

MAD!

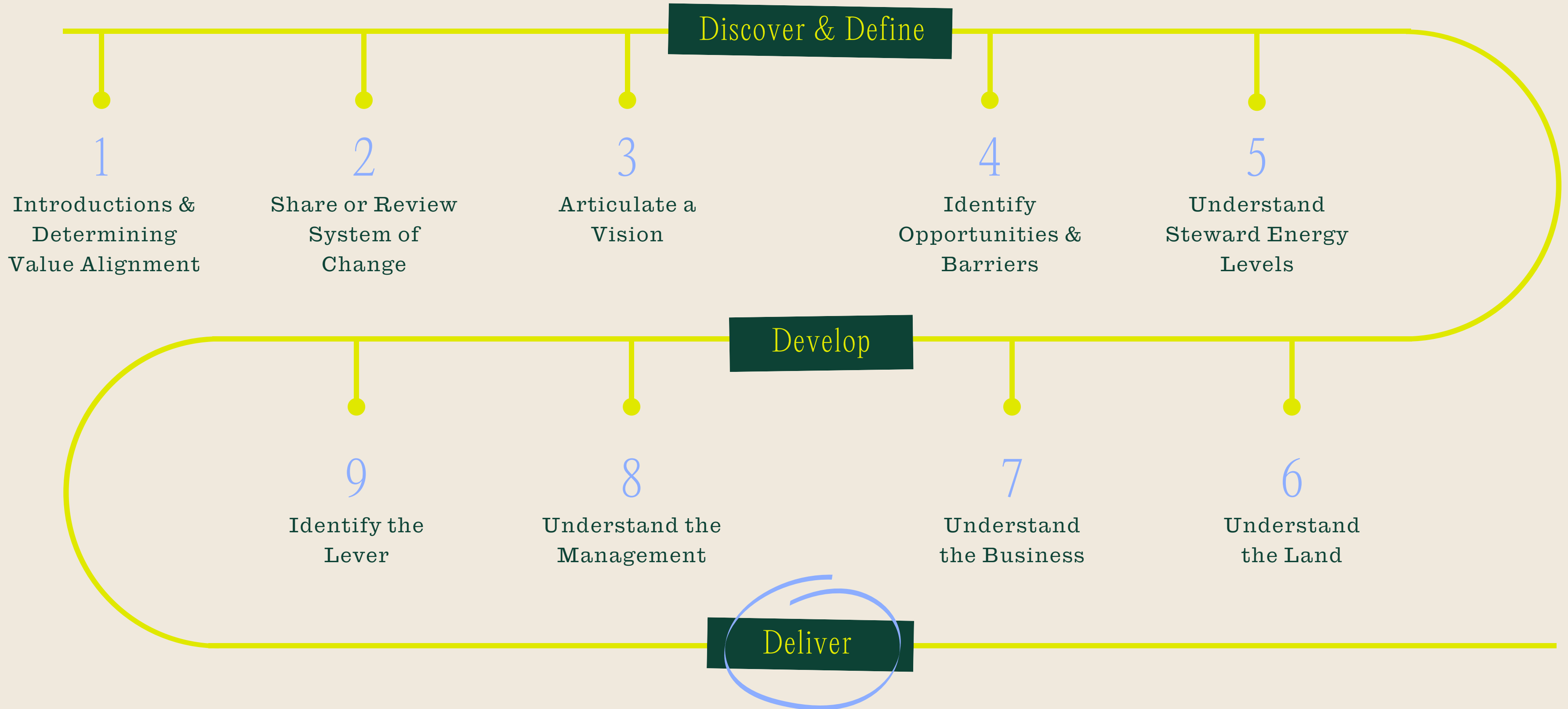


LEARNINGS FROM THE FIELD

Regenerative Learning Farm

Regenerative Stewardship Curriculum: Deliver

REGENERATIVE STEWARD COURSE PLAN



Overview

OPERATION

Regenerative learning farm.

HOW WE ENGAGED

On-site farm visits, round table discussions,
and working lunch and dinners.

TOOLS USED

Framework of Change

Context and Vision

Energy Level Framework

Soil Health Management Map



Lessons Learned

LISTEN FIRST

When working with farmers, we always listen first. At any given time, someone could say or see something that shifts their approach and perspective. That moment could arise during a land walk, a round table discussion, or simply over a family-style dinner. With our stewards, we work to cultivate a safe place for conversations to develop—a place where there is a shared trust and where vulnerable emotions, feelings and opinions can emerge.

This work is the human work, through which the steward can begin to understand the depth of services to land that is required to regenerate. Once this shift occurs, the team can evolve together to define priority work and goals that are grounded in the context of the place and the mission of the business.



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Lessons Learned

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IDEAS MANIFEST ON THE LAND

After all three of the heart spaces were opened on this property (walking the land, breaking bread together, and working together), several ideas manifested on the land and through the team's intention.

One of the outcomes of the conversations had and time spent with the stewards of this land was a Soil Health Management Map, which we initially created on a whiteboard on-site, then later digitized. This provided a visual representation of the location on the farm of each practice that we recommended to the steward to begin regenerating their land.



Lessons Learned

RESILIENCE ON ALL SCALES

Investments in technology and contracted professionals can help farm teams work smarter and not harder. This is a balance that every farm should strive for to avoid burnout and create resilience, endurance, and sustainability in their employees.

Sustainable, resilient change on the land comes from first looking at the soil and understanding what ecological processes can be harnessed to create a system in the image of nature. In this case, we recommended that bare soil be converted into cover crops, then used management blocking to design a more scalable system that focused on intensity of management (smaller to larger) to help learning occur at both scales and for both purposes.



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The End

Continue exploring field examples from the third phase of our **Regenerative Stewardship Curriculum**, Deliver, [here](#).