

Ecological Leadership in the Classroom

Classroom Source Guide



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Module 1 Inner Development Competencies

Solution Focused Model

Outcomes

- ☐ **REFLECTIVE practices “mindtool”**
- ☐ **Setting individual learning objectives** and collective learning objectives, differentiating, as well as responsible (agency) towards where I am now where I envision to be, what are the steps (image of the one learning)

Context

The Model is as simple as possible
(not really solution nor focused, rather the practice of mindset)

Principles:

- ☐ Keep 10-20 sec of pause that will help create a space where new learning can happen
- ☐ The feedback with the form of the voice *I (reflective and practicing proprioception vital for critical thinking).*
- ☐ Group of 3-4 (everyone gets about 5 min to present) and about 5 min at the end to pause and notice the shared learning and personal takeaways.
- ☐ If possible allow staying in circles, on the floor if possible, no need for tables between participants in the circle.

It can also be used as a class learning objective tool, the teacher facilitator support the process, making the difference between brainstorming (everything goes) and critical assessing ideas proposed (encouraging listening skills and levels for students as well as WeQ- feedback as above presented).

Process

Step I Reflecting on something (a situation, a question) of relevance/and or importance to you in which *you are playing key the role*

Time 5-6 min

Write down/draw/sketch, short evidence-based answers to these questions
(spend not more then 2 min on each no details or explanations at this point)

1. What is your ideal you would like to see out there (related to the question, issue, theme)



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2. What are 2-3 obstacles in front of that ideal?
3. What are 1-2 actions to overcome those obstacles in other words they become opportunities to innovate, and surprise habitual action patterns?

(For Question 3 prompting: suspend need to solve, relax into, and allow 1-2 actions/ideas to appear, almost as a surprise element)

Step II Feedback from peers in the form (working in groups of 3-4):

Time: 15-20 min

Each presents their case (max 3-4 min) and after a moment of pause, if preferred peers can jot down some 1-2 ideas (encourage writing or note taking by offering post its), images, and sense feeling (emotions) that arrive as they listen, and present feedback to the case giver in this format

As you were talking.... I felt, what I heard, what I saw / image that comes to my mind or gesture; what I would feel excited if this were my case

Step III Takeaways

Time: 5 min

At the end, the case giver writes down feedback for oneself and then reflects on what is one small thing she/he feels now invited to do, and shares if they like, the others as well write 1-2 takeaways for their learning process, something surprising they did not expect yet it is also relevant for them.

Teaching with Stewardship

Context

The words we use matter, and shape realities (O'Brien, 2021).

Paying attention to how we say and what can be a practice of critical thinking.

Principles

- Willingness **to suspend** for a moment habitual patterns of thoughts, and sensing into the field of possibilities, looking through different perspectives
- Readiness to allow **emergence, with one little step** you can take in the direction of your learning/work, practicing everyday intuitions



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- Cultivate wisdom (insights) by cultivating/recognizing the(sense) **feeling of stewardship**, this will move one from prototyping (a form of playfulness) to crystalizing (deep learning a certain rhythm and tempo from an orchestra performance) to allow something to come to live through you
- Practicing **meaningful connections skills**, as story stewardship (Brene’ Brown) honoring the story as sacred, knowing and applying the language of human experience and emotion; rumbling with the stoey (listening, discovering, and staying curious) building narrative trust- believing acknowledging and affirming (Atlas of the heart, Brene Brown)
- Willingness to prolong inquiring **interiority** questioning and suspending judgment, before finding a solution, tolerating confusion without feeling/being lost

Outcomes

- Support design-based learning as a methodology to create continuously new learning possibilities (learning as a continuous process)
- Cultivate integrative learning with an Open Mind(curiosity), Open Heart(compassion), and Open will(courage)
- Teaching and learning with Resilience, we create learning models that are responsive, not reactive
- Developing WEQ, the intelligence of the community/group means practicing giving up the need to own an idea, a plan, with Stewardship you sense into every phase not hanging on to the idea, staying with the process
- **Skills of interiority**, metacognitive skills, following and recognizing one pattern of thoughts and emotions

Process

The decolonization of language *nounification or reflecting on the words we use*
“holophrasing” words

(source: Melanie Goodchild Relational System Thinking

CHOOSE A WORDS REPRESENTING NATURE, YOU WOULD USE TO EXPRESS NATURE IN YOUR BIORIGION and it is a bit of an effort to explain it in another language (you can think how would you explain it to an alien)

Step 1



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Write down the 1. THE WORD (ideally one word) ¹

My word is

.....

(example: komorobi)

2. Write down a PHRASE TO EXPLAIN THE CONTEXT TO SOMEONE UNFAMILIAR WITH OUR ENVIRONMENT, culture, bioregion, language (how would we explain it to an “alien”)

One phrase to “give a sense of the word

.....

(example komorobi means the “shadows made by the sun sunlight, which is filtered through the leaves of the trees”)

Step 2: Sharing as a group or in pairs, the teacher facilitator can notice some patterns in the class: are there immediate objects chosen for words, is it the bioregionalism, is it the “larger” concept of nature so general (lake, forest etc) is it that we find in some languages (Indigenous or archaic forms) easier holophrasing words than in other languages what does it mean to reflect on decolonizing mind and languages? How could we use AI to cultivate/preserve indigenous languages? What do practice as humanities when we are learning, using “creating” language etc

Alternatively

Reflecting on what does it mean **resilience** as a word in own language connecting it to both character’s emotional strength/trait yet as well as critical thinking (systems thinking)²

Step 3: 3-4 min of personal reflections and individual takeaways:

Guidance (adapt to your style)

1. What resonated for you from this practice of staying with words at the level of your heart and whole being? 2. What have you tried in the last few months/year kept saying that you will do (as

¹ here are some examples: Saudade” is an untranslatable Portuguese term that refers to the melancholic longing or yearning; Ma o Japanese as a pause in time, an interval or emptiness in space, metsänkätö — literally “the forest’s secret place for hiding things)

² Resilience in a scientific / systems theory perspective is “the capacity of a system to absorb disturbance and recognise so as to retain essentially the same function, structure and feedback” (Walker&Salt, 2012)



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maybe words we might take for granted) and it did not happen 3. What is one little step action that feels natural you feel confident and feels almost effortless to take (maybe noticing this word I kept using as a promise to someone or to myself and stay with what it really means for the next few days...and jot down some ideas)?

Resources:

Melanie Goodchild- Words and Systemic Relational Thinking

<https://jabsc.org/index.php/jabsc/article/view/577>

Interiority skills- see UN initiative <https://www.innerdevelopmentgoals.org/>

Dialogue on Leadership and Stewardship (Otto Scharmer and Martin Kalungu-Banda)

Future Camp

Context

Pedagogy of hope (bell hooks) is a critical thinking individual and collective process for the right of young people (students) to practice being hopeful about the future(S), building skills needed for a positive image of life. Taking away HOPE is the practice of “business as usual”, cynicism no compassion no heart work, shows up as teacher’ burnout and student’ learnout. Hope from students’ perspective as “positive image of life” to ACT hence Hope informs Actions (learning of the WILL or Learning by DOING/Hands Learning). Students losing a positive image of life means they will not curate their autonomy, their capacity to make democratic decisions with respect to humans and more than humans rights, when it comes to the wicked problems of the 21st century, no ability to know success in our current societies.

At a collective level, bell hooks decodes pedagogy of hope as young people (students) having a **sense of belonging to a community**, as we lose the image of one belonging we lose the motivation to build a positive image of life. The Neuroscience supporting education shows that we need the other ones to mirror back we are safe, and loved (Dr Bruce Perry, 2020) and as well offer feedback through which we get clarity on our process of thoughts making on our ideas (Unicef speaks about the right of children to clarify their thoughts in a process of learning and have their thought process matter and that is possible only through a horizontal relation with teacher what we called above “more facilitation”³).

Context

³ interpretation of the National Board of Assessment in Education, Finland



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“This is the youngest planet we have ever known” with the young population representing even 60% or more of the total population” in some parts of the world and these generations “ will use scientific thinking for everyday decision making more than any other before” (Lonka, 2018).

This is also a population increasingly facing social, economic, and political marginalization ⁴ and as youth leaders during COP28 in 2023 Summit said “ we do not need grants, offer us space for our voices.”

“More facilitation” in the classroom as a pedagogy of restoring trust in FUTURES, in the context of the loss of feeling of community there is a way out even from the most dangerous and desperate situations. Back to the loss of a sense of community a loss of relatedness of those who work with our students but also a loss of connection (or aquirately said perception) and with the world beyond class, and to oneself.

Outcomes:

- ☐ Decoding Pedagogy of Hope (hooks, 2003) and practicing peace curriculum
- ☐ talk about the problems AND resolution actions
- ☐ Practice of suspending cynicism of “business as usual”
- ☐ Practice (for students) positive image of life (action)
- ☐ Restoring feeling of connection that teachers bring into the classroom, “learning happens in relation”

Sequence

Arrangement:

- Groups of 4-6 people, practicing together
- Sufficient space to ensure you have enough room around you to freely move, and so that groups can work without distraction.

Sequence

- Check-in moment 5-7 minutes “creating space in people's hearts and minds for peace” (following the simple prompting of the image of a heart opening

⁴ USA has by far the largest child poverty rate, increasing from the 70s” (Darling-Hammond, 2010) in 2004, more than 4 mil Americans experienced homelessness 40% were families with children and additional 5% were unaccompanied children.



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- Relaxing with simple prompting of the image of a hummingbird if that speaks to you (as the bird in the world with “the largest heart”)

Play future game **HOPE cards**

(~45-50 min)

You can easily print or make your own paper cards version or use online

<https://www.sitra.fi/en/news/new-game-published-cards-of-hope-encourage-imagining-better-futures/>

Generative dialogue

Move into a 10-minute dialogue on : what surprised you during the game, what confirmed and disconfirmed what you thought you knew about the future, and your own thinking. What is one takeaway for your learning (lessons, interests, personal objectives) and follow up on how it becomes more “true” and more relevant during the next few weeks? How did you listen to the other ones in your group (you might choose to use the listening tools from our project levels 1 to 4). After reflecting on their own, share 1 by 1.

Alternatives (extensions) to the game

Extention I Practice the Hope Wall

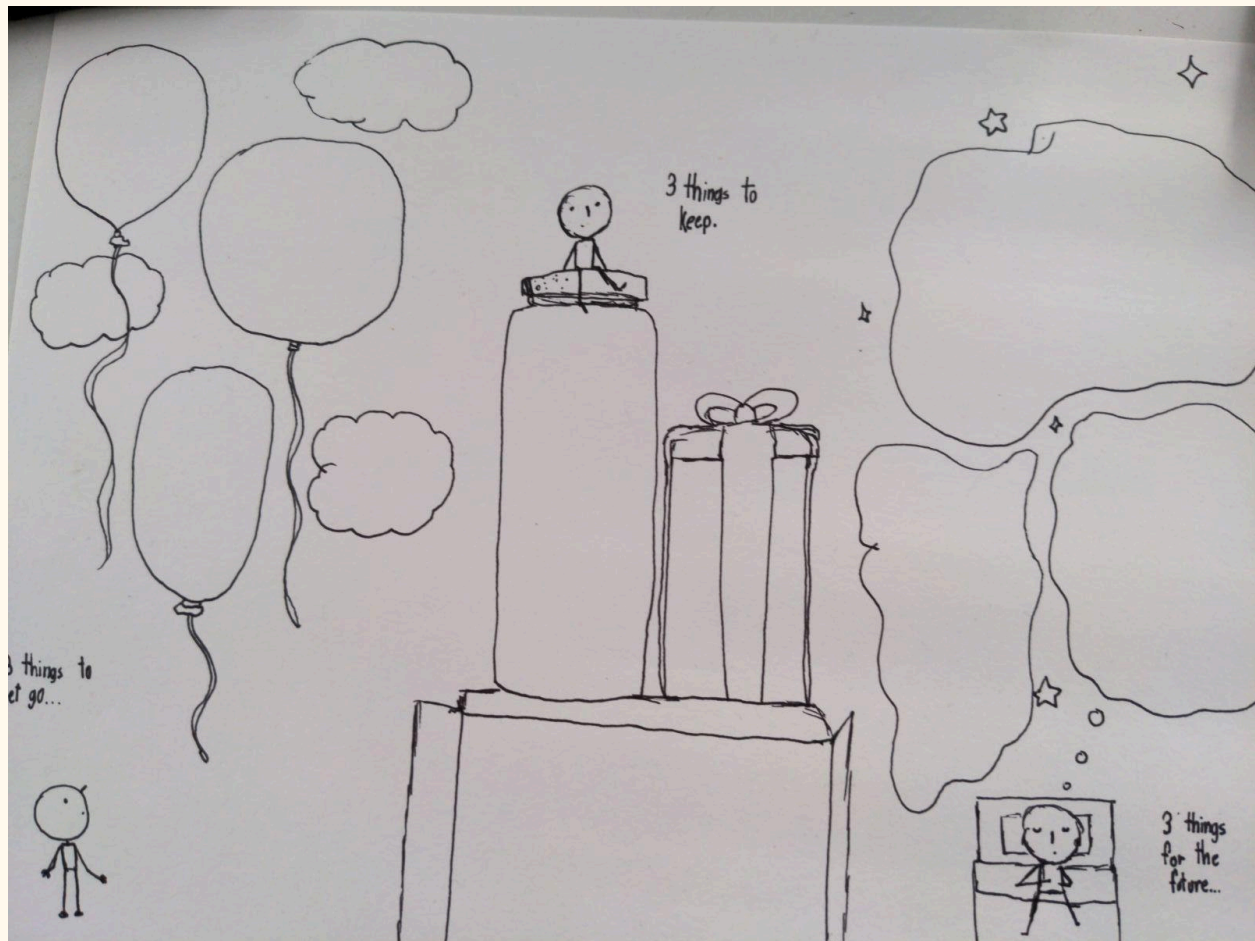
(more as learning objectives driven yet we can practice infinite mindset and the successes we want to achieve or the failures we think we learn from might come in different formats of what we initially thought (updating beliefs, learning objectives)

Image of individual and collective learning (generative thinking, listening)



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(drawing by Tea Cristescu,inspired by Eva Lota Lamm visual artist trainer)

Extension II Future camp- letter from the future to the self

If you choose to continue, from that alternative HOPE card, each student decides to write a short letter from future self to present self (stay focused to the journey no need to go into some kind of narration) and choose from the linked future skills bingo card 1 main and 3-4 secondary skills this future self-acquired as they adventured in pursuing this job/activitiy/learning or SDG project (improving a challenge for the immediate community if that is relevant). [BINGO FUTURE SKILLS](#)

EXTENTION III

FUTURE of schooling in ALTERNATIVE FUTURES in a shifted baseline world (FUTURES literacy -UNESCO and climate change teaching and learning as if SDG matter)



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Context:

“IT IS IMPOSSIBLE TO IMAGINE DECARBONISATION IN THE NEXT PERIOD WITHOUT ADDRESSING THE DEEP STRUCTURAL INEQUALITIES ..BIT BY BIT IT IS LIKE MORE AND MORE PEOPLE REALISE IT IS ABOUT SOMETHING MORE THAN SIMPLY SOLVING THE CLIMATE CRISIS...IT STARTS THE CONVERSATION ABOUT HOW WE ARE LIVING OUR LIVES...HOPES AND FEARS ANXIETIES ECONOMIC STORIES...INSECURITIES...AS IF CLIMATE EMERGENCY IS GIVING US PERMISSION TO OPEN UP THE WHOLE AREAS OF OUR LIVES THAT OFTEN STAY HIDDEN” (Narratives of Hope, J. Porrit⁵

Data-informed climate aware of social, political economic, and ethical *short scenarios* (we call them *What ifs*) and followed by stories told from that future. The facilitator asks and listens for the potential learning in the room of why yes and why no notice patterns of thoughts.

Choose a relevant SDG you choose to address (you can also offer different SDGs and each group of 4-5 students working on different SDGs. We advise you to make it relevant and close to your local ecology.

You can prompt students to deeply reflect on the school (classroom) how it looks, what sounds there are, smells, how we will learn in these alternative futures

Further principles for the facilitator:

Practice deep listening: the most effective intervention in dialogue is to be fully present, and not to interrupt unnecessarily.

- Suspend judgment and opinions (by observing when they creep in): listen in order to truly see the situation through the eyes and experience of the other.
- Practice generative conversation: avoid interrupting the flow with knee-jerk questions or opinions or making this all about you.

Source: Alternative Futures “What if” DesignMuseum Helsinki 2022-2023

[Task material for teachers \(pdf\)](#)

[Task A: a school day in the year 2050 \(printable, pdf\)](#)

[Task B: future object \(printable, pdf\)](#)

⁵ Kumar S & Cenkl P (2021) “In Transformative learning”. Jonathan Porrit is founder of the Forum for the future



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Moving into generative dialogue

10-15 min in the groups of students: after a moment of stillness, and resting attention (you might choose to use the Integrative Practices from the program) invite students to reflect on: 1. What is one element of surprise that felt their whole idea of schooling and learning can change? 2. How is that relevant for their own learning and future work - how is it helping or hindering them? 3. Where was it easy to pay attention to explore new possible ideas and where was it challenging -the mind become restless or maybe jumping to some form of conclusions? What is the personal take away in a simple format as “ from this practice I take....and I will be doing (some small action that feels easy to follow up with curiosity) and this person(s).... (friend, colleague, teacher, family etc) would be my support person (I can reflect back, they might help in some way).

Note for facilitation: If we choose to have peer-to-peer feedback we encourage listening from empathetic and generative ability using the format: as I listen to you this idea came to me, this action, this emotion. We do not know what others feel, or experience, we do not want to fix or give advice we are in the service of new possible learning /ideas.

Module 2 Integrative Leadership

Teaching with Petitioning

Climate citizenship in the relational state-based world

- The concept of climate citizenship draws from environmental citizenship research traditions
- Two major traditions in relation to which new ideas are formed: liberal and civic-republican (see [Dean's taxonomy](#))
- The dominating liberal tradition emphasizes the responsible individual and links with the idea of consumerist citizenship
- The civic-republican tradition emphasizes collective action through state-based structures thus relying on the formal political society

→ Relational & responsive lived climate citizenship challenges both traditions

Citizen activity is connected with responsible environmental relationships, especially from the perspectives of climate change

I recycle → the world is saved

We team up and propose a citizen initiative → the world is saved

The Finnish society is partly responsible for the Afghan asylum seekers detained at the Greek islands as their diminished living conditions are partly due to the increase in Finnish deforestation

DON'T BE A FOSSIL FOOL!

“Less bullshit, more future” (young people climate peaceful protest and cultural event, Helsinki, October 2022)

Context:

Students in a world of 21st-century challenges- swift unpredictable illogic, nonrepetitive, need multicultural competency, the ability to learn, work, and live together with many different cultures and ways of thinking. Continuing on the Pedagogy of the Heart of Paolo Freire, the more they will know and understand oneself and the place they come from the more they will open up to the world and become “true global citizens”. In the center of this inner process is the capacity to make up one’s mind.

“ Students have the right to worry about the environment so I change my curriculum to ease their worries” (Jarmo, Art Teacher, Finland).

Principles of practice

- Open Will (Pedagogy of Head-Heart and Hands)

It is part of Creativity skills to refuse to accept a systemic reality that is no longer at the service of the planet, humans, and more than humans. Creativity comes from the interpause between thoughts (Hill, 2014) Jenni Oddel defines this as “ occupying the space with non-action”.

To be aware that “refusal” or occupying the space with nonaction (J Oddel) just like vulnerability (Dr Bruce Perry) is a privilege not everyone can afford, or as Jenni Oddel explains the margins are much wider for ones than for others.

- Tolerance

Tolerance relates to agency; collectively cultivating attention so we can build new narratives and solidarity. Tolerance for occupying the space by many different people, with different cultural, and socioeconomic stories, skin colors, abilities and disabilities etc.

- Hold tension

HOLD tension allows a free-of-judgment space within the class agreement for dialogue listening and learning that will build students' image and practice for **Clarity** and **Attention** essential for critical thinking. Hold the tension can be in the form of not jumping to save the situation, to “say what the solution is” to allow students confusion just enough (that is why we call it the inner process of the teacher because only they will sense and know how much and when to intervene to support the process). Confusion is one of the main emotions behind creativity (Lonka, 2018).



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Practice (-30 min)

Reflect on something (topic) you care about in your life or community and you feel there is A CALL needed to ensure values or improved (better) life is preserved (around this certain topic)

Start with

- What is an inspiration? What inspires you...

Complete the following format

1 Your petition title goes here (focus on the change you would like people to support)

Keeping it short and to the point

Example: Support clean river preventive practices

No “stop the creativity killing of schools”

2 Focusing on the solution (action)

Example: Raise the minimum salary by...; paperless schools

3 Communicate urgency

“We cannot afford to allow our education system to deteriorate, as it not only produces experts across all professional fields but also guarantees the very basis of our democracy. Equality in the school system reduces inequality and fosters independent thinkers.”

Step 2:

Draw or scribe a poster to represent what you wrote.

Step 3: Peers dialogue

Preferably as a walk in the school yard, a near by forest/river or simply sending and moving freely around the class in pairs of 2 we present each the petition and the poster, the listening partners listens from an empathetic and generative listening, take a moment of silence after one finishes and the listening partners says thank you, then they switch same routine. At the end they ask for the signature of the petition of they believe in that action.



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Step 4: Class feedback

The teacher can ask about some of the topics, we can look for patterns and topics of attention for students, what where elements of surprise if the class might today engage with 1-2 of these petitions as they might resonate for the class today.

Module 3 Learning Happens in Relation

Beginners Mind - fresh new eyes for “habitual” learning spaces

COACHING STEAM toolkit

It can be “used” as a *Check-in* moment before “drawing the inner journey map” or as an activity in itself.

(tool by Annika Tonts, Art teacher at Pelgulinna Gymnasium in Tallinn, Estonia)

Phse I

Step 1: a moment of stillness or pausing

Step 2 Prompting (teacher)

It's easy to lose oneself if you begin to believe that you have heard, seen and experienced everything. This principle brings forward the idea that life is ever changing. No moment is the same as another. Each one is unique in nature and contains unique possibilities. The beginner's mind reminds us of this simplicity. The focus here is to not let your experiences become filtered by what you believe you already know.

JPick up your phone and explore your surroundings (classroom, holeway, the path you usually walk in the schoolyard) with a new perspective.

Try to see and take pictures of something you haven't



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“seen” or noticed from that angle before.

Create a series of 3 photos

Step3: Give it a title

As you come back to the classroom/ your collective sitting together, look at the 2 photos take a post it and give it a title (if this art photos would be in a museum they would be called).

Note to teacher: you can choose to focus this tool on a given topic and invite photos from nature, elements that we simply my normally miss otherwise without a lens of “fresh new eyes” relaxed attention.

Example:



(although it looks like the perspective is the sky, this is the mirroring of trees in the river water)

Phase II Collective sense making

Teacher facilitator can notice what patterns appeared with students- are there objects, emotions, more abstract concepts, are there titles to reflect a current worry/issue convey a message; based on these patterns we can group students and they can deepen the idea.

Individual takeaway



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1-2 minute of simply written on each student journal no need to report back, what was the sense feeling during this practice, is there something new surprising, what is one small thing they would like to take for their everyday life and activity.

Draw your inner journey map (reimagining learning paths)

Practice adapted from Kely Bird, MIT (Generative Scribing)

“Young climate leaders who dare to demand a future different from the ones of their parents desired a generation ago. These inspiring young people who question world leaders and policymakers build their courage with imagination” (Transformative Learning, Satish Kumar)

Outcomes of the practice

Power of Imagination, a strong imagination has the power and builds practice to disrupt/ break habitual patterns, it is also source of joy of learning (capacity to stretch capacity to learn while increasing wellbeing, students and teacher reporting a sense of “we do not know when the time passed” although it was a hard difficult lesson.

Critically thinking (as one everyday actions impacting on the whole system), mattering is a high thinking skills (O’Brien, 2021): Teaching with imagination, to teach with SDGs is to practice critical systems thinking (how one action here has an impact very far somewhere on the planet (Transformative learning, Satish Kumar).

Stepping into the unknown- what L Vygotsky called the proximity learning zone, outside comfort zone as part of flexible (infinite) mindser

Ability to Act in the World: making up one own mind (self-confidence, self awareness), part of engaging with the world, with others.

Practicing **Insightful Based learning** - for creative students, resilient students that find a strong desire to feel happy and well during uncertain futures and times. Practice and learning with little everyday insights, the effort of suspending the judgment and chattering of the mind (economy of attention), and notice insights backed by critical and scientific thinking in the classroom. There is also capacity to integrated knowledge, there is a fluidity of learning process (integrated curriculum) instead of scattered mind and learning.

Duration ~45 min



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Process

Preparation: drawing materials, or lego or rocks, sticks, leaves etc your creativity here is invited.
If scribing then paper and drawing utensils.

Prompting (teacher/facilitator reading the 3 questions for each question in silence and noticing the mind chattering coming back to what the pen wants to draw

The invitation is to stay with a topic of interest (it can be related to SDGs, or everyday life as long as it is meaningful and important to each student) teacher can choose a general topic (related to the subject or a certain project). It can also be used as a deep reflection after a SDG or teaching with climate change or an important class learning project, as a “way of looking back” with fresh new eyes.

Drawing the Learning Journey Map

Level1 (elements)

1. What is it that you are doing, or trust the most to emerge (something that holds energy seems interesting to you in this work, OR holds frustration

2. Level 2 (boundaries)

Whatever insights you might have received within this time of the program/questions or themes that attract your attention stay in an embodied sense

3. Level 3 (relation)

Imagine fast forward you meet yourself, you can see this person rather close to you sitting on a bench near you, as this future you looks back what do you want she/him to be proud of, what is the footprint you leave here? From that future self from the self you might say at the end she him opens the mouth and says something maybe an advice what it is said to present you?

4. Level 4 (the spirit of the map, the SEED- POTENTIAL)

Draw a seed in any shape, color, texture, or form you would like anywhere on the map, let your pen draw it anywhere follow the sense feeling there is not critical logical thinking at this point. Now standing from where you are on the map what are 1-2 actions that would allow/support that seed to grow, what is the element of surprise for you today and draw it (shapes, colors, texture)

Reflection and debriefing

Working in groups of 3-5 students
(15-20 min)



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Look at your map (you will keep it alive you can always transform, write over, and complete) give it a title, a feeling around it a bumper sticker. Share what feels right to share with the group receiving feedback/ feedforward in this format (it is important to practice this): As I am seeing your map and listening, this image, song, poem, story comes to my mind, as you said this...i sensed...It is really important to practice this kind of listening, feedback and cooperation, we do not offer advice and we do not know anything about someone else map yet we enjoy being part of seeing and hear from that map.

As a group Debrief and DEEPENING

Creating a [padlet](#), [flinga](#) or any visual (a board in the class) to collect some of the reimagining learning journeys, we can always come back to them add more critical thinking and reflection on learning objectives

Module 4 Science Communication- Storytelling and Futures Anticipation

Paradoxes/Polarities Game

This game-based tool is in the prototyping phase, work coordinated by HD McKay Director of Business Library at Vanderbilt University

Process

You can choose to print cards or handwrite them on pieces of cardboard or play it online. Kindly respect the author's right by mentioning the source.

Access the game here

https://www.canva.com/design/DAF8sfKWZek/tDHNS3o4IXT6s4NaaST4kA/edit?utm_content=DAF8sfKWZek&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

(alternative especially for younger age students Quandary - a Game-Based Learning Developed by MIT <https://www.quandarygame.org/>)



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