

FACILITATION GUIDE

Landscape Narratives (in person)

We have designed this workshop with our best intentions and experience and tested it in different landscapes around the world. However, we encourage you to change the activities and their timing to make the workshop work better for your landscape.

This workshop aims at: This module is designed to empower landscape partnerships with the ability to craft narratives that are not just stories but powerful tools for engagement and change. By understanding the landscape's multifaceted stories and effectively communicating them, landscape partnerships can play a crucial role in preserving the landscape's identity and promoting sustainable practices. The module emphasizes the importance of inclusivity, gender sensitivity, and the art of storytelling in creating narratives that are as diverse and vibrant as the landscapes they represent.

This workshop is for: a group of diverse stakeholders from the same landscape or Landscape Partnership: from farmers to governmental officials, non-governmental organizations, business owners, and more.

Modality, design, and adaptations

This is an in-person modular design that includes activities and elements that help the facilitator adapt this design to his/her target group. Elements can be adapted and removed as long as the learning objectives are respected and achieved. The design also includes a session for the start and closure of an event, but these can be deleted if the module is delivered together with other content (modules) as part of a longer training event.

Landscape Narratives is a topic containing abstract concepts and there is theory to convey, meaning that it is extra important to AVOID long moments of lecture without intermediate activities, Q&A, breaks, etc. Long (30 min+) lectures are unlikely to lead to knowledge transfer and retention.

The intended learning outcomes (learning objectives): After this session, learners are able to...

- Explain the shared meaning, and scope of the landscape narratives in the context of their landscape
- Identify and explain the importance of landscape narratives, and discuss their potential impacts and relevance for their landscape
- Recognize the communication needs of different stakeholders in the landscape
- Select the most appropriate formats and media for their landscape narratives according to landscape stakeholder needs
- Plan for co-creating a landscape narrative that serves the needs of landscape stakeholders

Preparation of the facilitator(s):

Understanding the content:

ILM Practical Guide: If you have little time during the session, we recommend sending the [ILM practical guide](#) beforehand and asking participants to read it or to skim it through. *Look for 'practical guide' on the webpage. Available in multiple languages.*

Understanding Landscape Narratives: Allow sufficient time for self-study to deeply understand the key concepts that are being introduced to the participants. The "additional info" section linked to each exercise in this guide can help you further. It is also recommended to seek opportunities to co-facilitate with a subject matter expert.

Understanding the landscape: We recommend facilitators familiarize themselves with the landscape and stakeholders. Especially if they are 'outsiders' to the landscape. This is a list of information that we advise you to gather and to adjust your session accordingly.

- stakeholder map
- known group and power dynamics
- any form of a baseline or capacity assessment of the landscape or stakeholders
- Information of the participants' prior knowledge on this topic, level of education, language(s), religion(s), socioeconomic status, Culture(s), profession(s), needs, expectations,...

Contextualizing and adapting the design:

After understanding the needs of the participants, it is time to adjust this training design to meet the needs of your target audience in the best way possible. Familiarize yourself with the design in this document and the activities and "learning flow" in it and decide how you want to change it.

Adding breaks and energizers: Add breaks and energizers to the design at whatever interval and length is common in your landscape. We recommend planning a break at least every 90 minutes.

Adapt, add, or take out exercises and activities: You may see the need to replace or change the content or order of the content to make it a better match for your target audience.

Writing a script: You can use the empty column called 'script' to write yourself and your co-facilitators a script. A script is the detailed version of the text you will say when explaining a concept, and the instruction for activities.

Preparing co-facilitation: We recommend having at least X facilitators per X participants for this workshop. That way you can distribute roles: one focused on delivery, one on listening, reading the room, helping clarify key points, and supporting the activities... We advise to have X assistant available as well. You can find more tips and tricks on (co-)facilitation [in this document](#).

PowerPoint Slides: This module package includes PPT slides. After revising the design, it is good to check that the order of the slides is still valid. Then add/take out any slides that meet the needs of your contextualized training.

Handouts for participants: Printed handouts are especially important should your participants not have access to electricity/internet.

- The original PowerPoint Slides can be used as a printed hand-out for participants, as it summarizes the main points of the module.
- Optional: Print the ILM Practical guide for the participants as a reference

Logistics:

Arranging a location: We recommend using a large space with a lot of daylight. Ideally, you have space to sit or stand in a circle with the full group, and space to work together in smaller groups using tables. When you have 10 or more participants: make 5 table groups. When you have less than 10 participants: make 1 table group per 2 participants.

You can also choose to work outdoors, at a relevant location in your landscape. Choose a location that is close to the houses or work of your participants. Other possibilities are churches, farmer schools, and community buildings as they often have big spaces to use for free.

Arranging a time and date: Will your participants be more likely to be available in the evening or during the day? In the rain or dry season? If you want to include parents with children, plan at a time when they don't need to take care of them. Or invite the children as well and have one co-facilitator take care of them and do a relevant activity with them.

Motivating your participants to join: Besides choosing the right location and timing, it can help to provide your participants with a meal, transport allowance, and/or a (financial) token of appreciation.

Preparing the group dynamics:

Creating a safe space to learn: This workshop is intended to be a group learning process. It centers on building trust-based relationships that stimulate (knowledge) sharing among stakeholders. Therefore, it is important to take your time to get to know each other during the session, if that is not the case already. We acknowledge that certain power relations might be at play in your group. You as a facilitator can help to ensure that everyone has equal opportunity to express their needs and opinions.

Managing observers: If you invite observers to your workshop, you could reflect on when they can be present or participating, and when not. There might be situations where the presence of observers will not allow every participant to express themselves fully and honestly.

Preparing the space:

Preparing flip-over sheets: Prepare flip charts/ flip-over sheets as mentioned in the material list. See X for examples of what they can look like.

Prepare the seating arrangement:

- Put the chairs in a circle
- When you have 10 or more participants: make 5 table groups. When you have less than 10 participants: make 1 table group per 2 participants. On each table place:
 - Handouts
 - some pens and markers
 - something to write on (note cards/ sticky notes/ paper)

- Hang or project the following flip-over sheets/ flipcharts on a visible spot on the wall, where participants can easily reach them and add sticky notes:
 - Open Questions
 - Resources
- Have the other flip-over sheet close by, and ready to be used
- Turn on some music
- Have some drinks and snacks ready

 Break	 Plenary explanation	 Group discussion	 Energizer/Ice-breaker	 Activity	 Assessment and Reflection
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Time	Length	Title	Description	Goals	Materials
The start					
09:00	15m	Buffer time	If people arrive later. Change this time to whatever is common in your landscape.	- Account for people arriving late - Fill in registration form - Prepare name tags - Give a personal welcome to participants	- a way to play music - a way to either project slides or hang flip-over sheets - drinks & snacks - lunch (if around lunchtime) - flip-over sheet: program of today
09:15	15m	Welcome and introduction program	Make participants feel welcome and get an overview of the day - Welcome the participants - Grab attention - Definition - Relevance - Program of today - Manage expectations - Zoom out - Connection with the larger ILM community - Practicalities	Make participants feel welcome and get an overview of the day	flip-over sheet: program of today
09:30	5m	Introduction flip-over sheets	- resources - open questions	Understand why and how flip-over sheets and other tools are used in this workshop.	- flip-over sheet: resources - flip-over sheet: open questions - tape to hang flip-over sheets on the wall
09:35	5m	Q&A	Clarifications and questions	Reduce uncertainties and ambiguities.	
09:40	20m	Introduction people	- Introduce circle practice - Check in with everybody - title in the box	To familiarize the participants with each other	Check-in questions: https://toolbox.hyperisland.com/
10:00	5m	Rules and Roles	Together list the rules and roles of today to create a safe learning space.	To create a safe space for learning and collaborating.	- flip-over sheet: rules and roles - pens or markers
Introduction to Landscape Narratives					

10:05	10m	What are Landscape Narratives?	Shared Meaning and Scope of Landscape Narratives: Every landscape has its unique stories. Understanding the shared meaning involves recognizing the common threads that bind these stories together and define the landscape's identity. Relevance of Landscape Narratives: Landscape narratives are not just stories; they are tools of engagement, conservation, and education.	- Participants start to have a Shared understanding of the meaning and Scope of Landscape Narratives - To activate the prior knowledge of the participants on the topic of the workshop.	- Empty flip chart for facilitator to harvest ideas - Slide or flip-over sheet with a short definition
10:15	20m	Connecting with the main topic and harvesting learning expectations	In a 1-2-4-all structure, ask the participants 1. Why the main topic is important to them and 2. what they are interested to learn more about Harvest the learning expectations in plenary	- To activate the prior knowledge of the participants on the topic of the workshop. - To start to create a shared understanding of the topic of the workshop.	- note cards or paper - pens or markers - flip-over sheet: [the topic of this module] - flip-over sheet: what do we want to learn today? - Slide or illustration with a representation of a landscape with people, animals, natural elements, people talking, doing activities (agriculture, livestock, culture).
10:35	15m	Break			
10:50	10m	Case example	Present an example of a Landscape Narrative from another landscape.		- Case example from another landscape (own or example provided) - Beamer (if using story map examples) - Internet (if using story map examples)
11:00	15m	Examples from the landscape	Participants find examples of a Landscape narrative from their landscape and the diversity and scope of different kinds of narratives are established.	- Participants appreciate the diversity of different landscape narrative types - Inspire participants to think more broadly and creatively about landscape narratives	Empty flip-over sheet to harvest examples
11:15	30m	Drawing a story (Option 1)	Choose between "Drawing a story" or "Make a Story Map" Participants draw a story and set up a "gallery-walk" exhibition.	Help digest the meaning and relevance of "landscape narrative"	- Empty flip-over sheets for drawing - Colored markers and pens - Stickers - Post-its - masking tape

11:45	40m	Making a Story Map (Option 2)	Choose between "Drawing a story" or "Make a Story Map". Choose this one only if you have stable internet, electricity, a beamer, and if participants have access to laptops.	Help digest the meaning and relevance of "landscape narrative"	- Beamer - Internet - Electricity - At least 1 laptop per group
12:25	15m	Reflection	Harvest and discuss any ideas, feelings, or questions that have come up in the participants after going through the content. Note down questions or action points on the parking lot where relevant.	Enhance and deepen the learning experience	
12:40	1h 00m	Lunch			
13:40	5m	Energizer	Post-lunch energizer to refreshen the body and mind for learning	To energize participants and prevent an after-lunch dip	
Connecting the right format with the right audience					
13:45	10m	Connecting with the audience		Participants recognize the importance of matching the right communication media with the right audiences	
13:55	10m	Landscape Narrative Format	Explanation of different landscape narrative formats	Participants can describe different formats through which landscape narratives can be conveyed	Pre-filled flip-over sheet or slide with landscape narrative formats
14:05	30m	Finding the right format for the right audience	Participants learn to match stakeholders with landscape narratives and formats	- Participants consider the communication needs of key stakeholders - Participants learn to select effective formats matching the communication needs of stakeholders	Pre-prepared grid on flip-over sheets (see slide)
Making Landscape Narratives work					
14:35	10m	Success Factors for Landscape Narratives	Co-Creation Process: Begin the collaborative process of crafting a landscape narrative that is inclusive, gender-sensitive, and representative of all stakeholders. Presenting, Sharing, and Budgeting for Landscape Narratives	Participants understand the importance of co-creating an Inclusive and Gender-Sensitive Narrative	slide/ flip-over sheet on Inclusive co-creation

				Participants understand the complexity of the process, and why it requires strategic planning and budgeting
14:45	45m		Making a plan to create a Landscape Narrative	- Empty flip-over sheets for participants - Pens and markers
15:30	15m		Break	
The end - Reflection and Learning				
15:45	2m		Open questions	What is important to co-create a compelling, inclusive, and gender-sensitive landscape narrative that resonates with diverse audiences?
15:47	15m		Reflection	Reflect on what they learned during the workshop as a whole. To solidify and deepen the understanding.
16:02	5m		Recap	Summarize the most important learnings according to you. To solidify the understanding.
16:07	2m		Next steps	1. Show them next steps 2. Give them additional resources and materials. To engage participants for the next steps.
16:09	5m		Feedback	Ask for feedback on the process of this workshop, you as a facilitator, and the content. Gather honest feedback to understand what worked and what did not to improve this workshop and your performance.
16:14	1m		Wrap-up	
16:15	0m		Feedback and assessment from the facilitator	

16:15

TOTAL LENGTH: 7h 15m

MATERIALS:

- Empty flip-over sheet for facilitator to harvest ideas in [What are Landscape Narratives?](#)
- Slide or flip-over sheet with a short definition in [What are Landscape Narratives?](#)
- slide/ flip-over sheet on Inclusive co-creation in [Success factors for Landscape Narratives](#)
- a way to play music in [Buffer time](#)
- a way to either project slides or hang flip-over sheets in [Buffer time](#)
- drinks & snacks in [Buffer time](#)
- lunch (if around lunchtime) in [Buffer time](#)
- flip-over sheet: program of today x 2 in [Buffer time](#) | [Welcome and introduction program](#)
- note cards or paper in [Connecting with the main topic and harvesting learning expectations](#)
- pens or markers x 2 in [Connecting with the main topic and harvesting learning expectations](#) | [Rules and Roles](#)
- flip-over sheet: [the topic of this module] in [Connecting with the main topic and harvesting learning expectations](#)
- flip-over sheet: what do we want to learn today? in [Connecting with the main topic and harvesting learning expectations](#)
- Slide or illustration with a representation of a landscape with people, animals, natural elements, people talking, doing activities (agriculture, livestock, culture). in [Connecting with the main topic and harvesting learning expectations](#)
- Pre-filled flip-over sheet or slide with landscape narrative formats in [Landscape Narrative Format](#)
- Empty flip-over sheets for participants in [Making a plan to create a Landscape Narrative](#)
- Pens and markers in [Making a plan to create a Landscape Narrative](#)
- Pre-prepared grid on flip-over sheets (see slide) in [Finding the right format for the right audience](#)
- flip-over sheet: resources in [Introduction flip-over sheets](#)
- flip-over sheet: open questions in [Introduction flip-over sheets](#)
- tape to hang flip-over sheets on the wall in [Introduction flip-over sheets](#)
- Case example from another landscape (own or example provided) in [Case example](#)
- Beamer (if using story map examples) in [Case example](#)
- Internet (if using story map examples) in [Case example](#)
- Empty flip-over sheet to harvest examples in [Examples from the landscape](#)
- Check-in questions: <https://toolbox.hyperisland.com/> in [Introduction people](#)
- Empty flip-over sheets for drawing in [Drawing a story \(Option 1\)](#)
- Colored markers and pens in [Drawing a story \(Option 1\)](#)
- Stickers in [Drawing a story \(Option 1\)](#)
- Post-its in [Drawing a story \(Option 1\)](#)
- masking tape in [Drawing a story \(Option 1\)](#)
- flip-over sheet: rules and roles in [Rules and Roles](#)
- Beamer in [Making a Story Map \(Option 2\)](#)
- Internet in [Making a Story Map \(Option 2\)](#)
- Electricity in [Making a Story Map \(Option 2\)](#)
- At least 1 laptop per group in [Making a Story Map \(Option 2\)](#)

Landscape Narratives (in person) - block details

The start

Buffer time

09:00 | 15m

If people arrive later. Change this time to whatever is common in your landscape.

MATERIALS

- a way to play music
- a way to either project slides or hang flip-over sheets
- drinks & snacks
- lunch (if around lunchtime)
- flip-over sheet: program of today

GOALS

- Account for people arriving late
- Fill in registration form
- Prepare name tags
- Give a personal welcome to participants

INSTRUCTIONS

Between 15 and 20 minutes.

Ideas for activities for early arrivals:

- Give each person a name tag with a specific color representing their sector or group. Ask people with the same color to get to know each other. Because they know they share a sector or group, they have a common ground from which to start a conversation.
- Place cards with conversation starters (related to the topic of the session) on the tables to help people start a conversation. This is particularly helpful for groups of people who don't know each other well.

Welcome and introduction program

09:15 | 15m

Make participants feel welcome and get an overview of the day

1. Welcome the participants
2. Grab attention
3. Definition
4. Relevance
5. Program of today
6. Manage expectations
7. Zoom out
8. Connection with the larger ILM community
9. Practicalities

ADDITIONAL INFORMATION

MATERIALS

- flip-over sheet: program of today

GOALS

- Make participants feel welcome and get an overview of the day

INSTRUCTIONS

Between 15 and 20 minutes.

Feel free to change the order of these points below if that makes more sense to your story. However, the order below will work in most instances. Explain in your own words:

1. **Welcome** the participants.
2. **Grab attention**: present a challenge, situation, or issue that the workshop will help solve. At the end of this workshop, the participants should be able to solve this.
3. **Module topic**: Explain the topic of the module: Landscape Narratives. Do so without giving away a definition, as this will be expanded upon in a later exercise
4. **Relevance**: Shortly explain how landscape narratives can help not only with bringing stakeholder groups closer and helping them understand each other but also communicate their identities within and beyond the landscape.
5. **Program of today**: First, explain the overall intention of this workshop: what are they going to learn? Then, explain the intended learning outcomes in an easy way. And show them the program of today.
6. **Manage expectations**: Ask the participants what they expect from today and answer if you plan to meet those expectations or not. Also, tell them what you expect from them.
7. **Zoom out**: Situate this workshop within the ILM action framework.
8. **Connection**: You are part of a larger ILM community in which other people are following these workshops too and have the same goal: to deliver sustainable landscape solutions for their landscapes. You can be part of this network by participating in this workshop. At the end, you can share your feedback, which contributes to the learning of the community as a whole.
9. **Practicalities**. Notify them about other practicalities like lunchtime, rules in the space, where to go to the toilet, etc.

Why is this important?

- Explaining the relevance increases learners' motivation which is a predictor for deeper learning.
- Presenting the intended learning outcomes in advance helps learners estimate their probability of success and thus can enhance motivation.
- Showing that they are part of a larger community (the feeling of 'we are all in this together') enhances motivation.

Introduction flip-over sheets

09:30 | 5m

- resources
- open questions

ADDITIONAL INFORMATION

MATERIALS

- flip-over sheet: resources
- flip-over sheet: open questions
- tape to hang flip-over sheets on the wall

GOALS

- Understand why and how flip-over sheets and other tools are used in this workshop.

INSTRUCTIONS

Approximately 5 minutes.

Explain about the flip-over sheets/flip charts:

- you will use **flip-over sheets** on which you will summarize what you discuss today. They will be created during the session.
- you have a specific flip-over sheet to collect **resources**. Participants are invited to share information on books, websites, or other resources on the topic of facilitation and write it on the flip-over sheet.
- you have a specific flip-over sheet for **open questions** (the fridge or parking lot). Participants and the facilitator can write down questions to 'park' which will be addressed at a later time.

Why is this important?

Using flip-over sheets can help visualize your points and can stay in the room during the session which helps participants to look back if needed. The specific flip-over sheet with open questions helps to keep discussions on topic, without dismissing other relevant questions. The flip-over sheet with resources can help to gather existing knowledge and experiences from the participants that you as a facilitator might not be aware of. It empowers them.

Q&A

09:35 | 5m

Clarifications and questions

ADDITIONAL INFORMATION

GOALS

- Reduce uncertainties and ambiguities.

INSTRUCTIONS

Between 5 and 10 minutes

Ask if they have questions before you move on.

Introduction people

09:40 | 20m

- Introduce circle practice
- Check in with everybody
- title in the box

MATERIALS

- Check-in questions: <https://toolbox.hyperisland.com/>

GOALS

- To familiarize the participants with each other

INSTRUCTIONS

Between 20 and 30 minutes. Take between 1 and 3 minutes per person.

Step 1: Introduce the circle: In this session, we sit in a circle. This way everyone has a chance to speak and to see each other when we speak. Conscious sharing: not using too much time, sharing what is critical, and practicing listening.

Step 2: Check in with everybody. Who are you, who do you represent, and what are you looking forward to today? If people already know each other well, you can add a [check-in question](#). You can model as the facilitator the type of answer you are looking for.

Step 3: Title in the box (optional): Ask everyone to write their official title on a name tag when they check in, and ask them to put it in a box that you place at the door once all the titles are in. This symbolizes that everyone is leaving their title at the door and that we appreciate everyone's opinion and needs, regardless of their position in the landscape.

Why is this important?

Learning in social interaction enables deeper understanding and more meaningful experiences. If you take time to build connections, you will benefit from it during the whole session.

Rules and Roles

10:00 | 5m

Together list the rules and roles of today to create a safe learning space.

ADDITIONAL INFORMATION

Examples of rules and roles:

Rules:

- Raise your hand if you have a question
- All questions are welcome, even stupid ones
- Listen more than you talk / Listen actively when people talk

- Respect other opinions
- Whatever is discussed in this space today, is not shared with others without permission.
- No phones and laptops
- Time management: Long and derailing conversations or monologues will politely be interrupted by the facilitators.
- Share your snacks
- Have fun :)

Roles:

- facilitators:
 - guiding the process
 - listening to feedback
 - time management
- participants:
 - being present and active
 - asking questions (because you are responsible for your learning process)
 - Provide feedback to the facilitators

MATERIALS

- flip-over sheet: rules and roles
- pens or markers

GOALS

- To create a safe space for learning and collaborating.

INSTRUCTIONS

Between 5 and 10 minutes.

How do we want to learn together today?

Step 1. If you already made a list of rules and roles during the previous day, refer back to them and ask if they need to be updated or not.

Step 2. Ask the group to agree on a list of **rules** and **roles** they can agree to make this workshop a safe space for learning and working together.

Step 3. Discuss each rule shortly to ensure a shared understanding. Ask for consensus before writing the agreement on the flip-over sheet.

Step 4. After the list is complete, ask the participants if they accept the rules and roles. Explain we can go back to those rules and adjust them, whenever we need.

Step 5. If you are co-facilitating this session, this is a good moment to explain why you are doing it together and what your different roles are.

Questions you can ask the group if they struggle to come up with rules:

- How do we go about diversity in this group?
- What kind of conflict can occur today? How can we deal with them?
- What does effective communication look like? What should we have more of? Less of?
- How do we approach challenging conversations?
- What would encourage you to best share your ideas and views openly?
- What degree of confidentiality do we agree to maintain?

Step 6: Complement if necessary (see additional info).

Why is this important?

This activity can help build trust in the group. By creating the list together, versus the facilitator showing a predefined list, the participants feel responsible and can take ownership during the session. This in turn helps the facilitator to reinforce the rules when needed.

Introduction to Landscape Narratives

GOALS

ILO: ...

What are Landscape Narratives?

10:05 | 10m

Shared Meaning and Scope of Landscape Narratives: Every landscape has its unique stories. Understanding the shared meaning involves recognizing the common threads that bind these stories together and define the landscape's identity.

Relevance of Landscape Narratives: Landscape narratives are not just stories; they are tools of engagement, conservation, and education.

ADDITIONAL INFORMATION

Explanation of Landscape Narratives:

Definition:

"Landscape narratives are the various stories, histories, and interpretations that help explain and add meaning to a specific area of land. These narratives include information about the land's geology, ecology, culture, and social aspects, providing a detailed and varied understanding of the landscape."

Deeper explanation:

A landscape narrative encapsulates the essence of a region's history, culture, and environment, weaving together the various elements that form its unique identity.

Landscape narratives are more than mere stories; they are fundamental tools for community engagement, environmental conservation, and education. They help in connecting people to their land and in fostering a deeper understanding and appreciation of their environment, revealing the common threads that bind their stories.

MATERIALS

- Empty flip-over sheet for the facilitator to harvest ideas
- Slide or flip-over sheet with a short definition

GOALS

- Participants start to have a Shared understanding of the meaning and Scope of Landscape Narratives
- To activate the prior knowledge of the participants on the topic of the workshop.

INSTRUCTIONS

Between 10 and 15 minutes.

Step 1: Ask the participants:

- What comes to mind when you hear the words: "Landscape Narratives"

Step 2: (Co) The Facilitator writes down the ideas of the participants in a clear and summarized way and checks with them if it is correct.

Step 3: After enough diverse ideas have been harvested, connect the ideas and link them to the definition of Landscape Narratives (see additional info).

Why is this important?

After activating prior knowledge, participants are more likely to integrate and accept the knowledge of this part. This is the moment when you explain the topic, it is the moment of actual knowledge transfer.

Facilitation tips:

- Make any plenary explanation max. 20 minutes. That is the maximum time most people can listen attentively. You reach better retention rates if you alternate theory and activities.

Connecting with the main topic and harvesting learning expectations

10:15 | 20m

In a 1-2-4-all structure, ask the participants

1. Why the main topic is important to them and
2. what they are interested to learn more about

Harvest the learning expectations in plenary

ADDITIONAL INFORMATION

Why are Landscape Narratives important?

Landscape narratives are very important because they tell us about the unique characteristics of a particular area and what effects these can have. They include not just nature, but also cultural, historical, and social elements.

Landscape narratives offer a complete way to manage landscapes. This method is unique because it includes many different aspects like culture and history, not just focusing on conserving nature.

This topic is key in Integrated Landscape Management (ILM) because it shows how everything in a landscape is connected—its ecology, culture, and social elements. It helps in understanding the landscape's identity better. This understanding is vital for good communication, involving different people and groups, and managing the landscape in a way that benefits everyone in the long term.

MATERIALS

- note cards or paper
- pens or markers
- flip-over sheet: [the topic of this module]
- flip-over sheet: what do we want to learn today?
- Slide or illustration with a representation of a landscape with people, animals, natural elements, people talking, doing activities (agriculture, livestock, culture).

GOALS

- To activate the prior knowledge of the participants on the topic of the workshop.
- To start to create a **shared understanding** of the topic of the workshop.

INSTRUCTIONS

Between 20 and 30 minutes.

1-2-4-all method

Step 1. (3-5 min) Think individually about the questions. Write down your answers.

1. Why do you think Landscape Narratives are important for you and your landscape?
2. What do you want to learn more about today?

Step 2. (5-10 min) Pair up and share your thoughts.

Step 3. (5-10 min) Make groups of 4 and share. Ask groups to choose something from their conversation to share with the larger group.

Step 4. (5-10 min) Ask each group to share their insights plenary.

1. One facilitator can take notes on question 1 on a flip-over sheet with the title *Importance of Landscape Narratives in X Landscape*. Try to summarize what is on this flip-over sheet after all the groups have shared.
2. Another facilitator can take notes on question 2 on the flip-over sheet with the title *What do we want to learn today?* You can use this at the end of the workshop to check with the group if you addressed them all or if there are still open questions.
3. The other facilitators can keep the conversation going, ask for clarifications, and appreciate the answers of participants.

Step 5: Summarize and complement on the importance of Landscape Narratives (see additional info). Use a slide or illustration of a landscape if possible.

Why is this important?

After the main program has been presented, learners are often curious and full of expectations. Addressing these and harvesting expectations opens the door for deeper learning in the program that is to follow. Facilitation becomes easier as the facilitator is aware of what the learner expects, and can do what is possible to meet those expectations or explain why they won't be met, perhaps giving recommendations about where else the learner can satisfy their curiosity.

Break

10:35 | 15m

INSTRUCTIONS

Between 15 and 30 minutes

Case example

10:50 | 10m

Present an example of a Landscape Narrative from another landscape.

ADDITIONAL INFORMATION

The case of the Risaralda Model Forest

<https://app.terraso.org/tools/story-maps/8099a35a/bosque-modelo-risaralda>

Kanuku Mountains Community Representative Group

<https://app.terraso.org/tools/story-maps/35ed5e16/the-kanuku-mountains-community-representative-group>

World water map

<https://worldwatermap.nationalgeographic.org/> The example of the World Water Map developed at Utrecht University, led by National Geographic Explorer Marc Bierkens, exemplifies a compelling narrative format for communicating complex environmental issues. This map visually represents the challenges of the current water crisis, showcasing how human consumption has dramatically altered the natural water cycle. By illustrating the disparity between water demand and availability, it highlights the urgent need for sustainable water management. This narrative format effectively combines scientific data, geographic visualization, and storytelling to engage a wide audience, making the abstract concept of a global water shortage both understandable and impactful. It serves as a powerful tool in raising awareness and prompting action towards resolving the water gap crisis.

Slilmalila Community, Macizo de Peñas Blancas Landscape

The older inhabitants of Slilmalila, a community in the Macizo de Peñas Blancas landscape in Nicaragua, originate from an indigenous Miskitu group from the Río Coco bordering Honduras. They were forced to migrate during the war in the 80's and still feel connected to Río Coco. In a series of sessions organized on Sundays after church, they would organize in small groups with mixed ages, so the elders could tell the youth about the landscape they grew up in, the pristine forest, and how they would make a living respecting nature. These stories were filmed, drawn, and written down so they could be remembered and communicated. Inspired by these stories, the community included traditional food and medicinal plants in the restoration plan of their micro-watershed.

Today the vegetation and tree cover are restored around the small but ever-growing stream crossing the Slilmalila village. With their heritage passed on, the community now also feels more rooted in their new home landscape and feels ownership over the environment that first felt alien to them. Today the elders can cook their traditional dishes for the youth to taste too, having access to those rare ingredients. Even a food dish tells a story about landscapes!

MATERIALS

- Case example from another landscape (own or example provided)
- Beamer (if using story map examples)
- Internet (if using story map examples)

INSTRUCTIONS

Between 10 and 15 minutes

Present one or more examples of a Landscape Narrative from another landscape. You may use one of your own choosing, or select one of the below:

- Risaralda Model Forest [with the StoryMap tool](#) (in Spanish), see link for additional info.
- Kanuku Mountains Community Representative Group: [StoryMap tool](#) (in English), see link in additional info
- World water map (see additional info)
- Story about Slilmalila (in English), see the story in additional info

Facilitation tips:

- Use maps, photos, videos, audio recordings, and narratives to curate an impactful story.
- You have a story to tell about your landscape — a collection of words, pictures, videos, or sound files that you want to associate with specific places. Terraso's story maps feature can help.
- How to make a story map <https://terraso.org/help/how-to-make-a-story-map/>

Why is this important?

Using a case study of real people in a real landscape who faced similar challenges and found a solution is very motivating for the participants. It shows the relevance and it can inspire them.

Examples from the landscape

11:00 | 15m

Participants find examples of a Landscape narrative from their landscape and the diversity and scope of different kinds of narratives are established.

ADDITIONAL INFORMATION

MATERIALS

- Empty flip-over sheet to harvest examples

GOALS

- Participants appreciate the diversity of different landscape narrative types
- Inspire participants to think more broadly and creatively about landscape narratives

INSTRUCTIONS

Between 15 and 25 minutes.

Step 1: Form groups of 3-5 participants. Make sure each group is diverse (age, gender, stakeholder type).

Step 2: Instruct participants to briefly share different examples of landscape narratives they have encountered in the landscape. They select one (or more if time allows) example to share with the group in plenary and to give it a title. They don't have to "tell a full story" but just describe the example

Step 3: Ask each group to share an example.

Step 4: Write down the title of each narrative on a flip-over sheet.

Step 5: Where necessary, ask participants for each example to describe what form each narrative took/how it was presented. e.g. story, song, etc. (see additional info).

Step 6: Make conclusions about the diversity of landscape narratives you have seen so far. It could be that the examples are very similar, or very diverse. Explain that later we are going to learn more about different kinds of landscape narrative formats

Drawing a story (Option 1)

11:15 | 30m

Choose between "Drawing a story" or "Make a Story Map"

Participants draw a story and set up a "gallery-walk" exhibition.

MATERIALS

- Empty flip-over sheets for drawing
- Colored markers and pens
- Stickers
- Post-its
- masking tape

GOALS

- Help digest the meaning and relevance of "landscape narrative"

INSTRUCTIONS

Between 30 and 40 minutes.

Step 1: Ask the same groups to join together again and draw their story (they may select another one if they want to) on an A1 piece of paper/ flip-over sheet, with colors and stickers. Encourage them to ask themselves:

- How does the drawing tell a story about the land and its natural elements?
- How does the drawing tell a story about the people?
- Where do these stories come together?

Step 2: Ask the participants to hang up the drawings around the space.

Step 3: Participants can now walk around and admire each other's work as if they were in an art gallery. Ask each group to take turns in leaving someone at their own drawing, so that visitors may ask questions.

Step 4: Remind people of the rules for a safe space and encourage positive feedback and a respectful atmosphere.

Why is this important?

This main activity is important to allow participants to digest and apply what they have learned together and present it to each other. This way they use a wide range of their capacities for learning: thinking, conversing, formulating in own words, and sharing. Presenting it in a way that can be captured is important for the facilitators later to assess the learning progress of the participants.

Making a Story Map (Option 2)

11:45 | 40m

Choose between "Drawing a story" or "Make a Story Map". Choose this one only if you have stable internet, electricity, a beamer, and if participants have access to laptops.

ADDITIONAL INFORMATION

Elaboration

Digital story maps are interactive tools that combine geographical data with various forms of multimedia content, such as photos, videos, and text. They are particularly effective for stories with a strong spatial component, allowing users to explore different aspects of a landscape in both a visual and contextual manner. This format is highly engaging and can be an excellent educational tool, particularly appealing to younger, tech-savvy audiences who appreciate interactive experiences. Story maps allow for an immersive exploration of the landscape, making them a great choice for narratives that are place-based and detailed.

MATERIALS

- Beamer
- Internet
- Electricity
- At least 1 laptop per group

GOALS

- Help digest the meaning and relevance of "landscape narrative"

INSTRUCTIONS

Between 40 and 60 minutes.

Step 1: Explain StoryMap

StoryMap by Terraso <https://app.terraso.org/>

- Use maps, photos, videos, audio recordings, and narratives to curate an impactful story.
- How to make a story map <https://terraso.org/help/how-to-make-a-story-map/>: use this content to prepare the visuals and slides.

You have a story to tell about your landscape – a collection of words, pictures, videos, or sound files that you want to associate with specific places. Terraso's story maps feature can help.

Step 2: Provide Instructions:

- Gather your story materials. This can be the most difficult part of the process. Gather a collection of written, video, image, or audio assets that you will use to tell your story. If you want inspiration, take a look at the 1000L Practical Guide on Landscape Narratives.
- Go to the story mapping tool. Go to the Tools menu and select the story mapping feature.
- Start your story map. On the story mapping screen, select "Create Story Map". Make it simple and short, with no more than 5 steps in the story.
- Set the story title. The first screen will allow you to name your story map, and to provide a subtitle. Try to think of something short and unique (maximum of 128 characters).

Step 3: Go around the groups and support the participants with any technical difficulties.

Step 4: Set up a gallery walk for presentations:

1. Groups set up a station somewhere in the room where at least one member will stay (rotate this role) and present.
2. Others can walk around and see the works of the other groups.

Why is this important?

This main activity is important to allow participants to digest and apply what they have learned together and present it to each other. This way they use a wide range of their capacities for learning: thinking, conversing, formulating in own words, and sharing. Presenting it in a way that can be captured is important for the facilitators later to assess the learning progress of the participants.

Reflection

12:25 | 15m

Harvest and discuss any ideas, feelings, or questions that have come up in the participants after going through the content. Note down questions or action points on the parking lot where relevant.

GOALS

- Enhance and deepen the learning experience

INSTRUCTIONS

Between 15 and 25 minutes.

Step 1: Ask each participant to pair up with someone from another group and reflect:

- How did it feel after the previous activity?
- What did you learn about your landscape?

Step 2: Ask each pair to join another pair and share their takeaways.

Step 3: Ask each group to share 1 takeaway in plenary.

Step 4: If unaddressed in the discussion that emerges naturally, you can use the below questions to stimulate the reflection:

1. What is the difference between a story and a narrative? Could many stories form one narrative? Or new ones?

Step 5: Ask the participants if there are any questions about this point.

Facilitation tip:

- Use the parking lot flip-over sheet for questions you don't have time for at this moment.
- Look back at the case example if that can reinforce learning

Why is this important?

Reflection plays a crucial role in adult learning. The primary goal of reflection is to enhance and deepen the learning experience by encouraging individuals to think critically about their experiences, beliefs, and actions.

Reflection also empowers participants by giving them a sense of ownership over their learning. It encourages them to take responsibility for their growth and development, fostering a sense of autonomy and motivation.

Lunch

12:40 | 1h 00m

Energizer

13:40 | 5m

Post-lunch energizer to refreshen the body and mind for learning

GOALS

To energize participants and prevent an after-lunch dip

INSTRUCTIONS

Between 5 and 10 minutes

The facilitator leads or asks a participant to lead, a short energizer to allow a) a short buffer time for late-comers to rejoin the session and b) prevent an energy dip after lunch

When choosing an energizer, keep in mind that:

- An energizer using physical movement and laughter is more likely to have an energizing effect
- Some participants might be limited in expressing certain things, gestures, or performing certain physical movements. Choose an energizer that is inclusive based on the participants you have.

You can look for ideas here: <https://www.ndi.org/sites/default/files/Energisers.pdf>

Connecting the right format with the right audience

GOALS

ILO: ...

Connecting with the audience

13:45 | 10m

ADDITIONAL INFORMATION

- **Identify Audiences:** Recognize the different stakeholders and their unique communication needs. Define the different audiences and their communication needs.
- **Select relevant formats for their landscape narrative:** Choose the most effective formats to present the narrative, be it story maps, videos, infographics, photo series, social media stories, etc.

Not all stakeholders view the landscape in the same light. Identifying these diverse audiences and understanding their unique stories and narratives is crucial.

Identifying and understanding the diverse audiences of a landscape is key to co-producing shared narratives. Each stakeholder group – from local communities and tourists to policymakers and businesses – views the landscape from a different perspective, influenced by their interests, experiences, and needs.

The impact of a landscape narrative significantly depends on the chosen medium of expression. The right format can greatly enhance the message's impact, making it a critical aspect of narrative presentation. Whether it's a digital story map, a documentary, an infographic, or another format, selecting the right one can amplify the narrative's reach and resonance.

GOALS

- Participants recognize the importance of matching the right communication media with the right audiences

INSTRUCTIONS

Between 10 and 15 minutes.

Step 1: Present a scenario:

- "Imagine you managed to restore a degraded ecosystem (contextualize this to the landscape). Wouldn't that be great news you would like to share?"

Step 2: Ask the participants the following questions:

- Now imagine I wrote a technical report with all the details on how this was achieved and lengthy annexes. Would you (honestly) read it? (probably many wouldn't). Would it inspire you?
- Why not?
- How would you rather want to hear/read/learn about the amazing achievement of restoring the landscape?
- But back to this report, who would maybe want to read it?

Step 3: Draw conclusions together with the participants, asking them: "So what can we learn from this?". Harvest and guide towards (see also additional info):

- Right format for the right audience
- Need to know different formats
- Need to know different audiences

Landscape Narrative Format

13:55 | 10m

Explanation of different landscape narrative formats

ADDITIONAL INFORMATION

Examples of Landscape narrative types and formats:

- Stories/storytelling
- Documentaries and videos
- Social media posts
- Song, Music and Dance
- Theatre
- Historical sites/landmarks
- Museums and exhibitions
- Digital story maps
- Infographics
- Flip-over sheet
- Planning documents and reports

MATERIALS

- Pre-filled flip-over sheet or slide with landscape narrative formats

GOALS

- Participants can describe different formats through which landscape narratives can be conveyed

INSTRUCTIONS

Between 10 and 15 minutes.

Step 1: Present each format on the list, giving short real-life examples preferably from the context of the participants, or a relatable one.

Step 2: Tell the participants that this is just an example list and that there is no limit to format types and that new ones are being invented all the time. Ask the participants what other formats they can think of and add to the list

Step 3: Place the list somewhere in the space where all can see it for the next exercise.

Finding the right format for the right audience

14:05 | 30m

Participants learn to match stakeholders with landscape narratives and formats

MATERIALS

- Pre-prepared grid on flip-over sheets (see slide)

GOALS

- Participants consider the communication needs of key stakeholders
- Participants learn to select effective formats matching the communication needs of stakeholders

INSTRUCTIONS

Between 30 and 50 minutes.

Step 1: Explain that now the group will do an exercise to match the right format with the communication needs of the participants

Step 2: Present the grid that will be used and the columns in it:

- Stakeholders: If possible, build upon a selection of previously conducted stakeholder mappings
- Formats/communication needs: How can stakeholders best be reached (format) according to their communication needs (preferences and limitations)
- Landscape Narratives: Which narratives can you think of that are relevant to the stakeholder and can be conveyed effectively through the identified formats?

Step 3: Ask the participants to divide again into groups of 3-5. Different groups this time, but again make sure they are diverse and inclusive.

Step 4: Each group will:

- Recreate the grid on three flip-over sheets each (1 column per flip-over sheet)
- Fill in 5 key stakeholders (may also be outside of the landscape, as long as they are relevant to what is happening in the landscape).
- Fill in the other columns. Multiple formats and landscape narratives may be identified for each stakeholder

Step 5: Each group will present (3-5 minutes each)

Facilitation tips:

- *Build over the previous work, adding other aspects to be included in the story.*
- *Take good notes during the presentations so you can later assess to what extent this exercise showcased learning among participants*

Making Landscape Narratives work

GOALS

ILO: ...

Success Factors for Landscape Narratives

14:35 | 10m

- **Co-Creation Process:** Begin the collaborative process of crafting a landscape narrative that is inclusive, gender-sensitive, and representative of all stakeholders.
- **Presenting, Sharing, and Budgeting for Landscape Narratives**

ADDITIONAL INFORMATION

- **Co-Creation Process**
- **Presenting, Sharing, and Budgeting for Landscape Narratives**

The impact of a landscape narrative significantly depends on the chosen medium of expression. The right format can greatly enhance the message's impact, making it a critical aspect of narrative presentation. Whether it's a digital story map, a documentary, an infographic, or another format, selecting the right one can amplify the narrative's reach and resonance.

Truly representative narratives are crafted collaboratively, ensuring all voices, especially marginalized ones, are heard.

Inclusive and gender-sensitive landscape narratives ensure that all voices, especially those that are often marginalized, are heard and represented. Co-creating such narratives involves collaborative efforts that respect and incorporate diverse perspectives.

This concept extends to include the strategic planning, budgeting, and resource allocation required for effectively co-creating and sharing landscape narratives. It underscores the importance of financial planning in ensuring that the narrative is communicated effectively and sustainably.

MATERIALS

- slide/ flip-over sheet on Inclusive co-creation

GOALS

- Participants understand the importance of co-creating an Inclusive and Gender-Sensitive Narrative
- Participants understand the complexity of the process, and why it requires strategic planning and budgeting

INSTRUCTIONS

Between 10 and 15 minutes.

Step 1: Explain to participants that creating impactful landscape narratives is a process to which there are key drivers to success:

- Co-creation, inclusivity and gender-sensitivity
- Strategic planning and budgeting

Step 2: Ask the participants:

"Why is it not enough to just create, but important to co-create?"

Harvest and guide towards (see additional info)

- Ensuring all voices are heard
- Diverse perspectives
- Buy-in and support

Finally, reveal the accompanying slide

Step 3: Ask the participants what might be an (if not the most) effective way to ensure the points mentioned. Drive towards:

- By including a diverse group of actors to co-create, ensuring also the gender balance

Step 4: Explain that co-creation and inclusivity alone make the creation of landscape narratives into a process. Therefore, strategic planning and budgeting are required, without which many projects are often not carried out.

Making a plan to create a Landscape Narrative

14:45 | 45m

MATERIALS

- Empty flip-over sheets for participants
- Pens and markers

INSTRUCTIONS

Between 45-60 minutes

Step 1: Explain that the same groups will now:

- Choose 1 stakeholder - 1 narrative - 1 format idea they came up with in the last exercise.
- They will create a plan on how they will co-create their chosen landscape narrative and how it will reach its intended audience.

Step 2: Clarify requirements for the plan:

1. The main stakeholder is the target audience of the landscape narrative. Double-check the format is suitable
2. Participants need to explain WHICH other stakeholders they will include and HOW to set up an inclusive co-creation process
3. What phases does the project consist of and how long will it take?
4. Provide a budget estimate for the project and ideas on how it could be financed

Step 3: About the presentation

- Groups have each 5 minutes to present. If they select one person to present, have it be someone else than the one who presented previously
- Groups may choose any format of presentation, but encourage the use of flip-over sheets and markers to make it visual

Step 4: Presentations

Facilitation tips:

- *Build over the previous work, adding other aspects to be included in the story.*
- *Take good notes during the presentations so you can later assess to what extent this exercise showcased learning among participants*

Break

15:30 | 15m

INSTRUCTIONS

Between 15 and 30 minutes

The end - Reflection and Learning

Open questions

15:45 | 2m

What is important to co-create a compelling, inclusive, and gender-sensitive landscape narrative that resonates with diverse audiences?

INSTRUCTIONS

Between 2 and 10 minutes

Take a look at the *open questions* flip-over sheet. Invite people to add more questions if they have them.

Address the questions that you can. If there are too many questions you can plan a next session to address those.

Reflection

15:47 | 15m

Reflect on what they learned during the workshop as a whole.

ADDITIONAL INFORMATION

GOALS

To solidify and deepen the understanding.

INSTRUCTIONS

Between 15 and 20 minutes.

Take a look at the flip-over sheet '*What do you want to learn?*' from the beginning of the session. Together with the participants, go through it and check if you feel confident that you covered all the topics. If not, that is okay. You can decide if you want to address them after this session is a separate meeting, or if you can/ need to address them now.

Or, if you worked with a lot of flip-over sheets you can do a Gallery Walk:

- **Step 1.** Give the participants time to walk by all the flip-over sheets that you created today. And to write down for themselves the most important things that they want to take away from today, and use in their landscape. (5-10 min)
- **Step 2.** Gather in a circle and let every participant share their most important learning of today in one sentence. You can add to this summary by using the *What do you want to learn?* and *program of today's* flip-over sheet. Check with the participants if they feel confident about all the topics. Invite people to notice how much was learned.
- **Step 3.** Together, take a look at the definition and relevance of [the topic of this module] that you wrote down at the beginning of today on the flip-over sheet *What is [your topic]? And why is it important?* Are you still satisfied or do you need to change, add or remove some parts?

Facilitation tips:

- *Reflection is a crucial part of experiential learning as it contextualizes the content, and connects it with the real world of the learner which makes the learning more impactful.*
- *If learners can already identify their own learning needs, they can more concretely look for follow-up material to fulfill them.*
- *Please let us know in the feedback form which topics were not covered in this session that you and the participants hoped would be. This will help us to improve the design.*

Recap

16:02 | 5m

Summarize the most important learnings according to you.

ADDITIONAL INFORMATION

GOALS

To solidify the understanding.

INSTRUCTIONS

Between 5 and 10 minutes.

Next steps

16:07 | 2m

- Show them the next steps
- Give them additional resources and materials.

ADDITIONAL INFORMATION

Associated modules

1. Stakeholder Mapping, Analysis and Engagement
2. Communication Strategy
3. Introduction to Advocacy in Landscapes
4. Landscape Action Plan
5. Diversity, Equity, and Inclusion in Landscapes

GOALS

To engage participants for the next steps.

INSTRUCTIONS

Between 2 and 10 minutes.

- **Discuss the next steps** of what will happen after this session. This can include other workshops. (see additional info for other 1000L modules that are linked to this topic)
- **Additional Resources and Materials:** Make a list of additional resources and materials. Link directly to the materials including a short description of what learners can expect to learn there and how long it will take them approximately to go through.

Feedback

16:09 | 5m

Ask for feedback on the process of this workshop, you as a facilitator, and the content.

ADDITIONAL INFORMATION

GOALS

Gather honest feedback to understand what worked and what did not to improve this workshop and your performance.

INSTRUCTIONS

Between 5 and 10 minutes.

Ask for feedback on the process of this workshop, you as a facilitator, and the content. You can use **the provided form** to capture the feedback from each participant.

You can also print the form and hand them out.

@learning designer: copy the template form and adapt it for this module. You can find it [here](#). Then copy the link to the new form in this instruction box.

Wrap-up

16:14 | 1m

ADDITIONAL INFORMATION

INSTRUCTIONS

Between 1 and 3 minutes

Thank the participants and wrap up the session

Feedback and assessment from the facilitator

16:15 | 0m

INSTRUCTIONS

Between 15 and 20 minutes

Take your time to fill in **this assessment and feedback form** after the session: <https://forms.gle/5r1BqvoYz3i4WYB5A>

That way we can better understand how we can improve the session for other people like yourself.