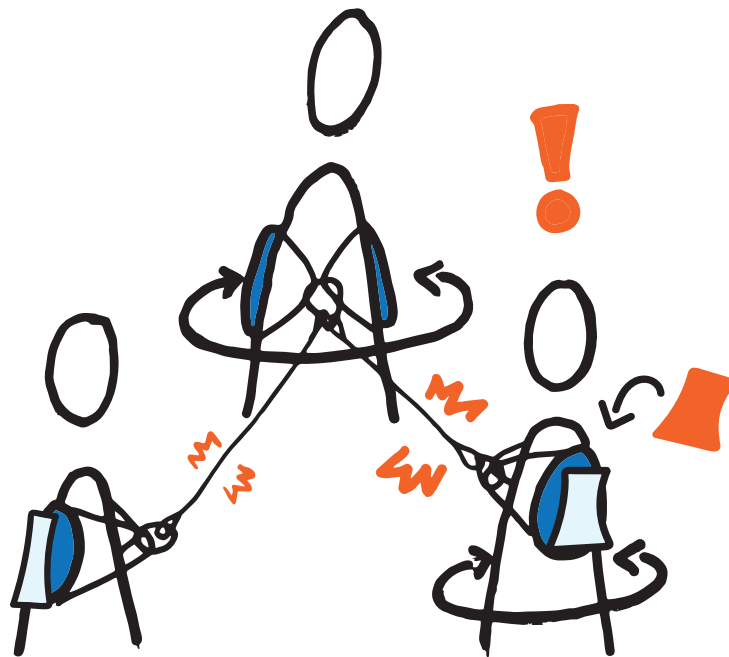


DEFINING THE PRODUCT IMPACT

1 While remaining in position, consider as a group how (aspects of) the design impacts the more-than-human actors and their relationships positively or negatively for the entire product life span:

- ...during the production process
- ...during the product use
- ...during the afterlife

2 For each impact, twist back and forth if you believe the actor you represent is impacted as shown below. Increase the intensity of the motion, the more you believe the actor is impacted. Go all out! Feel the tension around you in the web.



3 Define as a group where the most tension is experienced in the ecosystem and identify the key encounter(s) of the impact amongst all actors. Stop twisting once the actor(s) is/are defined.

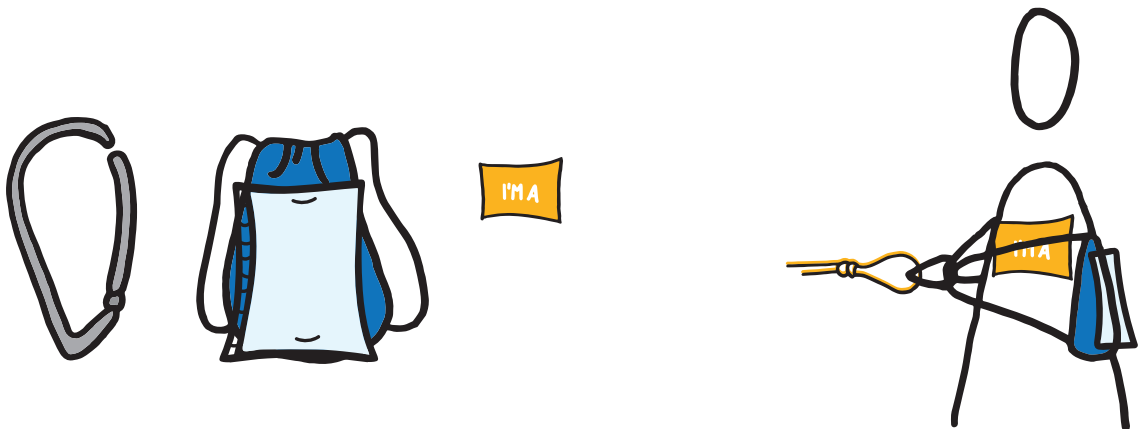
4 The 3 leading students write down each negative or positive impact on the **impact-worksheets** by answering all questions together as a group while remaining in position. In case there are multiple actors impacted most, create a separate worksheet for each actor. Slide the impact worksheet into the sheet protector attached to the actor's backpack. Indicate the intensity of the impact by adding (in case of negative impact) or removing (in case of positive impact) 1-3 weights to the designated actor's backpack. Is there a positive impact but does the actor not yet have weights to be removed, provide a piece of fruit to the actor to be saved for after the activity. Fruits may be considered a positive exchange in an ecosystem (nutrients).

! Clean up the activity by gathering all materials used in one of the backpacks. Materials borrowed from the site should be returned to their original place. Make sure no materials are left behind in the ecosystem.

GET ENTANGLED IN THE WEB

1 Create weights to be distributed during the activity by filling water bottles, searching for stones on-site, or finding other significantly weighted materials on-site.

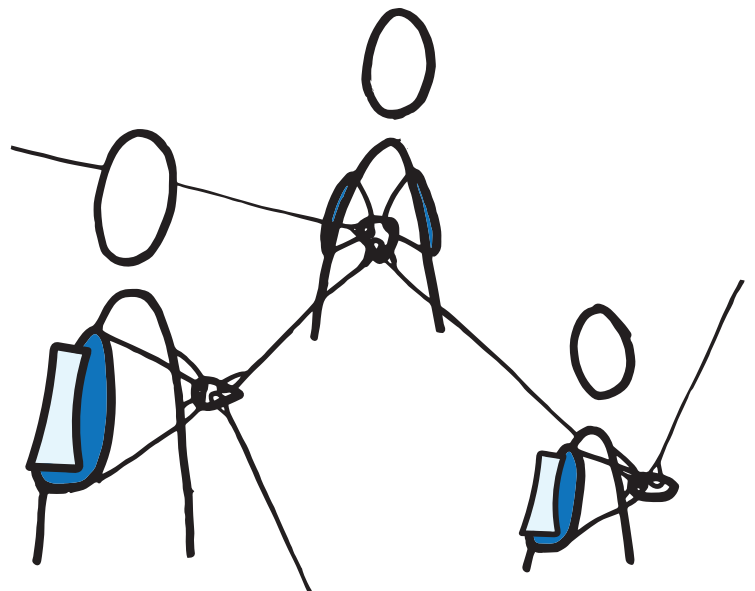
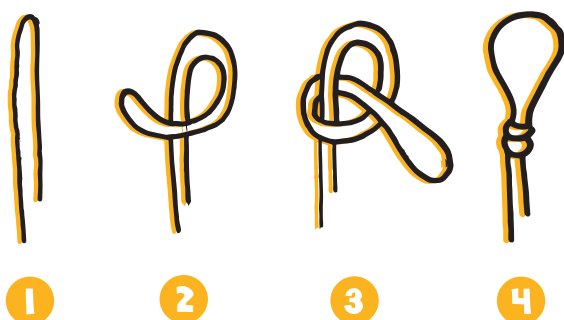
2 Pin one layer of the A4 sheet protector to the backpack using 2 safety pins, making sure the sheet can still be opened (see image below). Wear your empty backpack. Connect the shoulder straps in front with a carabiner hook. If the bag feels too tight, consider first connecting the shoulder straps in front with a small string of yarn, and attaching the carabiner hook to this yarn instead of directly to the shoulder straps.



3 Spread as a group with at least 1m distance between each other.

4 Consider the interrelations between all actors as a group. How are they related to one another? All students should contribute to advocating for their perceived connections while remaining in position. Reveal the more-than-human ecosystem web and its relationships by having the 3 leading students connect the actors with yarn strings. Create strings of a length similar to the distance between 2 actors, making sure the string is under slight tension (!). Do this by creating a loop knot in both ends of the string as shown below, and attach the loop to the carabiner hooks. Consider the following relationships, but try to find more:

- Habitat
- Nutrients
- Fertilization
- Food, etc.



LET'S GET STARTED

MATERIALS

- Safety pins (2/student)
- (T-shirt) yarn (\pm 200m/25 participants)
- (fabric) scissors
- Pens
- A4 sheet protectors (1/student)
- Empty A7-sized sticker as actor nametag/empty nametag pin (1/student)
- Impact worksheets (printed) (25)
- Simple carabiner hooks (\pm 6-8cm) (1/student)
- Weights (e.g., filled bottles) (3/student)
- Drawstring backpack (1/student)
- 3 clipboards
- Shareable fruits (e.g. apple, 1/student)

DEFINING ACTORS

- 1 Consider the (potential) context of the design (e.g., production area, use area, after-life area). Visit this place to execute the activity.
- 2 Look individually for non-human actors. Make sure you represent both abiotic (e.g., sun) and biotic factors. The latter should consist of different trophic structure layers: primary producers (plants), consumers (e.g., animals, bacteria), detritivores (e.g., worms), and decomposers (fungi). Respect the non-humans encountered during this activity.
- 3 Select 3 students that will lead the next activity.
- 4 Make a selection of the defined actors collaboratively. End up with a number of actors equal to the number of students participating in the activity (except for the 3 students selected in the prior step).
 - A. In case having defined more actors, search for actors that may be ambassadors of others. For example, 'bird' could be an ambassador of 'crow', 'dove' and 'sparrow'.
 - B. In case having defined fewer actors, ideate on additional actors. Make use of mobile apps like e.g., Plantnet, ObsIdentify or Merlin to distinguish specific species.
- 5 Assign each defined actor to one person, except for the students leading the activity in the next session.
- 6 Write the name of the actor you will represent in the next part on a nametag and wear this for the rest of the session.

Will you lead the activity's next part? Quickly prepare by looking into the design's production process, use and what happens to it after use. Consider websites for inspiration like waarzitwatin.nl (Dutch), idematapp.com.