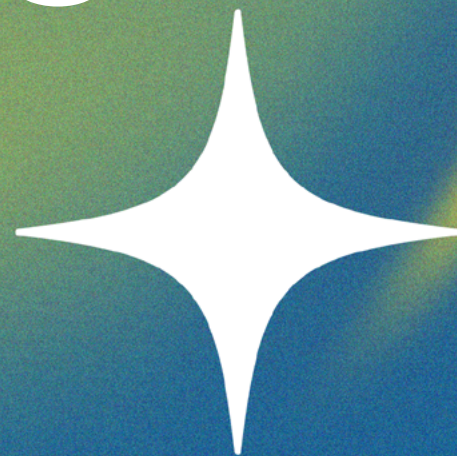


# Post Human Architect



Co-funded by  
the European Union



# INTRODUCTION

**The Post Human Architect project (PHA)** aims at fostering an approach of regeneration of places and social innovation inspired by the principles of the [New European Bauhaus](#), the European Union's initiative to imagine and build a future that is:

- Enriching, inspired by art and culture, responding to needs beyond functionality.
- Sustainable, in harmony with nature, the environment, and our planet.
- Inclusive, encouraging a dialogue across cultures, disciplines, genders and ages.

The aim of the project is to provide practical tools to help overcome the anthropocentric, human-focused approach in favor of an ecosystemic approach, in which humans and nature, technology and culture, coexist in harmony and cooperate for the improvement of our living and social conditions.

The Post Human Architect is not an architect in the strict sense, but someone who is capable of interpreting spaces from an ecosystemic perspective and imagining new sustainable approaches, usages and opportunities for those who inhabit them or might inhabit them: architects and designers, but also cultural managers, humanists, artists, and technologists.

# Who IS THIS TRAINING FOR?

VET trainers, especially the ones working in decentralized areas, engaged in sectors like science, architecture, planning, arts, design, rural development, anthropology, sustainability - and their learners. Because of geographical barriers, rural and decentralized areas offer fewer opportunities to participate in training and up-skilling programmes both to trainers and trainees. This training aims to equip trainers with methodologies and tools to address new frameworks - like New European Bauhaus and Green Deal - and challenges - like sustainability and social innovation.

**NOTE:** in the Appendix 2. you will find some tips to adapt the training to other targets (students from primary school and citizens).

# What IS THIS TRAINING FOR?

The purpose of this training is to develop the trainees' skills, both hard skills - e.g., knowledge on sustainability - and soft skills - e.g., cultural sensitivity -, in order to unlock their capabilities in taking on an ecosystemic approach when "reading" a space and rethinking that space in a creative and sustainable way.

# How DOES THIS TRAINING WORK?

In this handbook you will find a complete course guide made of a series of activities that lead trainees to the development of a regeneration idea for a specific ecosystem. For each activity, you will find: the learning objective (i.e., the skill(s) that the activity fosters); how it is carried out; the time frame; practical tips for conducting the activity. At the end of the manual you will find: Appendix 1., with the overall timing of the training and useful hints for reducing or expanding it; Appendix 2., with Tools for carrying out some of the activities (additional content and teaching aids).

# TRAINING ACTIVITIES

## BEFORE STARTING:

- 1 First of all, you have to choose an ecosystem, that is, a place or an environment: a building, a neighborhood, a city, but it can also be a park or the room where the meeting is taking place. The important thing is that the activity refers to a **real place**.
- 2 **Number of participants:** these activities are designed for a maximum of 20 participants (max. 4 groups of 5 people each), both to ensure everyone's effective and active participation and to avoid overly long sharing sessions or information overload.
- 3 A note on **location:** creativity also passes through the body! Avoid non-customizable locations (such as fixed tables and chairs), low in light, or work tables that are too close together. Provide participants with physical tools, such as sticky notes, markers, duct tape, etc. For some activities the space must be equipped with a printer and a large whiteboard or a free wall on which to attach sticky notes, sheets, etc.
- 4 In the explanation of the activities, it will often be reiterated to allow groups the freedom to self-organize: the goal is to invite participants to take responsibility for making collective choices in order to **stimulate the development of soft skills**, such as problem solving, teamworking, and leadership management.

# 1

# FROM HUMAN CENTRED TO POST-HUMAN

## GOAL

Fostering knowledge on the concept of ecosystem.

## HOW

Before starting, it is helpful to give trainees the thematic framework of the training.  
> In the Tools appendix you will find the definitions of Post-Human Architect and Ecosystem, that you can also use as a teaching aid (Tool #1)

## TIME

15 to 30 minutes

# 2 KEYWORD ASSIGNMENT

## GOAL

Fostering the ability to have a disruptive approach to the surrounding environment (ecosystem).

## HOW

- Divide the trainees into **groups of minimum 3 and maximum 5 people** (The team is likely to run aground on contrasting positions with too few members. The team also risks allowing only the most charismatic personalities to come to the surface with too many members).
- Randomly assign each group a **keyword** from the following list:
  - INHABITANTS
  - LIVING THINGS
  - MATERIALS
  - TRACES
  - LANDSCAPES
  - INTANGIBLE
  - NON-BREATHING THINGS
  - ARTFACTS
  - STORIES
  - TRADITIONS

The purpose of the keywords is to serve as a guide for the next activity (EXPLORATION), where the groups will be asked to explore the ecosystem according to their interpretation of the assigned keyword.

- The groups **brainstorm** separately for about 15 minutes on the meaning of the assigned keyword. The purpose of brainstorming is to share their hot-button ideas (e.g., *"to me, living things are everything that breathes," "to me, living things are everything that has a past history,"* etc.).
- Groups must devote the last 5 minutes of the brainstorming to converge on a single interpretation that convinces all group members.

## TIME

**20'** (5' for group formation and keyword assignment + 15' for brainstorming)

## TIPS

- Be creative in choosing the criteria to form teams: a fun criteria helps to establish a playful and relaxed atmosphere. In addition to "bureaucratic" criteria, such as alphabetical order or date of birth, there are endless possibilities to form teams: by the color of clothes, by zodiac sign, by shoe size, or by the knowledge of a skill that has nothing to do with the context of the training (for example: on pitch people / tone-deaf people).
- If you are working with people who do not know each other, insert an ice-breaking activity between group formation and the KEYWORD ASSIGNMENT activity.  
> **In the Tools appendix you will find a selection of ice-breaking activities (Tool #2)**
- The keywords are intentionally ambiguous and can be interpreted in different ways: make it clear to trainees that the purpose of this activity is not to guess the "right" meaning of the word, since there is no right and wrong way to interpret it, but to leave room for their creativity.
- If you want to use other keywords besides those in the list, let your imagination run! The important thing is that the keywords leave room for free interpretation (the words "animals" or "buildings," for example, are too specific).

# 3 EXPLORATION

## GOAL

Fostering the ability to actively listen and understand the surrounding environment (ecosystem).

## HOW

- Groups explore the ecosystem from the point of view suggested by the keyword. The purpose of the exploration is to **gather information in accordance** to the **specifics** of the ecosystem (its values, its past, its special features) and its **needs** (its flaws, its expectations, its desires).
- **Actions for the exploration**  
Information can be gathered through three types of actions:
  - Sensory Perception** > looking, feeling, touching
  - Outreach** > unstructured interviews, semi-structured interviews or focus groups with those who inhabit the ecosystem
  - Research** > consultation of internet, texts, archives
- **Methodology for the exploration**  
It is good to allow groups a certain amount of autonomy, inviting them to freely determine their own method of exploration before they begin (*e.g. deciding whether to*



*explore the ecosystem individually, all together, or half and half, alternating individual explorations with collective checkpoints).*

However, a good guideline is to structure it into two phases:

- **the serendipity phase**, where they allow themselves to be inspired and surprised by the surroundings, without looking for anything in particular
  - > Actions: sensory perception and unstructured interviews
- **the in-depth phase**, where they investigate more deeply the elements that caught their attention during the first phase
  - > Actions: semi-structured interviews, focus groups and research

> **In the Tools appendix you will find useful content on how to organize and conduct unstructured interviews, semi-structured interviews and focus groups (Tool #3)**

### ● **Output of the exploration**

The information gathered by the groups must be shareable with the other groups (see next activity: MAPPING): this means that the final output of the exploration must be **materials**.

The materials can be of various kinds, depending on the type of activity: drawings, photographs, soundscapes, recordings, notes, texts, images...

At this stage it is not important that the materials are processed: the important thing is to “fix” the relevant information in a note, drawing, etc.

## TIME

### **2 hours**

**NOTE:** Two hours is the minimum time for the Exploration activity: in this case, the activity will be mostly based on the serendipity phase. However, with more time available, it is also possible to expand the in-depth phase, for example by organizing focus groups or archival research

> **See Appendix 1. HOW TO SCALE THE TRAINING**

# TIPS

- The purpose of keywords is to stimulate a creative, anti-taxonomic approach to explore the ecosystem: therefore, it is important that groups really follow the direction indicated by their keyword, especially at the serendipity phase - *For example, if in brainstorming they have established that living things are "everything that has a heart," then they can start the exploration by using their senses to identify all the elements that have a heart (e.g., the engine of a car, the ticking of a clock, etc. ) or by asking people they meet to tell them what they think is the heart of that neighborhood (or building, or city, etc.).*
- To further stimulate the creativity of trainees, invite them to explore the ecosystem crosswise, both in relation to time (even though we live in the present, everything around us has a past and is projected into a future) and to space (even though we are used to following the direction of our gaze, we must not forget that there is an above - for example, the top of buildings, and an underneath - for example, what we walk on).

# 4 MAPPING

## GOAL

Fostering the ability to organize data and to create links between various information.

## HOW

- Groups have about 30 minutes to **organize the presentation of the information** gathered during the exploration.  
During the 30 minutes, they must:
  - select relevant information
  - make sure there are understandable and shareable materials for each of the selected information: printouts of images and photographs, drawings, recordings, sticky notes with key words, clippings and highlights of texts, etc.
  - organize a clear and coherent presentation of the selected information, trying as much as possible to identify and highlight links between them

- Each group has about 6 to 7 minutes to **share their presentation**.  
Be sure to have an adequate space - a blackboard or a free wall - where groups can attach their materials throughout the presentation.  
At the end of each presentation, give the group another 6/7 minutes to answer questions from the other groups.
- At the end of all presentations, help the groups **clusterize the information** by reassembling the materials according to their affinity (e.g., they deal with the same concept, refer to the same element, etc.).  
The purpose of clustering is to create **a single mapping of the ecosystem** with the information gathered from all groups.

## TIME

**Variable** (30 minutes to organize content + 15 minutes per group for sharing + 30 minutes to cluster content), **up to 2 hours**

## TIPS

- Encourage the groups to keep a disruptive attitude even when selecting information: relevant information is not necessarily notions (e.g., dates or historical facts), but what struck them during the exploration - *For example, the information "it is a place that inspires calmness" or "it is a place where you hear no noises other than traffic" can be very valuable for the later stages of the training.*
- Allow groups the freedom to organize the presentation themselves (how much and what information to select, how many and who in the group will make the presentation, etc.).
- Give space to feelings: encourage people to perceive how dialogues or insights strike their intimate perception.

# 5 ADVOCACY

## GOAL

**Fostering the ability to empathize with an ecosystem.**

## HOW

- First, **form new groups of 3 to 5 members.**  
As each group has explored the ecosystem according to its own “code”, the mingling of trainees prepares for the activities to come, as it fosters a greater diversity of viewpoints, and consequently a greater richness of content within the new group.
- Give the trainees a few minutes (about 10) to observe the mapping of the ecosystem and **choose an element to advocate for (individually!).**  
The element can be of any kind: a building, a tree, a person, but also a collection of people - for example, “the young citizens”; something intangible - for example, “the feeling of calmness”; something that is no longer there - for example, “the ancient tradition of papermakers”.  
The important thing is that:
  - the element comes from the mapping
  - the element represents a “cause” for the trainee that he/she wants to support for the future of the ecosystem

## TIME

- Each of the trainees writes the element they have chosen and sticks it on themselves. In turn, the trainees share with the other members of the new group **what element they chose and the reason for their choice.**

**20 minutes** (10 minutes for the choice of the element + about 2 minutes for each member of the group for the motivation of their choice)

## TIPS

- If two or more trainees choose the same item, do not force them to change their choice: having multiple points of view on the same thing is only enriching!

# 6 REGENERATING A PLACE

## GOAL

Fostering the ability to take on a futuristic and visionary perspective - envisioning futures.

## HOW

The purpose of this Activity is for each of the groups to develop a regeneration idea for the ecosystem.

### ● Phase 1) Building a scenario.

The aim of the first phase is to ensure the exercise of creative thinking before moving on to rational thinking.

In this phase, each group has to develop an **utopian scenario** of the ecosystem 30 years from now (so if the training takes place in 2024, the brief will be: what will our ecosystem look like in 2054?).

> **In the Tools appendix you will find the definitions of scenario and utopia that you can also use as a teaching aid (Tool #4)**

In developing the scenario, **each group will start with the advocacy elements represented by each component** (a building, the neighborhood youth, an ancient tradition, etc.) and imagine what the utopian future of each of those elements is.

The next step is to **combine all the elements into one harmonious scenario**. To do this, it

may be necessary to modify the futures of some elements, or to add additional elements to act as the glue: reassure the trainees that at this stage anything is possible, the important thing is to develop a scenario in which all the elements coexist in harmony.

### ● **Fase 2) Retracing the path**

In this phase, groups must reconstruct backwards the path that might lead to the development of the utopian scenario, asking themselves, for each of the conditions that make up the future scenario, **what actions might be necessary for that condition to occur.**

*(For example: if they have imagined that in the future there will be no more cars in the town's historical centre, what needs to be done for that condition to occur? Diverting traffic? Building a bike lane? Raising citizens' awareness of green means of locomotion as early as primary school? etc.)*

### ● **Fase 3) Designing a regeneration idea**

This is the stage in which to test rational thinking.

From all the actions hypothesized in Step 2), **groups must develop a realistic idea of regeneration:** to do so, it is necessary to consider the present conditions, assessing the feasibility of the actions.

- The first step will be to evaluate the actions hypothesized in Step 2) in relation to the possibilities offered by the present, selecting only those that are most feasible (e.g., developing a yet unknown supertechnology is less feasible than recovering an abandoned building)
- Once the first selection has been made, the next step is to identify possible links between actions, discarding those that cannot be linked to any other action (e.g., they can combine the recovery of an abandoned building with the provision of a cultural space for young citizens, assuming that the building will be the home of the cultural centre)
- The last step is to use the connected actions - all or some of them - to develop a regenerative idea for the ecosystem.  
The idea does not have to revolutionize the ecosystem, it can even be a small action, the important thing is that:



- it responds to a present need of the ecosystem (*e.g., in the mapping of the ecosystem, the need “young people are bored” might have emerged*)
- it produces an impact on the ecosystem (*e.g., the regeneration idea might produce the impact: providing young people with a new entertainment opportunity*)

## TIME

**90 minutes** (30 minutes for each of the phases)

## TIPS

- Encourage groups to keep a visual record of their brainstorming process by providing each of them with a whiteboard or poster where they can jot down key words, attach sticky notes, connect ideas with arrows, etc.

# 7 SUSTAINABILITY STEPS

## GOAL

**Fostering knowledge on sustainability.**

## HOW

The purpose of this Activity is to review the regeneration ideas against the four areas of sustainability: Environmental, Economic, Social, Technological.

> **In the Tools appendix you will find a framework for each of the four areas of sustainability (description, key concepts and best practices) that you can also use as a teaching aid (Tool #5)**

- The trainer introduces the first area of sustainability: environmental sustainability. At the end of the explanation, groups have about 15 minutes to **evaluate their idea of regeneration against environmental sustainability.**

Each group member has a maximum of five “votes” for each sustainability area: votes can be cast by making a check mark, sticking a colored sticker, etc.

> **In the Tools appendix you will find a template that can be given to each of the groups to facilitate the voting process (Tool #6)**

- The process is **repeated for the other areas of sustainability**: Economic, Social, Technological.
- At the end of the activity, each group will have an **overview of their project's level of sustainability**.

## TIME

**2 hours** (about 30 minutes for each sustainability area)

## TIPS

- To prevent group members from influencing each other (group thinking bias), invite groups to discuss their votes only after each one of them have cast them.
- Encourage the groups not to be too indulgent with their ideas by casting as objective a vote as possible for each area of sustainability: a good way to facilitate an objective evaluation is for each group member to continue to “interpret” their advocacy element, assessing the idea's level of sustainability from the point of view of a tree, or a building, or local youth, etc.

# 8 PITCHING THE IDEA

## GOAL

Fostering the ability to identify the strengths and weaknesses of an idea.

## HOW

- Groups have one hour to **prepare an approximately 5-minute presentation of their idea.** Allow creative freedom to the groups in choosing the form of the pitch: from slides to drawings, from a schematic presentation to a narrative presentation, it is good for the teams to choose the form in which they are most comfortable, considering the aptitudes of the members. The important thing is that the presentation clarifies the key components of the idea.  
> **In the Tools appendix you will find the framework of the key elements of the pitch that you can also use as a teaching aid (Tool #7)**  
Before you begin, explain to trainees that the purpose of creating the pitch is to define and refine the idea. Once the key components of the idea have been identified, the teams should assess its room for improvement, also taking into consideration the sustainability assessment given in the previous activity.
- Each team has 5 minutes to present its idea. At the end of each presentation, give other teams about 10 minutes for **questions and feedback.** Encourage the teams to focus on the key elements of the idea and

its sustainability, both positively, by highlighting the strengths of the ideas, and negatively, by digging into the unclear aspects of the presentation.

## TIME

**Variable** (1 hour for pitch preparation + 15 minutes per group for presentation), **up to 2 hours**

## TIPS

- To give the training a sense of closure, it may be useful to end this activity by proclaiming a winning project: to avoid making the activity competitive rather than cooperative, however, it is a good idea for the trainer to simply give feedback on each of the ideas, highlighting their strengths and room for improvement, leaving the voting for the winning project to be peer-to-peer (between groups or individual trainees).

**APPENDIX**

**1**

**HOW  
TO SCALE  
THE TRAINING**

# DAY 1

THE DURATION OF THE TRAINING PRESENTED  
IN THIS HANDBOOK IS 2 DAYS OF 6 HOURS PER DAY.

## ACTIVITY

## TIME

1. FROM HUMAN CENTRED TO POST-HUMAN

30 minutes

2. KEYWORD ASSIGNMENT

20 minutes

3. EXPLORATION

120 minutes

4. MAPPING

120 minutes

5. ADVOCACY

20 minutes

**TOTAL: 6 hours**  
(about 5 hours for the activities +  
about 1 hour for the explanation of  
the activities)

# DAY 2

## ACTIVITY

## TIME

6. REGENERATING A PLACE

120 minutes

7. SUSTAINABILITY STEPS

120 minutes

8. PITCHING THE IDEA

**TOTAL: 6 hours**  
(about 5 hours for the activities +  
about 1 hour for the explanation of  
the activities)

NOTE: The times shown in this table do not include breaks: it is advisable to allow a break of 10/15 minutes between one activity and another, especially following the brainstorming activities (for example between activities 6 and 7).

# HOW TO REDUCE THE TRAINING

If you have a few hours available, the most effective way to reduce training is to carry out a single macro-activity. A first option, **if the goal is to make the trainees experience the concept of ecosystem**, is to focus the training on **Activity 3. EXPLORATION**. Here is a table for a 4-hour training based on exploration.

ACTIVITY	TIME
1. FROM HUMAN CENTRED TO POST-HUMAN	30 minutes
2. KEYWORD ASSIGNMENT	20 minutes
3. EXPLORATION	120 minutes
5. ADVOCACY (without mixing groups!)	20 minutes

If you have a few hours available, the most effective way to reduce training is to carry out a single macro-activity. A first option, **if the goal is to make the trainees experience the concept of ecosystem**, is to focus the training on **Activity 3. EXPLORATION**. Here is a table for a 4-hour training based on exploration.

ACTIVITY		TIME
1. CASE STUDY	Present to the participants a case study of a regeneration project implemented at local or national level.	30 minutes
2. SUSTAINABILITY STEPS	See the description of Activity 7.	120 minutes
3. BRAINSTORMING	Trainees, divided in groups, develop an idea to improve the weakest sustainability area from the case study.	30 minutes
5. IDEAS' PRESENTATION	Teams present their ideas and exchange feedback.	30 minutes



# HOW TO EXPAND THE TRAINING

If you have more hours available for the training, it is possible to extend the time dedicated to the activities. However, **some of the activities reported in this handbook should maintain the same duration regardless of the overall duration of the course**, since, especially in the case of brainstorming activities, a longer duration risks compromising their effectiveness.

**The activities on which is recommended to expand on are:**

**3. EXPLORATION:** the exploration of an ecosystem can last an indefinite number of sessions, since each new discovery leads to new points for reflection.

Having more time available allows trainees to expand the in-depth phase, organizing semi-structured interviews with targeted subjects, focus groups, and structured research.

However, **it is advisable to regularly come back to the mapping** for checkpoints, so that the teams can update each other on their new discoveries and update the mapping accordingly, identifying the connections between their research.

**6. REGENERATING A PLACE:** having more time available, instead of developing an idea, a real regeneration project can be developed, adding to the tools presented in this handbook additional tools aimed at planning/designing a project.

Also in this case, **it is advisable to organize regular checkpoints** - using Activity 8. PITCHING - to keep track of the evolution of the projects and allow the teams to exchange feedback.

# HOW TO ADAPT THE TRAINING

Some of these activities can be adapted to different training - but also non-training - contexts.

Here are a couple of examples >

**Primary school students.** Activity 3. EXPLORATION can be useful for teaching children in a fun and engaging way about the ecosystemic approach. In this case, you could lead the initial brainstorming (*e.g.*, “*Today we are going to explore our school in search of all living things: what do you think living things are? What differentiates living things from nonliving things?*”), and then lead the group in exploration, inviting children to freely identify what strikes them. The activity can be concluded with a light version of mapping, in which the group is guided to put together their own observations and materials, creating their creative map of the place explored.

**Citizens.** Activity 6. REGENERATING A PLACE can be useful for starting a citizen engagement process. In this case, depending on the time available, you can still start with exploration (even if you inhabit a place, looking at it from another point of view can lead to unexpected discoveries), otherwise we recommend starting with advocacy (each citizen chooses the element of their place for which to do advocacy and tells the reason for their choice), then continue with group formation and the creation of possible futures for their city.

**APPENDIX**

**2**

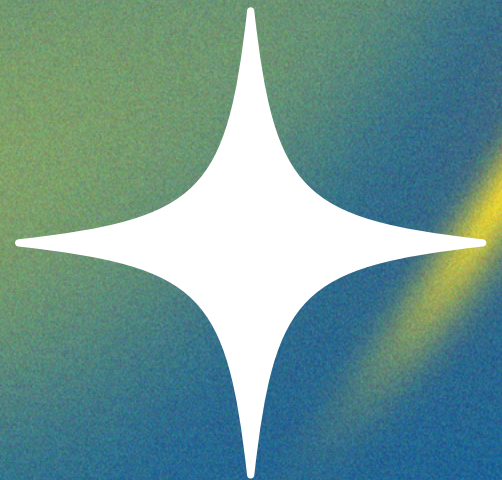
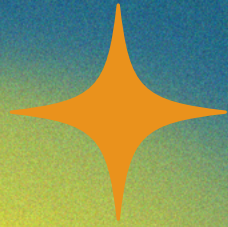


**TOOL #1**


**POST  
-HUMAN  
ARCHITECT:**

AN ECOSYSTEMIC APPROACH TO THE

REGENERATION OF PLACES



# POST -HUMAN...



The post-human methodology aims at moving beyond the human-focused approach, in which human beings and their needs are placed at the centre of decision-making processes, in favor of an **ecosystemic approach**, in which **human beings are just an element of an organic and harmonious whole.**



# ...ARCHITECT

The architect is one who knows how to observe a place and imagine its possible transformations. The post-human architect is one who can interpret a place according to an ecosystem approach and envision the possible futures of that place.


**In this view, we are all potential post-human architects.**

# ECOSYSTEM


An ecosystem is a **community made up of interacting and interconnected elements**. The ecosystem approach aims at transforming spaces in regard of all the elements that inhabit them or could inhabit them, crossing human beings' competences - art and science, culture and technology - to build a future that is:



Enriching, inspired by art and culture, responding to needs beyond functionality.



Sustainable, in harmony with nature, the environment, and our planet.

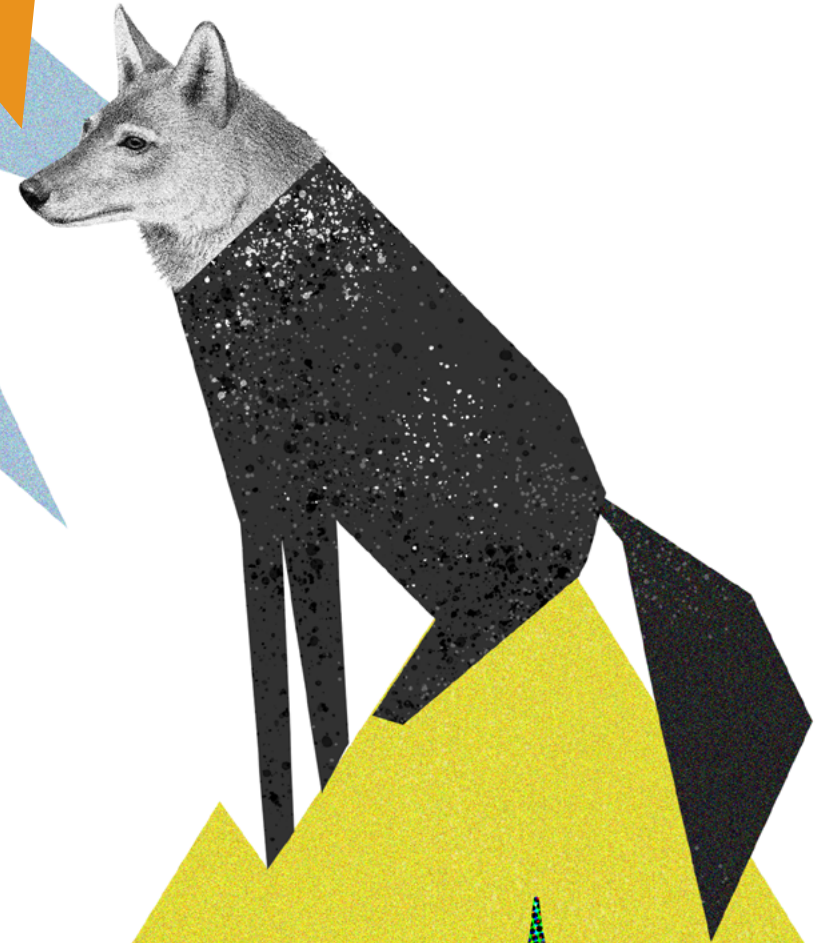


Inclusive, encouraging a dialogue across cultures, disciplines, genders and ages.

# AN ECOSYSTEMIC STORY

Or: how it came to be from the killing of gray wolves in Yellowstone Park to the disappearance of beavers, via sedentary elks and bad shape willows.

[Click here to read the story](#)





# TOOL #2

# ICE -BREAKING ACTIVITIES



(SOURCE: CREATIVE SOFT SKILLS TRAINING TOOLKIT)



**INTERNAL**

**to the**

**GROUP**

# 1. Truth and Lies

INTERNAL  
to the  
GROUP

*How  
to play*

- Ask the players to sit in a circle
  - Each player has to think up three truths and one lie about himself / herself
- Each player then gets up in the centre of the circle and make four statements about himself / herself (three truths, one lie)
- The rest of the group has to guess which of the statements is a truth, which one is a lie
- The process repeats for all other players

*Goal*

There is no competitive element to this game. Instead, it's designed to get people to open up and get to know each other better. The opportunity to lie can also get some hilariously outrageous statements from players, which further improves the group's mood.

# 2. ABC

INTERNAL  
to the  
GROUP

*How  
to play*

- Facilitator models what is required by each participant: "Say your name and place of birth, then state 3 positive things about yourself starting with A, B and C"
- Facilitator starts and then ask each of the members to follow

*Goal*

The activity aims to assist participants with getting to know each other and is a tool for individuals within the group to start to feel empowered.

# 3. Superheroes

INTERNAL  
to the  
GROUP

*How  
to play*

- Facilitator asks all participants to think about an aspect of their creativity, how this can become their superpower and how they would use this power in their current environment
- Participants have 5 minutes to think and draw an image of them as creative superheroes
- Each participant can then show the drawing and explain what the superpower is

*Goal*

The activity aims to assist participants with getting to know each other and is a tool for individuals within the group to start to feel empowered. It also helps the facilitator to understand the profile of the participants in order to make the groups.

# CHALLENGES

# 1. Body of Words

## CHALLENGES

### *How to play*

- Find a wide area without any obstacles
- Each team chooses one team leader
- Write down a bunch of words on index cards, made up of the same number of letters as the number of people in each team minus (i.e. if there are 5 people per team, pick words like "book", "cats", etc.)
- Randomly pick a word. Each team then has to make the word with their bodies alone. Each team member can contort his/her shape to form a letter, which can then form words. The team leaders can direct their teams
- Set a time limit of 5 minute for each word
- The team that makes the word the fastest wins
- In each round, ask the team to choose a different leader

### *Goal*

The goal of the activity is getting people to loosen up. A physical activity that engages the entire team is a good way to get people to relax. Picking a leader and collaborating to create different letters also helps build leadership, planning and cooperation.

# 2. Spaghetti marshmallow challenge

CHALLENGES

*How  
to play*

- Each team has to build the tallest freestanding tower they can in 10 minutes using only these materials: 20 sticks of spaghetti + one yard of tape + one yard of string + one marshmallow.

*Goal*

The goal of the activity is to encourage people to work together to practice several design thinking mindsets: Radical Collaboration, Bias to Action, Build to Think, Failing Fast, Test and Iterate. The Spaghetti Marshmallow activity is designed to get people working together to build and test their designs with an emphasis on radical collaboration.



# 3. Flip the carpet

You need a carpet for each group so that the team members can step on it. The size of it should be large enough so that all the participants fit on it, but not too big so that there is not too much distance from each other.

## CHALLENGES

### *How to play*

- Instruct the participants to step on the carpet
- Ask the participants to roll over the carpet: all feet must stay on the carpet, never on the floor
- Meanwhile, the trainer must clock the time of the activity
- Once the participants finally manage to flip the carpet, the trainer instructs them to flip it once more, but this time it should be done in half of the time

### *Goal*

The goal of the activity is getting people to loosen up and relax. It also helps the group to build collaboration and trust.

# TOOL #3

FOCUS GROUP,  
SEMI-STRUCTURED  
interview,  
UNSTRUCTURED  
INTERVIEW

(SOURCES: HUBSPOT, SCRIBBR)

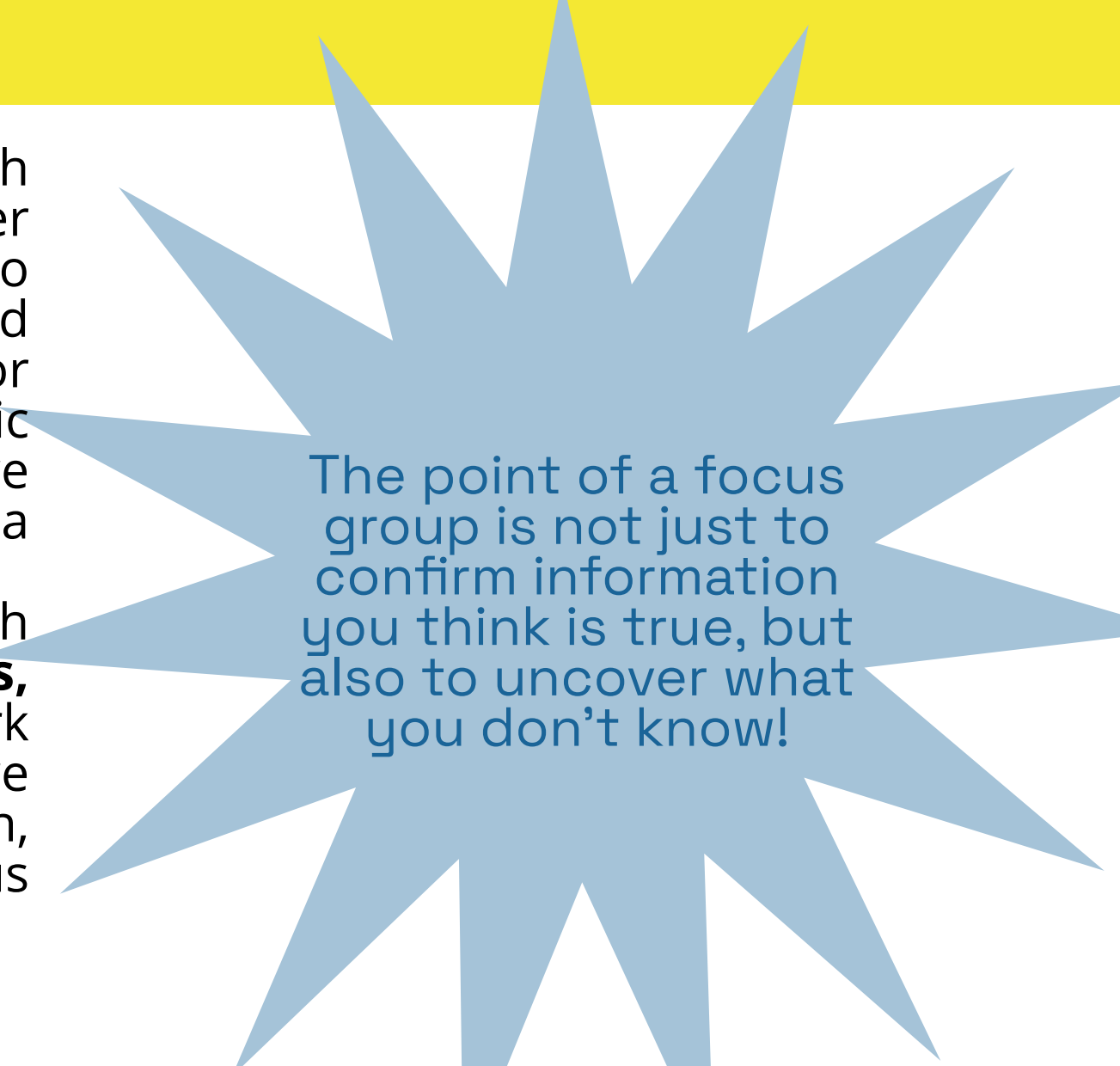




# FOCUS GROUP

A focus group is a research method that brings together a small group of people to answer questions in a mediated setting. The group is chosen for its predefined demographic traits, and the questions are designed to shed light on a topic of interest.

As a rule of thumb, research topics related to **thoughts, beliefs, and feelings** work well in focus groups. If you are seeking direction, explanation, or in-depth dialogue, a focus group could be a good fit.

A large blue starburst graphic with multiple sharp points, positioned in the lower right quadrant of the page, serving as a background for the key point text.

The point of a focus group is not just to confirm information you think is true, but also to uncover what you don't know!

### Step 1: Set your goals and objectives

---

Ask yourself what you are trying to learn or achieve from the focus group.

### Step 2: Design your questions

---

The questions that you ask your focus group are crucially important to your analysis. Take your time formulating them, paying special attention to phrasing.

Overall, your focus group questions should be:

- ◆ **Open-ended and flexible**
- ◆ **Impossible to answer with “yes” or “no” (questions that start with “why” or “how” are often the best)**
- ◆ **Unambiguous, getting straight to the point while still stimulating discussion**
- ◆ **Unbiased and neutral**

Structure your questions in such a way that the flow of the conversation makes sense (e.g., by theme, chronological order, etc.).

Before the focus group begins, you should prepare a **list of 5 to 10 questions**.

---

### Step 3: Select a co-moderator

It is important to have more than one moderator in the room.

The moderator’s job is to facilitate — to guide the discussion and foster new ideas from participants. This task can get easily derailed if the facilitator also needs to pause the discussion to write down big, bold ideas and reactions from participants.

Before going into the focus group, appoint a note-taker who can coordinate the technology, take notes, and observe the behavior of the participants.

In addition, you can also record the meeting, subject to consent from the participants (see below -> consent form).

## Step 4: Recruit your participants

Depending on your research topic, there are a few sampling methods you can choose from to help you recruit and select participants.

- ◆ **Voluntary response sampling**, such as posting a flyer and finding participants based on responses
- ◆ **Convenience sampling** of those who are most readily accessible to you
- ◆ **Stratified sampling** of a particular age, race, ethnicity, gender identity, or other characteristic of interest to you
- ◆ **Judgment sampling** of a specific set of participants that you already know you want to include

## Step 5: Host your focus group

### 1. Welcome the focus group participants

First, you'll want to welcome the participants in the focus group and introduce yourself and your co-moderator. Then, have the participants introduce themselves. Consider starting out with an icebreaker [see Tool #2] which will allow participants to relax and settle into the space a bit.

### 2. Lead the focus group

Before you start your focus group discussion, remind participants of the purpose of the group and hand out a **consent form**. The consent form should reiterate the purpose of the event, outline the participants' rights, list the facilitators' contact information, and prompt participants to sign.

After everyone signs off, it's time to run the focus group.

As a moderator, strive to remain neutral. Refrain from reacting to responses, and be aware of your body language (e.g., nodding, raising eyebrows). Active listening skills, such as parroting back answers or asking for clarification, are good methods to encourage participation and signal that you're listening.

### 3. Wrap up final thoughts

Once you've reached a stopping point during the conversation, wrap up any lingering questions and ideas within the group. Finally, thank everyone for their time and end the session.

## Step 6: Analyze your results

After concluding your focus group, you and your co-moderator should debrief, recording initial impressions of the discussion as well as any highlights, issues, or immediate conclusions you've drawn.

The next step is to **transcribe and clean your data**. Transcribe the recordings and conduct content analysis to **look for commonalities**, themes or categories of responses.

## Tips

### Time

Exhaustion and the law of diminishing returns are real, so keep them in mind when planning the time frame for your focus group. Focus groups usually meet for **45-90 minutes**: if you think your session needs to last longer than 90 minutes, schedule a few breaks.

### Number of participants

As a rule of thumb, **you shouldn't have fewer than 6 or more than 12** participants, in order to get the most reliable results.

### Seek equal representation from the group.

Your session involves an entire group of people, so you have to make sure you hear from each and every one of them! That may seem obvious, but a focus group can quickly turn into an interview of one or two of the most talkative members. If you run into this problem, be ready to jump in when someone has been quiet for too long by thanking the most active participants for their input and re-opening the floor to the other participants.

### Don't stick to your list of questions.

Sticking too closely to your list can hamper natural and effective conversations. If the group takes a slightly different turn than you were expecting, don't be afraid to allow the conversation to veer off-course if it seems productive.

Additionally, you may not ask every question on your list, depending on the direction of the conversation. Make sure you ask the most important questions first and follow up on certain discussion points to keep things flowing rather than hosting a pure question-and-answer forum.



# SEMI-STRUCTURED interview

A semi-structured interview is a data collection method that relies on asking questions within a predetermined thematic framework. However, the questions are not set in order or in phrasing. In research, **semi-structured interviews are often qualitative in nature.** Semi-structured interviews are a blend of structured and unstructured types of interviews.

- ◆ Unlike in an unstructured interview, the interviewer has an idea of what questions they will ask
- ◆ Unlike in a structured interview, the phrasing and order of the questions is not set



### Step 1: Set your goals and objectives

---

Ask yourself what you are trying to learn or achieve from the semi-structured interview.

### Step 2: Design your questions

---

Since they are often open-ended in style, it can be challenging to write semi-structured interview questions that get you the information you're looking for without biasing your responses. Here are a few tips:

- ◆ Define what areas or topics you will be focusing on prior to the interview. This will help you write a framework of questions that zero in on the information you seek.
  - ◆ Write yourself a guide to refer to during the interview, so you stay focused. It can help to start with the simpler questions first, moving into the more complex ones after you have established a comfortable rapport.
  - ◆ Try to stay simple and concise and phrase your questions clearly. If your topic is sensitive or could cause an emotional response, be mindful of your word choices.
- 

### Step 3: Assemble your participants

There are a few sampling methods you can use to recruit your interview participants, such as:

- ◆ **Voluntary response sampling**
- ◆ **Stratified sampling** of a particular characteristic trait of interest to your research, such as age, race, ethnicity, or gender identity
- ◆ **Convenience sampling** of those around you



### Step 4: Conduct your interviews

Before you start your interview, be sure that you receive **informed consent** from each of your participants prior to beginning the interview. Here, your participants consent to video or audio recording and sign a confidentiality agreement and an agreement to make your data as anonymous as possible.

Informed consent should always be given in a written format, not orally.

As you conduct your interviews, keep environmental conditions as constant as you can to avoid bias. Pay attention to your body language (e.g., nodding, raising eyebrows), and moderate your tone of voice.

### Step 5: Analyze your results

After you're finished conducting your interviews, it's time to analyze your results.

**First, transcribe** the audio or video recordings: transcribing presents a great opportunity for you to cleanse your data. Here, you can identify and address any inconsistencies or questions that come up as you listen.

Next, it's time to conduct your analysis. This involves "**coding**" words, patterns, or recurring responses, separating them into labels or categories for more robust analysis.

- ◆ You closely examine your data to identify common topics, ideas, or patterns. This can help you draw preliminary conclusions about your participants' views, knowledge or experiences.
- ◆ After you have been through your responses a few times, you can collect the data into groups identified by their "code."
- ◆ Next, it's time to organize these codes into themes. Themes are generally broader than codes, and you'll often combine a few codes under one theme.



# UNSTRUCTURED INTERVIEW



Also known as non-directive interviewing, an unstructured interview **is the most flexible type of interview**, with room for spontaneity. In contrast to a structured interview, the questions and the order in which they are presented are not set. Instead, the interview proceeds based on the participant's previous answers.

### Step 1: Set your goals and objectives

---

Ask yourself what you are trying to learn or achieve from the unstructured interview.

### Step 2: Design your questions

---

While you do not need to plan your questions ahead of time for an unstructured interview, **this does not mean that no advanced planning is needed.** Unstructured interviews actually require extensive planning ahead to ensure that the interview stage will be fruitful.

Once you are feeling solid about your research question, you can start brainstorming categories of questions you may ask. You can start with one broad, overarching question and brainstorm what paths the conversation could take.

Here are a few tips:

- ◆ Try to ask questions that encourage your participant to answer at length. Avoid closed-ended questions that can be answered with a simple “yes” or “no.”
  - ◆ Relatedly, focus on “how” questions rather than “why” questions to help put your participants at ease and avoid any feelings of defensiveness or anxiety.
  - ◆ Consider beginning the interview with an icebreaker or a “freebie” question, to start on a relaxed and comfortable note before delving into the more sensitive topics.
- 

### Step 3: Assemble your participants

There are a few sampling methods you can use to recruit your interview participants, such as:

- ◆ **Voluntary response sampling**
- ◆ **Stratified sampling** of a particular characteristic trait of interest to your research, such as age, race, ethnicity, or gender identity
- ◆ **Convenience sampling** of those around you

## Step 4: Conduct your interviews

Before you start your interview, be sure that you receive **informed consent** from each of your participants prior to beginning the interview. Here, your participants consent to video or audio recording and sign a confidentiality agreement and an agreement to make your data as anonymous as possible.

Informed consent should always be given in a written format, not orally.

As you conduct your interviews, pay special attention to any environmental conditions that could bias your responses. This includes noises, temperature, and setting, but also your body language. Be careful to moderate your tone of voice and any responses to avoid interviewer effects.

Remember that one of the biggest challenges with unstructured interviews is to keep your questions **neutral and unbiased**. Strive for open-ended phrasing, and allow your participants to set the pace, asking follow-up questions that flow naturally from their last answer.

## Step 5: Analyze your results

After you're finished conducting your interviews, it's time to analyze your results.

**First, transcribe** your recorded interviews. One decision that can save you quite a bit of time before you get started is to use intelligent verbatim transcription, which allows you to exclude fillers and fix any grammar issues in your transcription. Transcribing has the added benefit of being a great opportunity for cleansing your data. While you listen, you can take notes of questions or inconsistencies that come up.

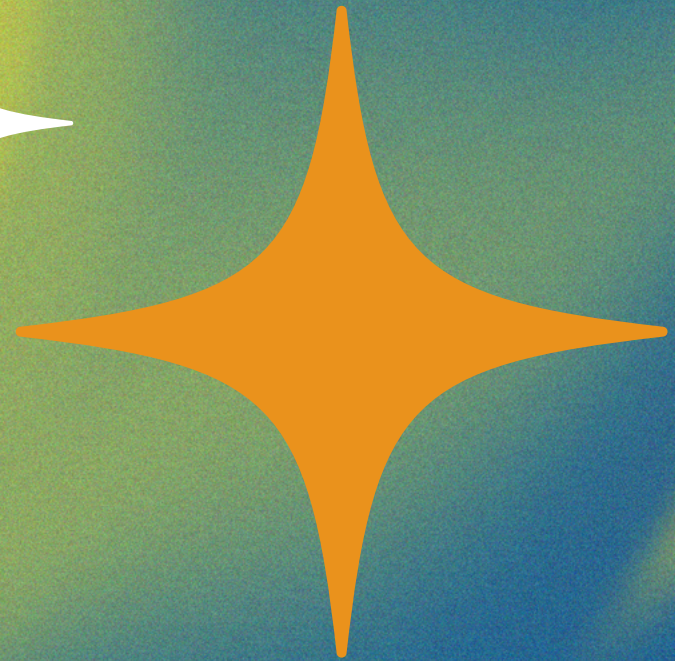
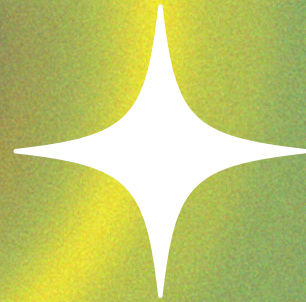
Next, it's time to conduct your **analysis**. Here, you separate words, patterns, or recurring responses that stand out to you into labels or categories for later analysis.

In thematic analysis, you draw preliminary conclusions about your participants through identifying common topics, ideas, or patterns in their responses.

- ◆ After you have familiarized yourself sufficiently with your responses, you can separate them into different codes or labels.  
However, codes can be a bit too specific or niche for robust analysis. You can proceed by
- ◆ grouping similar codes into broader themes.

**TOOL #4**

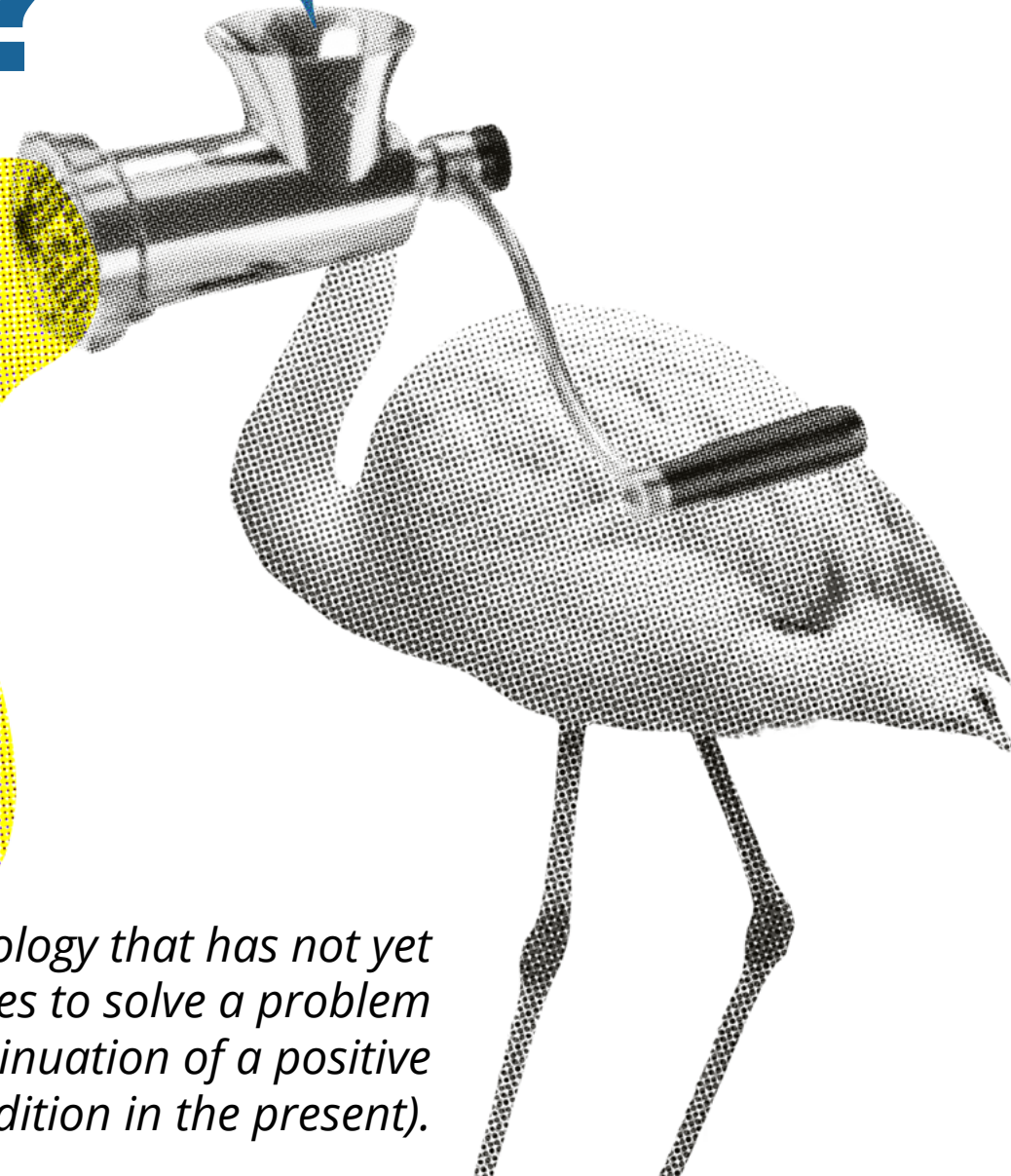
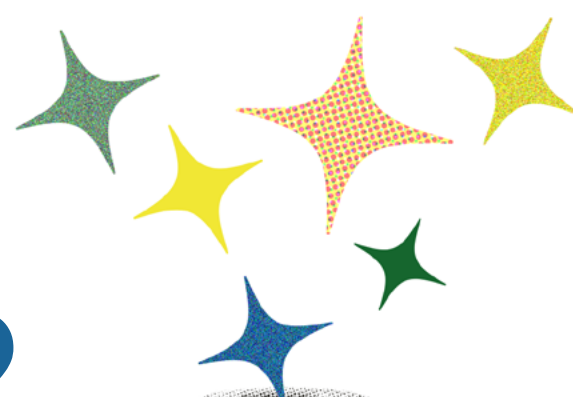
**SCENARIO  
and  
UTOPIA**



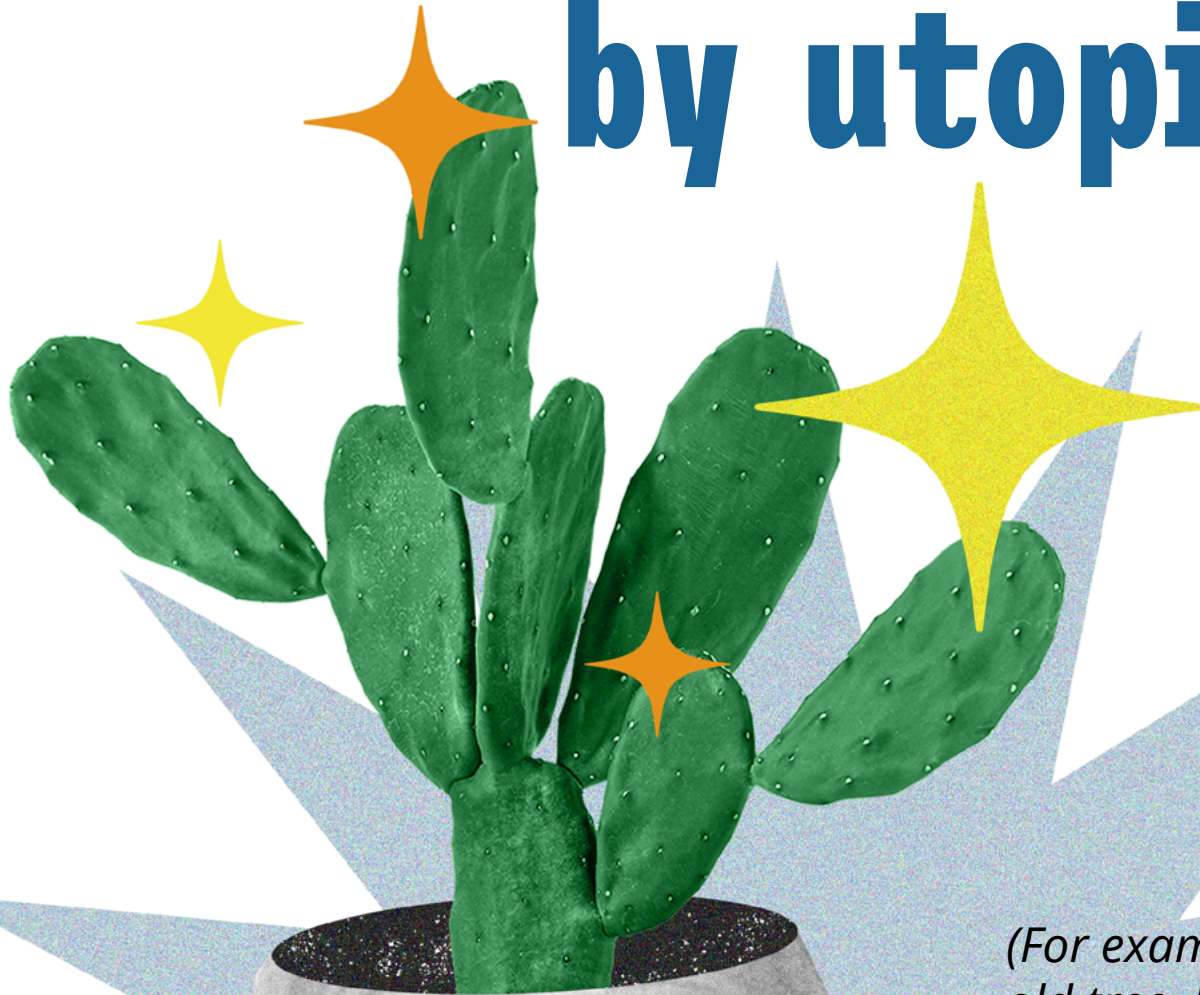
# What is a scenario?

A scenario is how a certain situation might evolve in the future. So: **a scenario does not have to be realistic in relation to the means available in the present, but it must be related to the present.**

*(For example, I can imagine a technology that has not yet been developed, as long as it serves to solve a problem in the present or to ensure the continuation of a positive condition in the present).*



# What is meant by utopia?



A utopia is an ideal, a hope, an aspiration.

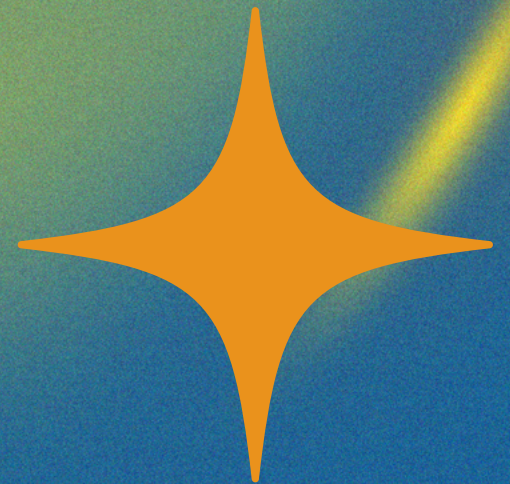
Thus: **the utopian scenario must tell the best possible future condition for its elements.**

*(For example, if one of the elements is a century-old tree, I will not just imagine that in the future the tree still exists, but that an entire forest has sprung up around the tree!)*

**TOOL #5**



# **THE FOUR AREAS of SUSTAINABILITY**





## Description (what is meant by economic sustainability)

Economic sustainability refers to practices that support long-term economic growth without negatively impacting social, environmental, and cultural aspects of the community: it is about balancing economic growth and generating profit with the impact on the environment and people.

Ideally, sustainable development creates operational systems that consume natural capital (also known as natural resources) slowly enough that future generations can also use those resources. Economic sustainability can take many forms depending on how an organization adapts, including: devising less wasteful systems, prioritizing low-impact economic development, switching to renewable energy sources.

Creating the infrastructure for economic sustainability is a complex process that involves the full cooperation of both the private and public sectors. On the individual level, however, retail investors can direct their money toward companies whose values and practices align with their own. Citizens can also encourage their elected officials to create economic plans that include sustainable development goals and caps on greenhouse gas emissions. Ultimately, it's only through large-scale action and an overhaul of the financial systems that constitute the global economy that society can achieve environmental sustainability.

---

## Key concepts

### **Circular economy:**

A circular economy (also referred to as circularity and CE) is a model of production and consumption, which involves sharing, leasing, reusing, repairing, refurbishing and recycling existing materials and products as long as possible. CE aims to tackle global challenges as climate change, biodiversity loss, waste, and pollution by emphasizing the design-based implementation of the three base principles of the model: eliminating waste and pollution, circulating products and materials, and the regeneration of nature (Wikipedia).

**Sustainable development goals:**

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The 17 SDGs are integrated - they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. The creativity, knowhow, technology and financial resources from all of society is necessary to achieve the SDGs in every context ().

**Corporate vs investors' values:**

On the individual level investors can direct their money toward companies whose values and practices align with their own.

The concept of Corporate Social Responsibility (CSR), i.e. the awareness of the ethic consequences of economic activity, dates back to the early 1980s, but it was only in the 1990s that sustainability became part of the business strategies of certain large companies. Often companies voluntarily applied their own codes of conduct and began publishing sustainability reports in response to calls from investors, public opinion and a growing demand for green products. For many companies sustainability thus became also a communications strategy, a way of improving their reputation and image.

**References**

<https://www.prysmiangroup.com/en/insight/sustainability/economic-sustainability-what-is-it>

<https://www.masterclass.com/articles/economic-sustainability>

<https://www.undp.org/sustainable-development-goals>

<https://www.enel.com/company/stories/articles/2019/10/economic-value-sustainability-companies>

## Description (what is meant by economic sustainability)

In the context of the environment, sustainability is about using natural resources in a way that preserves them for future generations and doesn't harm the planet's ecosystems.

Environmental sustainability refers to the preservation and protection of natural resources and ecosystems, reducing pollution and waste, and minimizing the impact of human activities on the environment.

Some of the key principles of environmental sustainability include:

Using renewable resources in order to reduce dependence on non-renewable resources;

Reducing waste and pollution through recycling, composting, and other methods;

Conserving biodiversity and protecting endangered species;

Promoting sustainable land use, such as through the protection of wetlands, forests, and other natural habitats;

Encouraging sustainable forms of transportation, such as walking, cycling, and the use of public transportation;

Adopting sustainable practices in agriculture, such as organic farming and conservation tillage;

Encouraging sustainable building practices, such as green building and energy-efficient design;

Promoting sustainable water management.

It is important to note that environmental sustainability is closely linked to other forms of sustainability, such as economic and social sustainability, and that a holistic approach is needed to effectively address environmental issues.

---

## Key concepts

### **Renewable resources**

A renewable resource is a resource of which there is an endless supply because it can be replenished. The sun, the wind, and geothermal heat are considered inexhaustible and therefore are examples of renewable resources.

Water is also considered a renewable natural resource, as long as there is precipitation. Changing climate patterns have shown the need for conservation efforts to protect water supplies.

In addition, most precious metals are considered renewable because they're reusable. Since they are not destroyed during their extraction and use, they can be recycled.

**Recycling**

The basic phases in recycling are the collection of waste materials, their processing or manufacture into new products, and the purchase of those products, which may then themselves be recycled. Typical materials that are recycled include iron and steel scrap, aluminum cans, glass bottles, paper, wood, and plastics. The materials reused in recycling serve as substitutes for raw materials obtained from such increasingly scarce natural resources as petroleum, natural gas, coal, mineral ores, and trees. Recycling can help reduce the quantities of solid waste deposited in landfills, which have become increasingly expensive. Recycling also reduces the pollution of air, water, and land resulting from waste disposal.

**Conservation/Preservation**

The two terms conservation and preservation are often confused and are used to mean the same thing, although differences exist. Conservationists include those who accept that change and progression are necessary for a better future, but only when the changes take place in ways that are not wasteful. Preservation, on the other hand, involves attempts to maintain, in their present condition, areas of the Earth that are so far untouched by humans. Preservationists are concerned that mankind is encroaching onto the environment at such a rate that many untamed landscapes are being given over to farming, industry, housing, tourism and other human developments, and that we are losing too much of what is natural.

---

**References**

[https://www.investopedia.com/terms/r/renewable\\_resource.asp](https://www.investopedia.com/terms/r/renewable_resource.asp)

<https://www.britannica.com/science/recycling>

[https://www.sustainable-environment.org.uk/Earth/Conservation\\_and\\_Preservation.php](https://www.sustainable-environment.org.uk/Earth/Conservation_and_Preservation.php)

**Description  
(what is meant  
by economic  
sustainability)**

Social sustainability is a process for creating sustainable successful places that promote wellbeing, by understanding what people need from the places they live and work. Social sustainability combines design of the physical realm with design of the social world – infrastructure to support social and cultural life, social amenities, systems for citizen engagement, and space for people and places to evolve.

It occurs when the formal and informal processes; systems; structures; and relationships actively support the capacity of current and future generations to create healthy and livable communities. Socially sustainable communities are equitable, diverse, connected and democratic and provide a good quality of life. Sustainable practices can help to address a number of social issues, including poverty, inequality, health, education and economic stability.

It also helps to develop processes and structures which not only meet the needs of its current members but also support the ability of future generations to maintain a healthy community.

**Key concepts****Equality**

Equality is a fundamental pillar of social sustainability that can be achieved through the elimination of discrimination and providing equal opportunities for everyone. In the context of our modern world, this means treating people with dignity and respect regardless of their identity or background.

Equality also means that everyone has equal access to resources and opportunities, regardless of their gender, race, religion or sexual orientation. It also means that everyone's basic needs are met so they can live with dignity and make meaningful choices about how they want to live their lives.

**Diversity**

Diversity is one of the most important features of social sustainability. Diversity helps us to understand and appreciate other people and cultures, which in turn can help us to be kinder and more open-minded. It also means that we are better able to respond effectively when something goes wrong, or unexpected challenges arise. Diversity also helps us to be more creative and innovative. It encourages us to think outside of the box, which is a skill that we will need as we face future challenges.

Diversity can help us to create a more sustainable society by increasing the potential for collaboration and creativity. Diversity also helps us to identify problems and find solutions, as well as providing new perspectives that we might not otherwise have considered.

### **Democracy**

Democracy is essential for social sustainability. Democracy is based on the principle that citizens have equal rights and responsibilities. It allows people to participate in decision-making processes, whether at local or national level. Democracy can enable high levels of innovation and respond quickly to challenges. The justice, legitimacy and transparency achieved by democratic contests and safeguards can also make the achievement of sustainable development fairer, more widely justified, and accepted. The survival of democracy will be challenging in an unequal, resource-constrained and overheated world. In other words, sustainable development is a prerequisite for flourishing democracies.

### **Social cohesion**

Social Cohesion is one of the keys to sustainability because it stresses the interconnection and interdependence and to be aware of that, in order to allow solidarity to blossom and lead to common-good actions, because we all have a responsibility towards the solution. It is the process that build shared values within a community, aiming at eliminating or reducing inequality when it comes to wealth and income, empowering people to develop a feeling of belonging, attachment and responsibility from being part of that community, overcoming together challenges and obstacles. It is based on shared values and trust between individuals and groups in society.

---

## **References**

<https://www.adecesg.com/resources/faq/what-is-social-sustainability/>

<http://www.fdsd.org/wp-content/uploads/2015/06/The-relationship-between-democracy-and-sustainable-development.pdf>

<https://rescogita.medium.com/social-sustainability-social-cohesion>

## Description (what is meant by economic sustainability)

Technological sustainability can be widely conceived as sustainability *in* technology and sustainability *through* technology.

With *sustainability in technology*, what is meant is how the specific technological artifact relates to dimensions of sustainability in the form of the technological artifacts. For example, artifacts relying on productive processes with high carbon emissions are often less environmentally sustainable than artifacts that allow for easy maintenance and repair. Differently, *sustainability through technology* refers to the sustainability of the practices enabled by technological artifacts. That can take two main forms: first, some technological artifacts can make *existing practices*, e.g. driving a car, more sustainable – for example, optimizing fuel consumption and energy savings; second, *new practices* can emerge as supported by technologies, bringing to more radical transformations than optimization of existing practices. It should be noted how the combination of sustainability in and through technologies is not always linear, and it opens up for multi-dimension analysis.

## Key concepts

### Relational ethics

Recent conversations have highlighted how artificial intelligence technologies are potentially expanding social models based on power imbalances and inequalities. One of the foundational responses to it is to stress the importance of relational ethics, in which human and technological actions are seen as co-existing in extended webs of relations. On the practical level, that means to prioritize the use of technology for understanding what happens in the world more than to predict classifications of people, practices, and communities.

### Ghost work

Advanced digital technologies, like image recognition, language models as ChatGPT, and others rely on a lot of invisible work that has been defined as “ghost work”. With this expression, the reference is to all the work that is needed to actually train the algorithms, check on their working, and substantially refine their working. When technologies are used, this work becomes invisible to the user, and it is actually outsourced to workers that get discontinuous income while being often exposed to working conditions hurting mental health. Sustainable technologies should not rely on this kind of exploitative, damaging, organizational practices.

**Socio-ecological relations**

When taking into account relational ethics and the goal to avoid unsustainable outcomes like ghost work, the quest for approaches to think the design of digital technologies differently become a key. From this perspective, focusing on socio-ecological relations, or what historian Jason Moore called oikeos, the bundle of ecological and social elements in which sustainability takes shape or is challenged, is one way to go. That entails understanding how technology design is directly relating to the ecological elements in which design and use take place, as well as connecting design to communities that have lived aiming at sustainability for decades or centuries.

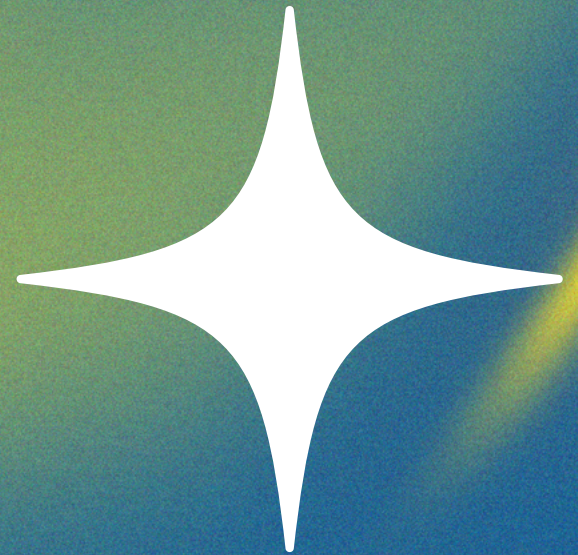
**References**

- Birhane, A. (2021). Algorithmic injustice: A relational ethics approach. *Patterns*, 2(2).
- Gray, M. L., & Suri, S. (2019). *Ghost Work: How to Stop Silicon Valley from Building a New Global Underclass*. Houghton Mifflin Harcourt.
- Moore, J. W. (2015). *Capitalism in the Web of Life: Ecology and the Accumulation of Capital*. Verso.



**TOOL #6**

# **SUSTAINABILITY TEMPLATE**

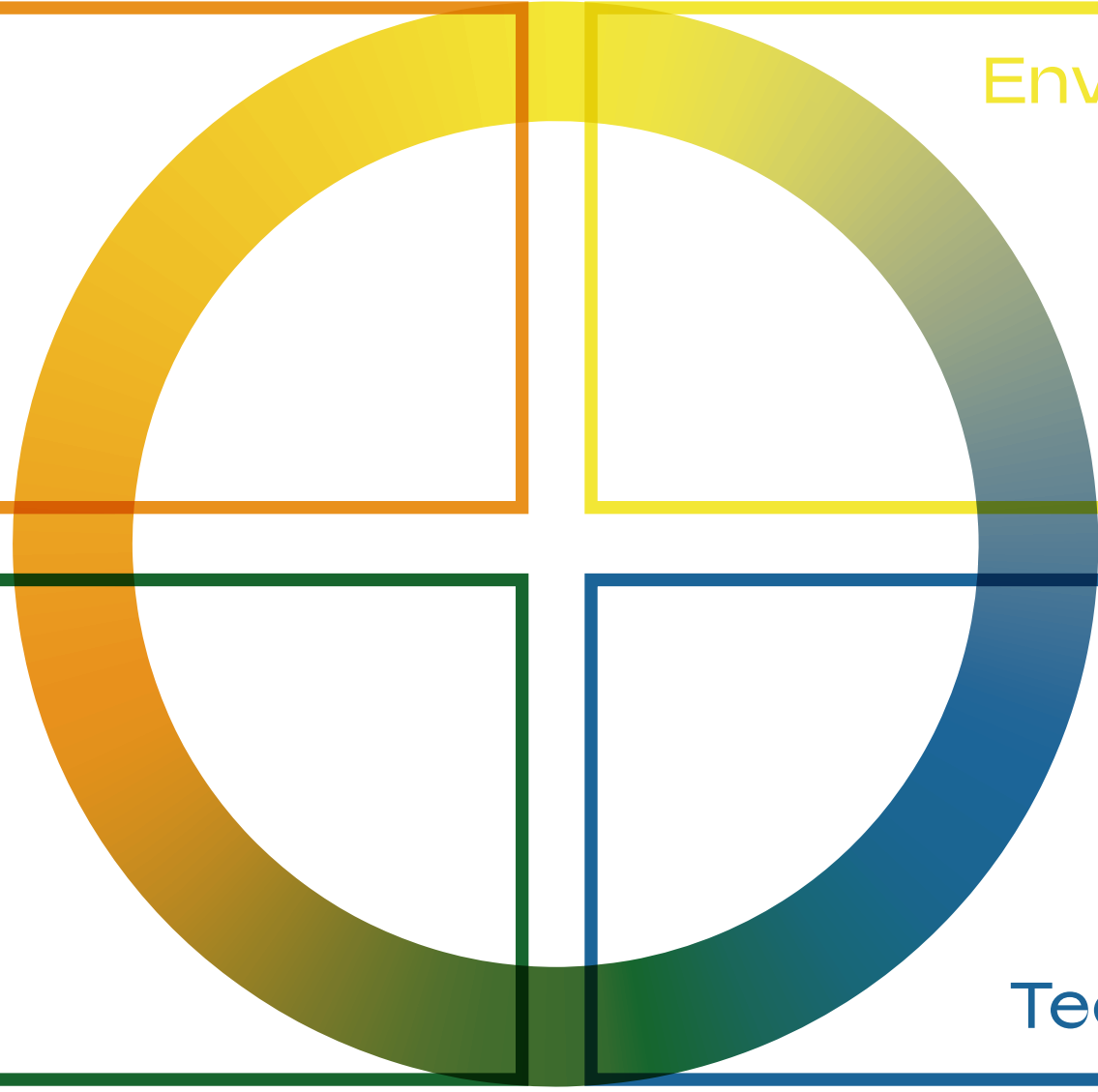


Economic

Environmental

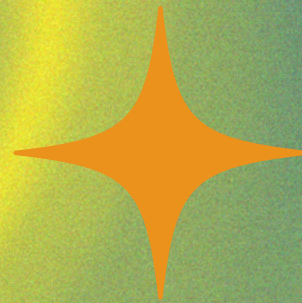
Social

Technological



**TOOL #7**

**PITCHING**



**WHEN PREPARING A PITCH, MAKE SURE IT CLARIFIES  
THE KEY ELEMENTS OF YOUR IDEA.**

**TO IDENTIFY THEM,  
ANSWER THE FOLLOWING QUESTIONS:**

**Who**



Who is the idea aimed at?  
Who benefits from its implementation?

**What**



What does the idea consist of?  
How does it work?

**Why**



Why is the idea meaningful?  
What need does it address?

## SOME PUBLIC SPEAKING TIPS...

An excellent presentation is 38% voice, **55% non-verbal communication** and just 7% content.



You should always seem like you have **authority** over the topic.



**Enthusiasm** is contagious!





# POST-HUMAN ARCHITECT



This toolkit was developed by



with the support of PHA partners



**Co-funded by  
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the authors only and do not necessarily reflect those of the European Union or the Swedish National Agency UHR. Neither the European Union nor UHR can be held responsible for them.

Project n. 2021-1-SE01-KA220-VET-000034748

