How do you think the world will change in the future?
Towards a social-ecological transformation, towards a revolution with radical social change, towards war, towards a green reformation
- What kind of change would you like to see?
Towards a social-ecological transformation, towards a revolution with radical social change, towards war, towards a green reformation



Getting Started



Any number



Enough space and four corners or separate zones



Preparation: 10 mins
Implementation: 30-60 mins
Debriefing: none



Prepared questions



The PCPs get to know each other better on a personal level.

► Implementation

1. The PCPs spread out in the room.
2. The FT explains how the icebreaker works.
3. The FT asks the first question and explains which answers correspond to which corners. At this point, the FT can mention that PCPs can also position themselves between two answers. Nonetheless, they should go to one of the corners for the discussion.
4. The PCPs go to the corner that corresponds to their opinion. They have five minutes to form SGs and discuss their reasons for choosing a particular corner.
5. The FT asks the next question and the PCPs position themselves again according to their responses.
6. After deciding on a corner, they have another opportunity to talk about their choice.
7. Once the FT has asked two or three questions, they can invite the PCPs to think of their own questions and three or four pre-prepared answers which they can ask the group.

- If the group has fewer than six members, people with different positions might have to come together to talk about their answers, depending how the PCPs are distributed among the corners.

Variations & Tips

- This method bears a strong resemblance to the ➔ **Sociometric Line-up**, however the Four Corners Question Game focuses on exchange between the PCPs about the reasons behind their choices. The game is therefore ideal for getting to know each other better.
- If the weather is good, the game can be played outside.
- If the FT and PCPs can only think of three answer options to a question, then the fourth corner can also represent the category “Other”.

Notes



Sharing the Hats

Distribute responsibility for tasks

Summary

With the help of hat cards, the PCPs distribute tasks between themselves so that all contribute to a pleasant atmosphere at the seminar.

Structure

► Preparation

The FT collects in advance the tasks that the PCPs can take during the seminar.

The tasks could include, for example: Utiliser of Leftovers (referring to leftover food and materials), Beauty Magician (responsible for the appearance of the seminar space), Doorkeeper (makes sure that the seminar room is locked), Alarm Clock (wakes up everyone in the morning, if necessary), Chef (collects tasty recipes so all PCPs and the FT can enjoy them after the seminar), Lighthouse (maintains an overview of whether everyone is present), Caretaker (deals with questions about the seminar venue and is in contact with the hirers), Magic Lamp (can do something nice for the group), Fire Alarm (addresses conflicts that arise), Archivist (documents the succession of the applied methods), Smart Saver (keeps an eye on energy consumption and makes sure extension leads and light switches are turned off), Queen of Ants (spontaneous icebreaker game in which the person calls “Queen of Ants” at any point during the coaching and everyone has to lie flat on their backs and shake their whole body).

The FT writes down all the tasks they consider relevant and suitable on one side of the coloured hat cards. They can draw symbols on the other side.



Getting Started



Min. 4



Any number



Preparation: 20 mins
Implementation: 20 mins
Debriefing: none



Coloured cards, marker pens



The PCPs take responsibility for certain tasks during the seminar.

► Implementation

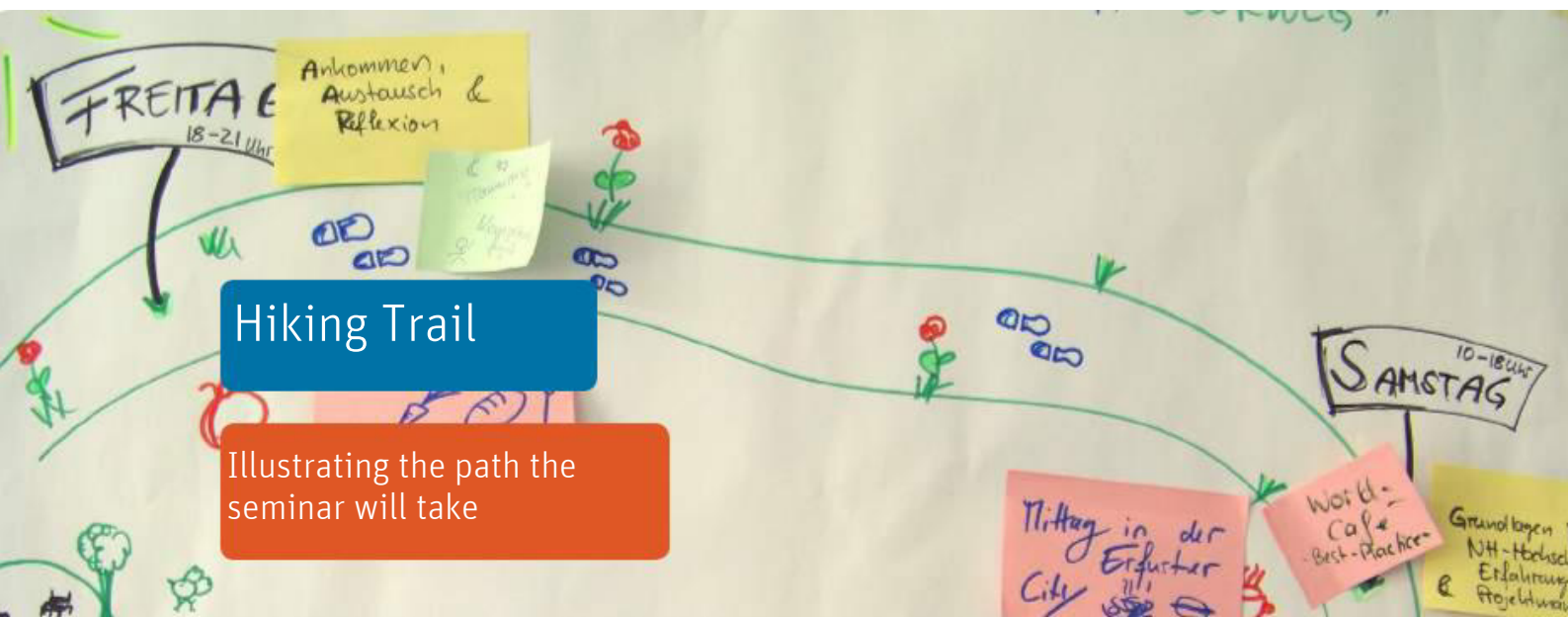
1. The PCPs sit in a circle.
2. The FT asks the PCPs how they usually share out responsibilities. If the PCPs are interested in hat cards, the FT explains them.
3. The hat cards are spread out on the floor in the middle of the circle. All tasks are easily readable.
4. The FT goes through the tasks and briefly explains what has to be done at which time.
5. The PCPs have the opportunity to ask questions.
6. Each PCP takes a hat card.
7. If people are not satisfied with their card, they can swap with each other.

- The FT can encourage the PCPs to remind each other of their hats if they notice that a task is being neglected.

Variations & Tips

- The hats should only be distributed if the group thinks a clear allocation of responsibilities is necessary. Groups usually know themselves well, so the FT should not push anything.
- If there are more hats than PCPs, then see which PCPs can take on more than one hat.
- Some tasks have to be done just once; others have to be carried out regularly throughout the seminar: It is important to make sure that all PCPs feel comfortable with their tasks. The FT can include a short time slot in the morning or the evening, when changes to the hats can be addressed and hats can be swapped.
- Labour-intensive hats can also be carried out by more than one person.

Notes



Hiking Trail

Illustrating the path the seminar will take

Summary

The trail gives the PCPs an overview of what they will do at the seminar and which topics will be in the spotlight. The seminar schedule is visualised on a poster. The focus lies on the succession of topics on each of the days, precise timings are not necessary.

Structure

► Preparation

The FT draws a hiking trail on a large sheet of paper. The dates of the seminar days are written on small sticky notes and the main topics on middle-sized sticky notes. All the sticky notes are stuck on the hiking trail and the poster is hung up in a prominent location where it can easily be seen.

► Implementation

1. Using the poster, the FT explains what will happen over the course of the seminar.
2. The PCPs can ask questions.
3. Each time a block is finished, a small sticky note with a comment written on it can be added to the hiking trail, for example, how the group experienced the session.
4. In case of any spontaneous changes, the sticky notes depicting the main topics can be moved around.

► Debriefing & Evaluation

If small sticky notes were applied to the hiking trail during the seminar (s. 3.), the FT can use them in the evaluation with the group as well as the internal evaluation.



Getting Started



All PCPs



Enough space to hang up the hiking trail



Preparation: 15 mins
Implementation: 10 mins
Debriefing: 10 mins



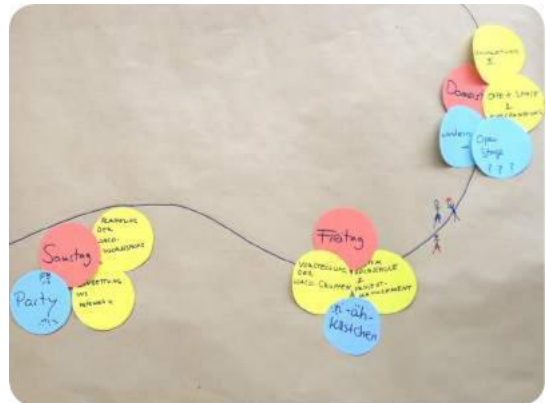
Flipchart paper, different coloured sticky notes, markers, coloured pens



The PCPs know what will happen on which day of the seminar.

Variations & Tips

- The FT should consider sufficient time to draw the hiking trail poster before the start of the seminar. It can be helpful to do a small sketch of the hiking trail before drawing it on the poster.
- To differentiate between categories such as theory, practice, optional and compulsory sessions, use different coloured sticky notes and pens when drawing the poster.
- If the hiking trail hangs in a clearly visible location, the PCPs can refer to it over the course of the seminar.
- Every evening, the FT can review the day together with the PCPs. The PCPs can also be invited to describe the day.
- Similarly, in the morning, the FT can suggest the PCPs take a look at the previous day: again, the PCPs can be invited to summarise the experiences from the previous day.
- After hearing about the previous day, the FT can tell the PCPs about what awaits them the next day.



Notes

Module 1: Reflection



Meadow of Hopes

Expressing expectations, contributions and concerns

Summary

With the Meadow of hopes, the PCPs share their expectations at the start of the coaching and say what they can personally contribute to make it a great seminar. They also express any worries and fears. The FT gets an idea of the PCPs' conceptions and can integrate them into the coaching.

► Preparation

The FT prepares the poster by drawing a meadow with flowers stalks, a thundercloud and a sun.

The circular pieces of paper and pens are arranged in front of the PCPs.

► Implementation

1. The PCPs sit in such a way that everyone has a good view of the FT and the meadow poster.
2. The FT explains the meadow to the PCPs and invites them to note down bullet points on the paper circles in response to the following questions:
 - What are your hopes and expectations for the seminar? (Answers on green paper, for example)
 - What will you contribute towards ensuring that we have a good time together? (Answers on yellow paper, for example)
 - What should not happen at this seminar? What are your worries, fears, apprehensions? (Answers on blue paper, for example)

The PCPs should write all their thoughts down on the paper circles in a legible manner. They can use more than one circle per category for their answers. The PCPs have at least 15 minutes for this.



1: Reflection



All PCPs in the coaching



Wall space to hang up the meadow of hopes



Preparation: 20 mins
Implementation: 45 mins
Debriefing: 15-30 mins



A large poster, coloured marker pens to draw the meadow, circles of paper in different colours



The PCPs share their worries, contributions and hopes with regards to the coaching.

3. One after the other come forward to tell the others about their worries, what they will contribute and what they hope or expect from the seminar. This can be done using the → **Popcorn Principle**.
4. Each PCP sticks their hopes onto a flower stalk, the worries in the thundercloud and their contributions in the sun.
5. The FT explains that if one of the PCPs' expectations is fulfilled, they can draw the petals on their flower head.

► Debriefing & Evaluation

Over the course of the seminar, the FT and the PCPs can go back to the meadow and add petals to the fulfilled expectations together.

At the end of the coaching, the PCPs and the FT should return to the meadow together and see whether their worries were confirmed and whether the contributions and expectations were fulfilled. Factor in 15-30 minutes for this reflective conversation.

Variations & Tips

- Before the PCPs write on their pieces of paper, the FT can remind the PCPs to consider how they can use their contributions to dispel each other's worries.
- The → **Meadow of Hopes** is similar to the Tree of Expectations; however the tree only addresses the PCPs' expectations and wishes.
- The method should be used at the start of the seminar, for example after the → **Hiking Trail** is presented.

Notes



Tree of Expectations

Revealing hopes and expectations

Summary

The tree helps the PCPs reflect on their hopes and expectations of the coaching and of themselves at the start of the seminar, and to share them with the other PCPs. The FT can gauge whether the planned programme suits the PCPs' needs. After the harvest at the end of the coaching, it becomes clear which expectations were (not) fulfilled.

Structure

► Preparation

The FT prepares pieces of paper for the apples or pears: either by cutting out the shape of the fruit or by using circular pieces of paper.

On the poster, the FT draws a tree with an empty crown and an empty container where the harvested fruit will later be collected.

The FT lays the fruits in the centre of the room.

► Implementation

1. The PCPs sit in an open circle around the fruits.
2. The FT explains the tree of expectations.
3. Each person takes two or three pieces of fruit and a pen from the middle of the circle.
4. Everyone writes one hope or expectation on each piece of fruit. This should be readable for the other people.
5. One by one the PCPs go to the tree and tell the others briefly what they hope or expect. This can be done using the → **Popcorn Principle**.



1: Reflection



All PCPs in the coaching



Wall space to hang up the tree of expectations



Preparation: 20 mins
Implementation: 30 mins
Debriefing: 20 mins



Poster paper, coloured markers, paper, scissors, tape



The PCPs share their expectations and wishes for themselves and for the coaching.

► Debriefing & Evaluation

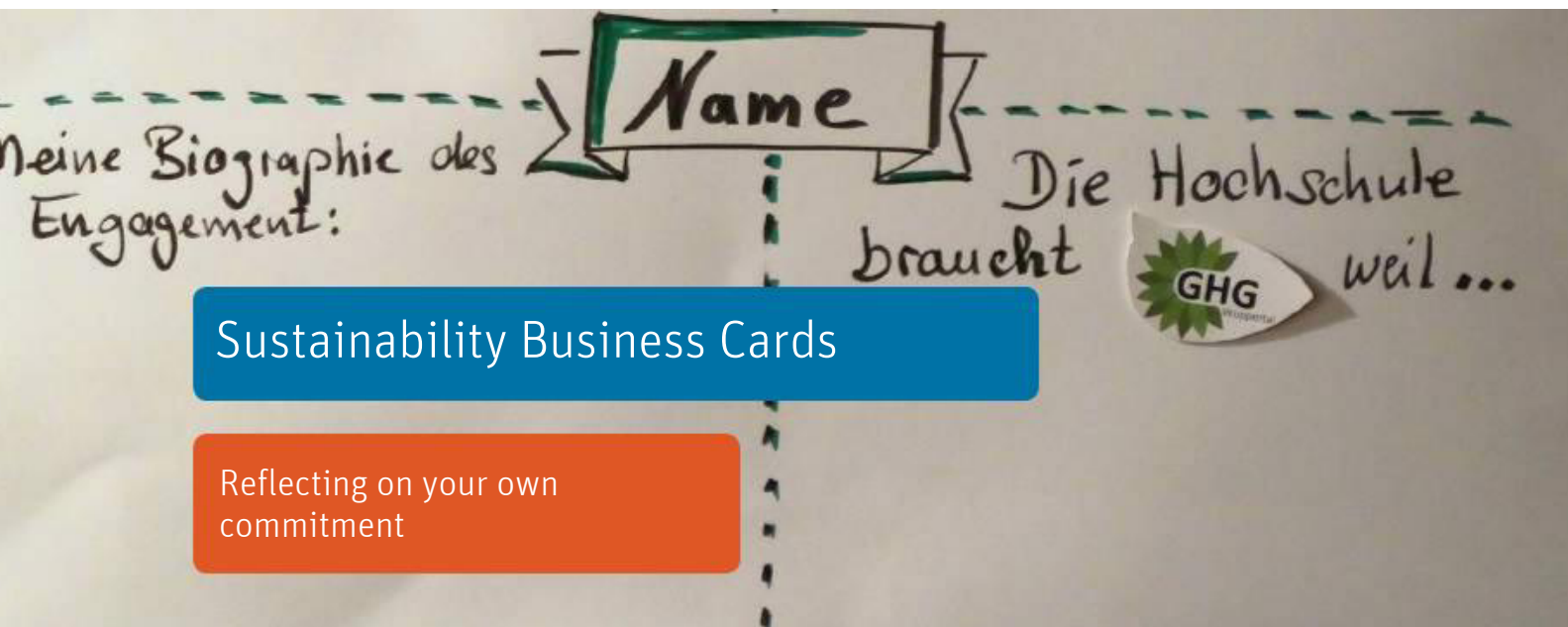
Halfway through the coaching, it is good to look back at the tree of expectations together. The PCPs can harvest their fruit and say why some fruits are not yet ripe.

At the end of the workshop, the FT should plan another round in which the FTs can look at the tree and reflect on why some fruits could not be picked yet.

Variations & Tips

- When explaining this method, the FT should be sure to explain that the hopes and expectations should relate to the coaching and not to other people or situations.
- They should also emphasise that it is not bad if some fruits remain on the tree.
- Many people have appreciated the creative effort put into preparing the harvest poster: the crafting and drawing are worth it.
- A slightly more complex way to start the seminar is using the ➔ **Meadow of Hopes**, as it covers contributions and fears in addition to expectations.
- After the PCPs have presented their expectations, the FT can link directly to the seminar programme and show the PCPs which topics will be explored at which stage of the seminar.
- This method should be used at the start of the coaching, e.g. after the ➔ **Hiking Trail** has been presented.

Notes



Sustainability Business Cards

Reflecting on your own commitment

Summary

The PCPs reflect on their voluntary commitment and their position on SD by creating a sustainability business card using a range of stimulating questions.

Structure

► Preparation

The FT prepares a large business card as an example. In the middle, they write the name of the initiative. The poster is divided up into four areas, each of which takes one of the following sentences as its title:

- I am active in the group because...
- For me, SD means...
- I think the most important action area of SD is...
- In my daily life, SD means...
- For me, the cornerstone of SD is...
- The biography of my voluntary commitment:
- The world needs (insert initiative name) because...

► Implementation

1. The FT presents the example business card and hands out paper and pens so the PCPs can draw their own business cards.
2. The PCPs think about their socio-political commitment and complete the four sentences.
3. They can attach their business card, for example, by attaching it to their body with sticky tape.
4. The PCPs now move around the room, presenting their business cards to each other in pairs. Once they are finished, they change partners and talk to someone else.



1: Reflection



All PCPs in the coaching



Space to walk around, chairs and tables if necessary



Preparation: 15 mins
Implementation: 25 mins
Debriefing: 5 mins



Poster paper, markers, paper, pens, sticky tape, scissors



PCPs reflect on their motivation to campaign for SD and share this with the other PCPs.

► **Debriefing & Evaluation**

At the end, the FT can ask the PCPs to hang their business cards up in the seminar room. This way they can look at them during the coaching.

Variations & Tips

- After creating the business cards, the group can play the ➡ **Four Corners Question Game**. This gives the PCPs an opportunity to discuss questions in smaller groups.

Notes

Competence Figure

Showing the strengths and abilities in the group

Summary

The PCPs reflect upon and visualise their skills, networks, knowledge, goals and beloved matters. The PCPs get to know each other better by presenting their competence figures to each other.

Structure

► Preparation

The FT makes an explanatory poster with a figure on it. The FT writes the following keywords on explanatory notes and sticks them on the relevant body parts.

They can read out the examples if necessary but should not write them down.

Head: Topics, knowledge, interests (e.g. sustainability, university politics)

Mouth: Communicative skills/specialities (e.g. experience talking to decision-makers)

Hand: Manual skills (e.g. working with wood, cooking, programming websites, writing texts)

Foot stretched out in front: This is where I am headed, this is what I want to learn (e.g. a good life for all, campaigning strategies)

Foot behind: I need to leave this behind me (e.g. a specific task, but also disorganisation)

Heart: This is what I live for (e.g. the energy transition, community-supported agriculture, open access)

► Implementation

1. The FT introduces the method using the explanatory poster.
2. The PCPs are given paper and pens.
3. The FT tells the PCPs how many minutes they have to draw and label their figures.



1: Reflection



As many members of the initiative as possible



Enough space on the walls to hang the figures up; tables and chairs or benches if necessary



Preparation: 15 mins
Implementation: 20 mins
Debriefing: 15-25 mins



A4 sheets of paper, pens, poster paper, markers, sticky notes, tape if necessary



The PCPs' competences are revealed, and the PCPs get to know each other better.

► Debriefing & Evaluation

Plenary session: Each PCP shows their figure to the other PCPs and talks briefly about some of their characteristics. This type of presentation works particularly well in small groups.

Variations & Tips

- Someone's contacts and networks are a further dimension of the competence figure which is not attributed to a body part. These can be illustrated on the poster as a symbol next to the figure. The FT should introduce this category at the start.
- Instead of the plenary session, the PCPs can look at all the figures by walking around the room. This variation is similar to the ➔ [Gallery Walk](#).
- Another variation on the evaluation is to invite the PCPs to present their competence figures in SGs. The PCPs can combine all the competences in the SG and write them on sticky notes, ready to present them in the plenary session. The sticky notes can be stuck to the figure on the big poster which accumulates all the competences in the group.
- All evaluation variations can include an additional round where all the PCPs have the opportunity to write their hidden skill on another piece of paper and stick it on their figures.
- This additional round can inspire reciprocal appreciation which fosters a good group feeling.
- After presenting the figures in the plenary session or on a tour around the room, the group can create a competence figure for the entire group by combining all their competences. The competences can be brought together using the ➔ [Popcorn Principle](#) or as a ➔ [Silent Discussion](#). This can be a nice way to represent the diverse range of skills in the group.

- The method is particularly effective at the start of a seminar.
- The additional round is worth doing at the end of the seminar once the PCPs have got to know each other better.

Notes



Written Constellation

Reflecting on individual roles and positions in the group

Summary

First of all, the PCPs sketch their own position in the group on a piece of paper. Then the FT holds a presentation about the roles in a team and phases of group formation. The PCPs look at the constellations together and discuss.

Structure

► Preparation

The FT creates a poster outlining the following task:

Sketch your position in the group

- Where and how are the others positioned?
- Are they far away or close?
- Are they large or small?
- Are they in the middle or at the edge?

In addition, the FT creates two posters which provide an introduction to group dynamics. One poster displays the “Roles in a Team” and the other poster presents the different “Stages of Group Development”. Templates for these are available in the Appendix at the end of this collection of methods.

► Implementation

1. The PCPs come together in a circle and are all given a sheet of paper and a pen.
2. The FT introduces the idea of a Written Constellation using the poster.
3. The PCPs each draw their position and the positions of the other group members on their sheet of paper.



1: Reflection



As many members of the initiative as possible



If necessary, wall space for the tour



Preparation: 15 mins
Implementation: 45-60 mins
Debriefing: 15-30 mins



A4 sheets of paper, pens, posters, markers; coloured pens, tape or drawing pins if necessary



The PCPs reflect on their role in the team and gain an understanding of the current group dynamics.

4. To give the PCPs some information on the topic which can help to describe their positions, the FT presents the different roles in a team (mover, follower, bystander, opposer, celebrator) and the phases of group development (uncertainty, orientation/conflict, trust, differentiation, conclusion).

► Debriefing & Evaluation

Tour: The formations are hung up and each person presents their picture. The other PCPs can ask any clarifying questions.

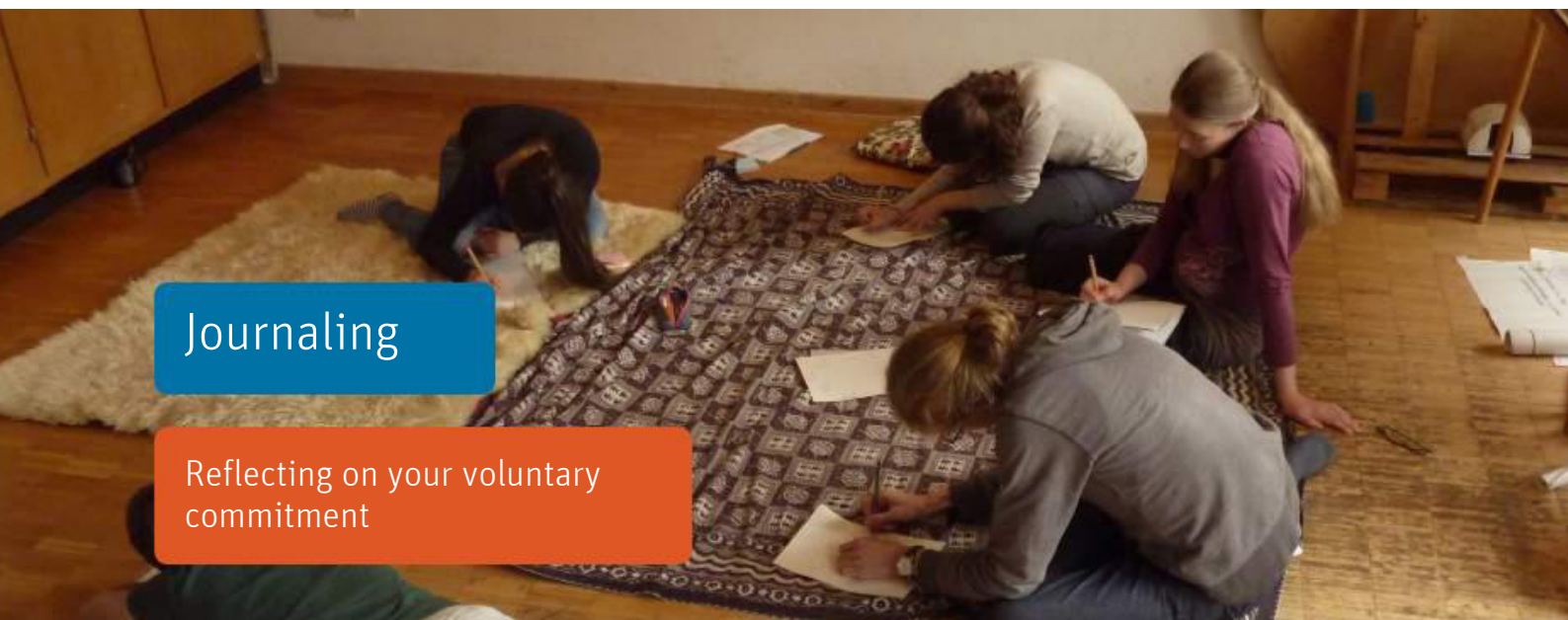
SG: The PCPs may feel more comfortable showing each other their formations in groups of two.

Variations & Tips

- The FT should emphasise that there is no right or wrong answers in this exercise, and the PCPs drawings are based on their own individual perspectives.
- The presentation on the roles in a team and group phases can also be held at the start of the session. As this can lead to a lengthy discussion, the FT should factor in enough breaks.
- If the group would like to do a tour and look at all the formation drawings, the FT should emphasise that the pictures are not up for discussion: the aim is to familiarise themselves with each other's perspectives.
- If the group is interested, the FT can complement the presentation of the five roles in a team by describing the obstructive and supportive characteristics of each role. The FT can write this down in a table. They should leave plenty of time for this.
- After this session, it can be good to take a break and let the PCPs get some fresh air.

- The session on ➔ **Finding Structure** is complementary from a methodological perspective, as it gives the PCPs space to think about the existing communication, structure and group meetings and to gain an idea of how they would like to work in the initiative in the future. It is therefore recommended to follow the Written Constellation with the Finding Structure session, or to come to it later in the coaching. In any case, the FT can establish a link between the methods.

Notes



Journaling

Reflecting on your voluntary commitment

Summary

In the journaling session, the PCPs answer questions on their own, which helps them reflect on their actions and experiences. After the creative writing phase, the PCPs go for a walk in pairs and talk about it.

Structure

► Preparation

A selection of journaling questions is available in the Appendix. The FT should choose a quiet location with a suitable atmosphere for an intensive writing process. Ideally, the PCPs should be able to focus and not be distracted by people walking past, for example. The FT could push chairs or benches together.

► Implementation

1. The FT invites the PCPs to find a comfortable place to write.
2. They explain the structure of the journaling session and emphasise that the PCPs are writing only for themselves. A central methodological characteristic of journaling is that the PCPs should not be interrupted once they are in the flow of writing. They should write down all their thoughts without pausing and without thinking too much, regardless of whether they think it's meaningful or not – everything that comes into their minds gets written down.
3. The PCPs can find something to lean on if they need it and are given enough paper and pens.
4. The FT reads the first question out and gives the PCPs around two minutes' time to write down their thoughts on the question.



1: Reflection



All PCPs in the coaching



Somewhere comfortable for all the PCPs to sit, maybe cushions and blankets or chairs, a surface to write on



Preparation: 15 mins
Implementation: 60-75 mins
Debriefing: 15-30 mins



Paper to write on, pens



The PCPs reflect intensively on their voluntary commitment and build a connection to the other group members.

5. This is repeated with the other questions.
6. Once they have finished writing, the PCPs form groups of two and talk about the process while taking a walk.
7. Before the pairs go out for a ten-minute walk, the FT explains that the PCPs should listen actively on the walk. They explain that both people should have the same opportunity to speak, and they can also embrace silence. The listening persons should try to focus their thoughts entirely to the other person.

► Debriefing & Evaluation

After the walk, the PCPs come together and the FT invites them to openly talk with the other PCPs in SGs or all together in the plenary session. The following questions can help stimulate conversation:

- What have you just experienced?
- What would you like to share?
- What surprised you?

Variations & Tips

- The questions should be adjusted to suit the context and the group.
- In addition to the dialogue in pairs, a creative phase can directly follow the writing in which the PCPs visualise what they have written.
- The FT should encourage the PCPs to actually go for a walk and experience a new environment.
- In case the local circumstances make it difficult to go for a walk, the pairs can also sit in a corner and actively listen.
- The method “active listening” supports to focus and concentrate, especially when are new to the method.

- As the conversations in pairs can be intensive and intimate, plan at having a long break after this session.
- The method encourages the group to reflect on their voluntary commitment at their university and works well when transferring from ➔ **Module 3: Sustainability at Universities** to ➔ **Module 4: Sharing Knowledge and Experience**.
- This method is also a good way to end the day.

Notes



Mathematicians Club

Forming geometric shapes and reflecting on communication

Summary

The PCPs are tasked with forming geometric shapes with a rope while blindfolded. They reflect on their communication during the game, before turning the discussion to their communication in group meetings.

Structure

► Preparation

The FT ties a knot in both ends of a rope.

► Implementation

1. The PCPs blindfold their eyes.
2. The FT places the rope in their hands.
3. The FT defines a geometric shape for PCPs to form while blindfolded, e.g. an equilateral triangle or a square.
4. The PCPs have a maximum of 10 minutes to create the shape.
5. Regardless of whether the group succeeds in creating the shape, they take their blindfolds off and come together.
6. They reflect on what just happened.
7. They put their blindfolds back on and the FT calls out the next geometric shape for the PCPs to make. Again, the group has a maximum of 10 minutes for it.



1: Reflection



Min. 4



Plenty of space



Preparation: None
Implementation: 20-45 mins
Debriefing: 10-20 mins



Rope, blindfolds such as scarves or headbands



The PCPs develop an awareness of the communication behaviour in the group.

► Debriefing & Evaluation

Plenary session: After the second round, the FT can ask what changed the second time around and what the PCPs noticed. The PCPs can answer using the ► **Popcorn Principle**. The PCPs can also reflect on their own behaviour and say if they behaved differently compared with the first round.

Variations & Tips

- While the group is making the shapes, the FT can whisper to dominant individuals that from this moment on, they are only allowed to respond when directly spoken to and should not actively involve themselves in the group conversation.
- After the game, the discussion about the group's communication behaviour during the game should be turned towards their communication in group meetings.
- A ► **Silent Discussion** can help the PCPs reflect. The following questions can be written on the posters: How do you experience the group meetings? What would you like to change about your group meetings? What do you like about your group meetings? How would you describe a perfect meeting? Which channels of communication do you prefer? Which channels of communication does the group use?
- In addition, the ► **Written Constellation** and ► **Finding Structure** sessions can offer insights into the group's dynamics and help to plan specific changes to the group's communication and structure.

Notes



Systems Game

Experience and reflect on interdependencies and effects

Summary

In this movement exercise, the PCPs consciously feel part of a system. Before and after the exercise, the FT asks questions which encourage the PCPs to think about systems, interdependencies and impacts.

Structure

► Preparation

The FT finds a suitable location for the exercise, e.g. a large field.

► Implementation

1. The PCPs stand in a circle.
2. The FT introduces the systems game and invites everyone to choose two contact persons from the group. The objective is for everyone to maintain an equal distance between themselves and each of their contact persons.
3. Without saying anything or indicating who they have chosen, the PCPs choose two people in the circle to be their contact persons.
4. The FT gives a signal, and the group starts to move.
5. Everyone tries to keep an equal distance to their two contact persons.
6. The FT draws the exercise to a close if the group comes to a stand-still or if the speed of movement does not seem to change.

► Debriefing & Evaluation

Plenary session: The PCPs come together and discuss the following questions:



1: Reflection



Min. 6



Lots of space to move around



Preparation: 5 mins
Implementation: 10 mins
Debriefing: 30-60 mins



None



The PCPs experience reciprocal effects and interdependencies in a fun exercise before reflecting.

- What happened?
- How did you experience the situation?
- Was it difficult/easy to maintain an equal distance?
- Did you notice anything in particular?
- Which parallels do you see between the game and your own life?
- In which systems do you play a role? How would you describe this role?
- How do you try to actively influence your system?

Variations & Tips

- Before starting the exercise, the FT can ask whether anyone already knows the game. Two PCPs who do not know the game can volunteer to leave the room or space. They come back once the group has started to move and try to figure out what is happening. The FT can ask these PCPs the following questions:
 - What are you experiencing?
 - Could you direct the movements and dynamics from the outside? If yes, how?
 - If no, why not?
- In another variation, the FT chooses a few people to stand on the field and be contact persons. However, they do not have any contact persons of their own and therefore do not move.
- People can also be selected to suddenly lose their contact persons and stop being a contact person.
- The FT can pause the scenario at any time or wait for a stand-still to reflect and talk about the different variations. The FT can ask, for example, the following questions:
 - How does it feel to be part of a system?

- Is this an open or closed system?
- Where are the limits? Are there any?
- Are people who don't move also part of the system?
- Why?
- What can be applied to a global context?
- What can be applied to society?
- Is there an objective?

• Instead of discussing all the evaluation questions with the entire group, the FT can write some questions on posters and the PCPs can hold part of the conversation as a ➔ **Silent Discussion**.

• Similar to the ➔ **Mathematicians Club**, this method combines a movement exercise with reflection. As a result, it is a good counterbalance to sessions in which the PCPs are exposed to lots of new ideas, such as the ➔ **Best Practice Presentations** or ➔ **Videos on SD**.

• The method is similar to warm-up games known in *netzwerk n* as Fixstern and Paranoia.

• The exercise can inspire a lightbulb moment and motivate the PCPs to understand their own influence on social systems.

• After the exercise, ➔ **Journaling** can help to link the abstract systems and personal action.

• This game is also a good introduction to the ➔ **The University System**.

• The Systems Game is based on Joanna Macy's work on deep ecology. For more information, visit the website of the Deep Ecology Network, for example.

Notes



Sociometric Line-up

Positions within the group become visible

Summary

The PCPs position themselves on a scale in response to statements read by the FT. The FT invites the PCPs, who stand at the opposite ends of the scale, to explain their position.

Structure

► Preparation

The FT decides which statements they will read out. They can adapt their choice depending on how well the group knows each other.

The scale can be visualized by a piece of string on the ground. Some example statements are included in the Appendix.

► Implementation

1. The FT explains the scale to the PCPs as well as what the two ends of the scale represent and how the exercise works.
2. They read out the first statement and ask the PCPs to position themselves on the scale.
3. Depending on how the group has positioned itself, the FT asks some of the PCPs standing near the extremes of the scale to explain their opinion.
4. The FT reads the next statement and the PCPs position themselves on the scale in response to it. Again, some PCPs briefly explain their position.



1: Reflection



All PCPs in the coaching



Lots of space to lay out the scale



Preparation: 10 mins
Implementation: 15 mins
Debriefing: None



Piece of string or rope approx. 3-6 metres long, prepared questions



PCPs get to know each other and a range of opinions better.

Variations & Tips

- When asking individual FTs to describe their position, the FT can role-play an interview situation and let the PCPs speak into an imaginary microphone.
- Once the FT has read out a few statements, they can invite the PCPs to think up their own questions and put them to the group.
- The FT can also ask questions which require the PCPs to communicate with each other, e.g. “When were you born?”.
- In contrast to the ➔ **Four Corners Question Game**, the PCPs get to know each other in a more relaxed but less personal way.
- The PCPs can also position themselves anonymously in writing. In this case, the FT prepares A4 papers on which the statements are written and draws a scale with two extremes.
- Before the PCPs get stuck into ➔ **Finding Structure**, the line-up game can be a good segue into the topic of group meetings and structure.
- This method can also be used in ➔ **any other modules** to capture the mood of the group in relation to specific questions.

Notes



Wandering Molecules

Exchanging ideas
while taking a walk

Summary

The FT sets the PCPs a range of questions which they discuss in pairs or small groups while taking a walk. The PCPs exchange views on the questions in SGs of varying size and get to know each other better. The size of the group is decided by the FT.

Structure

► Preparation

The FT decides on a route for the PCPs to walk. In rural areas, this could be around a field or forest, or along a footpath. In more urban areas, parks or historic city centres could be suitable options.

The FT should also think about which questions to ask the PCPs. When deciding on questions, they should bear the length of the route in mind.

► Implementation

1. The group leaves the seminar house and goes outside. The FT explains how the session works, asks the first question and specifies the time limit for the exchange as well as the size of the SG.
2. The SGs go out on their walk and talk about the first question. The groups don't split up; they all walk the same route.
3. After 5-15 minutes, the FT asks all the PCPs to dissolve their SGs and form new groups. The FT gives the new SGs the next question to discuss while walking.
4. Again, the SGs talk about the question for 5-15 minutes.
5. This process is repeated until the group turns back to the seminar house.



1: Reflection



Min. 4



A route to walk, e.g. from the train station to the seminar space, around a field or forest, or through a park or historic city centre.



Preparation: 15 mins
Implementation: 30-60 mins
Debriefing: 15 mins



Pre-prepared questions



The PCPs get to know each other on different levels.

► Debriefing & Evaluation

Plenary session: After arriving back at the seminar house, the PCPs are invited to share how they felt and what has changed for them. They can talk about moments on the walk which surprised them.

Variations & Tips

- Particularly after a day spent inside, this method can help the PCPs take a step back from the input and get out into the fresh air. In the city, the FT should be careful to choose a quiet route as noise can easily be distracting.
- The PCPs can also stay in the same SGs for the entirety of the walk. In this case, the SGs can separate and follow their own routes. Before they set off, the FT should communicate what time the SGs should be at a certain location. The FT should also give the groups the questions to take with them.
- If the aim of the method is to encourage the PCPs to discuss the same topic with as many people as possible, then the PCPs can also change SGs after 5-15 minutes and discuss the same question again.
- However, if the FT wants to encourage the PCPs to talk about a range of different topics, then it makes sense to give the PCPs a new question every time they swap SGs.
- If a group has already worked together a lot, it can be particularly enriching to ask questions on a more personal level.
- The following questions might provide inspiration:

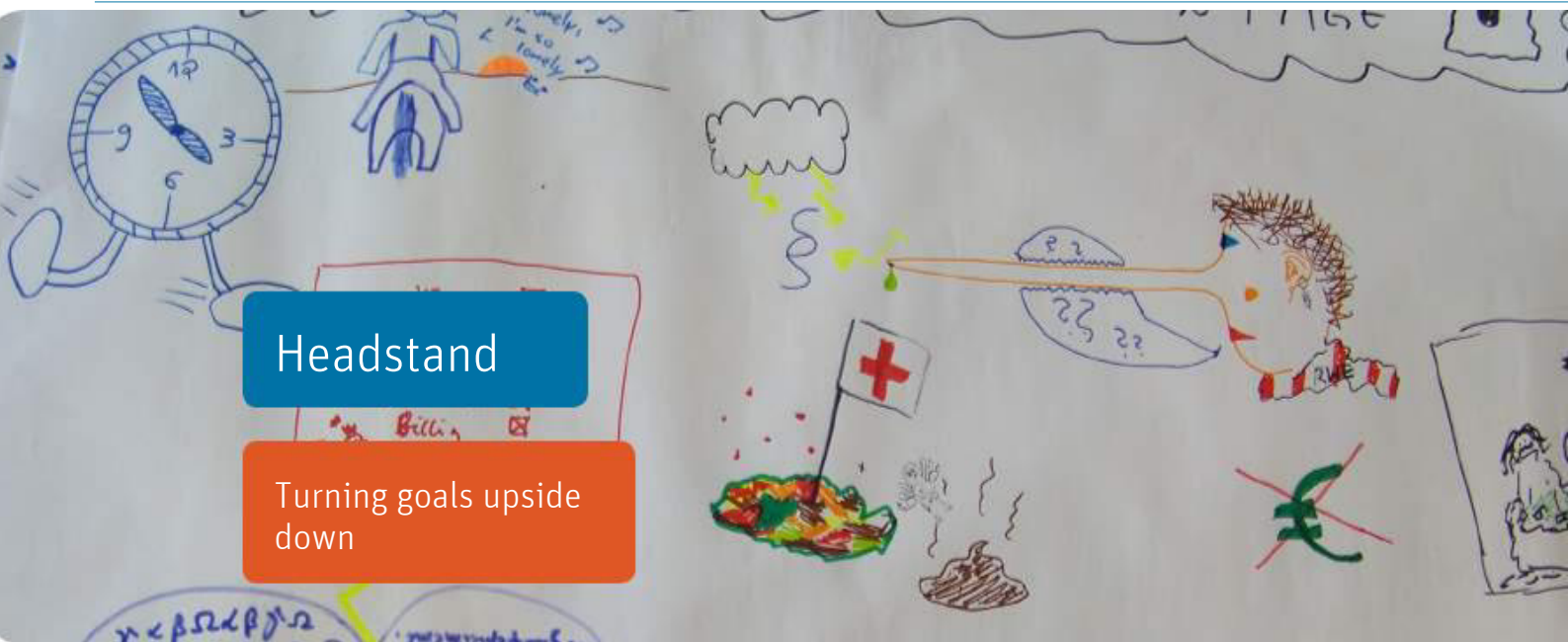
1. Sustainable development

- What do you think the difference is between sustainability and SD?
- How sustainable is your own behaviour or your friends' behaviour?
- When did you encounter sustainable development for the first time?
- What do you think is unsustainable at your university?
- What is the next step for your university with regard to SD?
- What do you think your university does well with regard to SD?

2. Personal questions

- What scares you more: freedom or security?
- What makes you happy?
- When have you felt excluded?
- What are you proud of?
- When were you really brave?
- What are you thankful for?
- What makes you sad?
- When have you felt at home?
- When do you feel powerless?
- When have you felt part of a group?
- What comes after death?
- If time, energy and financial resources didn't play a role, what would you do?
- As a child, what did you want to be when you grew up?

Notes



Headstand

Turning goals upside down

Summary

A goal or challenge is turned upside down and the PCPs devise solution-oriented strategies. It is then turned upside down again. This way, the group quickly comes up with new ideas about how to deal with a current challenge.

Structure

► Preparation

The FT selects one of the initiative's key goals, such as "Successfully attract new members" or "The sustainability initiative is well known at the university".

The FT formulates the opposite of this goal, e.g.:

"Fail to attract any new members" or "Nobody at the university knows about the sustainability initiative".

On the basis of these negative goals, the FT comes up with questions which are written on a large piece of paper, e.g.: "What needs to happen to ensure that nobody wants to become a member?" or "What needs to happen to ensure nobody knows about your initiative?".

► Implementation

1. The FT hangs the poster or large piece of paper up where everyone can see it.
2. They explain the method to the PCPs and ask them to contribute ideas about how to achieve the upside-down goal.
3. The PCPs can go around the circle and share their ideas or use the ➔ **Popcorn Principle**.
4. The FT or a PCP writes the ideas down on the poster.
5. When nobody can think of any more ideas, the FT starts a new poster.



1: Reflection



Any number



A wall for the poster,
enough space for all the PCPs



Preparation: 10 mins
Implementation: 20 mins
Debriefing: 15 mins



Min. 2 posters, markers, notepaper, pens



The PCPs generate new ideas about how to achieve their goals and respond to challenges.

6. On this poster, the newly formulated “negative ideas” are turned upside again, making them positive.
7. Any particular realisations about projects can also be written down on notepaper and stuck on the second poster.

► Debriefing & Evaluation

Plenary session: The PCPs discuss which ideas have particularly surprised and inspired them.

The FT can refer back to the insights gained during this exercise at different points during the coaching, for example when incorporating project ideas into the → **CAVE Matrix** or → **Finding Structure**.

Variations & Tips

- Instead of brainstorming as a group, the PCPs can also write their ideas down in silence. The ideas from the group are then collated and written on the poster.
- The relationships between specific “negative” and “positive” ideas can be clearly shown using arrows, e.g. “Potential new members don’t know which room our meeting is held in.” → “Potential new members know where our meeting is held. We have told them the time and place and sent a telephone number they can call in case of confusion”.
- The positive vision or the goal should be the title of the second poster.
- This method often leads to lightbulb moments as the PCPs gain an awareness of which structures and new projects they need in order to achieve the group’s goals.

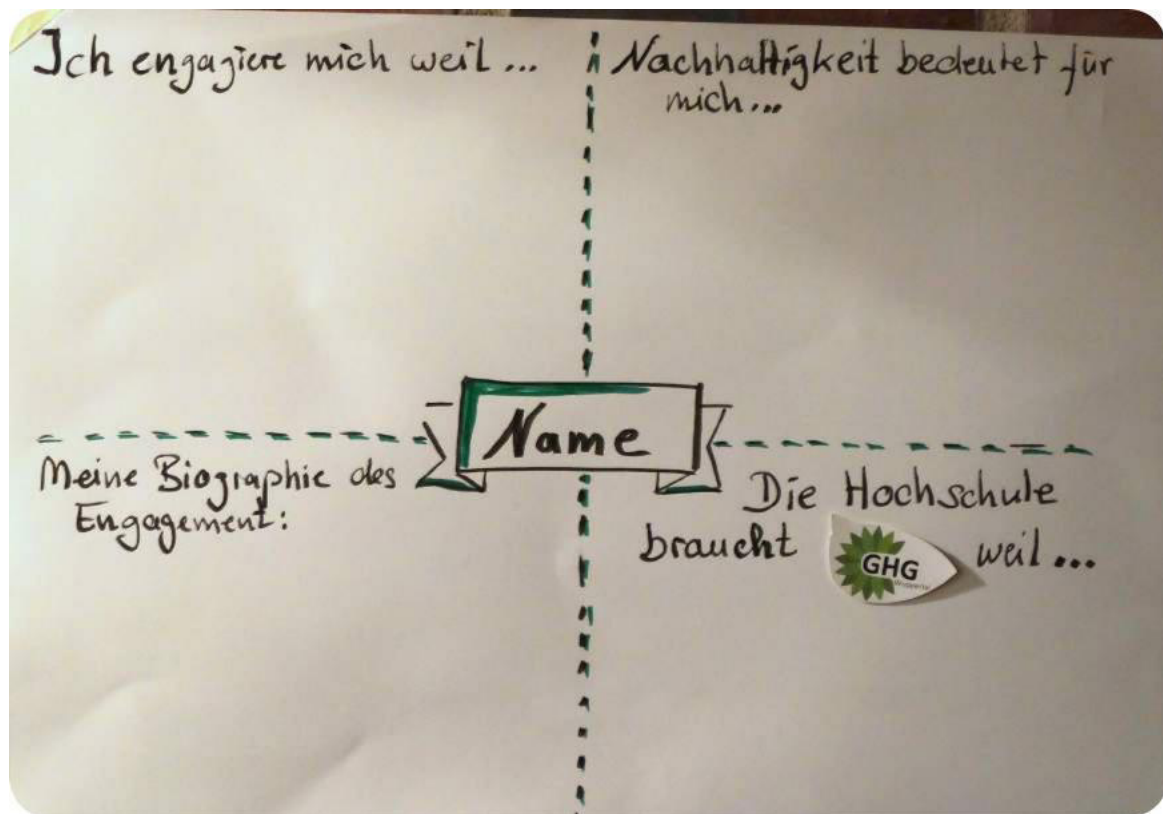
- The PCPs can go for a walk in pairs and share their thoughts on the difficult situation and then turn their thoughts upside-down together. They can then share their realisations with the whole group in the plenary session. This variation bears a resemblance to the → **Rocky Horror Seminar Show** and is well suited to groups which benefit from getting up and catching some air, as well as groups which prefer to talk about fears in a more personal setting.

If the PCPs have already formulated their visions and goals, then this method can also be integrated in → **Module 5: Finding a Vision & Concept Development** or → **Module 6: Project Work**. It functions effectively as a bridge between formulated group goals and concrete projects.

Notes

Module 2:

Fundamentals of Sustainability





Brainstorming: Sustainable Development

Thinking about and discussing understandings of sustainable development

Summary

PCPs initially think about sustainable development (SD) on their own before combining their thoughts as a group. The brainstorming activity can help the group reach a shared understanding of sustainable development.

Structure

► Preparation

If the warm-up phase was part of the Wandercoaching programme, the FT should integrate the answers to the question.

The FT thinks about which questions to ask the PCPs and writes these down on posters, if necessary. To gain an overview of the discourse around SD, the FT can read about what SD covers and which concepts there are.

► Implementation

1. The FT invites the PCPs to collect their own ideas on the topic of sustainable development. The following questions can help at this point:
 - What does sustainable development mean to you?
 - Which aspects of sustainable development are particularly important to you?They can write their thoughts down on pieces of paper.
2. After around ten minutes, the PCPs come together in SGs and exchange views.
3. The whole group comes together and one person from each SG describes the outcome of their conversation.



2: Fundamentals of Sustainability



Min. 4



Any number



Preparation: 10-30 mins
Implementation: 30 mins
Debriefing: 15 mins



Printouts of the answers from the warm-up, small and large pieces of paper, pens and markers



The PCPs discuss and develop a common understanding of sustainable development.

► Debriefing & Evaluation

Plenary session: The FT can ask the PCPs to say which aspects are particularly important to them or if they think any are missing.

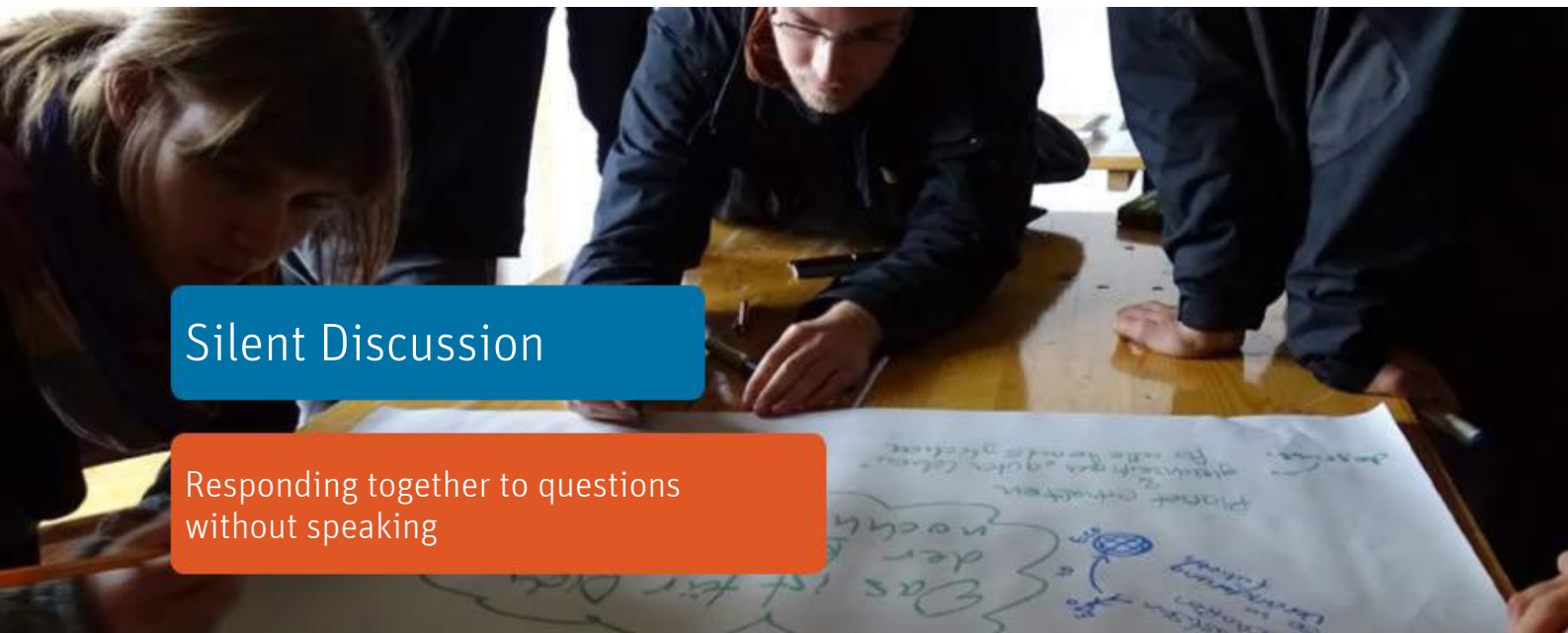
The aspects of SD presented by the SGs can also be put on a poster as a visual record of the group's common understanding of SD.

The FT can tell the group how the results of the brainstorming exercise will be picked up again later in the coaching.

Variations & Tips

- At the start, the FT can refer back to answers to the questions in the warm-up and encourage the authors of the statements to explain what they meant. The PCPs can then build on this and say to what extent they agree with what has been said.
- The FT can allocate each SG a statement from the warm-up and invite them to take a position in response. The SGs can identify the similarities and differences between their definition and this answer, and to explain this later in their presentation to the whole group.
- The SGs can also be invited to visualise their understandings of SD without using any words.

Notes



Silent Discussion

Responding together to questions without speaking

Summary

The PCPs express their response to a question by writing on posters. Without speaking, they exchange their views on the subject of the questions. This creates an initial collection of ideas in which the PCPs' impulses are placed alongside each other equally.

Structure

► Preparation

Depending on the group size, the FT writes a question in the centre of between two and four posters. The FT arranges the tables so they can be accessed from all sides and lays one poster out on each table.

Example questions:

- How would you define sustainability?
- How would you define sustainable development?
- What does education mean for you?
- Why are you active in this initiative?
- What do you like about your group structures?
- Which moments with the initiative do you like to look back on?
- What would you like to see in your group communication?

► Implementation

1. The FT introduces the structure of the method. They point out that it is carried out in silence and the PCPs can move between the posters as they wish.
2. The PCPs spread out among the tables.



2: Fundamentals of Sustainability



Min. 6



Space to work on the posters, several tables



Preparation: 5 mins
Implementation: 20 mins
Debriefing: 10 mins



Posters with statements or questions, lots of pens



The PCPs dive into the topic of SD. All PCPs have the opportunity to share their thoughts and be "heard".

3. The PCPs start the silent discussion and express their responses exclusively in writing on the posters.
4. Moving from table to table, the PCPs visit the other posters to add their own comments and expand on the thoughts of the others. They can use symbols to show connections between the ideas.

► Debriefing & Evaluation

Tour: After the discussion, the PCPs can go round the posters together and read the contributions. The FT can highlight important aspects of the discussion.

Plenary session: The PCPs are invited to share their impressions from the silent discussion. Any questions can be clarified.

Variations & Tips

- The PCPs stay at one poster and don't move between posters.
- The posters can all ask the same or different questions.
- As part of the tour, the PCPs can also briefly present the posters. In this case, it is advisable to have one person stay at the poster for the whole discussion and read everything which is written.
- If any questions remain unclarified after the discussion, these could be placed in the ➔ **Parking Lot**.
- The questions asked can vary considerably. In addition to SD, the initiative's visions and concrete project ideas could be discussed. The method can therefore be used in ➔ **all other modules**.

Notes

Videos on Sustainable Development (SD)

Watching and discussing
short films on SD together

Summary

The PCPs watch a video or film together which addresses a sustainability topic of their choice. Before and after watching, they talk about their expectations and impressions of the film.

Structure

► Preparation

In the warm-up phase, the FT should ask the PCPs whether they would be interested in watching short videos or a film on the topic of SD as part of the Wandercoaching. If the group expresses an interest, the FT can outline the selection of films and videos and ask the PCPs which topics interest them. The FT has to set up the projector, speakers and laptop in the seminar space.

Examples of videos (accessible on YouTube.com)

SDGs

How We Can Make the World a Better Place by 2030 | Michael Green | TED talk

Kurz erklärt: Nachhaltige Entwicklungsziele | Brot für die Welt (in German)

Foundations of SD

Virtuelle Akademie Nachhaltigkeit: Nachhaltige Entwicklung-Grundlagen und Umsetzung | VANachhaltigkeit (in German)

Nachhaltige Entwicklung – Chancen für die Wissenschaft | Universität Bern (in German)

The Story of Cap & Trade | Story of Stuff Project

Why it's time for Doughnut Economics | Kate Raworth | TEDxAthens



2: Fundamentals of Sustainability



White wall, projector, laptop, speakers, projector cable and an adapter if necessary



Lots of space to lay out the scale



Preparation: 30 mins
Implementation: 15-120 mins
(depending on the length of the videos)
Debriefing: 30-45 mins



Films on a USB stick or laptop, or DVDs



The PCPs gain new insights into the topic of SD and gain new impulses.

Doughnut Economics: Creating a safe and just space for humanity | Royal Society for the Encouragement of Arts, Manufactures & Commerce
Grüne Unis – Wie nachhaltig sind Hochschulen? – ARD-alpha | Bayerischer Rundfunk (in German)

Films

Before the Flood

Planetary

The 4th Revolution: Energy

Autonomy Gasland Part (II)

10 Billion – What will we eat tomorrow?

More than Honey

The Milk System

Ice and the Sky

ThuleTuvalu

The Plastic Ocean

Plastic Planet

Tomorrow

The Yes Men

The Yes Men Fix the World

The Yes Men Are Revolting

Voices of Transition Everyday

Rebellion

► Implementation

1. Before showing the video, the FT can ask the PCPs to share their expectations and associations with the video or film in SGs of three or four persons. The PCPs can ask each other the following questions:

- What do you associate with the title of the video?
- What expectations do you have of the video?

- What experiences do you have with the topic explored in the film?

2. If the group watches a longer film, the FT can research the background of the film in advance and share it with the PCPs.

3. The PCPs and the FT watch the video or film.

► Debriefing & Evaluation

Plenary session: The FT can write down the PCPs' impressions of the video. The PCPs can discuss together which positions were represented in the video or film and if they agree with them. The FT can ask the PCPs what surprised them and what they have learned.

Variations & Tips

- Instead of shorter videos, the group can watch a longer film one evening, for example. In this case, the FT can ask the PCPs if they liked to do this after a coaching day and if showing a film and discussing it suited everyone's needs. In addition, the group should agree on a film they want to see.
- The FT can find out which topics interest the most PCPs before showing the film, for example using a point-based scoring system.
- If more than ten PCPs watch the videos, the FT can ask them to talk about the evaluation questions in SGs.
- The preliminary discussion and evaluation can also be carried out as a ➔ **Silent Discussion**.
- Watching a video or film together can counterbalance methods which require the PCPs to work attentively together, and which can be tiring.

Notes

Module 3: Sustainability at Universities





Stories of Success & Failure

Sharing experiences of university and sustainability

Summary

The PCPs tell each other stories, recounting their own experiences of success and failure. Thematically, the stories are related to their own activities connected to sustainability and university.

Structure

► Preparation

The FT can outline the method to the group a few hours in advance to give the PCPs some time to consider which stories they would like to share.

► Implementation

1. To start off, the PCPs are asked to write down some keywords to describe their stories. The pieces of papers are collected and put in a container. One person draws the stories from the container one by one, and the stories are told in this random order.
2. Alternatively, if anyone wants to start, they can take the floor. Someone with a similar or entirely different experience can follow, or someone who finds a different link to the previous story. This principle, which invites people to share their thoughts when they feel inspired to do so, is also known as the ➔ **Popcorn Principle**.



3: Sustainability at Universities



Min. 4



Campfire or space where the whole group can comfortably sit together



Preparation: 5 mins or 20 mins around the campfire
Implementation: 60 mins
Debriefing: None



Blankets, cushions, firewood, small pieces of papers, pens, container to collect the papers, candles

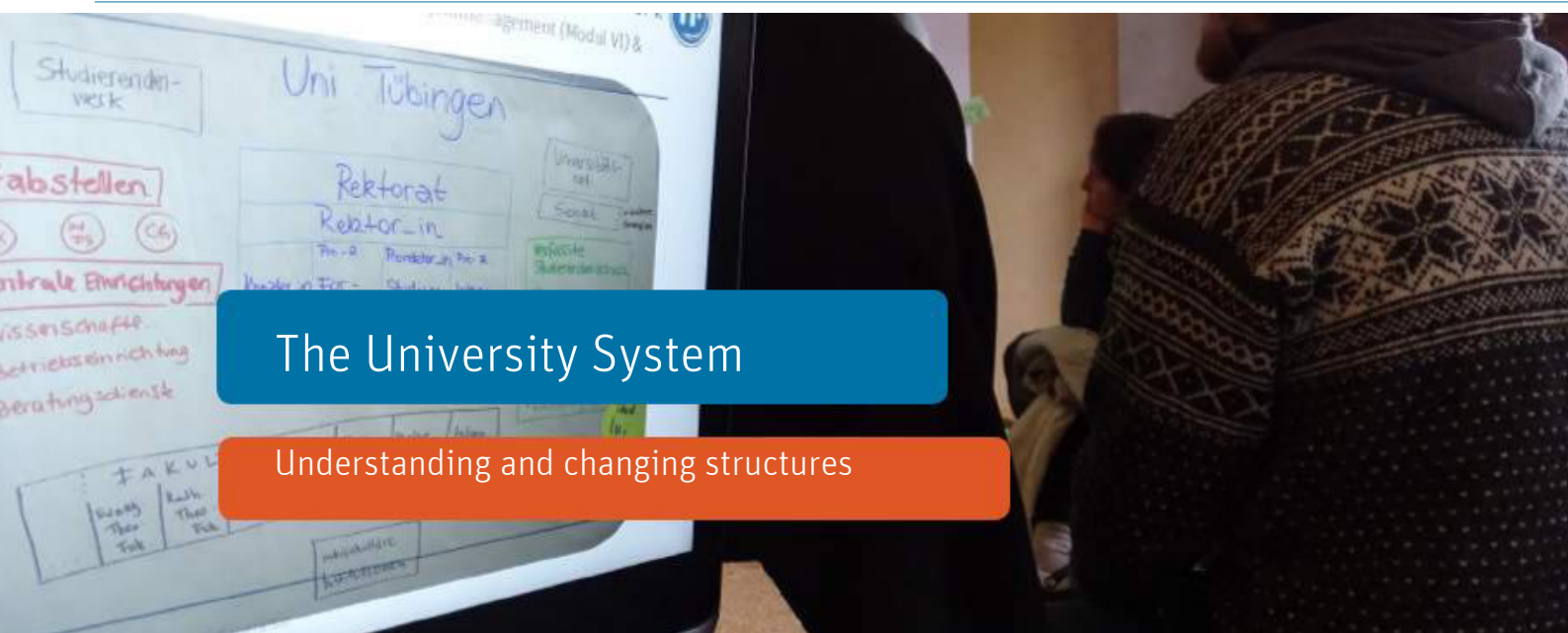


The PCPs reflect on their own experiences gathered in the context of SD and universities, tell their stories and learn from one another.

Variations & Tips

- The FT can set a time limit for each story to ensure approximately the same amount of time is available to everyone. If the atmosphere is pleasant and the group want to keep telling stories, it is also nice to keep the space open for stories of varying lengths.
- It is also possible to leave some time between stories so the PCPs can talk about the stories and ask questions. In addition, the PCPs can talk about what they can learn from these experiences and how this can be applied to their own circumstances.
- This method can be used in ➔ **Module 3: Sustainability at Universities** and ➔ **Module 4: Sharing Knowledge and Experience**.

Notes



The University System

Understanding and changing structures

Summary

The group deals with the structure of their university. Furthermore, they familiarise themselves with the external factors which influence (political) decisions at their university.

Structure

► Preparation

The FT draws the organigram of the university where the group is active. Alongside the administration and the university board or rector's office, the other university institutions (faculties, university library etc.) should also be included in the structure.

In addition to the structure of the university as a whole, the FT draws an example of the structure of a specific faculty on a separate poster.

The FT should also prepare another poster depicting the academic political interplay between the university and the relevant federal state.

Templates for the posters outlining the structure of a university, a faculty and the academic political relationships are available in the Appendix.

► Implementation

1. The FT hangs the poster up and the PCPs sit to see it clearly. Initially, only the first poster is revealed.
2. The FT presents the poster with the schematic structure of the university as a whole and explains it.
3. The PCPs can ask any questions which are then clarified together.



3: Sustainability at Universities



All PCPs in the coaching



Space to write and hang up the posters, white wall space if necessary



Preparation: 30-60 mins
Implementation: 60-90 mins
Debriefing: 15-30 mins



A large poster (min. A2) and smaller pieces of paper, markers, pens, scissors, pin board and pins or glue sticks and sticky tape, printed organigram of the university, projector, laptop



The PCPs understand the fundamentals of the complex university system and identify points of leverage for change.

4. The FT presents the other two posters which depict the faculty structure and the academic-political interactions between the university and the relevant federal state.
5. Once again, the PCPs have the opportunity to ask and clarify any questions.
6. The FT can encourage the PCPs to compare their university with the German political system, particularly to help them understand the executive and legislative elements of the university.
7. The PCPs can brainstorm all the stakeholders they think are relevant for SD at their university and locate these in the organigram. This gives the group a good overview of the university stakeholders that are relevant to win over in order to achieve their goals.

► Debriefing & Evaluation

Plenary session: The PCPs share their thoughts on where points of leverage for change are located. This should be done in relation to specific topics (e.g. SD in teaching) as well as projects (zero-waste cafeteria etc.). The FT can write the points of leverage down and stick them on the posters if appropriate.

Variations & Tips

- The FT can also present the poster together with someone who has experience with political affairs at universities.
- As this method is quite content-heavy, factor in a break if required.
- As a warm-up activity, the FT asks questions relating to university politics and the PCPs position themselves in response, just like the ➔ **Sociometric Line-up** game. This makes it clear where the PCPs' experiences, prior knowledge and interests lie. The FT can react to the PCPs' wishes and potentially adjust the content.

- To come up with the relevant stakeholders at the university and locate them in the organigram, the FT should familiarise themselves with the ➔ **Power-Interest Matrix** in advance and integrate aspects of this method.
- At the end, the PCPs can use sticky spots or sticky notes to mark the stakeholders they are in contact with and committees they are active in on the poster.
- Instead of evaluating the points of leverage in a plenary session, the PCPs can also do this in silence using the ➔ **Gallery Walk** method. In this case, hang up all the structure posters. The PCPs are given the opportunity to write comments on small sticky notes and put them on the posters. This makes them move silently around in the room after a session with a lot of verbal exchange.
- After the ➔ **Gallery Walk** the PCPs can get some fresh air and share their thoughts on the points of leverage while going for a walk, for example using a method like ➔ **Wandering Molecules**.

Notes



Textual Work

Engaging with issues and presenting them to the group

Summary

In this session, the PCPs engage with specific topics related to SD and universities in SGs, before presenting them to the whole group.

Structure

► Preparation

The FT selects three to four topics. The relevant texts are available in the media library on the *netzwerk n* website. The FT prints out enough copies of the text before the seminar.

There are texts available on the following topics:

- EMAS/environmental management systems
- ESD (Education for sustainable development)
- Interdisciplinarity and transdisciplinarity
- Science in and for sustainable development
- Service learning
- Freedom and responsibility of science
- Strategy and position papers from academic politics
- Bottom-up university transformation by students

► Implementation

1. The FT explains to the PCPs how the session is structured and which topics they can work on.
2. The PCPs split up into SGs according to their interests and prior knowledge and start working on the topics in question.
3. The PCPs consider the questions and problems addressed in their text and read their texts thoroughly. While doing this, they can mark important statements and key terms.



3: Sustainability at Universities



Min. 6



Somewhere for all PCPs to sit, tables, maybe cushions and blanket



Preparation: 30 mins
Implementation: Approx. 60 mins
Debriefing: 15 mins



Texts on a range of topics printed in advance, pencils, coloured pens, highlighter pens; poster paper and markers if necessary



The PCPs gain new insights into selected topics and share them with each other.

4. Any questions can be clarified in the SGs. The PCPs can also answer key questions, such as:
 - What are the central messages of the text?
 - Do you agree with them?
5. In their SGs, the PCPs decide how they want to present their topic and prepare for the presentation.
6. The SGs present their topics to the rest of the group.

► Debriefing & Evaluation

Plenary session: The PCPs can feedback on anything which surprised them when reading the texts or during the presentations. They can also share anything they have learned. The PCPs can ask questions and share their knowledge and experience with the specific topics. They can also talk about what they liked about this exercise and what they will take away from it.

Variations & Tips

- The FT can ask the SG to present the topics creatively, for example as a theatre sketch or mime.
- The SGs can present their results by creating posters using only images and symbols – no words allowed!
- The PCPs work on different texts at different stations. They can read the texts (15 minutes) and discuss what they have read with the others (10 minutes), before moving on and changing the topic. This can be repeated two or three times. After this, the PCPs can reflect on the texts together in a plenary session (see Debriefing & Evaluation). This variation takes between one and a half and two hours.

Notes



Best Practice Presentations

Becoming familiar with examples of successful practice

Summary

Using the collection of best practice examples and the *netzwerk n* videos, the PCPs discover examples of success which have driven forward sustainable transformation at universities.

Structure

► Preparation

The FT obtains enough copies of the collection of best practice examples or prints some examples out. They can also download the videos on examples of best practice listed in → *netzwerk n – Live and in Colour*.

► Implementation

1. The FT introduces the collection of best practice examples and outlines the five fields of activity: teaching, research, operations, governance and transfer.
2. Each PCPs receives a copy of the collection of best practice examples and has time to look through the whole collection.

► Debriefing & Evaluation

Plenary session: The PCPs talk about any questions which arose while reading and say which project they would like to implement themselves.



3: Sustainability at Universities



Any number



Projector, white wall, laptop, enough space for all the PCPs to read quietly



Preparation: 20 mins
Implementation: 45 mins
Debriefing: 15 mins



The *netzwerk n* collection of best practice examples (digital and printed), *netzwerk n* videos



The PCPs gain a comprehensive overview of extremely successful sustainability projects at universities.

Variations & Tips

- After the short introduction to the collection of best practice examples, the FT can give the PCPs time to develop their own visions for the five areas and to write them down.
- The PCPs can also read a selection of best practice examples instead of the entire collection. In this case, the PCPs should briefly describe the examples to each other once they have finished reading.
- The PCPs can use the → **Circuit Training** format to explore the five fields of activity in SGs and share their lightbulb moments in a plenary session.
- The FT can show the PCPs the videos on the examples of best practice after they have read the collection or before they look into it in greater detail.
- If the FT has only brought the collection of best practice examples to the coaching in digital form, they can ask the PCPs beforehand to bring their laptops. This enables everyone to read the whole collection.

Notes

netzwerk n – Live and in Colour

Watching short films on examples of best practice and *netzwerk n* formats

Summary

The PCPs familiarise themselves with *netzwerk n*'s activities and formats by watching short films.

Structure

► Preparation

The FT downloads the videos from the internet and copies them onto a laptop or USB stick. They should also decide upon the order to show the videos and, if necessary, look up some background information on *perspektive n* and *konferenz n* (start, number, people reached, topics).

To date, the following videos are available on Youtube.com:

[konferenz n³ 2016 | Reconceptualising university](#)

[Short video on perspektive n | Discussion on the Sustainability of Universities](#)

[Sustainability at the Humboldt-Universität in Berlin? perspektive n 14.12.2017](#)

[Round Table for Sustainable Development | HNE Eberswalde Projektwerkstätten Technische Universität Berlin](#)

[Studium oecologicum | Universität Tübingen](#)

[Wandercoaching – \(Student\) initiatives for Sustainability at Universities](#)

[plattform n | Explanatory videos](#)

The FT has to set up the technical equipment in the seminar space.



3: Sustainability at Universities



Any number



Projector, laptop, speaker, white wall



Preparation: 15-30 mins
Implementation: 15-90 mins
Debriefing: 15 mins



Notepaper and pens



The PCPs gain a comprehensive overview of the different *netzwerk n* formats

► Implementation

1. To start, the FT introduces the collection of best practice examples and videos which are directly related to the collection (Round Table HNEE, Projektwerkstätten TU Berlin, Studium Oecologicum Universität Tübingen).
2. The group watches the first video.
3. In SGs, the PCPs can talk about what they liked and what surprised them. Any unanswered questions can be collected and discussed together in the plenary session.
4. The next video is shown and the PCPs again discuss what they liked and what surprised them.

► Debriefing & Evaluation

The FT can ask the PCPs the following questions:

- Which format can you imagine at your university?
- What questions would you ask the people who spoke in the videos?
- In which area does your university need more projects: governance, operations, research, teaching or transfer? What is already working well?
- The questions can be discussed in SGs before the PCPs share their thoughts in the plenary session.

Variations & Tips

- Without working with the collection of best practice examples, the videos offer the PCPs a good overview of *netzwerk n*'s activities. The method can counterbalance methods

which work with articles and books, for example in
 ➔ **Module 2** and ➔ **Module 3**.

- Before a video is shown, the FT asks the PCPs what they associate with the title of the video and what they expect from the video.
- The FT can ask the PCPs whether they have already heard of *konferenz n*, *perspektive n*, the Projektwerkstätten or the Round Table.
- At the start, the FT can hand out the notepaper and pens so that the PCPs can take notes while they watch the videos.
- Using a point-based scoring system, for example, the FT can let the PCPs vote on the videos they would like to watch.
- The videos can be used in ➔ **all modules** as an introduction or conclusion to the seminar day. In each case, it gives them a good idea of what *netzwerk n* does.

Notes

Working with Sustainability Reports

Engaging with SD
at different universities

Summary

In SGs, the PCPs take a closer look at sustainability reports from different universities. The PCPs then form new SGs consisting of experts from the original SGs. The posters created in the first group phase rotate from SG to SG and the PCPs share the knowledge they gained from the sustainability reports.

Structure

► Preparation

The FT choses sustainability reports from different universities. The people compiling the reports can have different roles and attributes. It can therefore be interesting to bear in mind which wishes and visions the PCPs have previously voiced regarding their own role at the university.

Here is a selection of sustainability reports which are available on the universities' websites:

- Universität Hamburg 2011–2014
- Technische Universität Kaiserslautern 2013/2014
- Otto-von-Guericke-Universität Magdeburg 2015
- Leuphana Universität Luneburg 2015
- Carl-von-Ossietzky-Universität Oldenburg 2005–2011
- Hochschule Trier Umweltcampus Birkenfeld 2014
- Universität Bayreuth 2015
- Universität Bremen 2011–2015
- ETH Zürich 2015/2016 (English)

The FT should ask the PCPs in advance if some of them can bring their own laptops or tablets. Depending on the number of devices, the FT should print enough reports out to make sure everyone can work with a report.



3: Sustainability at Universities



Any number



Anywhere



Preparation: 20 mins
Implementation: 75-90 mins
Debriefing: 15-30 mins



Sustainability reports in printed or digital form, poster paper, coloured markers, paper, pens



The PCPs gain an insight into how selected universities operate in areas of action related to SD.

► Implementation

1. The FT tells the PCPs which sustainability reports they have brought and explains what the method is about: the PCPs engage with certain aspects of university sustainability reports but do not need to read them completely.
2. The PCPs split up into SGs, each one allocated one sustainability report. The SGs should be similar in size.
3. The FT gives the SGs the following key questions:
 - In which areas is the university already active? Where is it not yet active? (Refer back to the collection of best practice examples and its five fields of action: teaching, research, governance, operations and transfer)
 - Who compiled the report?
 - Are the author(s) part of an official structure (such as the sustainability office)?
4. The PCPs can divide up the questions between the PCPs in the SG and note their answers down.
5. Once all the PCPs have skimmed the reports and found answers to the questions, they can share their findings with the others in the SG.
6. To record their results creatively, the SGs can design posters representing their answers with symbols or shapes only using few words.
7. The PCPs form new SGs with PCPs who have worked with sustainability reports from other universities.
8. The new SGs spread out around the room.

9. Each SG receives one of the creative posters which one person explains. At this point, the FT tells the PCPs that they should present their sustainability report in three to four minutes using the poster and afterwards there will be time for questions.
10. After the first presentation round, the posters rotate around the room.
11. This is repeated as many times as necessary until all PCPs have seen all the posters.

► Debriefing & Evaluation

Plenary session: The PCPs come back together and briefly share their thoughts. The FT can ask the following questions:

- What do you take away from the session on sustainability reports?
- Where do you see your university in comparison to the university in the sustainability report you explored?
- What surprised you in particular?

Variations & Tips

- During the warm-up phase, the FT can ask the PCPs whether their university has a sustainability report. If yes, it is worth bringing it to the coaching.
- Working with Sustainability Reports complements the methods which explore collection of best practice examples, for example → **Best Practice Presentations** or → **Exchange of Best Practices**.
- This method can be a good bridge from → **Module 2: Fundamentals of Sustainability** to → **Module 3: Sustainability at Universities**.

Notes

Module 4:

Sharing Knowledge and Experience





Old Hands, New Recruits

Sharing experiences and knowledge in the group

Summary

In pairs, the PCPs talk about the initiative's former and accomplished projects and activities. Newer members get to know the history and background of the initiative.

Structure

► Preparation

In advance, the FT can find out how long the PCPs have been active in the initiative. This can give them an insight into the group structure.

► Implementation

1. The group splits up into pairs. In each pair, one person should have been part of the initiative for a long time and the other person should have joined the group more recently.
2. Once everyone is in a pair, the FT asks the following questions which the person should answer who has been a member of the initiative for a longer time:
 - Which project did you enjoy most?
 - What difficulties have often emerged in the group's work?
 - How did you all respond to it?
 - What lead to the current allocation of tasks?
 - What do you think is going really well?
 - What do you think is missing in the group?
 - What would you want for the future of the initiative?
3. The new person can ask the other person questions and anything else they would like to know.



4: Sharing Knowledge and Experience



Min. 4



Several locations to ensure a relaxed conversation in pairs



Preparation: 10 mins
Implementation: 30 mins
Debriefing: 15 mins



None



Newer members of the initiative find out about the background and history of the group and talk to other members about working in the group.

► Debriefing & Evaluation

When all the PCPs come back together, the new members can share what they have taken away from the conversations and what touched them. The members who have been part of the group for longer are also invited to share their thoughts with the group.

Variations & Tips

- As a fun way to find out how long everyone has been part of the initiative, the FT can ask the PCPs to line up in the order that they joined the initiative. They can line up without using any words and the resulting order is then checked in a conversation. This is a good starting point for pairing people up who have different levels of knowledge about the history of the initiative.
- This method is particularly effective in groups with a high turnover of members or if several members have joined recently.

Notes



One-Minute Presentation

Shortly presenting a topic or project

Summary

The PCPs have an extremely limited time frame in which to present projects or topics. They develop a sense of how they present and which aspects are important for a good presentation. In addition, they learn about topics which matter to the other PCPs.

Structure

► Preparation

The FT writes one feedback category on each moderation card, e.g. expression, body language, voice, central theme, contact to the audience. If there are several SGs, it is necessary to make several sets of cards with the relevant categories. In addition, the FT prepares a poster explaining how constructive feedback is given (see Appendix).

► Implementation

1. The FT explains what characterises constructive feedback.
2. Depending on the number of PCPs, the group splits up into SGs of four to five PCPs. Each SG chooses one person to be the moderator. The FT explains the exercise to the moderators.
3. The SGs go somewhere quiet where they would like to do the exercise.
4. The moderator introduces the feedback categories.
5. They give the PCPs three to five minutes to prepare a topic which they will later present to the SG in one minute.



4: Sharing Knowledge and Experience



Min. 4



Enough space for several SGs



Preparation: 15 mins
Implementation: 45 mins
Debriefing: 10 mins



Stopwatch (per SG), poster paper, markers, cards, pens



The PCPs practise presenting and gain an insight into each other's interests.

6. Before the first person holds their presentation, the feedback categories are shared out among the PCPs in the audience. The moderator asks the PCPs to each pay attention to their category during the presentation.
7. The first person holds their short presentation. The moderator times them.
8. After the presentation, the presenter is invited to say how they felt during the presentation and how they think it went.
9. The presenter is free to decide whether they would like to receive constructive feedback from the other PCPs.
10. If yes, the PCPs can respond to the presentation with a particular focus on their feedback category. They can also raise any content-related questions or points for discussion.
11. After the first presentation, the feedback categories are redistributed and the next person presents their topic.

► Debriefing & Evaluation

In their SGs, the PCPs talk about how they experienced the exercise. The FT can ask, for example, the following questions:

What will you take away from this exercise?

What did you like about it?

What did you find easy?

And what was not so easy?

What content-related ideas will you take away?

Which projects or ideas have particularly inspired you?

Variations & Tips

- Before the first person receives feedback on their presentation, the moderator

can ask the PCPs to repeat the characteristics of constructive feedback. If feedback is not constructive, the FT should name it and ask the person to rephrase their feedback.

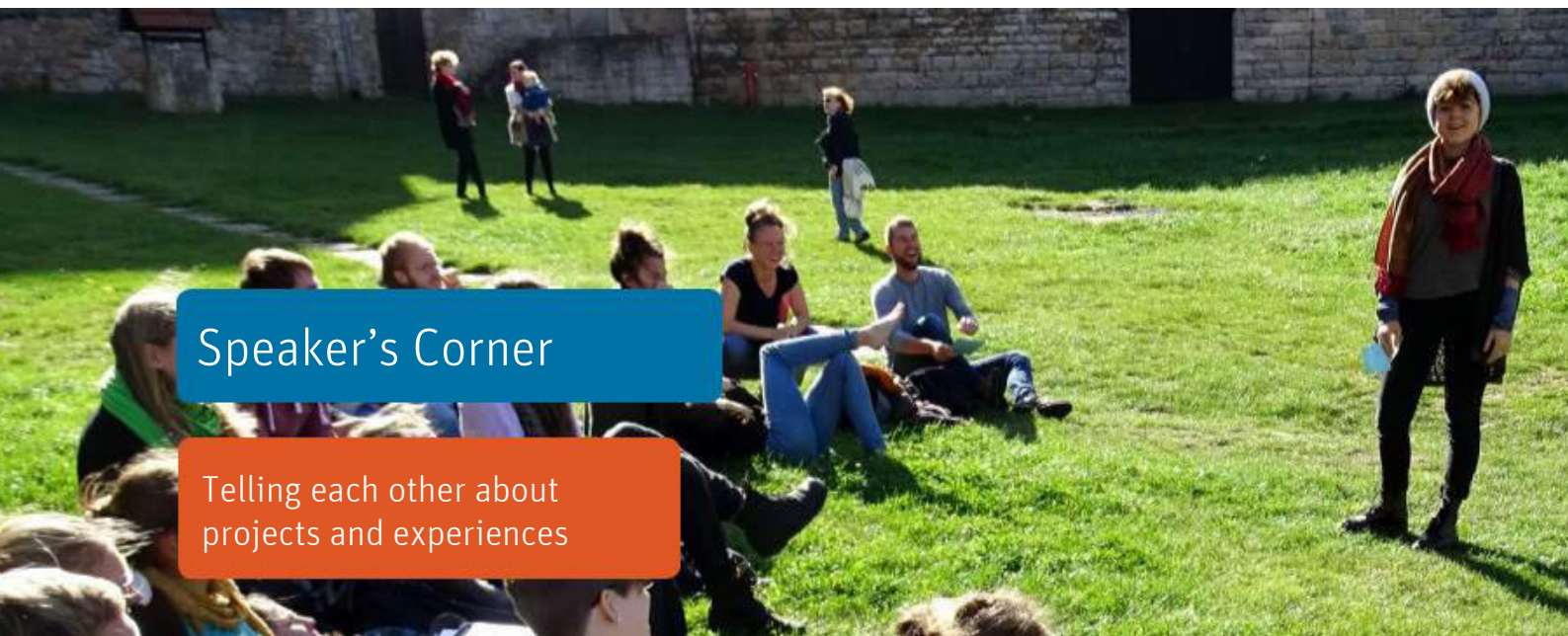
- Before the first short presentation, the moderator can ask all the PCPs in the SG to close their eyes and estimate the length of one minute. The PCPs can use their hands to signal when they think one minute has passed. The moderator can then reveal how accurate the PCPs' guesses were.

- When 50 seconds have passed, the moderator can give the presenter a hand signal to indicate that they only have 10 seconds remaining.

- At the end of the presentation, the moderator can ask the presenter to estimate how long their presentation lasted. The moderator can then reveal what time they stopped the clock at.

- This method can also be used to practise presenting projects in specific scenarios. For example, the PCPs can be asked to imagine that they are walking down the corridor with the university leadership figures and have one minute to tell them about the initiative's latest project.

Notes



Speaker's Corner

Telling each other about projects and experiences

Summary

The PCPs have the opportunity to present a project to the group in less than three minutes. Between the rounds of presentations, everyone can go up to the speakers and ask questions.

Structure

► Preparation

The FT looks for an object which can be used as a small podium. Depending on the weather, this method works very well outside.

► Implementation

1. The FT sets up the podium.
2. They ask the PCPs to think about projects they are or have been involved in, or have heard of, and which they would like to tell the other PCPs about.
3. Everyone in the group who has had an interesting experience in a project or knows a good example, takes the podium and has three minutes to present the project.
4. After three or four people have presented an experience or project, there is a break for questions in which everyone with a question simply goes to the respective person and asks them their questions.
5. The second round begins and the next three or four people present their projects.
6. Once again, everyone is free to go over to the presenter and ask them any questions about their project or experience.
7. Depending on the courage and interest, there can be a third round.



4: Sharing Knowledge and Experience



Min. 5



A crate or rock for the podium, lots of space for all the PCPs



Preparation: 5 mins
Implementation: 30 mins
Debriefing: 15 mins



Costumes, if appropriate



The PCPs hold presentations for each other about projects they have been involved in or find interesting.

► Debriefing & Evaluation

Plenary session: After the final round, the PCPs can share any lightbulb moments and say what they will take away from the Speaker's Corner.

Variations & Tips

- The PCPs could close their eyes at the beginning when they are considering which projects to present.
- The FT should keep an eye on the PCPs' level of concentration when deciding how many project presentations to include each round.
- Not all PCPs have the same desire to be in the spotlight. Some get very excited about theatrical elements such as a microphone, costumes or a beer crate as a podium, but others prefer a more modest focus on content. In order to evaluate this, it helps when the FT has already developed a feeling for the group.

Notes



Circuit Training

Talking about topics
at different stations

Summary

At different stations, the PCPs and the FT talk about their experiences with SD at universities. The PCPs move in SGs from station to station and gain new insights.

Structure

► Preparation

Before the coaching, the FT can ask the group if any PCPs would like to supervise a station. In this case, the FT can ask them to bring flyers, photos and other visual aids.

There might not be enough people to facilitate all the stations. In this case, at one station, the PCPs can sit together and think about a topic in silence before exchanging views, for example in a ➔ Silent Discussion.

Depending on the time available, the FT should think about whether all the PCPs will be able to visit every station.

► Implementation

1. The FT introduces the different stations and invites the supervisors to describe the topic of their station in two to four sentences.
2. The PCPs go to a station and if necessary, they can form fixed SGs which move around the stations together.
3. The first phase of the Circuit Training gets underway and the person supervising the station introduces the topic. The PCPs talk about the topic, ask questions and discuss.



4: Sharing Knowledge and Experience



Min. 4



Maybe 3-4 tables and chairs or a bench



Preparation: 20-30 mins
Implementation: 60-90 mins
Debriefing: 15 mins



Flyers, brochures, photos, the collection of best practice examples, the "Positions- und Forderungspapier Nachhaltigkeit und Ethik an Hochschulen"



The PCPs gain new insights and discuss their experiences together.

4. After 15 minutes, the FT invites to move to the next station.
5. The circuit training comes to an end when everyone has visited all the stations or when the time runs out.

► Debriefing & Evaluation

Plenary session: The PCPs share their lightbulb moments with each other and say what they have discovered and learned.

Variations & Tips

- Depending on the number of PCPs, the FT can reduce or increase the number of stations.
- If the group is interested in hearing about the Wandercoaches' experiences with SD and universities, the two coaches can also each supervise a station.
- Circuit Training can also be used in → **Module 3: Sustainability at Universities** where the PCPs can be encouraged to explore the "Positions- und Forderungspapier Nachhaltigkeit und Ethik an Hochschulen" (Position paper and demands: Sustainability and Ethics in Universities), the collection of best practice examples and the sustainability reports.

In this case, the FT should prepare reflection questions which the PCPs can work on at the stations. The two publications can be ordered from *netzwerk n* or downloaded here:

<http://www.nachhaltige-hochschulen.de/unterzeichnen>

http://netzwerk-n.org/wp-content/uploads/2017/05/BePraSa_VA_netzwerk_n.pdf

Notes



Gallery Walk

Presenting projects to each other

Summary

The PCPs present activities and projects to each other. First the PCPs walk around the gallery on their own. In a second round everyone moves together and the poster authors can react to comments and questions.

Structure

► Preparation

Before the seminar, the FT asks the PCPs to prepare a poster about past and current activities and projects they have been involved in. The FT can provide the materials and plan time for making the posters as part of the seminar, for example as a creative evening activity to round off the day.

The posters could display the following information:

- Project name
- Short description of the project
- Objective and target audience
- Success/opportunities
- Disappointments/challenges
- Project progression incl. milestones
- Greatest challenge currently
- Name of the poster's authors
- People responsible for the project



4: Sharing Knowledge and Experience



Min. 3



Enough space to make the posters, a large room to walk around the gallery



Preparation: approx. 30 mins
Implementation: 45-60 mins
Debriefing: 15-30 mins



Several posters, marker pens, blocks of sticky notes, pens, maybe other craft materials such as old newspapers, glue, scissors



The PCPs learn about the initiative's past or future projects in an engaging way.

► Implementation

1. The PCPs hang the posters on the walls so they can easily be viewed, making the “gallery”.
2. The FT lays a block of sticky notes and some pens next to each poster.
3. The FT explains to the PCPs that they can move freely around the room and look at the posters. The FT should say how much time they have for this. Any comments and questions can be written on the sticky notes and stuck on the poster.
4. As soon as all the PCPs have read all the posters, the PCPs return to their own posters and read the sticky notes added.
5. The group goes round the gallery together, visiting each poster to respond to any comments and answer questions. Here, it is particularly important that the FT keeps an eye on the time so that there is time to address all the questions.

► Debriefing & Evaluation

Plenary session: After answering the questions, the PCPs talk about the similarities and differences they noticed between the projects. They can also discuss how the group responded to the successes and disappointments and if this needs to be addressed in any way.

Variations & Tips

- This technique is particularly well suited to larger events or networking meetings of several initiatives who want to present their projects to one another.
- In larger groups, this method helps the PCPs gain an overview of the different areas of work.

- A code for the colour and shape of the sticky note can be decided at the start: for example, questions are written on red sticky notes and answers on red circular cards, general comments on blue sticky notes, lessons learned on green, additional ideas on yellow and the names of everyone involved and/or interested can be written on green circular cards.
- If a considerable number of PCPs were not involved in the projects presented, then these PCPs can come together after the individual gallery visit and discuss their impressions, while the poster authors look at the comments they have received.
- A modified version of this technique for presenting projects can be used in → **Module 6: Project Work** and can be combined, for example, with the → **Project Checklist** or the → **Project Timeline**. In this case, the PCPs present project ideas which they have been working on in SGs as part of the coaching and which they would like to realise after the coaching. The poster categories could be, for example: project objective, target audience, members involved, resources available and resources required, next steps.
- If current projects are presented, then the plenary session can include a discussion on how the PCPs want to deal with current challenges in the projects and support each other.

Notes



Rocky Horror Seminar Show

Expressing fears and overcoming them together

Summary

In a Rocky Horror Seminar Show, the PCPs have the opportunity to express their worries and fears in relation to a certain context. Together, the group comes up with strategies for dealing with the Rocky Horror situation.

Structure

► Preparation

In large groups, it is better to split the PCPs up into SGs of five or six people. This creates a more personal atmosphere. Each SG needs one person who is willing to moderate. If there are several SGs, the FT explains the structure of the Rocky Horror Seminar Show to the moderators first.

► Implementation

1. The PCPs sit in a circle and the moderator asks them to think about the situation they are most afraid of. The context of the situation can vary considerably depending on the group and could be, for example, a meeting with the president of the university, the campus garden festival or a network meeting with another university.
2. The moderator asks the PCPs to briefly summarise their personal Rocky Horror situation and to write this clearly on a moderation card (e.g. "no students come to the swap party").
3. On the back of the moderation card, the



4: Sharing Knowledge and Experience



Min. 4



Enough space for several circles of chairs or tables and chairs



Preparation: 5 mins
Implementation: 45 mins
Debriefing: 15 mins



Cards, pens (markers and ballpoints)



The PCPs become aware of their fears and figure out together how they can act in difficult situations.

PCPs describe their Rocky Horror situation in one to three sentences.

4. The moderator collects the cards, shuffles them and lays them out in the middle of the circle so all the PCPs can read the short summaries.
5. The PCPs have a moment to read the summaries. Going round the circle, one person selects a card, turns it over and reads the situation out loud.
6. Working together, the PCPs come up with ideas about what they could do in this situation. The suggestions can also be written on the cards.
7. After all the tips for dealing with this Rocky Horror situation have been collected, another person selects the next situation.

► Debriefing & Evaluation

Plenary session: The PCPs talk about how they feel and how they found the exercise.

Variations & Tips

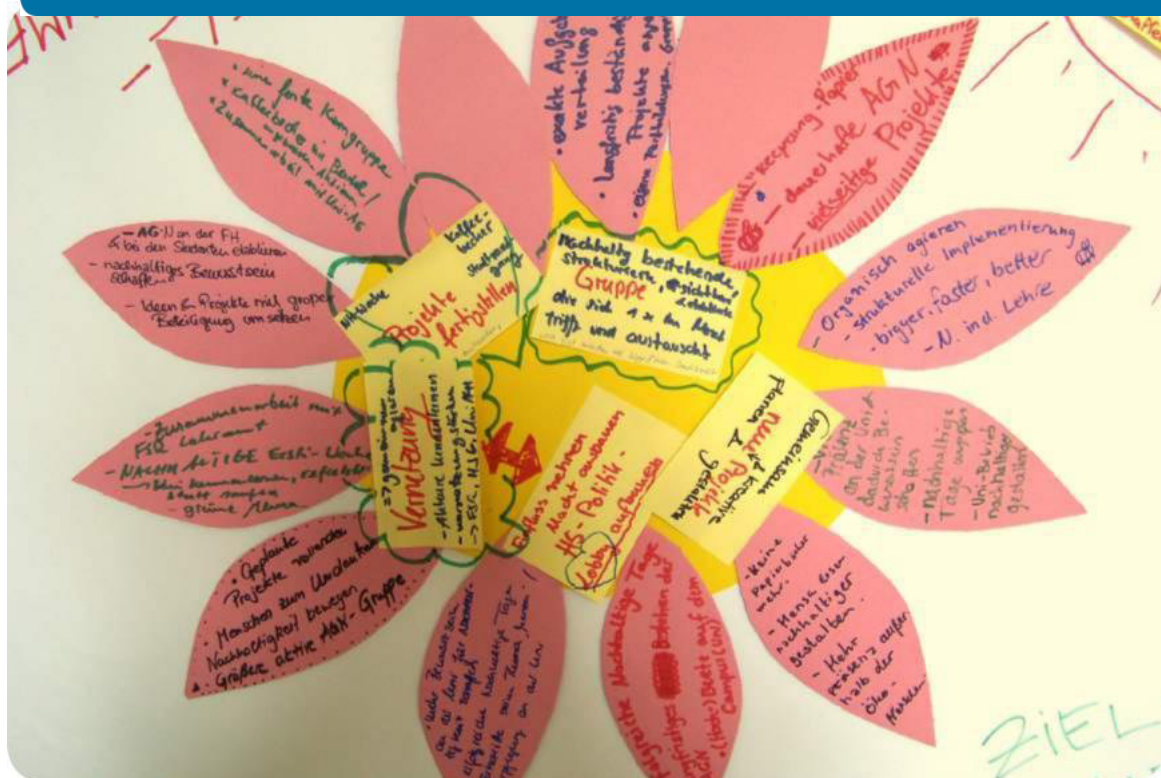
- At the beginning of the exercise, the moderator should encourage the PCPs to be open and honest when expressing their fears. They can explain to the group that the situations cannot be traced back to a particular person as they will be shuffled before they are discussed in the SG.
- PCPs can also write down more than one situation. In this case, it is important to factor in more time for the exercise or to communicate that there may not be enough time to discuss every horror situation.
- The moderator can group scenarios together so that similar fears are discussed.

together. This ensures that similar situations are not discussed multiple times.

- If there is a risk that certain PCPs have a lot of suggestions to make, the moderator can go round the circle and invite the PCPs to give their best tip or use the ➔ **Popcorn Principle** to hear any new suggestions. In this case, the question “Do you have entirely new, creative and unusual suggestions for this situation?” might be helpful.
- Holding onto the tips and suggestions can bring the PCPs a huge amount of security. If the suggestions are written down on the cards, then the PCPs can find them again in the photo documentation of the seminar.

Notes

Finding a Vision & Concept Development





Guided Meditation

Discovering visions of a desirable future

Summary

A guided meditation helps PCPs discover their individual and shared visions for the future. As their hopes for the future take shape, the PCPs feel motivated for action.

Structure

► Preparation

Before the coaching, the FT considers where the group should go on the guided meditation and prepares the script. An example script of a guided meditation for envisioning a sustainable university is available in the Appendix of this collection of methods. This can be tailored to the context at hand (university, group).

The FT can make the seminar space feel cosy and inviting, for example by spreading out blankets and cushions and using warm lighting.

► Implementation

1. The PCPs find a comfortable position in the room where they are happy to spend some time.
2. The guided meditation starts by connecting with the body: the PCPs focus on their breathing, feel rooted in their body, and relax.
3. In the main part of the meditation, the FT tells the PCPs a story with a connection to the group. The FT periodically pauses for between 30 seconds and two minutes to leave time for pictures to form in the PCPs' imaginations.
4. The PCPs return to the room and seminar context slowly, using deep breathing exercises and stretching.
5. The FT gives the PCPs two or three minutes to consciously revisit their visions.



5: Finding a Vision & Concept Development



All PCPs in the coaching



Enough space for all PCPs to be comfortable, maybe blankets and cushions



Preparation: 10-30 mins
Implementation: 45-60 mins
Debriefing: 15-30 mins



Written or printed meditation script, paper, pens, markers, craft materials such as old newspapers, glue sticks



The PCPs increase their motivation to instigate a change and gain an idea of their own vision.

6. The PCPs can talk about their visions in SGs and find links among them. The PCPs consider which aspects of their visions can be consolidated and how they can come up with a vision which reflects at least part of everyone in the SG's vision.
7. The SGs creatively visualise their consolidated visions and prepare to present it to the other PCPs. For this, show their visions, for example, in the form of a poster, collage or installation, or as a performance, freeze frame or a short theatre sketch.

► Debriefing & Evaluation

Plenary session: The SGs creatively present their visions.

Variations & Tips

- Groups which enjoy doing crafts can create posters to display their visions. The PCPs can use the → **Gallery Walk** method to look at each other's posters. Reflecting on the other SG's visions in silence avoids any lengthy discussions.
- The Guided Meditation is not suitable for every group. The FT should use listen to their intuition and judge the situation.
- After the Guided Meditation, the PCPs can use the → **Pyramid Technique** to combine and formulate their visions.

Notes



Pyramid Technique

Develop a vision of a sustainable university together

Summary

Step by step, a group develops its vision of a sustainable university. To start off, the PCPs draw their visions individually. The visions are combined in groups which steadily increase in size, culminating in the creation of one shared vision.

Structure

► Preparation

Before the PCPs can creatively depict their visions using the Pyramid Technique, they first need to have dreamed up their visions. The → **Guided Meditation** is ideal for this.

The FT can prepare a poster or pin board which the visions can be stuck or pinned to. In addition, they should prepare pieces of paper for the PCPs to draw their visions on.

► Implementation

1. The PCPs have 15 minutes to paint or draw their individual vision of a sustainable university on a piece of paper.
2. The PCPs discuss their visions in pairs. The two visions are combined to create a new picture which is drawn on a fresh piece of paper. The pairs have 15 minutes for this.
3. In the next round, the PCPs form groups of four and repeat the process. They have 15 minutes to craft their shared vision.
4. The groups double in size until everyone comes together in one group.
5. When the entire group has come up with its vision, the PCPs have 20 minutes to make the final picture.



5: Finding a Vision & Concept Development



Min. 4



Tables or space on the floor to draw the visions, wall space to hang the pyramid up



Preparation: 10 mins
Implementation: Approx. 75 mins
Debriefing: 15 mins



Coloured paper, coloured pens, scissors, sticky tape, glue sticks



Starting with their individual visions, the group arrives at its shared vision of a sustainable university.

6. All the pictures are hung on the wall in the shape of a pyramid to clearly show the development of the shared vision.

► Debriefing & Evaluation

Plenary session: The FT asks the PCPs to hang their visions up, starting with their individual visions and working up to the big shared vision. After this, the PCPs can look at the development of the visions and share their thoughts and reflections with the group.

The PCPs can talk about any problems and contradictions they encountered when formulating their shared vision and how they found a solution in these situations.

The FT should mention that the visions should be incorporated in the goals which are formulated using, for example, the → **Goal Flower**.

The group can discuss whether and how they want to store the vision and if necessary, how to share it with members who are not present. They can talk about where the vision could be hung (e.g. in the AStA office, or in the Environment Committee).

Variations & Tips

- Instead of drawing their visions, the PCPs can also describe their visions in words. Nevertheless, the group should ultimately produce a picture which everyone is proud of. This creative process brings the group together.
- The size and colour of the paper can vary according to the developmental stage of the vision. To represent the journey from an individual to a collective vision, the pieces of paper can increase in size and change shape (e.g. from rectangle to cloud-shaped).

- Instead of a vision, this method can also be used to develop any shared idea. In the

→ Brainstorming: Sustainable Development

session for example, the PCPs could start thinking about SD by themselves before coming together in groups of increasing size to talk about their understanding of SD. The aim could be to develop a shared understanding of SD.

- This method can also be used in → **Module 2: Fundamentals of Sustainability.**



Notes

Goal Flower

Negotiating group goals

Summary

Starting with personal goals, the PCPs agree on the goals of the group. Consensus decision-making strategies are used to negotiate the goals and the FT invites the PCPs to vote.

Structure

► Preparation

The FT prepares a petal for each PCP.

► Implementation

1. The FT hands out a petal to each PCP. The PCPs write the three most important goals they want to achieve with the group on their petal.
2. A flower head is laid in the middle of the circle and the petals are placed around the head to create a flower with nothing written on its centre.
3. Each PCP reads their three goals out. At the same time, the FT summarises the goals, e.g. in a mind map.
4. The PCPs now formulate their group goals together. The FT addresses the areas mentioned by the PCPs and makes an initial suggestion for the formulation of a goal. After every change is made to the formulation, the PCPs vote on it using hand signs:
 - Ten fingers: "I completely agree with the suggestion"
 - Five fingers: "That would be okay"
 - One to four fingers: "Something urgently needs to be changed"
 - Two fists: "Veto – I can't accept this group goal" or "I'll need to leave the group if this becomes a group goal".



5: Finding a Vision & Concept Development



Min. 4



Enough space for everyone to sit in a circle



Preparation: 10 mins
Implementation: Min. 45 mins
Debriefing: 20 mins



A large round piece of paper for the flower head, a petal for each PCP, markers, felt tip pens



The group agrees on their goals by reaching a consensus.

5. Once consensus has been reached on a formulated goal, it is written in the middle of the flower. Once all the important group goals have been written down, the goal flower is finished.

► Debriefing & Evaluation

At the end, the FT can read out the group goals once more and ask if there are any objections (five minutes).

Plenary session: The PCPs talk about how they found the process of identifying goals and how they feel now.

Variations & Tips

- If there is a high conflict potential, it is advisable to choose an external FT or someone the whole group agrees should moderate and who has no conflicts of interest if possible.
- During the negotiation process, the role of the FT is to invite the PCPs to vote, to address issues which are not being considered and to ensure that the goals are concrete and realistic. It can make sense to practise formulating → **SMART Goals** before creating the goal flower.
- To find out if there are any objections, the FT asks the PCPs to close their eyes and raise their hand if the FT reads out a goal they don't agree with. The FT makes a note of the goals where consensus has not been reached and subsequently invites all the PCPs to reformulate these goals.
- The goals can also be agreed on using → **System Consensing**.
- Objections are only considered reasonable if they can be justified.
- It is also possible that the method results in energy-intensive discussions about the wording and details of the goals. For this reason, it is advisable to follow it with a break or an activity outside.

Notes

Power-Interest Matrix

Analyse stakeholders and their connections to the initiative

Summary

The power-interest matrix helps a group understand the significance of different stakeholders for their initiative. With the help of the stakeholder analysis, the group can develop new communication strategies.

Structure

► Preparation

The FT prepares a poster showing the power-interest matrix. They can also make small posters detailing the objectives of the session, the workflow and the resulting communication strategies (see Appendix).

► Implementation

1. The FT explains the matrix to the PCPs.
2. Each PCP writes down all the stakeholders they can think of which are important for the initiative's work.
3. The PCPs compile all the stakeholders and discuss them. At the same time, the individual stakeholders are written on cards.
4. Next, the PCPs discuss where the stakeholders should be plotted on the matrix.
5. The stakeholders are then stuck to the matrix in the area considered suitable.
6. The group comes up with communication strategies for reaching out to the stakeholders.



5: Finding a Vision & Concept Development



Any number



Enough space for a poster



Preparation: 15 mins
Implementation: min. 60 mins
Debriefing: 15 mins



Poster with matrix drawn on it, marker pen, cards, masking tape



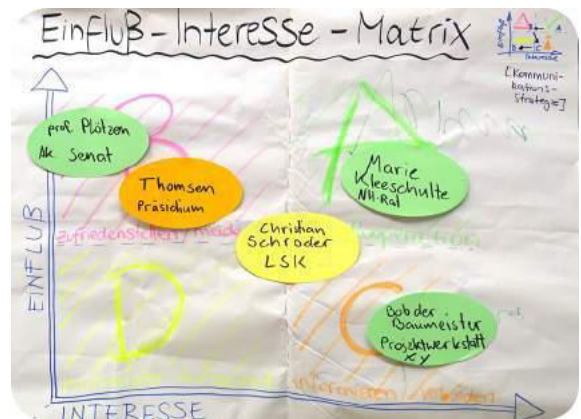
The group identifies stakeholders and influential factors for opportunities of change.

► Debriefing & Evaluation

Plenary session: The PCPs discuss their current relationships to the individual stakeholders. They can consider with which stakeholders it would be strategically wise to build up a relationship and how contact can be established.

Variations & Tips

- Before the PCPs are asked to think of relevant stakeholders, the FT can explain the matrix using an example.
- If stakeholders have already been listed during the warm-up, the FT can leave this step out and bring the results of the warm-up.
- The FT can also ask the group whether they see themselves as relevant stakeholders.
- The FT can remind the group that they can integrate the insights gained from this analysis into a → **Project Timeline** or a → **Roadmap**.
- The PCPs should think about how and where they would like to store the matrix without it being accidentally seen by one of the stakeholders.
- The method is particularly effective for depicting a process. If a group is coached a second time, the FT can refer back to the matrix from the first coaching and ask the following questions:
 - Why can certain stakeholders now be plotted somewhere else?
 - What did not change despite considerable effort?
 - Which stakeholders have we forgotten about until now?
 - Which stakeholders have we built up a relationship with?
- The questions can also be asked a few weeks or months after the coaching.



Notes

Future Workshop

Identifying problems, articulating utopias,
developing concrete projects

Summary

The PCPs work through the three distinct phases of a future workshop. During the criticism phase, the PCPs collect existing problems, before developing ideas for (utopian) solutions in the fantasy phase and planning specific projects in the implementation phase.

Structure

► Preparation

Before the coaching, the FT creates a poster to explain and introduce each of the three phases.

It is also advisable to prepare several posters for the implementation phase which helps the PCPs describe the next steps in the projects:

- The next step
- What?
- Who?
- When?
- Where?
- With whom?

The FT should find out in advance which specific area the group is active in (e.g. university campus, teaching).

► Implementation

1. First of all, the FT should talk to the PCPs about the area of their university they would most like to change and where they think change is most urgent.
2. The FT moves into the criticism phase and asks the PCPs what upsets or bothers them about this area.
3. They explain that criticisms will be collected, and problems should be called out without comment.



5: Finding a Vision & Concept Development



Min. 3



Enough space for several SGs



Preparation: 20 mins
Implementation: 180 mins
Debriefing: 20-30 mins



Lots of poster paper, markers, small pieces of paper, coloured pens, maybe music and a speaker, scissors, glue sticks, craft materials such as old newspapers, watercolours, paintbrushes



The group finds new and creative solutions to existing problems.

4. Using the ➔ **Popcorn Principle**, the PCPs express points of critique which the FT writes down clearly on a poster so everyone can read it.
5. The PCPs prioritise the critique points to decide which one they would like to work on. This can take place, for example, using a point-based ranking system.
6. The FT introduces the second phase, the fantasy phase, in which the selected problems are rephrased positively (e.g. “There are no lectures or classes on SD which are open to all students to attend” ➔ “There are lectures or classes on SD which all students can attend”).
7. The FT asks the PCPs, “Using your imaginations to envisage a world without limitations and obstacles, how can the rephrased goals be achieved?”
8. The PCPs can express their answers in a variety of ways. In SGs, they could create a collage, perform a short role play, or paint a picture to creatively portray their vision. Enough time should be allocated for this.
9. Each SG presents their vision to the whole group.
10. The FT makes notes on the presented visions.
11. In the implementation phase, the FT turns the focus to the practicability of a given project.
12. Together with the PCPs, the FT structures the suggestions and asks them which ideas are suitable for development into concrete projects.
13. The PCPs split into groups and choose one of the selected proposals to work on.
14. In the SGs, the PCPs develop the strategies and establish concrete project steps. These can be written on the posters prepared by the FT.

► Debriefing & Evaluation

Plenary session: The SGs present their plans for the next steps which lead to the implementation of the projects. Here, the FT should make sure that all responsibilities have been delegated.

Variations & Tips

- In the fantasy phase, the FT should encourage the PCPs to think outside the box.
- Before starting the Future Workshop, the FT should ask which creative media the PCPs like to work with and provide them during the fantasy phase.
- The fantasy phase is often the most time-intensive phase.
- The FT can insert warm-up exercises, energisers and breaks between the different phases.
- As the future workshop should result in concrete projects, the workshop is an ideal transition to ➔ **Module 6: Project Work**. The resulting projects can be extensively planned using ➔ **CANVAS**, the ➔ **Project Checklist** or the ➔ **Project Timeline**.
- The future workshop method is credited to Robert Jungk, who is celebrated as a co-founder of the critical and creative science of the future.
- More information about Robert Jungk and future workshops is available here:

<https://jungk-bibliothek.org/robert-jungk-english/>
www.partizipation.at/zukunftswerkstatt.html

Notes

Module 6: Project Work





Yes! And...

Collecting and developing ideas
in an encouraging atmosphere

Summary

As a warm-up exercise, this method makes the PCPs ready to develop and create new ideas.

Structure

► Preparation

The FT comes up with a specific situation or a concrete goal, which is realistic and comprehensible for the PCPs, such as:

- “We want to ensure that all first-semester students know about our initiative in their first week of the winter semester.”
- “We are looking for new members who want to be part of our initiative.”
- “More people at our university should know our initiative.”

► Implementation

1. The PCPs sit in a circle and the FT introduces the method. The FT emphasises that the exercise aims at overcoming creativity barriers. The PCPs are invited to start a creative brainstorming process. The PCPs replies should start with the words “Yes! And...”.
2. The FT presents the chosen situation to the group.
3. Using the ➔ **Popcorn Principle**, the PCPs suggest one after another, how the initiative could act in the situation described.
4. The next suggestion always follows with the words “Yes! And...”.
5. The PCPs share their thoughts until all ideas have been shared.



6: Project Work



Any number



Enough space for several SGs



Preparation: 5 mins
Implementation: 20 mins
Debriefing: 15 mins



Paper and pens



The group collects ideas and finds a creative flow.

► Debriefing & Evaluation

The PCPs share how they experienced the exercise.

Variations & Tips

- To add some context to the situation in which the PCPs develop project ideas, the FT can refer to one of the group's concrete goals which is written on the flower head of the ➔ **Goal Flower**.
- If there are more than five PCPs in the group, the FT can split the group into SGs after presenting the chosen situation.
- To emphasise the difference between “Yes! But...” and “Yes! And...”, the FT can ask the PCPs to start off by each beginning a suggestion with “Yes! But...”. After this, they can encourage the PCPs to replace the “Yes! But...” with a “Yes! And...”. In the plenary session, the FT asks the PCPs which differences they observed.
- The PCPs can write down any ideas which emerge so they can remember them later.
- Directly after this method, the group can use the ➔ **CAVE Matrix** to make an initial selection of the ideas.
- The FT should pay attention to how the PCPs start their sentences and intervene if a sentence does not begin with “Yes! And...”.
- If an idea is met with criticism and doubt, the FT should remind the PCPs that they should be able to share their thoughts without immediate judgement.
- The FT can also run the session in the form of a ➔ **Silent Discussion** to make sure all the PCPs have space to express their ideas, not only the more dominant members.

Notes



Wandering Idea

Writing down and developing project ideas

Summary

Each PCP comes up with three project ideas which are developed by the other PCPs. Synergistic effects are utilised, and the PCPs expand on each other's ideas.

Structure

► Preparation

The FT sets up a circle for the PCPs to sit, if necessary with blankets, cushions, benches or chairs.

► Implementation

1. The group sits in a circle. Each person receives a sheet of paper and a pen.
2. The FT explains how the Wandering Idea works.
3. The PCPs have five minutes to come up with three project ideas and write them next to each other on their piece of paper. The project ideas should include a brief description.
4. The page with the three project ideas then “wanders” to the respective person to the right, who continues developing the ideas. The piece of paper remains with this person for another five minutes before it is passed on again. As the rounds progress, the PCPs always get a bit more time to read the ideas and comments.
5. This process should be repeated three or four times.

► Debriefing & Evaluation

Once the project ideas have sufficiently been commented and developed, the group should decide which ideas they would like to pursue. It is recommended to transfer to the → **CAVE Matrix** for this. The matrix provides a structure for comparing the project ideas on different levels.



6: Project Work



Min. 4



A seat for every PCP



Preparation: 5 mins
Implementation: 20-45 mins
Debriefing: 5-20 mins



Lots of blank pieces of paper (A4), pens



PCPs develop creative ideas for future projects.

Variations & Tips

- The FT can also split the group into SGs to develop the ideas.
- The sheets of paper can also be passed on more than three or four times. In this case, the FT should factor in more time for the method.
- If ideas are developed in multiple SGs, it is possible that the papers wander around the entire circle and come back to the person who originally came up with the idea.
- It is good if the PCPs have some time at the end to read how their project ideas have developed.
- After the phase of idea development in SGs, each SG can also choose one idea to present to the others, e.g. as a performance or pantomime theatre sketch.

Notes



ABC Method

Collecting multiple project ideas

Summary

Using the ABC method, the PCPs come up with at least one project idea for each letter of the alphabet. The method encourages a relaxed atmosphere, in which project ideas can be collected and later prioritised.

Structure

► Preparation

Depending on the group size, SGs could be fruitful. The FT writes all the letters of the alphabet (A to Z) down at the left-hand side of one or two posters.

► Implementation

1. The FT explains the method to the PCPs.
2. If there are more than six PCPs in the group, the FT splits the PCPs into several SGs. Each SG receives a poster with the letters from A to Z on it.
3. The PCPs come up with at least one idea for each letter and write it down. The project ideas can be summarised in a single word or a short phrase, e.g. “Sufficiency party” or “Offering walks around campus”.
4. Project proposals are collected until at least one idea has been associated with each letter.



6: Project Work



Min. 3



Space to spread out a poster on the floor or on a table.



Preparation: 5 mins
Implementation: Approx. 10 mins
Debriefing: 10 mins



One or more large posters, several marker pens



The PCPs quickly generate lots of project ideas together.

► Debriefing & Evaluation

Plenary session: One or two people from each SG present their ideas.

After the ABC Method, the group can ➔ **vote using hand signs** or a point-based system to discover which project ideas the group wants to pursue further. The ➔ **CAVE Matrix** is a useful option once the suggestions have been narrowed down to the last 10-15 ideas. Using the ➔ **Dynamic Allocation**, the PCPs decide which projects they want to work on.

Variations & Tips

- If there is a risk that some PCPs won't give others a chance to speak or be heard, the PCPs can also collect ideas in a ➔ **Silent Discussion**; or the FT can ask each SG to appoint a facilitator before starting.
- The ABC Method can also be used to transition into ➔ **Module 2: Fundamentals of Sustainability**. In this case, the PCPs can write down their associations with sustainability or SD.

Notes



Exchange of Best Practices

Reading stories of success and presenting them to each other

Summary

The PCPs explore examples of good practice. After they have read the collection of best practice examples or specific examples, they come together in a plenary session and discuss what they have read.

Structure

► Preparation

Before the coaching, the FT must decide whether to take some collections of best practice examples or to print out specific examples that suite to the group.

► Implementation

1. The FT hands out the collections or the specific examples.
2. The PCPs have time to engage with the examples of best practice.
3. After this, the FT distributes cards and pens. The PCPs are invited to write one example of best practice on each card (e.g. title on the front, description on the back) and to place them in the middle of the circle.
4. The PCPs briefly present the projects and can discuss their upcoming questions and thoughts. The PCPs can also note down any new project ideas for their initiative on cards.



6: Project Work



Min. 3



Seating for all the PCPs, maybe cushions and blankets to create a cosy atmosphere.



Preparation: 15 mins
Implementation: 45 mins
Debriefing: 15-30 mins



Several copies of the collection of best practice examples or specific examples, cards, pens, markers



The group gains an overview of best practice projects and presents them to each other.

► Debriefing & Evaluation

Plenary session: After presenting the examples, the PCPs come together to exchange about their favourite projects. They can also imagine which projects they would like to see at their university.

Variations & Tips

- The PCPs go into four SGs which are each assigned one of the areas of operations, teaching, research and governance.
- The method is particularly suited for groups that are not experienced with own projects, to see what has already made possible at other universities.
- After this session the group could develop their own ideas. For this, the FT can use the ➡ **ABC Method** or the ➡ **Yes! And...** method.

Notes

SMART-KISS

Formulating achievable goals

Summary

This method helps the PCPs to formulate realistic goals. The FT introduces the SMART-KISS criteria, and the PCPs formulate their own goals and check whether or not they comply with the criteria.

Structure

► Preparation

The FT creates a poster offering an overview of SMART goals:

- S – specific
- M – measurable
- A – attractive
- R – realistic
- T – time-bound
- K – keep
- I – it
- S – short &
- S – simple

In addition, they can write an example formulation of a SMART goal on a small poster, e.g.:

- “We will develop a 50-page guide on sustainable consumption in Heidelberg together with the Green Party university group by 31st July 2019.”
- “We will have 1,000 printed copies of the guide on sustainable consumption in Heidelberg by 15 October 2019.”

Before starting the exercise, the FT puts the poster in a well-visible spot.



6: Project Work



Any number



Enough space for several SGs to sit down



Preparation: 10 mins
Implementation: 15 mins
Debriefing: 15 mins



A blank poster, markers, paper, felt tips, masking tape or sticky tape



The PCPs learn to formulate achievable goals.

► Implementation

1. The FT presents the SMART-KISS principles as well as the example goal formulations to the PCPs.
2. The PCPs can ask any questions.
3. In SGs, the PCPs practise formulating SMART goals. They write their SMART goals on pieces of paper and the FT is there to answer questions.

► Debriefing & Evaluation

Plenary session: The SGs share the goals they have written down with the other PCPs. The other PCPs check that the goals fulfil the SMART-KISS categories. If not, the other PCPs help the SG formulate the goal more precisely.

Variations & Tips

- The method can be integrated effectively in the ➔ Goal Flower method in ➔ Module 5. Once the PCPs have formulated their goals on the petals, the FT can explain the SMART-KISS categories. The PCPs subsequently negotiate their group goals together while being mindful of the SMART-KISS criteria.
- Instead of building SGs to formulate SMART goals, the FT can also invite each PCP to formulate their own goal which they then share with the rest of the group.
- If the PCPs want to formulate SMART goals for their projects in ➔ **Module 6: Project Work**, they should pay particular attention to adjust their dates and deadlines according to the amount of time they realistically have.

- The SMART-KISS criteria build on the idea of RESONANT goals, which the FT can also present if desired:

R – responsibilities allocated

E – establishes the precedent

S – shows promise

O – objectively reviewable

N – necessarily high standards

A – affinity for values, ideas, wishes, the context and other objectives

N – new perspectives opened

T – time-bound

Notes

CAVE Matrix

Prioritizing and transparently evaluating project ideas

Summary

Using the CAVE matrix, the group ranks project ideas in accordance with certain categories. The spotlight is on the question: how crucial, amusing, viable and expedient is the project in question? After the ideas have been ranked, the PCPs discuss the project ideas and make a final decision on the ideas they want to put into practice.

Structure

► Preparation

The group should have already formulated project ideas. Now they rank and select some of these ideas.

The FT prepares a poster with six columns and writes the following titles on cards: Project name, Crucial, Amusing, Viable, Expedient, Ranking. The column titles are stuck on the poster.

► Implementation

1. The FT and the PCPs should assemble the projects under consideration. To not forget any project idea, they can look back at the results of the project-finding methods such as → **ABC Method**, → **Yes! And...** or the → **Wandering Idea**.
2. The project ideas under consideration are written on cards and stuck underneath one another in the left-hand column of the poster.
3. The FT makes sure that the PCPs are content with the four CAVE categories. If they want to make any changes, categories can be replaced or supplemented. More columns can be added if necessary.



6: Project Work



All PCPs in the coaching



Enough space to hang up the poster



Preparation: 15 mins
Implementation: 30-45 mins
Debriefing: 15-30 mins



Poster, cards, masking tape, marker pens; small adhesive spots (at least 150 spots) if necessary



The group agrees on a selection of projects they want to put into action.

4. Each PCP receives six spots per column. These can either be stuck or drawn on. The PCPs award three spots to the project which they like best, two spots to the second best, etc.
5. The FT opens the vote, and the PCPs distribute their spots between the columns.

► Debriefing & Evaluation

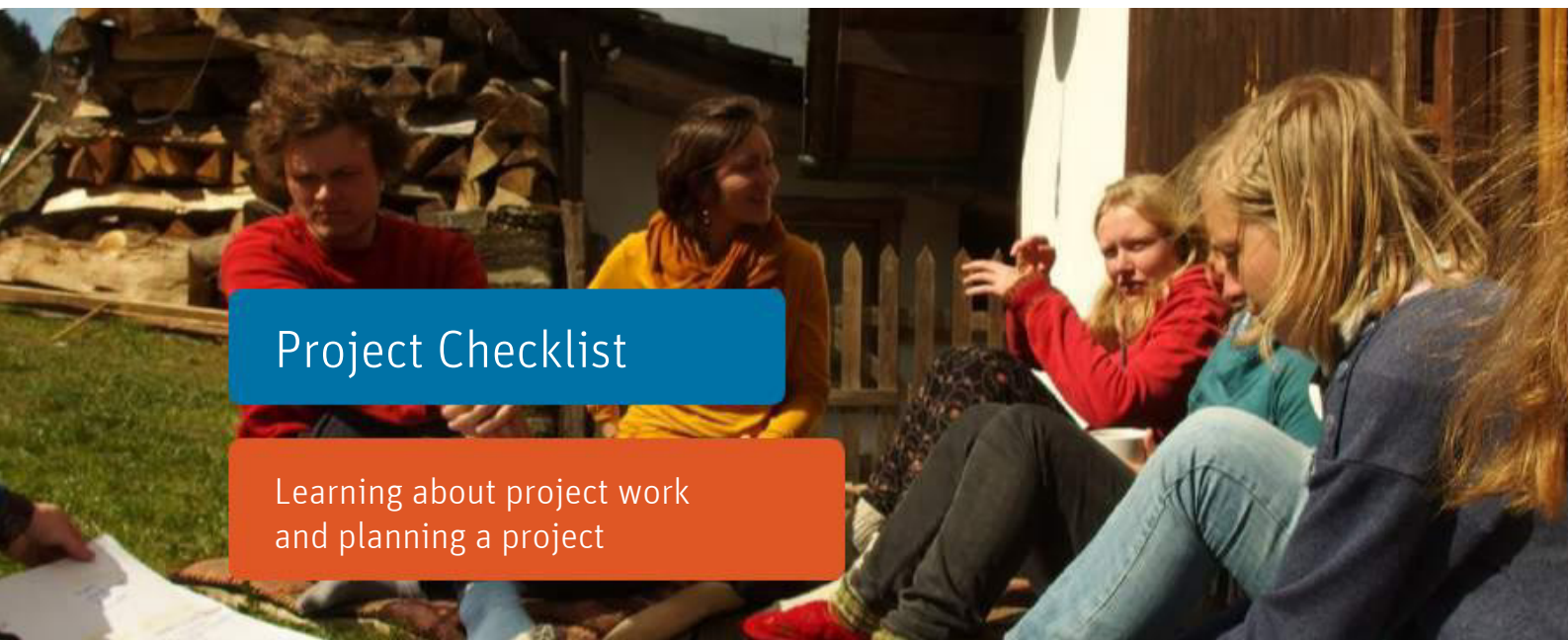
The spots are counted and the project with the most spots is marked.

The PCPs can discuss which projects they want to work on. At this stage, projects can be rejected despite being ranked highly.

Variations & Tips

- Before the vote, a “voting show” can briefly stimulate a debate around the projects. The FT can read each project out again and give the PCPs the chance to speak up for specific projects. In just a few sentences, e.g. using the → **Popcorn Principle**, the PCPs can make the case for a project and offer convincing arguments. This voting show should not take more than ten minutes in total.
- The six spots can be distributed entirely freely between the columns.
- The spots can also be awarded confidentially. In this case, all the PCPs turn their backs to the poster. One by one, the FT taps the PCPs on the shoulder, indicating that they can go up and award their spots. To rule out any other influences, the other FT can cover the columns with a different piece of paper while the person considers which projects should receive which number of spots.
- After the CAVE Matrix, the FT can use the → **Dynamic Allocation** to form groups to work on the selected projects.

Notes



Project Checklist

Learning about project work
and planning a project

Summary

The PCPs get to know one form of project management and create a project checklist for their own projects.

Structure

► Preparation

The FT prints out the project checklist or prepares to show the checklist digitally (see Appendix).

The FT can create a template of the project checklist for the PCPs, e.g. on posters or on A4 paper.

► Implementation

1. The FT explains the project checklist.
2. The FT can go through the checklist step by step for a specific project. If anything is unclear, the PCPs can ask.
3. If the group already has project ideas, the PCPs can fill out checklists for their own projects all together or in several SGs.

► Debriefing & Evaluation

Plenary session: The SGs present the different project checklists to the whole group (approx. three minutes per project).



6: Project Work



Min. 2



Maybe space for a projector and a white wall for presenting the checklist



Preparation: 10 mins
Implementation: Min. 30 mins
Debriefing: 15 mins



Project checklists (printed or digital), pieces of paper, posters, pens, markers, if necessary a printed prototype of the checklist



The PCPs familiarise themselves with the project checklist and apply it on their own projects.

Project Checklist

- Project title
- Project description
- Initial situation before the project: Why is the project necessary? (3 to 5 sentences)
- Project progression: What are we planning? (3 to 5 sentences)
- Project location
- Project goals and building blocks
 - Which goals should be achieved through the project?
 - Project building blocks (bullet points)
- Target audience
 - Who do I want to reach with my project?
- Public relations
 - How can I draw attention to my project?
 - Which channels of communication do I want to use?
- Time planning
 - Project schedule
 - Potential cooperation partners/ fellow campaigners
 - Who can I recruit to support my project (financial support, cooperation etc.)?
- Financial plan
 - How much money do I need for the project?
 - Where could this money come from?

Variations & Tips

- If the group would like to hang up their checklists after the coaching, they can also draw them on large posters.
- The PCPs can transfer individual projects, for which a checklist has been written, into the → Roadmap in → **Module 7**.

Notes



Project Timeline

Planning projects in detail and paving the way to their successful implementation

Summary

The next steps and milestones for individual projects are reified and chronologically put on the project timeline. The people in the project group gain an overview of the tasks and timeframes.

Structure

► Preparation

The FT can prepare the timeline by sketching a horizontal time- and vertical task-axis. Differently coloured sticky notes can be stuck underneath each other along the vertical axis.

► Implementation

1. The FT explains how a project timeline is structured using the poster with the prepared timeline.
2. The PCPs split up into their project groups.
3. Each project group receives a large poster, lots of coloured sticky notes, a piece of paper, a marker and pens.
4. First of all, they write down what must happen to ensure a successful the project.
5. Once all the important aspects have been written on a piece of paper, the PCPs group the keywords and form categories (e.g. contact with external parties, financial resources, adverts).
6. The categories are written on differently coloured sticky notes and stuck on the poster in a vertical line to form a legend.
7. The time axis is drawn on the poster. The time intervals and phases, marked with specific dates or months, should initially be drawn on in pencil. The time frame could potentially change again.



6: Project Work



Everyone involved in a project



Suitable surfaces for working on posters, enough space to move around the posters



Preparation: 10 mins
Implementation: 30-45 mins
Debriefing: 15 mins



Lots of blocks of colourful sticky notes, posters, pieces of paper, pens, markers, planners



The project groups plan the next steps of their projects.

8. The PCPs can mark the active phases for each category by drawing horizontal lines. They can, for example, draw a line to indicate the two weeks in which the public relations team should spread information about the project every day. This way, the time periods which are important for different aspects of the project are clearly marked.
9. Concrete tasks can be written on sticky notes and allocated to specific timeframes.

- The project timelines can be used to inform the group members, who were not able to attend the coaching, about the projects.
- The timelines can be updated at group meetings. For this reason, the FT should encourage the project groups to keep their timelines safe and take them home after the coaching.

► Debriefing & Evaluation

SG: This is a good opportunity to assign responsibilities for the tasks created, for example by putting names on sticky notes.

The PCPs can enter specific tasks and dates in their planners.

Plenary session: The SGs briefly present their timelines to each other.

Variations & Tips

- First, the project milestones, i.e. visible interim results of the PCPs' work, should be included and highlighted. They can be framed or marked in colour. This makes it easier to estimate the time intervals between smaller steps.
- The FT should remind the project groups to block dates in the timeline for celebrating a finished project.
- The project milestones will play a role in the → Roadmap in → **Module 7: Follow-up.**
- As in the creation of the → Roadmap, examination periods, semester breaks, excursions and other important dates should be considered when creating the project timeline.

Notes



CANVAS

Concretely describing the dimensions of a project idea

Summary

The PCPs enter information about their specific project idea in a preprepared grid consisting of 11 separate blocks. CANVAS helps the PCPs to plan their project from the start to the end and to remember all important aspects.

Structure

► Preparation

The FT prints out a copy of the “netzwerk n CANVAS – Glossary and Questions” file for each PCP and a copy of “netzwerk n CANVAS – Template for your project” for each project which the PCPs probably want to work on.

The files are available in the Appendix of this collection of methods. It is always better to bring too many copies than too few.

The FT creates a CANVAS poster to help them explain the different dimensions.

► Implementation

1. The FT hands out the “Glossary and Questions” templates to the PCPs and uses the poster to explain the CANVAS format and different categories. The FT can also give an example for each category.
2. The FT answers any questions the PCPs may have.
3. The PCPs agree on the projects they want to work on and form an SG for each project. The FT gives each SG a copy of the “Template for your project”.
4. Working in their SGs, the PCPs discuss all the points and initially record their thoughts on pieces of paper. This avoids repetitions and makes it easier to summarise points.



6: Project Work



Min. 3



Enough space for several SGs to work



Preparation: 20 mins
Implementation: 60 mins
Debriefing: 20-30 mins



Printouts of “netzwerk n CANVAS – Glossary and Questions”, several printouts of “netzwerk n CANVAS – Template for your project”, pens, sheets of paper, posters, marker pens



A realisable, effective and well-planned project emerges from a concrete and specific project idea. All the dimensions of the project are clearly defined.

5. The PCPs fill out the CANVAS template together in their SGs and reify their project idea, block by block.
6. The PCPs decide which member of the SG will present the project and how. The FT can remind the PCPs that they are welcome to present their projects in freeze frames, short sketches or other creative methods.

► Debriefing & Evaluation

Plenary session/ tour: The PCPs creatively present their project ideas to each other and show their poster to the group. The essence of the project should be expressed briefly and clearly. After this, the PCPs can ask the presenters any questions.

Variations & Tips

- This method can be used to plan new projects and to reassess existing projects.
- It is important to only use CANVAS once the group has agreed which project ideas to prioritise. Before this, the ► **CAVE Matrix** is recommended as a way of finding out which projects the initiative want to pursue.
- In addition, it can be helpful to use the ► **Dynamic Allocation** method to form project groups before starting on CANVAS.
- At the beginning, the FT can mention that the 11 blocks constitute a flexible framework and the PCPs are welcome to supplement with other dimensions.
- If time runs short or a SG can't think of something to write in a block, they can finish filling in the grid later.

- While the PCPs are filling in the grid, the FT can let them know that there is no prescribed order for completing blocks, and the SGs can switch from block to block as they wish.
- Instead of printing out templates for the projects, the FT can also draw the CANVAS posters themselves. It is worth the time investment: the large posters can be presented to other people and taken home after the coaching.
- There are many similarities between the objectives of the CANVAS method and the ► **Project Checklist**. Both methods include aspects which the other does not consider. In this sense, when the PCPs start working on the concrete project management in ► **Module 6**, the FT can ask the PCPs to decide in their SGs which method they would like to use. If different SGs decide to use different methods, the advantages and disadvantages of each method can be discussed afterwards.

Notes

Dynamic Allocation

Bringing people
and projects together

Summary

The Dynamic Allocation method pairs project ideas with suitable people for the implementation. Here, the PCPs see, who else wants to work on a project and can reallocate themselves accordingly.

Structure

► Preparation

The FT writes the project titles down on pieces of paper.

► Implementation

1. The pieces of paper are laid out on the floor around the room.
2. The PCPs move to the project(s) they would like to work on.
3. The pieces of paper can be moved around, for example if people want to be involved in more than one project.

► Debriefing & Evaluation

Once groups have been formed, people can take on responsibilities directly after the allocation or responsibilities can be noted for a later date.



6: Project Work



Min. 4



Plenty of space to spread out the pieces of paper



Preparation: None
Implementation: 10 mins
Debriefing: 15 mins



A4 pieces of paper, markers, pens

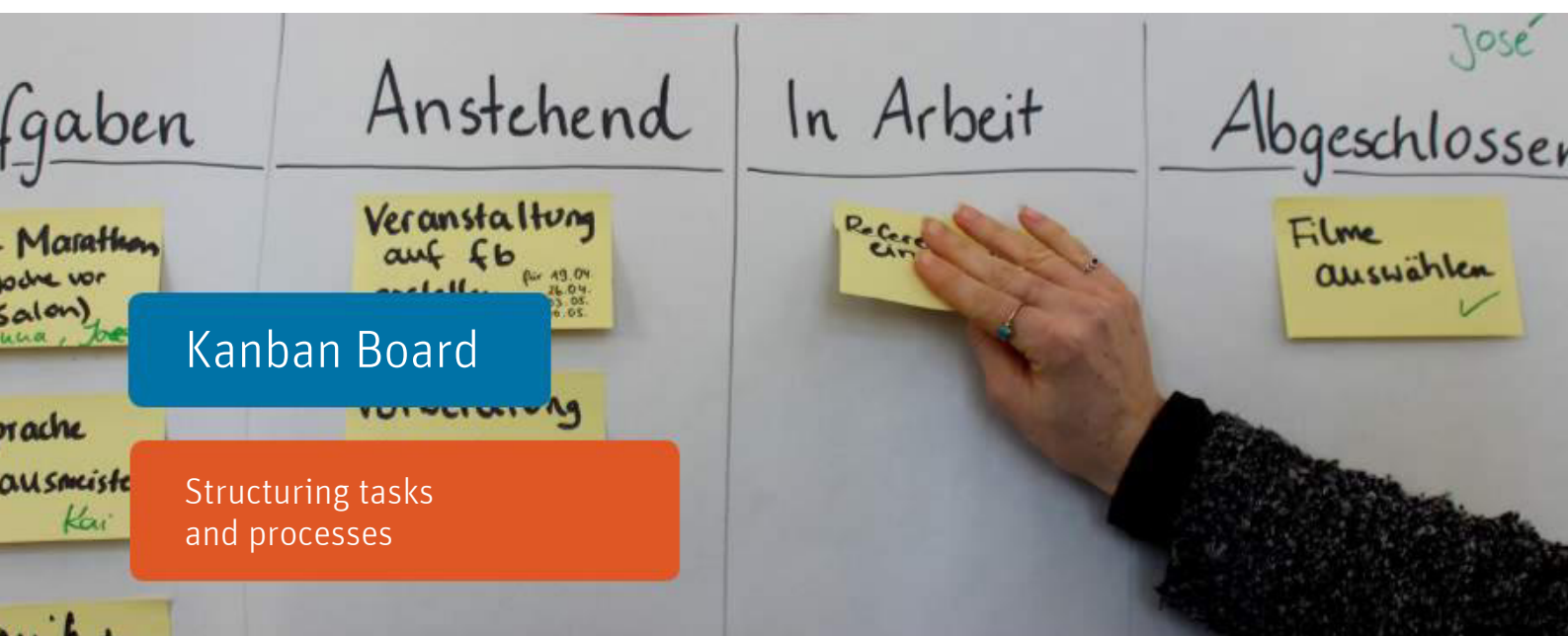


The PCPs allocate themselves to their favourite projects and find fellow project collaborators.

Variations & Tips

- Before the PCPs allocate themselves to projects, they should have chosen the projects which they want to put into practice, e.g. using the ➔ **CAVE Matrix**.
- It is advisable to only use this method after the group has finished the sessions on group structures and responsibilities, such as the ➔ **Written Constellation**, the ➔ **Mathematicians Club** or ➔ **Finding Structure**. This ensures that any ongoing conflicts have surfaced and can be dealt with.
- If the atmosphere becomes uncomfortable, the FT can propose a reflection round after the first allocation. The PCPs close their eyes and the FT asks how they feel when they imagine working on the project with the other people currently in the project group. If someone does not feel comfortable in the current constellation, they raise their hand. The FT takes note of this, and the person lowers their hand again. All the PCPs open their eyes and the FT asks the PCPs to form new project groups. This can be repeated as many times as necessary until everyone feels comfortable and no hands are raised.
- After the allocation, the project groups can talk a few minutes about the project. This conversation can start as a ➔ **Silent Discussion** so all the project collaborators feel comfortable expressing their ideas and wishes.
- After the allocation, methods such as ➔ **CANVAS**, the ➔ **Project Checklist** or the ➔ **Project Timeline** are ideal for going into the project planning in more depth.

Notes



Kanban Board

Structuring tasks
and processes

Summary

The Kanban Board is a tool for keeping track of tasks and visualising the process of their completion. At the end of the coaching, the board can help the PCPs to sort the tasks ahead and delegate responsibilities.

Structure

► Preparation

The FT can prepare an example board in advance. The FT can use any project or action as an example, such as a film screening or advertisement for the Studium Oecologicum. The FT writes down tasks related to the example on small pieces of paper.

They write the categories “To-do”, “In progress” and “Done” on pieces of paper or on the poster. These three categories are used as titles for the three columns. The tasks for the example project are sorted into the relevant column.

► Implementation

1. The FT explains the idea of the Kanban board and emphasises how it provides transparency by clearly showing where work is accumulating, whether a particular PCP needs more support and who is not being sufficiently challenged. They also present the example board.
2. The PCPs can ask any questions.
3. The FT talks to the PCPs about whether they want to create a general board with tasks or would rather apply Kanban to their project work.



6: Project Work



Any number



Enough space for several SGs,
maybe a wall to hang the posters on



Preparation: 20 mins
Implementation: 30-60 mins
Debriefing: 15 mins



Poster paper or a pin board with pins,
notepaper, marker pens, masking tape or
sticky tape, scissors



The PCPs use Kanban boards for their project
work and take on specific tasks.

4. If the PCPs prefer to work in SGs, the FT explains the first step: to collect all the upcoming subtasks. Subsequently, the PCPs should discuss whether they think the tasks are well formulated.
5. The PCPs volunteer to take on tasks until all the responsibilities are shouldered.
6. If the board is created by the whole group, the FT can moderate the process.

► Debriefing & Evaluation

If the PCPs worked in SGs, they present their Kanban boards to each other.

There should be enough time left at the end for the PCPs to write their tasks in their planners.

Variations & Tips

- Areas such as public relations or networking with other university stakeholders, for which the PCPs have not necessarily formed project groups, should also be included on the Kanban board, not to be forgotten.
- The Kanban board can be combined effectively with the → **Project Checklist**, → **CANVAS method** or the → **Project Timeline**.
- If the PCPs have not yet used the → **Dynamic Allocation** to form project groups, then the project tasks should be pinned for the time being. Once the project groups are clear, the FT can give the PCPs more time with the Kanban board to assign responsibilities.

- Before starting, the PCPs should have thought about and discussed how much time they want to put into each project and tasks.

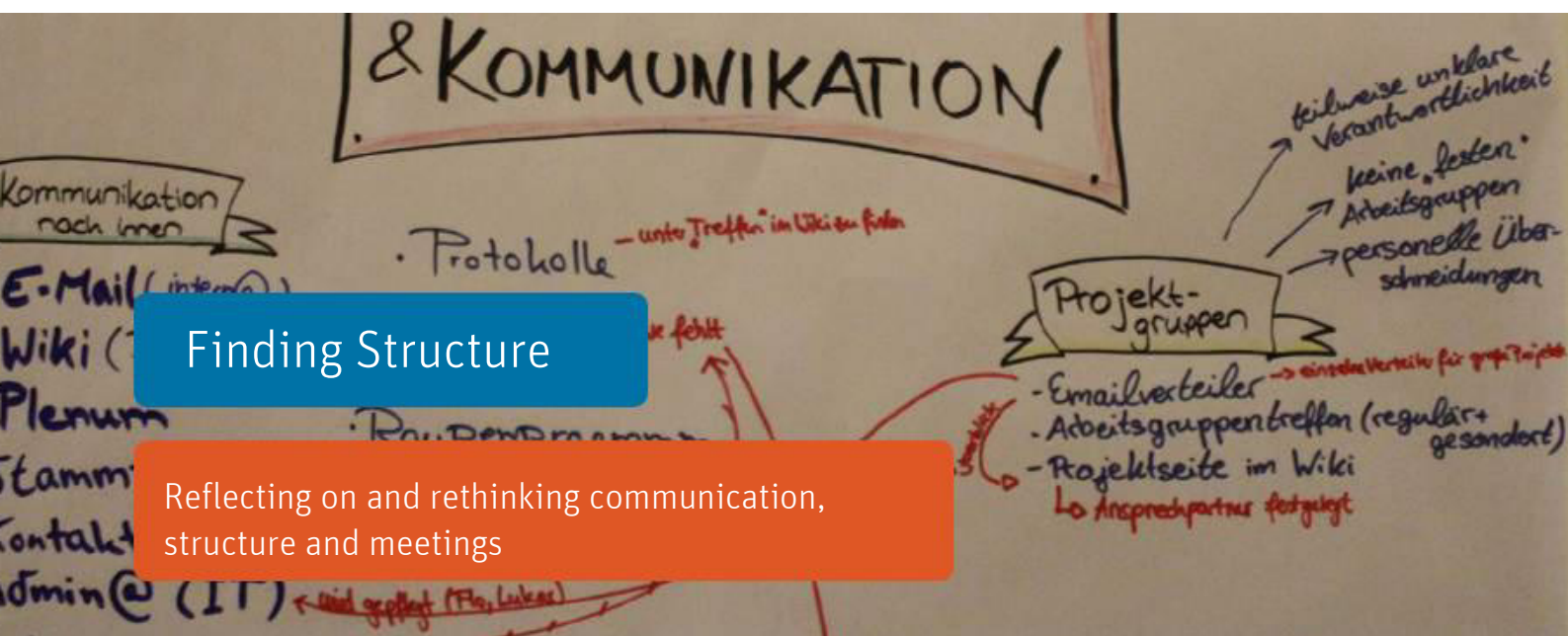
- The Kanban development method is primarily used in production processes. The version described here has been adapted to the context of the Wandercoaching.

- Scrum boards are very similar to Kanban boards. However, the concepts behind the methods differ, e.g. with respect to their origins and role distribution. Kanban has its roots in the automotive industry, whereas Scrum was conceived in software development. Scrum bases on a Scrum Team, where roles are clearly distributed.

Notes

Module 7: Follow-up





Finding Structure

Reflecting on and rethinking communication, structure and meetings

Summary

In at least two SGs, the PCPs work on ideas for new group structures. The group develops a clear idea of what form their internal structure, internal and external communication, and group meetings should take.

Structure

► Preparation

The FT prepares two different posters titled “Structure and Communication” and “Group Meetings”.

They prepare two tables and lay one of the posters on each table. Each FT supervises a table.

► Implementation

1. The PTCs split up into two SGs, one for each table.
2. On the table focussing on “Structure and Communication”, the following questions can be used to spark the discussion:
 - Are there working groups, project groups or something similar? How are they structured?
 - How do you communicate within the group?
 - How do you handle external communication?
 - What is documented and recorded? How, where and by whom? The FT moderates the conversation and records the answers on the poster.
3. At the same time, the other FT works with the SG on the topic of “Group Meetings” at the other table. The following questions can be discussed:
 - Plenary session: Are there specific roles (moderation, protocol, timekeeper...)? Who takes on which tasks and for how long? What do you talk about?



7: Follow-up



Everyone in the initiative



Space for two or three SGs to sit and write



Preparation: 15 mins
Implementation: 60 mins
Debriefing: 30-45 mins



Two large posters, markers, pens, sticky notes, coloured pens for highlighting



The group works on a new structural framework which meets the members' needs and is trialled after the coaching.

- Structure meetings and closed meetings: Do you hold longer meetings which last several hours or a few days where you can reflect on the group's sense of identity, vision, and structure?
 - Other meetings: Does the group organise any other regular or occasional meetings (trips, games evenings...)?
 - The FT moderates the conversation and records the answers on the poster.
4. After the status quo has been discussed, the conversation turns to the wishes and suggestions for working in the future. These are also written down.
 5. The SGs swap tables, the FT remain at their tables as ambassadors and present the results of the discussion with the first SG to the next SG.
 6. The second SG expands on the ideas of the first group.
 7. One person from each SG volunteers to present the poster.

► Debriefing & Evaluation

Plenary session: The groups come together in a big circle and the posters are presented. Now, the whole group can deliberate and discuss what the group structure should look like in the future. Any additional comments can be written on sticky notes and added to the posters.

At the end, the groups are asked to agree on the points which they will put into practice first. This process can be combined with the ► **Goal Flower** method: each PCP writes down the points they consider most important. These wishes are shared in the plenary session and discussed until a consensus has been reached.

The points which the group agrees on should be highlighted.

Variations & Tips

- If there are more than eight PCPs, at least one further table should be prepared. As there are often only two FTs, other topics can be explored in the form of a ► **Silent Discussion**.
- When presenting the posters, the FT should emphasise that the new structure should also be adapted to suit the needs and experiences of the group. The results of the method should be tried out in practice.
- In another variation that has proved highly successful, the entire conversation about structure, communication and meetings can be held as a ► **Silent Discussion**. This can help avoid energy-sapping discussions and let all PCPs share their thoughts. In this case, the FT prepares three posters which each explore one aspect. First of all, the PCPs write down everything which describes the status quo in black marker pen. Following this, they add everything which they like in green marker pen and everything which they do not like in red marker pen. On another poster, in silence, the PCPs can gather all their ideas about what they would like to see in their communication, structure and group meetings. After this, the group can – as described above – agree on specific changes.
- This method can also be used in ► **Module 1: Reflection**.
- Regardless of when this method is utilised in the coaching, it is recommended to do a ► **Sociometric Line-up** beforehand to inspire the PCPs to reflect on the group's structure.
- After having put the new ideas into practice, the PCPs could report the FT about the experiences and potential changes they have observed.

Notes



Agreements

Agreeing on forms of cooperation and communication

Summary

Agreements regarding the further cooperation in the initiative are reached.

Structure

► Preparation

The FT can prepare a poster on each of the following four aspects to write down the PCPs' thoughts.

► Implementation

1. The FT asks the PCPs to talk about those agreements that they assess crucial for the future work in the initiative.
2. The FT can draw attention to important aspects, such as:
 - Internal communication: Which means of communication can all group members use or want to use? How do different people communicate with whom?
 - External communication: How do people find out about your initiative? Which means of communication is used with people involved and people affected?
 - Internal meetings: What form should your meetings take to give everyone a sense of well-being? Where should meetings be held? Which roles are there in such meetings? When is the next meeting?
 - Responsibilities: Who is responsible for which areas? How are responsibilities shared out to ensure the well-being of all members?
3. During the discussion, the FT can note down the PCPs' ideas on the posters.



7: Follow-up



All PCPs



Any number



Preparation: 15 mins
Implementation: 15-30 mins
Debriefing: 15 mins



Posters, marker, maybe small pieces of paper and pens



The group gains an idea of how they want to communicate and work together in the future.

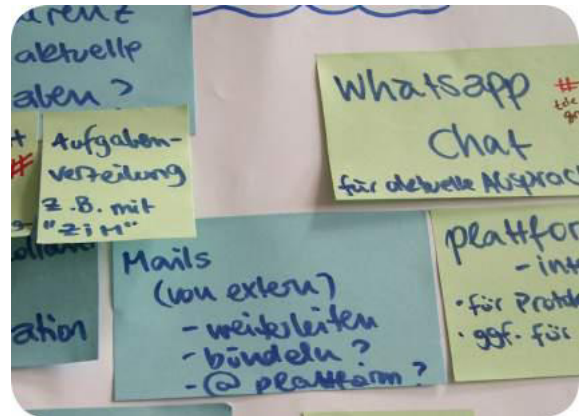
► Debriefing & Evaluation

Plenary session: The group can present the agreements reached using the ► **Popcorn Principle**.

The agreements which the whole group is satisfied with can be written on a poster to take home. This enables the PCPs to see their agreements at the initiative's next meetings.

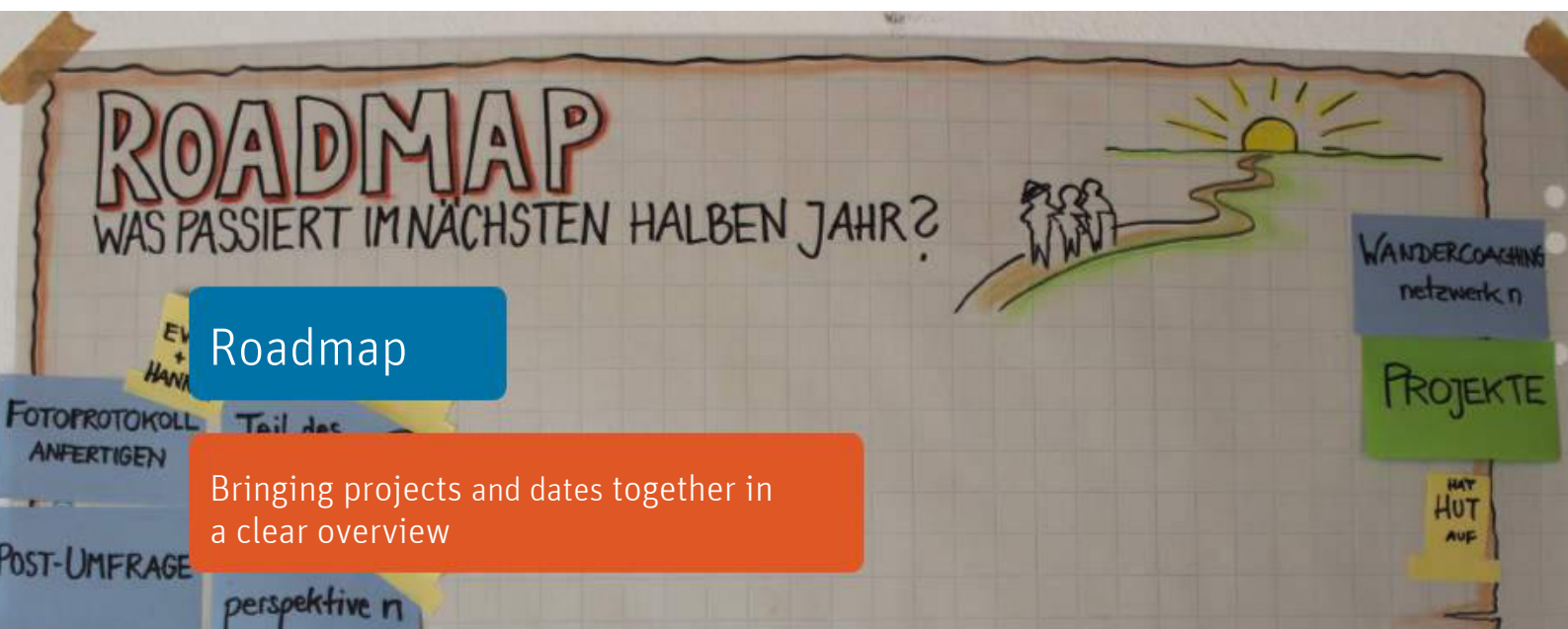
Variations & Tips

- During this method, the FT should make sure that all PCPs play an active role and are heard. Like the ► **Goal Flower**, the FT can ask the group to vote on the agreements and offer constructive suggestions in the case of opposition.
- In large groups, the PCPs can also split up into several SGs and share their thoughts in a smaller group first. After this, the SGs come back together to share their results and collectively work on the agreements.
- The FT can remind the PCPs that the agreements are not set in stone but provide a foundation for further work in the initiative.
- In addition, the FT can advise the PCPs to look at the agreements again after a few weeks and discuss whether and how the new agreements should be amended. The FT should encourage the PCPs to directly set a date to continue working on the agreements.
- If only a few members of the initiative can attend the coaching, the FT should ask the PCPs to find a way to present the agreements to the other members of the initiative.



Agreements reached by the AG Nachhaltigkeit Erfurt (Erfurt Working Group for Sustainability)

Notes



Roadmap

Bringing projects and dates together in a clear overview

Summary

The PCPs and FT schedule the various outcomes of the coaching, i.e. the group's planning steps and future work packages. The roadmap displays, compiles and orders projects, deadlines, responsibilities and timeframes.

Structure

► Preparation

Before the coaching, the FT should find out which *netzwerk n* events are coming up (*perspektive n*, *konferenz n*, *fusio n*...). They should make a note of the dates and bring it to the coaching.

The FT looks over the outcomes of the coaching so far and notes down the projects or work packages the group wants to continue working on.

The FT cuts up cards. They can differentiate between responsibilities, deadlines, meetings with external contacts, project names, milestones and planning steps. To make the roadmap attractive, the cards can also differ according to their shape, size and colour. If this is too time-intensive, the FT can also use sticky notes.

When creating the roadmap, the PCPs should have their planners to hand.

► Implementation

1. The PCPs sit in a semicircle around the board or poster.
2. The FT explains how the roadmap works: their role is to moderate and visualise the result. The PCPs discuss the roadmap together in a plenary session.



7: Follow-up



As many members of the initiative as possible



Wall space to hang up the roadmap, a quiet environment



Preparation: 30 mins
Implementation: 60-120 mins
Debriefing: 15 mins



Two large posters (A1) or a board, coloured pieces of paper or cards in different sizes, sticky tape, one or two pairs of scissors, marker pens, A4 pieces of paper, pens



The outcomes of different methods from the coaching are brought together. The project schedules and group milestones, as well as responsibilities, are recorded.

3. The group agrees on a timeframe for the timeline (e.g. until the end of the winter semester).
4. The PCPs enter fixed dates such as the main examination period, the start of the semester, lecture-free time between semesters, *netzwerk n* events (*perspektive n*, *konferenz n*, *fusio n*...) and other important events.
5. One after the other, the projects the group has decided on during the coaching are discussed. The FT can emphasise that this includes all the meetings and appointments which require specific planning. The following aspects should be considered:
 - Project name
 - Timeframe
 - People responsible for the project
 - Milestones/planning steps
6. Once a project has been ordered and entered into the roadmap, the group does the same for the next project until all the relevant projects have found their place or there is no more time available on the roadmap.
7. The FT encourages the PCPs to define concrete timeframes. The PCPs discuss which dates to set while having a look into their planners.

► Debriefing & Evaluation

The PCPs answer these follow-up questions on a piece of paper:

- Who will bring the roadmap to the next meeting and present it to the group members who are not currently present?
- Who will write a post about the coaching in the *plattform n* forum?
- Who will convert the hand-written roadmap into a digital format?

- Who will call one of the coaches after the first group meeting?

Variations & Tips

- To ensure a clear basis for discussion, project ideas should be prioritised, e.g. using the ➔ **CAVE Matrix** or the ➔ **Dynamic Allocation** method, and internal structures clarified, e.g. through ➔ **Finding Structure**, before creating the roadmap.
- Creating the roadmap can be tiring as many different strands have to be brought together. The FT can use mood barometers, warm-up games and short breaks to maintain a good mood in the group.
- Other points such as collaborations and external events can also be included on cards with a different colour and shape.
- If the group is active on *plattform n*, one person can be made responsible for recording the dates and results digitally in the *plattform n* group at the same time. A laptop and internet connection must be available for this.

Notes

Parking Lot

Recording ideas and questions that still need to be discussed

Summary

Questions and topics which are on the PCPs' minds and have not yet been discussed can be collected on the parking lot poster over the course of the coaching.

Structure

► Preparation

Before the seminar, the FT can prepare the parking lot poster and draw, for example, some parked bicycles.

They hang the poster up in the seminar space and attach a marker pen on a string next to the poster using sticky tape or pins, to prevent the pen from getting lost.

► Implementation

1. At the beginning of the seminar, the FT explains the purpose of the parking lot. They invite the PCPs to write any questions or ideas on the parking lot poster, which they think were not sufficiently dealt with during the seminar. The FT can also remind the PCPs that they can exchange thoughts on these questions during the breaks or after content blocks.
2. If the FT notices that a certain idea is not appropriate to discuss in the given context, they can refer to the parking lot and invite them to park their idea as a start.



7: Follow-up



All PCPs



Enough space to hang up the parking lot



Preparation: 15 mins
Implementation: 10 mins
Debriefing: 15 mins



One or more posters, marker pens, string, sticky tape or pins



Unresolved topics and questions are not forgotten over the course of the seminar but are instead parked until later.

► Debriefing & Evaluation

At the end of the seminar, the FT and the PCPs can look at the parking lot and tick off topics that have been clarified. In addition, the group should discuss how to proceed with unclarified questions and topics.

Variations & Tips

- If there is some extra time at any point, the FT can draw attention to the parking lot. The PCPs can take up the topics and discuss them.
- The FT should factor in enough time at the end of the coaching for the debriefing and evaluation of the parking lot.

Notes

Other Useful Techniques

Gauging the mood

► Photoflash

The focus here is on the brevity of the comments. The PCPs briefly say or show how they found a method or a concrete piece of input, or how they are feeling, using just one sentence, a hand gesture or freeze frame.

► Playdough

The PCPs sculpt their mood using playdough. The material inspires them to translate their emotional state into an object. The sculpted shapes can be very abstract. The PCPs can also present and briefly explain their playdough creations to the others.

► Cuddle Feedback or Target Feedback

Similarly to the → **Sociometric Line-up**, the PCPs position themselves according to their response to questions or statements. Instead of a linear scale, the PCPs position themselves on an imaginary target or a cake: the more strongly they agree with a statement, the closer they position themselves to the middle of the circle. If they disagree with a statement, they move away from the centre and towards the edge of the circle.

► Cake

As in Cuddle Feedback, the PCPs are invited to position themselves in writing inside cakes drawn on posters. The centre represents complete agreement, and the outer edge stands for strong rejection. The PCPs don't have to decide instantly, instead they have more time to think about statements or questions and to draw a dot representing their opinion. In addition, the opinion dots are marked anonymously on the posters so the group can work with them later.

► Mood curve

Particularly at the end of a seminar, the PCPs can reflect and visualise the progression of their mood during the seminar. The PCPs record their mood curves on pieces of paper and can choose to share it with the group or keep it to themselves. Instead of their mood, the PCPs can also draw their learning process: the curve rises or falls depending on the new insights gained by the PCPs.

Receiving feedback

► Crucial-Amusing Feedback

Similar to the → **CAVE Matrix**, the PCPs base their feedback on different categories. The PCPs talk about or write down what they found crucial, amusing etc. during the coaching.

► Note-folding Feedback

The FT write a question at the bottom of a piece of paper. The PCPs write their feedback above it on the empty page before folding the paper, so their answer is hidden from the next PCP. The pieces of paper are passed around until all PCPs had all the papers.

► Five Finger Feedback

Five Finger Feedback is well suited at the end of the coaching as the PCPs can give their opinion on different levels. Each finger represents one of the following statements: Thumb – “This was great!”, index finger – “That was new for me”, middle finger – “I didn't like that”, ring finger – “I was touched by that”, little finger – “I would have liked more”. The PCPs can expand on their choice of finger either in written form on pieces of paper or verbally in conversation.

Collecting ideas

► Popcorn Principle

The PCPs share their thoughts without following any specific order defined by the FT. Instead, every person with something to say begins to speak when the previous person has finished. The order in which people speak is oriented towards the PCPs who want to say something to the group. This technique is therefore closely adapted to the needs of the PCPs. Don't hurry to fill silences.

► Pick a Card

Here, the PCPs are given a few minutes to write their thoughts down on a card. The cards are collected from all the PCPs to ensure the contributions are treated equally. This means that individuals with dominant communication styles do not receive any extra attention.

► Brainstorming in the plenary session or small groups (SGs)

Depending on the number of PCPs present, it can be advisable to split the group into SGs so everyone feels comfortable contributing their ideas. Pooled thoughts can be represented in a mind map, for example.

Techniques for reaching agreements

► Systemic Consensing

Every group member expresses their subjective rejection, dissatisfaction, oppositions, fears, needs and difficulties in relation to a proposal using resistance votes (R-votes). No R-votes means: I have absolutely no objections to this proposal. 10 R-votes means: I cannot accept this proposal. Once all the proposals have been developed, they are evaluated by all the PCPs using R-votes. The resistance in the group is calculated for each proposal. The proposal with the fewest R-votes is considered "consensed": it is the proposal which is met with the least resistance from the group as a whole and therefore harbours the least conflict potential.

Of all the proposals, it is also the one which best balances the interests of those involved. This technique can be extremely helpful and is explained clearly and thoroughly at www.sk-prinzip.eu (in German).

► Five-Stage Consensus

Here, the PCPs find a common position which they can all get behind, even if not everyone is entirely convinced by the proposal. The PCPs express their opinion using individual fingers or fists. One finger stands for complete agreement: "I agree with the proposed solution." Two fingers stand for slight concern: "I agree but have some reservations." Three fingers represent an abstention: "I'll leave this decision up to you but I'm happy to put the result into action." Four fingers indicate stepping aside: "I cannot accept the proposal. I'll let it pass but I don't want to be involved in the outcome." Five fingers stand for serious doubts: "I have serious doubts and would like to come up with a different solution." A fist represents a veto: "The proposal fundamentally contradicts my position. If it is selected or implemented, I will leave the group." The FT reads out the proposal and all the PCPs reveal their positions at the same time using their fingers and fists.

► Hand Signs

The PCPs express themselves using their thumbs and showing their fists if necessary. A "thumb up" signifies full agreement, a "sideways thumb" shows some agreement and a "thumb down" indicates rejection of the proposal. A fist signals a veto. This means that if the proposal is implemented, the person would no longer want to be part of the group. The technique is well suited to gaining an overview of the range of positions in the group. However, the group must agree whether the final decision is oriented toward the number of people who agree or oppose a proposal.

Other Collections of Methods

In addition to *methode n*, there are numerous other collections of methods which are publicly available and support team leaders in designing their coaching. Although these collections are not specifically oriented to “sustainable universities” as a learning context, they have interesting suggestions. Some collections are suggested here – though the list is by no means complete.

Collection of methods from the Development Education and Information Centre (Entwicklungspolitischen Bildungs- und Informationszentrums e.V. – EPIZ)

www.epiz-berlin.de/publications/methodensammlung-für-referent_innen

The method books “Beyond Growth!” and “Endlich Wachstum! ZWEI” (Beyond Growth! TWO) from FairBindung e.V. and the laboratory for new economic ideas, Konzeptwerk Neue Ökonomie e.V.

www.endlich-wachstum.de

The method guide “Lebensmittel zum Zweck” (Food for a Purpose) from FairBindung e.V. and Konzeptwerk Neue Ökonomie e.V.

www.endlich-wachstum.de/kapitel/lebensmittel-zum-zweck

Project management techniques from Open PM e.V.

www.openpm.info

Moderation techniques from the communication collective (Kommunikationskollektiv)

www.kommunikationskollektiv.org/wp-content/uploads/2013/04/Moderationsmethoden-S4C-KoKo.pdf

Hosting Social Innovation Methods of Hosting Transformation

www.hostingtransformation.eu/methods-search

Games for nature – environmental education through the eyes of young people

oakrakow.pttk.pl/j/images/stories/games_for_nature.pdf

Materials from the school student union SV-Bildungswerks: The “MachtWissenOrdner” (PowerKnowledgeFolder) and the “Methoden des Monats” (Methods of the Month):

www.sv-bildungswerk.org/downloads/material

Appendix

Questions for the Sociometric Line-up

Sustainability and SD

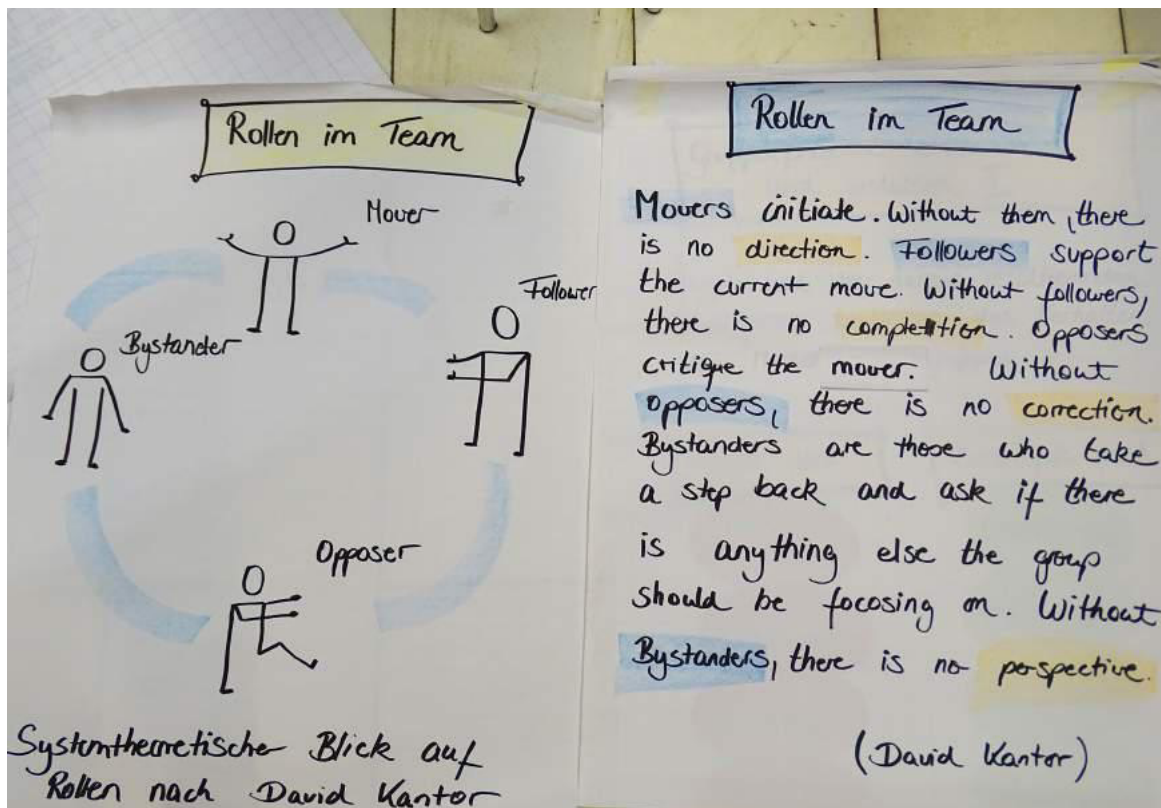
How long have you been interested in sustainability? A long time vs. for a short time
 How do you spend your free time? Thinking vs. doing
 Where would you tend to situate yourself? Research vs. practice
 Which strategy do you think is more effective to disseminate the idea of sustainability? Top-down vs. bottom-up
 I have managed to encourage members of my family to adopt a more sustainable lifestyle. Yes vs. no
 I have already heard about models of sustainability. Yes vs. no
 SD plays a significant role in my studies. Yes vs. no
 Sustainability in my daily life is very important to me (e.g. diet, travelling etc.). Yes vs. no
 I would like to work in the field of SD later. Yes vs. no

The group and internal structure

How long have you been active in the group? Line up according to the number of semesters
 How many group members do you know privately? Nobody vs. everyone
 How satisfied are you with the teaching on SD at your university? Very vs. not at all

I am able / not able to contribute my skills.
 I am satisfied / unsatisfied with the internal communication.
 I am satisfied / unsatisfied with the number of people who attend the plenary meetings.
 The agreements made in the group are stucked to/ not stucked to.
 The responsibilities are clearly / not clearly allocated.
 I perceive some / no unresolved conflicts in the group.
 I am satisfied / unsatisfied with the decision-making processes in the group.
 I think our group meetings are well structured / unstructured.
 The meetings are reflected / not reflected.
 The group is open / not open to new members.
 The group has a structure / no structure for integrating new members.
 I am satisfied / unsatisfied with my workload.
 I am satisfied / unsatisfied with the current thematic focus of the group.
 I am satisfied / unsatisfied with the initiative's current projects.
 My involvement feels like work / voluntary engagement.
 I bear a lot of / not a lot of responsibility in the group.
 I find time spent in the group draining / fun.

Roles in a Team



The four team roles described here can be expanded to include a fifth role, namely the “celebrator”. Celebrating projects and actions creates space for mutual recognition and appreciation.

Stages of Group Development

Fremdheit

- * alles ist neu, Bedürfnis nach Orientierung
- * starker Wunsch zur Gruppe zu gehören u. Anerkennung zu finden
- * gleichzeitig: Wunsch, so sein zu können, wie man ist
- * starker Fokus auf die Leitung
- * Etablierung von Normen

Tipps für die Seminarleitung

Rahmen- Orientierung geben
Vorleben + Verhalten aus handeln
Regeln, Ziel vorstellen
Zeit zum Kennenlernen
WUPs: Langsame Annäherung, keine Lockerheit

Orientierung/Kampf

- * TN suchen Platz in der Gruppe: Rollen entstehen
- * Netz von Sympathien u. Ablehnung u. Anerkennung entsteht
- * ggf. Spannungen durch Vermischung von Sach- und Gefühlsebene

Tipps für die Seminarleitung

Wechselnde Gruppen- Moderation
Stärken aufzeigen
20. Komplimente runde
Raum für Beteiligung aller
müht Anregung
müht Anregung
Kommunikations- regeln
Entscheidungs- findung
Sensibilität & Feingefühl
Kommunikations- regeln
Entscheidungs- findung
Thematisieren

Vertrautheit

- * jeder hat einen Platz gefunden
- * Gruppensprache, Insider entstehen
- * viel Energie für gemeinsame Aktionen
- * Unterschiede werden geleugnet, abweichende Meinungen zurückgehalten
- * starke Abschirmung nach außen

Tipps für die Seminarleitung

Blick weiter
Veränderung anregen
Rezeptiv. Vielfalt
Methoden
- auch nach außen
Best Practice Sammlung nutzen
Aufmerksamkeit reflektieren
Platz für Kritik
Gruppenvolle Einnahme
Gruppe laufen lassen, stärken
Wertschätzung
Unterschiede aufzeigen
Kritik
Engagiert nutzen
Dokumentation nutzen

Differenzierung

- * Unterschiede der TN werden erkannt und offen gelebt / erlebt
- * Konflikte werden nicht mehr nur als Problem, sondern als Zeichen der Diversität erkannt
- * der/die Einzelne gewinnt an Bedeutung
- * Offenheit nach außen entsteht

Tipps für die Seminarleitung

Gruppe laufen lassen, sich als Moderation zurückhalten
auf Überforderung achten
Rollen thematisieren
Ziele thematisieren
Mechanismen für neue TN

Abschluss

- * das Ende wird oft geleugnet
- * gleichzeitig nehmen Außeninteressen zu
- * Gefühl von Verlassenwerden

Tipps für die Seminarleitung

Follow-Up
TN-Liste
nächste Schritte
Zeit für Abschlusssrunde
Rückmeldung an andere TN
an andere TN
Rückblick
andere Engagementmöglichkeiten
Gruppen aufzeigen
gemeinsamer Abschluss
Ritual
Evaluation
Dokumentation
Feiern

Journaling Questions

What would another person looking at your life say in response to the following questions:

From the outside perspective, what was the greatest challenge you faced relating to learning and personal development?

What would this person say was your greatest success in life so far?

What would you say is your greatest success?

What causes you frustration (at university, in your political engagement, etc.)?

What do you do whole-hearted?

What encourages and strengthens you most about your environment (people, objects, activities)?

Take a bird's-eye view of your engagement now: What do you do currently? What are you and your mates trying to achieve?

Imagine that in 20 years you as a group have achieved everything you wanted. Everything is great. Looking back at your journey: How would you as a person have wanted to contribute?

What advice would your future-self give yourself now?

What do you need to let go of to follow this advice?

How would you describe a trajectory that supports you to achieve your vision and which you can start to pursue now?

What could be one starting point of change?

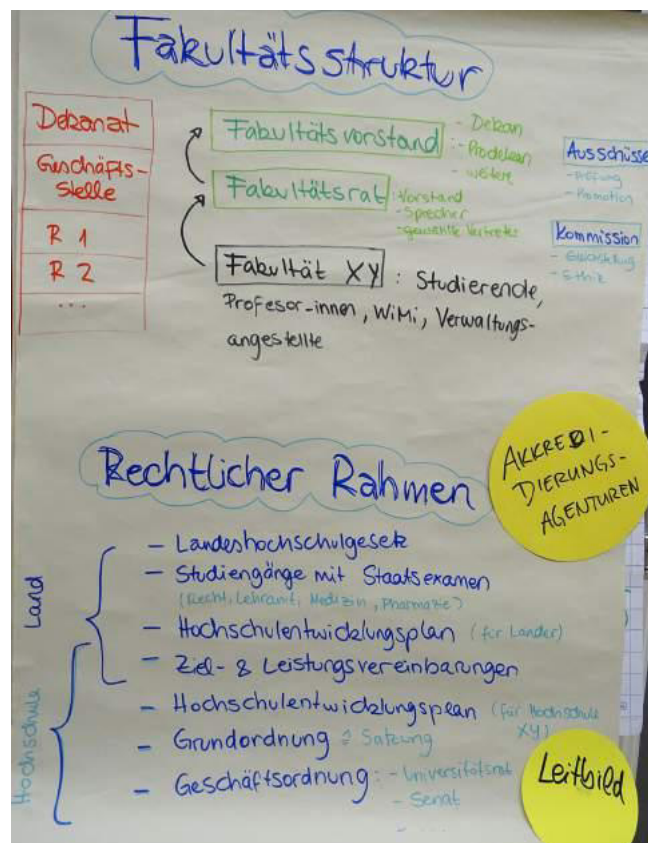
Who could help with this?

What are the next practical steps you want to go in the next three days?

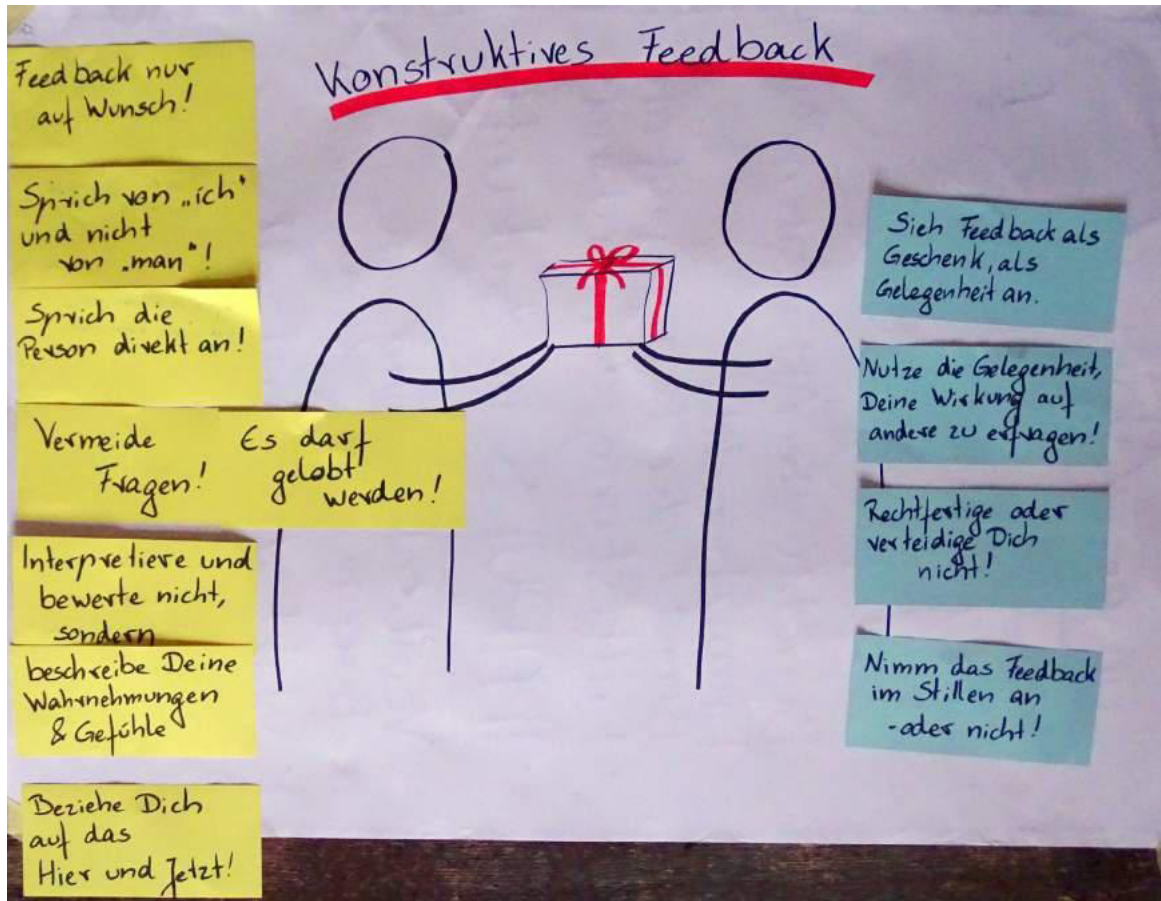
University Structure



Faculty Structure and Legal Frameworks



Characteristics of Constructive Feedback



Guided Meditation on the Vision of a Sustainable University

I warmly invite you to take part in a little experiment.

In your imagination, we are now going to stroll around your university. All ideas and pictures coming into your mind are allowed. Open yourself up to whatever you see.

Get yourself into a comfortable position and allow your eyelids to gently close.

Focus on your breathing. Take three deep breaths in and out and feel present, here and now.

Let your thoughts drift away like clouds overhead and feel how your breath enters and leaves your body by itself.

Feel how your feet are rooted to the ground.

Feel the surface you are sitting on.

Feel how your back is leaning on your chair. Feel how your hands rest on your lap. Feel your forehead, your nose, your cheeks and your chin.

Let your breath flow freely, feel how it enters and leaves your body.

We are now going to embark on a journey through space and time.

It's a lovely summer morning and you are walking to your university campus. After a few minutes, you arrive.

Amazed, you pause for a moment in the middle of the campus and look around.

In front of you lays the campus as you have imagined it in your most pleasant dreams.

Take in the sounds, sights and smells which surround you.

Observe how it feels to stand here.

Look at the faces of people around you. How do they seem to you?

You take a short walk around to get a clearer picture.

You come across a seminar you want to attend today.

Also here, you are pleasantly surprised by the changes you experience at the seminar.

Clearly observe the room and the people around you.

How do they relate to each other? What and how are you learning?

After the seminar you happen to meet a research assistant from your institute.

You start a conversation about her latest research project.

She tells you a bit about the interesting topics she is currently working on with her research team.

After a short conversation, you continue your way.

Your path through the university takes you past the student representation and you remind yourself how the students' voice and the cooperation with the university leadership has changed.

Pleased about the positive experiences you made, you slowly start your way back towards the present.

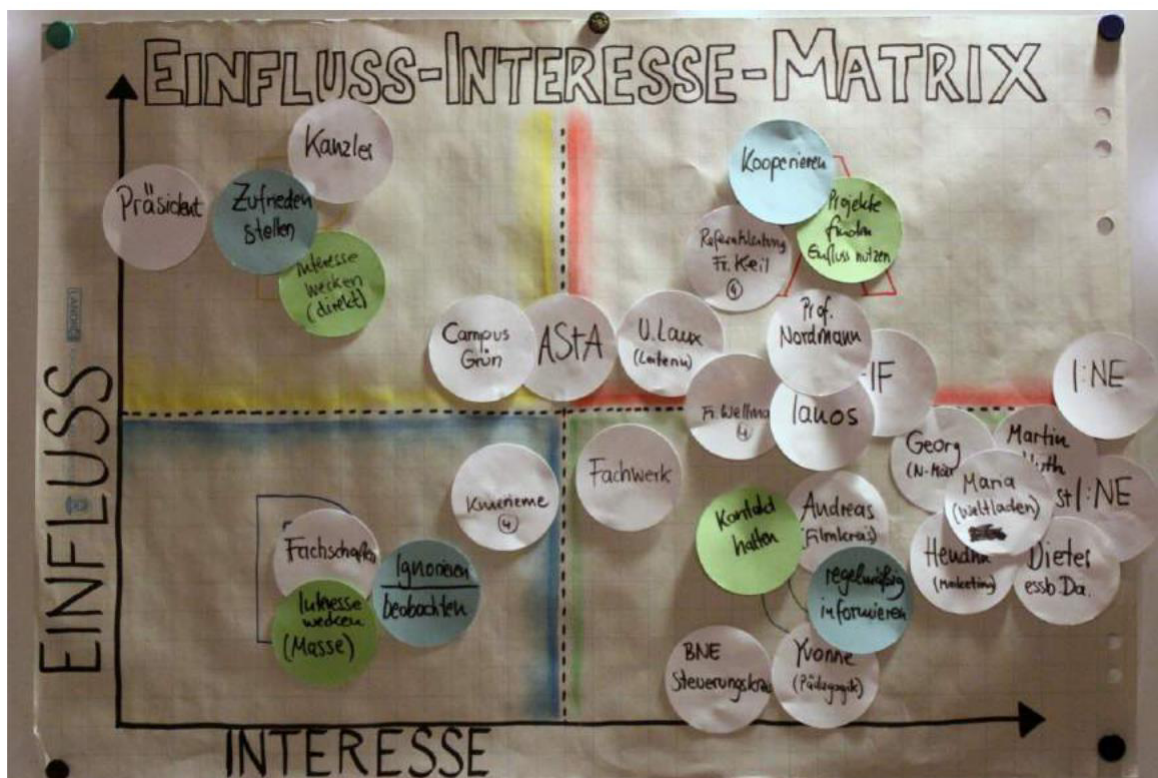
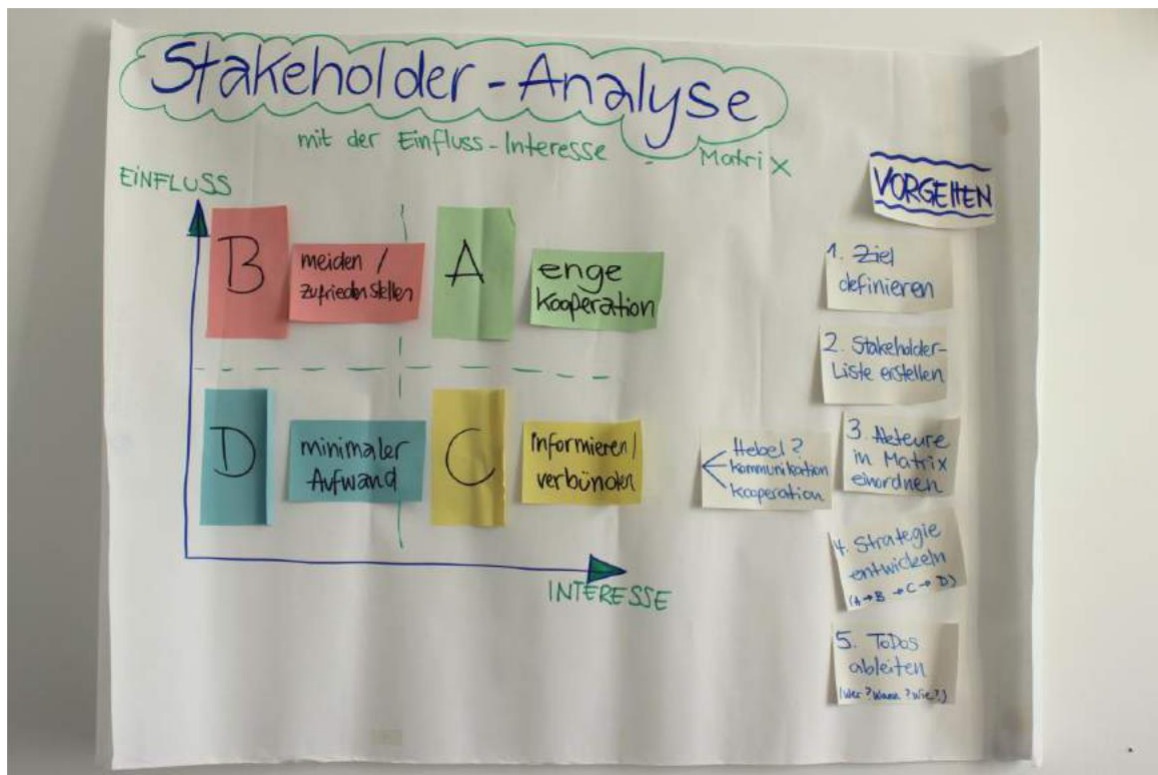
Give yourself time to enjoy your walk and breathe deeply in and out a few times.

Carefully move your fingertips and toes.

Turn and stretch and notice what feels good.

When you are ready, slowly open your eyes and come back to reality.

Example of a Power-Interest Matrix



Project Checklist

- Project title
- Project description
- Initial situation before the project: Why is the project necessary? (3 to 5 sentences)
- Project progression: What are we planning? (3 to 5 sentences)
- Project location
- Project goals and building blocks
 - Which goals should be achieved through the project?
 - Project building blocks (bullet points)
- Target audience
 - Who do I want to reach with my project?
 - How can I draw attention to my project?
 - Which channels of communication do I want to use?
 - Project schedule
 - Who can I win over to my project (financial support, cooperation etc.)?
 - How much money do I need for the project?
 - Where could this money come from?
- Public relations
- Time planning
- Potential cooperation partners/fellow campaigners
- Financial plan

Source:

Workshop Projektmentoring im FÖJ – Lisa Wiesbrock und Katrin Reinecke – 01.03.2011:
netzwerk-n.org/wp-content/uploads/2017/04/Projektcheckliste.pdf (in German)

CANVAS – Glossary

Landscape The landscape and environment in which the project operates – including other important players that run similar projects and institutions that are relevant for the project's success (or failure).	Activities and Project management Concrete actions by the project team and others. Being clear about the key aspects of the project, the project needs to be sliced and diced in working packages that can be executed by one or more people. Don't forget to assign clear responsibilities.		Stakeholders Institutions and people that you engage with in the context of your project as they are affected, in one way or the other.	Output Tangible products from the activity (e.g. a conference with 100 participants, a publication, etc.)	About netzwerk n.e.V. We assemble numerous initiatives and individuals who are actively and successfully campaigning for more sustainability at universities. We want to act as a networking platform to facilitate an exchange of knowledge, experience and competencies. In addition, we actively influence academic policy and are engaged in an intensive dialogue with stakeholders such as the BMBF, the German UNESCO Commission and the German Council for Sustainable Development (RNE).
	Budget Financial budget of the project	Financial Resources Sources for funding (e.g. funding from university, project donations, etc.)			
	Non-Financial needs Overview of the non-financial resources that we need for the project	Non-Financial Resources Sources for non-financial resources			
Elevator Pitch A brief summary of the project and its rationale that can be shared as we ride up or down in an elevator with someone who we'd like to convince that this is an amazing initiative.					
				Lever of Change Activities that allow us to increase impact – in particular through scaling (e.g. by replicating the project at other universities) and institutionalization (e.g. by getting a university institute to take responsibility)	

CANVAS – Questions

Landscape <ul style="list-style-type: none"> What's the landscape in which this project takes place? Are there projects by other parties that pursue the same impact? Are we aware of similar approaches and projects in other areas or at other universities that work or don't work? 	Activities and Project Management <ul style="list-style-type: none"> Who is in the project team? Who does what and by when? Have you assigned clear responsibilities? 		Stakeholders <ul style="list-style-type: none"> Who is our target group? Who are our key partners? What do they bring to the table? Which other stakeholders play a role? Why do our stakeholders support us? What's the risk for them in getting involved? 	Output <ul style="list-style-type: none"> What is the output of our activities? 	About netzwerk n e.V. We assemble numerous initiatives and individuals who are actively and successfully campaigning for more sustainability at universities. We want to act as a networking platform to facilitate an exchange of knowledge, experience and competencies. In addition, we actively influence academic policy and are engaged in an intensive dialogue with stakeholders such as the BMBF, the German UNESCO Commission and the German Council for Sustainable Development (RNE).		
	Budget What is our financial budget? What are the major cost items?	Financial Resources How do we finance the project? What are possible resources within the university and beyond?				Lever of Change <ul style="list-style-type: none"> How does our output create impact? Are there levers to increase the effectiveness? Can our project be replicated and scaled by involving other parties? Is it of interest for other student initiatives gathers under netzwerk n? 	Impact <ul style="list-style-type: none"> What's the impact? Who and what shall change? In what time frame and on what scale? How do we measure the impact? Qualitative? Quantitative?
	Non-Financial needs What are our non-financial needs? (human, physical, <i>know-how, brand, reputation, copyrights, data</i>)	Non-Financial Resources How do we obtain the necessary non-financial resources?					
Elevator Pitch <ul style="list-style-type: none"> What's our «elevator pitch» to explain the project (max. 150 words) 							

Your project:

Landscape	Activities and Project Management		Stakeholders		Output	
	Budget	Financial Resources			Lever of Change	
	Non-Financial Needs	Non-Financial Resources				Impact
Elevator Pitch						

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