

## Eco-Art Toolkit for Youth Leaders

### Creativity, Climate Action, and Regenerative Futures



#### I. Theoretical Introduction: Eco-Art, Climate Advocacy, and Regenerative Youth Leadership

##### 1. Shared Vocabulary and Conceptual Foundations

This toolkit is grounded in a set of interrelated concepts that shape how climate action, creativity, and leadership are understood throughout the Eco-Art approach. Establishing a shared vocabulary is essential, as many of the terms used in climate discourse are interpreted differently across disciplines, cultures, and practice contexts.

Climate advocacy, as used in this toolkit, refers to intentional and value-driven actions aimed at influencing societal responses to climate change. It encompasses public engagement, cultural expression, dialogue, and policy-oriented action. Importantly, climate advocacy is not limited to formal political arenas. It also unfolds in communities, schools, public spaces, and cultural settings, where norms, narratives, and imaginaries are shaped. Advocacy is therefore understood as both a political and a cultural practice.



Regeneration and regenerative practices extend beyond the logic of sustainability. While sustainability often focuses on reducing harm or maintaining existing systems, regeneration seeks to restore, renew, and enhance ecological, social, and cultural systems. Regenerative approaches emphasize reciprocity, long-term responsibility, and the recognition that humans are embedded within living systems rather than external managers of them. In this toolkit, regeneration is treated not as an abstract ideal but as a practical orientation that informs how projects are designed, facilitated, and evaluated.

Eco-art refers to creative practices that engage with ecological themes and environmental justice, using artistic expression as a means of inquiry, communication, and intervention. Rather than defining eco-art by medium or discipline, this toolkit defines it by intent. Eco-art is understood as art that fosters reflection, dialogue, and action in relation to ecological systems and climate challenges. Creativity is approached as a form of knowledge production, capable of revealing insights that are not accessible through analytical or technical methods alone.

Creative climate action builds on this understanding by positioning artistic practice as a central mechanism for climate engagement. It translates complex scientific and systemic issues into experiences that are emotionally resonant and socially meaningful. Creative climate action does not replace scientific knowledge but complements it by addressing the cultural and emotional dimensions of climate change.

Systems thinking provides the analytical lens through which climate change is approached in this toolkit. Climate challenges are understood as interconnected, dynamic, and shaped by feedback loops, power relations, and unintended consequences. Systems thinking shifts attention away from isolated problems toward relationships and patterns, allowing youth leaders to engage with complexity without reducing it to simplistic solutions.

Youth leadership, in this context, is understood as a relational and facilitative practice rather than a hierarchical position. Youth leaders are seen as catalysts who create conditions for participation, learning, and collective action. Leadership is treated as a capacity that can be developed through practice, reflection, and collaboration rather than as an innate trait.



## **2. The Importance of Climate Advocacy and Regenerative Practices**

The urgency of climate change is widely acknowledged, yet progress toward meaningful transformation remains slow and uneven. One of the central reasons for this gap lies in the limitations of dominant approaches to climate communication and governance. Climate change is often framed as a technical or scientific problem, addressed through data, targets, and policy instruments. While these elements are necessary, they are insufficient on their own.

Information-based approaches frequently fail to engage people at an emotional and relational level. Climate change evokes fear, grief, anger, and uncertainty, yet these experiences are rarely acknowledged in formal discourse. As a result, many individuals disengage, feel overwhelmed, or perceive climate action as something distant and abstract. This disconnect highlights the need for approaches that engage not only the intellect but also imagination, emotion, and lived experience.

Climate advocacy therefore plays a critical role in bridging the gap between knowledge and action. By shaping narratives, creating shared experiences, and fostering dialogue, advocacy helps translate abstract challenges into collective responsibility. Cultural practices, including art, are particularly powerful in this regard, as they operate at the level of meaning-making and social imagination.

Regenerative practices are increasingly important in this context because they challenge the underlying assumptions of extractive and short-term systems. Rather than focusing solely on mitigating damage, regeneration invites a re-examination of how societies relate to nature, to each other, and to future generations. It emphasizes care, reciprocity, and long-term thinking, offering an alternative to models that prioritize efficiency and growth at the expense of resilience and justice.

For young people, the relevance of regeneration is especially pronounced. They are inheriting the consequences of past decisions while often being excluded from present decision-making processes. Regenerative approaches provide a framework through which youth can move beyond narratives of crisis and victimhood toward agency, responsibility, and creative contribution.



### **3. Youth Leaders as Drivers of Regenerative Climate Action**

Youth occupy a unique position in contemporary climate movements. They have demonstrated remarkable capacity for mobilization, visibility, and moral clarity. However, sustaining long-term impact requires more than protest and awareness-raising. It requires skills in facilitation, collaboration, systems thinking, and community engagement.

Future youth leaders are not only advocates but also translators. They operate at the intersection of scientific knowledge, institutional structures, and everyday lived experience. Through creative practices, they can translate complexity into accessible forms, enabling broader participation in climate conversations. Art, storytelling, and participatory practices allow youth leaders to engage diverse audiences and to address climate change in ways that resonate across cultural and social boundaries.

Leadership in this toolkit is understood as a collective process. Rather than positioning youth leaders as experts who deliver solutions, the Eco-Art approach encourages them to act as facilitators who hold space for exploration, uncertainty, and dialogue. This form of leadership aligns closely with regenerative principles, as it prioritizes relationships, shared ownership, and adaptive learning.

Creative processes also serve as training grounds for this kind of leadership. By working with ambiguity, experimenting with form, and engaging collaboratively, youth leaders develop the capacity to navigate complexity without resorting to oversimplification. They learn to balance urgency with care, and action with reflection.

### **4. Eco-Art as an Integrative Framework for Change**

Eco-art functions as an integrative framework that operates simultaneously at personal, social, and systemic levels. At a personal level, creative engagement supports emotional processing, identity formation, and a sense of agency. At a social level, it fosters dialogue, inclusion, and collective meaning-making. At a systemic level, it helps reveal structures, power dynamics, and leverage points that shape climate outcomes.





The experiences developed within **Regenerative Visions** demonstrated that when young people are given space to engage creatively with climate issues, their understanding deepens and their motivation becomes more sustainable. Creativity enables learning that is experiential rather than abstract, relational rather than individualistic, and forward-looking rather than reactive.

This toolkit translates those insights into practical methodologies that can be adapted and replicated in diverse contexts. It does not prescribe fixed outcomes but provides structures and practices that support emergence, learning, and regenerative action.

## II. General Introduction

### 1. Purpose of the Toolkit

The Eco-Art Toolkit for Youth Leaders is designed as a practical and inspirational resource for young people who want to address climate and environmental challenges through **creative, artistic, and participatory approaches**. Building on the experiences and learnings of *Regenerative Visions*, the toolkit translates workshops, leadership training, and creative practices into a format that can be reused and adapted by youth leaders and organisations in different contexts.

At its core, the toolkit recognises that climate action is not only about policies or technical solutions, but also about **culture, imagination, and relationships**. Eco-art offers a way to engage hearts as well as minds, making space for dialogue, reflection, and collective meaning-making.

#### Key intentions:

- ❖ Support youth leadership development through creativity
- ❖ Use art as a tool for climate awareness and engagement
- ❖ Encourage regenerative, caring, and inclusive practices

### 2. How to Use This Toolkit

This toolkit is intentionally flexible. It can be used as a complete programme, as individual modules, or as inspiration for designing new activities. Each chapter builds on the previous one, but they can also stand alone depending on available time and needs.

#### Each chapter includes:

- ❖ A short explanation of purpose and relevance
- ❖ Suggested activities (what to do) – see the Annexes
- ❖ Reflection prompts and worksheets (how to learn from it) – see the Annexes

Facilitators are encouraged to adapt language, examples, and timing to their local context.

### III. Chapters

#### 1. Chapter 1 – Grounding and Intention

**Focus:** Connecting personal values and emotions to climate action

This chapter establishes the emotional and ethical foundations of the Eco-Art Toolkit. In Regenerative Visions, it became clear that youth climate action is most effective and sustainable when it is rooted in personal meaning rather than external pressure. Before engaging with communities or designing creative actions, participants need time to reflect on their own relationship with nature, place, and climate change.

Grounding allows participants to slow down, recognise their emotions, and articulate why they care. This is particularly important in climate work, where feelings such as grief, fear, anger, or helplessness are common but often unspoken. By creating space for these emotions, youth leaders can build trust within the group and foster a sense of authenticity and shared purpose.

**Key elements:**

- ❖ Personal reflection on experiences with nature and environmental change
- ❖ Identification of values that guide climate engagement
- ❖ Recognition and validation of emotions connected to the climate crisis

By the end of this chapter, participants should feel more aligned with their motivations and more confident in bringing their full selves into the collective process.

#### 2. Chapter 2 – Collective Imagination and Trust

**Focus:** Building shared vision and group cohesion

Collective imagination is a powerful counterbalance to the dominant narratives of crisis and limitation that often surround climate change. In this chapter, participants move from individual reflection to collective exploration, using creative practices to imagine regenerative futures together.

Trust is not assumed; it is built through listening, shared vulnerability, and co-creation. Regenerative Visions workshops showed that when participants feel heard and respected,

they are more willing to experiment creatively and take collective risks. This chapter therefore prioritises processes that flatten hierarchies and encourage equal participation.

**Key elements:**

- ❖ Deep listening and dialogue within the group
- ❖ Creative exercises that surface shared values and aspirations
- ❖ Exploration of what a regenerative future could look and feel like

This chapter helps transform climate anxiety into collective hope, providing a shared vision that can guide later actions.

### **3. Chapter 3 – From Issue to Artistic Action**

**Focus:** Translating concerns into creative interventions

This chapter marks the transition from reflection to action. Participants learn how to identify a specific climate or environmental issue and translate it into an artistic intervention that communicates clearly and meaningfully.

Rather than starting with artistic techniques, the process begins with intention: what do participants want to express, question, or invite others to reflect on? From there, they explore which artistic formats are most appropriate for their message, audience, and context. This mirrors the design processes used in Regenerative Visions, where clarity of purpose was prioritised over scale or spectacle.

**Key elements:**

- ❖ Identifying locally relevant environmental or climate issues
- ❖ Clarifying intention, audience, and message
- ❖ Selecting artistic forms that align with values and resources

Participants are encouraged to see artistic action as an evolving process rather than a finished product.

### **4. Chapter 4 – Community Engagement Through Art**

**Focus:** Engaging others ethically and inclusively





Eco-art reaches its full potential when it opens space for dialogue and participation. This chapter prepares youth leaders to engage communities not as passive audiences, but as collaborators and co-creators.

Working in public or community spaces requires sensitivity to power dynamics, accessibility, and consent. In Regenerative Visions, youth leaders learned that community engagement is as much about listening as it is about sharing a message. This chapter emphasises respect for local knowledge and lived experience.

**Key elements:**

- ❖ Designing participatory elements that invite interaction
- ❖ Considering accessibility, inclusion, and safety
- ❖ Reflecting on consent, representation, and ownership

Participants develop skills to facilitate meaningful encounters rather than one-directional communication.

## **5. Chapter 5 – Care, Well-Being, and Sustainability**

**Focus:** Supporting long-term engagement and resilience

Care is a central pillar of regenerative practice. Climate action can be emotionally demanding, especially for young people who may feel a strong sense of responsibility for the future. This chapter explicitly integrates well-being into leadership, challenging the idea that constant productivity or urgency is necessary for impact.

In Regenerative Visions, participants highlighted the importance of rest, mutual support, and emotional honesty in sustaining their engagement. This chapter encourages youth leaders to recognise limits, set boundaries, and build collective care practices into their work.

**Key elements:**

- ❖ Emotional check-ins and reflective practices
- ❖ Collective approaches to care and support
- ❖ Sustainable pacing and realistic expectations

By embedding care into climate action, youth leaders can reduce burnout and strengthen long-term commitment.

## 6. Chapter 6 – Reflection, Evaluation, and Learning

**Focus:** Turning experience into learning

Reflection allows participants to pause, make sense of their experiences, and recognise both successes and challenges. This chapter introduces reflection and evaluation as learning tools rather than mechanisms of judgement.

In Regenerative Visions, creative reflection methods helped participants articulate personal growth and collective impact in ways that traditional evaluations often miss. This chapter therefore encourages multiple forms of reflection, including storytelling, drawing, and dialogue.

**Key elements:**

- ❖ Individual and collective reflection practices
- ❖ Creative and qualitative evaluation methods
- ❖ Feedback loops that inform future action

The emphasis is on learning and growth, supporting continuous improvement rather than perfection.

## 7. Chapter 7 – Documentation and Legacy

**Focus:** Ensuring continuity and knowledge-sharing

Documentation is an often-overlooked aspect of youth-led projects, yet it plays a crucial role in sustaining impact. This chapter encourages participants to document their processes and outcomes thoughtfully, ensuring that learning can be shared and built upon.

Rather than focusing solely on outputs, documentation here includes stories, reflections, and insights gained along the way. Regenerative Visions showed that such documentation helps participants recognise the value of their work and supports continuity beyond the project timeline.

**Key elements:**

- ❖ Ethical storytelling and consent
- ❖ Capturing both process and outcomes



- ❖ Thinking strategically about legacy and continuation

Participants are invited to see documentation as a form of care and recognition.

## 8. Chapter 8 – Ethics, Inclusion, and Power

**Focus:** Reflecting on justice and representation

Creative climate action is never neutral. This chapter invites participants to critically reflect on power dynamics, inclusion, and representation within their projects. It encourages youth leaders to consider who has a voice, who is visible, and who may be unintentionally excluded.

Drawing on discussions from Regenerative Visions, this chapter frames ethics as an ongoing practice rather than a checklist. It acknowledges that mistakes may happen, and that learning comes from reflection, accountability, and openness.

**Key elements:**

- ❖ Awareness of power relations and decision-making
- ❖ Reflection on inclusion and accessibility
- ❖ Commitment to regenerative, non-extractive practices

This chapter strengthens the ethical foundation of eco-art initiatives.



#### **IV. How to Run an Eco-Art Programme**

This section translates the toolkit into practical programme formats. The structures below are indicative and can be adapted based on context, resources, and participant needs.

##### **Half-day workshop (3–4 hours):**

This format is suitable for introductory sessions, festivals, or school settings. It focuses on grounding, collective imagination, and a short creative exercise that introduces eco-art as a tool for climate engagement.

##### **One-day workshop:**

A one-day format allows participants to move from personal reflection to the design of a small eco-art action. It includes grounding, collective visioning, action design, and reflection.

##### **Three-day intensive:**

This format supports deeper engagement and is ideal for trainings or exchanges. Day one focuses on grounding and trust-building, day two on creation and experimentation, and day three on public action, reflection, and care.

##### **Six-week programme:**

The six-week format supports leadership development and lasting impact. It gradually guides participants from personal reflection to collective action and legacy-building, allowing time for iteration, rest, and learning between sessions.

#### **V. Closing Note**

This toolkit was created at the conclusion of Regenerative Visions, but it is not an ending in the conventional sense. Rather, it marks a transition—from a bounded project to an open-ended practice. The tools, concepts, and approaches gathered here are intended to travel, to be adapted, and to evolve in response to new contexts, communities, and challenges.

Throughout this toolkit, eco-art has been presented not as a specialised artistic niche, but as a practical and accessible way of engaging with climate complexity. By combining



creative expression with systems thinking and participatory leadership, eco-art enables young people to navigate the emotional, social, and political dimensions of climate change. It offers a means to move beyond paralysis and fragmentation toward connection, agency, and shared responsibility.

A central insight underpinning this toolkit is that climate advocacy is as much a cultural process as it is a technical or political one. Facts and policies matter, but they gain traction only when embedded in narratives, relationships, and lived experience. Creative practices play a crucial role in shaping these dimensions. They create spaces where uncertainty can be held, where multiple perspectives can coexist, and where new imaginaries can emerge. For youth leaders, this capacity to convene and facilitate meaningful engagement is a form of leadership that is both powerful and necessary.

Equally important is the emphasis on regeneration. Regenerative practices invite youth leaders to think beyond harm reduction and to consider how climate action can contribute to restoring ecological systems, strengthening social bonds, and cultivating long-term resilience. This requires patience, care, and a willingness to work with complexity rather than against it. Eco-art supports this orientation by encouraging experimentation, reflection, and learning through doing.

The tools presented in this toolkit are deliberately flexible. They are not scripts to be followed, but structures that support adaptation and co-creation. Youth leaders are encouraged to modify exercises, develop new practices, and respond to the specific needs of their communities. In doing so, they become not only users of the toolkit but contributors to a growing body of shared knowledge and practice.

As this work continues, it is essential to remember that regenerative climate action is sustained through relationships. Collaboration across disciplines, cultures, and generations strengthens both impact and resilience. By sharing experiences, documenting practices, and remaining open to learning, youth leaders can help build networks of creative climate action that extend beyond individual projects and funding cycles.

In closing, this toolkit offers an invitation rather than a conclusion. An invitation to lead with creativity and care, to embrace uncertainty as a space for learning, and to imagine futures



that are not only sustainable, but regenerative. The responsibility of shaping those futures does not rest on youth alone, but youth leaders are uniquely positioned to catalyse change by bringing imagination, courage, and collaboration to the forefront of climate advocacy. The work does not end here. It begins again—wherever these tools are taken next.

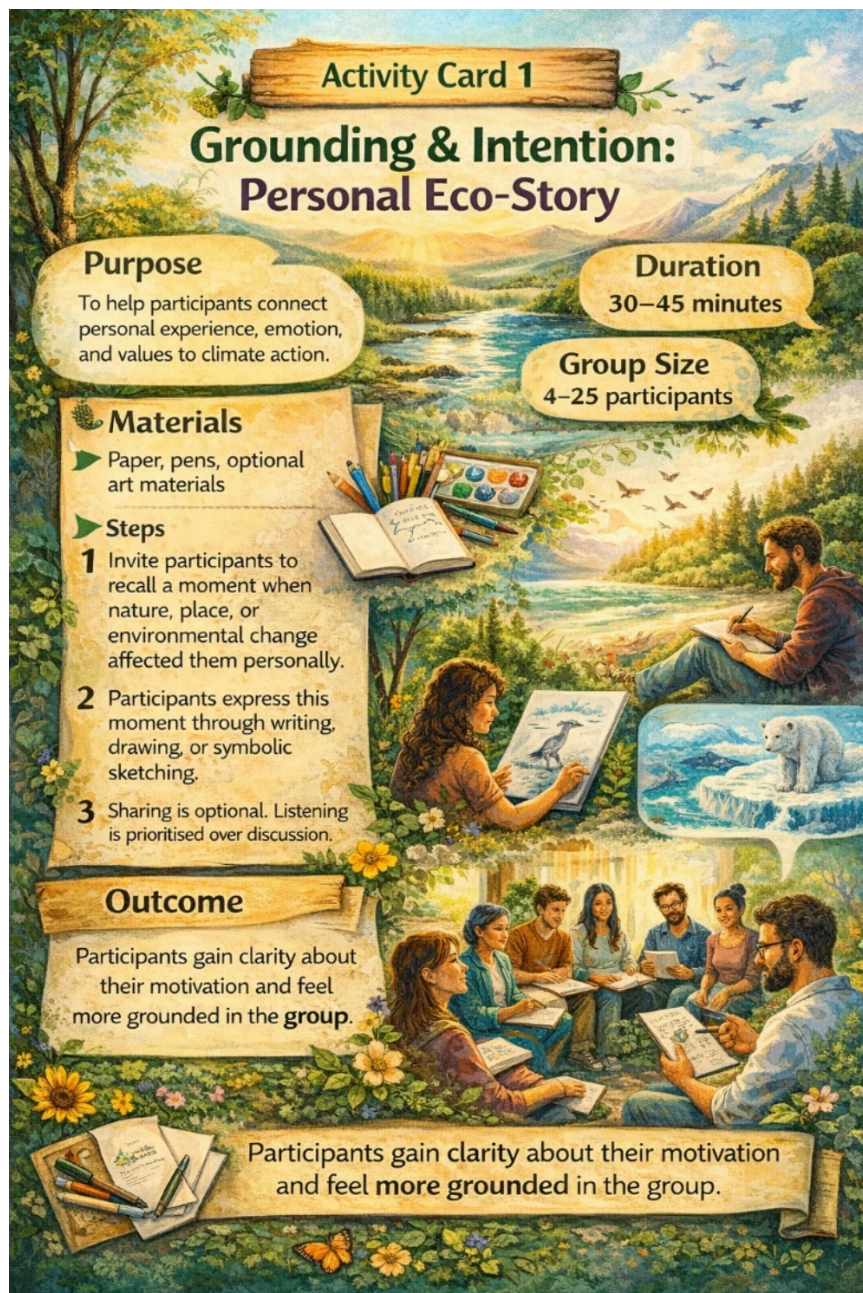


## VI. Annexes – Printable Activity Cards, Worksheets & Facilitator Notes

### 1. ANNEX A – ACTIVITY CARDS (FOR FACILITATORS)

Each Activity Card corresponds to a chapter in the main toolkit. Cards are designed to be printed, cut, and used independently.

#### Activity Card 1 – Grounding & Intention: Personal Eco-Story



**Activity Card 1**

## Grounding & Intention: Personal Eco-Story

**Purpose**  
To help participants connect personal experience, emotion, and values to climate action.

**Duration**  
30–45 minutes

**Group Size**  
4–25 participants

**Materials**  
Paper, pens, optional art materials

**Steps**

- 1 Invite participants to recall a moment when nature, place, or environmental change affected them personally.
- 2 Participants express this moment through writing, drawing, or symbolic sketching.
- 3 Sharing is optional. Listening is prioritised over discussion.

**Outcome**  
Participants gain clarity about their motivation and feel more grounded in the group.

Participants gain clarity about their motivation and feel more grounded in the group.



## Activity Card 2 – Collective Imagination: Vision Collage



**Activity Card 2**

### Collective Imagination: Vision Collage

**Purpose**  
To build trust and a shared vision of regenerative futures.

**Duration**  
60 minutes

**Materials**  
➤ Magazines, scissors, glue, large paper

**2 Steps**

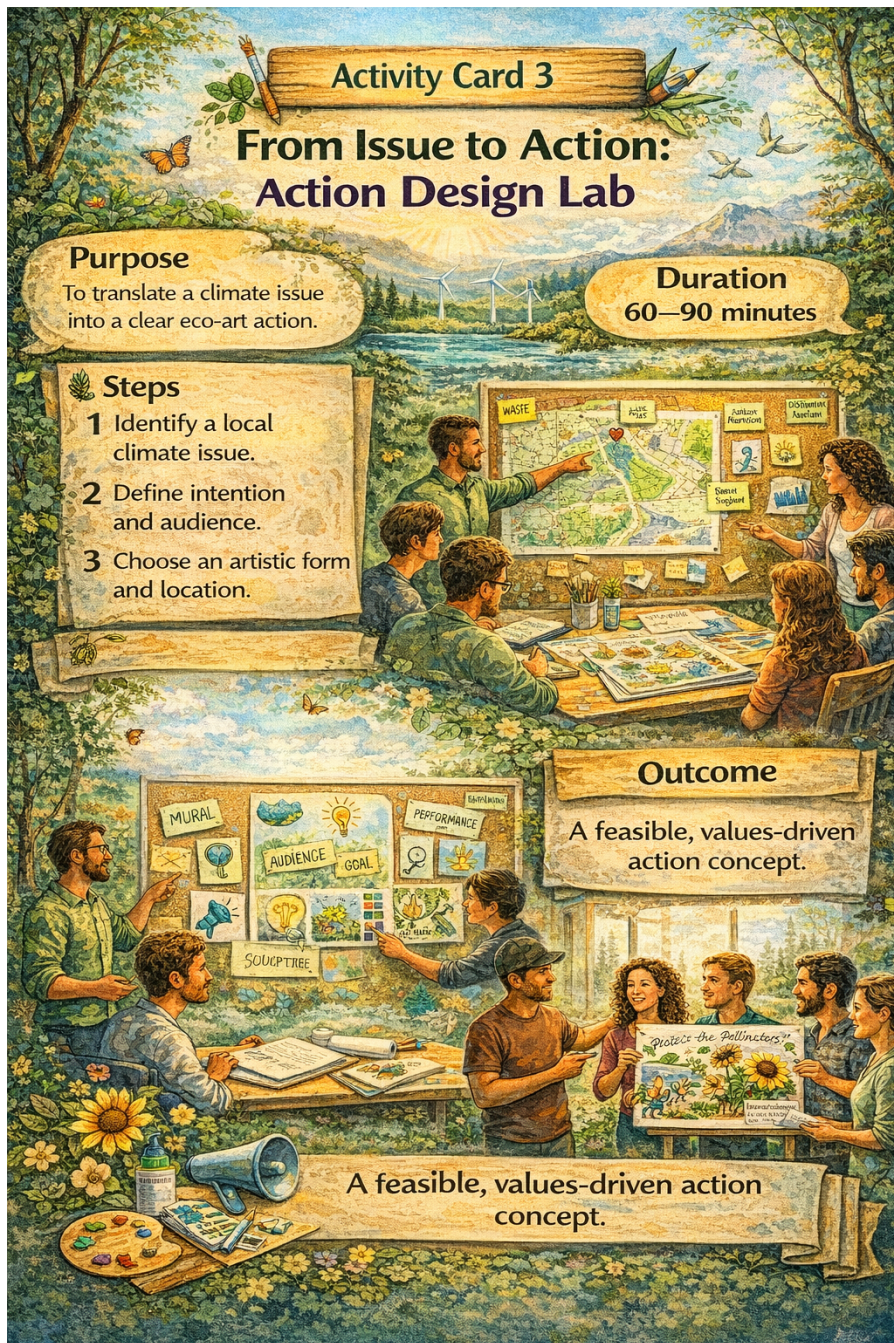
- 1 Small groups create a collage representing a future regenerative community.
- 2 Groups present their collage, focusing on values rather than solutions.

**Outcome**  
A shared imaginative reference point for later actions.

A shared imaginative reference point for later actions.



## Activity Card 3 – From Issue to Action: Action Design Lab



**Activity Card 3**

### From Issue to Action: Action Design Lab

**Purpose**  
To translate a climate issue into a clear eco-art action.

**Duration**  
60–90 minutes

**Steps**

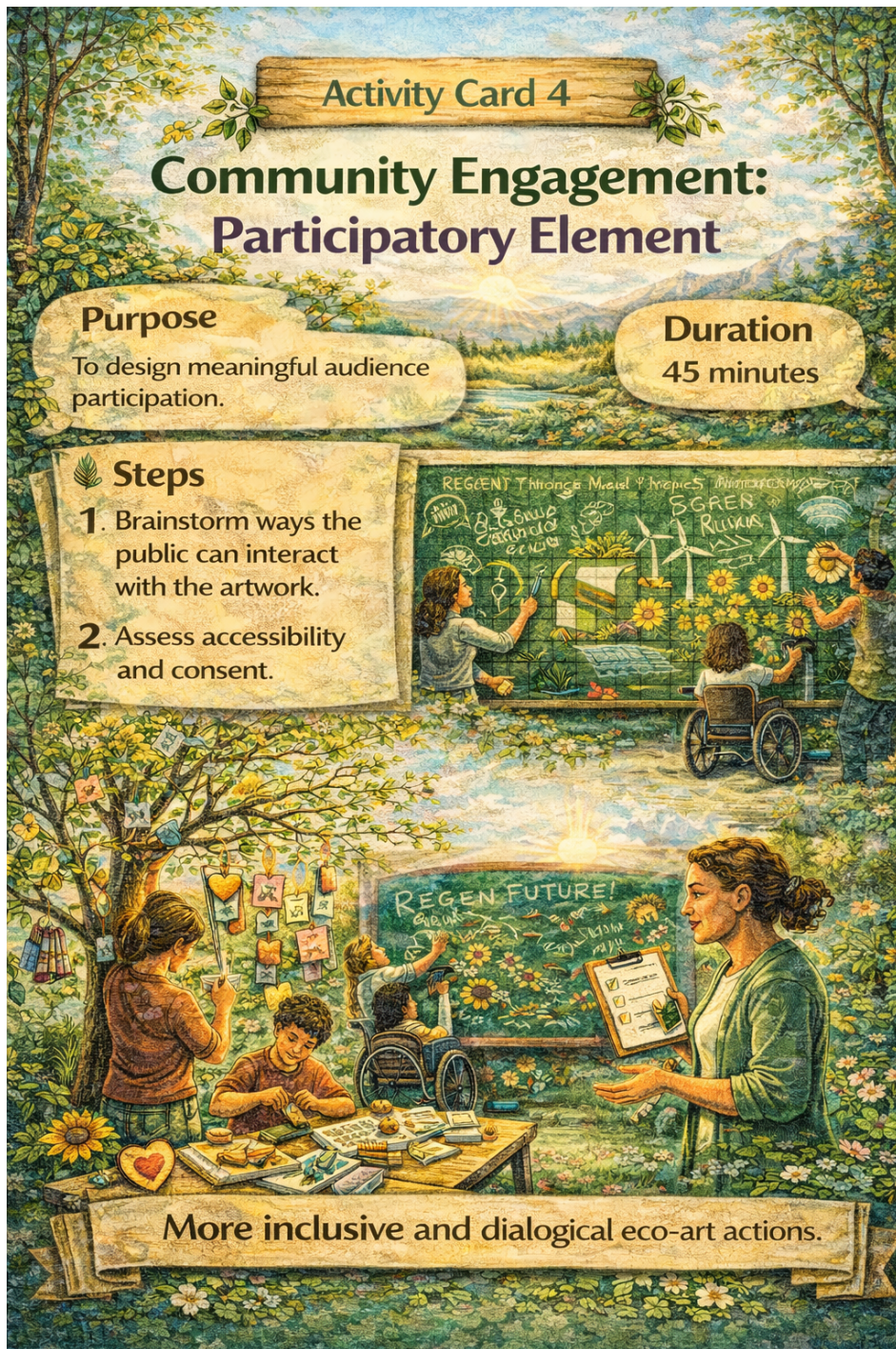
- 1 Identify a local climate issue.
- 2 Define intention and audience.
- 3 Choose an artistic form and location.

**Outcome**  
A feasible, values-driven action concept.

A feasible, values-driven action concept.



## Activity Card 4 – Community Engagement: Participatory Element



**Activity Card 4**

### Community Engagement: Participatory Element

**Purpose**  
To design meaningful audience participation.

**Duration**  
45 minutes

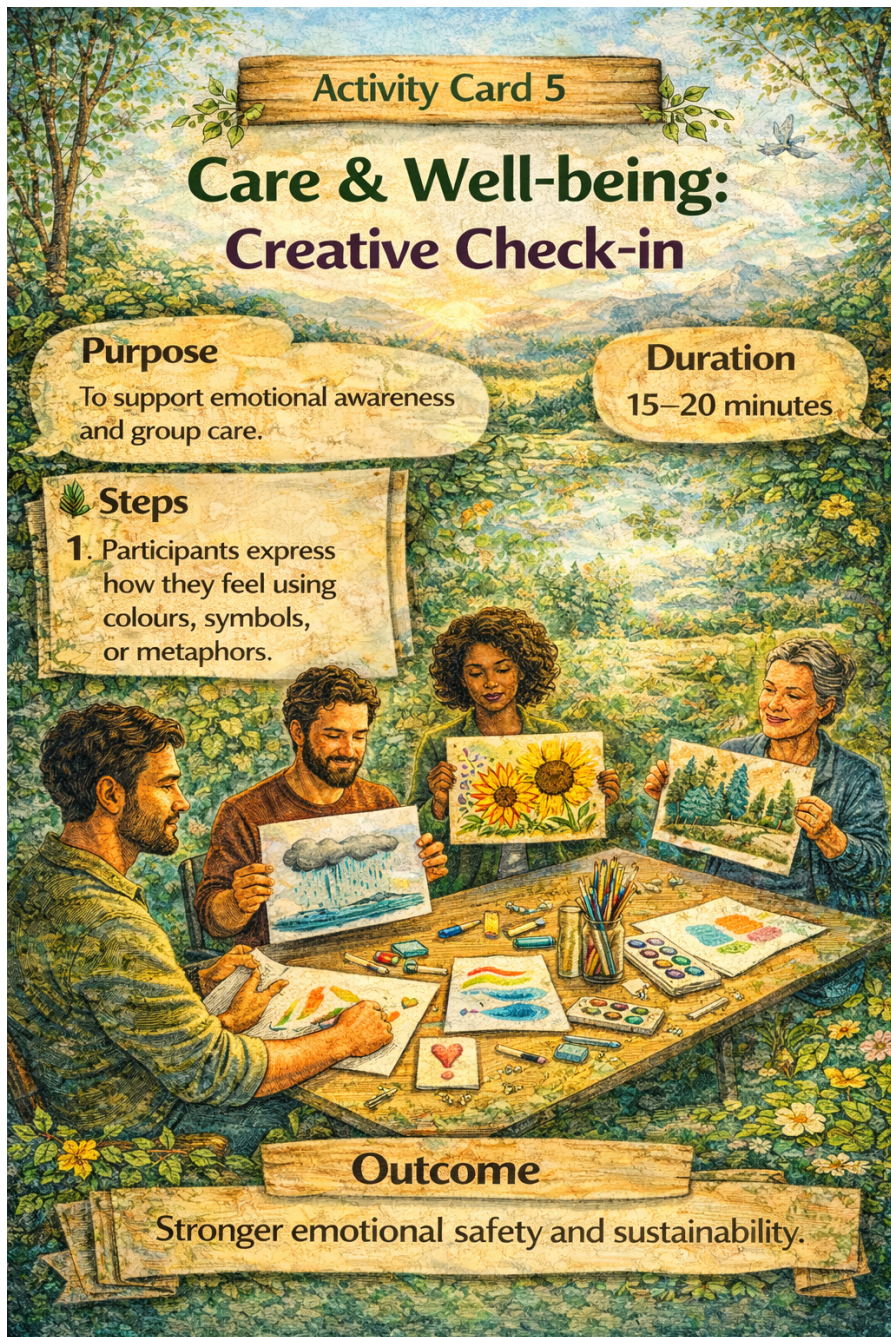
**Steps**

1. Brainstorm ways the public can interact with the artwork.
2. Assess accessibility and consent.

**More inclusive and dialogical eco-art actions.**



## Activity Card 5 – Care & Well-being: Creative Check-in



**Activity Card 5**

# Care & Well-being: Creative Check-in

**Purpose**  
To support emotional awareness  
and group care.

**Duration**  
15–20 minutes

**Steps**  
1. Participants express  
how they feel using  
colours, symbols,  
or metaphors.

**Outcome**  
Stronger emotional safety and sustainability.



## Activity Card 6 – Reflection & Learning: Creative Reflection Circle



**Activity Card 6**

# Reflection & Learning: Creative Reflection Circle

**Purpose**  
To turn experience into learning.

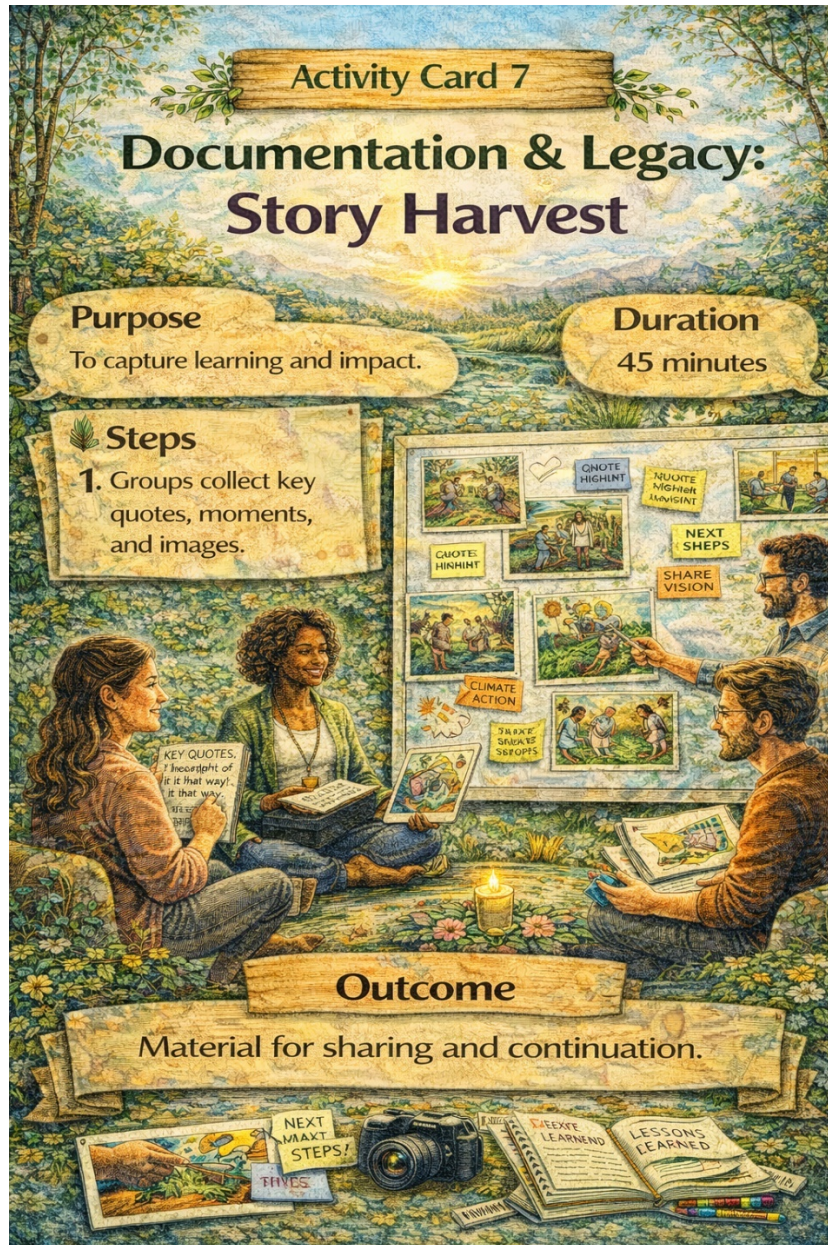
**Duration**  
30 minutes

**Steps**  
1. Participants reflect through drawing, storytelling, or mapping.

**Outcome**  
Shared understanding of impact and growth.

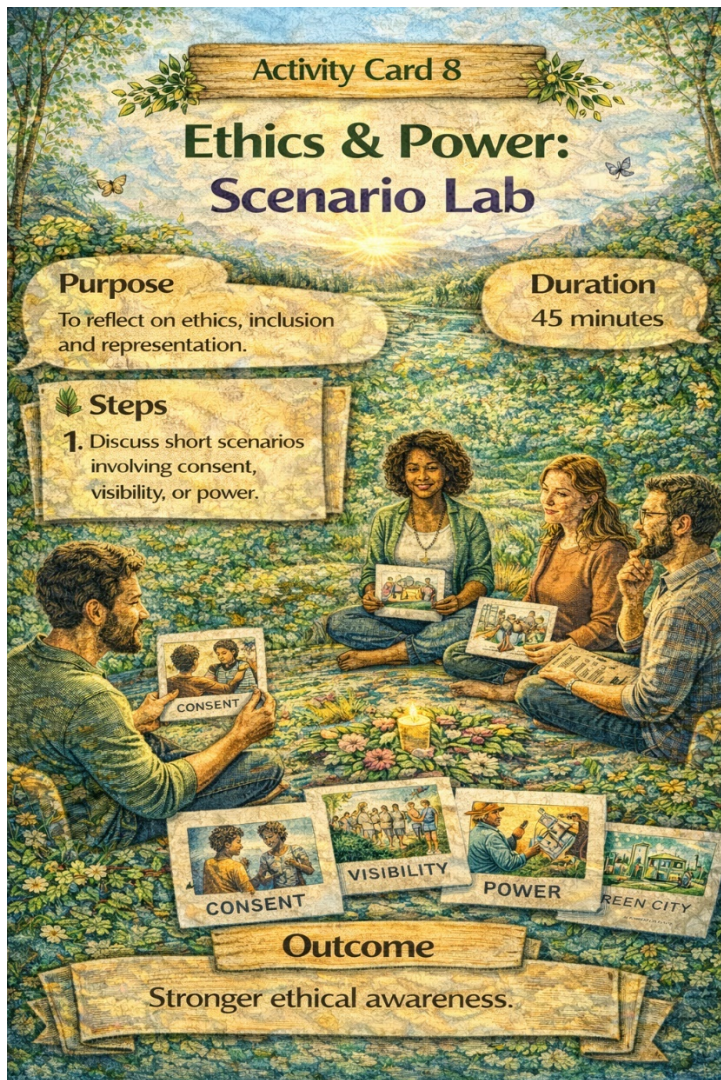
Illustration details: Five diverse people (three women and two men) are sitting in a circle on the grass in a lush forest. They are holding notebooks and drawing. A small fire with a candle is in the center. In the foreground, there are various art supplies: a jar of colored pencils, markers, and several completed drawings, including one of a river and another with the words 'AHA!', 'NEXT', and 'TRY'.







## Activity Card 8 – Ethics & Power: Scenario Lab



**Activity Card 8**

### Ethics & Power: Scenario Lab

**Purpose**  
To reflect on ethics, inclusion and representation.

**Duration**  
45 minutes

**Steps**  
1. Discuss short scenarios involving consent, visibility, or power.

**Outcome**  
Stronger ethical awareness.

## 2. ANNEX B – WORKSHEETS (FOR PARTICIPANTS)

### Worksheet 1 – My Climate Story

- A place that matters to me
- A change I have witnessed
- Emotions connected to climate change
- What motivates me to act

Here is also the ready document to use:

 [Worksheet 1 – My Climate Story](#)

**Project:** Regenerative Visions – Eco-Art & Climate Action

**Activity type:** Personal reflection & storytelling

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Age (optional):** \_\_\_\_\_

**Location (optional):** \_\_\_\_\_

### Introduction

Everyone has a climate story. Our experiences, emotions, and connections to place shape how we understand climate change and how we choose to act. This worksheet invites you to reflect on your own climate story. There are no right or wrong answers. You may write, draw, or use bullet points—whatever feels most comfortable for you.

Take your time, be honest, and remember: your story matters.

#### 1. A Place That Matters to Me

Think of a place in nature or your community that is important to you.

This could be: - A place where you grew up - Somewhere you feel calm or inspired - A place connected to memories, people, or traditions

**Guiding questions:** - What is this place? - Where is it? - Why does it matter to you personally?

**Write or draw here:**

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## 2. A Change I Have Witnessed

Think about a change you have noticed over time.

This change could be: - Environmental (weather, seasons, pollution, biodiversity) - Social or cultural (how people live, gather, or work) - Climate-related impacts on your community

**Guiding questions:** - What has changed? - When did you first notice this change? - How did it affect the place or the people?

**Write here:**

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## 3. Emotions Connected to Climate Change

Climate change can bring up many different emotions. All feelings are valid.

You might feel: - Hope, care, or motivation - Fear, sadness, or grief - Anger, frustration, or confusion - Responsibility or determination



**Guiding questions:** - What emotions do you connect with climate change? - When do you notice these emotions most?

**Write words, sentences, or a list:**

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#### 4. 🔥 What Motivates Me to Act

Despite the challenges, many things inspire people to take action for the climate.

**Guiding questions:** - What gives you hope or strength? - Who or what motivates you to care? - What kind of future would you like to help create?

**Write here:**

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#### 🌱 Closing Reflection (Optional)

Complete one or more of the sentences below:

**“My climate story matters because...”**

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**“After reflecting, I feel...”**



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 Remember

Your story is powerful. Sharing personal climate stories helps build empathy, connection, and collective action.

Thank you for taking the time to reflect.

## Worksheet 2 – Shared Values Map

- Values that emerged in the group
- Differences and common ground
- How these values guide action

Here is also the ready document to use:



Worksheet 2 – Shared Values Map

**Project:** Regenerative Visions – Eco-Art & Climate Action

**Activity type:** Group reflection & collective mapping

**Group / Team name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Location (optional):** \_\_\_\_\_

**Participants (first names or initials):** \_\_\_\_\_

### Introduction

Every group brings together different experiences, perspectives, and values. At the same time, climate action is strongest when it is guided by shared values and mutual understanding.

This worksheet helps your group identify: - The values that emerged during your discussions or activities - Where you share common ground and where differences exist - How your shared values can guide collective climate action

Work together, listen carefully to one another, and aim for respect and curiosity.

### 1. Values That Emerged in the Group

As a group, reflect on your conversations, stories, or creative activities.





**Guiding questions:** - What values came up repeatedly? - What values feel most important to this group? - Which words best describe what you care about?

Examples of values (you may use your own):

Care, justice, responsibility, creativity, solidarity, hope, respect, courage, community, connection to nature, equity.

**List the values that emerged:**

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(Add more if needed)

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## 2. 🔍 Differences and Common Ground

Groups are made stronger by both shared values and diverse perspectives.

### Common Ground

**What values do most or all group members share?**

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### Differences

**What values or perspectives are different within the group?**

(Differences are not problems—they can offer new insights.)

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### 3. How These Values Guide Action

Now think about how your shared values can shape what you do together.

**Guiding questions:** - How do these values influence the way we work as a group? - What kind of actions do these values encourage? - How can we make decisions that reflect these values?

**Write together:**

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#### Group Values Statement (Optional)

Create one short statement that captures your group's shared values.

*"As a group, we value..."*

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#### Reflection

**How did it feel to explore values together as a group?**

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#### Remember

Shared values help build trust, guide collective action, and keep groups connected—especially during challenges.

Thank you for taking the time to reflect together.

### Worksheet 3 – Action Planning Canvas

- Issue and message
- Audience and location
- Artistic medium
- Roles and resources

Here is also the ready document to use:

#### Worksheet 3 – Action Planning Canvas

**Project:** Regenerative Visions – Eco-Art & Climate Action

**Activity type:** Group planning & creative action design

**Group / Team name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Location (city / community):** \_\_\_\_\_

**Participants involved:** \_\_\_\_\_

#### Introduction

This Action Planning Canvas helps your group turn shared values and ideas into a concrete eco-art or climate action. It supports you in clarifying your message, choosing the right audience and place, deciding on an artistic medium, and organizing roles and resources.

Work collaboratively. Discuss each section together and write clearly so that everyone understands the plan.

#### 1. Issue and Message

Identify the climate or environmental issue you want to address and the key message you want to communicate.





**Guiding questions:** - What issue are we focusing on? (e.g. biodiversity loss, climate justice, waste, water, energy) - Why does this issue matter to us and our community? - What is the main message or question we want to share?

**Issue:**

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**Key message (one sentence if possible):**

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## 2. 🧑🧑 Audience and Location

Think about who you want to reach and where your action will take place.

**Guiding questions:** - Who is the main audience? (e.g. local community, youth, decision-makers, passers-by) - Where will the action or artwork happen? - Why is this audience and location important?

**Target audience(s):**

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**Location / space:**

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## 3. 🎨 Artistic Medium

Choose the creative form that best fits your message, audience, and values.

Examples: - Visual art (murals, posters, installations, sculpture) - Performance (theatre, movement, music) - Digital or media art (video, photography, social media) - Participatory or community art

**Guiding questions:** - What artistic medium will we use? - Why is this medium effective for our message? - Will people be able to interact or participate?

**Chosen artistic medium(s):**

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#### 4. Roles and Resources

Plan how your group will work together and what you need to make the action happen.

##### Roles

**Who will be responsible for what?**

- Coordination / facilitation: \_\_\_\_\_
- Creative lead(s): \_\_\_\_\_
- Communication / outreach: \_\_\_\_\_
- Logistics / materials: \_\_\_\_\_
- Documentation (photo / video / notes): \_\_\_\_\_

(Add or change roles as needed)

##### Resources

**What resources do we need?**

Examples: materials, space permissions, time, budget, skills, equipment, partnerships.

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##### Next Steps (Optional)

**What is the first small step we will take after this planning session?**

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## Remember

Strong climate actions are clearer, more inclusive, and more impactful when they are grounded in shared values, creativity, and collaboration.

Take action together.

## Worksheet 4 – Community Engagement Checklist

- Who is included?
- Who might be excluded?
- Accessibility considerations
- Consent and permissions

Here is also the ready document to use:

### Worksheet 4 – Community Engagement Checklist

**Project:** Regenerative Visions – Eco-Art & Climate Action

**Activity type:** Ethical planning, inclusion & care

**Group / Team name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Action / Project title:** \_\_\_\_\_

**Location (city / community):** \_\_\_\_\_

### Introduction

Creative climate actions are strongest when they are inclusive, respectful, and rooted in care for the communities involved.

This checklist helps your group reflect on **who is included**, **who might be excluded**, and how to act responsibly when working in public or community spaces. Use it together before finalising or implementing your action.

Tick the boxes, write notes, and discuss openly.

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#### 1. Who Is Included?

Reflect on who is currently part of your action or who it is designed for.

☐ Youth / young people





- ☐ Local community members
- ☐ People directly affected by the issue
- ☐ Artists / creatives
- ☐ Activists / organisers
- ☐ Educators / schools
- ☐ Community organisations
- ☐ Other: \_\_\_\_\_

**Notes:**

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**2. Who Might Be Excluded?**

Think carefully about who may not be able to participate, access, or feel welcome.

- ☐ People with disabilities or access needs
- ☐ People with limited time or financial resources
- ☐ People from different cultural or language backgrounds
- ☐ Older people or very young children
- ☐ People without digital access
- ☐ People unfamiliar with art or activism spaces
- ☐ Other: \_\_\_\_\_

**Why might they be excluded?**

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### 3. Accessibility Considerations

Consider how accessible your action is in practice.

#### Physical & sensory access

- ☐ Step-free access / seating available
- ☐ Clear signage and information
- ☐ Quiet or low-sensory options
- ☐ Accessible toilets nearby
- ☐ Safe and welcoming public space

#### Communication & participation

- ☐ Clear and simple language used
- ☐ Multilingual information (if needed)
- ☐ Visual, audio, or non-verbal ways to participate
- ☐ No specialist knowledge required

#### **What can we improve to make this more accessible?**

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### 4. Consent and Permissions

Respect, consent, and transparency are essential—especially when working in public spaces or with communities.

- ☐ Permission obtained to use the space (if required)
- ☐ Consent from participants involved in the action
- ☐ Consent for photos, videos, or audio recordings
- ☐ Clear explanation of how images or content will be used
- ☐ Parental / guardian consent (if working with minors)



**Notes or follow-up actions needed:**

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### Final Reflection

**What is one concrete step we can take to make this action more inclusive and respectful?**

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### Remember

Community engagement is not just about participation—it is about care, consent, accessibility, and shared responsibility.

Thank you for taking the time to reflect before acting.

## Worksheet 5 – Care Plan

- Signs of overload
- Personal care practices
- How the group supports care

Here is also the ready document to use:

### Worksheet 5 – Care Plan

**Project:** Regenerative Visions – Eco-Art & Climate Action

**Activity type:** Well-being, care & sustainability of action

**Name (individual or group):** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Project / Action (if relevant):** \_\_\_\_\_

### Introduction

Climate action and creative activism can be meaningful and powerful—but they can also be emotionally and physically demanding. Caring for ourselves and for one another helps ensure that our work is sustainable, inclusive, and grounded.

This Care Plan invites you to reflect on signs of overload, identify personal care practices, and agree on how the group can support collective well-being. You can complete this worksheet individually, together as a group, or both.

### 1. Signs of Overload

Everyone experiences stress and fatigue differently. Recognising early signs of overload helps us respond with care rather than pushing ourselves too far.

**Guiding questions:** - What are my personal signs of stress, overwhelm, or burnout? - How do these signs show up in my body, emotions, or behaviour?





Examples: tiredness, irritability, loss of motivation, difficulty concentrating, withdrawal, anxiety.

**My signs of overload:**

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2. 🌱 Personal Care Practices

Personal care practices help us rest, recharge, and stay connected to ourselves.

**Guiding questions:** - What helps me feel grounded or calm? - What activities help me regain energy? - What boundaries do I need to protect my well-being?

Examples: spending time in nature, rest, movement, creative expression, talking to someone, taking breaks, limiting screen time.

**My personal care practices:**

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3. 🤝 How the Group Supports Care

Care is not only individual—it is also collective. Groups can create cultures that value rest, empathy, and mutual support.

**Guiding questions:** - How can we check in with each other? - How can we respond when someone is overwhelmed? - What agreements can we make to support care in our group?

Examples: regular check-ins, flexible roles, shared responsibilities, permission to step back, celebrating small wins.

**Our group care practices:**

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### Care Agreements (Optional)

Write one or two agreements your group wants to commit to.

*“As a group, we commit to...”*

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### Reflection

**What is one small step I (or we) can take to prioritise care this week?**

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### Remember

Caring for ourselves and each other is not a distraction from climate action—it is what makes long-term, meaningful action possible.

Thank you for taking care.

## Worksheet 6 – Reflection Journal

- What changed for me?
- What challenged me?
- What did I learn?

Here is also the ready document to use:

 [Worksheet 6 – Reflection Journal](#)

**Project:** Regenerative Visions – Eco-Art & Climate Action

**Activity type:** Personal reflection, learning & integration

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Workshop / Project phase:** \_\_\_\_\_

**Location (optional):** \_\_\_\_\_

### Introduction

Reflection is an essential part of learning, creativity, and climate action. Taking time to look back helps us recognise change, understand challenges, and integrate what we have learned into future actions.

This Reflection Journal invites you to pause and reflect on your experience. You may write freely, use bullet points, or draw if that feels right for you. Be honest and gentle with yourself.

#### 1. What Changed for Me?

Think about how this experience has affected you.

**Guiding questions:** - Did my perspective on climate, art, or community change? - Did I notice changes in my feelings, confidence, or sense of agency? - Did my relationship to others or to nature shift?

**Write here:**



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## 2. ⚡ What Challenged Me?

Challenges are a natural and important part of growth.

**Guiding questions:** - What felt difficult, uncomfortable, or uncertain? - Were there moments of disagreement, doubt, or frustration? - How did I respond to these challenges?

**Write here:**

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## 3. 🌱 What Did I Learn?

Learning can be practical, emotional, or relational.

**Guiding questions:** - What new skills, insights, or knowledge did I gain? - What did I learn about myself? - What did I learn about working with others or engaging communities?

**Write here:**

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### Looking Ahead (Optional)

**One thing I want to carry forward from this experience is:**

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### Closing Reflection

Complete one sentence (optional):

*“After this experience, I feel...”*

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### Remember

Reflection turns experience into learning. Taking time to look back helps us move forward with more clarity, care, and intention.

Thank you for reflecting.

## Worksheet 7 – Legacy Planning

- What should be shared?
- Who can continue this work?
- What support is needed?

Here is also the ready document to use:

 [Worksheet 7 – Legacy Planning](#)

**Project:** Regenerative Visions – Eco-Art & Climate Action

**Activity type:** Continuity, knowledge-sharing & future stewardship

**Group / Team name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Project / Action title:** \_\_\_\_\_

**Location (city / community):** \_\_\_\_\_

### Introduction

Every creative climate action leaves a legacy—through ideas, relationships, skills, and inspiration. Thinking about legacy helps ensure that the energy, learning, and impact of this work can continue beyond this project or moment.

This worksheet supports your group in reflecting on what should be shared, who can continue the work, and what support is needed to sustain it.

Work collaboratively and think realistically as well as hopefully.

#### 1. What Should Be Shared?

Reflect on what your group has created or learned that could be useful for others.

**Guiding questions:** - What outcomes, ideas, or practices are worth passing on? - What knowledge would be helpful for future groups or communities? - What stories, artworks, or methods should be documented?



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Examples: - Toolkits, worksheets, or guides - Artworks, performances, or exhibition formats  
- Stories, reflections, or lessons learned - Contacts, partnerships, or processes

**List what should be shared:**

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## 2. Who Can Continue This Work?

Think about who might take inspiration from, adapt, or directly continue this work.

**Guiding questions:** - Who could realistically carry this forward? - Who already has interest, skills, or connection to the issue? - Are there groups or institutions that could host or support continuation?

Examples: - Youth groups or collectives - Schools or universities - Community organisations or cultural spaces - Local activists, artists, or facilitators

**Potential people or groups:**

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## 3. What Support Is Needed?

For work to continue, support is often needed in different forms.

**Guiding questions:** - What kind of support would make continuation possible? - What resources are essential and which are optional? - Who could help provide this support?

Examples: - Time and coordination - Funding or materials - Space or permissions - Skills, mentoring, or training - Visibility, networks, or communication support

**Support needed:**

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 Next Steps for the Legacy (Optional)

**One concrete action we can take to support this legacy is:**

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 Closing Reflection

**Why does this work matter beyond this moment?**

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 Remember

Legacy is not about perfection—it is about creating pathways for others to continue, adapt, and grow the work in their own way.

Thank you for thinking beyond the present.

## Worksheet 8 – Ethics Self-Check

- Who benefits?
- Who decides?
- Who is visible or invisible?

Here is also the ready document to use:

 [Worksheet 8 – Ethics Self-Check](#)

**Project:** Regenerative Visions – Eco-Art & Climate Action

**Activity type:** Ethical reflection, power awareness & accountability

**Group / Team name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Project / Action title:** \_\_\_\_\_

**Location (city / community):** \_\_\_\_\_

### Introduction

Ethical reflection is a key part of responsible climate action and creative practice. It helps us become aware of power, representation, and impact—especially when working with communities, stories, and public spaces.

This Ethics Self-Check invites you to pause and reflect on **who benefits**, **who decides**, and **who is visible or invisible** in your action. Use it honestly and without blame; the goal is learning, accountability, and care.

You can complete this worksheet individually, as a group, or both.

#### 1. Who Benefits?

Consider who gains from this project or action.

**Guiding questions:** - Who benefits directly from this work? - Who benefits indirectly? - Are the benefits shared fairly?





Examples of beneficiaries: - Community members - Participants or audiences - Organisers or artists - Institutions or organisations - Funders or partners

**Write your reflections:**

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## 2. 🗨️ Who Decides?

Power often shows up in decision-making. Reflect on how decisions are made.

**Guiding questions:** - Who has the power to make key decisions? - Whose voices are heard most? - Who has less influence or is not involved in decisions?

Consider decisions about: - Themes and messages - Artistic form and location - Use of stories, images, or voices - Timing, partnerships, and resources

**Write your reflections:**

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## 3. 👁️ Who Is Visible or Invisible?

Visibility shapes whose stories are told and whose experiences are recognised.

**Guiding questions:** - Who is made visible through this action? - Whose stories, identities, or labour might be invisible? - Are any groups spoken *about* rather than *with*?

Think about visibility in: - Artworks and messaging - Public communication and media - Credits, acknowledgements, and authorship

**Write your reflections:**

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 **Ethical Adjustments (Optional)**

Based on this self-check:

**One thing we could change to make this work more ethical or fair is:**

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 **Closing Reflection**

**Why is ethical reflection important for our climate and creative work?**

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 **Remember**

Ethics is not about having perfect answers—it is about asking better questions, listening deeply, and being willing to change.

Thank you for taking responsibility.

## 1. ANNEX C – FACILITATOR NOTES

### General Guidance

- This toolkit supports **process, not performance**.
- Emotional safety and consent are essential at all stages.
- Adapt timing and depth based on group energy and context.

### Managing Group Dynamics

- Encourage equal participation without forcing sharing.
- Be attentive to dominant voices and invite quieter ones.
- Acknowledge emotions without trying to resolve them.

### Care and Safeguarding

- Normalise breaks and rest.
- Allow participants to step out if needed.
- Have referral information ready if difficult emotions arise.

### Adapting the Toolkit

- **Short formats:** focus on grounding, imagination, and one creative exercise.
- **Long formats:** allow time for iteration and reflection.
- **Different contexts:** adapt language and examples to local realities.

## 2. ANNEX D – HOW TO USE THIS TOOLKIT – GUIDANCE FOR FACILITATORS

This section is designed for youth workers, trainers, artists, and youth leaders (18–30) who are facilitating the Eco-Art Toolkit in workshops, programmes, or community settings. It explains *how* to work with the toolkit in practice, while remaining flexible and responsive to different contexts.

### 1. Your Role as a Facilitator

In this toolkit, facilitation is understood as **holding space rather than directing outcomes**. You are not required to be an expert in art, climate science, or activism. Instead, your role is to:

- ❖ Create a safe and inclusive environment
- ❖ Encourage participation and shared ownership
- ❖ Support reflection, dialogue, and creativity
- ❖ Pay attention to group dynamics and energy

Facilitators act as **guides and hosts**, helping the group move through reflection, imagination, and action without controlling the content or conclusions.

### 2. Choosing What to Use (and What to Leave Out)

The Eco-Art Toolkit is modular. You do not need to use every chapter or activity.

Before facilitating, consider:

- ❖ The time available
- ❖ The experience level of participants
- ❖ The emotional and social context of the group
- ❖ Whether the focus is awareness, skill-building, or action

It is better to go **deep with fewer activities** than to rush through many.

### 3. Preparing for a Session

Before the session:

- ❖ Read the relevant chapter(s) and Activity Cards

- ❖ Print worksheets and activity cards as needed
- ❖ Prepare materials using low-impact or recycled options
- ❖ Reflect on your own motivations and boundaries

Ask yourself:

- ❖ What do participants need most right now?
- ❖ What might feel challenging or sensitive?

#### 4. Creating a Safe and Inclusive Space

Safety in this toolkit is emotional as well as physical. Climate topics can evoke strong feelings.

Good practice includes:

- ❖ Making sharing optional
- ❖ Naming that different emotions are welcome
- ❖ Agreeing on basic group principles (respect, listening, confidentiality)
- ❖ Allowing participants to step out if needed

Avoid pressure to perform, disclose, or produce "good" art.

#### 5. Working with Creativity

Creativity in this toolkit is a **means**, not an end. Some participants may feel insecure about artistic expression.

As a facilitator:

- ❖ Emphasise process over results
- ❖ Encourage experimentation and play
- ❖ Validate all forms of expression
- ❖ Avoid comparing outputs

Remind participants that creativity includes thinking, storytelling, movement, and dialogue—not only visual art.



## 6. Navigating Group Dynamics

Pay attention to how power and participation show up in the group.

Support balanced participation by:

- ❖ Gently inviting quieter voices
- ❖ Limiting dominant speakers when needed
- ❖ Using small-group work to increase inclusion

If tension or disagreement arises, treat it as a learning opportunity rather than a problem to eliminate.

## 7. Care, Boundaries, and Well-being

You are not responsible for fixing participants' emotions. Your responsibility is to **acknowledge, contain, and refer** if needed.

Good practice:

- ❖ Build in breaks and pauses
- ❖ End sessions with grounding or check-outs
- ❖ Know your limits as a facilitator
- ❖ Have information about local support services if difficult topics arise

## 8. Linking Reflection to Action

Some groups may want to stay in reflection; others may rush into action. Both tendencies are natural.

Your role is to:

- ❖ Help the group reflect before acting
- ❖ Help them reflect again after acting
- ❖ Frame action as an experiment, not a final solution

## 9. Adapting the Toolkit to Different Formats

- ❖ **Short sessions:** focus on grounding and one creative exercise
- ❖ **Longer programmes:** allow time for iteration, rest, and feedback



- ❖ **Public settings:** prioritise consent, clarity, and accessibility

Always adapt language and examples to local cultural and social contexts.

## 10. After the Session

After facilitating:

- ❖ Reflect on what worked and what felt challenging
- ❖ Invite feedback from participants
- ❖ Document learning, not just outputs

Remember that facilitation is also a learning process.

### 3. ANNEX E – SELF-ASSESSMENT: YOU AS A REGENERATIVE YOUTH LEADER

This self-assessment is designed for **youth leaders aged 18–30** who want to reflect on their leadership practice in a regenerative way. It can be used individually, revisited over time, or integrated into training programmes and mentoring processes.

The assessment focuses on **learning and growth**, not performance or judgement. Regenerative leadership is understood here as an evolving practice rather than a fixed skill set.

#### How to Use This Self-Assessment

- ❖ Set aside quiet time (20–30 minutes).
- ❖ Answer honestly, based on your current practice.
- ❖ There are no right or wrong answers.
- ❖ Use the resources section to deepen areas you want to strengthen.

You may repeat this assessment every few months to track your development.

#### Part 1 – Relationship with Self

This section explores how you relate to yourself as a leader, including awareness, values, and well-being.

##### Reflection Statements

Rate each statement from 1 (rarely true) to 5 (very true).

- ❖ I am aware of my motivations for engaging in climate action.
- ❖ I can recognise my emotional responses to climate-related work.
- ❖ I set boundaries to protect my well-being.
- ❖ I allow myself rest without guilt.
- ❖ I reflect on my values when making decisions.

##### Reflection Prompt

Which of these areas feels strongest for you? Which needs more attention?

#### Part 2 – Relationship with Others

This section looks at how you engage with groups, peers, and communities.

### **Reflection Statements**

- ❖ I listen actively and without interrupting.
- ❖ I create space for diverse voices and perspectives.
- ❖ I am aware of power dynamics in group settings.
- ❖ I handle conflict with curiosity rather than defensiveness.
- ❖ I encourage shared ownership rather than control.

### **Reflection Prompt**

How do people usually experience your presence in a group?

## **Part 3 – Relationship with Action and Impact**

This section focuses on how you approach action, responsibility, and outcomes.

### **Reflection Statements**

- ❖ I focus on process as much as outcomes.
- ❖ I see actions as experiments rather than final solutions.
- ❖ I adapt plans when conditions change.
- ❖ I reflect on the impact of my actions on others.
- ❖ I value learning over perfection.

### **Reflection Prompt**

Where do you feel pressure to "get things right" rather than learn?

## **Part 4 – Relationship with Power, Ethics, and Justice**

This section invites reflection on inclusion, representation, and accountability.

### **Reflection Statements**

- ❖ I reflect on who benefits from the actions I lead.
- ❖ I question whose voices are missing.
- ❖ I seek consent when telling or sharing others' stories.
- ❖ I am open to feedback and critique.
- ❖ I take responsibility when mistakes happen.



## Reflection Prompt

What ethical questions come up most often in your work?

## Part 5 – Your Regenerative Leadership Snapshot

Take a moment to summarise your reflections.

- ❖ One strength I bring as a youth leader:
- ❖ One area I want to develop:
- ❖ One practice I want to commit to in the next month:

## Part 6 – Pathways for Growth and Learning

Below are suggested focus areas with resources to support your development. Choose one or two that resonate most with your self-assessment.

### A. Strengthening Self-Awareness and Resilience

**Focus:** Emotional literacy, reflection, and care.

#### Suggested Resources:

- ❖ Inner Development Goals (IDG) Framework – Being & Relating dimensions
- ❖ Mindfulness or nature-based reflection practices
- ❖ Journaling and reflective writing

#### Practice to Try:

Weekly personal check-in: What gave me energy? What drained it?