

AN EXAMPLE SET-UP

The workshop outlined below was facilitated with second-year students from the Energy Transitions course within the Academy for Built Environment & Logistics at Breda University of Applied Sciences (BUas).

This session was designed to support all three levels of BUas' Climate & Sustainability Education Intended Learning Outcome ([ILO 1](#)), ultimately inviting participants to make well-argued choices and decisions in crafting courses of action specific to the context of the built environment. It also aims to support [ILO 2](#) through triggering a reflection on students' own current and future roles (personal and professional) in contributing to sustainable development (ILO 2), especially for participants engaged in the built environment.

To illustrate how this session can unfold in practice, we share here one example of a workshop facilitated with students at BUas.

Through first watching a short film together (about the building of a regenerative house in the Spanish Pyrenees), a shared reference point was created which helped to align participants' collective thinking and provided an inspiring case study for the discussion afterwards. By offering an example of what it entails to design a building through a regenerative lens, students could take inspiration from the different aspects to be taken into account - in terms of process as well as the end product - and then share observations and insights together as a group. This provided a good foundation for the final small group exercise where students were asked to apply such an approach in designing a 'regenerative' BUas campus. In the example workshop set out below, we recommend narrowing the scope to a specific area of campus operations to help students focus and go deeper.

Example workshop design		
+/- 30 mins	Advance preparation	<p>a) Invite participants to listen to a podcast about building a regenerative house in the Pyrenees (the first 27 mins is sufficient; 62 mins in total).</p> <p>b) Invite participants to watch a short film clip (4 mins) about living in a biophilic community.</p>

		<p>c) (Optional: Invite participants to explore the Living Building Challenge website and some of the case studies highlighted: https://living-future.org/lbc/)</p>
15 mins	Welcome & introduction	<ul style="list-style-type: none"> • Introduce topic, making link(s) between the students' field of study and the built environment. • Outline purpose and structure of the workshop. • Briefly introduce concept (and two key principles) of regenerative design (see .ppt slides below)
40 mins	Film – viewing & discussion	<ul style="list-style-type: none"> • Watch the film together about building a regenerative house in the Pyrenees (25 mins) <ul style="list-style-type: none"> ○ Ask students to actively make notes as they watch • Afterwards, discuss their insights as a whole group (15 mins): <ul style="list-style-type: none"> ○ What examples were given of how to design a building regeneratively? (based on this film, the podcast and biophilic community film clip) ○ Some potential prompts could be: <ul style="list-style-type: none"> ▪ Rain water sole source of water ▪ Energy harvested from sun ▪ Wind direction to strategically cool house ▪ Use of natural materials (e.g. rescued driftwood) ▪ Biophilic design ▪ Bio construction ▪ Organic pond (self-maintaining) benefitting humans & wildlife ○ What can it mean in terms of the process (rather than only focusing on the end product)? ○ Some potential prompts could be: <ul style="list-style-type: none"> ▪ Spending a full year observing how life works in the place before building anything ▪ Employing skilled local young people still interested in traditional skills ▪ Volunteers offered free accommodation and learning about regenerative design on the job in return for their labour ○ Explain that we have looked at the context of a building; now we're going to think about how we could apply this thinking to our university campus.

5 mins	<i>Break</i>	
25 mins	In small groups	<p>Option 1:</p> <ul style="list-style-type: none"> Introduce some of the current topics/themes regarding campus operations from which students could choose one as a focus for their ‘regenerative campus’ challenge (e.g. energy consumption/generation, water management, waste, mobility, procurement, biodiversity/nature, catering etc.). Students work in small groups to reflect on: <ul style="list-style-type: none"> How could sustainability measures around this topic be lifted to the next level by considering the possibilities through a regenerative lens? <p>Option 2:</p> <ul style="list-style-type: none"> Participants are given a ‘blank canvas’ to start designing their own ‘regenerative campus’. Students work in small groups to reflect on: <ul style="list-style-type: none"> What would be your first steps in thinking about the process?; Where would you start, and what could be the role of the natural environment/nature in this context?
10 mins	Presentations	<ul style="list-style-type: none"> Each small group provides a 2-3 min pitch of their ideas to the wider group, making sure to explain their choices.
15 mins	Harvesting: reflection memo	<ul style="list-style-type: none"> Introduce (individual) reflection memo as a way of helping students to identify their key insights/takeaways from the session and possible small steps that they could take personally, inspired by the session (see <i>template provided below this file: Reflection memo PDF</i>). <i>Optional (if time):</i> Students are invited to share some insights from their personal reflection with the group.
5 mins	Round-up	<ul style="list-style-type: none"> Link made back to the study course/programme and possible assignment.
Total workshop length: 1 hour 55 mins		