



## TRANSITION KERRY

Building a resilient  
community and economy



Community



Energy



Transport



Food



Economy



Water



Biodiversity

## TRANSITION KERRY WORKSHOPS

**BUILDING LOCAL COMMUNITY RESILIENCE**

**EDUCATION  
PACK**

[Info@TransitionKerry.org](mailto:Info@TransitionKerry.org)

[www.transitionkerry.org](http://www.transitionkerry.org)

# Table of Contents

INTRODUCTION BY DAVIE PHILIP	01
EDUCATION WORKSHOPS	03
BUILDING LOCAL COMMUNITY RESILIENCE	04
VALUES & CONTEXT	05
HOW TO RUN A MEETING	07
<b>SESSION 1: INTRODUCTION</b>	<b>08</b>
PROGRAMME SESSION PLAN	09
ACTIVITY 1: TRANSITION ISLAND	10
ACTIVITY 2: COMMUNITY ASPIRATIONS	11
FACILITATOR NOTES	12
<b>SESSION 2: ENERGY CONSERVATION PROGRAMME</b>	<b>13</b>
PROGRAMME SESSION PLAN	14
FACILITATOR NOTES	16
<b>SESSION 3: FOOD WASTE</b>	<b>17</b>
PROGRAMME SESSION PLAN	18
FACILITATOR NOTES	20
<b>SESSION 4: LOCAL FOOD &amp; BIODIVERSITY</b>	<b>21</b>
PROGRAMME SESSION PLAN	22
FACILITATOR NOTES	23
<b>SESSION 5: WATER CONSERVATION PROGRAMME</b>	<b>24</b>
PROGRAMME SESSION PLAN	25
PROGRAMME SCHEME OF WORK	27
<b>SESSION 6: PLANNING</b>	<b>28</b>
PROGRAMME SESSION PLAN	29
A COMMUNITY RESILIENCE VISION WORKSHOP	30
FACILITATOR NOTES	32
<b>TEMPLATES</b>	<b>33</b>
<b>RESOURCES</b>	<b>34</b>

# Surfing the Waves of Change

## DEVELOPING RESILIENCE AND MAKING THE TRANSITION TO FLOURISHING COMMUNITIES

### INTRODUCTION BY DAVIE PHILIP

Underpinning the Transition Kerry education course, and of course the Transition movement itself, is the concept of resilience. This is a common word, and many of us have a sense that being resilient is a good thing, but what does it actually mean? How might the development of resilience enhance our effectiveness and wellbeing, as well as being of benefit to the health of our communities?

The word resilience comes from the Latin word 'resalire', which means springing back, or rebounding. This captures the essence of resilience from an individual's perspective, our ability to recover quickly from illness or misfortune.

A transformational view of resilience emphasises renewal, regeneration and re-organisation. It is not then just about recovering or preparing for shock. It is about human agency and the power to learn to navigate effectively through life. Adaptability is at the core of this attribute, which can occur either in response to or in anticipation of a challenge.

So being resilient is more than just bouncing back to where we were before. If we are resilient we stretch ourselves, we spring forward and, because of the challenges we face, we emerge stronger. When resilience is framed as transformation, challenges don't define us, they refine us.

The notion of resilience implies flexibility, adaptability and the ability to cope with adversity. The healthier, buoyant and more flexible we are as citizens the more resilient our communities will be. This current period of extraordinary change is an opportunity to nurture our resilience and ensure that the places we live are vibrant, innovative and have the potential to flourish.

Healthy communities naturally build resilience as a part of their ongoing development. Through the building of better relationships with neighbours and working together on projects of common interest, social capital and resilience is strengthened.

This can help communities to cope with challenges in ways that strengthen our social bonds, enhance our capacity to manage change and allow us to spring forward from adversity, strengthened and more resourceful. Feeling connected to those around you and taking pride in your village, town or city, contributes to our own well-being and resilience. Resilience and a deep sense of place are essential attributes for the flourishing of the communities we live.

People working with the Transition Town process, which acts as a catalyst for positive community action, are concerned about the state of the economy, our ability to cope with declining energy supplies as well as the changes in our climate. The Transition process recognises that our communities currently lack the resilience to withstand these sorts of shocks.

## INTRODUCTION BY DAVIE PHILIP *CONTINUED*

A community in Transition develops ways to reduce its vulnerability to these converging challenges and increases the ability to respond and prosper. In the Transition process, different communities come up with different initiatives depending on their particular circumstances. For a community in Transition, resilience means being more prepared for a leaner future, more self-reliant, and prioritising the local over the imported.

Learning how we can navigate change and prosper during these turbulent times could be compared to surfing. The short animated film that I made with Cultivate, called 'Surfing the Waves of Change', which can be found on YouTube, explores how we can nurture our personal and community resilience to surf the most powerful waves of change with confidence and optimism. I think the metaphor of surfing is a good one for resilience building.

Resilience can become a powerful new driver for engaging more deeply with our friends and neighbours. However a group of resilient individuals does not necessarily make a resilient community, but once they come together with a common purpose they become a powerful force for change.

Luckily, resilience is not simply an ability we are born with, it is a skill anyone can learn and improve. This Transition Kerry education pack will help you to develop resilience skills and allow you to surf the waves of change. Go for it.

### **DAVIE PHILIP: [DAVIE@CULTIVATE.IE](mailto:DAVIE@CULTIVATE.IE)**

*Davie manages the Community Resilience Programme at Cultivate:  
[www.cultivate.ie](http://www.cultivate.ie)*

*Since 1997 he has organised events across Ireland promoting sustainability including the annual Convergence festival. Davie conceived and directed the 'Powerdown Show' a 10 part TV series and educational course on how communities can do more for themselves and wrote and directed a short film on resilient communities, 'Surfing the Waves of Change'.*



### WHO IS THIS COURSE FOR?

Transition Kerry has developed a series of education workshops aimed at community groups who have an interest in creating positive change in their communities. The workshops focus on how groups can actualise positive change via a community based project or initiative.

The series of workshops begin with a facilitation session, which aims to bring focus to the group. This is a useful visioning exercise and helps to highlight and identify what are the essential requirements of a community, from energy, food, health, water to transport, biodiversity, waste, etc.

The last workshop session is another facilitation session, which identifies actual projects that can be put in place and outlines how such projects can be achieved. This is called the **Community Action Plan**, and helps the group to see through a practical project, such as planting a community orchard or woodland. The Community Action Plan usually has short, medium and long-term goals. **Transition Kerry** can help with these plans through support, information and creating networks between communities.

The sessions that take place in-between the first and last sessions depend on the group themselves. Transition Kerry has a template of topics, but this can be amended and revised according to where the community is at themselves. Some communities are just starting out and this will all be new to them. Other communities will have worked on aspects of energy, food and transport already. The course is designed to be flexible and resilient, so that it can respond to what is needed at the time. This is one of the reasons we suggest topics – the community may have a burning issue or interest that is most relevant to them and that is what they should look at, eg. Establishing a Renewable Energy Co-operative.

It is hoped that community leaders can themselves train to facilitate within their own community group, with support from **Transition Kerry**, who aim to create a '**Training the Trainer**' programme in the future. Trainers within groups can deliver the series of workshops locally and with these skills groups can be empowered to facilitate meetings and to progress with ideas and initiatives themselves.



# Building Local Community Resilience



## TRANSITION KERRY WORKSHOPS

Transition Kerry is made up of a group of people interested in issues relating to sustainable living and resilient communities. Formed in 2007, the group have organised regular information evenings dealing with issues such as energy use, local food, sustainable transport, water conservation, waste management, climate change and peak oil.

Transition Kerry has also been involved with a number of day events at local festivals and harvest fairs, all with a view to informing the community of the life choices they can make that will have a positive environmental impact and in many instances save them money.

Transition Kerry has designed a series of workshops for community groups and Tidy Town groups. The workshops provide a hands-on, practical approach to the following issues:

- 1 How we plan and design communities?**  
*(Introduction to Community Resilience Programme and Creating a Vision of a Resilient Community)*
- 2 Energy Choices**
- 3 Preventing Food Waste**
- 4 Local Food Resilience & Biodiversity**
- 5 Water Conservation**
- 6 Community Action Plan – How do we build local resilience?**

We are looking for communities that will commit to the series of workshops with an attendance of 15 – 20 people. There will be a charge of €20 in total per person and this money will be returned to the community group to help develop a project that may emerge from the discussions at the workshops.

The workshops will involve active participation and there will be lots of opportunity for discussion and group work to find solutions that can work locally.

The workshops can be used in the national application for Tidy Town Competition with the possibility to gain points in the Waste Minimisation/Resource Efficiency section and the Biodiversity section.

The current workshops and this pack are being supported with funding by LEADER through North and East Kerry Development. Other avenues to deliver this programme would be through your local Education and Training Board.

Like the rest of Ireland, Kerry, it's towns, villages and communities are dependent on sources outside of the country for most of our food, fuel, energy, a lot of our jobs, and most of our "stuff". We need to become a more self-reliant and sustainable community.

The toughest challenges facing our communities, and humanity itself, at the start of this 21st century are Climate Change, Peak Oil, Food Shortages and Economic decline. Climate change is well documented, however Peak Oil remains under the radar for most people.

Peak Oil means that we are coming to a time when the availability of cheap easy-to-access oil will decline. This means that it will be even more challenging to adapt to the changes that come with Climate Change.

Transition Initiatives represent one of the most promising ways of engaging people and communities to take the far-reaching actions that are required to adapt to the effects of Peak Oil and Climate Change. By re-localising our work and economies, we can create community life that is more fulfilling, more socially connected and more equitable.

We aim to help communities to either set up and develop their own local transition projects, or to introduce the transition principles into existing group work, eg. Tidy Towns or local community groups. In reality, people are already busy enough and there is no point in setting up a new group to have more meetings and more events, when there are already well established groups doing work. So only set up a new transition group if there is nothing going on in your area – otherwise tap into what is happening already, bringing the underlying principles of transition with you. (see next page) There are resilience indicators for a community to see how resilient it is on our website: [www.transitionkerry.org/resilience-indicators-2/](http://www.transitionkerry.org/resilience-indicators-2/)

Many communities are already in transition, and you do not have to put the Transition label on it. It is about recognising the diversity of skills and knowledge that exist within the community already. Then it is about learning new skills and knowledge that are needed to create change and build an even more resilient community.

If we organise ourselves and face the challenges as groups and communities, anything is possible. Each group or community can take on a particular task or issue (such as waste, energy, education, food and so on). The group can work on ideas and potential viable solutions for increasing self-reliance in their area.

The major requirement is people. People who understand the need for change to a more community-based, resilient and sustainable society. People who are willing to give a bit of their time to effect such a change. If each such person could take on one task and help facilitate or be part of a working group, then we will have made a start. With groups working on tasks and meeting regularly with members of the other groups for support and assistance, anything is possible.

“Many hands make light work”



The Transition Model is a loose set of principles and practices that have been built up over time, through experimentation and observation of communities as they drive forward to build local resilience and reduce carbon emissions. Underpinning the Transition Model is a recognition of the following:

### THE TRANSITION MODEL - WHAT EXACTLY IS IT?

- 1 Climate Change and Peak Oil require urgent action.
- 2 Life with less energy is inevitable and it is better to plan for it than be taken by surprise.
- 3 Industrial society has lost the resilience to be able to cope with energy shocks.
- 4 We have to act together and we have to act now.
- 5 Regarding the world economy, the laws of physics apply. Infinite growth within a finite system (such as planet earth) simply isn't possible.
- 6 We demonstrated phenomenal levels of ingenuity and intelligence as we raced up the energy curve over the last 150 years, and there's no reason why we can't use those qualities and more as we negotiate our way down from the peak of the energy mountain.

If we plan and act early enough and use our creativity and cooperation within our local communities, then we can build a future that could be far more fulfilling and enriching, more connected and more gentle on the earth than the lifestyles we have today.

### PERSONAL TRANSITION

Transforming our world has an inner as well as an outward side. It will need a deep change of heart and mind, and in the ways our groups, institutions and decisions work. To build a more sustainable, equitable and democratic world, we need an empowered, connected and durable movement of citizens.

We cannot build this kind of movement through appeals to people's fear, greed or ego. Such motivations tend to produce a shallow, short-lived type of engagement. They are also likely to backfire, actually reinforcing values that undermine social and environmental concern.  
(Check out: [www.valuesandframes.org](http://www.valuesandframes.org))

Fostering "intrinsic" values—among them self-acceptance, care for others, and concern for the natural world—has real and lasting benefits. By acknowledging the importance of these values, by examining how our actions help to strengthen or weaken them, and by working together to cultivate them, we can create a more compassionate society, and a better world.  
<http://valuesandframes.org/handbook/1-why-values-matter/>



### HOW TO RUN A MEETING?

- 1 Meetings need to balance fun and feeling good about working together, with getting things done. It can be done!
- 2 Give the design and facilitation of your group's meetings top priority. Running a good meeting is a learnable skill and vastly improves the efficiency of the group / organisation.
- 3 Incorporating tools like go rounds, open agendas, think and listen, clear beginnings and endings and Celebration make a huge difference. [See resource link 1]
- 4 Check out the clear and concise "A Checklist for Encouraging People to Be and Stay Involved in Your Group" and Organising Successful meetings. [See resource link 2]
- 5 See also the user friendly free ebook on Better Meetings. [See resource link 3]
- 6 There are innovative and creative ways to host meetings particularly with larger groups such as the **World Cafe** and **Open Space**. The World Cafe has been summarised as being about "*awakening and engaging collective intelligence through conversations about questions that matter*". It rests on the ancient truth that food and drink prompt thought and conversation. [See resource link 4]



#### RESOURCE LINKS

1. [www.transitionculture.org/2010/10/05/ingredients-of-transition-running-successful-meetings/](http://www.transitionculture.org/2010/10/05/ingredients-of-transition-running-successful-meetings/)
2. [www.seedsforchange.org.uk/resources#grp2](http://www.seedsforchange.org.uk/resources#grp2)
3. [www.pauloraw.ie/committee-training/](http://www.pauloraw.ie/committee-training/)
4. [www.theworldcafe.com/pdfs/cafetogo.pdf](http://www.theworldcafe.com/pdfs/cafetogo.pdf)



Session 1 :  
Introduction – Community Resilience  
Vision Workshop



**PROGRAMME SESSION PLAN**



**ACTIVITY 1: TRANSITION ISLAND**

**ACTIVITY 2: COMMUNITY ASPIRATIONS**



**FACILITATOR NOTES**

## Session 1 : Programme Session Plan



<b>MODULE:</b>	Session 1 – Introduction
<b>NO. OF PARTICIPANTS:</b>	Max 20
<b>DURATION:</b>	1.5 HRS
<b>LOCATION:</b>	

<b>Notes on baseline:</b> (pre-requisites, etc.)	Interest in Environmental and Sustainability Issues and Community
<b>Required outcomes:</b> (participants will be able to...)	Awareness of Transition Kerry. Awareness of Community Resilience Programme. A vision for Community Change.
<b>How do we assess outcomes?</b>	End of Session Evaluation

TOPIC	OUTCOMES	ASSESSMENT	NOTES
Introduction to Transition Kerry and Community Resilience	Awareness of Transition Kerry & Community Resilience Programme, A vision for Community Change	Discussion and Flipchart Notes	

TIME	PARTICIPANT ACTIVITY	FACILITATOR ACTIVITY	RESOURCES
15 Mins	Introduction to Transition Kerry and Community Resilience Programme	Talk/Presentation	Powerpoint / Short Video / Course Outline
60 Mins	Transition Island Exercise	Facilitate Activity	Activity Facilitator Notes, Flipchart Paper, Markers
15 Mins	Community Aspirations	Facilitate Discussion	Activity Facilitator Notes, Flipchart Paper, Markers



## Workshop 1 : A Community Resilience Vision

The first workshop of the **Transition Kerry Community Resilience Training Programme** is designed to introduce a group to the concept of Transition and give an introduction to the work of the local Transition group or network.

The goal of the first workshop is to facilitate the local group receiving the training to create a vision of the kind of resilient community they would hope to live in, and to enable the group to envisage change for the future. It also introduces the topics around which the content of the course is centred.

### INTRODUCTION

The facilitator provides an introduction to the concept of Transition, and any local Transition Group or Network that exists and the work that it does. The facilitator then gives a brief introduction to the Community Resilience Programme and its content.

The facilitator asks each member of the group to introduce themselves and to give their motivation for attending the programme, including what they hope to gain by attending.

### ACTIVITY 1: TRANSITION ISLAND

The Transition Island activity has been adapted from an activity used in many other contexts previously, such as community planning and training for transformation. The aim of the activity is to open the minds of the group to the possibilities of creating a resilient community, and the type of facilities and amenities a resilient community might have. The activity focuses on the areas of a resilient community which form the content of workshops 2-5 of the programme.

## PROCEDURE

### STEP

1

The facilitator splits the larger group into smaller groups of five to six people, and asks each group to gather around a table covered in paper, and with felt tip markers for each member of the group. At this point the facilitator introduces the activity by informing the group that they will create an island community on which they will live together and on which they will try to be resilient. The facilitator will make it clear that s/he will issue a set of instructions that the group should follow.

### STEP

2

The facilitator asks each member of the group to use the markers provided and draw a piece of coast line which they must join up to the person on either side of them, thereby creating the island. Now the facilitator informs that group that s/he will give them a list of essential needs for their community, which they should discuss and place on the island using the markers provided. They should do this with the idea of having a resilient community.

### STEP

3

The facilitator introduces the essential needs one at a time, asking the group to draw these onto their island in the form they choose and in the location they choose, and allowing approximately 5-10 minutes for each topic.

These essential needs are: **Food, Water, Energy, Waste**

*NB: Other essential needs can be added to broaden the activity, such as Transport and Housing.*

### STEP

4

Once all the essential needs have been added, the facilitator asks each group to give feedback on how they imagined their community would organise each of these needs, for example the type of food production they chose, or the type of energy production they decided upon. Discussion between groups, with questioning and comments should be encouraged so that group members can learn from and understand each other's reasons for choosing a particular path.

Discussion around group dynamics and how each of the groups' reached decisions about building a resilient community should be encouraged also.

### CONCLUSION

The facilitator brings the activity to a close by summarising the activity, highlighting the positive aspects of the groups' approaches and the resilience of their Transition Island.





### ACTIVITY 2: COMMUNITY ASPIRATIONS

The Community Aspirations activity is a direct follow on from the Transition Island activity, and is designed to take the learning from the vision of a resilient community into possible practical solutions that may be applied in the group's community.

#### PROCEDURE

##### STEP

1

The facilitator splits the larger group into pairs and asks them to stand next to flip chart sheets positioned around the walls, each has a title matching the essential needs from the island activity, food, water, energy, waste, housing, transport. At this point the facilitator introduces the activity, informing the group that the purpose of the activity is to list on the sheets the things from the island activity that might be possible in some way in their community currently under that heading.

##### STEP

2

The facilitator encourages the pairs to move around the sheets in a clockwise direction, with each pairing having the opportunity to make suggestions under all the headings.

#### CONCLUSION

When each pairing has visited all the sheets, the facilitator summarises the content of the sheets, encouraging discussion among the larger group and asking questions where needed on some of the content.

### Workshop 1 : Closure

The facilitator briefly summarises the session and reminds the group of the programme content and next workshop. The facilitator informs the group that the results of the session will be kept and will be brought back to the group during the final session of the programme.

#### RESOURCES:

Flipchart paper to cover tables and for sheets on walls.  
Felt tip Markers. Sellotape. BlueTac.

#### DURATION:

The workshop should last no more than two hours.



## Session 1 : Facilitator Notes



### TRANSITION ISLAND EXERCISE

- 1 Gather groups around table covered with paper, with markers provided in the centre.
- 2 Introduce exercise.
- 3 Ask the group to draw an island, each person drawing a segment of coastline each.
- 4 Then ask each group to put on their island representations of activity in each of the following areas.

**Housing**  
**Energy**  
**Food**  
**Biodiversity and Wildlife**  
**Transport**  
**Water**  
**Waste**  
**Inner Transition (Health and Personal)**  
**Education**  
**Governance**

### SETTING ASPIRATIONAL AIMS

- 1 Once exercise is completed, ask groups to use what they did to create a set of aspirational aims to work towards in their community in the coming year.
- 2 Write Aims up on Flipcharts and complete the Post Session Results Template to be passed to the next trainers.



## Session 2 : Energy Conservation Programme



**PROGRAMME SESSION PLAN**



**FACILITATOR NOTES**

## Session 2 : Programme Session Plan



<b>MODULE:</b>	Energy Conservation Programme
<b>NO. OF PARTICIPANTS:</b>	Max 20
<b>DURATION:</b>	1.5 HRS
<b>LOCATION:</b>	

<b>Notes on baseline:</b> (pre-requisites, etc.)	Interest in Environmental and Sustainability Issues and Community
<b>Required outcomes:</b> (participants will be able to...)	Awareness of energy usage in the home and county. Knowledge of how to reduce the use of energy.
<b>How do we assess outcomes?</b>	Evaluation

TOPIC	OUTCOMES	RESOURCES	ASSESSMENT	NOTES
Energy Conservation	Participants will be able to understand actual energy usage (i.e. how much certain items use). Participants will learn a number of practical ways to conserve energy usage in the home, and ways to save money on their energy bills. Participants will also learn about energy usage in Kerry and how reducing their spend on energy can impact their local economy	Projector & white board Flip chart paper Markers Energy conservation products Energy experiment tools	Survey Forms	can white board and projector be supplied?

TIME	PARTICIPANT ACTIVITY	FACILITATOR ACTIVITY	RESOURCES
20 Mins	Introduction to the evening. Presentation and discussion of the energy audit project in Kerry	Introduction and presentation	White board & projector - Powerpoint presentation
20 Mins	Discussion on the amount of electricity used by households and practical ways to reduce that usage. Actual information given on how much money is spent on running certain electrical appliances etc. Group interactive discussion.	Supplying information. Facilitate discussion	Flip chart
15 Mins	Discussion on fuel usage and a practical guide on how to make quick and easy energy improvements to the home.	Supplying information. Facilitate discussion	Flip chart. Energy conservation products





## Session 2 : Programme Session Plan

TIME	PARTICIPANT ACTIVITY	FACILITATOR ACTIVITY	RESOURCES
5 Mins	Explanation on how to read an electricity bill	Demonstration	Electricity bill
20-25 Mins	Electric Ireland will have a large information stand on the evening and they will have a wide variety of energy saving products on display. They will be available to demonstrate these products and give relevant information on them	Demonstration – Q&A	Wireless Electricity Meter Flip chart paper and pens
10 –15 Mins	Display and demonstration of wireless electricity meter. Develop a project with the group on how to use the meter and how to use the tool (readings) to reduce their electricity bills. For example we may provide meters (1 per 4 people) and they can share the meter and note reductions in their electricity bills.	Demonstration and discussion	Wireless Electricity Meter Flip chart paper and pens
10-15 Mins	Discussion of possible ways the community could make changes to their behaviour. A discussion of an energy awareness / conservation project that could be undertaken by the community	Listen, collate ideas	Flip chart paper and pens

### Did You Know ... ?

Transition Kerry presented a Sustainable Energy Community RoadMap to Kerry County Council in May 2014. It is a Roadmap to show how Kerry can become **100% Renewable by 2030**. View it here:  
<http://www.transitionkerry.org/sustainable-energy-community-roadmap/>

Kerry is the first county in Ireland to have a baseline study of how much energy is coming into it, how much we are using and how much we spend on it...

We spend almost **€470 million per year** in Kerry on energy, which is the equivalent to approx. €3,230 per person per year. We are exporting almost €500m per year out of the county – all spent on energy in different forms. Think of what we could do if we even kept 10% of that money in the county?



### INTRODUCTION

Introduce the session – who I am, the outline of the session.

### ENERGY CONSERVATION PRESENTATION

- 1 Powerpoint presentation.
- 2 Energy survey completed by the group.
- 3 Flipchart used to document information from group and to write ideas etc.
- 4 Green Home surveys completed by the group.
- 5 Discussion with group about their personal energy usage.
- 6 Discussion with group about energy project; instructions given.
- 7 Discussion of energy projects that the group would be interested in being carried out in community.

### FOLLOW UP

- 1 Follow up regarding energy project - equipment passed on after an agreed amount of time.
- 2 Follow up with regards to results. Actual savings (both usage and cost) calculated by group members and collected.
- 3 Follow up with 2<sup>nd</sup> Green Home survey to calculate overall positive behavioural change with regard to energy and broader environmental issues – waste, transport and water.



## Session 3 : Stop Food Waste



**PROGRAMME SESSION PLAN**



**FACILITATOR NOTES**

## Session 3 : Programme Session Plan



<b>MODULE:</b>	Preventing Food Waste
<b>NO. OF PARTICIPANTS:</b>	Max 20
<b>DURATION:</b>	1.5 HRS
<b>LOCATION:</b>	

<b>Notes on baseline:</b> (pre-requisites, etc.)	Interest in Environmental and Sustainability Issues and Community
<b>Required outcomes:</b> (participants will be able to...)	Awareness to how to save up to €700 per year by reducing food waste. Awareness of how food waste has environmental consequences.
<b>How do we assess outcomes?</b>	Evaluation

	TOPIC	OUTCOMES	RESOURCES	ASSESSMENT	NOTES
1.	Introduction to format and issues to be covered. Short video clip on wasting money when throwing out food. Group work.	Highlight issue of financial implications of food waste	Powerpoint projector/Laptop and Screen	Evaluation forms	This short video clip was produced by Monaghan Co. Co.
2.	(a) Common foods thrown out. (b) What's in your food press. (c) How you shop	Get groups thinking about food they waste and how they shop. Explain about the Art of Shopping. Avoid the Pitfalls, use their own experience.	Pens / Paper Flip Chart Handouts -graphics	Evaluation forms	Groups work separately. Feed back from raconteur
3.	Portion Size and Meal planning	Activity based on measuring food portions	Worksheets/ Papers/Pens	Evaluation forms	
4.	Food Storage and Preservation	What goes where	Worksheets/Paper/ Pens	Evaluation forms	
5.	How to deal with leftovers	Useful websites Recipes	Worksheets Handouts Powerpoint	Evaluation forms	
6.	Short Video clip on reusing				



## Session 3 : Programme Session Plan



TIME	PARTICIPANT ACTIVITY	FACILITATOR ACTIVITY	RESOURCES
10 Minutes	Short Intro – some basic stats 1st Video Clip Throwing out 1/3 of food we buy. Avoidable waste		Powerpoint projector/ Laptop and Screen
10 Minutes	List of food thrown out and why Discussion; what food people throw out - why?	Record your Waste – distribute sheets	Pens / Paper Flip Chart Handouts -graphics
10 Minutes	List of things you could do in planning meals better. • What is already in your cupboard • Importance of a shopping list • Make your plan	Distribute Meal planners	Worksheets/Papers/Pens
10 Minutes	The dangers of shopping. How do you shop? Never on an empty stomach Distribute • Dates • Cost of convenience		Worksheets/Papers/Pens
10 Minutes	Ask where the following foods would be stored. Storage and best by dates – deep fridges and presses Make food last – preserve it in bags, containers etc	Distribute storage sheet	Worksheets/Papers/Pens



### RESOURCE LINKS

All of the reosurces that you need to carry out this workshop are available on [www.stopfoodwaste.ie](http://www.stopfoodwaste.ie)



### INTRODUCTION

Outline structure of session. Each of the following sections are to be discussed with maximum audience participation giving their experience.

Short power point outlining the problems of waste disposal generally in Ireland. Highlight quantities of food waste disposed of by the average Irish Family. Also some contextual detail about food waste generally in Ireland.

### 1 KNOW YOUR WASTE

Discussion and practical tips.

How to find out what food you are throwing out and why?

Record your waste food over the period of a week.

Weigh it daily and state where it has come from.

### 2 PLANNING

Know what's in your cupboard/fridge before going shopping.

Making a meal plan for the week ahead.

Importance of shopping list.

### 3 SHOPPING

Do not shop for food on an empty stomach.

Stick to your list.

Establish if there is a financial saving.

### 4 FOOD STORAGE

Store the various types of food in the correct place.

Best Before / Use by / Don't get caught out on dates.

### 5 COOKING AND REUSING

Portion size.

How you serve food.

Reusing leftovers.

### SET TASK

Set target for each of the participants.

Reduce your food waste by 5kg in a week.



## Session 4 : Local Food & Biodiversity



**PROGRAMME SESSION PLAN**



**FACILITATOR NOTES**

## Session 4 : Programme Session Plan



<b>MODULE:</b>	Local Food Security & Biodiversity
<b>NO. OF PARTICIPANTS:</b>	Max 20
<b>DURATION:</b>	1.5 HRS
<b>LOCATION:</b>	

<b>Notes on baseline:</b> (pre-requisites, etc.)	Interest in Environmental and Sustainability Issues and Community
<b>Required outcomes:</b> (participants will be able to...)	Awareness of the importance of local food security and the link to biodiversity. Awareness of both global and local food production, their impact on the environment and their sustainability.
<b>How do we assess outcomes?</b>	Evaluation

TOPIC	OUTCOMES	RESOURCES	ASSESSMENT	NOTES
Food Security and Biodiversity	Participants will be able to understand the importance of local food security and the link with biodiversity. They will also understand global and local food production, its impact on the environment and its sustainability	Interactive board (supplied by KEEP) Flip chart paper Markers Basket of food (supplied by KEEP)	Evaluation forms	Transition Kerry Food & Biodiversity Group are promoting the idea of Community Fruit and Nut Orchards. This is one of the possible projects that the group could follow up with as part of their action plan. Small grants can be available for this, eg. Local Agenda 21, The Heritage Council.

TIME	PARTICIPANT ACTIVITY	FACILITATOR ACTIVITY	RESOURCES
15 Mins		Introduction to facilitators and session Review last session	
30 Mins	Group discussion with interactive board on global food production and biodiversity	Lead discussion	Interactive board (KEEP)
30 Mins	Split into small groups – work on local solutions to food production and biodiversity issues	Work with each group in turn to discuss solutions	Flip chart paper and pens
20 Mins	Feedback from each group	Listen, collate ideas	Flip chart paper and pens
10 Mins	Complete evaluation forms and verbal feedback	Close session	Evaluation forms





### **INTRODUCTION**

Introduce facilitators and brief concept of biodiversity.  
Review previous sessions with group.

### **WARM UP: FOOD PRODUCTION INTERACTIVE BOARD**

- 1 Group discussion with interactive board on global food production and biodiversity.
- 2 Ensure the definition of biodiversity is covered and the link with local food production. Key discussions also include organic food production, transport, packaging, habitat creation/destruction, water use/conservation, cost v's price and personal choice.
- 3 Interactive boards can be purchased from Kerry Earth Education Project with Education Pack.

### **SMALL GROUP WORK**

- 1 Divide into small groups to work on local solutions to food production and biodiversity issues. Write on flipchart paper.
- 2 Each group feeds back their ideas and discusses feasibility of suggestions; if possible help the group to select a starting point for further work.



## Session 5 : Water Conservation Programme



**PROGRAMME SESSION PLAN**



**FACILITATOR NOTES**

## Session 5 : Programme Session Plan



<b>MODULE:</b>	Water Conservation Programme
<b>NO. OF PARTICIPANTS:</b>	Max 20
<b>DURATION:</b>	1.5 HRS
<b>LOCATION:</b>	

<b>Notes on baseline:</b> (pre-requisites, etc.)	Interest in Environmental and Sustainability Issues and Community
<b>Required outcomes:</b> (participants will be able to...)	Awareness of water and ways to conserve the use of water
<b>How do we assess outcomes?</b>	Evaluation

	TOPIC	OUTCOMES	RESOURCES	ASSESSMENT	NOTES
1.	Water Conservation	Participants will be able to understand the water cycle, the use & importance of water.	Projector & white board Flip chart paper Markers Water conservation products Water cycle information boards Water experiment tools	Survey Forms	Can NEKD supply projector & white board?
2.		The challenges / costs to Local Authorities (Kerry Co. Co.) have in supplying drinking water will also be discussed.			
3.		Participants will learn a number of practical ways to conserve water usage in the home.			

### Did You Know ... ?

Currently 50% of the water in Kerry is leaking from our pipes before it even reaches our taps!



## Session 5 : Programme Session Plan

TIME	PARTICIPANT ACTIVITY	FACILITATOR ACTIVITY	RESOURCES
10 Mins	Introduction to the evening. Presentation and explanation of the water cycle. Experiment to show how much fresh water is available on the planet.	Introduction and demonstration	Information charts & experiment tools
15 Mins	Discussion on the amount of water supplied and used by households – both county wide and nationally. Information on the challenges / work of Kerry Co. Co in supplying drinking water in Kerry.	Supplying information. Facilitate discussion	Power-point presentation (note: depends on if Kerry Co. Co can give us this info)
5 Mins	Water tasting experiment	Demonstration	Experiment tools
10 Mins	Group interactive discussion on water usage in the home	Facilitator lead	Flip chart
15 Mins	Displays of water conservation products on the market.	Demonstration	Water conservation products
10 – 15 Mins	Discussion of possible ways the community could make changes to their behaviour. A discussion of a water awareness / water conservation project that could be undertaken by the community.	Listen, collate ideas	Flip chart paper and pens
2-3 Mins	Closing points		



### INTRODUCTION

Introduce the session – who I am, the outline of the session.

### WATER CONSERVATION PRESENTATION

- 1 Powerpoint presentation. Physical presentation of actual water saving equipment available (discount codes given).
- 2 Green Home surveys completed by the group.
- 3 Discussion with group about their personal energy usage.
- 4 Flipchart used to document information from group and to write ideas etc.
- 5 Discussion of water projects that the group would be interested in being carried out in community.

### FOLLOW UP

Follow up with 2<sup>nd</sup> Green Home survey to calculate overall positive behavioural change with regard to water and broader environmental issues – energy, transport and water.



## Session 6 : Planning for a Resilient Community



### PROGRAMME SESSION PLAN



### ACTIVITY 1: COMMUNITY PLANNING EXERCISE ACTIVITY 2: SETTING ASPIRATIONAL AIMS



### FACILITATOR NOTES

## Session 6 : Programme Session Plan



<b>MODULE:</b>	Session 2 – Planning
<b>NO. OF PARTICIPANTS:</b>	Max 20
<b>DURATION:</b>	1.5 HRS
<b>LOCATION:</b>	

<b>Notes on baseline:</b> (pre-requisites, etc.)	Sessions 1-5 of the Community Resilience Programme Completed
<b>Required outcomes:</b> (participants will be able to...)	A realistic, achievable Community Action Plan. A tangible Short-Term Project.
<b>How do we assess outcomes?</b>	Content of Community Resilience Plan and Course Evaluation

TOPIC	OUTCOMES	ASSESSMENT	NOTES
Community Resilience Planning	Community Resilience Plan Developed	Discussion and Flipchart Notes	

TIME	PARTICIPANT ACTIVITY	FACILITATOR ACTIVITY	RESOURCES
15 Mins	Introduction to Planning for Community Resilience and Review of Actions from Sessions 2-5	Talk/Presentation	Powerpoint / Short Video
60 Mins	Community Planning Exercise	Facilitate Activity	Activity Facilitator Notes, Flipchart Paper, Markers
15 Mins	Community Priorities	Facilitate Discussion	Activity Facilitator Notes, Flipchart Paper, Markers





## Workshop 6 : Planning for a Resilient Community

The last workshop of the **Transition Kerry Community Resilience Training Programme** is designed to support a group to develop a few actions which work towards making their community more resilient and promotes change for the future.

The goal of the final workshop is to facilitate the local group receiving the training to create an action plan which outlines the delivery of a few local projects, and which relate to the four key areas covered during the training programme.

### INTRODUCTION

The facilitator introduces the purpose of the final workshop and the concept of planning for community resilience. The facilitator asks each member of the group to say something in brief about their learning and experience from the programme so far, and how they as a group have changed during the programme.

### ACTIVITY 1:

#### COMMUNITY PLANNING EXERCISE

The Planning for Community Resilience activity has been adapted from community planning exercises and outlines the basic principles of developing an action plan. The aim of the activity is to encourage the group to undertake two or three projects that build towards a resilient community. The activity focuses on the suggestions for a resilient community which were noted by the group during the first workshop and which relate to the content of workshops 2-5 of the programme.

### PROCEDURE

#### STEP

1

The facilitator splits the larger group into smaller groups of 2-3 and asks the these groups to review the suggestions from the first workshop, and to change and amend these based on their learning and experience from workshops 2-5 of the programme. Each smaller group is then asked to remake their list of possible projects that could be completed by the wider group to support community resilience. The facilitator then asks for feedback from each group, and encourages discussion between groups on their changes and choices.

#### STEP

2

The facilitator gives a brief presentation on a planning model and the steps involved in developing an action plan for community resilience, while providing an example of the planning model and a template for action planning. The facilitator explains that while the template will be used to develop 2-3 projects arising out of the programme, it can be used to develop a broader community resilience action plan.

#### STEP

3

The facilitator will support the group to prioritise which projects can be chosen to begin their action plan. Having put the new sheets with the suggested projects on the walls, the facilitator asks each member of the group to go around and choose two project which they would like to see brought forward by placing a tick beside them. The facilitator then summarises which projects have the most ticks, and finalises the choice of projects through discussion with the group.

#### STEP

4

Once the wider group has decided on its two-three projects, the facilitator will place a sheet for each project on the wall. The facilitator will then ask the smaller groups to go around each project and suggest actions and activities to complete the project.



### CONCLUSION: SETTING ASPIRATIONAL AIMS

The facilitator brings the activity to a close by summarising the contents of the project sheets, highlighting the projects the group will take on, and some of the actions and activities suggested. Referring back to the template provided for creating an action plan, the facilitator seeks a volunteer from the group to facilitate the group to fully complete the template for their chosen projects at the next meeting of the group.

## Workshop 6 : Closure

The facilitator summarises the last 6 sessions with the group and asks for oral feedback. Evaluation forms are completed and collected. The group is asked how it plans to carry out its short-term project and the proposed timeline. This activity will help to bring the group together again. The facilitator gives information on how the group can contact Transition Kerry for further support and information in the future.

### RESOURCES:

Flipchart paper to cover tables and for sheets on walls.  
Felt tip Markers. Sellotape. BlueTac.

### DURATION:

The workshop should last no more than two hours.



### COMMUNITY PLANNING EXERCISE

- 1 Gather groups around a table covered with paper, with markers provided in the centre.
- 2 Introduce exercise.
- 3 Ask the group to draw a map representing their Community, each person drawing a segment of map boundary each.
- 4 Then ask each group to put on their community map representations of activities which reflect the actions they recorded during Sessions 2-5.

**Energy**  
**Food**  
**Biodiversity**  
**Water**  
**Waste**

### SETTING ASPIRATIONAL AIMS

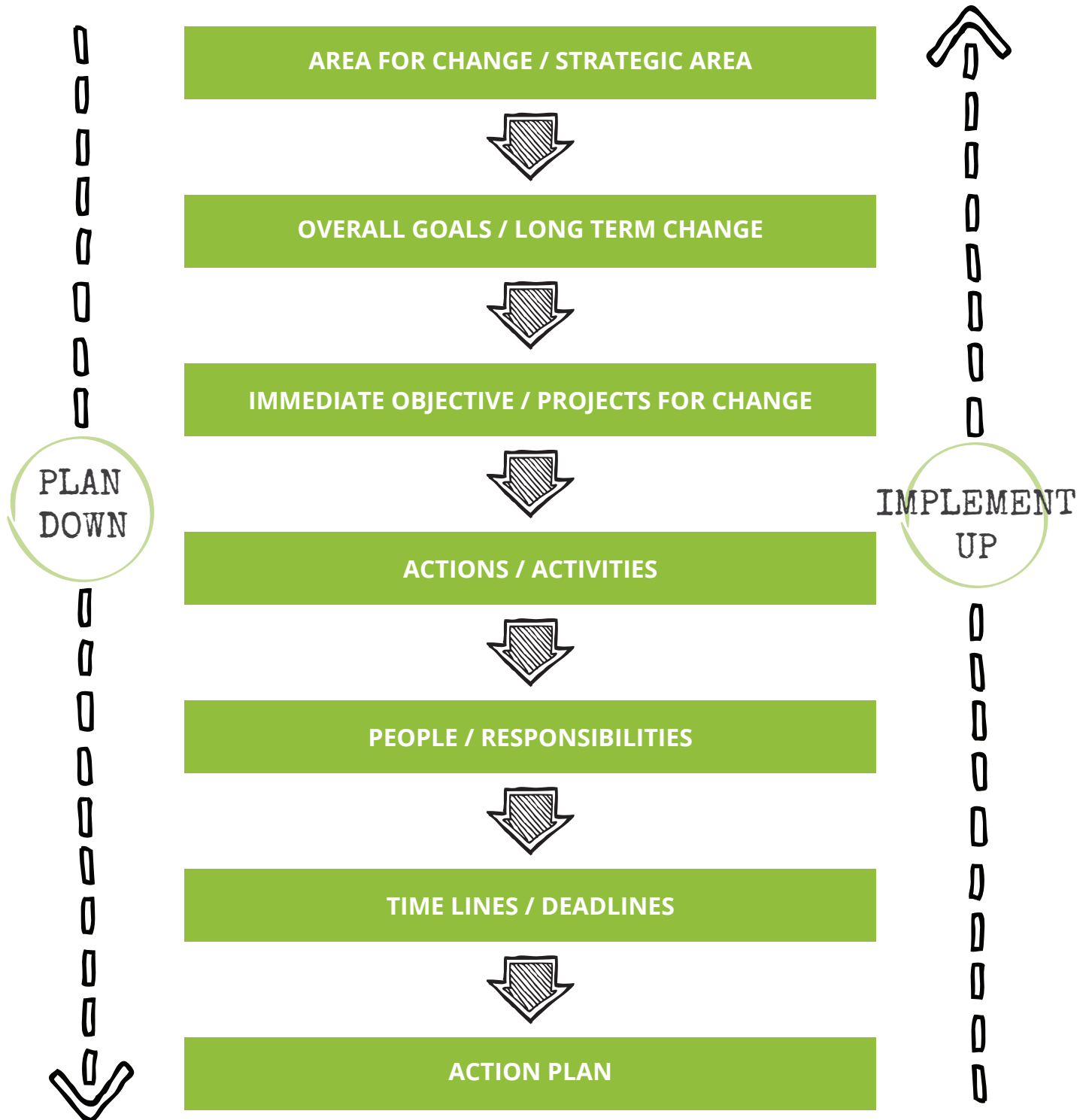
- 1 Once exercise is completed, ask groups to use what they did to create a set of Objectives to work towards in their community in the coming year.
- 2 Write Objectives up on Flipcharts and complete the Post Session Results Template to be used by the trainer to produce a Community Resilience Plan.



## COURSE TEMPLATES

1. **PLANNING MODEL**
2. **ACTION PLAN**
3. **PROGRAMME SESSION PLAN**
4. **FACILITATORS NOTES**
5. **COURSE REGISTRATER**
6. **COURSE REGISTRATION**
7. **COURSE EVALUATION**

# Planning Model



## TEMPLATE: ACTION PLAN

**PROGRAMME:**

**OBJECTIVE:**

[illegible]

## TEMPLATE: PROGRAMME SESSION PLAN

**MODULE:**

**NO. OF PARTICIPANTS:**

**DURATION:**

**LOCATION:**

<b>Notes on baseline:</b> (pre-requisites, etc.)	
<b>Required outcomes:</b> (participants will be able to...)	
<b>How do we assess outcomes?</b>	

TOPIC	OUTCOMES	ASSESSMENT	NOTES

TIME	PARTICIPANT ACTIVITY	FACILITATOR ACTIVITY	RESOURCES





## EXERCISE

1

2

3

4

## SETTING ASPIRATIONAL AIMS

1

2

3

4

# TEMPLATE: COURSE REGISTER

**TRAINING PROGRAMME:**

**TUTOR NAME:**

**SESSION DATE:**

**SESSION TIME:**

NO.	NAME	SIGNATURE	EMAIL
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

## LEADER RDP 2007 - 2013 FUNDED TRAINING PROGRAMME

## TEMPLATE: COURSE REGISTRATION

**TRAINING PROGRAMME:**

**TUTOR NAME:**

**START DATE:**

**PARTICIPANT DETAILS:**

**ADDRESS:**

**GENDER:**

**OVER 25**

**UNDER 25**

**OCCUPATION:**

**E-MAIL:**

**TELEPHONE:**

**LEADER RDP 2007 - 2013  
FUNDED TRAINING PROGRAMME**



# TEMPLATE: COURSE EVALUATION

**TRAINING PROGRAMME:**

**FACILITATORS NAME:**

**START DATE:**

**END DATE:**

Please take a moment to fill in the following evaluation sheet.  
This evaluation will help us in planning and designing future training modules.

**1. How would you rate this training programme overall?**

Very Good ☐ Good ☐ Average ☐ Poor ☐

**2. How would you rate the content of the information provided?**

Very Good ☐ Good ☐ Average ☐ Poor ☐

**3. How would you rate the facilitator?**

Very Good ☐ Good ☐ Average ☐ Poor ☐

**4. Did you feel you benefited from being participating in the programme?**

*If yes please give details:*

Yes ☐

No ☐

**5. Do you have any suggestions for improvement under the following headings**

Course Content and Delivery:

Location/Venue:

Time Allocated to the Course:

**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS EVALUATION**



## Resource Links

[www.transitionkerry.org](http://www.transitionkerry.org)  
[www.transitiontownncorcadhuibhne.com](http://www.transitiontownncorcadhuibhne.com)

### **ABOUT TRANSITION**

[www.cultivate.ie](http://www.cultivate.ie)  
[www.resilience.cultivate.ie/powerdown-show](http://www.resilience.cultivate.ie/powerdown-show)  
[www.transitiontownsireland.ning.com](http://www.transitiontownsireland.ning.com)  
[www.transitionnetwork.org/initiatives/ireland-and-northern-ireland-network](http://www.transitionnetwork.org/initiatives/ireland-and-northern-ireland-network)  
[www.transitionnetwork.org](http://www.transitionnetwork.org)

### **ARTICLES**

[www.everythingconnects.org/transition-towns.html](http://www.everythingconnects.org/transition-towns.html)  
[www.theguardian.com/environment/2011/feb/06/totnes-transition-towns-ethical-living](http://www.theguardian.com/environment/2011/feb/06/totnes-transition-towns-ethical-living)  
[www.greenchoices.org/articles/what-are-transition-towns](http://www.greenchoices.org/articles/what-are-transition-towns)

### **ABOUT SUSTAINABLE ENERGY CHOICES**

[www.greenhome.ie/green\\_themes](http://www.greenhome.ie/green_themes)

### **ABOUT STOP FOOD WASTE**

[www.stopfoodwaste.ie](http://www.stopfoodwaste.ie)  
[www.stopfoodwaste.ie/downloads](http://www.stopfoodwaste.ie/downloads)

### **ABOUT LOCAL FOOD & BIODIVERSITY**

[www.gortbrackorganicfarm.com](http://www.gortbrackorganicfarm.com)  
[www.irishseedsavers.ie](http://www.irishseedsavers.ie)  
[www.schoolearthed.ie](http://www.schoolearthed.ie)  
[www.communitygardennetwork.ning.com](http://www.communitygardennetwork.ning.com)

### **ABOUT WATER CONSERVATION**

[www.greenhome.ie/green\\_themes](http://www.greenhome.ie/green_themes)  
[www.taptips.ie](http://www.taptips.ie)

### **ABOUT GREEN COMMUNITIES**

[www.greeningcommunities.org](http://www.greeningcommunities.org)  
[www.antisce.org/programmes/greening-communities](http://www.antisce.org/programmes/greening-communities)

## WHAT DOES TRANSITION KERRY DO?

We actively promote a more resilient Kerry through a range of information events, research projects, partnership work, education programmes and community based projects.

### INFORMATION EVENTS

In the past we have held public information events on Peak Oil, Food, Energy Conservation and Waste Reduction to name a few.

### RESEARCH PROJECTS

Where possible, Transition Kerry will conduct research on relevant issues. Recent project have included an Energy RoadMap for County Kerry in conjunction with Kerry County Council.

### PARTNERSHIP WORKING

We believe strongly in the need for partnership, working to overcome some of the challenges we face. We have developed strong partnerships with Kerry County Council, and a number of community organisations.

### EDUCATION PROGRAMMES

We have devised and delivered a range of educational workshops, as well as a community based interactive training programme.

### COMMUNITY BASED PROJECTS

We are able to use our collective expertise and knowledge to support and guide community based transition projects.

### WORKING GROUPS

Transition Kerry functions as an umbrella organisation that facilitates the activity of a number of Transition Working Groups. The working groups are formed and actively work around the issues facing Kerry, such as food, energy, and education.

If you would like to work in partnership with Transition Kerry, would like information on future events or would like to join a working group, please get in touch.

## CONTACT INFORMATION

087 377 0003

[INFO@TRANSITIONKERRY.ORG](mailto:INFO@TRANSITIONKERRY.ORG)

[WWW.TRANSITIONKERRY.ORG](http://WWW.TRANSITIONKERRY.ORG)

 [WWW.FACEBOOK.COM/TRANSITIONKERRY](http://WWW.FACEBOOK.COM/TRANSITIONKERRY)



Comhshaoil, Pobal agus Rialtas Áitiúil  
Environment, Community and Local Government

