AN EXAMPLE SET-UP

The workshop described below was facilitated with groups of first-year students (in both the Dutch and English tracks) as part of the Tourism Mobility module within the Academy for Tourism at BUas.

This activity directly contributes to the BUas Climate & Sustainability Intended Learning Outcomes by having students discuss specific climate and sustainability issues, starting to analyse the interdependencies between these issues making well-argued choices and decisions in crafting courses of action to tackle this societal challenge (ILO 1).

Overview

This set-up assumes a level of content expertise from the educator. It comprises a 30 minute mini-lecture, plus a 2-hour workshop. Whilst covering quite extensive content, the lecture is kept short to allow the emphasis to be placed on the workshop activity.

Part 1 is a mini-lecture (+/- 30 slides) reflecting on the current situation regarding progress in sustainable development; looking back at some key milestones in the history of sustainable development since the 1970s; introducing the SDGs and some of the tensions and challenges they present (especially SDG 8: Economic Growth, and the dangers of fragmenting the SDG framework into individual SDGs); and finishes by highlighting the UN's Pact for the Future and its call for an alternative measure for progress to only GDP.

Part 2 is a 2-hour workshop based on a mini UN-style summit in which students start to think about how they understand 'progress' in the context of sustainable development and begin to generate ideas about how they feel it should/could be measured.

NB: If more time is available, an alternative set-up would be to spend longer on the content covered in the lecture, ideally spending several sessions over a longer period of time working though this content in an interactive way with students (not as a lecture) to allow for a deeper exploration of (some of) the key concepts touched on. Tip: some of the video clips from the series 'A history of sustainable development' could be used as supporting material

Workshop design

After a short discussion about key takeaways from the lecture, and a brief re-cap on the relevant statement in the UN's Pact for the Future, students are invited to discuss their own ideas in a workshop setting following a 'two-to-many' methodology.

Firstly, students work in **pairs** to discuss their immediate reflections on, and insights from, the lecture and their initial ideas about alternatives to GDP for measuring progress in the context of sustainable development. The pairs then couple up with another pair to form a group of **four**. The pairs exchange thoughts and build on each other's ideas – there is no need to come to a common agreement yet.

In the subsequent round, the groups of four then pair up to form groups of **eight**. In these groups, students now need to formulate a top 3 best ideas about alternative ways of measuring/ monitoring progress on sustainable development. They should also choose a spokesperson for their group.

In the final round, the groups of eight discuss and negotiate together in a whole class setting. The aim is for the groups of eight to present their best ideas to the other groups and, ultimately, to either seek agreement as to which idea they want to choose, or else reconcile their ideas to form a new, co-created solution. If agreement cannot be found, they may need to abort the dialogue without agreement.

During this process, participants will not only be encouraged to think critically about (and perhaps re-assess) what sustainable development means to them, but they will also experience the challenge of being open to, and endeavouring to align with and build on, diverse perspectives. The ultimate decision will be made by the spokespersons, but should be supported/agreed upon by the whole group.

After the final round, students are given the opportunity to reflect on the process, possibly making a connection between this activity and their particular field of study.

NB: 16 students would be the minimum number for this set-up to work. The formation of working in groups of 2-4-8 can be adjusted to fit the number of students.

Below is a suggestion for a 2.5-hour session design, incorporating both the mini-lecture and workshop.

Possible session design	
30 mins	**PART 1: Introductory mini-lecture** *(See mini lecture slides below as example)*
10 mins	*Break*

10 mins	**PART 2: Workshop**
	(See workshop slides below)
	
	• Warm-up exercise, for example:
	
	"Echo & expand"
	Objective: practice deep listening by reflecting and building on others' thoughts whilst inviting students to start thinking about their own values and beliefs about sustainability/sustainable development.
	
	1. **Individual reflection (1 min):** *"What is one mindset, habit or belief that, if more people shifted, could have the biggest positive impact on the world?"*
	2. **Group sharing (8 mins):**
	   • One person starts by answering the question in 2-3 sentences (30 secs)
	   • The next person **must first repeat or paraphrase** something they heard before adding their own thought (e.g. *"I heard you say X, and that made me think about Y…"*)
	   • This continues around the circle/class.
	3. **Debrief (1 min)**
	   • *"What did you notice about listening and building on others' ideas?"*

10 mins	**Introduction:** • Short discussion about key takeaways from the lecture • Brief re-cap on the relevant statement in the UN's Pact for the Future • Explain the activity
15 mins	**"Two"**

	• Students find a partner, or work with the person sitting next to them • They start to think and talk about the topic in pairs • Each student defines their own positionality; what is progress for them personally • Facilitators walk around and encourage/assist students to think about the consequences of their suggestions while helping the students to reflect on their values/assumptions
10 mins	*Break*
15 mins	**"Four"** • Couples find another couple • The couples share and discuss ideas and calibrate their personal opinions accordingly (no need to agree yet) • Facilitators walk around, listening in and supporting students to think about the consequences of their suggestions while helping the students to reflect on their values/assumptions
15 mins	**"Eight"** • Groups of four find another group of four • They establish a top 3 ideas (number 1 is the favourite - they should be able to explain why) • The group nominates one spokesperson for the next round (role of spokesperson: defend the group's position and make decisions on behalf of the group)
25 mins	**"Twenty-four"**

	The spokespersons decide together a new top 3 of solutions: 1. Spokespersons share the top 3 ideas of their group of eight students; non-spokespersons take notes (5 minutes) 2. The spokesperson checks with their group where the differences and similarities are; decide on a plan of approach (5 minutes) 3. Spokespersons discuss with each other again until a preliminary decision is agreed upon or until time is over (10 minutes) 4. Spokespersons check with their own group what they think about the preliminary decision (3 minutes) 5. Spokespersons agree or disagree with the preliminary decision – or, ideally, seek to reconcile what's been discussed by offering a combined new solution (2 minutes)
10 mins	Reflection (in pairs) based on questions such as: • ***How similar or different are your first ideas versus the final proposal?*** • ***How do you look at the SDGs now in comparison to before this workshop?*** • ***What aspect challenged you the most in this process?*** • ***What are your key takeaways from today?*** If time, invite some individuals to share their reflections.
Total: 2 hours 30 mins	