

Handbook for Facilitators for

Training Session 4 : Together for Healthy Soils: From Idea to Action

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Overview

It is suggested that the students who take part in this training session are given the title 'Soil Health Ambassadors' during it to recognise the active role they are taking.

Overall learning objective: To tackle a local soil health problem by (option 1) organising a hands-on activity and involving community members who are interested **or** (option 2) by organising an information campaign.

Target group: students who deal with ecological and spatial topics in various disciplines and who have a heterogeneous level of prior knowledge in the field of soil science. Some prior knowledge of soil science is required and it is preferable that they have completed training sessions 1 and 2 of this module for that reason. If they do not have any prior knowledge, some learning resources that could be used are included in the Supporting Resources and students will need to be allocated time to engage with them.

Time required (suggested):

Preparation by lecturer: 2 hours (120 minutes)

Implementation: 7 hours approximately (Option 1 – hands-on activity)

5 hours approximately (Option 2 – information campaign)

Timelines for the two possible formats for Session 4 are given below. It will be important to remind students to set realistic objectives so that they are working towards a practical action or information campaign that is achievable and will not require additional time commitments.

These training session timelines are an initial framework for your implementation and are intended to be flexible. Some activities within the timeline may take a longer or shorter time as the practical actions or information campaigns may vary considerably. Please adjust the timelines to suit your context. The resources and templates provided are intended to be used as a menu that you can select from and that you can modify as works best for you.

Examples and guidance from pilot implementation

An example of how these guidelines have been implemented in the pilot phase which includes suggestions for four format options (hands-on activity, workshop, exhibition or digital learning path) has been prepared by colleagues in the University of Vechta. This very useful practice guide document also provides a summary of what students could be asked to do if either an extended or reduced amount of time is available.

Option 1 (7 hours in total) - Tackling a local soil health problem by organising a hands-on



activity and involving community members who are interested.

<p>Timeline (Meeting 1 – 160 min)</p> <p>(Meeting 2 – depending on the action, around 255 min)</p> <p>Total time = 7 hours</p>	<p>Meeting 1</p> <ol style="list-style-type: none"> 1. Introduction (introduction of participants to each other within their groups and to the purpose of the meeting) – 10 minutes 2. Problem analysis and target definition – 30 minutes 3. Planning of the action – 105 minutes 4. Conclusion of meeting and organisation of homework – 15 minutes <p>Meeting 2</p> <ol style="list-style-type: none"> 1. Last preparations – 60 minutes 2. Realization of the action – 2-3 hours 3. Documentation and evaluation – 45 minutes 4. Feedback and closing – 15 minutes
<p>Learning objectives</p>	<p>The students...</p> <ul style="list-style-type: none"> ● involve external cooperation partners in different contexts relating to healthy soils ● organise their own action that involves interested community members and thus learn about the organisation of activities ● derive knowledge from the module materials and activities in the areas of systemic thinking, critical thinking, solution-orientated work and community engagement

Option 2 (3 hours 40 mins, plus time allocated to exhibition at end) - Tackling a local soil health problem by organising an information campaign

<p>Timeline (220 min)</p> <p>Total meeting time = 3 hours 40 mins</p> <p>plus exhibition afterwards (60 - 90 minutes)</p>	<ol style="list-style-type: none"> 1. Introduction (introduction of participants to each other within their groups and the purpose of the meeting) – 10 minutes 2. Problem analysis and target definition – 30 minutes 3. Planning the campaign and developing the material – up to 180 minutes (depending on the plan) 4. Exhibition of the materials at the university or via an external cooperation partner – can be a physical or digital exhibition (can vary between 60 to 90 minutes)
<p>Learning objectives</p>	<p>The students...</p> <ul style="list-style-type: none"> ● involve external cooperation partners in different contexts relating to healthy soils ● organise their own action that involves interested community members and thus learn about the organisation of activities ● derive knowledge from the module materials and activities in the



	areas of systemic thinking, critical thinking, solution-orientated work and community engagement
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Preparation for Training Session 4

As shown in Figure 1, you (the module facilitator) will need to select your preferred format for session 4 as there are 2 options. You also need to decide who will identify the soil health problem or problems to be tackled (you, the students or a mixture of both).

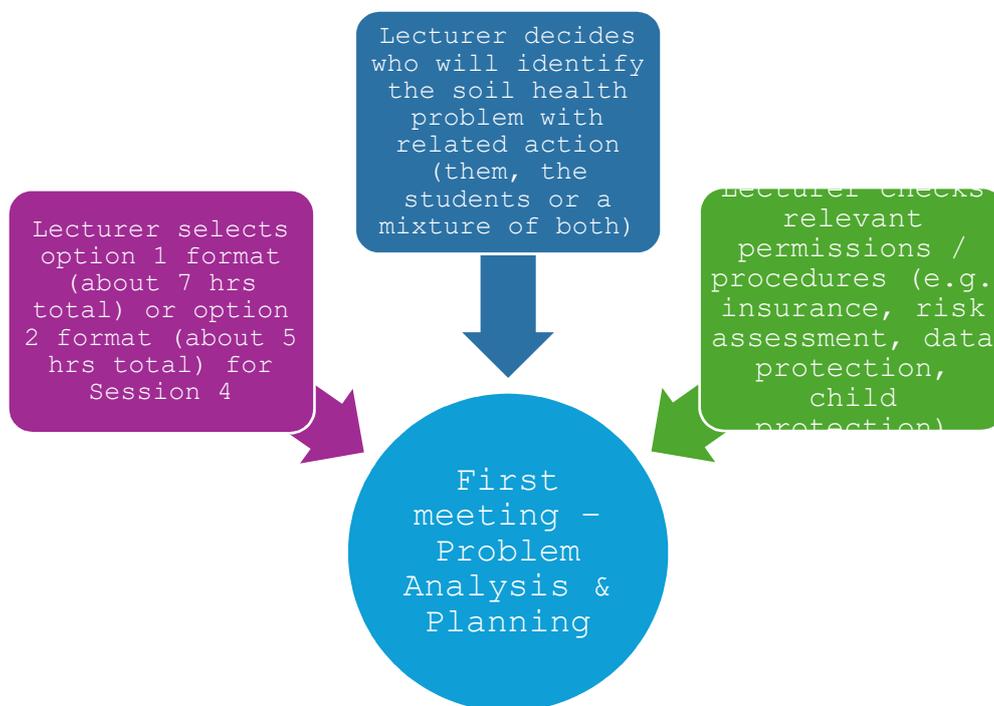


Figure 1 – Preparation for the first meeting

1. Format - There are two options for session 4 and you can decide which works best in your context.

Option 1: Tackling a local soil health problem by organising a hands-on activity and involving community members who are interested.

This requires **about 7 hours** spread over 2 class sessions; 2 hours 40 minutes for the first class to plan the activity and 4 hours to 4 1/2 hours for the second class within which the hands-on activity will take place.



Option 2: Tackling a local soil health problem by organising an information campaign.

This requires **about 5 hours**; 3 hours 40 minutes for the class session to plan the campaign and develop the material and 1 hour to 1 ¹/₂ hours for the exhibition of the materials, either in the university or at a location linked to an external cooperation partner.

2. How the soil health problem is identified – In advance of the first class session, if you would like to, you can ask that a soil health issue and a related hands-on activity (option 1) or information campaign (option 2) is suggested by the students. If you would prefer, you can circulate a list you have prepared of local problems and related activities / information campaigns from which the students can select an option. A third possibility is not to offer a choice and to decide in advance on the activity. The approach you opt for here is likely to be influenced by the prior knowledge and degree stage of the students.

How many external partners?

Depending on the total number of students taking the module, the approach might be that the entire class group work with the same external cooperation partner. In that case, each group of 3 to 6 students can be allocated to different responsibilities. If the total number of students is large or if the students are at an advanced stage (late undergraduate or masters), it may be possible to have different groups of students working with different partners. This decision will depend on your specific context and what you can comfortably manage.

External partners are preferred but internal partners such as a University society or network can be identified if this is not possible (e.g. Green Campus / Climate Action society / network).

3. What permissions are required from your university? Check what forms need to be completed by students when they will be working off site and when they are organising an event (e.g. risk assessment) as well as data protection guidelines for registration for the event, any follow up emails and for any evaluation that participants are asked to complete and photography or video recording. Consider making these available in a shared folder. If the students might be working with young people under 18, the child protection guidelines that apply will need to be checked.

Preparation for Option 1 – Tackling a local soil health problem by organising a hands-on activity and involving community members who are interested.

1. Identification of the soil health problem

In advance of the first meeting, if you decide to do so, ask the students if they have identified a local soil health issue and a related activity that they want to organise. If possible, they should include potential cooperation partners who can codesign the activity and support the implementation and promotion. **A short template for students is provided** where they can record their suggestion and any details they can provide. These ideas can be submitted by individuals or groups. You will need to decide on the group size that you want to specify – a range somewhere between 3 and 6 per group is suggested. The ideas may stem from desk



research carried out, existing interests and networks the students have or may relate to an activity in one of the other 3 sessions of this module that has sparked an idea.

The other option is that you compile your own list of local problems and related activities. You can then ask the students to make a selection or you can make the decision on the project(s) to be worked on. This list can draw on interests and networks that you and the university have and there may be some intersection with organisations and activities the students were made aware in one of the other 3 sessions of the module. **A short template for lecturers is provided.**

If students suggest their own activity, you will need to decide if there are questions that you need to ask about it at the first meeting. The questions will focus on whether the activity meets the requirements – e.g. Does the activity relate to healthy soils? Is it feasible to carry it out in the time available? Is there an existing contact in the organisation / network who can be approached? What university policies will apply (e.g. policy for volunteering or field trips, risk assessments for student organised events)? If you feel strongly that the activity proposed is not suitable and could not be modified to make it suitable, it would be recommended to email the students beforehand to outline why that is and ask them to propose a different activity.

Resources provided: To support this preparation activity, a **Template for Identification of a Soil Health Issue by Students** is provided as is a **Template for Identification of Soil Health Issues by the Lecturer.**

Preparation for Option 2 - Tackling a local soil health problem by organising an information campaign

A similar preparation approach to that outlined above to identify a soil health problem can be applied. The only difference is that the action will be an information campaign instead of a hands-on activity.

Meeting 1

Organising the classroom for meeting 1:

This activity needs one large classroom that has a flexible layout of chairs and tables so that students can work easily in groups (3 to 6 per group is the number suggested). It would be helpful to have networked PCs available nearby so that students who do not have laptops or tablets can carry out some online research when needed.

Option 1 (2 hours 40 minutes)

- Tackling a local soil health problem by organising a hands-on activity and involving community members who are interested.



1. Introduction of participants to each other within their groups and to purpose of the meeting (10 mins) – some **powerpoint slides** are provided for the introduction and they can be modified as suits by the facilitators. The training session aim and learning objectives is presented, followed by a short introduction / ice-breaker activity to get group members to interact.

2. 30 minutes - Problem analysis and target definition

Working in groups, students take the soil health problem and proposed action that they are working on and set related objectives.

Direct objectives should be identified that state what the action will specifically achieve (e.g. improving soil structure through mulching, crop rotation or planting ground cover plants, implementing workshop to raise awareness about soil health). Long-term goals associated with the direct objectives should also be identified (e.g. raising awareness of soil health, introducing long-term sustainable agricultural practices or influencing local agricultural policy). This develops systemic thinking.

The identification of direct objectives and long-term goals will be captured by the students on a whiteboard or flipchart (or digitally using Mentimeter, Padlet, Moodle forum or a similar tool). It is recommended that the students agree on a chair (to keep the discussion on track and ensure everyone gets to contribute) and a 'scribe' (who will capture the main points and ask questions to check if what is noted down is correct).

The lecturer / facilitator will check in with each group to make sure they are on track at the 10-15 minute and 20-25 minute stage.

Instructions for the students are provided.

Resources provided: To support the introduction to the session and the identification of objectives and goals, **Introductory powerpoint slides** are provided as well as student guidelines on **Direct Objectives identification**.

3. 90 minutes – Planning the hands-on activity that involves interested community members

An important aspect during this phase is that the students check that the time commitment needed and the schedule planned are feasible. It will also be a priority to identify and contact interested members of the community to invite them to become involved.

You should also remind students to check what permission forms need to be completed in terms of safety (e.g. event / field work risk assessment), data protection and (if it applies) child protection and to ask you if they have questions about them.

A) 30 minutes - Identifying and contacting potential cooperation partners

In order to identify who to approach, students should first be asked to identify **stakeholders**. To do this, they will need to consider;

Who are interested or affected? These are likely to include local residents, farmers, schools,



local businesses, environmental organisations, policy makers etc.

The next stage is to identify **potential cooperation partners** from among the stakeholders who can codesign and support the implementation and promotion of the action. These might be farmers, environmental organisations, schools, community centres etc. Time will need to be allocated to drafting an email to at least one potential cooperation partner during the meeting.

It is suggested that the group draft an email during the session and the facilitator checks it before it is sent. The email should summarise; who is already involved in the planned activity, what is being proposed and how the community member might contribute, why this person / organisation is being contacted (e.g. relevant role) and why this action is being taken and when that activity will happen (suggested dates and times) as well as other key dates within the planning schedule. The aim should be to draft this email during the planning session and send it once it's been checked.

If the entire group of students is working with one external partner, one group can be assigned responsibility for contacting them but the other groups need to specify the information to be included in the email that is relevant to the activities they are responsible for.

A **template that can be given to students to help them to draft the email** has been prepared.

B) 75 minutes – Planning the practical action

5 minutes - Ground rules – it's recommended that each group agree ground rules – what communication method will be used, when is a response expected by and what type of behaviour is expected (e.g. respectful to each other, providing constructive criticism and encouragement, ensure everyone gets to have an input during discussions and, if a decision is required, everyone votes and the majority option is selected).

A **group ground rules template** is provided.

10 minutes - Use direct objectives to select specific measures – working with the direct objectives already identified in the first part of the meeting, the students plan out the associated specific measures that their practical action will involve. Examples are;

Examples of Direct Objectives	Examples of Specific Measures that align
Mulching and composting	Organise community actions to mulch farmland, a local park or community garden to improve soil structure and moisture
Soil cover	Plant grasses, bushes or trees along eroded soils as part of initiatives to reduce soil erosion
Climate resilience and Soil biodiversity	Plant native trees and shrubs in local parks, public spaces or schools as part of initiatives to increase soil biodiversity and increase carbon storage.
Educational workshops	Conduct hands-on workshops explaining soil care and soil health and providing practical tips on how to improve soil quality.



60 minutes - Planning

Once the specific measures have been identified, the students begin to plan their Healthy Soils practical action. To track this process, a **To Do list template** with columns to record actions that are 'To Do', 'In Progress' and 'Done' can be shared among the student group. Further information included in the template is who is assigned to actions and the intended completion dates. It is suggested that both printouts and electronic versions of the To Do List template are shared with the students so that they can work on a shared print out initially during the meeting and then transfer information to the electronic version once it's been agreed on.

It is important that the students are reminded to make sure that the practical action planned involves a time commitment that is feasible for the group members and that the date and time of the action is agreed to suit everyone. It may be that one person in the group will not be available at the time that suits everyone else. If this is the case, it is suggested that the group agree on aspects of the action in the planning and follow up that this person can take responsibility for (e.g. communicating with the cooperation partner, inviting volunteers to get involved, completing a risk assessment and publicising the action afterwards). As well as the time needed for the action itself, the preparation and advance organising time and the time needed for follow-up tasks (evaluation of action and public relations / dissemination) need to be factored in by the group.

Resources provided: To support this planning activity, the following are provided;
A template to help students draft an email to potential partners.
A group ground rules template
A To Do list template that you and / or the students can edit by adding and removing tasks to align it to the specific healthy soils action involved.
If students are planning to run a workshop, **a lesson plan template** is also provided to help with preparation.

4. 15 minutes – Conclusion of meeting and organisation of homework

During this time, each group reviews their plan to check that the tasks are evenly divided out and that the time required is realistic. They agree when they will have an interim meeting to check on progress and how progress on the tasks will be communicated. They prepare a short one page summary on their planned action to submit electronically to the module facilitator. The summary states who is in the group as well as the direct objective and specific measure(s) for their practical action and the potential cooperation partner they are contacting.

A **template for the one page summary** is provided and it can be modified to suit the particular context. Each group can also be asked to share their draft To Do list with the facilitator.

Reflection - To prompt the students to reflect on the meeting, they can be asked to complete a short activity anonymously, either online (Menti or Vevox, Google Form or MS Form) or using post its.



It is suggested they are asked to answer 2 questions;

- What are you most excited about in relation to this Healthy Soils practical action?
- What are you finding is the most challenging aspect of this Healthy Soils practical action?

Option 2 (3 hours 40 minutes)

- Tackling a local soil health problem by organising an information campaign

1. Introduction to each other and to purpose of the meeting (10 mins) – some **powerpoint slides** are provided and they can be modified as suits by the facilitators. An introduction to the training session aim and learning objectives is provided, followed by a short introduction / ice-breaker activity to get group members to interact.

2. 30 minutes - Problem analysis and target definition

Working in groups, students take the soil health problem and proposed information campaign action that they are working on and set related objectives.

Direct objectives should be identified that state what the campaign will specifically achieve (e.g. providing information about improving soil structure through mulching, crop rotation or planting ground cover plants; developing information boards to raise awareness about soil health). Long-term goals associated with the direct objectives should also be identified (e.g. raising awareness of soil health, providing information on long-term sustainable agricultural practices or influencing local agricultural policy). This develops systemic thinking to work out integrated solutions.

The identification of direct objectives and long-term goals will be captured by the students on a whiteboard or flipchart (or digitally using Mentimeter, Padlet, Moodle forum or a similar tool). It is recommended that the students agree on a chair (to keep the discussion on track and ensure everyone gets to contribute) and a 'scribe' (who will capture the main points and ask questions to check if what is noted down is correct).

The lecturer / facilitator will check in with each group to make sure they are on track at the 10-15 minute and 20-25 minute stage. **Instructions for the students** are provided.

Resources provided: To support the introduction to the session and the identification of objectives and goals, **Introductory powerpoint slides** are provided as well as student guidelines on **Direct Objectives identification**.

3. 180 minutes – Planning the information campaign and developing the material

An important aspect during this phase is that the students check that the time commitment needed and the schedule planned are feasible. It will also be a priority to identify and contact interested members of the community to invite them to become involved.



A) 30 minutes - Identifying and contacting potential cooperation partners

In order to identify who to approach, students should first be asked to identify **stakeholders**. To do this, they will need to consider;

Who are interested or affected? These are likely to include local residents, the university community, farmers, schools, local businesses, environmental organisations, policy makers etc.

The next stage is to identify **potential cooperation partners** from among the stakeholders who can codesign and support the implementation and promotion of the information campaign. These might be farmers, environmental organisations, schools, university societies, community centres etc. Time will need to be allocated to drafting an email to at least one potential cooperation partner during the meeting. It is suggested that the group draft an email during the session and the facilitator checks it before it is sent. The email should summarise; who is already involved in the planned information campaign, what is being proposed and how the community member might contribute, why this person / organisation is being contacted (e.g. relevant role) and why this information campaign is being carried out and when it will happen (suggested dates and times). The aim should be to draft this email during the planning session and send it once it's been checked.

If the entire group of students is working with one external partner, one group can be assigned responsibility for contacting them but the other groups need to specify the information to be included in the email that is relevant to the activities they are responsible for. **A template that can be given to students to help them to draft the email** has been prepared.

B) 150 minutes – Planning the campaign and developing the material

5 minutes - Ground rules – it is recommended that each group agree ground rules – what communication method will be used, when is a response expected by and what type of behaviour is expected (e.g. respectful to each other, providing constructive criticism and encouragement, ensure everyone gets to have an input during discussions and, if a decision is required, everyone votes and the majority option is selected). A **group ground rules template** is provided.

10 minutes - Use direct objectives to select specific measures – working with the direct objectives already identified in the first part of the meeting, the students plan out the associated specific measures that their information campaign will involve. Examples are;

Examples of Direct Objectives	Examples of Specific Measures that align
Provide information about improving soil structure through; -mulching, -planting ground cover plants	Prepare and display information in a visually attractive, engaging and informative format to encourage the target audience to take part in community actions to; -mulch farmland, a local park or community garden to improve soil structure and moisture. -plant grasses, bushes or trees along eroded soils as part of initiatives to reduce soil erosion



or improving soil biodiversity	-plant native trees and shrubs in local parks, public spaces or schools as part of initiatives to increase soil biodiversity and increase carbon storage.
Develop information boards to raise awareness about soil health	Prepare and display visually attractive and informative panels that explain soil care and soil health and provide practical tips on how to improve soil quality.

135 minutes – Planning and Developing Material

Once the specific measures have been identified, the students begin to plan their Healthy Soils information campaign and to then develop materials. To track this process, a **To Do list template** with columns to record actions that are ‘To Do’, ‘In Progress’ and ‘Done’ can be shared among the student group. Further information included in the template is who is assigned to actions and the intended completion dates.

It is important that the students are reminded to make sure that the information campaign and exhibition planned involves a time commitment that is feasible for the group members and that the date and time of the action is agreed to suit everyone. It may be that one person in the group will not be available at the time that suits everyone else. If this is the case, it is suggested that the group agree on aspects of the action in the planning and follow up that this person can take responsibility for (e.g. communicating with the cooperation partner, developing materials and publicising the exhibition afterwards). As well as the time needed for the exhibition itself, the preparation and advance organising time and the time needed for follow-up tasks (evaluation of exhibition and public relations / dissemination) need to be factored in by the group.

Once the plan has been agreed, the group can move on to developing their materials for the information campaign. A **list of existing soil health literacy material** that can be drawn from for the information campaign material development is provided and you can add to this if you like or provide it as a live shared document and ask students to add to it. You will need to remind students that the original source will need to be acknowledged in the materials they produce.

Students need to be reminded to use examples that are relevant to their target audience and to make sure that the language used is not too technical. They could also look at including local newspaper headlines that are relevant.

Resources provided: To support this planning and developing of materials activity, the following are provided;

A **template to help students draft an email to potential partners.**

A **group ground rules template**

A **To Do list template** which you and / or the students can edit by adding and removing tasks to align it to the specific healthy soils information campaign involved.

Final 10 minutes – Towards the end of the meeting, each group should be asked to review their progress on developing their materials and to check their plan to ensure that the remaining tasks are evenly divided out and that the time required is realistic. They should



also agree how progress on the tasks will be communicated. Each group can also be asked to share their draft To Do list with the facilitator.

To prompt the students to reflect on the meeting, they can be asked to complete a short activity anonymously, either online (Menti or Vevox, Google Form or MS Form) or using post its.

It is suggested that they are asked to answer 2 questions;

- What are you most excited about in relation to this Healthy Soils information campaign?
- What are you finding is the most challenging aspect of this Healthy Soils information campaign?

Final Stage Option 2 - Exhibition – 60 to 90 minutes

Setting up

In advance, the group(s) will need to arrange enough time to get set up at the exhibition site and to make sure that they have everything that will be needed at the exhibition location.

It is recommended that they prepare a check list of items that will be needed.

They will also need to plan to remove the posters / information boards at an agreed time when the exhibition is over.

For a digital exhibition / digital learning pathway, time for online set up and checking that the materials can be accessed as intended will be required.

Documenting and Reflecting

Students should have agreed on the methods they will use to document what they did – for example photographs and videos and a short report and / or online news item.

They should also consider data in addition to photos and videos that can be gathered – for example, number of visitors to the exhibition location, visitor book feedback, number of visits to webpages and any responses obtained if a short evaluation form was used.

An example of evaluation questions that can be asked is provided. This also includes an evaluation form that the lecturer can ask the external collaborator to complete.

After Implementation

Students can be asked to reflect on the process of working with their colleagues and the external collaborator towards a shared goal as well as the product – the outputs they produced and the skills and knowledge they developed. It's recommended to include an opportunity for them to identify what they would do differently if they were getting involved in a similar project as well as what was effective.

It's also important to make sure that you have received the project results from the students. These would be the materials developed in an editable format (a Creative Commons licence (e.g. NonCommercial-ShareAlike) or equivalent can be applied if you decide that is appropriate) and any insights obtained on improvements that could be made in the next implementation, as well as the project report and / or online news item.



Resources provided: To support the documenting activity, the following are provided; **Evaluation form for external collaborator** and **Evaluation form for participants**.

Option 1 Meeting 2 – Realisation of the Action (255 minutes approximately)

Tackling a local soil health problem by organising a hands-on activity and involving community members who are interested.

1. Last preparations – 60 minutes

In advance, the group(s) will need to arrange enough time to get set up at the location and to make sure that they have everything that will be needed there.

It is recommended that they prepare a check list of items that will be needed and a plan for setting up (who will do what, approximate timings for each task) for the 60 minutes preparation time that they have.

It is advisable that the group check in with each other about a week before the activity to make sure that everyone is familiar with the plan and agrees that it is feasible and have made suitable plans to get to the location in advance of the set-up time.

2. Realization of the action – 2-3 hours

If the lesson plan template provided was used or a schedule with actions was prepared, this can be used to map out the stages of the activity and check that progress is aligning reasonably well. If an activity is taking longer or shorter than expected, hopefully the students can agree on a change that can be made to deal with that.

Students should have agreed in advance on the methods they will use to document what they did – for example photographs and videos and a short report and / or online news item. They will need to collect the information needed during the activity and make sure that they adhere to data protection requirements.

They should also decide in advance what data in addition to photos and videos they will gather so that results can be communicated afterwards – for example, number of participants, whether objectives were achieved and responses obtained if an evaluation form is used as well as informal verbal feedback provided during the session. An example of evaluation questions that can be asked is provided. This also includes an evaluation form that the lecturer can ask the external collaborator to complete.



3. Documentation and evaluation – 45 minutes

(short report, photos, impact, challenges)

Students can then take some time directly after the activity to review the data gathered and to draft their short report and / or online news item. They should make sure that photos have a caption and adhere to data protection requirements.

Students can be asked to reflect on the process of working with their colleagues and the external collaborator towards a shared goal as well as the product – the outputs they produced and the skills and knowledge they developed. It's recommended to include an opportunity for them to identify what they would do differently if they were getting involved in a similar project as well as what was effective.

It's also important to make sure that you received the project results from the students. These would be any materials developed in an editable format (a Creative Commons licence (e.g. NonCommercial-ShareAlike) or equivalent can be applied if you decide that is appropriate) and any insights obtained on improvements that could be made in the next implementation as well as the project report and / or online news item.

4. Feedback and closing – 15 minutes

Some students or groups can be asked to share their reflections.

It should be checked whether there is some information that could be obtained in the future to evaluate the lasting impact of the action e.g. can changes in the soil properties be monitored?

When the lecturer closes the session, they may like to share some of their own reflections and perhaps some feedback from the external collaborator.

Resources provided: To support the documenting activity, the following are provided; **Evaluation form for external collaborator** and **Evaluation form for participants**.

Supporting Materials Available Separately

Also available from the LOESS project at <https://loess-project.eu/training-module/> :

- Instructor guide with examples and guidance from pilot implementation by University of Vechta
- Introductory slides for Option 1 meeting
- Introductory slides for Option 2 meeting



Appendix – Supporting Resources

The following Supporting Resources are available in the Appendix and can be edited as required:

Please note that these LOESS Project resources are licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License¹. This means that you can remix, adapt, and build upon this work non-commercially, as long as you credit the authors and the LOESS project and license your new creations under identical terms.

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- Identification by lecturer of soil health problems to be tackled
- Identification by students of soil health problem to be tackled
- Guidelines for students on 30 minute Problem Analysis & Target Definition activity Option 1
- Guidelines for students on 30 minute Problem Analysis & Target Definition activity Option 2
- Email template for contacting potential cooperation partner (prompts provided)
- Agreement of ground rules among group
- To Do list planning template Option 1
- To Do list planning template Option 2
- Lesson plan for designing workshop
- Template for 1 page summary submitted at end of meeting 1
- A list of existing soil health literacy material that can be drawn from for the information campaign material development
- Evaluation form for participants and collaborators when hands-on activity / information session completed
- Supporting Resources on Soil Health
Some supporting resources to provide a basic knowledge of soil have been compiled for students who may come from a different discipline and have not completed the other 3 sessions.

Training Session 4 Together for Healthy Soils: From Idea to Action – Preparatory Work. Template for Identification of Soil Health Issues by Lecturer.

The table below is intended to help you to compile some local soil health problems that your students can make a selection from in advance of Session 4. They will then tackle the problem by organizing a practical action (option 1) or information campaign (option 2) and involving interested members of the community.

It is suggested that you identify potential practical actions and information campaigns by drawing on your own soil health interests as well as networks that you and your university have. There may be some intersection with organisations and activities that the students were made aware in one of the other 3 sessions of this module.

Some potential sources of ideas from the LOESS project (<https://loess-project.eu/>) are;

-the soil health crowd mapping tool <https://loess-project.eu/crowdmapping-tool/>

-case studies of effective practice <https://loess-project.eu/case-studies/>

-soil health discussion panels held by the local LOESS partner in your country (topics discussed and the people contributing). There are summaries on these by country in [LOESS Deliverable Report 3.3 \(pages 10-64\)](#).

<u>Soil health problem</u> that could be addressed:	<u>Practical action(s)</u> that could be organised to help tackle this problem:	<u>Information campaign(s)</u> that could be organised to help tackle this problem:	<u>Location</u> where the practical action or information campaign could be carried out: (you can give options if there are a few that you have in mind)	<u>Potential cooperation partner</u> – this is someone who can codesign the activity and support its implementation and promotion: (you can give options if there are a few that you have in mind)

Training Session 4 Together for Healthy Soils: From Idea to Action – Preparatory Work.

Template for Identification of a Soil Health Issue by Students.

The table below is intended to help you (as an individual student or group of students) to capture your ideas about a local soil health problem that you would like to work on in Session 4 by organizing a practical action (option 1) or information campaign (option 2) and involving interested members of the community. It's fine if some of the information that you provide there is quite general at this early stage.

Before the first meeting for Training Session 4, please take some time to think about what you have already found out about soils in your local context. If needed, you may decide to carry out some online research to confirm and expand on the information that you already have. We recommend setting a time limit for the online research (e.g. 30 minutes) to avoid spending too long on it.

Your ideas may develop from existing interests and networks that you have or from an activity or interaction in one of the other 3 sessions of this module.

Other potential sources of ideas from the LOESS project (<https://loess-project.eu/>) are;

-the soil health crowd mapping tool <https://loess-project.eu/crowdmapping-tool/>

-case studies of effective practice <https://loess-project.eu/case-studies/>

-soil health discussion panels held by the local LOESS partner in your country (topics discussed and the people contributing). There are summaries on these by country in [LOESS Deliverable Report 3.3 \(pages 10-64\)](#).

Option 1 – Practical Action

Your name(s):	
Soil health problem that you would like to address: (1 to 3 sentences is fine here)	
Practical action that you would like to organise to help tackle this problem: (1 to 3 sentences is fine here)	
Location where you propose to carry out the practical action: (you can give options if there are a few that you have in mind)	
Potential cooperation partner that you plan to approach – this is someone who can codesign the practical activity with you and support its implementation and promotion: (you can give options if there are a few that you have in mind)	
Weblinks or other information sources relevant to the soil health problem identified: (if you have found any)	

Option 2 – Information Campaign

Your name(s):	
Soil health problem that you would like to address: (1 to 3 sentences is fine here)	
Information campaign that you would like to organise to help tackle this problem: (1 to 3 sentences is fine here)	
Location where you propose to carry out the information campaign exhibition: (you can give options if there are a few that you have in mind)	
Potential cooperation partner that you plan to approach – this is someone who can codesign the information campaign with you and support its implementation and promotion: (you can give options if there are a few that you have in mind)	
Weblinks or other information sources relevant to the soil health problem identified: (if you have found any)	

Science Learns Soil Module Training Session 4

Together for Healthy Soils: From Idea to Action Meeting 1

Option 1 – Tackling a local soil health problem by organising a hands-on activity and involving community members who are interested.

Guidelines for Part 2 - Problem analysis and target definition (30 minutes)

In this part of the planning meeting, you will work in your assigned groups. You will take the soil health problem and proposed action that you are working on and set related objectives and long-term goals.

Your lecturer / facilitator will check in with each group to make sure they are on track at the 10-15 minute and 20-25 minute stage.

Roles: It is recommended that you agree on;

a chair (who will keep the discussion on track and ensure everyone gets to contribute and is listened to) and

a scribe (who will capture the main points and ask questions to check if what is noted down is correct).

Process: You will be provided with a method to capture the direct objectives and related long-term goals (e.g. a whiteboard, flipchart paper, or an online tool such as Padlet, Mentimeter, Moodle forum etc.). An example of a table format that can be used is given in Figure 1 below.

Direct objectives should state what the action will specifically achieve (e.g. improving soil structure through mulching, crop rotation or planting ground cover plants, implementing workshop to raise awareness about soil health).

Long-term goals associated with the direct objectives should also be identified (e.g. raising awareness of soil health, introducing long-term sustainable agricultural practices or influencing local agricultural policy). This develops systemic thinking to work out integrated solutions.

While you are thinking about the direct objectives that your group want to achieve from the practical action, ask yourselves;

-Will it be possible to carry out these objectives in the time the group have available?

-Does the group have the skills and knowledge needed to implement this activity?

-Has it been confirmed that the planned action aligns with the objectives of the external cooperation partner?

Soil health problem being addressed: (1 to 2 sentences is fine here)	
Practical action that will be implemented:	
Direct Objectives that identify specifically what the practical action will achieve:	Associated Long-term Goals:
<i>[For example:</i>	<i>[For example:</i>

<i>Improving soil structure through planting ground cover plants;</i> <i>Recruiting 5 volunteers from the university to assist with planting the ground cover plants]</i>	Introducing long-term sustainable agricultural practices; Raising awareness of soil health]
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Figure 1 - Example of a table format that can be used to record direct objectives and long-term goals

Output: Within the 30 minutes allocated, your group should have agreed on the direct objectives and long-term goals for your practical action. They should be captured so that they can be shared among the group (e.g. as a photograph or electronic file).

Make sure to keep the direct objectives close to hand later on while the group are planning and implementing the activity so that the work remains focussed. The objectives are also very useful when communicating what it is the group want to achieve (with external community partners, volunteers etc.).

Science Learns Soil Module Training Session 4

Together for Healthy Soils: From Idea to Action Meeting 1

Option 2 - Tackling a local soil health problem by organising an information campaign

Guidelines for Part 2 - Problem analysis and target definition (30 minutes)

In this part of the planning meeting, you will work in your assigned groups. You will take the soil health problem and proposed information campaign with exhibition that you are working on and set related objectives and long-term goals.

Your lecturer / facilitator will check in with each group to make sure they are on track at the 10-15 minute and 20-25 minute stage.

Roles: It is recommended that you agree on;

a chair (who will keep the discussion on track and ensure everyone gets to contribute and is listened to) and

a scribe (who will capture the main points and ask questions to check if what is noted down is correct).

Process: You will be provided with a method to capture the direct objectives and related long-term goals (e.g. a whiteboard, flipchart paper, or an online tool such as Padlet, Mentimeter, Moodle forum etc.). An example of a table format that can be used is given in Figure 1 below.

Direct objectives should state what the information campaign will specifically achieve (e.g. providing information about improving soil structure through mulching, crop rotation or planting ground cover plants; developing information boards to raise awareness about a local soil health issue). Long-term goals associated with the direct objectives should also be identified (e.g. raising awareness of soil health, providing information on long-term sustainable agricultural practices or influencing local agricultural policy).

This develops systemic thinking to work out integrated solutions.

While you are thinking about the direct objectives that your group want to achieve from the information campaign and exhibition, ask yourselves;

-Will it be possible to carry out these objectives in the time the group have available?

-Does the group have the skills and knowledge needed to implement this activity?

-Has it been confirmed that the planned campaign and exhibition aligns with the objectives of the external cooperation partner?

Soil health problem being addressed: (1 to 2 sentences is fine here)	
Information campaign with exhibition that will be implemented:	
Direct Objectives that identify specifically what the campaign and exhibition will achieve:	Associated Long-term Goals:
<i>[For example:</i>	<i>[For example:</i>

<i>Providing information about improving soil structure through mulching; Preparing information boards to raise awareness about local soil erosion and opportunities to volunteer; Implementing a social media campaign to amplify the messages from the information boards]</i>	<i>Providing information on long-term sustainable agricultural practices; Raising awareness of soil health; Raising awareness of soil health through online channels]</i>
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Figure 1 - Example of a table format that can be used to record direct objectives and long-term goals

Output: Within the 30 minutes allocated, your group should have agreed on the direct objectives and long-term goals for your information campaign and exhibition. They should be captured so that they can be shared among the group (e.g. as a photograph or electronic file).

Make sure to keep the direct objectives close to hand later on while the group are planning and implementing the activity so that the work remains focussed. The objectives are also very useful when communicating what it is the group want to achieve (with external community partners, participants etc.).

Science Learns Soil Module Training Session 4

Together for Healthy Soils: From Idea to Action Meeting 1

Part 3 A) - Identifying and contacting potential cooperation partners

Guidelines for drafting an email to your proposed external cooperation partner

Your group should have selected potential cooperation partners from among the stakeholders you identified who are interested or affected by the soil health problem you are working on.

These partners will be invited to codesign and support the implementation and promotion of the action / information campaign that you are working on. They might be farmers, environmental organisations, schools, community centres etc.

Your group will need to draft an email to at least one potential cooperation partner during this part of the meeting. If possible, your facilitator will check it before the meeting is over, recommend any changes needed and the email can be sent later in the day.

Type of language: Aim for clear communication and write in short sentences. Avoid using university-specific terms (e.g. semester) and only use a technical term if it is essential.

Tone: Be friendly but not too informal and communicate that your group want to make a positive impact on a soil health issue.

What to include: The following information is likely to be needed. Please use it to help you with your draft by selecting the information that is relevant to the practical action / information campaign that you are planning.

- who is already involved in the planned activity (your university, your lecturer, how many are in your group, your discipline area)
- what is being proposed (1-2 sentences)
- why you are contacting them (mention relevant activities they / their organisation have completed and what has impressed you about what they have done / relevant skills / experience / knowledge. Also say how you found out about their work (e.g. your lecturer, other contact, from researching the topic)
- how they might contribute to the practical action / campaign (with an acknowledgement that this is dependent on their other time commitments)
- why this action / information campaign is being implemented
- when it is suggested the hands-on activity or information campaign will happen
- any other key dates within the planning schedule
To finish up, thank the person for taking the time to read the email and let them know how they can contact you and when you'd hope to hear back from them by.

Science Learns Soil Module Training Session 4 Meeting 1
Part 3 B) Planning the Action or Information Campaign.

Establishing Ground Rules for Your Group

To avoid misunderstandings, each group will need to agree ground rules. This should only take 5 minutes or so and a short template is provided below to help you.

Once you've filled it in, please circulate a scanned copy or photograph among the group.

Group Members
How will you communicate with each other? (e.g. by email, a messaging app, online meetings etc.). You can select more than one communication method if you want to.
When is a response expected by? (even if it's 'I've seen your message and will follow up on [date]')
What type of behaviour is expected? (e.g. be respectful to each other; provide constructive criticism and encouragement; ensure everyone has an input during discussions; be honest about progress on tasks; if discussion drifts away from the purpose of the meeting / communication, a group member can point this out)
If a decision is required and not everyone agrees, how will this be resolved? (e.g. everyone votes and the majority option is selected. If there is a tie on the decision, a coin toss could be used).

Planning the Practical Action for Healthy Soils – To Do list template – Option 1

The To Do list provided below is intended to help your group to identify and organize the actions needed to plan your practical activity and to track progress. For it to be effective, it is important that it is kept up to date and that everyone in the group is informed of any delays or changes. The tasks and headings included below are provided as a starting point. Your group should add and remove headings and tasks as needed and these will depend on the practical action that you have decided on. You may like to add colour coding on a weekly basis to highlight what needs to be done in the next week.

Remember to be realistic and to plan for actions and outputs that the group are confident you can achieve.

Tasks / Actions	Person(s) Responsible	Due Date	To Do	In Progress	Done
Cooperation Partner Involvement and Logistics					
Initial email communication - an email may need to be sent to a few different people until a potential partner responds to say they can participate.					
Follow up communication to agree logistics – date, time, duration and scope of the action etc. (e.g. area size and location, quantities and types of materials and tools, number of volunteers, travel routes to the site, insurance arrangements in place and any health and safety requirements)					
Confirm travel arrangements to and from the site and check what parking is available if private transport will be used by some volunteers.					
Reminder email and confirmation of final details in the week leading up to the action.					
Send an email to thank the cooperation partner(s) and share social media posts					
Inviting volunteers to take part					

Identify who the target groups are (e.g. particular networks or university societies or civil society organisations). Decide how many volunteers are needed and when the deadline to complete the registration form will be.					
Draft the advertisement / invitation to participate (online, printed and powerpoint versions)					
Set up a registration form. Check data protection requirements for storing email addresses and include information about this at the end of the form (e.g. 'your email address will be stored on a password protected device and will be deleted 24 hours after the healthy soils event takes place.')					
Seek feedback from a representative of the target group on the advertisement and registration form. Is it clear what is involved and how someone can take next steps to participate.					
Advertise using social media and local media channels that are available.					
Advertise through target networks and organisations, both electronically and at face to face events etc.					
Review registration form after the deadline and contact people to let them know they were successful.					
Send reminder email and confirmation of final details in the week leading up to the action. E.g. what to bring, how to get to the location, what type of insurance applies (confirm this with the cooperation partner)					
Send an email afterwards to thank participants and share social media posts					
Organise Materials Needed					
Prepare a list of what equipment and materials need to be brought to and taken back from the site and what will be					

available there.					
Check what clothing and supplies volunteers should bring. (e.g. waterproof jacket and trousers, wellington boots, packed lunch and bottle of water).					
Prepare a checklist for the materials and equipment needed and agree who will be responsible for each item.					
Permissions and Regulatory Aspects					
Check what permissions need to be sought and what forms need to be completed (e.g. field trip activity, event risk assessment)					
Work together to complete the forms and send any queries about the forms to the module facilitator					
Submit the forms by the deadline specified					
Publicity and Dissemination					
Decide who will take photographs and videos during the preparation and implementation stages.					
Check what permissions are needed to take photographs and videos of fellow students and of cooperation partners and to use them to publicise the Healthy Soils action.					
Draft social media posts and ask the cooperation partner to check them before publishing					
Draft media reports for websites etc. and ask the cooperation partner to check them before submitting					
Evaluation of the Practical Action					
Prepare a short survey to obtain feedback on the effectiveness of the measures – was the objective achieved, what improvements are suggested and what worked well.					

Implement the survey as the action is being completed / just after it's completed.					
Summarise the survey results and share with the group and the cooperation partner					
Check if long term changes to the soil could be monitored – e.g. changes in soil physical properties or biodiversity					

Planning the Information Campaign for Healthy Soils – To Do list template Option 2

The To Do list provided below is intended to help your group to identify and organize the actions needed to plan your information campaign and to track progress. For it to be effective, it is important that it is kept up to date and that everyone in the group is informed of any delays or changes. The tasks and headings included below are provided as a starting point. Your group should add and remove headings and tasks as needed and these will depend on the type of information campaign and exhibition that you have decided on. You may like to add colour coding to highlight what needs to be done first.

Remember to be realistic and to plan for actions and outputs that the group are confident you can achieve.

Tasks / Actions	Person(s) Responsible	Due Date	To Do	In Progress	Done
Cooperation Partner Involvement and Logistics					
Initial email communication - an email may need to be sent to a few different people until a potential partner responds to say they can participate.					
Follow up communication to agree scope of the information campaign e.g. main focus of campaign materials, target audience, formats to be used (posters, interactive demonstrations, models, short elevator pitch presentations, podcasts, videos, social media, website) and to agree logistics e.g. date, time, duration, exhibition location and travel routes to the location (if off campus), insurance arrangements in place and any health and safety requirements)					
If needed, confirm travel arrangements to and from the location and check what parking is available.					
Reminder email and confirmation of final details in the week leading up to the exhibition.					
Send an email to thank the cooperation partner(s) and share social media posts					

Inviting the target audience					
Decide on the maximum number of participants and when the deadline to complete the registration form will be.					
Draft the advertisement / invitation to participate (online, printed and powerpoint versions)					
Set up a registration form. Check data protection requirements for storing email addresses and include information about this at the end of the form (e.g. 'your email address will be stored on a password protected device and will be deleted 24 hours after the healthy soils exhibition takes place.')					
Seek feedback from a representative of the target group on the advertisement and registration form. Is it clear what is involved and how someone can take next steps to participate.					
Advertise using social media and local media channels that are available.					
Advertise through target networks and organisations, both electronically and at face-to-face events etc.					
Review registration form after the deadline and contact people to let them know they were successful.					
Send reminder email and confirmation of final details in the week leading up to the exhibition. E.g. what to bring, how to get to the location, what type of insurance applies (if not at a university campus location)					
Send an email afterwards to thank participants and share social media posts					
Organise Materials Needed					
Prepare a list of what equipment and materials need to be brought to and taken back from the exhibition location and					

what will be available there (e.g. are power supplies, poster boards, some tables and chairs, coat hangers needed?)					
Print copies of information campaign materials in advance if needed					
Prepare a checklist for the materials and equipment needed and agree who will be responsible for each item.					
Permissions and Regulatory Aspects					
Check what permissions need to be sought and what forms need to be completed (e.g. field trip / off site activity, event risk assessment)					
Work together to complete the forms and send any queries about the forms to the module facilitator					
Submit the forms by the deadline specified					
Publicity and Dissemination					
Decide who will take photographs and videos during the preparation and implementation stages to record this.					
Check what permissions are needed to take photographs and videos of participants and of cooperation partners and to use them to publicise the Healthy Soils exhibition and information campaign.					
Draft social media posts and ask the cooperation partner to check them before publishing					
Draft media reports for websites etc. and ask the cooperation partner to check them before submitting					
Evaluation of the Information Campaign					
Prepare a short anonymous survey to obtain feedback on the effectiveness of the exhibition – was the objective achieved,					

what worked well and what improvements are suggested.					
Implement the survey as the exhibition is wrapping up / just after it's completed.					
Summarise the survey results and share with your group and the cooperation partner					

Science Learns Soil Module, Training Session 4 Together for Healthy Soils: From Idea to Action

Option 1 – Tackling a local soil health problem by organising a hands-on activity and involving community members who are interested.

Lesson Plan template that can be used if planning an educational workshop

<u>PART 1</u>	
Venue:	
Date:	
Number in Group:	
Workshop Length:	
<u>PART 2</u>	
Workshop Title:	
Aim:	
Learning Objectives: (note; use verbs like ‘describe’, ‘confirm’, ‘discuss’, ‘identify’, ‘apply’, ‘compare’, ‘observe’, ‘explore’. Avoid using ‘understand’ as it is considered difficult to demonstrate)	On completion of this workshop, the students / participants will be able to: <ul style="list-style-type: none"> •
Key concepts addressed:	
Key Questions to be asked:	
Feedback and assessment methods:	

Science Learns Soil Module Training Session 4

Together for Healthy Soils: From Idea to Action Meeting 1

Option 1 – Tackling a local soil health problem by organising a hands-on activity and involving community members who are interested.

Conclusion of meeting - Template for 1-page summary on planned action

At the end of meeting 1, your group are asked to prepare a short one page summary on your planned action to capture what has been agreed. A template for the summary is provided below. Please share the completed template among your group and also submit it electronically to the module facilitator.

Group members:
Date and time of our next meeting and whether it will be online or in person:
Method for updating each other on progress made on tasks:
Direct objectives for our practical action:
Specific measures for our practical action:
Cooperation partner being approached:

Science Learns Soil Module Training Session 4

Together for Healthy Soils: From Idea to Action Meeting 1

Option 2 - Tackling a local soil health problem by organising an information campaign

Some existing soil health literacy material that can be drawn from for the information campaign material development

Some existing soil health literacy materials that you may be able to draw inspiration and information from are provided in the table below. Some have been translated into several languages. Remember to think about who your target audience is when designing your information campaign materials. Also, remember that it's important that the original source is acknowledged in the materials that you produce. Even if you just used a similar structure to an existing material to arrange the information, it's better to mention this.



Also, think about information campaigns on any topic that have had an impact on you.

What aspects contributed to their impact? Can some of these be applied to this campaign?

Description of soil health literacy materials	Where to find them
UN Global Soil Partnership communication materials – this is the most comprehensive collection of materials and they are available in varied languages. There are links to more infographics at the end of the page that this url brings you to.	https://www.fao.org/global-soil-partnership/resources/communication-material/en/
LOESS learning scenario materials for schools – designed for different age groups from 10-12 to 15-18 years and translated into a range of languages. Includes links to soil health videos and questions to pose about soil as well as activities to explore local soil.	https://loess-project.eu/learning-scenarios/
LOESS Massive Open Online Course – the materials from the course are available if you enrol. They provide an introduction to soil health and soil health education.	https://www.europeanschoolnetacademy.eu/courses/course-v1:LOESS+SoilEducation+2025/about#about
LOESS Glossary of Soil Health Terms - key terms and corresponding definitions related to soil available in eight	https://loess-project.eu/glossary-list-of-terms/

languages.	
LOESS Augmented Reality app – these materials are designed to engage the general public and include the “Unveil the Threats” quiz to help users identify major threats to soil health.	https://loess-project.eu/ar-app/
LOESS soil map – screenshots from this resource can be used as a visual to develop awareness of local soil health issues	https://loess-project.eu/crowdmapping-tool/
Websites of organizations that are involved in LOESS case studies – you can search for organisations in your country or that are focused on the soil health issue that you want to promote.	https://loess-project.eu/case-studies/
You could also decide to include some local newspaper headlines that are relevant.	

Together for Healthy Soils: From Idea to Action – Evaluation of Hands-on Activity / Information Session

Evaluation by cooperation partner

Title of the activity / information session:

Date:

(delete statements below as relevant)

	Excellent	Good	Satisfactory	Not satisfactory
Were the students punctual?				
Were the students sufficiently prepared?				
Had they designed activities that were suitable for the participants? (e.g. complexity, topics, examples used)				
Were the activities engaging and interesting?				
Were the activities educational?				
Did the students adapt if needed during the session to suit the needs and interests of the participants?				
Did the students interact well with the participants?				
Did the students interact well with you and your colleagues?				
Were the information materials (posters / displays / digital files) easy to follow and suitable for a self-guided approach?				
Were the information materials made available at the time and date agreed?				
Were the information materials suitable for the target audience? (e.g. complexity, examples used)				
Were the information materials engaging and interesting?				
Were the information materials educational?				
Did the students interact effectively with you and your colleagues when planning and implementing the information campaign?				

Do you have any additional comments?

Do you have any suggestions that would improve and enhance this hands-on activity / information session?

Do you plan to use some of the materials developed for this hands-on activity / information campaign in the future?

Together for Healthy Soils: From Idea to Action – Evaluation of Hands-on Activity / Information Session

Evaluation by participants

(delete statements below as relevant)

	Yes, all or most of the time 	Yes, some of the time 	No, not at all 
Did you enjoy the hands-on activities on soil health?			
Did you learn some new information from the hands-on activities on soil health?			
Did you find the hands-on activities on soil health interesting?			
Were the information materials (posters / displays / digital files) easy to follow and suitable for a self-guided approach?			
Did you learn something new from the information materials on soil health?			
Did you find the information materials on soil health interesting?			

What did you find worked well?

Was there anything that needs to be improved?

Are there some changes that you would suggest?

Science Learns Soil Module Training Session 4 Together for Healthy Soils: From Idea to Action

Preparatory work to provide students with a fundamental knowledge of soil and soil health – resources available

Some existing soil health literacy materials that relevant sections can be selected from are provided in the table below. Some have been translated into several languages and this is indicated.

In addition to drawing on the introduction to soil and soil health within these resources, the depth and range of topics selected will depend on the type of action being planned. If you do not have a background in soil health yourself, it may help to ask a colleague who does to help you to select the essential material for your purposes.

Description of soil health literacy materials	Where to find them
LOESS learning scenario materials for schools – designed for different age groups from 10-12 to 15-18 years and translated into a range of languages. Includes links to soil health videos and questions to pose about soil as well as activities to explore local soil.	https://loess-project.eu/learning-scenarios/ TRANSLATIONS AVAILABLE
LOESS Glossary of Soil Health Terms - key terms and corresponding definitions related to soil available in eight languages.	https://loess-project.eu/glossary-list-of-terms/ TRANSLATIONS AVAILABLE
LOESS Massive Open Online Course for teachers– the materials from the course are available if you enrol. They provide an introduction to soil health and soil health education.	https://www.europeanschoolnetacademy.eu/courses/course-v1:LOESS+SoilEducation+2025/about#about
Websites of organizations that are involved in LOESS case studies – you can search for organisations in your country or that are focused on the soil health issue that you want to promote. These materials are usually provided in the local language.	https://loess-project.eu/case-studies/
LOESS Augmented Reality app – these materials are designed to engage the general public and include the “Unveil the Threats” quiz to help users identify major threats to soil health.	https://loess-project.eu/ar-app/
LOESS soil map – screenshots from this resource can be used as a visual to develop awareness of local soil health issues	https://loess-project.eu/crowdmapping-tool/
UN Global Soil Partnership communication materials – this is the most comprehensive collection of soil education materials. There are links to more infographics at the end of the page that this url brings you to.	https://www.fao.org/global-soil-partnership/resources/communication-material/en/ TRANSLATIONS AVAILABLE