

Connecting People with their Places

**LEARNING LANDSCAPE
SYMPOSIUM 2019**

Kinvara, Co.Galway

8th-10th March, 2019

FINAL REPORT

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Introduction

The Burrenbeo Trust held its 8th Learning Landscape Symposium on the 8th -10th March, 2019. As always the Learning Landscape Symposium focused on the theme of connecting people with their places. The aim of the event is to make us aware of, and identify with, our role going forward in the care for our landscapes and our communities. Workshops and talks are delivered to provide attendees with practical tools to bring back to their own settings.

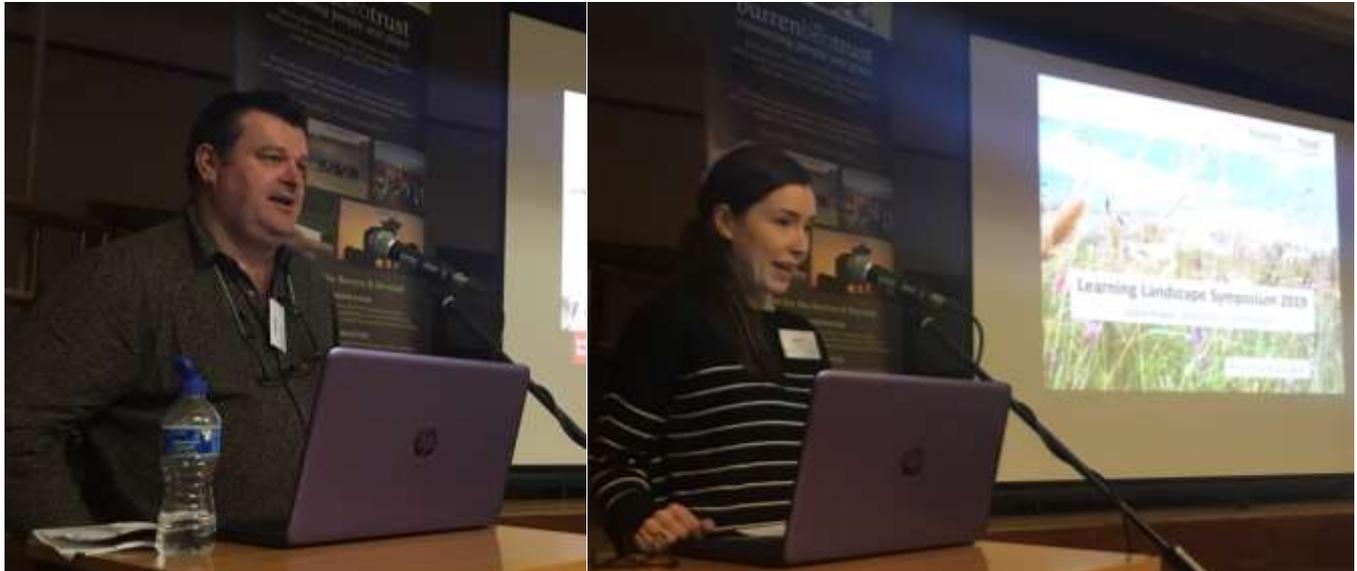


This year's symposium featured keynote speakers, workshops and fieldtrips, and a film screening. The symposium investigated ways to explore the different natural, built and cultural layers of a landscape, and how to engage people with this by using local resources to make learning a richer, more exciting and rewarding educational experience, as well as ample opportunity to network with individuals that work in same sector. The event brought together place-based educators, environmental educators, heritage educators, academics, teachers, outdoor guides, parents and people with an interest in place-based learning to meet likeminded individuals and to explore the concept of place-based learning a bit more. See Appendix 1 for the programme.

Based in Kinvara, Co. Galway, this event enabled delegates from across the country to have open engagement, exchange ideas and experiences, whilst hearing from a varied source of place-based educators in a relaxed atmosphere. Fieldtrips into the Burren, provided additional inspiration to those who want to find new and innovative ways to engage with their place.

58 delegates registered while the talks were attended by a number of additional participants who gave a donation. A further 26 workshop leaders and coordinators participated in the symposium. In total 84 people attended the 2019 event. The opening evening started with some mini ice-breakers to get facilitate the

delegates mixing, this was organised and led by Kate Lavender. This led into the main Friday session with Áine Bird introducing the organisation, place-based learning and the event. This was followed by a further 4 10-mins talk on different aspects of place-based learning. The session was followed by a Q&A to encourage an exchange of opinions and ideas. Following this, delegates reconvened to Greenes Pub to continue the discussions!



The following day 2 x 2.5hour workshop sessions encouraged participants to expand their skills and enhance their observational work around their landscape by using as many senses as possible. Each session had a mix of workshops based in Kinvara village or at fieldtrip locations including Slieve Carron, Garryland, Doorus and the Burren Outdoor Education Centre. These were complemented throughout the day by delegates getting to know the local Kinvara environment – a trip to the local shop for lunch; the local community venues that gave a feeling of being truly present in the location such as the old Garda station, the schools and the old courthouse. There were tea breaks and lunchtime venues, allowing the crowd plenty of time to get to know each other in a relaxed atmosphere. There are workshop and talk reports at the end of this report. See Appendix 2 for the workshop leaders and Appendix 4 for the workshop abstracts.



That evening, the group met in Seamount College for a 'who's who' session. This allowed individuals to show off where they were from, what materials they had produced etc. This was complemented by food that was organised by the Trust. This definitely encouraged more networking and continuing the conversation in a relaxed atmosphere. The evening ended with a screening of Katrina Costello's film 'The Silver Branch' which was introduced by Katrina. Following the film, the group went to Tully's Bar to continue the conversations and also enjoy (and for some contribute to!) the Kinvara Open Mic night.

The following day there was another morning workshop, mixed between indoor and outdoor sessions. These then culminated with a review and reflect session to allow delegates begin to digest the weekend's workshops and to encourage feedback. For the final afternoon, delegates were invited on an optional walk to view the place-based learning in the Burren in action led by local farmer Vinnie Keane.



The 2019 *Learning Landscape Symposium* was embraced by a group of positive and energetic delegates and workshop leaders. The Burrenbeo Trust is grateful to everyone that was involved and looks forward to hosting another place-based learning event next year.

INTERESTING FACTS ABOUT THE DELEGATES	
Where were they from? 19 Counties	1 x Carlow
	1x Cavan
	6 x Clare
	2 x Cork
	1 x Donegal
	7 x Dublin
	7 x Galway
	2 x Kerry
	2 x Kildare
	3 x Laois
	1 x Leitrim
	1 x Limerick
	3 x Mayo
	1 x Meath

	2 x Roscommon
	1 x Sligo
	3 x Tipperary
	1 x Wexford
	2 x Wicklow
Males:	19
Females:	37
Trust members:	10

See Appendix 3 for the full list of attendees and their biographies.

Workshop Leaders & Speakers

Total workshop leaders & speakers: 25 (unfortunately Meaghan Carmody had to cancel due to illness)

See Appendix 2 for the full list of workshop leaders and speakers with their biographies.

Coordinators	
Áine	Bird
Kate	Lavender
Annalisa	Murphy
Pranjali	Bhave
Mary	Dillon
Brendan	Dunford
Grainne	Barron
Workshop Leaders & Speakers	
Craig	Bullock
Róisín	Burke
Meaghan	Carmody (cancelled)
Mary	Corcoran
Hedda	Dick
Ray	Foley
Roisin	Garvey
Mary	Greene
Neil	Jackman
Laura	Kravic
Kathryn	McCabe
Caithriona	McCarthy
Joanna	McInerney
Tomás	O'Ruairc
Lorcan	Scott
Sabine	Springer
Goska	Wilkowska
Paddy	Woodworth

How did people hear about the event?

Friend/Word of Mouth	37%
Past Attendee	17%
Heritage Council	12%
Facebook/Twitter	12%
Website	9%
Member	9%
Invited	3%



It is thought that the Learning Landscape inputted approximately **€15,000** into the local community over the weekend.

Post-event Feedback

We received a great response to the 2019 event. We are grateful for both the positive response and the constructive criticism. It is not feasible to include all feedback but all comments will be considered in our recommendations going forward to future events. Equally, while we would love to follow up on each recommendation we often make strategic decisions, as well as decisions based on our past experience with this and other events. Below is a taster of some of the feedback.

- *I just want to say a huge thank you for inviting me to the conference this weekend. I had a fantastic time and met so many passionate, interesting people. Exploring the Burren was definitely a highlight and I had so many fantastic conversations with change-makers and educators that left me feeling really inspired. A wonderful thing to be a part of. Workshop Leader*
- *Very inspiring – wish I could have attended more but was glad of the length of each workshop. Delegate*

- *I have to say I learned a huge amount from all of the wonderfully talented, smart people in my workshop and the one that followed!* Workshop Leader
- *Event worked very well. Evening talks on the 1st night were a great intro. Car pooling worked well and was a good way to become acquainted with others.* Delegate.
- *Community venues and small town location makes the experience uniquely immersive and especially suited to the holistic themes of the conference.* Delegate

Recommendations

All the coordinators, participants and workshop leaders were asked for their insights, highlights, and recommendations for future events. Below are some thoughts going forward based on what was reported.

Workshop Recommendations for 2020:

- Mindfulness
- Nature connection/belonging
- Empathy in education teacher training
- Social ecology
- Urban community gardens
- Engaging in policy
- Global justice links
- Bushcraft
- Seaside ecology
- Ecopsychology
- Process Work/Group Processes
- Engaging families in the outdoors
- Language and place
- Wildlife/Ecology/Geology related
- Using place to drive policy and systems change
- Art & sustainability
- Hands on skills sharing
- Forest school activities
- European place-based projects
- Inclusion of those with disabilities
- Setting up ecological business
- Bioregionalism

Other Recommendations for 2020 from delegates:

- Stronger ice-breaker event
- Five minute reports on parallel workshops so that everyone has a flavour of everything
- Start with a talk on the local area
- More information on numbers/background or participants in advance
- Invite partners/friends who are in company of attendees to come along to part of the event for a donation
- Workshop led by young people or children for adults
- There could be a walk on Saturday after workshops (as well as Sunday)

- Perhaps a tiny bit more on the content of the workshops (methodologies etc to help when picking)
- More interaction between participants
- Would later in the season have more botanical interest and better weather?

Acknowledgements

The Burrenbeo Trust would to thank everyone that made this a huge success. The workshop leaders and speakers for offering their time. The delegates for their enthusiasm and energy. The Heritage Council for supporting Heritage in Schools specialists to attend. And finally a massive thank you to the symposium team of Burrenbeo Trust staff Kate, Annalisa and Brendan, and volunteers Grainne Barron, Pranjali Bhave and Mary Dillon for their help.



Talk and Workshop Reports

These reports are compiled based on coordinator notes and obviously cannot communicate everything which happened at any session. Apologies if there are inaccuracies or misrepresentations.

Fri 8th March Opening talks

'Wild? I was livid' – The role of the Heritage Council's Wildlife Officer, Lorcan Scott – Heritage Council

There are 3 pillars of heritage – built, natural and cultural – but the boundaries between them can be very blurred at times. There are 14 core members of staff in the Heritage Council with 27 Heritage Officers spread around the country. 'Heritage at the Heart' is the Heritage Council strategy up to 2022 and contains the following various strands:

- Community engagement. Unfortunately there was no budget to fund the community grant scheme in 2019.
- Education. Winter garden bird survey, swatches and publications (by the NBDC mainly) have been funded and the Heritage in Schools Primary system was supported with additional funding to come to move into secondary schools.

Heritage Council partners include the NBDC, Europark, European conservation pastoralism and the pollinator plan. They have one owned property – the Dromore lesser horseshoe bat maternity roost – which is currently managed by Clare CoCo (Congella McGuire), NPWS and the Burrenbeo Conservation Volunteers.

The Heritage Ireland 20130 plan is still open for submissions until the end of March and anyone can add to it.

Green-schools in 7 steps and topics! Making resilient children, Roisin Garvey – Green Schools

Green schools is the most successful environmental scheme in the country at the moment. Schools are very busy places so Green Schools offer help and support to them in achieving their green flags.

Schools volunteer to become green schools and they register with An Taisce. There are 7 steps each school needs to follow with each step taking 2 years. The steps are all theme based and are as follows:

1. Reduction in waste
2. Energy
3. Water
4. Travel
5. Biodiversity
6. Global citizenship (covers strands 1-3 in a global context)
7. Transport

Each participating school sets up a green schools committee made up mainly of students with a couple of adults to help but it should be child led. Firstly they undertake an environmental review, then they come up with an action plan based on the results of the review. Following this they monitor the action taken. There is usually a transport officer who works with the local council and transport providers to help set up walking buses and park and stride schemes.

If you are working with any schools participating in the green schools flag it is highly advised to check with them what flag they are working on or have worked on in the past and try to link in with them as far as possible. www.greenschoolsireland.org

'Into the great wide open – landscapes for learning', Tomas O Ruairc – Teaching Council

The teaching council point of view is to look at the curriculum as a landscape to explore. The teaching council has many roles to fill from being the main oversight of all teachers to being the professional teaching body. The teaching council help with teachers learning – how they learn already – and put a path around it. It has to be remembered that the pathway for teachers leaning has no final destination and keeps on going.

For NQT's the teaching council help to bridge the journey from the training college to the classroom and an NQT can chose what strand to follow. One of these is a professional learning activity for PBL.

The concept of the Wild Atlantic Way for education has been created – a similar plan to that undertaken by tourism – having a map to show the way and have conversations and share experience at a local level.

It can be overwhelming as there are so many education ideas out there so the advice is to pick one idea to take home and work on.

'Why young people make us hopeful', Laura Kravac – Action for Conservation

The aim of Action for Conservation is to connect young people to place through proactive behaviours. They work with teenagers with little nature experiences and knowledge and show that even if nature experiences were missed or not available in early years we can still help them connect with nature.

There are 3 programmes currently running in the UK that support young people to lead environmental projects and campaigns. All projects are student led where youths engage with something they are interested in, they have fun with friends and make a difference.

Teenagers start with going on a conservation residential camp for 5 days where they are immersed in nature. These camps have been running for 3 years now. Following the camp teenagers have the opportunity to join an ambassador project where they have the chance to lead long term change projects.

The programme has had many successes and has shown that a sense of place is fostered by taking action. There is now a growing body of young people across the UK capable of leading environmental change and taking action locally.

Sat 9th March Workshop Session 1.

10am- 12.30pm

W1: Meaghan Carmody Towards a Safer Climate: Community Organising and Movement-Building in Frontline Populations

Cancelled due to illness.

W2: Hedda Dick Place-based sustainability: our home the earth Recorder: Pranjali Bhawe

First activity: we paired up and took turns to blindfold each other. The non-blind person brought her partner to a tree in the area and the blind person had to use her hands to 'feel' it, register its features etc. Then the blind person was brought back to the group with the blinds on and had to later identify the tree that she had felt. Interesting activity – great way for 'connecting' with nature.

Second activity – we were given small cardboard containers and were asked to 'pretend we were birds' and look for material that we could find around us to make nests.

Third activity – (targeting older kids/teenagers) – we were grouped in 4/5 and had to pretend we are a family of refugees and pick a role within this family /Granny, child, father etc..) – the sloping lawn was a river in flood and we had to cross it using 4 planks of wood and get all the family across without losing any wood.

Fourth activity – (targeting older kids/ teenagers) – we were in the same 'family groups' living in an area with no running water and threat of water-borne infectious diseases. We were given pamphlet of instructions and had to make a tippy tap using empty milk carton, string and a stick. I thought this tied in well as an activity with highlighting global sustainability to young audience.

Resources

- Shared samples with us and recommended using 'Nature Detective' sheets available on the Irish Wildlife Trusts website as an idea for another activity outdoors. E.g – Winter Tree I.D.
- Brigit's Garden website had activity ideas on how kids can make imaginary bugs using modelling clay and sticks and stones.

W3: Brendan Dunford Farming for Nature

Brendan shared the experience of the Burren Programme results based agri-environmental scheme. More details on www.burrenprogramme.com.

W4: Mary Corcoran Place matters: exploring the enduring significance of place in the modern world

Recorder: Áine Bird

This workshop looked at our relationship to our places and community idea. Mary has worked with various communities investigating these topics and shared her experience with the group.

The presentation and all details can be viewed [here](#).

There are also a number of relevant academic papers which can be viewed here.

- [Urban agriculture, civil interfaces and moving beyond difference: the experiences of plot holders in Dublin and Belfast](#)
- [Place Attachment and Community Sentiment in Marginalised Neighbourhoods](#)
- [Toward a Morphology of Public Space in Suburban Dublin](#)
- [‘God’s Golden Acre for Children’: Pastoralism and Sense of Place in New Suburban Communities](#)

W5: Joanna McInerney Team Building Outdoors

Recorder: Kate Lavender

1. Animal cards were set up in advance on short poles in a large circle outside. Each animal had a different card punch (letters could be used instead). Each pair was given an animal control card and had to take it in turns to run around the circle to find the next animal on their card and punch it with the correct punch (or write down the correct corresponding letter). No cheating and punching the card in the wrong order or punching two animals at once. You can help your partner by telling them if you have seen where the next animal is.

It was a quick and fun activity and can be carried out inside or outdoors.

2. Gutterball. Everyone was given a short piece of guttering each and an open barrel was placed a distance away from the group. The group had to line up all their pieces of guttering with the aim of rolling a ball down them all and into the barrel without dropping it. The barrel was too far away for the initial line up to reach so once the ball had passed over each persons guttering they had to run to the end to make the line longer. The ball can go slowly but can't stop or go backwards.

After the first successful run the ball was swapped for a smaller ball which made the activity much harder. After each failed attempt the group was encouraged to stop and discuss what went well and what went wrong and what they could do differently to do next time.

A great activity for team work, communication and reviewing what happened.

3. Magic bricks. Each participant was given a short piece of plank coloured red (length no longer than about 30 cms). Banks of a river of 'lava' were marked out and the group had to figure out how to use their magic bricks to cross the river safely. No team member could be left behind on one bank. If any one member of the team fall off into the lava then the whole team must start again.

Again for each fail there was discussion around what went wrong and how they could approach it differently.

4. Orienteering. Groups were given orienteering maps on circular boards which were laminated. A quick introduction to maps were given particularly how to orientate maps to work out where you are. Each pair had to find all the points written on their maps and record the letters written on the markers at these points. Boundaries were set before participants were released to find all their points.

On return to the base each pair were given a Burren flower ID sheet and had to make up as many Burren flower names as possible using the letters they collected from the orienteering points.

5. Numbers in circles. Numbers written on circles of old cut up wetsuits were placed on the floor from 1 – 30. The group formed a circle around the numbers. The challenge then was to go round the circle in order touching a number each in sequence – i.e. the first person had to touch number 1 with their foot, the second number 2, all the way up to 33. The group was timed then challenged to beat their time – a discussion was had on how they could increase their speed to beat the last time.

Sat 9th March Workshop Session 2.

2pm-4.30pm

W6: Laura Kravac Empowering the next generation of environmental leaders Recorder: Áine Bird

Laura explained the role of Action for Conservation – environmental education to galvanise change and action in young people. They work with young people from diverse backgrounds.

They adopt a broad definition of conservation – break from the more traditional mould. Can be a value system that you take on in your life and apply in any setting. Marrying the social and environmental justice elements. Provide really diverse role models that the young people can relate to.

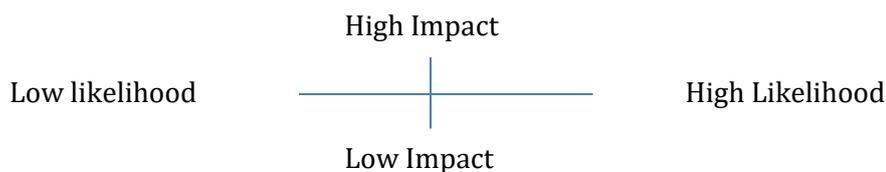
Starts with a workshop built by theatre professionals – seems separate from school and more fun. Then have regional competitions, dragons den type. Curriculum linked when necessary but can be something else as well. Youth led projects essential – 4 criteria, hands on action, head and heart actions, spending time in nature, connection to community. They are presented with 12 themes and can select from them.

Following the project there are regional conservation camps and then the ambassador programme.

Questions during workshop – what does true youth leadership look like? Harts Ladder of participation one model.

Activities;

- Word Relay – divide into groups of 3 or 4. Each group has a flip chart sheet. Relay among the group members to add to the sheet depending on the question asked.
- Impact/likelihood measure – draw a cross on flip chart and decide where actions would fall.



Resources:

- Joanna Macy – council of different species
- Wild Education Resources from Action for Conservation
- 2019 is Englands Year of Green Action

W7: Neil Jackman Telling a Tale – storytelling techniques and methods for cultural and natural heritage

Recorder: Pranjali Bhawe

Neil started with an interesting and professional presentation on effective 'communication of information'. There were examples from museums, outdoor signage, pics of festivals in addition to some other basics. The good thing about this was opening up of ideas with examples on how there are various means used around the world to generate interest in historical information; from VR, audio guides, signages, TV programmes.

Activity; we were grouped together and had to choose an element of the Burren (botany, geology, farming etc.) and come up with a plan to communicate it to a chosen target audience.

Resources:

- www.abartaheritage.ie/adopt-a-monument-manual/

W8: Ray Foley Irish forests A-Z. A walking conversation

Recorder: Mary Dillon

This workshop brought attendees on a discovery of Garryland woods. Ray and participants shared their knowledge on woodland, trees, plants and forestry policy. Ray also brought a germinated acorn for participants to take home. Topics discussed included proliferation of Sitka spruce and rhododendron taking over.

Activity - He used alphabet to get us talking, example think of something beginning with A in woods, which might be good to use with kids 7 plus when talking about their place or during outdoor exercise.

Resources:

- <https://leafireland.org/>
- <https://www.instagram.com/LEAFireland/>
- <https://www.facebook.com/LEAFireland/>

W9: Kate Lavender Having fun in the outdoor classroom

Recorder: Kate Lavender

Kate lead a selection of activities carried out by the Burrenbeo Trust for a variety of different age groups and invited participants to bring along their favourite biodiversity/place activities to share with others.

- Ice breaker - who has seen a..... bingo
- Exploring by touch/texture - blindfold exploration of an area. Finding different textures for the blindfolded partner to investigate. Can you work out what they are?
- Animals of the Burren – in a circle all participants bar one has a 'home' (stone/jenga block). Assign four animals that would be found in the area and call each one in turn. Each animal of that type has to move and find a new home. Animal left in the centre then calls a name to find a new home.
- Shrinking habitats – have cards that either increase or decrease an animal population (ie. water pollution, new predator, good growing season). The population of animals increases or decreases depending on the card that's picked.
- Find your mate – pairs of animal images. Give each participant an animal and they have to find their mate using just animal sounds and movements.
- Discuss how some animals have sharper senses than ours and play a variation of the find your mate by doing it blindfolded and finding your mate by sound
- Burren orchestra – each participant has a nature sound. The conductor brings in and out different sounds, increases and decreases volume etc.
- Listen to the Burren – take a minute to listen to the place. Eyes closed, fingers held in two fists, raise a finger for every new sound you hear.
- Photo hunt - prep photos of an area. Give participants a map and a sheet of the photos. They have to mark where each photo was taken on their map. Then visit each photo and tell the story/explain significance.
- Tell a story as you walk – one sentence each – inspired by what you can see around you.
- Another game on the move is numbers in nature – find 1 something, 2 somethings, 3 somethings etc.

- Feedback Emoji faces – printed out emoji faces for participants to indicate how they feel afterwards.

W10: Caithriona McCarthy Taking the Power Back - Climate Change and the Food We Eat

Recorder: Gráinne Barron

This workshop focused on the importance of the food we eat as a community. We explored about elements of how and where our food is grown. Her experience with developing the Edible Landscape Project was inspiring and could be easily transferable in other communities as a model for educating people about making more sustainable choices in the supermarket.

Caitriona had us consider two similar apples: One organic one grown in Argentina and a second non organic apple also grown in Argentina. We worked in pairs to consider the inputs needed for the production of each apple in terms of land, transport, pesticides etc. Caithriona facilitated a conversation afterwards.

Sun 10th March Workshops Session 3. 10am- 12.30pm

W11: Mary Greene Trashing the Planet - Who is responsible? Exploring design thinking & community activism as tools for engagement

Recorder: Kate Lavender

The Anthropocene is the new era that we are thought to be in currently – it is the time when the human impact upon the planet is so huge it is the most significant geological force on the planet. It has been going for the last 200-300 years.

The big question is always out there of how we can connect our daily lives to the broader ecological impacts? It needs to be realised that life style changes have huge impacts.

We need to focus on individual behaviour to make big changes. Government policy only focuses on changing lifestyles and neglects the role of multinational companies, etc. This can lead to a feeling of guilt in many people for not playing their part in influencing climate change. Policy also focuses too much on business continuing as usual and is therefore not seeing any changes in behaviour and consumption.

There are big gaps in how we understand policy and social intervention. People are given information and are then expected to change behaviour but this doesn't work. There is a big gap between intention and action. There has been plenty of research into this gap and how it can be bridged.

The transition town movement is all about seeing that different issues economic and environmental are interlinked and to forge a new way of developing resilience and sustainable communities at a local level, e.g. if in an economic crisis a community can be resilient – if it has it's own food, energy and economic resources. The government is also realising the same model is needed but this has resulted in it dumping the responsibilities back onto poorly resources communities.

The Galway Environmental Network is where different groups come together to take action but the usual problems of burn out in volunteers and keeping motivation up are still present.

If communities can localise systems where possible they can become resilient – by upskilling community members and localising food, energy and economic systems. The LETS scheme is an example of this where people barter skills.

Transition Galway Visioning Day was organised to bring together all community members from all backgrounds together to discuss what topics they would like to discuss together to come up with solutions for. It was carried out in a world café style and a book 'Vision for Galway 2030' a website and a video was produced from it.

Activity: Asset mapping

This tool can be used to assess your community profile and already existing resources, skillsets, etc. can be mapped in a community. It can harness positive change from within for communities.

Asset mapping is where each group lists existing resources etc. in their community that could be used to help address their issue. Different coloured post-it notes are used for different themes e.g. people, organisations, places, economy/businesses. Have space somewhere to lay-out all the post-it notes by category to give a picture of all the assets that have been mapped that could help with the issue. Prioritise things in each category.

The think/pair/share format was used.

- Empathy – what key environmental/sustainable issue do you feel needs to be addressed in your community? Pick one issue.
- Define – what common needs and challenges are associated with your issue?
- Ideate – come up with ideas of how and what can be done.
- Prototype – come up with a quick representation of your solution. Take the ideas and come up with a plan of action. Assign various roles to people to move the project forward.
- Test and iterate – get feedback on proposals.

W12: Kathryn McCabe

Deep Ecology; harnessing emotional intelligence to propel engagement and Action

Recorder: Annalisa Murphy

This workshop provided an accessible introduction to Deep Ecology and 3 indoor and outdoor activities that can be used to encourage people to acknowledge their feelings and open the way for action on issues such as climate change.

Input on social ecology and Deep Ecology:

- Ego-centric versus eco-centric view of nature: humans dominating and controlling nature vs humans as a part of nature.
- Three world views that are all true now for different people:
 - Business as Usual
 - The Great Unravelling – ‘It’s all falling apart!’
 - The Great Turning – a transformation
- How to respond to the ecological crisis:
 - Holding actions: prevent further destruction
 - Creating new structures: other ways of being
 - Shifts in consciousness: spiritual or other transformation
- Authors/resources on Deep Ecology:
 - Arne Naess
 - Joanna Macy – the work that reconnects – book ‘Active Hope’ – also active hope groups
 - Paul Hawken – Blessed Unrest on YouTube
 - James Lovelock – The Gaia Hypothesis
- Social Ecology Model:



- Movement towards the future as the future moves towards us
- Grow your knowledge of connectivity with the world
- Unknown (or 'spiritual') dimension – it is important to value not knowing, uncertainty, creativity, imagination
- Deep Ecology proposes that unacknowledged feelings we don't get to talk about are a cork that blocks creative and generative action. It is a gentle way to acknowledge these feelings, opening the way for action.

Activity 1: **The Listening Partnership** (indoor activity)

- Participants formed pairs. A question was introduced. One person spoke for three minutes while the other person listened, without comment; then the roles were reversed. Three questions were answered by each person in turn:
 - What am I overwhelmed by?
 - What am I angry about?
 - What am I grateful for?
- Feedback was shared in the circle: participants enjoyed this exercise and were surprised that despite their initial fear about the length of time, the time went very quickly, especially when they had strong feelings to express.
- Kathryn recommended arranging a **regular listening partnership** with someone who is not a close relative or friend.

Input on connection and emotional release:

- Emotional release can take the following forms:
 - Sweating
 - Crying – with the supportive presence of another
 - Laughter – releases fear/anxiety based emotions
 - Raging – it is an emotional release, not bad behaviour
 - Shaking

Activity 2: **The Kodak Walk** (outdoor activity)

- Participants walked in pairs in a garden. One person closed their eyes and was guided by the other. The leader led their partner to an object that they liked, e.g. a tree, and described it to him/her. Then the roles were reversed. This exercise gave participants the opportunity to experience nature in an altered state and to express their needs.

Activity 3: **Breathe with a Tree** (outdoor activity)

- Participants were invited to each find their own place in the garden, representing where they were now in life. They were invited to share the experience with the group in a circle.
- Resources recommended by participants included:

- Mindfulness: Insight Timer free mindfulness app, Stanford University free mindfulness meditation
- Ecopsychology: 'Voice of the Earth' book by Theodore Roszak

W13: Goska Wilkowska Tame the name – how to remember all these species? Recorder: Mary Dillon

Goska gave an introduction to remembering various species with games and activities. The workshop also included an exploration of the area.

W14: Paddy Woodworth & Craig Bullock What is a native forest really worth? Integrating ALL the values of woodlands into our national accounting system through natural capital valuation

Recorder: Pranjali Bhave

We were in the winter wonderland as it snowed around us in the woods of Slieve Carron. So was a beautiful setting which people enjoyed visiting. Paddy and Craigs talks shared insight on the motivations behind natural capital and the resistance to it from different quarters.

The example about New York's decision to restore the Catskill/Adirondacks watersheds to treat the city's water supply was interesting. Natural filtration in the restored areas was so improved that the city was able to build much simpler water treatment plants, saving perhaps a billion dollars. A clear example of the advantages of opting for natural over built capital solutions, with many local benefits besides the economic ones, for residents and visitors to these mountains and to their biodiversity.

The example they gave about the water treatment case in New York was interesting – of how on discovering that the water contained some carcinogens that the water treatment plants were not able to remove, (deforestation had caused loss of natural filters in the ground) the authorities set about planting woodlands and managing waterways for biodiversity.

There were some thought-provoking ideas on who will pay/ should pay for investing in biodiversity?

**W15: Sabine Springer Causeway to Clare, between the rocks and a soft place
Recorder: Gráinne Barron**

We arrived at Sabine's lovely home in Aughinish and with high winds and rain outside we remained indoors for a large part of the session drinking tea and eating lovely biscuits. We perused Sabine's extensive collection of marine and fossil finds. At 12.00 it was decided to take a trip down to the shoreline unfortunately the tide was too high to see the seaweed cultivation ridges or a lot of the marine life etc. but everyone enjoyed Sabine's home and were enthusiastic.

Sabine and Cillian's home is testament to their interest and passion for marine ecology and conservation. It was quite inspiring to see their dedication to their natural environment. The group also enjoyed chatting amongst ourselves, within various subgroups.

APPENDIX 1 Programme 2019

burrenbeotrust
connecting people and place

LEARNING LANDSCAPE SYMPOSIUM 8th-10th MARCH 2019

PROGRAMME

Fri 8th March Discussion & Cross-pollination

- 5-6.30pm: *Registration*, Burrenbeo Trust Office, Kinvara (from 7pm at Seamount School)
- 7-7.30pm *A mix up - getting to know the crowd.* Led by Kate Lavender, Seamount School, Kinvara
- 7.30-9pm *Welcome* by Áine Bird, Burrenbeo Trust followed by a series of talks on trends & developments in place-based learning (10mins each with Q&A):

"Wild? I was livid!" The role of The Heritage Council's Wildlife Officer. (Lorcan Scott, Heritage Council)
Green-Schools in 7 steps and 7 topics! Making resilient children. (Róisín Garvey, Green Schools)
"Into the great wide open" – landscapes for learning. (Tomás Ó Ruairc, Teaching Council)
Why Young People Make us Hopeful (Laura Kravac, Action for Conservation)

Followed by a pub meet up: Greene's Pub

Sat 9th March Workshop Session 1. 10am- 12.30pm

**Meet at 9.30am as going out into the field. Need to car share, ready with full outdoor gear on.*

- W1: Meaghan Carmody *Towards a Safer Climate: Community Organising and Movement-Building in Frontline Populations*
- W2: Hedda Dick *Place-based sustainability: our home the earth*
- W3: Brendan Dunford* *Farming for Nature*
- W4: Mary Corcoran *Place matters: exploring the enduring significance of place in the modern world*
- W5: Joanna McNerney* *Team Building Outdoors*

Meet & eat @ Seamount School: Lunch can be bought in the local shops. Tea, coffee and space to convene. Bring your own mug.

Sat 9th March Workshop Session 2. 2pm-4.30pm

**Meet at 1.30pm as going out into the field. Need to car share, ready with full outdoor gear on.*

- W6: Laura Kravac *Empowering the next generation of environmental leaders*
- W7: Neil Jackman *Telling a Tale – storytelling techniques and methods for cultural and natural heritage*
- W8: Ray Foley* *Irish forests A-Z. A walking conversation*
- W9: Kate Lavender* *Having fun in the outdoor classroom*
- W10: Caithriona McCarthy *Taking the Power Back - Climate Change and the Food We Eat*

Evening 6pm-7.30pm

campaigning capacity of potential organisers. She also has ample experience in coordinating large groups, including the Stop Climate Chaos Coalition, a coalition of 30+ organisations campaigning for Ireland to do its fair share on climate, and Young Friends of the Earth, a grassroots volunteer group working to advance global climate justice. Her passion for building and maintaining partnerships and networks in the grassroots campaigning sector is central to her work, and she hopes to see the work she does inspire people to work together to take action for positive change.

Corcoran, Mary Mary.Corcoran@mu.ie

Mary P. Corcoran is Professor of Sociology at Maynooth University and the recipient of an EPA-Fulbright award in 2018-19. Her research interests are primarily in the fields of migration, urban transformation and public cultures. She has published widely on these topics, and most recently has been investigating the relationship between food security, environmental stewardship and civil society.

Dick, Hedda hedda@brigitsgarden.ie

Hedda Dick is the Environmental Education Officer at Brigit's Garden, Roscahill, Co. Galway working to connect people of all ages with nature and to engage in both local and global sustainability issues. Since qualifying with an MSc in Sustainable Development from DIT, Hedda has worked in sustainability education and engagement in a range of settings. At Brigit's Garden, Hedda's main role is to develop and deliver primary and secondary school programmes as well as working with volunteer gardeners to care for the garden.

Dunford, Brendan brendan@burrenlife.com

Brendan is the Manager of the EU award-winning Burren 'farming for conservation' programme. Brendan initially came to the Burren to do a PhD which explored the relationship between farming and heritage in the region. With his wife Ann O'Connor, he helped found Burrenbeo Teo, precursor to the Burrenbeo Trust, and was instrumental in developing place-based education programmes in the Burren including the 10-week Ecoceo programme that is now run in primary schools across the Burren and identified as a model of place-based education nationally. He served as a council member of The Heritage Council from 2005-2015, as a director of the European Forum for Nature Conservation and Pastoralism and as an Ashoka Fellow for Ireland. His interests relate to the relationship between people and their places and ways through which this relationship may be revived and enhanced for the benefit of both.

Foley, Ray rfoley@eeu.antaisce.org

Ray Foley Forest Education Officer with An Taisces Environmental Education Unit.

Originally a secondary school teacher Ray went back to study environmental science. He has since worked on various environmental programmes including Green Schools and Climate Ambassadors. He now works on An Taisces LEAF Programme based in Limerick. This initiative educates primary and secondary level children on the social, environmental and economic benefits of forests.

Garvey, Roisin rnighairbhith@eeu.antaisce.org

Róisín Garvey, Mother, ex teacher, Green-Schools Environmental Education Officer. 11 years working full time with the Green-Schools Programme in schools in Clare Galway and Limerick. Passionate environmentalist and community activist both inside and outside work.

Greene, Mary mary.greene@nuigalway.ie

Dr Mary Greene is a lecturer in Human Geography in the Discipline of Geography at the National University of Ireland, Galway (NUI Galway). Mary specialises in the social-scientific study of sustainability and environmental change. In addition to her work as an academic researcher, I have experience teaching at all levels on subjects relating to society-environment relations. Outside of academia, Mary is actively committed to working with communities on issues relating to social and environmental justice and change. Mary will be assisted by Claire MacKenzie in her workshop.

Kravec, Laura laura@actionforconservation.org

Laura Kravec is the Programme Manager for Action for Conservation, a young environmental charity with a mission to bring the magic of nature into young people's lives and inspire a youth movement committed to conservation and the earth.

Lavender, Kate kate@burrenbeo.com

Kate has a degree and masters in Geology and a PGCE in secondary Geography. Among other things she coordinates the Burrenbeo Conservation Volunteers and the Burren Wild Child programme, taking children on interactive days out into the Burren. Kate works with over 450 children a year through our Burren Wild Child and our Áitbheo primary and secondary place-based learning programmes. She also freelances as a field studies instructor and cave guide with the Burren Outdoor Education Centre. Prior to joining Burrenbeo she was a geography teacher in the UK.

McCabe, Kathryn kathrynmccabe@yahoo.com

Kathryn McCabe studied Science and Applied Physics at Maynooth University, however continued seeking academic pathways that would explore a big picture approach to changing the world. A radical masters in Australia, Social Ecology, enabled her to engage with complex systems, design context-specific change strategies and, crucially, feel inspired about what is possible when people feel respected and trusted to take their next step towards transformation. She now works as an independent consultant designing programmes for groups that are engaged in change; community, schools, business. She has lectured at the University of Western Sydney, has worked internationally guiding NGOs and large multinationals towards sustainability and well-being. She has a special interest in youth Rites of Passage; delivering a summer program on Vancouver Island, Canada. She is a published author in Social Ecology; Applying Ecological Thinking to Our Lives and Our work.

McCarthy, Caithriona caithrionamcc@eircom.net

Caithriona McCarthy founded the Edible Landscape Project in 2012. It was while living in Spain that she became acutely aware of the importance of community, the food we eat as a community, and how and where that food is grown. This experience, and her subsequent experience advising small Irish development organisations on sustainable business development, led her to create the Edible Landscape Project. She now combines her time as a lecturer in Sustainable Horticulture and Entrepreneurship at Westport College of Further Education (WCFE) in Co. Mayo, with developing community-based sustainability projects.

McInerney, Joanna burrenoec@lcteb.ie

Joanna is the director of the Burren Outdoor Education and Training centre (OETC), one of two OETCs in Limerick and Clare Education and Training Board. Joanna has been involved in outdoor learning for over 30 years, designing and delivering programmes to range of groups and learners. Joanna also has a love for adventure, is a keen sea kayaker and has travelled extensively on all sorts of trips and expeditions.

O'Ruairc, Tomás toruairc@teachingcouncil.ie

Tomás started his career teaching Irish and history at Athlone Community College. He was head of the Irish Department in Froebel College of Education from 2000 for five years and Education Programme Manager at Foras na Gaeilge before becoming Deputy CEO in 2007. He held the post of chair of Meitheal Chinnireachta (Leadership Forum) and of the Network for the Promotion of Linguistic Diversity and sat on the Council of the NCCA from 2006-2009. In 2009, Tomás became a Director in the Department of Arts, Heritage and Gaeltacht before taking on his current role as Director of the Teaching Council in 2012

Róisín Burke, Neil Jackman neil@abartaheritage.ie

Neil and Róisín are both archaeologists and directors of Abarta Heritage, an award winning company based in Clonmel, Tipperary. Abarta Heritage works with national bodies such as the Heritage Council, local authorities, and communities to help to promote, interpret preserve and protect Ireland's heritage. Abarta's work includes the management of the Adopt a Monument Scheme and various interpretation and community-focused heritage projects.

Scott, Lorcan lscott@heritagecouncil.ie

I studied Environmental Science in UUC before taking up a career with the National Parks & Wildlife Service, starting in the Wicklow Mountains National Park as a Park Ranger, in 1998 I moved post to the lowlands of Co. Kilkenny. In 2001 I punctuated my NPWS career with a secondment to Carlow CoCo as Heritage Officer for 3 years before resuming employment with NPWS as District Conservation Officer covering the South East counties of Carlow; Kilkenny & Wexford. In 2015 I was placed as Peatlands DCO responsible for Raised Bog issues in both the Eastern & Southern NPWS divisions. In December last, I took up my current post as Wildlife Officer with the Heritage Council, based in Kilkenny and I have a national role with this post.

Springer, Sabine springersabine7@gmail.com

I began my professional life as a veterinary laboratory technician, working with veterinarians on farms and clinics in Germany. Returning to university in Ireland I obtained a Bachelor of Science(Hons) in Botany and a Masters degree in Environmental Science on otter distribution / ecology from NUIG.

At the same time I began printmaking in GMIT in the evenings and had my first exhibition in the gallery in NUIG at the end of my primary degree three years later. It was all about learning and expressing of knowledge, some as research and some as art, which led to several exhibitions in Europe and a few book illustrations.

At the moment I am trying to bind science and art together again but this time with plastic installations to highlight the plight of the marine environment, in particular the dangers to animals. I am a longterm active member of the Irish Whale and Dolphin Group, Coastwatch and the newly formed Cuan Beo (inspired by the work of Burren Beo). My connection with the Burren began 1993, while working with the Burren Wildlife Foundation in Fanore . The special interest in the coastal edge of the Burren began there and I have been living close to the coast of the Burren ever since

Wilkowska, Goska goscawilkowska@yahoo.ie

Goska Malgorzata Wilkowska is a part of Nature's PATCH Network (www.patchireland.com), a non-for-profit organisation aiming to raise awareness on biodiversity loss and climate change issues. She holds a Master degree in Environmental Biology and works as a consultant ecologist. Goska provides biodiversity workshops in primary schools under the Heritage in Schools Scheme and has cooperated with the National Parks and Wildlife Service as a Curlew Champion. She is engaged in numerous community projects, including MWM Peatland Heritage Group concerned with protection of Ballivor bogs and Ounamoun Nature Reserve aiming to protect Lough Ree biodiversity. She has provided nature-related talks and workshops to people of all ages for last 8 years.

Woodworth, Paddy paddywoodworth1@gmail.com,

Environmental journalist, author of 'Our Once and Future Planet: Restoring the World in the Climate Change Century'; founding member of the Irish Forum on Natural Capital.

APPENDIX 3 Delegate Biographies

Brindley, Anne annembrindley@gmail.com

Burchette, Tonya tonya.burchette@lovet.org

I've worked with youth in a variety of contexts in progressive education for over 20 years - including classroom teaching, outdoor leadership, and environmental education. I am also a Sierra Club National Outings leader. My current interests are outdoor activities such as hiking, biking, kayaking etc, and creating educational travel opportunities for American Independent schools in place based education in Ireland.

Cahill, Laura laura.cahill@worldwiseschools.ie

Laura has worked with WorldWise Global Schools for the last 3.5years, and Global Citizenship Education generally, for the last 8. This has included working in both the formal and non-formal education sector - with both young people and teachers.

Cochrane, Ross rosscochrane@gmail.com

Ross Cochrane is a curator, writer and researcher; his practice records memories embedded in the landscape which intersect between ecology and consumer typographies. He Lectures in education and delivers creative arts programs with community groups, schools and special needs education. He is currently employed as a tour guide for the Cavan / Fermanagh Geopark, a ceramics technician in the Leitrim Sculpture Centre and facilitates horticultural and sustainability workshops with community groups in the North West of Ireland.

Cunniffe, Catriona catrionateacher@gmail.com

SEN teacher (primary) Clare Island & Inishturk, IWT Groundwork workcamp coordinator, Dip. Environment & Conservation management

Curley, Martin martinjcurley@gmail.com

I am from Menlough, Co Galway but have just returned in past few years after living in NY, Belfast and Liverpool. I deliver workshops on Family History & Local Heritage to schools and groups as well as work with individuals, families and communities on DNA and Genealogy research. Last year I was a part of a small team researching 'orphan girls' from Mountbellew Workhouse sent to Australia in 1852 which led to a Commemoration event in May attended by the Australian Ambassador and descendants of the girls. I enabled some of those descendants through DNA to meet with their cousins in the area.

Dempsey, Marian hilltopskerrig982@gmail.com

Donnellan, Brian bmdonnellan@gmail.com

I am (a) an academic and (b) from Clare - so I am interested in both the pedagogical aspects of the symposium and community-related topics in the agenda.

Earls, Trudy trudyearls@gmail.com

I work with Heritage in Schools and also a tour guide in the midlands

Emmett, Yvonne yvonne.emmett2@mail.dcu.ie

Fitzgerald, Cathy cathyart@gmail.com

I'm an eco-social artist | researcher & ecoliteracy educator for the arts: my creative practice explores new-to-Ireland continuous cover forestry at www.hollywoodforest.com, and I offer ecoliteracy modules for the arts at www.haumea.site

Fitzpatrick, Cora cora.fitzpatrick70@gmail.com

I am currently a student on a BSc (Hons) in counselling and psychotherapy. It is my intention to become a member of the EEAI (Ecopsychology and Ecotherapy Association of Ireland). I'm interested in how healing with nature can bring deeper peace for us, a greater awareness of the healing needed for our planet and the part we can all play. My other interests include Social Psychology, Somatic Experiencing, Mindfulness and Mindful Walking. I love the initiative of the Burrenbeo trust and I'm looking forward to the whole event.

Gray, Shonagh shonaghgray@hotmail.com

Shonagh Gray, a graduate of UCC works as a Field Studies Instructor at Killarney National Park Education Centre. She delivers a range of national and secondary school programmes based in the outdoors as well as leading guided walks through the National Park.

Halpin, Una una@wildwaysadventures.ie

I have worked in the field of Environmental Education since 2004 and currently run my own business Wildways Adventures. I run workshops and teacher training on behalf of Science Foundation Ireland and SEAI and am a member of the Heritage in Schools programme. I also work with other organisations and have a particular interest in getting families outdoors exploring their local environment.

Halpin, Trevor halpintrevor@gmail.com

I'm like the kid in 'The Sixth Sense' movie. Instead of seeing dead people, I see Invasive species, all the time. Member of Groundwork, an organisation which ran workcamps successfully removing *Rhododendron ponticum* from Killarney National Park for 29 years.

Healy, Shailagh woodlandwanders@gmail.com

Arboriculturalist & wild child based in N Leitrim. Facilitates natural heritage educational walks and tree forays for council, tour operators and Heritage in Schools. Also Music & Movement therapy sessions for people with disability and senior groups.

Holmes, Danielle danielle19521@hotmail.com

I am studying an honours degree in outdoor education and have a great love for the outdoors and getting kids more involved in nature and away from technology. I am interested in the event because it will provide innovative ways of getting kids more interested in nature and in caring for it.

Keegan, Teresa tkeegan1@eircom.net

Interested in the environment around me and wish to learn more about Burrenbeo.

Kelly, Mark mark.kelly@gmit.ie

Lecturer in the Department of Building and Civil Engineering in GMIT and Green Campus Coordinator. I have a long research background in waste prevention and reduction related to the construction sector. I have a particular interest in community-engagement strategies and behaviour change.

Kennedy, Nuala nuala.kennedy@zoho.com

Burren and Burrenbeo enthusiast. Interested in the natural world. Planning to work with a biodiversity project in my community.

Lacey, Ian ian.w.lacey@gmail.com

I work in communications and have spent time with international NGOs such as the World Wide Fund for Nature (WWF) in Lao PDR and the International Union for Conservation of Nature (IUCN) in Switzerland. I'm interested in learning what we can do as individuals and as communities to reconnect with nature. I also have an interest in storytelling and would like to find ways to creatively write and talk about the lessons learned here in my future work.

Lewis, Caitlin caitlewis@gmail.com

Caitlin Lewis is a youth and community project manager and facilitator. She is currently finishing up a project with Narrative 4, a storytelling organisation in Limerick. Previous work has included roles at Glenree Centre for Peace and Reconciliation, Limerick Restorative Practices Project, and Amnesty International. Currently on the Steering Committee of Extinction Rebellion Ireland. Interests include deep adaptation, regenerative culture, and nature based rituals and rites of passage.

Lynch, Áine ainelynch01@gmail.com

Interest in further connecting, understanding and developing a deeper appreciation for the environment. I'm currently considering becoming a forrest school leader and exploring opportunities for learning in this sector.

Mac Cormaic, Alison alisonmaccormaic@yahoo.ie

Originally from Scotland Alison Mac Cormaic now lives and works in Loughrea, County Galway. Her time is divided between arts and heritage facilitation and a visual art practice. She is also an art teacher in the further education sector and on the Heritage Council in Schools programme. Together with the children she explores built heritage, particularly the influence of the classical style on the everyday architecture of cities, towns and villages.

Maher, Susan susm.maher@gmail.com

My interest in this event stems from my interest in experiential learning. I have a passion for places and people and love to learn as I travel (one of my great loves).

Currently I am starting my third year as an associate faculty at National College of Ireland from where I also hold a Masters in Learning and Teaching. Prior to working at NCI I spent two and a half years teaching in rural China (English/HR/Business). This was one of the greatest learning experiences of my life and led me to my current role which includes facilitating the acculturation process of Chinese students who come to Ireland to study. They not only a language barrier but also cultural and pedagogical making the transition difficult.

My experience in China gives me an in-depth appreciation of the difficulties these students face, however I am interested in finding new ways of including some different ways for them to learn more about the Irish culture and environment outside of their major study programs.

Mc Dougal, Katy katy.mcdougal@lovet.org

I've worked in various roles in primary, secondary, and community arts education over the past 20 years. My current interests are in creating educational travel opportunities for American Independent schools in place based education in Ireland.

Meehan, Cary meehancary@gmail.com

Background in self sufficiency & wholistic living, community & family. In more recent years writing about & visiting sacred sites ancient & modern, local history & helping children experience same through Heritage in Schools. Often recently schools want help exploring ecology, green issues & their school grounds. Finally community gardens.

Ní Mháille, Laura lauranimhaille@gmail.com

NicCharthaigh, Áine ainenicc@eircom.net

O'Brien, Kate katedobrien@gmail.com

I am a writer that hopes to set-up outdoor workshops. I recently finished studying for a Masters in Wildlife Conservation at UCD.

O'Callaghan, Mark markosee@gmail.com

Ecologist, walking guide, occasional photographer. Having worked in education and interpretation with Burren and Wicklow Mountains National Parks, the National Botanic Gardens, Sceilig Mhichil and Burrenbeo Trust, I am interested in all aspects of communication and sharing of landscape/environmental knowledge, in particular biodiversity, its intrinsic value and its role in all our lives.

O'Donohoe, Theresa theresadonohoe@gmail.com

I'm here in a personal capacity. I coordinate Clare Environmental Network and am an environmental rep on Clare PPN Public Participation Network. I'm passionate about climate action and sustainable communities.

O'Farrell, Fiona fionaofarrell01@gmail.com

Faith Wilson is my daughter and she is a well known professional ecologist. We have both lived in rural landscapes , which were rich havens of wildlife .

O'Sullivan, Kate kayteposullivan@gmail.com

Transition year co-ordinator with a strong interest in place based learning.

Robinson, Auriel sligoseatrails@gmail.com

I am a maritime archaeologist and run 'Seatrails' in Sligo, offering guided walking tours (and horse riding tours) and walking holidays to domestic and international visitors in coastal and mountainous areas. I am a Wild Atlantic Way Ambassador for Sligo working closely alongside Fáilte Ireland, Tourism Ireland and Sligo Tourism. I am a member of 'Adventure Sligo' promoting adventure tourism in the northwest.

I also deliver academic presentations and field trips to second and third level institutions, walking groups, special interest groups and primary schools. My work is focused on natural and built heritage in coastal and mountainous areas including geology, archaeology, local history, ecology and biodiversity. I teach marine environmental awareness. I am also a listed heritage expert under the 'Heritage in Schools Programme' for the northwest.

Sloane, Siobhan info@siobhansloane.ie

Smith, Tracey g00330220@gmit.ie

Currently undergoing my 4th year in Outdoor Education while researching factors that influence pro-environmental behaviour. My interest in the event is to develop a further understanding on environmental management and place based education.

Wilson, Zoe Zoe-marywilson@hotmail.com

GMIT student to learn more about our environment

APPENDIX 4 Workshop Abstracts

Saturday 9 th March Workshop Session 1 (10am- 12.30am)	
<i>Contributor</i>	<i>Session Details</i>
<p>W1: Meaghan Carmody, Friends of the Earth</p> <p>This is an indoor workshop based in Kinvara.</p>	<p>Title: Towards a Safer Climate: Community Organising and Movement-Building in Frontline Populations</p> <p>Outline: In this workshop, we will explore how to engage the local community in environmental issues, using the proposed Liquefied Natural Gas terminal planned for the Shannon estuary as a case study.</p> <p>This workshop's participants will learn about the process that led to fracking, applying skills such as finding allies, power mapping, using the pyramid of engagement and targeted messaging to this case study. It will be co-facilitated by a local from Clare who has recently got involved in the Stop Shannon LNG campaign.</p>
<p>W2: Hedda Dick, Brigit's Garden</p> <p>This workshop is based in Kinvara and will include indoor and outdoor elements.</p>	<p>Title: Place-based sustainability: our home the earth</p> <p>Outline: This workshop will explore how to engage people of all ages in issues of local and global sustainability using the place-based programmes and events at Brigit's Garden as a case study. The story so far will be told of how Brigit's Garden strives to connect people with our local environment and heritage, while making them aware of global sustainability challenges and what we can do to address them.</p> <p>Participants will take part in hands-on activities used at Brigit's Garden for a range of age groups and abilities. Participants will also work together to explore how they can develop practices or activities in relation to local and global sustainability.</p>
<p>W3: Brendan Dunford, Burren Programme</p> <p>This workshop is an outdoor workshop based in the Burren.</p>	<p>Title: Farming for Nature</p> <p>Outline: A gentle stroll across the Burren to explore the complex relationship between local farmers and their rich heritage, from traditional management practices to modern conservation efforts. This 'walking workshop' will look at different habitats and heritage features, while also discussing to what degree lessons from working with Burren farmers over 20 years might apply to other farmed landscapes in Ireland and beyond.</p>
<p>W4: Mary Corcoran, NUI Maynooth</p>	<p>Title: Place matters: exploring the enduring significance of place in the modern world Outline: In this workshop we will begin by examining definitions of place moving on to reflect on our</p>

<p>This is an indoor workshop based in Kinvara.</p>	<p>individual and collective sense of place. We will demonstrate the difference between the social process of place attachment (how we feel about the place where we live) and the more utilitarian task of place-making (Failte Ireland campaigns such as The Wild Atlantic Way). Finally, we will explore the significance of place as a mobilising factor in everyday civic culture.</p>
<p>W5: Joanna McInerney, Burren Outdoor Education</p> <p>This workshop is an outdoor workshop based in the Burren.</p>	<p>Title: Team Building Outdoors</p> <p>Outline: Participants on the workshop will take part in a range of team games and challenges. These are tasks and problem solving games that require cooperation and planning. They are a lot of fun as well. While taking place outdoors, these are not too physically demanding and they focus more on team work.</p>
<p>Saturday 9th March Workshop Session 2 (2pm- 4.30pm)</p>	
<p><i>Contributor</i></p>	<p><i>Session Details</i></p>
<p>W6: Laura Kravac, Action for Conservation</p> <p>This is an indoor workshop based in Kinvara.</p>	<p>Title: Empowering the next generation of environmental leaders</p> <p>Outline: 2019 is predicted to be a groundbreaking year for youth environmental leadership. Last autumn, hundreds of organisations from across the world pledged to embed meaningful environmental action in young people’s lives as part of the ‘2019 Year of Green Action’. In February we witnessed thousands of young people walking out of school to strike for climate justice. In this practical workshop, we will explore the ways in which environmental organisations, schools and community groups can build on this momentum and galvanise young people from diverse backgrounds to drive meaningful environmental change and shape the future of nature in the UK and Ireland. We’ll cover how to incorporate youth voices in your work through youth trusteeships and advisory boards and more unconventional engagement techniques including social media takeovers, co-branding activities and ambassador programmes. We’ll also explore different ways to frame these opportunities to engage and benefit young people from all backgrounds and experience.</p>
<p>W7: Neil Jackman & Róisín Burke, Abarta Heritage</p> <p>This is an indoor workshop based in Kinvara.</p>	<p>Title: Telling a Tale – storytelling techniques and methods for cultural and natural heritage.</p> <p>Outline: This practical workshop aims to outline the different techniques, methods and considerations for interpretation. A short talk will introduce the key elements of interpretation, illustrated by examples from Ireland and overseas. The talk will also highlight considerations such as audience and how to ensure that your interpretation is balanced between being accurate and engaging.</p>

	Following the talk participants will be placed in groups and presented with scenarios where they can plan how to tell the tale of a particular place or theme.
W8: Ray Foley, LEAF This workshop is an outdoor workshop based in woodland.	Title: Irish forests A-Z. A walking conversation Outline: Interactive hands on walking tour of Garryland woods. Lessons from running the LEAF Programme in Limerick. Activities and discussions covering the history of Irish forests, their contemporary role and how to connect communities with their local woodlands. Lessons for educators on how to use our woodland resource for scientific and environmental education. Observe habitats and trees as we walk including Coilltes Yew re-establishment project. Hands on activities along the way.
W9: Kate Lavender, Burrenbeo Trust This workshop is an outdoor workshop based in the Burren.	Title: Having fun in the outdoor classroom Outline: The aim of this workshop is to share the many varied techniques and games that we use when exploring and learning in the outside classroom. Kate will lead a selection of activities carried out by the Burrenbeo Trust for a variety of different age groups and invites you all to bring along your favourite biodiversity/place activities to share with others.
W10: Caithriona McCarthy, The Edible Landscape This is an indoor workshop based in Kinvara.	Title: Taking the Power Back - Climate Change and the Food We Eat Outline: Empowering listeners in a conversation about climate change, by relating it back to their food consumption. We teach people how to be climate smart by addressing the energy used in the production, storage, delivery and consumption of their food. It is a message for our time. It is a way forward and a radical shift in the way communities address the problem of climate change.
Saturday 9th March Evening Session (6-8.30)	
Screening of the 'Silver Branch'	
This beautiful film is described as "an uplifting and emotional celebration of people and place, which captures the delicacy of the natural world; the heart and soul of a farmer-poet, Patrick McCormack; and the ancient rural spirit of Ireland which stands behind him". View the trailer on https://vimeo.com/260201919	
Sunday 10th March Workshop Session 3 (10am- 12.30am)	
<i>Contributor</i>	<i>Session Details</i>
W11: Mary Greene, NUI Galway	Title: Trashing the Planet – Who is responsible? Exploring design thinking & community activism as tools for

<p>This is an indoor workshop based in Kinvara.</p>	<p>engagement</p> <p>Outline: Do you ever feel like a drop in the ocean when it comes to efforts at achieving sustainability?</p> <p>In today’s neoliberal free market context, the onus is frequently placed on individual consumers to drive the transition towards sustainability. However, while individual behaviour change is, without doubt, a crucial part of the process of transitioning, the emphasis on the individual consumer neglects a discussion of how wider social, cultural and political contexts are locking individuals into resource intensive forms of consumption.</p> <p>This two-part workshop focuses on uncovering and challenging the social, structural and institutional contexts that lock citizens and consumers into unsustainable ways of living. The first half of the workshop comprises a theoretical exploration of the state-of-the-art social science research on (un)sustainable consumption. Particular attention is given to exploring insights from critical social science perspectives that highlight the social drivers of action and the resulting implications for policy responses. Specific focus is placed on the importance of moving attention away from individualising responsibility on individuals to meaningfully addressing the social and cultural factors shaping action.</p> <p>Building on this, the second half of the workshop takes an interactive, participatory workshop format in which participants explore innovative methods of community engagement for sustainability transitions. Here, design thinking and community asset-mapping as tools for enacting social change around sustainability transitions are explored through a range of group activities.</p>
<p>W12: Kathryn McCabe</p> <p>This workshop is based in Kinvara and will include indoor and outdoor elements.</p>	<p>Title: Deep Ecology; harnessing emotional intelligence to propel engagement and action.</p> <p>Outline: Beneath our encounters with place sit our emotional responses. Deep Ecology suggests that when our emotional responses remain unacknowledged they can act as blocks to effective action. Through acknowledging these emotional responses we enliven ourselves more fully; creating greater energy, focus, joy and meaningful action. In a series of indoor and outdoor activities drawing on Joanna Macy's The Work that Reconnects,</p>

	<p>Process Oriented Psychology and Social Ecology this workshop will invite you to explore your own personal responses to place and the state of the planet, connect more deeply with others attending the conference and create space for new perspectives for the next steps in your work/life. You will also come away with ideas for incorporating these activities in your own work.</p>
<p>W13: Goska Wilkowska</p> <p>This workshop is based in Kinvara and will include indoor and outdoor elements.</p>	<p>Title: Tame the name – how to remember all these species?</p> <p>Outline: Putting tags on plants, animals and landscape is a natural human way of taming and learning the world around them, but it can be troublesome to memorise all the names (sometimes tricky or foreign) that other people came up with. This often stops both young and old from noticing nature and scares them away from nature studies. You will learn and practice the ways how you and your students can deal with it: inventing new names and making meaningless names meaningful, which will lead to better understanding and befriending nature.</p>
<p>W14: Paddy Woodworth and Craig Bullock, Irish Forum on Natural Capital</p> <p>This workshop is an outdoor workshop based in the Burren.</p>	<p>Title: What is a native forest really worth?</p> <p>Integrating ALL the values of woodlands into our national accounting system through natural capital valuation</p> <p>Outline: We will drive to the entry of Slieve Carran Nature Reserve. Paddy Woodworth will give a short introduction to the concept of natural capital and ecosystem service valuation, and to the advantages – and dangers – of viewing our landscapes through this framework. Craig Bullock will briefly describe how he has applied this concept to Irish biodiversity globally, and to woodlands in particular. We will then walk to the sanctuary site in Carran hazel wood, discussing these ideas informally in small groups en route. In the hazel woods, we will open up a general discussion. How many hidden services can we find in the landscape, and how should we value them? Are there disservices also, that we need to discount (hazel scrub limiting other biodiversity, for example)? What dangers might there be in adopting this system?</p>
<p>W15: Sabine Springer</p> <p>This workshop is an outdoor workshop based in the Burren.</p>	<p>Title: Causeway to Clare, between the rocks and a soft place</p> <p>Outline: In my workshop I would like to bring people to the tapestry of habitats to both sides of the causeway to Aughinish, go to our “backyard” to share what we have explored, studied, found and enjoyed over the years. I will bring you to old seaweed cultivation ridges in Aughinish Bay, give you a short history of the oyster beds and seaweed harvesting. Then I will show you marine karst on the edge of the sea , its geology and lifeforms, while looking out for intertidal bird and other life on the exposed sandy beach....we will have a look at the Martello Tower and the adjacent</p>

lagoon...more birds guaranteed... then we will walk along the coast to the oyster midden and have a look at the marine erosion at the glacial till cliffs of Aughinish, (not to worry, from below) and all the other non predictable things that will come our way.....

Please bring wellingtons and binoculars.....

Not so good weather option: to have a look at my marine collection, somewhere dry, with a cup of tea and home-made organic biscuits.