

## **Educator's Guide**



## **Module 2**

# **Regenerative Experiences**

## Prepared by:





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Module 2	Regenerative Experiences
Learning approach	Cognitive learning Collaborative learning Challenge-based learning Active/Experiential learning
Teaching method	Blended-learning opportunity F2F training Reflective teaching Interactive/discussion-based teaching
Group size	The group size of <b>4-24 participants</b> is recommended to ensure an adequate subdivision into smaller groups to implement the activities. If possible, it is recommended to take into account the diverse backgrounds and attitudes of the participants (in case the activity is carried out with a group the trainer is familiar with and has been carrying out other training activities).  Smaller groups will be easier to manage, and the risk of marginalisation of group members and nonengagement will be minimal. However, a limited range of ideas and eventual brainstorming might not adequately fuel an in-depth exploration of a topic through cooperation and the diversity of ideas. Educators should fuel reflection and debate by supporting the smaller groups in reflection and collaboration





and asking targeted questions.

Bigger groups are great for sharing multiple ideas and analyze concepts more in-depth. Despite that, the marginalisation and the drop out from the activity by participants struggling to interact and express themselves might occur. In this sense, the trainer should observe the classroom and the groups to prevent this. In particular, encouraging the rotation of roles and triggering the interaction of the quieter members of the group would be recommended. What is more, splitting and distributing responsibilities and creating smaller groups to achieve the goal of the activity will prevent the marginalisation or the drop-out of less engaged or introverted participants.

In line with the learning outcomes of the theoretical module (Module 2), the content of the following educator guide will be aimed at fostering the acquisition of the following knowledge, skills, and attitudes/competencies:

## Learning Outcomes

## Knowledge

- Participants will be able to recall the features and criteria defining and qualifying a touristic experience as "regenerative"
- Participants will be able to relate benefits for the community, environment, and tourists to the designed action.
- Participants will be able to compare a regenerative experience with a non-regenerative one, recognizing the





potential benefits of the regenerative features and their impact on the marketing and retail of the experience. Skills • Participants will be able to analyze experiences and identify parameters contributing to the authenticity of the experience/regenerative experience. Participants will be able to reflect on, evaluate, and outline regenerative tourism experiences by recalling and describing the parameters of regeneration. Participants will be able to examine potential pathways for developing a rural context by drafting strategies and regenerative experiences aimed at enhancing rural resilience and revitalization. Competences/Attitudes Participants will be able to value heritage and culture and their link to the touristic domain. • Participants are encouraged to familiarise themselves with the concepts and content of Module 2 by reviewing the reading material and any additional resources **Preparation** provided in the Module before the session. Emphasis should be placed on core concepts and definitions to enhance understanding of the exercises. Additionally, participants will be asked to take a picture that they





believe represents their local dimension and culture, whether material or immaterial.

• Educators are asked to prepare cases and worksheets for implementing the training. Creating these materials will involve researching facts and figures related to tourism and regenerative tourism in various countries to guide the first part of the session. Furthermore, educators should possess extensive knowledge of the area where the training will take place, as this will enable the trainer to encourage practical activities based on local knowledge and points of interest.

Additionally, trainers are requested to prepare a short questionnaire to assess the participants' hopes, expectations, backgrounds, and needs.

Warm-up/ice-brea king activity

(10-15 minutes)

After the icebreaker (recommended activity: "1,2,3 Bradford" available on page 26 of the Yuri Project Toolkit: <a href="https://www.yuri-project.eu/\_files/ugd/632f44\_28c7f7ff91f84c6b8">https://www.yuri-project.eu/\_files/ugd/632f44\_28c7f7ff91f84c6b8</a> 66ddb5c21308fe6.pdf ).

The trainer is asked to trigger the get-to-now-other process by asking participants to introduce their names and show the picture they have been asked to choose for the session representing in their opinion the local dimension/the place they live in and their culture (material or immaterial), explaining in one sentence why it represents the/a place and its culture.





This activity explores the transformative shift in tourism toward sustainability through regenerative tourism. Traditional tourism has often led to environmental damage, cultural erosion, and economic disparities. However, recent global events have spurred a reassessment of tourism's impact, giving rise to regenerative tourism, a model focused on restoring and enriching local environments and communities.

## **Module Overview**

Participants will familiarise themselves with how regenerative tourism fosters rural renaissance, preserves cultural identity, and supports local resilience against gentrification. At the beginning of the session, the trainer will emphasize key concepts related to regenerative tourism, particularly those linked to Module 2. Additionally, the trainer will highlight the importance of understanding the local territory as a foundation for developing a regenerative tourism offer and encourage thinking outside the box when it comes to tourism strategies.

## Facility/ Equipment

The training should address the needs of participants and be a comfortable and functional place that promotes learning.

Therefore, accessibility features and facilities that accommodate individuals with reduced mobility are highly recommended.

Additionally, a stable internet connection should be ensured to support content retrieval and display, as well as techniques and tools for enhancing accessibility. A support person will be highly recommended to observe the classroom and support people with impairments in participating in the activities.





Further material needed for the sessions: flip charts, markers, sticky notes, notebooks and pens, mobile phones, printed templates, and feedback forms (in the national language) to gather feedback.  The activities should be carried out in groups of 4 to 12 per smassession or up to 24 for larger sessions.  The unique characteristics of the destination: describing identity for a resilient and sustainable tourism  • Understand and dive into the concept of identity and	Objective  Introduction (5 minutes)	authenticity by interpreting images and resources.  From a tourist's perspective, space is essential as both an attraction base and a core aspect of a destination's appeal. A landscape is defined as a segment of space with unique characteristics, patterns, and structures (Pichard, 2011), encompassing "all visible features of a particular area, often evaluated for its aesthetic value" (Terkenli, 2004). Space transcends a purely physical or material concept, offering
sticky notes, notebooks and pens, mobile phones, printed templates, and feedback forms (in the national language) to gather feedback.  The activities should be carried out in groups of 4 to 12 per small and the carried out in groups of 4 to 12 per small and feedback.		identity for a resilient and sustainable tourism
sticky notes, notebooks and pens, mobile phones, printed templates, and feedback forms (in the national language) to	Group Size	The activities should be carried out in groups of 4 to 12 per small session or up to 24 for larger sessions.
The classroom will need a projector, whiteboard, and speakers for presentations and interactive sessions.		for presentations and interactive sessions.  Further material needed for the sessions: flip charts, markers, sticky notes, notebooks and pens, mobile phones, printed templates, and feedback forms (in the national language) to



The local identity of a sustainable tourist destination should embody the destination's physical attributes and the unique culture rooted in both the historical and modern experiences of its residents.

This identity encompasses the destination's values, attitudes, and beliefs, along with its customs, rituals, language, communication styles, myths, legends, symbols, and distinctive physical characteristics that define the area's character.

For this reason, in this exercise, we aim to interpret and understand unique factors and peculiarities of a place from the media and resources we have and define the concept of identity and authenticity brainstorming about the peculiarities and details emerging from a picture.

# Main Tasks / Procedure (35-40 minutes)

- The trainer will have to divide participants into small groups (4 to 8 members in each group).
- Each participant will have to share with the group the picture shown in the warm-up activity and the trainer will assign to each picture a number.
- The number will be written on paper to be folded and prepared for the random selection.
- The trainer will randomly select a piece of paper per group and show the group the number written on the paper.





	Each group will have to choose a reporter to take notes
	and one participant in charge to be the editor of a
	presentation and digitalize if needed the image to be
	included in the presentation.
	The owner of the selected picture will be asked to express
	his/her thoughts about the picture, such as the story or
	detail that makes it authentic or representative of a given
	place or culture, and mention the location/name of the
	place.
	The rest of the group will have 10 minutes to research
	online (using their smartphones) to find more information
	about the place. After that, they will comment on and
	share knowledge and/or feelings about what is
	represented in the picture and their research findings.
	The reporter will take notes, and together with the editor,
	the participants will summarise the most relevant
	information needed to describe the place based on the
	definition provided in the introduction.
	The required equipment includes digital or printed pictures
Facility/Equipmen t Required	selected by the participants, flipcharts and markers for the
	notes, smartphones, at least one laptop, and a projector to
	present the outcomes of the brainstorming exercise.
Completion and Debrief (10 minutes)	Each group will present and describe their chosen location
	based on the selected picture (3 to 5 minutes per group,
	depending on the number of groups participating in the
	activity).





<b>Closing</b> (5 minutes)	The facilitator wraps up the activity by providing a definition of authenticity and identity linking it to the presentations shared by the participants.
Activity 2 (60-80 minutes)	A tasty place to be
Objective	<ul> <li>To encourage the participants to explore local culinary heritage and identity by engaging with local communities;</li> <li>To practice active listening to gather information and understand the value of the local community in the design of engaging content and experiences</li> <li>To shape effective messages based on the gastronomic culture of a given place.</li> </ul>
Introduction (5 minutes)	In food and wine tourism, the essence of an authentic experience is deeply rooted in the local community. The people who live, work, and cultivate the land define the character of a destination through their recipes, culinary skills, and the stories and traditions they preserve and share. As guardians of cultural heritage, residents bring unique flavours and a distinctive atmosphere to life, offering visitors an enriching way to connect with the place they are exploring. Participants should step into the role of a destination manager and experience designer from the initial stages, specifically during exploring and becoming familiar with a place of culture. Learners need to have a notebook, a pen, and/or a smartphone, it is time to meet and interview locals.





- The facilitator will invite participants to start the exercise, maintaining the same group divisions as in the previous activity, and will circulate the consent notes to be used during the interview activities.

- The participants will be asked to focus on a specific aspect of local cuisine. They will be asked to choose among i) traditional dishes, ii) cooking techniques, iii) seasonal ingredients, or iv) family recipes.
- The participants will have to prepare 7 open questions focusing on the specific aspect chosen (e.g. in the case of traditional dishes: "What is the traditional dish from this town?", "Can you recall the history of this dish?", "Is there any celebration connected to this dish?" or "What makes it special?"
- Groups will be told to interview as many people as possible in 40 minutes in the area close to the training venue using recording, filming, or handwritten notes and re-organizing the group to be as efficient as possible.
- The participants will have to return to the training venue and identify common patterns and elements to build a narrative. Thereafter, they will be asked to develop a short narrative aimed at highlighting cultural connections and local perspectives they have investigated.

Participants can choose the format they find more convenient and engaging for their presentation (e.g. multimedia

Main Tasks /
Procedure
(60-80 minutes)





	presentation, a drawing or a scheme, a map of the town/area
	locating ingredients, recipes or stories, a recipe book, etc.)
	For the implementation of this activity the following equipment
	will be needed:
	Notebook and pens,
	<ul> <li>Smartphones (for recording and filming)</li> </ul>
Facility/Equipmen	• A consent note given by the trainer to ask for the
Facility/Equipmen t Required	permission of the interview for filming, recording, or
t Required	taking pictures
	A laptop to re-organize/process the material gathered for
	the presentation
	<ul> <li>A projector to present the outcomes of the exercise</li> </ul>
	7 A projector to present the outcomes of the exercise
	The participants will be called to present the outcome of their
	interviews addressing the process by respecting the instruction
	given in the initial phase of the exercise.
	giver in the initial phase of the exercise.
	The facilitator will trigger the discussion among participants
Completion and Debrief (15 minutes)	about how connecting with locals helped them understand the
	place more deeply.
	The trainer/facilitator will invite the participants to reflect on
	how the insights they gained could help them to better
	communicate a destination/place and the elements could be
	part of an ideal journey discovering a place/destination.
<b>Closing</b> (5 minutes)	The trainer will close the session inviting participants to explore
	the destination and to deepen their knowledge of places and
	culture, including the gastronomic culture and heritage. As well
	Table 5, ordaning and gastroniania darrana and membaget 7 to Well



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	the trainer/facilitator remarks again on the role of the
	community in the design of regenerative touristic experiences.
Activity 3 (25-35 minutes)	A prospective experience designer
Objective	To be able to critically analyse resources, and activities and recognize the regenerative experience
<b>Introduction</b> (5 minutes)	Evaluating opportunities and identifying regenerative touristic approaches or potential experiences requires time and effort. Therefore, in this session, participants will make decisions to combine the experiences and the information gained throughout the training and draft an ideal perfect one-day roadmap for a regenerative experience roadmap.
Main Tasks / Procedure (15-20 minutes)	While inviting participants to keep gathering in the same groups formed for the previous exercises, the trainer will ask participants to reflect on the outcomes of Activity 1 and 2 and to imagine a perfect day in town.  They will be invited to figure out a set of local activities using the information gathered in the interviews and summarised brainstorming of Activity 1, ranging from visits, excursions, and gastronomic experiences. They will be asked to draft an imaginative schedule giving information about hypothetical/imaginative partners, a short description of the local partner/provider of the experience, and the locations.  The participants will have to explain why the experiences they have been designing can be classified as regenerative and highlight authenticity and other points of difference making the experience unique.





Facility/Equipmen	Whiteboards/Flip charts
	Markers
t Required	Projector
,	A laptop
Completion and	They will be asked to present the experience to the rest of the
Debrief	groups.
(10 minutes)	
	The trainer will wrap up the presentation by recalling the
<b>Closing</b> (5 minutes)	concept of regenerative tourism referring to the presentations
(5 minutes)	carried out by the participants.
	Amongst the activities recommended to support the
	learning process of some of the core concepts enclosed in
	this module, there are visits to farmhouses and/or
	wineries. Those visits are aimed at understanding how
	these activities are involved or implement touristic
T:no/	activities. What is more, will support the learner to
Tips/ Additional	understand how farmers/winemakers/producers interact
activities	with the surrounding community and activities as well as
	how they organise their business and contribute to its
	resilience by differentiating the incomes and business
	activities. It is possible to grasp those concepts by reading
	the best practice in the Agora called "Carpineti
	Experience".
Annexes	Glossary of key terms defined in Module 2
	Table enclosing the parameters of an authentic tourism
	experience according to Hussain (2022)
	experience decording to massam (2022)



Presentation to support the facilitator to wrap up relating to theoretical concepts enclosed in Module 2.
Consent note.
Feedback form.