Sample classroom materials

To provide a sample of the materials used in the course, we explain them here in the order of their appearance along the course. We have also attached a group of classroom materials for more detailed information, which are the most up-to-date materials, from the last class in March 2024. However, the course has existed since 2022 until date, totaling 64 students who participated in our course, in 5 different groups (October 2022, March 2023, June 2023, October 2023, March 2024). The diversity of students fosters a rich cultural exchange and a plurality of worldviews.

All the photos used here to illustrate the course were taken by the team with the authorisation of the students and all the community people who appear in them. Some of the photos were even taken by the students themselves. Throughout this document, we have used testimonials from students in their final assignments to illustrate our arguments. To maintain anonymity and confidentiality, we coded the students’ names, indicating only which class they belong to.

Finally, English is not our first language, and we didn't have the resources to hire a professional translator. That's why we used artificial intelligence to correct our text. We hope it's understandable. Similarly, in the course, we chose not to hire professional simultaneous translation. Pedagogically, we believe dealing with the language barrier and respecting the time for speaking and
translation is something that is inherently linked to what we understand to be sustainable leadership, not only from the perspective of the rainforest but also from that of the global South.

1. GETTING TO KNOW AND ENROLLING IN THE COURSE

As this course is offered during what we call GNAM Week, it needs to be publicised so that it can be chosen from among the many other course options offered by the network's member business schools. We therefore prepare two publicity materials: a brochure/folder (see attached file named 3.1. Folder Sustainable Leadership) and the course syllabus (see attached file named 3.2. Syllabus Sustainable Leadership). We also produced two short videos to promote the course: https://www.youtube.com/watch?v=yOzl6K-9ytY&t=4s (March 2023, with students’ testimonials) and https://www.youtube.com/watch?v=wTkfN3EWQr0 (June 2023).

After the applications are made and the group is formed, the team contacts the students by email to (1) welcome them; (2) give them the instructions and pre work for the online preparatory class that is conducted before the field trip; and (3) send them the Trip Guide that they should read before the class (see attached file named 3.3. Trip Guide Sustainable Leadership). Here is an example of this email:

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Dear all,

Welcome to our GNAM Week Sustainable Leadership: the Rainforest perspective. We are very happy to have you!! Please, read this email carefully as it contains important details of the PRE WORK for our course.

ABOUT THE TRIP GUIDE

Attached and at eclass you will find our Trip Guide with all the details you need for our course/trip. We will also have time at our online class on March 5th for doubts.

ABOUT OUR ONLINE CLASS | March 5th 6pm (São Paulo time zone)

Link to our online session: https://fgv-br.zoom.us/j/8483480220

Please, read the Trip Guide before this class and submit your pre work, detailed below.

ABOUT THE PRE WORK | Deadline: March 3rd

Any day now you will receive an email with the infos on how to access our ECLASS (our online platform). Any problems, please contact @Giovanni Barrios Scarpelli.
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As a preparation to our online class, go to eclass and:

1. Choose an image that best represents what comes to mind when I think of Amazon Rainforest and upload it in the designated dropbox at eclass until March 3rd. You will use this image in your self presentation in our online class on March 5th.

2. To discuss along our trip, please watch the video posted at eclass (PREP CLASS folder) + the additional short videos (at least 3 if not possible to watch them all. But they are very short).

Any doubts, please send me a message!
Best regards from São Paulo,

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We have an eclass platform where students can access the materials and submit assignments.
2. PRE-WORK AND PREPARATORY ONLINE CLASS

The pre-work that the students need to do is divided into 2 parts. Firstly, they have to send an image of what best represents what comes to mind when they think of the Amazon Rainforest. This activity was created with several objectives: (1) to map out what students imagine about the Amazon; (2) to use the image as a form of personal presentation in the preparatory online class; (3) to retrieve this image at the end of the course, to see if other ideas have emerged. The image should be uploaded to eclass a few days before the online preparatory class so that the subject team can put all the images on the preparatory class slides.

Secondly, they need to watch an hour-long recorded video lesson with Prof. Luis Felipe Bismarchi (FGV EAESP), which is available on eclass. In this video lesson he talks about paradigms, using discussions ranging from Thomas Kun to Edgar Morin and ending with Pablo Solon’s systemic alternatives. In addition, they need to watch at least 3 of the 5 short videos on the 5 systemic alternatives proposed by Solon (but we suggest they watch them all, as they are 3-5 minute videos each).
The preparatory online class has the following objectives: (1) to introduce the course and the team; (2) for students to get to know each other and the teachers; (3) to explain how the course will be assessed; (4) to answer any questions students may have about the trip (for example: what it will be like to sleep in the hammocks, shower on the boat, how much money to bring, how to behave in the communities, what clothes to bring, etc). The class is held on Zoom.

We start this class with an awareness-raising video that shows a series of images of the Amazon and is accompanied by an indigenous chant that asks for protection and the soul. When the video ends, we give this explanation to the students. The video can be viewed if you put the slides from the preparatory class into presentation mode (see attached file named 3.4. Slides Online Prep Class Sustainable Leadership). Next, the course team introduces themselves, the course and its aim - a summary of what is in the document about the course narrative.

We then made a group dynamic using the images sent in by the students in the pre-work. Each person will have a minute to introduce themselves - name, country, business school and why they chose that image. As the images are already on the slides, the teacher calls out the images, asking the owner to introduce themselves. This is also an opportunity for the teacher to tell them some interesting facts about the area we’re going to visit.

After everyone has introduced themselves, we do another dynamic so that people get to know each other a bit more. It was created with the idea that people from all over the world, who
don't know each other, will have to live on a boat for a week, sleep in the same space, bathe in the river, in other words, share a certain intimacy. And we say this in the introduction to the dynamic: "Imagine that in a week’s time we'll all be on the boat together. We need to become best friends before then! So I'm going to send you into parallel rooms in pairs and for one minute each person in the pair will introduce themselves again".

Then the pairs are formed and the online conversation begins. When the time is up, everyone returns to the main Zoom room and new pairs are formed, but the instruction is given that nothing said in the previous round can be repeated in this new pair. And we joke: "we have robots in the rooms who will see who isn't following the rule". We repeat the same thing one more time, in other words, there are three rounds of conversations, with the intention of getting to know each other. You need to bear in mind that many of these students and the teaching staff will only meet at the airport, when they board their flight to Santarém (state of Pará). There are some groups that arrive in São Paulo a few days in advance - which is what our team recommends they do, to get used to the time zone and the climate - and arrange to meet up to get to know the city.

So, we move on to present the agenda for the visits we'll be making during the trip and other more general logistical notes. We also talked about the course evaluation model. Finally, it was time to let the students ask any questions they might have about the course and the trip in particular. In all the groups we've had, most of the questions are about what to pack, what it's like to sleep in a hammock, how much money they need to bring to buy handicrafts in the communities, whether there are insects and bugs, among others.

3. DURING THE TRIP

From the moment we arrive in Santarém, in the state of Pará, our classroom becomes every experience that takes place until we return to São Paulo. The only time we use slides during the trip is on the first day, when our local Ecotoré partner presents the students with some information about the Tapajos region, the Brazilian Amazon and the places we'll be visiting. It's an important explanation because he explains the Brazilian legislation on conservation units. After that, the materials we use throughout the week are maps, markers and pens.
Tour itineraries may vary slightly from group to group. For example, some groups managed to go on the first day of the trip to a research area run by the federal government. There, they climbed an observation tower to see the forest from above and learn about the instruments that measure climate change and how it impacts the biodiversity of the Amazon (SDGs 13, 15). The last groups were unable to go because a storm with strong winds caused damage to the tower and it was closed. We replaced the climb up the tower with a talk with the researchers, maintaining the scientific content about how climate change is related to forest preservation.
Visits to the communities can also vary, depending on their willingness to receive us and the weather conditions. In October 2023, for example, a historic drought in the region prevented our boat from reaching one of the communities we usually visit. And of course we turned this into educational content, which illustrated the consequences of extreme weather events. One student wrote about this in his final paper: "I will experience many similar situations in the 1 week trip - one day the smoke from burning the forests are so much that it blocked the sun. On another day because of the El Nino, the canal was dry so the boat could not pass through. At the research base, I heard..."
from the researcher who has been studying climate change and measuring its impact on the region. The researcher we met dedicated his career in studying climate change, and he is exercising his leadership in sustainability by revealing the inconvenient truth of climate change and raising the community’s awareness of this pressing issue” (Oct2023_Student9).

The entire itinerary of the trip is tied to the narrative we want to convey through the experience. That's why the itinerary is revisited with each group for various reasons: either because weather conditions interfere with some visits (as illustrated above), or because we miss some content, or even because we learn about a new initiative in the area that is worth getting to know. Even so, with all the planning done beforehand in online meetings with our local partner, many
unforeseen events can happen on the ground and so the team needs to be ready to adapt to the context. When this happens, we also tell the students about it and use it pedagogically as a lesson in sustainable leadership: the need to know how to adapt by listening to the territory (SDGs 16, 17).

So our role is not so much as teachers, but as facilitators and, above all, as translators. The community members we visit in the Amazon don't speak English, so we have the role of providing simultaneous translation for the students. Of course, we bring in the concepts, linking what they are seeing and hearing to the subject of the course, provoking reflection and answering some questions. But as we don't know everything about the region either, nor are we from the region - except for our local partner - this teaching role is lessened.

Examples of activities we facilitate during the trip

As we use an experiential teaching approach, the field trips serve as open-air classrooms. For example, on one of the visits we saw a sustainable logging business model, which respects environmental legislation and creates jobs for local communities, and the illegal logging that takes place openly everywhere we go (SDGs 12, 13, 15).

Through students' testimonies we can see how seeing with their own eyes brings a more transformative kind of learning than reading about it in books or newspapers. At this point we can recall students the image they sent us for the pre-work, and also bridge the gap with the videos they had to watch in their pre-work, which talk about paradigms and systemic alternatives. One student wrote in his final assignment: "As we landed in Santarem and took the ride to the LBA research base, I found the image of the Amazon different from what I had imagined. Instead of flourishing rainforests, rivers and wildlife, I noticed burnt trees, smokes and farmland. The profound impact of deforestation has never been so revealing to me - I read about it in the classroom, and on the news, but never have
I ever experienced it myself. Leadership for sustainability should never be only talked about on paper, but actions should be taken in real life to reverse the devastating impact of human activities on the environment” (Oct2023_Student9).

Another thing we started doing after a few groups was offsetting the carbon emissions from the trip (except for the students' flights to Brazil), after all, we aim to walk our talk. Instead of just saying that we're doing this in the course, with some groups, we had the opportunity to visit or even participate in tree planting (we couldn't do it with all groups due to weather conditions). Once again, we used this experience to explain what carbon offset projects are and also to shed light on some discussions about it: from the realization that carbon offsetting falls within a weak sustainability framework, which doesn't mean it shouldn't be done, but we can't ignore discussing why we shouldn't reduce consumption to avoid having to invest so much in offsetting, or even ignore Jevons' paradox; to the problems that the race for net zero by the corporate sector is creating for many places in the Amazon, increasing land disputes, displacing communities from their lands - they are the carbon cowboys (see: https://sumauma.com/en/cabois-do-carbono-loteiam-a-amazonia/).

Image 6. Planting trees to offset the group's carbon emissions from the beginning to the end of the trip, except for the students' flights to Brazil (March, 2023).

**Small groups exchange**

During many navigation moments (traveling from one community to another can sometimes take up to 3 hours), we combine rest times with small group exchange activities. We ask students to
gather and exchange insights on what they've noted during the visits so far, what the reality is like in their countries, and what they've learned from the visit.

![Image 7. Students in small group activity (March, 2024)](image)

**Journaling moments**

Another activity we do throughout the trip is to ensure journaling moments. These are individual moments in which we ask the students to record not only what they have seen and learned, but also what they have felt. These notes can then feed into their final course work.

![Image 7. Moment of self journaling (March, 2024).](image)

Many other activities are spontaneously devised by the team, depending on the context and any unforeseen circumstances. It's worth mentioning because we're a team that has been working together for several years and has accumulated a wealth of experience, so these "improvisations" often turn out positively. For instance, in our latest session (March 2024), 5 students couldn't catch
the same flight as the rest of the group due to overbooking. This group of 5 ended up arriving almost a day later, missing out on some field visits. Our teacher Ricardo and our local partner Marcio then improvised an activity to welcome these 5 students and inform them about what they had missed, but in a different way: a circle was formed with the students who had been on the visits, and in the center of this circle, we asked the 5 students to enter and close their eyes. The teachers then asked the other students to verbally share details of what they saw, felt, memorable testimonies, scents, colors, in order to make the experience vivid for the 5 who weren't there with the group. One of the students gave a heartfelt testimony, saying that through that activity, she felt welcomed and part of the group, as if she had lived the experience. We believe this aligns with the principles of making learning meaningful, fostering joy and well-being, and facilitating active engagement outlined in the i5 tool.

The fact remains that the field provides all the necessary teachings, and the more we can leverage listening to community members, the more we learn about sustainable leadership.

To ensure that these teachings resonate with each student in the most authentic manner possible, we recognize the importance of students understanding that, during immersive journeys and experiences, our approach to information engagement undergoes significant shifts, becoming pivotal channels for learning. Equally crucial is the quality of the group and the recognition of its members as such, fostering the creation and acknowledgment of a safe and inclusive environment. The facilitation activities and dynamics devised by the team are geared towards fostering, reinforcing, and providing an understanding of these alternative learning modalities.

Consequently, our activities seek to evoke sensations and foster the realization of our students' potential as protagonists in our journey - which dialogues with i5 characteristics "Facilitate Active Engagement", "Design for Iteration" and "Develop supportive Social Interaction". To achieve this, it is imperative for them to embrace these alternative modes of learning openly. Below is an example of activity conducted during the journey, designed to instill this understanding in students. For others, please see the attached file named 3.5. Awareness-raising activities and alternative learning methods.

**Sharpening the Gaze**

This activity can be done in different natural locations. It is generally carried out in a forest area, where there is a lot of visual information that reveals itself in detail, but it can also be done at the top of the observation tower.
Within the forest, it is possible to do it with the whole group together, which is an advantage, as everyone can experience this living moment at a unique time. At the top of the observation tower, the activity is done in small groups due to space limitations.

To begin, we invite the group to form a circle, where people are looking outward, allowing them to observe what is around them; the idea is to see more of the non-human elements of nature.

We start with a guided meditation, inviting each person to take a breath, with their eyes closed, feeling their body and its relationship with space, regardless of the gaze. Once this other quality of listening, breathing, and presence is established, we ask them to open their eyes and recognize the landscape in front of them. With open eyes, we bring references to their attention, asking them to notice the quality of light, the difference in shades of the same color, the relationship with shadows, shapes, textures, the intensity of colors, how images become closer to the ground, how they become closer to the sky. Each reference given serves as an activator for this gaze to capture the details. We suggest not to seek a specific image but to let the landscape penetrate the gaze. It’s as if the eyes rest deep into the eye socket, and the landscape penetrates the visual field; we seek to sharpen a gaze different from the one that is more common in the city, where our visual field is always searching for something. We encourage everyone to let the environment penetrate their eyes, their body.

We notice the group’s openness and readiness for the activity and propose variations, inviting them to close their eyes again, change their body position slightly, open their eyes and recognize the new landscape. What are the details? What are those subtleties indicated before that now present themselves in a new space, with a new reference?

We can repeat several times with moments of quickly opening and closing the eyes, with small changes in body position. With each opening and closing of the eyes, frames are created in which images appear, and eventually, this can also be done in motion.

The objective of this activity is to bring to the group the importance of recognizing the different forms and qualities of the gaze and to bring the perception that on a field trip, we need to have this receptive gaze that, as it receives what is entering its field, recognizes the subtleties, but also a gaze of readiness, which sometimes registers a flash of something happening as in the opening and closing of the eyes, the frame, and adapts and registers what comes, sometimes in a very instantaneous way.
4. AFTER THE TRIP

It is only after the trip is over that students have to engage with the assignments of the course. We give them a 2-week deadline for that. There are 3 evaluation tools that we have created:

**Self evaluation (20% of the final grade)**

(1-2 pages) After all we experienced together, **what grade do you give yourself** thinking about what you learned and your effort in this course? **Why?**

**Individual participation: Teacher assessment (30% of the final grade)**

The criteria used by teachers to assess individual student participation are: Quality of Presence, which involves openness; interaction with the group, environment and local community; listening; participation; collaboration; self-positioning; responsibility; care and attention.

**Final paper (50% of the final grade)**

Before you answer the questions, read the articles that are in the PAPERS FOR THE FINAL WORK folder.
- Choose at least one of the four articles on Climate Change and read it (**Climate change is not a problem; Ethics in the Anthropocene; Disrupting climate change futures; Organizing in the Anthropocene**)
- Read the chapter 1 of **Currents of Environmentalism**
- Read the article **Playing on two chessboards**

After reading the articles and retrieving your self journaling from the trip, answer the questions below in **no more than 1500 words**:

1. **What is your own definition at this point of leadership for sustainability**? What has changed in your perspective?

2. **Can you see systemic alternatives** (as presented by Felipe in the pre-work video lesson) that could be tested by leaders, by yourself?

References:


All student submissions receive written feedback via eclass. However, these feedbacks aren't just about evaluating the response or pointing out any errors. More than that, the facilitators engage in a final dialogue with the students, reacting to the responses given, suggesting new readings, movies, and making reflections based on the students' responses. This is because assessment isn't aimed solely at the grade but rather the learning process the student has undergone. It's also a paradigm shift in teaching, in the role of the teacher. Here are some examples of feedbacks:

“Thank you for your paper. I was very interested in these other forms of leadership that you presented, such as regenerative leadership. I wonder if there is room in the business world as it is today for leaders of this type... Are business school courses accounting for this holistic look that you say is important for sustainable leadership? Food for thought... Thank you very much for choosing our GNAM course!” (feedback to March2023_Student3)

“Thank you for putting so much energy into the writing of this work. I really liked the connections you made with the texts and I was also able to learn from you from your analysis of these three elements ("Cult of wilderness"", "Gospel of eco-efficiency" and "Environment Justice and Environmentalism of the poor"). It was also very interesting to read about his professional performance linked to energy. There is a paradox between hydroelectric power generation, which is cleaner in terms of carbon emissions, but at the same time has a huge territorial impact. We know that the learnings you have had in the field experience go far beyond what can be put on paper. And that's the big goal of our course! Thank you for choosing our GNAM course!” (feedback to March2023_Student2).
“Thank you very much for the analysis presented in your paper. They made me think a lot. Yes, there is a highly complex question that is posed: without a doubt, reducing (drastically) consumption and changing the system – economic, political, social, cultural – would be the answer. Degrowth is one of the paths. At the same time, as you have well brought, asking the poor and developing countries not to grow is unfair. I leave here the tip of a wonderful book that talks a lot about it: The Great Derangement - climate change and the unthinkable (Amitav Ghosh). I think you are going to like it ;-) About properly valuing the environment: I particularly agree with you, although there are the more liberal currents that say that market solutions (carbon market type) would be efficient. Maybe it's a combination of the two, but taxation measures are always very difficult for governments to implement because they are politically complicated (at least here in Brazil). Finally, we were happy to see that the trip caused him so many reflections! Surely there were many more than those who are here in this role. Thank you very much for choosing our GNAM course!” (feedback to March2023_10).

Another thing we do is that the professor who evaluates and provides feedback on assignments is not the same professor who went on the trip with the students, but rather the one who conducted the online class and who accompanies the group virtually throughout all stages of the course. This was our particular way of organizing the division of tasks within the team, considering that the professor who travels often returns exhausted, and we have little time to provide feedback to students and their home schools, which need the final grade to validate the credits. Nevertheless, this division has proven to be feasible because, as we have stated in other parts of our report for the award, the entire team participates in shaping the course narrative, planning visits, debriefing among the team after the trip, and maintaining constant communication throughout the course.