

Erasmus+ training course

may 2025

RESILIENT REGENERATION

ecosystem, bodies and wellbeing

TOOLKIT

Expressive arts and somatic practices
for regeneration, resilience and regulation



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symbiotic roots

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Introduction

“Resilient Regeneration: Ecosystems, Bodies & Wellbeing” is a training course designed by and for youth workers interested in acquiring knowledge about ecological regeneration, strengthening their connection with nature, and promoting the physical and psycho-emotional health of young people through somatic, artistic, and other experiential, participatory, and non-formal learning methods.

It promotes the application of regenerative principles in the conception of health and well-being and develops youth workers' psycho-emotional support and mentoring skills. It is based on the systemic regeneration approach, which integrates the concepts of regeneration, resilience, and regulation and promotes the health and vitality of our societies for a sustainable transformation of all their cultural systems and structures (education, ecology, economy, etc.).

The project was created to enrich partner organizations and youth workers with innovative, high-quality tools that contribute to youth work practices and promote sustainable growth, holistic health, and social cohesion.

The training was an immersive experience in nature, focused on personal and collective development around the themes of regeneration, resilience, and regulation. Throughout the week, participants actively engaged in a participatory methodology that integrated theory, somatic practice, and creative expression. Activities included yoga sessions, forum theatre, eco-somatic walks, artistic expression, and workshops on eco-anxiety, emotional regulation, and ecological regeneration. The process was co-created by the group through the continuous exchange of experiences, reflections, and daily feedback, fostering a collective construction of learning. The program culminated in a living lab and an artistic exhibition as a creative response to the themes explored during the training.

Through this experience, participants strengthened their ability to critically reflect on the world around them, express values through creative and embodied means, and take action in solidarity for sustainable, regenerative, just, and compassionate communities.

KEY CONCEPTS



REGENERATION

"Life creates conditions conducive to life"

Janine Benyus

We are inspired by the regeneration capacity to renew of ecosystems, as an example applicable to individuals and societies.

The definition of regeneration must be alive and created communally, learning from observing nature and agreeing on common values that we want to see emerge. Some of the core principles we are focusing on in this project are the deep questioning of current paradigms, the need for cooperation, and the central value of interdependence.

"Becoming aware of the connections and interdependence between all living beings is, in the words of Bill Reed, the basis for changing our mental model to create a new regenerative culture. It will allow health to emerge as a property of the whole, linking human and planetary health."

Reed, B. (2007). Shifting from "sustainability" to regeneration.



RESILIENCE

Resilience is not only the ability to resist or adapt to harm, but a living process of collective regeneration that takes place in all expressions of life.

Through the body, we feel pain but also the power of healing, movement, and encounter. Resilience is activated through the body, rooted in the territory, and woven through community.

Territory is not understood merely as physical space, but as a web of relationships: ecological, cultural, historical, and spiritual. When territories are wounded, resilience involves listening to their pain and co-creating practices of repair and regeneration from within the community.



From this perspective, community is the network that sustains life. It is not a homogeneous place, but a diverse space of dialogue, mutual care, and meaning-making. Resilience emerges when people recognize themselves as part of an interdependent whole, where every body and every being has a place and a voice.

To educate for resilience means:

- Cultivating somatic listening, emotional awareness, and a reconnection with the body as a source of wisdom.
- Fostering meaningful community bonds, grounded in care, empathy, and respect for differences.
- Revaluing ancestral and territorial knowledges, as living sources of guidance, resistance, and creation.
- Promoting pedagogical experiences that integrate the cognitive, the emotional, the spiritual, and the political, recognizing that to learn is also to heal, to transform, and to reimagine.



REGULATION

Is the process through which living systems seek to restore the dynamic balance necessary to sustain life. It is not about control or rigidity, but about an adaptive intelligence that responds to change, flow, tension, and wounding with movements toward restoration, connection, and harmony.

In nature, regulation is expressed through cycles such as water, carbon, or the seasons; in interdependent relationships among species and ecosystems that self-regulate to sustain biodiversity and resilience.

In the human body, especially within the nervous system, regulation is the capacity to respond to stress, danger, and trauma by returning to states of calm, connection, and vitality. It is a deeply relational function, strengthened through safe contact, breath, movement, and presence.

In human communities, regulation consists of the practices, agreements, and bonds that allow us to live together in diversity, navigate conflict, sustain mutual care, and restore the collective fabric when it has been ruptured. It is the foundation of collective well-being and the possibility of social regeneration.

ECO-ANXIETY

Eco-anxiety is a term that has emerged in recent years to describe the emotional and psychological distress caused by the awareness of climate change, biodiversity loss, and the degradation of ecosystems. It is not classified as a mental illness, but rather as a natural and understandable response to the real threats facing our planet. People experiencing eco-anxiety may feel worry, grief, helplessness, or even guilt about the state of the environment and the uncertainty of the future.

For young people especially, eco-anxiety can manifest as a sense of powerlessness in the face of large-scale global crises, or as deep sadness over the destruction of the natural world. At the same time, it can also be a driver for positive action, motivating individuals and communities to engage in regenerative practices, activism, and care for the Earth.

In the context of *Resilient Regeneration: Ecosystems, Bodies and Wellbeing*, we look at eco-anxiety as both a challenge and an opportunity. Its heaviness is a meaningful signal of our interconnectedness with the living world. Through embodied, creative, and regenerative practices, we can explore ways to transform eco-anxiety into resilience, agency, care and collective hope.



SCOPE



NATURE BASED ARTS

A method that centers the creative and contemplative relationship with nature.

It invites the exploration of natural materials such as soil, stones, leaves, water, pigments or branches as co-creators, symbols, and mirrors of the inner processes.

It is rooted in the understanding that our well-being is intrinsically connected to the ecosystems we inhabit. Art becomes a listening and noticing process and the natural environment acts like an emerging co-facilitator and expressive agent. It speaks through shadows and lights, and inspires movement, art, installation, poems, gestures or rituals.

Nature evokes images and holds space for slow transformation, revealing beauty in simplicity and bringing meaning in what is impermanent, fragile, and wild.



TRANSDISCIPLINARITY

"Knowledge should not aspire to a harmoniously integrated hybrid, but rather to a creative tension, where theories are rooted not only in academia, but also in those experiences that are inseparable from history and genealogies specific to the understanding of the world, where knowledge is conceived as something that all beings carry within them."

Silvia Rivera Cusicanqui

Transdisciplinary perspective allows us to give space to multiple voices in ecosystems and social contexts to generate knowledge from an integrative and holistic perspective and promote the convergence of thoughts and communication.

Transdisciplinarity promotes co-creation and urges that non-scientific actors, who are often the target groups, are involved in the construction of knowledge and their voices and agency are represented.

In this context, transdisciplinarity is understood as a dynamic language that weaves together artistic, scientific, and intercultural perspectives, fostering empathy toward other beings of nature within a relationship of interdependence.



EMBODIMENT PROCESS

The concept of embodiment refers to the understanding that human experience, cognition, and identity are not limited to the mind, but are fundamentally shaped by the body. It emphasises that our bodily sensations, movements, and interactions with the environment play a central role in how we perceive, learn, and act in the world.

In the context of eco-anxiety and regenerative practices, embodiment offers a powerful approach to resilience. By fostering awareness of bodily sensations, emotions, and rhythms, individuals can develop greater self-regulation, emotional intelligence, and a deeper sense of connection to ecosystems. Embodied methods such as somatic movement, breathwork, and expressive arts provide tools for personal wellbeing and for collective processes of reflection, empathy, and ecological awareness.



INTERMODALITY IN EXPRESSIVE ARTS AND REGENERATIVE LEARNING

Intermodality is defined as the practice of moving between different artistic languages such as movement, music, visual art, poetry or storytelling. Intermodality supports the expansion of expressive language and facilitates deeper integration of complex inner states.

Through intermodal transfer, participants were invited to shift from one art form to another to deepen their connection to an image, memory, or sensation. For example, translating poetry into dance can bring clarity to an inner image, revealing emotional or cognitive insights. During the training course it facilitated the expansion of expressive language and the symbolic processing of experiences related to stress, eco-anxiety, and life transitions.

From a regenerative perspective, intermodality keeps the curiosity and imagination flowing, inviting a non-linear perspective of the process of awareness and discovery. It implies multiplicity, uncertainty and crystallization as a path towards integration.

METHODOLOGIES



PARTICIPATORY LEARNING

The educational program of Resilient Regeneration is based on non-formal learning methods, psychosomatic resources, artistic tools, and other experiential and participatory learning methods.

It uses a participatory methodology, which considers participants as active agents in the construction of knowledge, allowing them to contribute to the learning and teaching process. It has a cooperative and transdisciplinary nature that explores central themes from various disciplines and methods, with the aim of generating new knowledge.

RR proposes a theoretical and practical approach that lays the conceptual foundations and allows for the experiential incorporation of the key themes of this project. The training embraced a participatory methodology that encouraged personal reflection, group exchange, and the co-creation of knowledge and tools. Daily learning circles provided space for reflection and open dialogue, allowing participants to share personal insights. These sessions fostered emotional safety, mutual learning, and a deepened understanding of the topics.

Collaborative group work helped synthesize and document key methods and outcomes, which were later compiled into the “Resilient Regeneration Toolkit.” This reinforced teamwork and supported the development of communication and facilitation skills.



Participants learned specific tools and competences to design and deliver workshops using somatic practices and expressive arts—such as movement, theatre, and creative writing—as pathways to engage youth in emotional awareness, embodiment, and ecological connection.

The training promoted dialogue and cooperation, ensuring an inclusive space for exchanging perspectives and fostering transformative learning



EXPRESSIVE-SOMATIC APPROACH

The expressive-somatic approach brings together embodiment practices and the creative use of the arts to support individual and collective wellbeing.

It allows creating spaces where people can reconnect with their bodies, their emotions, and their inner resources.

From the somatic perspective, it invites participants to develop a deeper awareness of their bodies and supports the self-regulation of the nervous system. These practices create the conditions for presence, calm, and inner grounding.

At the same time, the expressive arts perspective opens the door to exploring different languages of expression, through movement, voice, drawing, writing, and playful creativity. These intermodal practices allow symbolic expression to emerge naturally, helping participants make sense of their experiences and connect with layers of themselves that might be difficult to access with words alone.

LIVING LAB

The Living Lab is a space for collective research, experimentation, and innovation. It invites participants to become co-creators in the search for meaningful and sustainable responses to identified needs. It cultivates a culture of inquiry, reflection, and shared learning, supports the ongoing evaluation of methods and tools, and seeks to integrate innovative proposals that enrich the work of collaborating organisations and participants.



As a living and evolving methodology, it helps us:

- Stimulate active participation and shared responsibility in the co-creation process;
- Evaluate the applicability and impact of the tools used for training youth workers;
- Foster cooperation and generate shared experiences that strengthen ties between participants;
- Develop approaches that can be adapted to different groups, themes, and cultural contexts;
- Enrich youth work tools with the experience and knowledge of participants.

Using this methodology allowed participants to test and apply expressive arts and embodiment practices in real-time, encouraging active experimentation, co-creation, reflection and expression.



TOOLS



SOMATIC TOOLS

Somatic education aims at exploring and integrating the interconnection between body, emotions, and mind, with a focus on generating greater body awareness. It supports the regulation of the nervous system and pays special attention to physical and emotional sensations.

During the training we have used: nervous system regulation techniques from the Somatic Experiencing method, instinctive movement dynamics from the Authentic Movement method, conscious breathing practices, and Hatha Yoga techniques.

These tools contributed to:

- Promote connection with the body and identify internal sensations, generating knowledge from an experiential approach that included the bodily and psycho-emotional aspects.
- Manage anxiety, stress, and emotional waves.
- Identify and release emotional blocks anchored in the body to support self-knowledge and self-care.
- Experience the feeling of resilience and inner strength, supporting participants in broadening their perceptions of the concept.
- Recognise the body's innate capacity of regeneration, integrating a holistic view of health.
- Strengthen the quality of support provided to youth workers.

EXPRESSIVE ARTS

The use of art is a great resource for exploring and communicating the emotional, psychological, and cultural content of an individual or group. During the training this tool allowed communication on a symbolic level, transcending the limitations of verbal language to generate a holistic and integrative perspective that fosters empathy and an inclusive approach.

For this project, we used visual, literary, corporal, and musical expression, with the objectives of:

- Experimenting with ways to regenerate and regulate our bodies and minds.
- Exploring and stimulating resilience.
- Reinforcing self-knowledge and stimulating the ability to express oneself freely.
- Making participants' cultural diversity and group identity visible.
- Creating artistic responses that discuss the relationship between humans and nature and generate new ways of connecting with the environment.
- Creating experiences that support the concept of body-territory and the application of regenerative principles to cultural systems and healthcare.
- Stimulating creative capacities.



CREATIVE WRITING

Creative writing was created in the academic world of the 19th century as a tool to scape the classical anachronistic literature and give space to new writers.

Over the decades, it trascended its initial purpose and became a learning and expressive tool at service of self-expression, emotional health and unblocking creativity.

Indeed, the use of writing is a great tool to observe our inner world: it is a safe, secure and intimate space where emotions and feelings can be expressed at our pace and rhythm, and taking some distance from what has been lived or experienced.

By using this tool we can create spaces where different topics, feelings, ideas will be expressed in unique ways, making inner narratives to emerge and promoting agency and self-empowerment.

To do so, we can use different writing games and activities aiming to awaken the writer's imagination, as it is the conductive tissue that woven the narratives, reflexions and stories yet to be tell.

Creative writing is a great way of "learning by doing" where the paper becomes a vast canvas, the physic expression that allows the writer to be the builder of its story.

SOCIAL THEATER

Forum Theatre is a participatory method developed by Augusto Boal as part of the Theatre of the Oppressed. It enhances the collective exploration of difficult realities, offering space for all the voices to be rehearsed and heard.

It doesn't search for a result, instead it allows transformation to happen from within a character or a scene, using body sculptures, gesture, sound, and storytelling.

Scenes of struggle and possibility can be co-created, witnessed and, opened up for collective exploration, and reflection on what they reveal about how we cope, grow, and support one another.

In Forum Theatre, there are no passive spectators, only spect-actors: people who can step into the story, try out new responses, and help shift what's happening.

This makes it a powerful tool for non-formal education because it:

- Activates participation and creativity through embodied expression.
- Helps us explore real-life challenges through emotion, movement, and shared reflection.
- Creates a safe space to practice empathy, resilience, and collaborative problem-solving.

In this project, we use Forum Theatre to explore resilience, not just as an individual trait, but as a collective capacity.

ACTIVITIES



GROUP CONNEXION

MATERIALS : 3 tennis balls, a speaker

OBJECTIVES :

- Connect to our body, breath, voice and to the group
- Ice breaker activity to meet each other
- Create a safe space
- Group consciousness and listening

1. Gentle body warm-up (10–15 minutes)

- Begin lying down on the floor, bringing awareness to the body's contact with the ground — imagining that the Earth is a hand gently massaging us.
- Gradually activate the body, noticing breath, weight, and physical sensations.
- Transition into an all-fours position, awakening the spine and the axis between head and pelvis.
- Slowly roll up the spine into a standing position, vertebra by vertebra.
- Once standing, practice gentle spinal twists with loose arms to help regulate the nervous system.
- Then, engage in bouncing and shaking movements, allowing the body to loosen while connecting breath and voice.

2. Name game with balls (10 min)

- Stand in a circle. One person throws a ball to another while saying their name aloud.
- Repeat the same order multiple times to memorize the name-flow sequence.
- Gradually add more balls (up to 3), maintaining the same order.
- Repeat the same dynamic while walking freely in the space, continuing the name-throwing pattern.



3. Group interaction in motion (15–20 min)

Continue walking through the space following different interaction prompts:

- Make eye contact with each person you pass.
- Give a “check” (high five) and say “check” with each crossing.
- Greet each person as if they’re your best friend — create playful handshakes or gestures.
- Play with different verbal cues and expressions, such as:
 - Saying “No” with varied tones or emotions.
 - Saying “Can you love me?” while expressing openness and vulnerability.
- Jump symbolically onto someone's back (no real physical jumping, just miming).
- Explore walking with clear, purposeful energy, and then with a sense of lost direction. Move closer to the group, then farther away. Notice how your presence shifts—how your relationship with the space and with others changes.

4. Group movement: the flock (5–7 min)

- Move together as a group, like a flock of birds or a school of fish.
- Synchronize movements non-verbally, tuning in to who is leading and how the leadership shifts.
- Explore fluidity, awareness, and connection in collective motion.

5. Closing and sharing circle (10–15 min)

- Each person finds a personal space on the floor and slowly goes down to rest.
- After a pause, come together in a seated circle.
- Each person completes the sentence: "I feel more comfortable in the group today if you know that..."
- Listen with full presence, allowing space for honesty and connection without interruption.



BREATH OF REGENERATION

MATERIALS : A chamanic drum or any instrument

OBJECTIVES :

- Connect to nature through an embodied experience
- Connect with the concept of regeneration-circle of life from an embodied, artistic approach

Every person found their spot on the ground as if they were seeds inside the earth.

Guided by the drumbeat and the visualisation of the facilitator, the seeds started to sprout reaching for light unfolding their movements

Moving while exploring between freedom and resistance to move.
Finding an individual end as every person became a seed again.

The facilitator walked among us offering the sound of the drum to each of us.



FORUM THEATER

MATERIALS : A speaker with music

OBJECTIVES :

- Explore the concept of resilience through the body, imagination, and group process.
- Identify personal and collective resources that support us in difficult times
- Transform experiences of tension or struggle into creative and symbolic forms.
- Reflect on internal pathways of resilience: from fracture to form, from chaos to grounding.
- Strengthen playfulness, emotional expression, and connection within the group.

1. Body Awareness & Warm-up (10 min)

- Walk through the room. Bring attention to the extremities.
- Explore walking from the feet, from the face, and from the palms.
- Explore body movement and invite participants to be aware of how their movement shifts their inner state.

2. Statues from Words (10–15 min)

Propose words like: water, struggle, power, oppressor, resistance, resilience, anxiety, hope, liberation...

Each time a word is said, participants freeze into a statue representing it.

Invite them to observe others' shapes and notice the emotional and symbolic messages in their postures.

3. Group Composition (35–40 min)

Divide into 4 groups of 3 people. Each group chooses a "difficulty" theme (personal or social)—related to struggle, tension, or trauma.

From this, create a group sculpture that represents this experience.

Add a precise gesture. Then a sound. Then a movement or transition

Each group will then imagine the pathway toward resilience:

- How does this statue evolve into a form of support?
- What movement, gesture, or sound represents that transformation?

Groups rehearse a mini-scenic sequence, moving from difficulty to resilience.

4. Group Sharing: Performance & Reflection (20–25 min)

Each group presents their scene to the others.

After each, I asks:

- What did you see?
- What feelings did it evoke?
- Where did you notice resilience?
- What resources appeared?

Reflect on the process:

- What was difficult?
- What shifted between the beginning and the end?



RESILIENCE THROUGH NATURE & ART

MATERIALS : Basic art supplies: paper, pens, pencils, markers, paints, scissors, glue, magazines for collage, clay or recyclable materials

OBJECTIVES :

- Explore the concept of resilience through a creative, sensory, and symbolic experience integrating body, mind, and emotion a meaningful learning.
- Foster connection with nature as a source of inspiration and emotional balance.
- Encourage self-expression and introspection through visual, bodily, and poetic languages.
- Develop empathy and active listening through shared art and collaboration.

1. Nature Elements Hunt (10 minutes)

Participants are asked to find 3 elements from nature (physical or symbolic) that represent resilience to them. Once found, each participant briefly shares their 3 elements with the group .

2. Artistic Creation (30 min)

Each participant has 30 min to create a visual artwork (drawing, collage, sculpture, etc.) inspired by their chosen elements of resilience.

Each person presents their artwork to the rest of the group.

3. Embodied Interpretation – Dancing & Observing (10 min)

Participants are grouped in pairs (couples).

In each pair:

- Partner A dances for 5 minutes, inspired by the artwork and the concept of resilience.
- Partner B observes the dance closely.
- Then they switch roles: Partner B dances while Partner A observes.

4. Reflection & Writing (5 min)

- After both have danced and observed:
 - The observer writes a haiku (3-line poem) capturing the essence of the dance and its message.
 - The dancer writes a few key words (emotions, images, movements) describing their own dance experience.

5. Regroup & Shadow Theatre Sharing (15–20 min)

- Everyone regroups.
- Each participant:
 - Shares the haiku written about them by their partner.
 - Performs a 30-second dance inspired by their original dance this time in shadow theatre style (using backlight/silhouette) with a tambourine or drum playing softly in the background.

FROM ECO-ANXIETY TO ECO-FURIOSITY THROUGH ART.

MATERIALS : writing paper, pens and colours, printed pictures and texts, music

OBJECTIVES :

- Reflect on eco-anxiety and regeneration through images and personal stories.
- Express ideas using titles, keywords, and creative writing.
- Connect emotions and body through movement and dance.
- Foster active listening and group interaction.
- Create a safe space for sharing and collective meaning-making.

1.Exhibition Walkthrough (10 min)

Participants explore an exhibition composed of pictures and texts representing personal understandings of eco-anxiety and regeneration.

Some images were brought by participants themselves.

2.Title Creation (5 min)

- Participants sit in a circle and each person choose a title for the exhibition and say it loudly.

3.Concept Keyword Generation (5 min)

- Each participant writes down one keyword on a small piece of paper. These words should represent central ideas or emotions evoked by the exhibition (e.g., loss, hope, cycles, resilience).
- All keywords are collected or displayed to create a collective "word cloud."

4. Creative Writing with Word Prompts (15 min)

- Participants begin a free writing session inspired by the themes of the exhibition and the chosen keywords.
- Every 30 seconds, the facilitator calls out a new word (from the keywords or spontaneous prompts).
- Each word must be incorporated into the writing as it progresses.

5. Interpretive Movement & Dance (10 min)

- After writing, participants transition into free movement or dance, interpreting the emotions and stories they've just written.
- The dance is collective, expressive, and open-ended.
- While the group continues dancing, the facilitator gently taps one participant at a time.
- That participant pauses the dance and reads aloud a short excerpt from their written story.
- The rest of the group listens and adapts their movement in response to what is heard — allowing the dance to evolve in real time based on the narrative.

SCULPTURES MADE OF PAPER

MATERIALS : Long sheets of paper (4m per participant)

OBJECTIVES :

- Encourage creative expression using simple and natural materials.
- Foster collaboration and participatory engagement among participants.
- Develop appreciation and reflection through shared exhibition and interaction.
- Build a sense of collective meaning by titling the exhibition together.

1.Creative Exploration (15–20 min):

Give each participant a long sheet of paper and access to natural materials. Invite them to creatively build or decorate their piece, exploring ideas freely.

2. Exhibition Setup (5–10 min):

Arrange all individual creations in a shared space to form an exhibition.

3. Interaction and Admiration (10–15 min):

Encourage participants to walk around, admire, and interact with each artwork individually, adding value to the experience through personal engagement.

4. Group Reflection and Titling (10 min)

Gather everyone in a circle and invite participants to propose titles for the exhibition. Agree on a collective⁴⁴ title that represents the shared experience.

REGULATION TECHNIQUES SHARING

We held a sharing circle where everyone had the chance to talk about strategies and tools that helps them personally regulate. When the tools were things we could do in the moment, we tried them together.

This document contains some of the techniques shared by the group. It is an open, collaborative resource intended to be continually expanded with regulation tools that support daily self-regulation.

It is important to recognize that not all tools are effective for everyone or in every situation in the same way. Individuals are encouraged to explore which methods resonate personally and to discern, through self-listening and reflection, their suitability.

SHARED REGULATION TOOLBOX (LINKED)

SOMATIC GROUNDING

MATERIALS : A secure and calm space

OBJECTIVES :

- Increase body awareness
- Explore the relationship between body and emotion
- Develop presence and grounding in the here and now
- Deepen eye contact as a form of human connection
- Observe relational patterns

1. Take out your shoes and stand up taking a moment to find a comfortable pose;
2. Speak to each part of your feet while moving your body very subtly;
3. Move slightly forward until all ten toes are gently in contact with the floor;
4. Subtly shift your body weight backward until your heels make contact;
5. Gently rock forward and backward;
6. Find the place where both the toes and the heels delicately touch the floor;
7. Notice if there is any part of the foot that does not touch the floor;
8. Bend your knees and observe what happens with that point. Then straighten them and observe again
9. Place one hand on the sternum and the other on the back, touching the spine;

10. Sense the space between your hands;
 11. Sense your heart;
 12. Gently rock forward with your feet and feel how the sternum is being supported by the toes;
 13. Gently rock backward with your feet and feel how the spine is being supported by the heels;
- Return to center. Observe the arch of the foot and feel how it supports the entire thoracic trunk and the heart;
14. Find a partner. With awareness of all the previous sensations, simply notice what it's like to meet each other's gaze when these spaces are present to support the encounter;
 15. After a while, find someone else;
 16. Notice what happens when you feel the emotion of connecting with another person;
 17. What changed? Which of the three spaces became disconnected? Observe what the tendency is.



REGENERATION ACTIONS FOR DISSEMINATION ACTIVITIES

After a sharing circle dynamic, we agreed on five fields of action for personal, environmental, and community regeneration, and brainstormed concrete ideas that we can carry out to move toward this common goal.

We shared them here to inspire each other into action. Feel free to start by putting into action the idea that resonates with you the most!



Actions in EDUCATION

→ time in nature

→ hands-on activities

→ create space for vulnerability

→ cultivate curiosity and creativity

→ introduction (non-journal), multispecies approach, ecofeminism

→ acknowledge past and (neo) colonialism

→ nature: reciprocity, gratitude

→ cultivating emotional intelligence & self & co-regulation

→ teaching non-violent communication

→ bringing awareness of symbiosis in life

→ deconstructing patriarchal educational systems

→ preserving & celebrating differences in multi-culti societies

→ All voices matter???

→ Physiological education (menstrual cycle, nervous system) *

→ Wild-life (plants, medicine, building)

→ PARTICIPATORY and transdisciplinary methodology

→ time and RECOGNITION for PLAYFULNESS

→ community knowledge sharing (share your knowledge with friends)

→ Ancestrality, ritualization and celebration

→ embracing trial and error ❤️ → It's all a process

• provide support and training to the educators (resources, workshops)

• create spaces where parents can find support + share experience

• integrate to schools socioemotional competencies, even as a subject on its own

• encourage a more horizontal education + co-learning

• adults learning +

• ... more towards education *

• Call Activists Association To get legitimized
Interactionally Activism

• SPOT Adult domination over children

Actions For EMPOWERMENT

- ① Train for self constraints (connection with the body)
 - ① Self regulation (meditation, expressive writing, breathing, **movement practice**)
 - ① Sharing knowledge - within community
 - Take the first step - move is good
 - Take time to focus - **FOCUS**
 - ① Finding Community support
 - **Natural Resources Access** (+eco) **✱**
 - **Training for Empowerment/Leadership**
 - **Collective space & co-creation**
 - **Big Brother Support**
 - **Explore safety in our bodies**
 - ① Embrace vulnerability in YOU and in OTHERS and use it as a POWER
 - Exchange moments of trying to do someone else's daily actions → go beyond your role
 - ① Creativity / Self expression | Meaningful connection with people / Support
- ① Sexual Sovereignty (be aware of the power in our sexual energy) **✱**
 - ① Health Sovereignty (Knowledge about plants: medicine, birth keepers, birth control) **✱**
 - ① Voice rising (liberating the voice with singing, speeches, theatre, group sharing and education)
 - ① Celebrating victories / cheering up **✱** encourage each other
 - ① Breathing practices and techniques

Be in Nature  → connection

Creating space for sharing resources and repairing

Growing food - community gardens

Self-Community REGULATION

ART expressions - visuals, movement, participatory

Health care - sexual - INTEGRAL sovereignty

Empowerment

Ecofeminist approach - against oppression

Makes VULNERABILITY in the Political landscape

↳ interdependence

Community building (celebration)

eco EDUCATION (family, formal and non formal systems)



Actions for neighbourhood

Community GARDENS

- Seed library
- * Shared fridge / MEDIA
- local Events / free party
- Repair cafe (Tools) + bike repair
- ENERGY Renewable Units - energy community
- Cooperative shop
- local coin / Gift economy / service exchange +
- local forest care

- Skills sharing workshops bikes (how to use, maintain, repair...)
- Sharing spaces safe space and how to be safe in ourselves
- Car-sharing
- Gathering Shared Space

Exchange things +

Community childcare / adventures with kids / community ELDER & care

community meals and celebrations! More local markets

ACTIONS FOR

- Disruptive poetic actions

As "ARTIVISM"

- BOYCOT spot protest to system

- Ser naturaliza

• y conectar con el ciclo natural
pensar desde lo orgánico

- Educación regenerativa

sensibilizar en el pensamiento regenerativo

- Politizar lo visible y la vulnerabilidad

"la dulzura también es política"

- Organising co-operative (home, food, bank, telecommunications)

- Fight for social justice

• Block violence that is against local community / environment

• Use the law of the system to fight the system

• The alternative - local money to sustain community and local businesses

• ETHICAL shopping / sustainable - local -

Destroying
building
creating
change
composting
big pile

- Make space for different ways of ACTIVISM

CAPITALISM

Approach citizens
Approach municipalities
Join ORGANIZATIONS
Action to collective ACTIVISM
Shop local /
grow food
Shared Transports

• Slow down, the ART of RESTING
Productivity ≠ value

Civil disobedience

Support locals and not corporates

do it yourself

Use the resources you already have

Join demonstration / Strike

Resilient Regeneration ACTIONS

- **Repensar:** ^{media} Resources, cycles, permaculture, how do we use the resources that we have around to don't create pollution for next generations.

ROOTED VOICES

- Educational space for sensibilization and empowerment against harassment and disrespectful attitudes. Debate, theater, regulation techniques, perhaps a fanzine. Let's get ready together!!
Zoe Space that includes all perspectives. Empowerment of the oppressed voices

- **Head, heart & hands:** Somatic practices for newcomers in the kitchen with KOFERAM
Steph

- **Radical acceptance:** Somatic practices to deal with emotions in the political activism landscape. One feed in the action, one in resistance and queer community.
Body expression, theater.
Workshops
Julene

- **Be still in nature:** Experiences for youngsters to connect with the ecosystem and promote the use of nature feeling and improve awareness about the use of energy and resources.
Maria

- **More emotions
Less money:** Body expression and theater workshops for volunteers of the cooperative bank place to improve emotional intelligence and open a space to speak about emotions and self-care as a way to face capitalism.
Maffias

- **Shake it till you make it:**
→ Regular group for somatic and regulation practices aiming to empower people selves regulation ability in the acollage in Rugeves.
Camille workshop

- **ENSYNESTHESIS:** Artistic response by using creative writing, images in order to explore empathy and to become in public exhibitions (maybe in cafes) and eventually a bigger piece of art.
Alexandros

- **ECOFURIOUSITY:** Artistic response to explore anger. A monologue that becomes a regular encounter to get deep into anger by using expressive arts and somatic approach.
"la justa rabia"
Natalia

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About **Symbiotic Roots**



Symbiotic Roots BCN is made up of 4 women from Spain, Romania, Germany and France–Colombia with diverse professional backgrounds encompassing the areas of social and environmental education. We share a common vision of providing tools and resources to foster the regeneration of ecosystems, societies, and individuals through education, expressive arts, and personal empowerment.

Project organised by Symbiotic Roots in collaboration with:

INTER ALIA (Greece)
Relearn Pyrenees (France)
CENEA (Portugal)

Facilitators:

Mikaela Estrada
Raquel Gironés Llop
Paula–Mihaela Niță

Toolkit written together with the 12 participants. Thank you!

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Find other projects and materials in <https://symbioticroots.org/>



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