

AN EXAMPLE SET-UP

To illustrate how this session can unfold in practice, we share here an example of a workshop facilitated with students at BUAs. This design can be adapted to different class sizes, disciplines, and educational contexts, and can be replicated in any project-based or challenge-based learning environment.

The session was created to support all three levels of BUAs' Climate & Sustainability Education Intended Learning Outcome (ILO) 1, inviting participants to make well-argued choices and decisions in crafting context-specific courses of action. However, it also very much suited – and maybe even, particularly suited – to support students to develop themselves with respect to ILO 2. It assists students in unravelling and understanding positionality of stakeholders and encourages students to reflect on their own current and future roles—both personal and professional—in contributing to sustainable development.

To open the workshop, facilitators used the bubble exercise to demonstrate how our backgrounds and socio-cultural circles shape the way we see the world. One facilitator shared her experience as a Brazilian living in the Netherlands and how the “Brazilian bubble” influences everyday behaviours like cycling or socializing, which can look unusual or confusing to those with a non- [Brazilian perspective](#). The second facilitator shared his passion for “pixel golf” – playing golf games on PlayStation, describing how the rules, roles, and language used within the golf community – using discord as an example – are almost impossible to understand unless you belong to that bubble.

Students then completed the bubble exercise by sharing examples of their own bubbles. Examples ranged from musicianship, where students described the mindset, culture, and expectations of musician communities, to other personal and cultural bubbles that shape how they interpret situations.

Only after this grounding in positionality and perspective-taking was the content introduced. The topic was the nitrogen crisis, framed not only as an environmental issue but especially as a typical examples of a sustainability crisis that is proving difficult to resolve as a consequence of decision-makers not taking a systemic view and not considering the values and perspectives of all stakeholders involved.

The session closed with a collective conversation in which students shared how they now understood the crisis differently. They discussed possible alternatives and sustainability transition pathways, taking into account the full range of perspectives and social actors revealed through the workshop.

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| An example set-up | | |
| Welcome & Framing | Introduce the purpose of exploring transitions systemically. Explain the idea of “bubbles” and positionality as an entry point for understanding different perspectives. | 5–7 mins |
| Opening Exercise – Sharing Your Bubble | Begin by sharing one example bubble (light, non-controversial) to create safety. Participants then map and share their own bubbles, individually in pairs or small groups. | 10 mins |
| Curious Questioning Round Opening space for diversity of perspectives | Participants ask each other gentle, curious questions about their bubbles, creating an investigative yet light atmosphere. | 8 mins |
| Introducing the Topic | Present the sustainability challenge (e.g. nitrogen crisis), highlighting multiple stakeholder perspectives, uncertainties, and controversies. Participants connect these differences to the concept of bubbles and positionality. | 10–12 mins |
| Collective Dialogue | In plenary or small groups, explore how different bubbles, perspectives, and stakeholder positions shape systems, create lock-ins, or open pathways for transition. | 10–15 mins |
| Wrap-Up | Collective reflection on insights gained, shifts in perspective. | 3–5 mins |

Total time: ± 55–65 minutes