



# ORA HANDBOOK

"O.R.A.: GREEN AREAS TO ENHANCE  
YOUTH INCLUSION AND PARTICIPATION"

# ORA HANDBOOK

outcome of the European Seminar

“O.R.A.: GREEN AREAS TO ENHANCE YOUTH  
INCLUSION AND PARTICIPATION”

Torino di Sangro (Italy)

1st– 7th June 2014

Project realised by

ARCI n.a. Circolo Territoriale Chieti  
and ORA Network



Layout and graphics by Polina Stoyanova  
English language supervision by Alan Hulme  
Font “Fatamorgana” by Vuk Palibrk

Contents of the handbook may be used and reproduced but, please, quote the source.

**Thank you!**

The Seminar “O.R.A.: green areas to enhance youth inclusion and participation” has been funded by the Youth in Action Programme of the European Commission through the Italian Agenzia Nazionale per i Giovani and supported by Cooperativa Terracoste, Regional Nature Reserve “Lecceta di Torino di Sangro” and Municipalities of Torino di Sangro and Fossacesia

This publication reflects the views only of the authors and the Commission cannot be held responsible for any use which may be made of the information contained therein.





# CONTENT

|                                               |         |
|-----------------------------------------------|---------|
| Introduction.....                             | 7       |
| Introduction to ORA Network.....              | 9       |
| Non-Formal Education .....                    | 13      |
| NFE Case study tables.....                    | 18 - 36 |
| Environmental Educational Path (the EEP)..... | 37      |
| EEP Case study tables.....                    | 41 - 58 |
| Campaigns.....                                | 59      |
| Campaigns Case study tables.....              | 64 - 67 |
| Community Development.....                    | 69      |
| CD Case study tables.....                     | 75 - 93 |
| Who is who.....                               | 94      |

## Dear Reader,

What you have in your hands is a handbook based on methods, projects and activities related to the topics of environmental protection, promotion of green areas and sustainable development.



**ORA Handbook** is the final outcome realised by the participants of the project of the international seminar “O.R.A.: green areas to enhance youth inclusion and participation” that took place in Torino di Sangro (province of Chieti), Italy, from 1st to 7th June 2014. The seminar was attended by 26 persons: the group was composed of youth workers, youth leaders, representatives of youth NGOs, educators and experts in environmental protection belonging to different organisations from 13 European countries (Italy, Germany, Spain, Portugal, Romania, Bulgaria, United Kingdom, Croatia, Serbia, Bosnia Herzegovina, Albania, Belgium and Macedonia).

Our main objective was to share good practices, realised in each involved local context, on methodologies and actions able to facilitate processes of active citizenship and to foster youth inclusion, especially for those young people coming from difficult backgrounds, using green areas (protected areas, nature reserves, parks) and sustainable development as tools.

The playground of the Seminar was the Regional Nature Reserve of Torino di Sangro as a perfect context and location to work on such important topics and get inspired by the surrounding beautiful nature (<http://www.leccetatorinodisangro.it>).

The process of sharing was done through the preparation of “Case Studies”: we came out with a form containing the common basic information needed and then partners were in charge to fill it based on their direct experiences or looking around in their context. When we met in Italy, we shared all the “Case Studies” in a dynamic and interactive way, “living”

them on our skins and avoiding, as much as possible, formal presentation. In this way each Case Study was analysed, commented and, in case, re-shaped according to our goals and needs. Then, we clustered together all similar experiences and 4 main areas were composed:

- Environmental Educational Paths
- Non Formal Education
- Campaigns
- Community Development

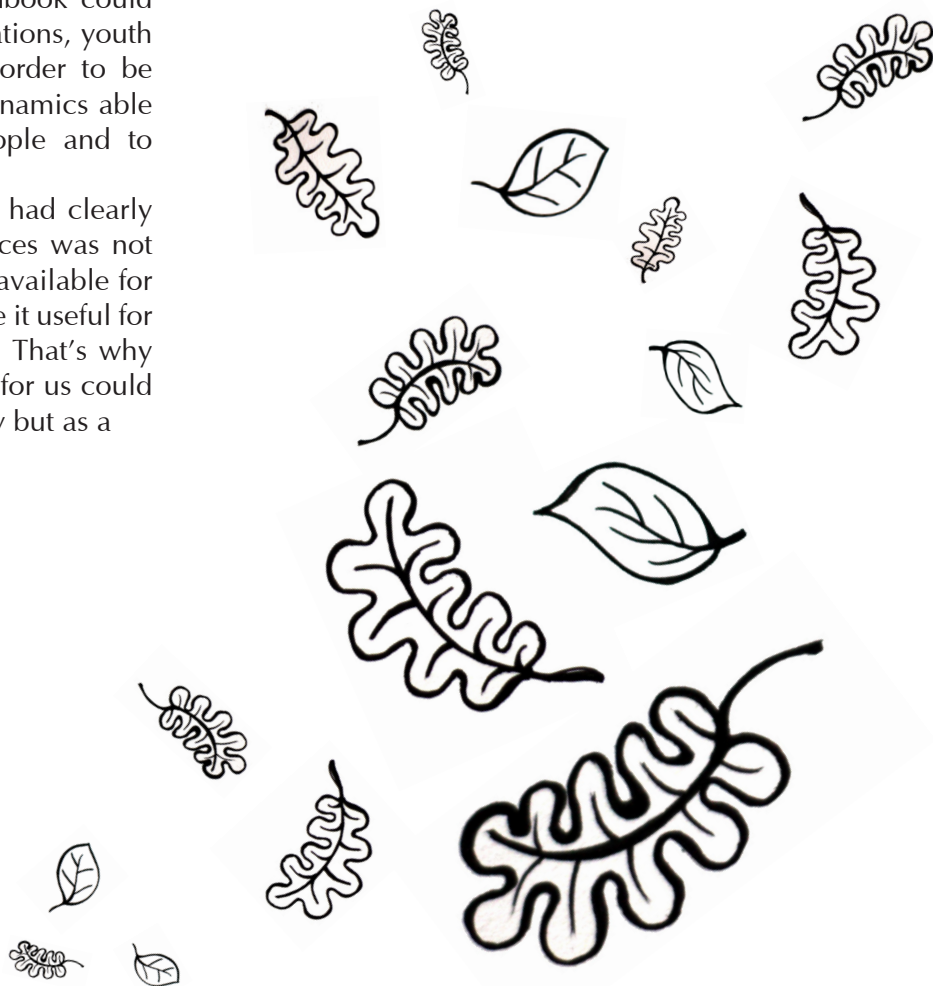
These areas comprise the main 4 chapters of this handbook and participants themselves wrote the introductions to each chapter.

The entire project was realised using the innovative non formal education methodology called ORA that is based on the “formula” Observe your own context, Rethink your own role as citizen, Act in the daily life for a positive change and development. ORA methodology has been developed in around 5 years through European training courses, youth exchanges, seminars, study visits, workshops and it has been always related to the concept that nowadays sustainable development themes have a huge potentiality to meet the interest of young people and to encourage them to get involved in the social, community and associative life. We are so convinced of this that 14 organisations from 9 different countries decided to join together in a Network (association among organisations) called ORA Network (read the following chapter to know more about it).

This approach allows us to say that this handbook could represent an useful tool for organisations, associations, youth workers, educators, environmental activists in order to be inspired and to realise projects, activities and dynamics able to facilitate inclusive processes for young people and to encourage them to be active in their contexts.

Since the first idea to realise the seminar, we had clearly in mind that the process of sharing good practices was not enough just for ourselves: we wanted to make it available for a larger public to spread our work wider and make it useful for other organisations than those directly involved. That's why this handbook has been produced: what is good for us could be good for our community meant not just locally but as a European one.

**Enjoy your reading!**



# ORA NETWORK:

## Observe Rethink Act

### CONTENTS AND VALUES

In 2009, several European organisations launched an ongoing dynamic educational process called Observe Rethink Act or “ORA”. This process gathered together Youth Centres, Nature Reserves, environmental NGOs, associations for social promotion, cooperatives, artistic collectives, cultural organisations and Eco-centres in order to broaden the opportunities for the social, cultural, environmental and economic inclusion of young people in the community.

The concept underpinning ORA is to provide young people with the direct opportunity to Observe their context (both at a local and international level), to Rethink their own role (both as individuals and as members of society) and to Act as responsible citizens to strengthen the community.

Participation in the process improved the efficiency and enriched the quality of the work done at the grassroots level by every organisation involved. In fact, by combining different Non Formal Education methodologies and using several elements related to sustainable living, ORA has created positive local impact and encouraged wider engagement from young people and for all the organisations in the network.

In order to strengthen the relationship between the partners and make it sustainable in the long term we decided to create a common platform and establish an international network connecting organisations from different European countries. ORA Network has been founded in July 2014 in Banja Luka (Bosnia and Herzegovina) and registered in Germany in September 2014. This network will work together to plan shared initiatives, co-ordinate activities and design prospective projects within the framework of Observe Rethink Act.

### VISION

Our vision is of an inclusive and participatory society without discrimination, where people achieve their full potential in harmony with the environment. In our work we are driven by the values of solidarity, cooperation, equal opportunities, intercultural understanding, and respect.

### ORA NETWORK MISSION

Our mission is to Observe, Rethink and Act. We educate citizens, inspire and advocate for organisations, local communities and public institutions. Our work is guided by respect for human rights and sustainable living. Within this framework, through the interaction of a combination of socio-cultural, environmental and economic elements, we aim to improve our society.

## OBJECTIVES

By designing and realising workshops, training courses, seminars, exchanges, multimedia and artistic products, public events, and awareness raising campaigns, we aim:

- to facilitate active citizenship and participation as well as promoting voluntary work and youth activism in local communities and on an international level.
- to empower young people, adults, youth workers, and educators; in order to increase competences, skills and the quality of work done at the grassroots level.
- to support the activities and the development of Youth Centres, cultural associations, Eco-centres, artistic collectives, associations for social development.
- to provide information and education about the processes of Nature and more specific environmental topics such as climate change, renewable energy, sustainable mobility, waste management and collective goods.
- to preserve and raise awareness of biodiversity and protected areas (national parks, urban gardens, nature reserves, and Sites of Community Importance as defined in the European Habitats Directive).
- to create innovative educational modules and toolkits using Non Formal Education methodologies and approaches.
- to explore and give space to new waves of social, alternative and underground art and creative expression.
- to activate critical thinking and responsible behaviour among citizens.
- to explore, promote and give support to innovative, alternative, responsible and sustainable economic models.

## TOOLS AND METHODOLOGIES

We regard learning as an intergenerational and lifelong process, and therefore we realize our activities and projects using the principles of Non Formal Education. The ORA Network should be seen as an educational process which constantly improves and adapts tools and methodologies, according to needs and context. In order to achieve its goals, ORA applies educational approaches based on different models and methodologies, such as active pedagogy and operational objective processes. At the same time, ORA develops and uses specific educational toolkits, workshops, training courses, seminars, exchanges, multimedia and artistic products, public events and awareness raising campaigns.

[www.oranetwork.eu](http://www.oranetwork.eu)

[info@oranetwork.eu](mailto:info@oranetwork.eu)





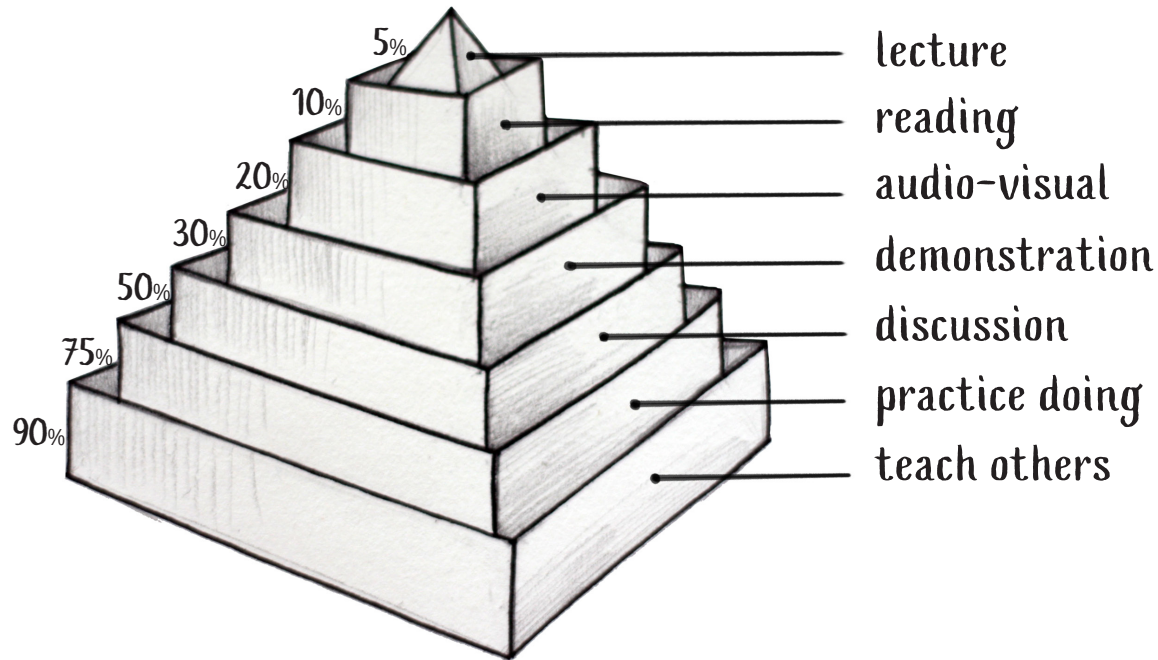
## C H A P T E R S



"Tell me and I'll forget. Show me and I'll remember.  
Involve me and I'll understand."



# Non-Formal Education



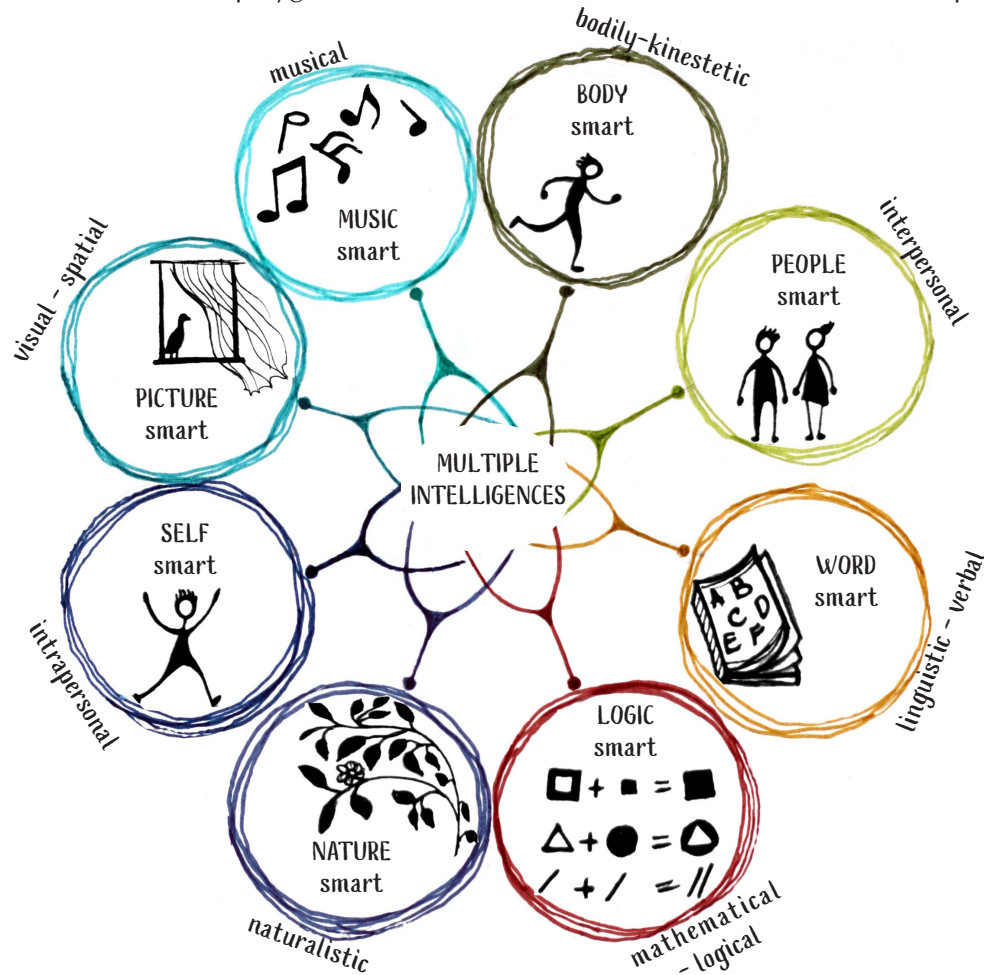
## WHY

Education is shaping the world of tomorrow yet there is more to learning than what is currently offered in the traditional school system. Non-Formal Education (NFE) is a different approach to learning. It is a structured pedagogical approach

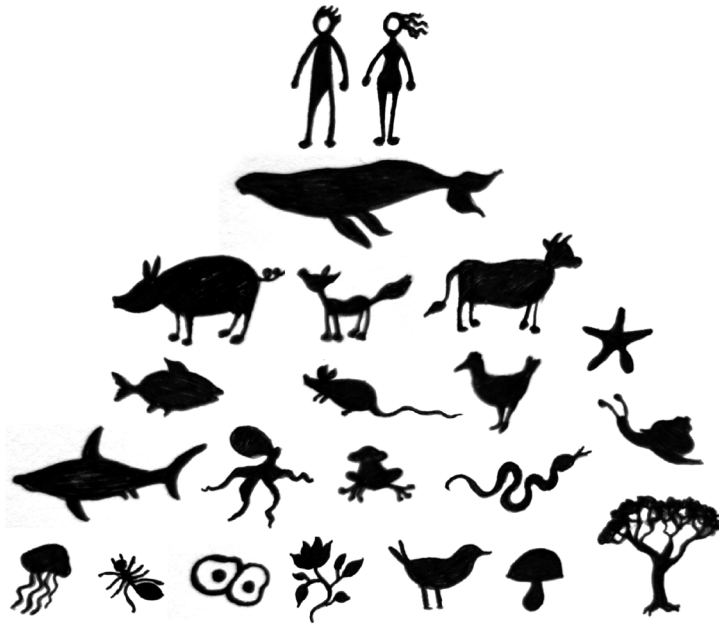
to education with clear learning goals and objectives. Formal education of today is failing a lot of people and does not meet the needs of an evolving society; today it makes sure that society reproduces itself without questioning where it is going. Very often schools create a monoculture that does not give space to self-development, open minds and critical thought.

We have a diversity in nature so naturally there is a diversity in the learning styles of humans; NFE offers a playground where

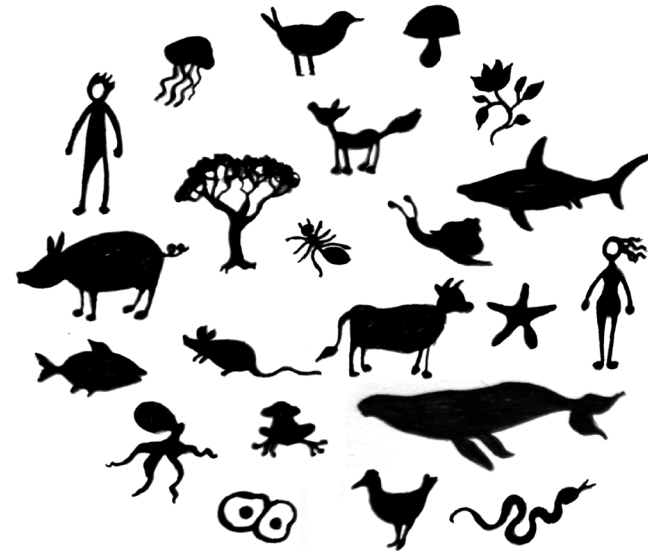
participants can make use of the Multiple Intelligences of humans to make the most of their unique learning path.



# EGO



# ECO



Some of the aims of NFE in green spaces are to reconnect people and places, to introduce people to the natural treasures we live with (forests, mountains, valleys, fresh water, natural medicines and more), to create experiences where people feel part of an ecosystem, to empathise with people and situations both locally and globally, and through these to inspire and

give sense of care and motivation for action.

By following a structured activity, taking people outdoors, having fun and playing while learning and exploring, people are engaged and energised. The true nature of people is to live fully and with an open heart, to empower themselves and find a new level of being.

## What is NFE?

NFE is a participatory way of learning by exploring, observing, playing and sharing. It is possible to learn in ways you never thought you could learn! It is a solid base to work with many people and organisations practicing already tried and tested methodologies and developing innovative ones.

NFE is an alternative way to improve skills and competences and at the same time ignite a feeling for the magic of the web of life. It weaves together a variety of techniques to support a planned process of learning.

It creates and provides opportunities for interaction with Nature and other people, and also reflective time with yourself. This can stimulate conversations about things that really matter. NFE enables people to develop fresh perspectives. The whole person is engaged: body, mind and heart. There is a strong emphasis on the social and cooperative dimension to learning with pair work and group work. Anywhere can be a classroom; natural landscapes, parks, nature reserves, gardens, rivers all offer rich learning resources for participants of all ages to play an active role in their own education.

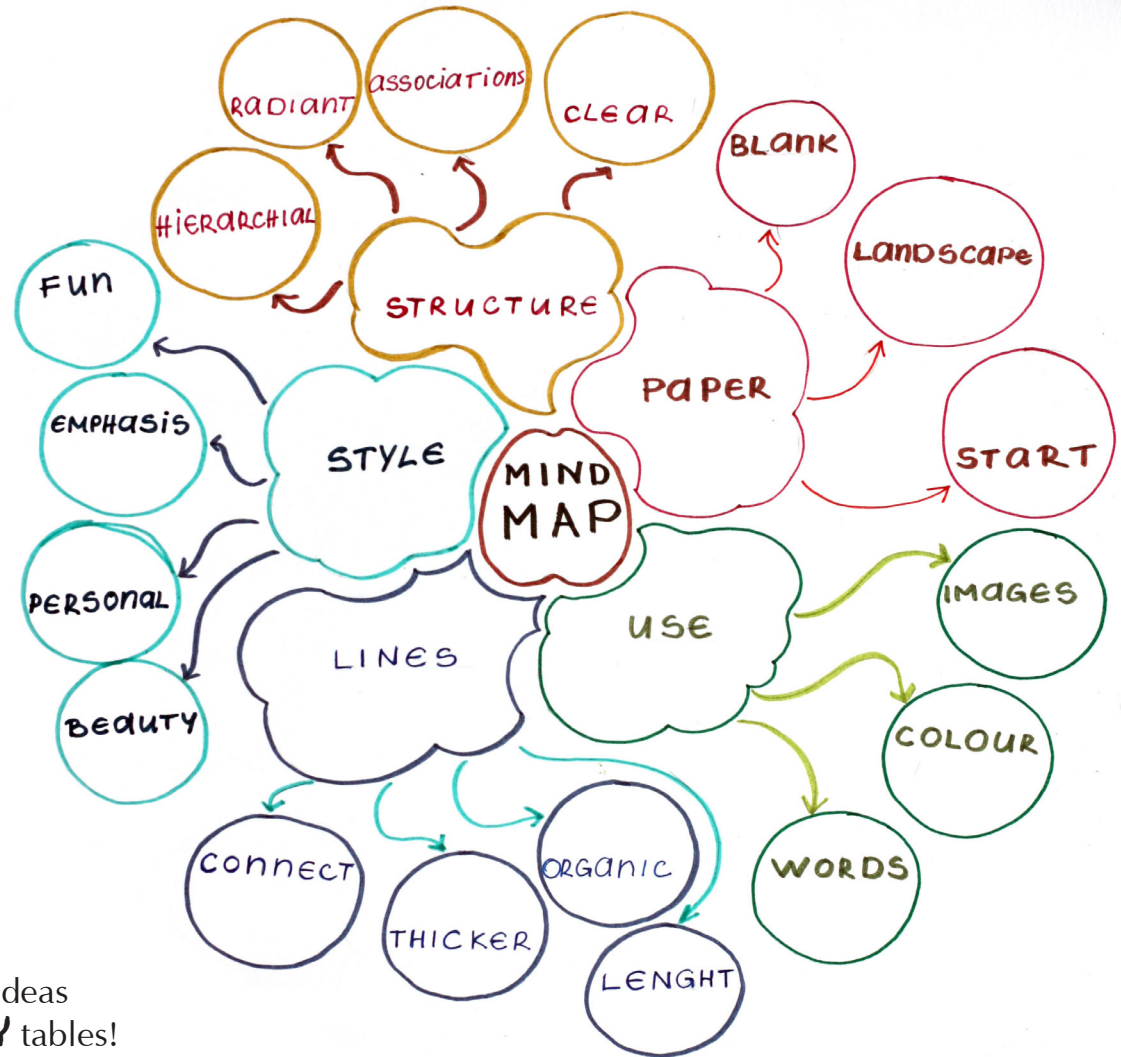
## Tips and Tricks

One of your main tasks as facilitator using NFE methodologies is to build and encourage a good atmosphere within the group and support the participants with their own activities and aspirations. Participants then feel their work and their process is both valued and valuable enabling them to have experiences that develop skills, confidence and explore new horizons.

When working with people with special needs such as speech difficulties, blindness, mental disorder, hearing difficulties, it is important to know how to adapt your activities. Each person knows his or her own needs and capabilities and as a facilitator you can make sure you are available so that participants can express themselves when necessary.

As a facilitator you have the task to notice and respond to group dynamics, keep an eye on time and the rhythm of the session, give positive affirmations to the learners, and take care of the course culture.

How



For more information and ideas  
check out the **CASE STUDY** tables!

# TITLE

MY SPIRIT SPOT

# PROMOTER

NC Future Now  
(Bulgaria)

# THEMATIC

Self-reflection,  
Observation, Nature

# TARGET GROUP

Any  
(from children to adults)

# SHORT INTRODUCTION

The activity represents the opportunities of the non-formal educational methods to address, evaluate, adapt and modify the learning process and objectives during training, a valuable characteristic that the formal academic education does not have. It allows the participants to observe, to become aware of the world around them and to integrate themselves in the surrounding area. My Spirit Spot also allows participants to analyse their inner feelings, to learn to sit in silence, appreciate, and listen to their feelings, needs and inner self. The activity allows many modifications during the time it is carried out. The length and learning objectives can be easily modified at any time which makes it a great exercise for any occasion. It can be used to fill in some gaps in a program, to separate the group, to ease intense feelings, to deal with problematic schedule, etc.

# GROUP SIZE

No limits, best  
managed in groups of up to  
18-20 people

# TIME NEEDED

15-40 minutes depending of  
the goals and group size

# RECOMMENDED LOCATION

Outdoors. It is recomened that  
the area of the activity is big  
enough or with enough ob-  
stacles (trees/rocks/hills, etc.)  
so that the participants can sit  
easily without having direct  
sight/contact with each other

# MATERIAL NEEDED

15-40 minutes depending  
of the goals and group size

# OBJECTIVES

- The participants observe and become aware of the world around them – animals, plants, landscape, sounds, etc.
- They concentrate on how they feel and have some time on their own to balance their emotions.
- The participants notice the surroundings and place themselves into them.
- The participants start noticing details and characteristics of the place.
- The participants become aware of the way the others see the area.
- The activity gives some personal time and space for reflection in intensive and long training sessions.
- The activity can be leaded by a facilitator to focus on specific learning areas. For example: flora and fauna of the area, animal sounds, nature elements, personal feelings.

## INSTRUCTION STEP BY STEP

The facilitator explains that everyone will spend some time alone and observe the world around them for 10-20 minutes. Optional: 10 more minutes can be given and materials can be provided for the group to paint or draw their individual observations on a piece of paper. All phones, music devices, I-stuff, etc. are collected and kept by the facilitator and are given back at the end of the activity. The participants are asked at the beginning to only observe, to stay in silence for 10 minutes and do nothing but watch, listen, smell. Optional:

After that a signal is given and they start drawing. After another 10 minutes everyone gathers, shows their drawings

and discuss what they meant for them.

Variations:

- Depending on the age of the group and the place the facilitator can choose to lead the participants around the spot and put them at certain places or they can choose their "Spirit spot" by themselves.
- Depending on the time available the objectives and the age of the participants the facilitator can choose to skip the drawing part and lead the group directly into discussion.

## DEBRIEFING

The facilitator will be aware of how the participants feel, about their emotions, how they placed themselves and what to expect.

He/she gets an idea of the level of knowledge about a specific theme.

## ADVICES FOR FACILITATORS

- The activity can be carried out for several consecutive days.
- Optional: The rule in this case is that the participants have to always use the same spot that they chose on the first time, to watch how it changed.
- The activity can be carried out in any outdoor place.
- The facilitator has to be prepared to face some resistance while collecting the communication and electronic devices.
- Advice can be given to the participants to draw themselves first in the centre and to start mapping what they notice around them. A note can be made that they are free to draw sounds and smells and use their imagination to the fullest. There is no right or wrong way to draw the map.
- It is advisable that there is enough space so that the people cannot directly see each other.

## TITLE

THE WORK THAT  
RECONNECTS

## PROMOTER

Cultura de la Tierra  
(Spain)

## THEMATIC

Deep Ecology.  
Active Citizenship.  
Personal Development.

## TARGET GROUP

Adults. Also can be adapted  
to any: adolescents, parents,  
teachers, activists, etc....

## SHORT INTRODUCTION

The Work that reconnects is based in Joanna Macy's work. The aim of the workshop is to explore our inner responses to the current condition of our world and to gather the energy and get ready to play our role in to the Great Change of a Culture that supports life. It is an active participative workshop with several activities and dynamics, some of them in groups, others in pairs, with the nature or going deep into ourselves.

## GROUP SIZE

Between 10 and 30.

## TIME NEEDED

Could be something between  
1 hour workshop or  
a full weekend.

## RECOMMENDED LOCATION

Somewhere quiet in nature.  
If not, a comfortable and quiet  
room.

## MATERIAL NEEDED

Gong or some sound instrument to  
call the time. Clock to take care of  
the time.  
For some activities: paper, colours,  
clay..

## OBJECTIVES

The aim of the workshop is to explore our inner responses to the current condition of our world and to gather the energy and get ready to play our role in to the Great Change of a Culture that supports life.

## INSTRUCTION STEP BY STEP

The intention of the workshop is to help people to discover and to experience the connection between each other and with nature in order to empower and to be able to respond to the current world situation.

The workshop evolves as an spiral trough different stages. On the first one we explore and express our gratitude: to life, to specific persons, to nature, to places, events...

The second stage is Honouring our Pain; we create a safe space to open up our pain for things in the world. It can be express as: sorrow, anger, fear...

The third stage is See with New Eyes; the current situation and our position as humans in the

earth life, other species, ancestors, future generations... widening our vision and understanding. The fourth and last is Going Forward;

looking back at ourselves, our potential and to what do we want to do next in our life to support life in the planet.

All this is done thought severalactivities and dynamics that can be find in the book Coming Back to Life from Joanna Macy and Molly Young Brown, and are chosen depending on the group, time and space characteristics.

More info:

[www.joannamacy.net](http://www.joannamacy.net)

## ADVICES FOR FACILITATORS

Some of the activities and dynamics can be very intense and powerful. So we recommend before to facilitate any of them to have take part on a Work that reconnects workshop, to have a good understanding on the activities and the work and to have some kind of experience or training on group facilitation.

## TITLE

METAMORPHOSIS  
GAME

## PROMOTER

Bulgarian Biodiversity  
Foundation  
(Bulgaria)

## THEMATIC

Cycle of life,  
biodiversity

## TARGET GROUP

5 - 9

## SHORT INTRODUCTION

The participants are divided into several teams of four. Each of the representatives of a team has a specific role. The first one is an "Egg", the second "Larvae", the third "Nymph" and the last one is "Butterfly". It is a competitive game. And the completion starts as the team members arrange themselves in a line one behind the other. At the front is the "Egg", then come "Larvae", "Nymph" and the "Butterfly".

## GROUP SIZE

8, 12 or 16 people

## TIME NEEDED

10-15 minutes

## RECOMMENDED LOCATION

outdoor

## MATERIAL NEEDED

Ping-Pong balls equal to the number of teams (could be real hen eggs), colourful ropes – two with a length of 5 meters, short with length of 1 meter equal to the number of teams.

## OBJECTIVES

Goal of the game is to present in an amusing and easy to remember way the metamorphosis (life cycle) in the Butterflies.

## INSTRUCTION STEP BY STEP

The game starts simultaneously for all teams as all the “Eggs” start after a given signal caring Ping-Pong balls in a soup spoon. Their task is to reach the other end of the playing area and return without letting the “egg” fall down from the spoon. After the “Egg” is back starts the “Larvae”. They have to reach the other end of the playing area and return crawling as a real caterpillar under the stretched long ropes. After them is the turn of the “Nymphs”. They have to cover the same distance with both legs tight to each other at the ankles. And the game is finished by the “Butterflies” who again covers the distance but they are “flying”, jumping over the stretched ropes. The winner is the team which finishes the relay first.

# TITLE

PLAYING WITH  
THE SUN

## PROMOTER

Arci Chieti  
(Italy)

## THEMATIC

Sustainability,  
renewable energy,  
recycled material

## TARGET GROUP

Children, students, teachers,  
youth workers etc.

## SHORT INTRODUCTION

Nowadays words like sustainability, renewability and pollution are familiar to everyone, even children, but this is not always reflected in our daily life or our attitude to environmental protection. In order to change this we need to improve how we educate the next generation, by providing practical examples of how these abstract notions can be integrated into our lives and habits and habitats. With this workshop we want to promote the use of renewable energies, through non-formal education methodologies. The workshop is designed to show how, even on a small scale with a little photovoltaic panel, a little motor and some recycled material, it is possible to build something that moves and functions. This practical activity links environmental education with the development of creativity and imagination, as well as artistic and practical skills.

## GROUP SIZE

5-20 people

## TIME NEEDED

Min. 3 hours (school); 25-30  
hours (training, youth  
exchanges, summer camps)

## RECOMMENDED LOCATION

indoor

## MATERIAL NEEDED

Photovoltaic panels (0.5-2v),  
motor, gears, wheels, wooden  
dowels, plastic bottles,  
cardboard, tetra-pack, wooden  
board (4 mm thick), scissors,  
glue, ruler, screws, nails,  
screwdriver, stapler,  
pencils, hammer, cutter,  
batteries (1,5/9 v)

## OBJECTIVES

Through this workshop we aim to promote the development of technical and manual skills, to encourage creativity and imagination, and raise awareness of the issues of environmental sustainability. Our goal is, in fact, to create solar toys using recycled materials.

- to learn about renewable sources of energy and energy consumption
- to learn and develop practical skills, for example manual dexterity and applied geometry
- promote the use of recycled materials
- stimulate creativity and imagination towards sustainable future

## INSTRUCTION STEP BY STEP

It is plenty of solar toys that can be built. Here we will provide the instructions on how to build a windmill:

- Draw the net of a rectangular polyhedron on cardboard, remembering to leave tongues around the edge to glue the shape together
- Draw four triangles along one edge of your net (replacing the top of the shape), again remembering to leave tongues
- Make a hole the size of your motor in one of the triangular faces
- Cut out and build your polyhedron, using a stapler or adhesive tape to connect the edges
- Fix the motor in the hole with the electric wires coming out onto the roof of your windmill
- Fix the solar panel on the roof of the windmill and connect it to the motor
- Make the sails of the windmill using cardboard, plastic bottles, or another materials of your choice
- Fix the sails on the motor
- Decorate and colour your windmill in whatever way you want!

## ADVICES FOR FACILITATORS

Prepare and check the materials;  
check what skills the participants have;  
start from the construction of simple objects;  
don't give easy solutions;  
don't be stressed, have fun!

For more information see  
ANNEX A

## TITLE

WASTE  
MANAGEMENT

## PROMOTER

DEM - Ecologists'  
Movement of Macedonia  
(Macedonia)

## THEMATIC

Waste management

## TARGET GROUP

young people

## SHORT INTRODUCTION

This is a learning by doing presentation to increase awareness of solid waste issues, encourage and increase waste-reducing behaviours and inspire the participants in environmental outreach activities.

## GROUP SIZE

20-30 people

## TIME NEEDED

Around 1 hour

## RECOMMENDED LOCATION

outdoors

## MATERIAL NEEDED

plastic bottles/bags, scissors,  
plastic foam, glue, pencils,  
post-its, flipchart and video  
projector (short clip)

## OBJECTIVES

To get clear information about waste management and to learn to use waste and second-hand materials to create new things that might be useful.

## INSTRUCTION STEP BY STEP

Ask participants what they know about waste management, its bad impact on environment and people. (5 min)  
Then, provide more detailed information about waste management and show one short movie about the topic for more visual effect. (e.g. <https://www.youtube.com/watch?v=WfGMYdalCIU>) (5 min)  
After getting information about waste management, divide participants into 4 groups and ask each group to think what should be done to reduce the problems caused by bad waste management. (10 min)  
Each group will present their ideas in plenary. (5 min)  
After the presentations divide participants into 2 groups, give them plastic bottles/bags, scissors, plastic foam, glue and ask to create new things that might be useful according to their imagination. (20 min)

## ADVICES FOR FACILITATORS

Here there are some questions useful for the debriefing  
Did you manage to reduce your waste to a sustainable level?  
Were there things that you had to remove but really didn't want to?  
What would be hardest to live without?  
What changes were you prepared to make?  
What things are you not prepared to live without?  
What do you think is an achievable waste-footprint for you?

## LINKS

<http://footprint.wwf.org.uk/>

## TITLE

EDUCATIONAL  
BEEKEEPING USING A  
HIVE HOUSE

## PROMOTER

Urban Organic  
(UK) CIC  
(United Kingdom)

## THEMATIC

Beekeeping

## TARGET GROUP

Great for children aged 6-11 years  
but can be used for any group.

## SHORT INTRODUCTION

Beekeeping is a therapeutic and absorbing hobby. It also is a great way for people to learn about the role of the honeybee in nature and as pollinators for our food crops. In short, learning about bees leads to greater environmental awareness. The Hive House is a great way for people to observe bees without needing beesuits and can therefore be used to involve many more individuals than is possible with a conventional hive.

## GROUP SIZE

Up to 6 persons -  
limited by physical room  
around the hive.

## RECOMMENDED LOCATION

outdoors

## TIME NEEDED

Construction of the Hive House and setting up of the hive and bees can be done over 1 week during April-August. Education sessions can be ongoing as there are different tasks to be carried out at various times of the year although the main bee activity is between April and September. Learning basic beekeeping skills can be done over 1 season although this is a huge, absorbing subject which can engage for a lifetime!

## OBJECTIVES

- 1) To educate participants about the disease problems facing honeybees and what we can do to help.
- 2) To raise the environmental awareness of participants
- 3) To entrepreneurial skills through harvesting the honey, calculating yield, designing jar labels and subsequent sale of the honey as a food product.
- 4) To use the bees to assist with teaching other subject areas such as maths, biology, physics etc.

## MATERIAL NEEDED

- 1) Hive House materials – timber, corrugated plastic roofing, galvanised screws.
- 2) Beehive to sit within the Hive House. Another 2 hives is desirable as more equipment is needed for manipulation and as the colony expands.
- 3) Frames and foundation for the beehives.
- 4) Beesuits, hive tools, smoker etc.
- 5) A nucleus or swarm of honeybees!

## INSTRUCTION STEP BY STEP

- 1) Consult with group to decide on the best site for the hive house.
- 2) Consult with neighbours and community to let them know you will be keeping bees and to see if they can be involved.
- 3) Start training sessions in beekeeping theory. The local Beekeeping Society may be the best place to provide this training and support.
- 4) Construct hive house.
- 5) Introduce a nucleus or small colony of bees to the hive house ideally sometime from April to June.
- 6) Continue sessions through the summer whilst planning the honey harvest and how the honey will be packaged and sold. Selling the honey could happen from a 'pop up shop' for instance.

## DEBRIEFING

- 1) As a relaxing and therapeutic activity beekeeping sessions lend themselves to having a productive yet easy going planning discussion afterwards.
- 2) Think about the immediate situation the bees are in as well as looking more long term – what would you like to achieve this season?
- 3) Think about how you can link different topics being taught to the bees. Use the outdoors to get children thinking about the wider issues such as the environment and how one species affects or depends upon another.

## ADVICES FOR FACILITATORS

Bees are dynamic living creatures and therefore don't always do what you expect them to! But they also demonstrate some good lessons in life. Try to always remain calm when working with bees and if you feel confused and don't know what to do next then have a break. This is a good time to discuss the issues with a fellow beekeeper and arrive at a plan of action. If you're still confused then consult the local beekeeping society.

## COMMENTS

For more information see  
**ANNEX B**

For further advice one Hive house beekeeping  
email [info@urbanorganic.org.uk](mailto:info@urbanorganic.org.uk)

## TITLE

FERMENTATION  
AND PERMACULTURE

## PROMOTER

Cultura de la Tierra  
(Spain)

## THEMATIC

Food sovereignty.  
Sustainable living. Health.  
Culture restoration.  
Permaculture.

## TARGET GROUP

Any

## SHORT INTRODUCTION

Beekeeping is a therapeutic and absorbing hobby. It also is a great way for people to learn about the role of the honeybee in nature and as pollinators for our food crops. In short, learning about bees leads to greater environmental awareness. The Hive House is a great way for people to observe bees without needing beesuits and can therefore be used to involve many more individuals than is possible with a conventional hive.

## GROUP SIZE

From 2 to 15/20  
people

## TIME NEEDED

From 1 hour  
to several

## RECOMMENDED LOCATION

A room or outdoors  
(if there's nice weather), with  
a big table. And a  
water source close if  
possible.

## MATERIAL NEEDED

A poster with David Holmgren  
permaculture ethics and principles  
([http://permacultureprinciples.com/downloads/Pc\\_Principles\\_Poster\\_EN.pdf](http://permacultureprinciples.com/downloads/Pc_Principles_Poster_EN.pdf))

Depending on the preserves:  
Knives, Chopping boards, Mortar,  
Jars, Clothes, Elastic bands,  
Water, Salt, Cabbage, Turnips,  
Radishes, Miso, Garlic, Gin-  
ger, Chilli, Flour, Tasters already  
made: Chukrut, Kimchi, Kombu-  
cha, Water kefir, Bread, Glasses,  
plates, forks, knives.

Plastic bags to give kombucha  
scoobies.

## OBJECTIVES

To share and explore our common knowledge about:

- how to preserve food through fermentation, to make our own preserves.
- how ferments can help us to improve our health
- how fermentation is linked to culture and traditions
- how Permaculture can be applied to design our kitchen

During the workshop we talk about this 4 points mentioned above, exploring into the culture of the participants, into our common knowledge, and giving facts and details about them. In between we share recipes, making them in situ and tasting the results of them. We do sauerkraut. with cabbages, kimchi with radishes, turnips and cabbage, sourdough for bread with flour and water; and we taste some of the products we have done at home previously: chukrut, kimchi, bread, kombucha and water kefir. We talk about the value of the slow food and alive food, for ourselves and for our communities; about bacteria and interconnection, about cultures that creates life and cultures that destroys life.

Some of the recipes, data and the inspiration for this workshop can be find in the book "Wild Fermentation" by Sandor Ellix Katz or in <http://www.wildfermentation.com/>.

Here there's one recipes as an example:

#### Sauerkraut

Ingredients: 2 kilograms of cabbage, 3 tablespoons of sea salt.

#### Process:

1. Chop or grate cabbage, finely or coarsely, with or without hearts, however you like it. You can mix red and green cabbage. Place the cabbage in a large bowl as you chop it.
2. Sprinkle salt on the cabbage as you go. The salt pulls the water out of the cabbage (through osmosis) and this creates the brine in which the cabbage can ferment and sour without rotting. The salt also has the effect of keeping the cabbage crunchy, by inhibiting organisms and enzymes that soften it. About 3 tablespoons of salt is a rough guideline for 2 kilograms of

## INSTRUCTION STEP BY STEP

cabbage. You can use more salt in Summer and less in Winter. It is possible to make kraut with less salt or with no salt at all.

3. Add other vegetables, if you like.

4. Mix ingredients together and pack into crock. Pack just a bit into the crock at a time and tamp it down hard using your fists or nay (other) sturdy kitchen implement. The tamping packs the kraut tight in the crock and helps force water out of the cabbage.

5. Cover kraut with a plate or some other lid that fits snugly inside the crock. Place a clean weight (such as glass jug filled with water) on the cover. This weight is to force water out of the cabbage and then keep the cabbage submerged under the brine. Cover the whole thing with a cloth to keep dust and flies out.

6. Press down on the weight to add pressure to the cabbage and help force water out of it. Continue doing this periodically (as often as you think of it, every few hours), until the brine rises above the cover. This can take up to about 24 hours, as the salt draws water out of the cabbage slowly. Some cabbage, particularly if it is old, simply contains less water. If the brine does not rise above the plate level by the next day, add enough salty water to bring the brine level above the plate.

7. Leave the crock to ferment.

8. Check the kraut every day or two. Sometimes mold appears on the surface. Skim what you can off the surface. Taste the kraut. It generally starts to be tangy after a few days and the taste get stronger as time passes. It can take from 1 to 4 weeks to be ready.

## ADVICES FOR FACILITATORS

We recommend you to try and experiment the fermentation before at home and once your results are satisfactory then share them. Also to explore the traditions of you community, region...

## TITLE

"SUSTAINABLE HEROES"  
– AUS ALT MACH NEU  
(from old make new)

## PROMOTER

"Roter Baum"  
Berlin UG (Germany)

## THEMATIC

Raising of awareness on  
saving environment and  
sustainable living.

## TARGET GROUP

Youngsters, which  
participated in audience  
of both carnivals.

## SHORT INTRODUCTION

The project was developed to participate in the "Carnival of culture" (Berlin, Germany) and the "Pancevacki Karneval" (Pancevo, Serbia). The project was a youth exchange which strongly based on participation of the group members. Group decided which topic will be done and how the presentation will be implemented.

## GROUP SIZE

In the youth exchange participated 20 youngsters from Serbia and 20 from Germany.

## TIME NEEDED

Preparation 6 month  
Youth exchange 10 days in  
Germany and 8 in Serbia

## RECOMMENDED LOCATION

Preparation in the youth  
centre, public space for  
presentation

## MATERIAL NEEDED

- Truck, sound system, lights (LED spots and self made LED-lamps), solar system, power supply, backline (instruments and amplifiers for band)
- Material for costumes and decoration, mainly it was collected recycling material

## OBJECTIVES

- To raise awareness for sustainable lifestyle of group members and audience
- To develop intercultural competences
- To practice participation in field

The preparation started with the agreement about the topic. This was done in the end of previous projects. Each partner organizations organized preparatory meetings where topic was discussed and developed. The results were shared in a Facebook group and discussed there on bilateral level. Additionally, we made a preparatory meeting in Pancevo, where one group leader and 4 youngsters per group were involved as delegates.

This group set the topic finally and created the text for public relations, the final group name "Sustainable Heroes" – aus alt mach neu ("Sustainable Heroes" from old make new) and the framework of recycling and environmental protection. Also they agreed to create a "soundtrack" existing music.

When the group met for their first meeting in Berlin, we discussed what was the meaning of sustainability and saving the environment. After that we shared all the agreements of the preparatory talks.

## INSTRUCTION STEP BY STEP

Also we provided to the group all the frames in which they needed to work (security regulations of the carnival, contents needed to declare in application for donation, logistical requests by carnival organizers). After this, the group divided according to skills of participants:

decoration group, music group, costume group and technical support. They worked on their fields under complete free management. Facilitators ensured that the process and results fitted each other: we had a daily debriefing. For that phase the group had 4 days time. The following 2 days were dedicated to develop and train a choreography and to put decorations and techniques to the rented truck.

This presentation was done on carnival of culture in Berlin. Afterwards we evaluated project with participants.

## DEBRIEFING

The fact, that all main decision were taken by participant, was making the presentation more difficult. But it was the goal to train active decision making processes and for that, everyone need to do own experiences. Finally the presentation went well and had a impact to the public.

## LINKS

[www.facebook.com/sustainableheroes](https://www.facebook.com/sustainableheroes) (also used for follow ups 2013 and 2014)

[https://www.youtube.com/watch?v=PCRt\\_cK9RM4](https://www.youtube.com/watch?v=PCRt_cK9RM4)

# TITLE

GUESS THE  
SOURCES OF ENERGY

## PROMOTER

Assistance and Programmes  
for Sustainable Development  
Agenda 21  
(Romania)

## THEMATIC

Sources of energy

## TARGET GROUP

Young people and adults  
over the age of 15 years

## SHORT INTRODUCTION

This is a guessing game which takes place as a competition between different teams. The game was created by two teachers, Viorel Ignatescu and Aurelia Ignatescu, during a project developed by APSD-Agenda 21

## GROUP SIZE

15-30 people

## TIME NEEDED

60 minutes

## RECOMMENDED LOCATION

- any room large enough for 30 people
- outdoors

## MATERIAL NEEDED

- flipchart
- markers
- sheets of paper (A5) or post-its
- score table
- clues

## OBJECTIVES

- Identifying ten sources of energy
- Explaining at least two differences between renewable sources of energy and non-renewable sources
- Describing the main ways of use of at least 5 of the 10 sources of energy identified
- Identifying at least one solution for increasing the use of renewable sources of energy

## INSTRUCTION STEP BY STEP

Tell the participants that they are going to take part to a team competition, during which the points are earned by guessing riddles, thus discovering 10 different sources of energy and the main ways they are used today. Split the group into 5 teams and draw a score table on the flipchart (see Annex 1).

Explain the rules of the game:

- For each source of energy the facilitator will read several clues one by one;
- Each team has just a few seconds after each clue is read to decide which is the source of energy that is being described;
- When they think they have the right answer, they have to raise their hands without saying the answer;
- The teams that raised their hands will write the answer on a piece of paper or a post-it, which will be handed to the facilitator;
- The facilitator will write on the piece of paper the number of clue he or she last read.
- After all the clues for a source of energy have been read, the facilitator gives the points.

Rules for giving points:

- if the answer was guesses after reading the 1st
- if the answer was guesses after reading the 2nd
- if the answer was guesses after reading the 3rd
- if the answer was guesses after reading the 4th
- if the answer was guesses after reading the 5th
- if the answer is wrong or the team did not give any answer, they will not receive any point;
- any team can change their answer if after hearing a subsequent clue they changes their minds. In this case, the

considered valid is only the last answer the team has given and the points will be given accordingly. If this last answer is incorrect but a previous one was correct, then it does not receive any point.

The facilitator makes sure everybody has understood the rules and clarifies any question.

Then he or she starts reading the clues for the first source of energy.

The facilitators reads the first clue and then stops to give the team some time to discuss and decide if they can guess the source of energy. Then, he or she read the second clue and so on until he or she has read all the clues. Then the facilitator reveals the source of energy and awards the points.

- clue, the team receives 5 points;
- clue, the team receives 4 points;
- clue, the team receives 3 points;
- clue, the team receives 2 points;
- clue, the team receives 1 point;

Rules for giving points:

- if the answer was guesses after reading the 1st
- if the answer was guesses after reading the 2nd

## DEBRIEFING

The facilitator can debrief this activity by asking the following questions:

- how did you feel during this activity?
- was it difficult or easy to guess the answer?
- what surprised you the most?
- how did you decide inside the team?
- were there any sources of energy you already knew many things about?
  - were there any sources of energy you had not ever heard about?
  - were you surprised to find out about the different ways in which these sources of energy were used?
  - did you notice anything in particular about these sources of energy? Do they belong to different categories?
- what is the difference between renewable and non-renewable sources of energy?
  - why do you think that today we use more non-renewable sources than renewable sources?
  - what sources of energy do you think you use the most in your daily activity?
  - how could we change our habits in order to start using more renewable sources of energy?
  - do you know of any initiative in your local community to start using renewable sources of energy?

## ADVICES FOR FACILITATORS

- If you are working with a noisy group or with participants that like to talk a lot, there is the risk of them saying the answer right away and not waiting to write it on paper.

Therefore you could add a rule, saying that any team that says the answer loudly loses 2 points.

- You can also create your own clues depending on the level of knowledge of the group you are working with.
- If there is the case, remind the participants that even though this game is designed as a competition, it is actually a fun way of finding out more about the sources of energy and how they are used and that the ultimate goal is not winning the competition but learning more.

## COMMENTS

This is a fun and dynamic game that engages people in the competition. It can be about anything, not just energy. It can be about different forms of pollution, different species (if you want to work on biodiversity) or about means of transportation. It is an excellent opportunity to get participants to reflect on a certain topic and start a discussion about it.

For more information see  
**ANNEX C**



# Environmental Educational Path (the EEP)

## WHAT?

Environmental Educational Path (the EEP) is a route that can be placed in urban or natural areas with interactive educational dynamics and different types of activities regarding fundamental ecology and its environmental contents.

An EEP consists of:

- didactic informational panels
- different points of interest
- interactive activities and games
- indication signals – Waymarkers?
- brochures
- maps
- guides
- info point or visitor centre

## WHY?

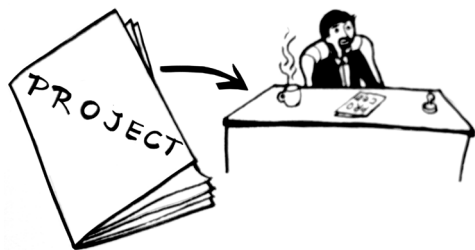
The main aim is to promote the creation and restoration of the bridge between urban and natural environments.

The EEP is important because it can enrich the sensibility of people to protect and manage sustainable natural resources, which are crucial for healthy lifestyle of their generation and those that follow. It is an opportunity to improve the inclusion and participation of the people as individuals and as a community through the creation of the new job opportunities and promotion of the local economy.

As the main aim, the EEP helps people to deeply understand all the existing processes in nature in order to create aware citizens who could develop discussions and positive reactions for overcoming issues.

## HOW?

Here some guidelines to create an E.E.P.



### Preliminary steps

- First, it is necessary to make an analysis of the context and the area checking and
- Choose a theme for the E.E.P. and start to write a document with the general ideas,
- Contact the local management of the place presenting the project.
- Contact the local authorities or institutions (see tips)
- Contact the local community (NGOs, local producers, committee of citizens, etc.)
- Found raising (private and/or public, local, regional, national, European, etc.) choosing the best place to set up an E.E.P. goal and business plan.

After this first part, it's time to start designing and planning your E.E.P. in a more detail

### Planning and designing

Collect information about the natural elements of the After this first part, it's time to start designing and planning your E.E.P. in a more detail



### Planning and designing

- Collect information about the natural elements of the of the selected areas
- Organize meetings to plan activities, workshops, methodologies
- Find and/or buy tools and materials

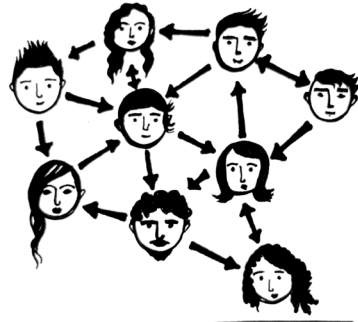


### Ready to go

- Create a working group
- Present the project
- Do team building activities, share experiences, skills and backgrounds among the participants
- Research about the place and environmental elements presented in the areas
- Brainstorm, have discussions and select the ideas

## OBSERVE

- observe the place, by walking through it
- mark and choose the possible points of interest



## RETHINK

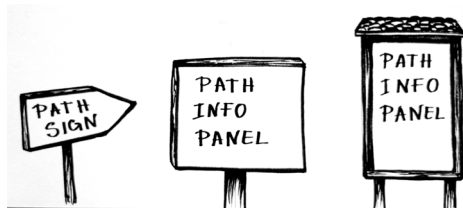
- create a map in order to connect different points
- plan the possible activities, information and infrastructures, try to set them along the E.E.P.
- Organise a plenary discussion about “what” and “how” has been re-thought



## ACT

From ideas to action:

- Make the selection of the actions
- Check the materials and tools that you need
- Build info-panels, indication signals, tools and structures, and write the information on them
- Create games and activities, (e.g. role-plays, specific dynamics)
- test the path



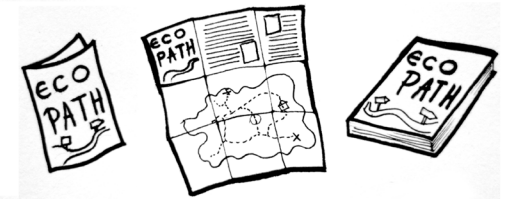
## PROMOTION

- Try to organize a public event and invite potential partners and participants i.e. media, NGOs, authorities, local communities, schools, etc.
- Produce promotional materials (brochures, info-points, guides websites, social networks)



## POST PRODUCTION

- Have in mind that O.R.A-methodology is a never-ending process. The EEP is never finished, it can always be improved and developed.



## TIPS

- First find the owner of the land and then ask for a permission
- When you start to rethink, have in mind the impact you have on the place
- Try to be aware of the weather conditions and make signals permanent
- If you use guides, think about training them
- If it's necessary, check the law and the guide-lines of the place
- Use a child-friendly language
- When you present the first project try to have an idea about

the costs and the

- In order to develop new approaches, technology and QR code plus material in resources that you have and that you need electronic version could be put on the panels near a visitor centre
- While you are planning the activities, think about: what did you observe? What can be improved? What can be used? Which resources are already in the area? What can we really do? Consider money, human resources, time, tools, skills, law, the different target groups (ages, people with special needs, etc.)



For more information and ideas  
check out the **CASE STUDY** tables!

## TARGET GROUP

Primary and secondary school students, families

## THEMATIC

Environment, Management of natural resources, Orienteering, Sensory approaching, cooperation

## PROMOTER

Cooperative Terracoste , Regional Nature Reserve “Lecceta di Torino di Sangro” and ARCI Chieti (Italy)

## TITLE

HERMANN'S WALK  
(Il Percorso di Hermann)

## TIME NEEDED

The path (Hermann's walk) and the connected activities have been developed to fit with different schedules, but it could last 1 hour and 1/2 more or less

## GROUP SIZE

Minimum 6 (six), maximum 20 (twenty) for each facilitator

## SHORT INTRODUCTION

Hermann's Walk is an Environmental Educational Path (EEP), along the Nature Path of the Regional Nature Reserve, equipped with wooden panels and arrows which leads the visitors, in a child—friendly way, to discover the wood with Hermann, the terrestrial tortoise, symbol of the Reserve.

The walk is enhanced by the “Herman's game”, a dynamic activity along the path, made up with a set of questions, tests and trials, which helps the users in approaching the secrets of the wood and its inhabitants. its hidden fauna.

## MATERIAL NEEDED

Cardboard, markers, paper sheets, rope, scissors, mp3 player, a ball of thread, scissors, paperpanel, felt-tip pen, bends, paper bag, leaves, wooden boards, panels, arrows, screws, glue, etc. panels, arrows, screws, nails, glue, etc.

## RECOMMENDED LOCATION

The best location to realise the activity is a nature reserve, but an urban park could be suitable as well.

## OBJECTIVES

### GENERAL OBJECTIVES:

- The main aim is to promote the creation and restoration of the bridge between urban and natural environments;
- To create the motivation to protect and manage sustainable natural resources;
- To encourage participants to deeply understand all the existing process in nature in order to create aware citizens who could develop discussions;
- To promote knowledge about changes of nature caused by a wrong management of the territory and its resources, encouraging participants to seek for alternative and sustainable solutions for preservation and protection;
- To improve the inclusion and participation of the people as individuals and as a community through the creation of the new job opportunities and promotion of the local economy.

### SPECIFIC OBJECTIVE:

- Help the participant to discover the Reserve, flora, fauna, and its importance as a protected area.

# INSTRUCTION STEP BY STEP

## Preliminary steps:

- Analysis and screening of the context and the area where to best set the EEP;
- Plan of the EEP: collect information, organize meetings with the other facilitators to plan activities, methodologies, texts and brochures to be used and provided to participants;
- Design of the EEP: think about the path (length, visit time, panels and signals, etc.) and design it; locate all the points along the path where to install the panels;
- Build of the EEP: build all the wooden structures where to put the panels;

EEP "Hermann's Walk" with the "Hermann's Game": how to explore the Reserve playing a game with a mascot, Hermann the tortoise! It is very easy to play: to move the participants have to answer to some questions and pass some tests along the path, trying to avoid too many penalties!

## 1) START (Visitor Centre)

What is a Natural Reserve for you?

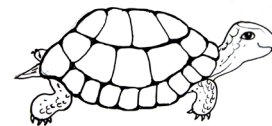
## 2) PANELS OF RULES AND PROHIBITION

Why is it not possible start a fire in the Natural Reserve?

## 3) GAME: "Tortoise, Eagle, Snail" (Faunistic Area)

The game is a kind of mix between the "rock-paper-scissors" (in our case we have "Tortoise, Eagle and Snail") and "handkerchief". It is necessary to divide the participants in 2 teams, each player starts by choosing an animal they want to be (Tortoise, Eagle and Snail). The participants will stand in 2 lines, one in front of the other. Each player will have a number, as in the "handkerchief". In turn each participant will move to the centre pretending to be the chosen animal simulating a fight with the player of the other team (The tortoise wins against the Snail but loses against the Eagle; the Eagle wins against the Tortoise but loses against the Snail; the Snail wins against the Eagle but loses against the Tortoise). Penalty: go around pretending

to be a tortoise.



## 4) FAUNISTIC AREA

How many tortoises live in the Reserve?

Penalty: to sing the "Tortoise's Song" ([https://www.youtube.com/watch?v=0Gkh6U\\_sfDU](https://www.youtube.com/watch?v=0Gkh6U_sfDU))

## 5) BEND

Do you know the next station? Which direction is the pond? (learn to read a map, to recognize signals and direction, etc.). What plant is it? (usually there is a lot of mint in the surroundings)

## 6) Game The "Web of Life" (POND)

After reading the Pedagogical panel and make a round of the pond, the participants are gathered in a circle and the game starts. The goal of the game is to facilitate the comprehension among the participants of the complexity of the interdependence within each ecosystem: what affects one part of an ecosystem, affects the whole in some way. E.g.: the sun provides energy for the grass; grasshoppers feed on the grass; birds and frogs eat the grasshoppers; snakes eat birds, frogs and mice; owls and hawks will eat the birds as well as snakes, frogs and mice. When an animal dies, it is decomposed by worms, fungi and bacteria action and nutrients are released to the soil during the decaying process for the grass to use again. In some ways, the actions and reaction that take place within an ecosystem are like a spider web - when one strand is broken, the web starts to unravel.

During the game, the participants, disposed to form a circle, will pass each other, random, the ball of thread until to build a crowded

spider web of relations. Each one will say a words related to the ambient, he/she will rope the wire to the arms or to the finger and then he/she will pass the ball towards the next who will answer to him/her (trying to explain the reason of that choice and its link with the previous word). Each word will be annotated on the paper panel. The facilitator will point out that the solidity of the net increase proportionally to the number and quality of the relation/knots. He/she will remark that for each movement of a participant all the system will be moved, and each player will felt this relation. At the end of the round, the facilitator will observe again the strength of the net and the multiple relations created among all of them!

The facilitator will start to make some consideration about the solidity but even about the frailty of the net and he will start to consider any condition that could be endanger it.

Each participant will pronounce a word (it will be noted on the paper panel) related to any element or condition that could have negatively influence on the system. The facilitator will try to link any new word to some element of the net and he/she will start to cut a wire (e.g. Drought: we know that it can favourite the advance of the desert that could be endanger the habitat of some animal so facilitator start to cut a wire, preferably related to some of this themes). After each turn will be cut a part of the net, the facilitator will observe that the web is still working but it is start to be not so strong as before. At the end, each wire will be cut and the web of life will be destroyed.



tBefore to move to the next station, take the paper panel cause it will be useful in the final station.

#### 7) THE MUD

Recognize the footprint of the animals (preferably the wild boar).

Penalty: to pretend to be a wild boar.

#### 8) PICNIC AREA

Have a break, try to think how many beautiful things you can do in the Nature Reserve, remembering to take away your personal things and garbage.

#### 9) Game: "Touch and Find" (BOTANICAL GARDEN)

After reading the Pedagogical panel and make a round of the Botanic Garden, the participants are disposed in a circle, blindfolded, with the hands lean forward.

The facilitator puts in the hands of the player a leaf: they can smell and touch it for 10 seconds and then facilitator puts again it in the paper bag. At the end, to each player will be removed the bandage and they will have to recognize their leaf in the paper bag.



#### 10) Arrive (VISITOR CENTRE)

Final Discussion finding possible solutions: indicate the photovoltaic panel on the roof of the Visitor Centre: "What is a photovoltaic panel? "How it works?". Little debriefing on renewable energy sources (wind and solar energy, hydropower, etc.). Short reflection about the visit and the paper panel filled near the pond and then the last test: write down a list of 4-5 possible good practices that everyone can do every day.

## DEBRIEFING

During and after every activity, you have the opportunity to talk with the group about both their feeling during the dynamics and the specific contents. Look for open answers to promote knowledge and the reflection on rules and prohibition of the Reserve. Look for open answers to stimulate the involvement and the discussion among the participants. The facilitator could ask the visitors for any similar experience, inviting them to share it with the group.

Write the main issues and topics on the flip chart with a marker and invite the participants to enrich it with the new ideas coming out from the discussion.

At the end, highlight the main terms, ideas, proposition, recommendations that came out from the discussion.

## COMMENTS

Following our direct experience in the Nature Reserve of Lecceta, the “Hermann’s Walk” could be followed in different ways according also with the presence of a facilitator. Specifically, any visitor can freely enjoy the path just reading the wooden panel along it without any guide or facilitator or appreciate the path taking part to the “Hermann’s game” with the help of a facilitator.

## ADVICES FOR FACILITATORS

- If you want to develop the project in an area (urban or protected) your organisation doesn’t manage, you should:

- o Contact the local management of the area to whom present the project;

- o Contact the local authorities/institutions;

- o Contact the local community;

- o Fund raising;

- Ask to yourself or other facilitators if you/he/she would have done the activity differently and why. It is quite likely that something could go wrong or different from the plan. That is why the EEP is a work in progress activity, to be better developed and improved.

- Is useful and necessary to develop the Hermann’s game for different ages.

- Small groups are to be preferred to large ones.

- The age of the participants should be the same (is not recommended to have very young pupils, e.g. 4 years old, together with 12-13 years old guys).

For more information see  
**ANNEX D**

|                                                                                                                                                                                                                                                    |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <b>TARGET GROUP</b><br>School students,<br>handicap people, families                                                                                                                                                                               | <b>THEMATIC</b><br>Ecology, multi-sensorial<br>learning, cooperation                  | <b>PROMOTER</b><br>Cooperative Terracoste,<br>Regional Nature Reserve<br>"Lecceta di Torino di Sangro"<br>and ARCI Chieti<br>(Italy)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>TITLE</b><br>FIVE SENSES PATH<br>(Percorso dei Cinque<br>Sensi) |
| <b>TIME NEEDED</b><br>1 hour and 1/2                                                                                                                                                                                                               | <b>GROUP SIZE</b><br>Minimum 6 (six),<br>maximum 20 (twenty)<br>for each facilitator. | <b>SHORT INTRODUCTION</b><br><p>The Five Senses Path is an Environmental Educational Path (EEP), along the Nature Path of the Regional Nature Reserve, equipped with panels, arrows, wooden structures.</p> <p>The whole path is enhanced by a set of dynamic activities and games, ten in total, one or two for each point of interest along the path: each single trial offers to the participants funny opportunities to discover the wood with the five senses.its hidden fauna.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                    |
| <b>MATERIAL NEEDED</b><br>Cardboard, markers, paper sheets,<br>Recycled plastic bags, pencils,<br>crayons and paper, cardboard box,<br>wooden boards, panels, arrows,<br>screws, glue, baskets, etc.panels, ar-<br>rows, screws, nails, glue, etc. | <b>RECOMMENDED LOCATION</b><br>Nature Reserves, Urban<br>Parks, School Gardens        | <b>OBJECTIVES</b><br><p><b>GENERAL OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• The main aim is to promote the creation and restoration of the bridge between urban and natural environments;</li> <li>• To create the motivation to protect and manage sustainable natural resources;</li> <li>• To encourage participants to deeply understand all the existing process in nature in order to create aware citizens who could develop discussions;</li> <li>• To promote knowledge about changes of nature caused by a wrong management of the territory and its resources, encouraging participants to seek for alternative and sustainable solutions for preservation and protection;</li> <li>• To improve the inclusion and participation of the people as individuals and as a community through the creation of the new job opportunities and promotion of the local economy.</li> </ul> <p><b>SPECIFIC OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• Help the participant to discover the Reserve, flora, fauna, and its importance as a protected area using all our five senses.</li> </ul> |                                                                    |

# INSTRUCTION STEP BY STEP

## Preparation:

First of all, you should observe the area: make a list of all animals, plants and human structures that are in the place you want to use for the EEP (check if there are some edible and scented plants or, conversely, some dangerous ones, if there are any protected native plant or animal, if there's a silent place where you can stop and stay to listen nature's sounds, etc.) and spot different places where you will stop with the group for the activities.

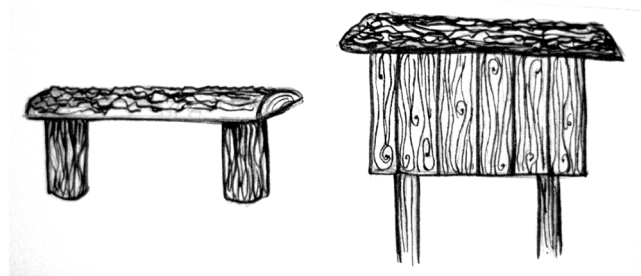
Prepare the "feeling box" using wooden boards. Split the inside part in three compartments and, on the lid of the box, realizes for each one of them a hole that allows the insertion of an hand. Put different objects into the box: some natural (leaves, stones, small woods, etc.) some human (cans, lighters, plastic glasses, etc.). These objects are a sample of what you can usually find in the area you are exploring.



Prepare the barefoot path, putting 4 elements present on the ground of the wood (trees' barks, stones, leaves, sand), one after another, in sections.



Prepare the circle of silence, using wooden boards and building little wooden bench for two or three people and put them in circle.



## EEP

### • Petals

All the participants make a circle and take turns to spell out the alphabet: everyone receives a letter and has to say the name of an animal or a plant starting with the assigned letter. Score: 0 point (specie not present in your country), + 1 points (specie present in your country), + 2 points (specie present in the area you are exploring).

### • How's that relevant?

At the beginning of the visit, the participants will receive a bag in which they will put "un-natural" objects they find along the path. At the end they will analyze the found objects and they will be asked to explain why they picked them up, leading them to understand how much time is necessary for their disposal.

### • Smell and Taste

Participants should kindly touch the leaves of the different plants, smell their perfume and finally taste them. The best is to do it in an already prepared garden (doesn't matter the size) with aromatic and edible plants.

- Smell and Taste

Participants should kindly touch the leaves of the different plants, smell their perfume and finally taste them. The best is to do it in an already prepared garden (doesn't matter the size) with aromatic and edible plants.

- Observe and share

Each participant find a partner.

Stand back to back.

One person describes what he/she can see. The other person draws what the partner describes.

Swap roles so the other person draws. Compare the drawings.

- Barefoot Path

Invite participants to try and imitate the animals: take off shoes and socks and try to feel the different textures underfoot.

- Sounds of Nature

Stop in the corner you chose and stay with the group in a silent circle. Listen sounds of Nature: wind, insects, birds.

- Colours in nature Looking around, how many different colours can you see?

Spread people out in the area to find as many different shades of each colour as they can.

Remember only to pick things up from the ground not any living things.

How many objects they found?

Did they find anything that should not be here?

- Feeling box

Each participant should put an hand inside the box, fulfilled with different materials.

Nobody has to look inside but just use touch and try to guess

what kind of object they took. At the end of the game, you can open the box and show to everybody its content.

- Find the tree

Each participant finds a partner.

One person must wear the blindfold.

The other person carefully leads the blindfolded person by the hand to a tree.

The blindfolded person must touch the tree, thinking about how it feels and how big it is.

The other person then leads him/her back to their starting position.

The bandage is removed and he/she must try to find the tree.

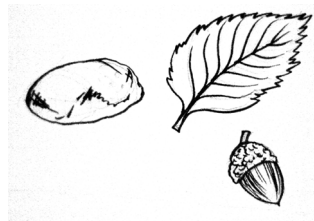
Swap roles so also the other person can be blindfolded, touch the tree and find it.

- Bark Rubbings

Each person has paper and a crayon.

Place the paper against the bark of a tree and make a bark rubbing, trying making rubbing of different sections of the tree or different tree species.

Talk about the similarities and differences between the trees.



## DEBRIEFING

During and after every activity, you have the opportunity to talk with the group about both their feeling during the dynamics and the specific contents.

For instance, after “Petals” exercise you can reflect with participants about the life of exotic animals in your country, about captivity or habitats.

Make questions to participants and let them get involved sharing opinions, impressions and experiences.

Write the main issues and topics on the flip chart with a marker and invite the participants to enrich it with the new ideas coming out from the discussion.

At the end, highlight the main terms, ideas, proposition, recommendations that came out from the discussion.

## COMMENTS

We tested the path with school students, groups and families in the Reserve. In our experience the visitors, both young and adult, have always showed the greatest interest and amusement in the Barefoot path and in the circle of silence.

For more information see  
**ANNEX E**

## ADVICES FOR FACILITATORS

This EEP is based on the physical and multisensory approach of the Nature and many kids are not used and/or self-confident with this. You probably will have some resistance or refuse during activities and for this reason it could be really important to show them what you’re proposing is not dangerous or disgusting. Do the activity before them and at the same time explain how to do it, generally it works and they lose fear or shyness and emulate you. If you are a couple of facilitators, one of you can do things while the other explains. Or you can explain the activity and then call for a volunteer among them.

If someone continue refusing the dynamic, **DO NOT FORCE HIM/HER**. Invite him/her to do the activity with you (if the rest of the group is quite or “under control”) or with someone else he/she can trust in, like a friend, a parent or a teacher. Otherwise, don’t insist but let the kid participate to the debriefing of the activity. Maybe he/she will change idea after the evaluation and want to try. It’s really important to respect the “negative” feelings of participants mainly if they’re not in a familiar place or if it’s clear that the activity represents a new experience. This EEP is a way to learn about Nature but also a way to discover a new consciousness through body and senses. Not everybody is ready for that.

Above all, remember that this is a game and should provide fun and enjoyment not frustration or exclusion.

If you have an “obliged path” to follow (or a small area for the activities) and there are a couple of groups or more, start not at the same step of the EEP to avoid confusion. Each group could start from a different step and then complete the EEP.

## TITLE

HIDDEN NATURE  
(La Natura nascosta)

## TARGET GROUP

School students, people  
with disabilities, families

## THEMATIC

Ecology, multi-sensorial  
learning, cooperation

## PROMOTER

Cooperative Terracoste,  
Regional Nature Reserve  
"Lecceta di Torino di Sangro"  
and ARCI Chieti  
(Italy)

## TIME NEEDED

1 hour and  
1/2 more or less

## GROUP SIZE

Minimum 6 (six),  
maximum 20 (twenty) for  
each facilitator.

## SHORT INTRODUCTION

The Hidden Nature path is an Environmental Educational Path (EEP), along the Nature Path of the Regional Nature Reserve, equipped with panels, arrows, wooden structures.

The whole path is enhanced by a set of dynamic activities and games, seven in total. Each single trial offers to the participants funny opportunities to discover the wood and its hidden fauna.

## MATERIAL NEEDED

Cardboard, markers, paper  
sheets, rope, scissors, a ball of  
thread, baskets, paper panel,  
felt-tippen, bends, paper bag,  
leaves, wooden boards, panels,  
arrows, screws, nails, glue, etc.

## RECOMMENDED LOCATION

Nature Reserves, Urban  
Parks, School Gardens

## OBJECTIVES

### GENERAL OBJECTIVES:

- The main aim is to promote the creation and restoration of the bridge between urban and natural environments;
- To create the motivation to protect and manage sustainable natural resources;
- To encourage participants to deeply understand all the existing process in nature in order to create aware citizens who could develop discussions;
- To promote knowledge about changes of nature caused by a wrong management of the territory and its resources, encouraging participants to seek for alternative and sustainable solutions for preservation and protection;
- To improve the inclusion and participation of the people as individuals and as a community through the creation of the new job opportunities and promotion of the local economy.

### SPECIFIC OBJECTIVE:

Help the participant to discover the Reserve, flora, fauna, and its importance as a protected area focusing the attention especially on the hidden nature.

# INSTRUCTION STEP BY STEP

## Preparation:

First of all, you should observe the area: make a list of all animals, plants and human structures are in the place you want to use for the EEP (check if there are any protected native plants or animals, if there's a silent place where you can stop and stay to listen nature's sounds, etc.) and spot different places where you will stop with the group for the activities.

Build all the structures for the activities below and put them on the points of interest.

## EEP

### • HABITAT DESTRUCTION

In this games the participants play the role of some of the animals living in the Nature Reserve. There are 2 phases, the morning and the night. During the day the "animals" go around pretending to be the animals that they have chosen before. When the night arrives they have to go to find a shelter in one of the circles on the ground. The circle represent the different habitats present in Lecceta. At the end of first round, the workshop facilitator take away one circle, so some of the "animals" will spent the night outside and will be eliminated!

He will justify the event with pollution or abuse in construction, etc. Each "dead animal" will say the identity and the workshop facilitator will comment what we are going to lose every time one habit is destroyed.



### • FIND THE ACORNS

This game aims to provide children with basic facts about the abilities that birds gain by managing their food reserves. In this game we will point out the most common bird species in Lecceta. The game starts by giving children different seeds that each bird eats, and they

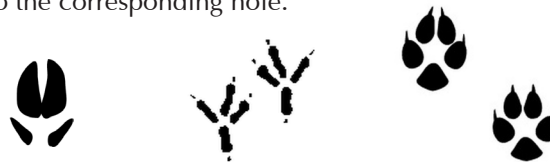
are asked to hide them somewhere in the wood. It should be a place they consider safe from others and hard to find. Once done, a short speech about the birds follows. The talk is about their food, the way they hide it and their ability to find it after few months. Participants have to find the seeds and bring them back. In most of the cases it is hard to do it but the point is to start to understand the very developed skills of orientation and good memory birds have.

### • GUESS WHO EATS THAT

The group will be divided into two lines. On the ground, a few meters away from the children, there is a set of small cards with pictures of animals together with the food that each one of them eat. When the game starts, the first child from each line should run to the place where the photos are and bring a photo of an animal to the next in his line. Then the second child goes to find the proper food for that particular animal. If it is correct, the team is awarded a point. The game continues in the same way, and when there are no pictures left, the winner is the team with most points.

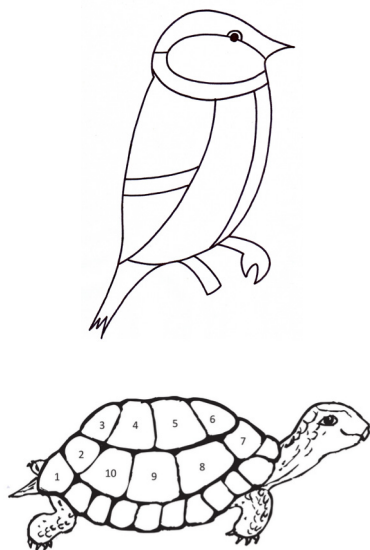
### • FIND THE FOOTPRINT

On the "Find the footprint" panel the players have to link the pictures of different animal species to their footprints by connecting the ropes to the corresponding hole.



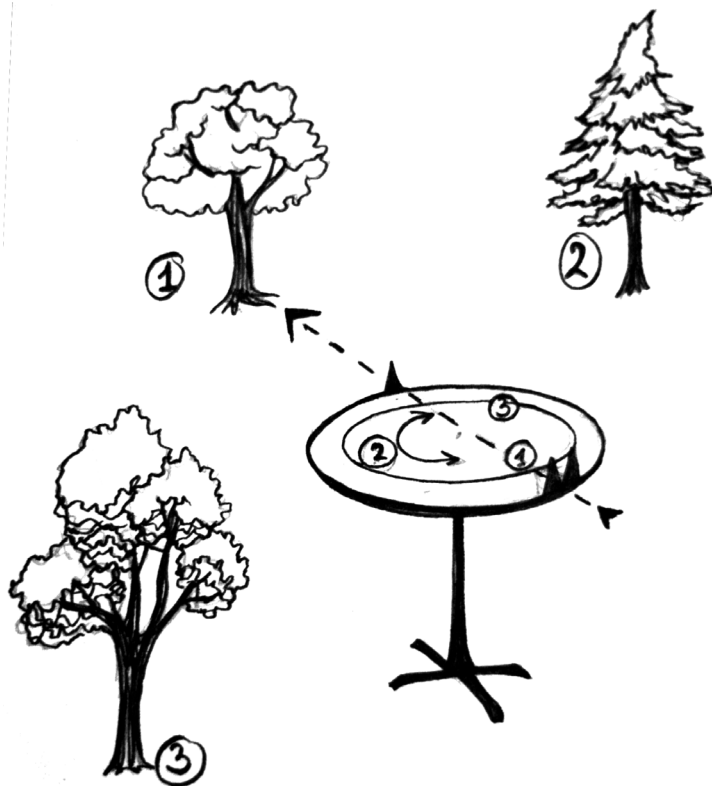
### • PUZZLE QUEST GAME

The Puzzle Quest Game can be played by two teams or two individual players. Each player or team receives a black and white printout of the bird or the tortoise. The elements of the bird and the tortoise are distributed along a section of the path. The aim of Team A is to complete the image of the bird (Great Tit) with colours, the aim of Team B is to locate all the pieces of the tortoise, find their exact place on the printout and complete the sentence with the words written on the pieces. After they complete the game, the two teams share with each other what they have learnt: the colours of the plumage of the Great Tit and Herman the Tortoise's message. At the end, they can re-enact the behaviour of the other animal (crawling like a tortoise, whistling and imitating bird flight).



### • TREE COMPASS

Welcome to the Tree Compass! Place the pointer over a tree's name on the compass, look down the scope pointing it at different places in the wood and you will see and recognize the different tree species



## PRESENTS FROM THE TREE

In this game the trees help us to remember how important they are to us, for our survival.

Try to think how much they give to us every day. They just need a bit of love, sun and water.

If you want to win this game you need to guess as many as possible objects made of wood that you use in your daily life and that are in the bag. Before to start, the bag will be filled with wooden objects and lift up into a tree.

It is possible to play this game all together as a group or divided into two or more teams.

Every time there is a right answer, the facilitator lowers the bag a little (there should be at least 10 objects). When the bag touches the ground the workshop leader takes from the bag, one by one, all the objects. At the end of the game, it is possible to start a collective reflection about the fact that currently mostly of these objects are made in plastic, which is dangerous and causes deadly pollution for the environment. least 10 objects). When the bag touches the ground the workshop leader takes from the bag, one by one, all the objects. At the end of the game, it is possible to start a collective reflection about the fact that currently mostly of these objects are made in plastic, which is dangerous and causes deadly pollution for the environment.

## DEBRIEFING

During and after every activity, you have the opportunity to talk with the group about both their feeling during the dynamics and the specific contents.

Make questions to participants and let them get involved sharing opinions, impressions and experiences.

Write the main issues and topics on the flip chart with a marker and invite the participants to enrich it with the new ideas coming out from the discussion.

At the end, highlight the main terms, ideas, proposition, recommendations that came out from the discussion.

## ADVICES FOR FACILITATORS

If you are a couple of facilitators, one of you can do things while the other explains. Or you can explain the activity and then call for a volunteer among them.

If someone continues to refuse the dynamic, DO NOT FORCE HIM/HER. Invite him/her to do the activity with you (if the rest of the group is quite or "under control") or with someone else he/she can trust in, like a friend, a parent or a teacher. Otherwise, do not insist but let the kid participate in the debriefing of the activity. Maybe he/she will change idea after the evaluation and want to try. It's important to respect the "negative" feelings of participants mainly if they are not in a familiar place or if it's clear that the activity represents a new experience. Above all, remember that this is a game and should provide fun and enjoyment not frustration or exclusion.

If you have an "obliged path" to follow (or a small area for the activities) and there are a couple of groups or more, start not at the same step of the EEP to avoid confusion. Each group could start from a different step and then complete the EEP.

For more information see  
**ANNEX F**

|                                                                                                                                                                                             |                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| <b>TARGET GROUP</b><br>School students, families                                                                                                                                            | <b>THEMATIC</b><br>Ecology, inclusion,<br>learning by playing                                           | <b>PROMOTER</b><br>NGO-Youth Centre<br>Zdravo da Ste/Hi Neighbour<br>(Bosnia and Herzegovina)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>TITLE</b><br>PATH “VRBAS”<br>(Staza “Vrbas”) |
| <b>TIME NEEDED</b><br>2 hour for all<br>activities and games                                                                                                                                | <b>GROUP SIZE</b><br>Minimum 4 (four),<br>maximum 20 (twenty)<br>for each facilitator                   | <b>SHORT INTRODUCTION</b><br><p>The Path “Vrbas” is an Environmental Educational Path (EEP), along the River Vrbas of the city of Banja Luka, equipped with portable panels, arrows and wooden structures.</p> <p>The whole path is enhanced by a set of dynamic activities and games, ten in total. All activities are adaptable to various ages and promise plenty of learning through fun.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                 |
| <b>MATERIAL NEEDED</b><br>List of activities, map, pencil,<br>paper sheets, rope, scissors,<br>baskets, leaves, panels, arrows,<br>memory game cards, “find<br>the word” paper sheets, etc. | <b>RECOMMENDED<br/>LOCATION</b><br>Urban parks and green areas,<br>School Gardens, Nature Re-<br>serves | <b>OBJECTIVES</b><br><p><b>GENERAL OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• The main aim is to promote the creation and restoration of the bridge between urban and natural environments;</li> <li>• To create the motivation to protect and manage sustainable natural resources;</li> <li>• To encourage participants to deeply understand all the existing process in nature in order to create aware citizens who could develop discussions;</li> <li>• To promote knowledge about changes of nature caused by a wrong management of the territory and its resources, encouraging participants to seek for alternative and sustainable solutions for preservation and protection;</li> <li>• To improve the inclusion and participation of the people as individuals and as a community through the creation of the new job opportunities and promotion of the local economy.</li> </ul> <p><b>SPECIFIC OBJECTIVE:</b></p> <p>Help the participant to discover the River and its coast flora, fauna, and importance of an urban green area using all our five senses.</p> |                                                 |

## INSTRUCTION STEP BY STEP

### Preparation:

First of all, you should observe the area: make a list of all animals, plants and human structure are in the place you want to use for the EEP (check if there are any protected native plants or animals, if there's a proper place where you need to put some information or sign, etc.) and spot different places where you will stop with the group for the activities. Build all the structures for the activities below and put them on the interest points.

### EEP

#### 1. STAIRS OF LIFE

Look at the rungs of the ladder, each one represent one element of the chain of life.

Let's play with each rung and try to imagine what's happen and what are the consequences if one of them disappears from the ladder. (You can play harder removing two of them by time).

Which element doesn't impact at global level if it's going to disappear?

#### 2. FIND THE COLOUR AND DRAW WITH THE NATURE

Participants need to look at the field around and try to find as much as possible different flowers. Collect as much of them as possible and, at the end, try to draw and colour with them and discover the wonderful and colourful power of the nature.

#### 3. HUG AND FEEL THE TREE

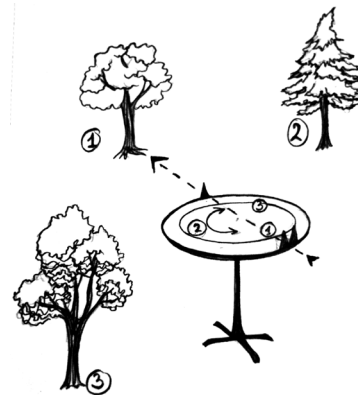
Participants need to find a pair. One person must wear the blindfold. The other person carefully leads the blindfolded person by the hand to a tree. The blindfolded person must touch the tree, thinking about how it feels and how big it is. The other person then leads him/her back to their starting position. The bandage is removed and he/she must try to find the tree. Swap roles so

also the other person can be blindfolded, touch the tree and find it.

#### 4. TREE COMPASS

Welcome to the Tree Compass! Place the pointer over a tree's name on the compass, look down the scope pointing it at different places

in the wood and you will see and recognize the different tree species!



#### 5. WORD SEARCH

See if you can find the names of three fish (gryling, huchen, chub), one insect (mayflies) and two birds (Mallard, Great Cormorant) in the grid. They can be horizontal, vertical, diagonal and backwards.

#### 6. MEMORY

Find a pair. Combine the cards representing the different taxonomy classes. You will find nice surprise, you will discover something new!

#### 7. RECYCLING

Put the garbage into the right boxes (e.g. cans, glass bottles, newspaper, banana peel, chewing gum, Styrofoam).

#### 8. FIND THE TREE

Look at the field around you, isn't it full of live? There are a lot of species of different plants, trees and flowers in here. Would you dare to find some of them? How many different leaves could you find?

Collect some of them and then try to find the trees that these leaves belong to. Let's see if you are a good explorer, have fun!

#### 9. QUIZ

Quiz game can be played with rival groups or individual. It is important to give right answer on eight (or more) questions which are connected with content of the info panels along the path.

#### 10. WEB OF LIFE

Here you will discover some important information about our environment. Make a big circle and decide who is going to be the one is starting. Do not worry because each of you is going to have the opportunity to participate. Keep the thread and think about the

the opportunity to participate. Keep the thread and think about the important elements that you can find in the natural environment. They could be plants, animals, trees, etc. It is up to your imagination! Take turns in sharing those elements but remember that you have to keep the thread going from one participant to another. You will create such a good web! When you finished, start to think about elements that pollute all the beauty of the nature that you mentioned before. Facilitator will start to cut the thread or to eliminate a participant every time someone introduce a polluting element. After each turn will be cut a part of the net or will be eliminated a participant and see what happens to your beautiful web of life.

## DEBRIEFING

During and after every activity, you have the opportunity to talk with the group about both their feeling during the dynamics and the specific contents.

Make questions to participants and let them get involved sharing opinions, impressions and experiences.

Write the main issues and topics on the flip chart with a marker and invite the participants to enrich it with the new ideas coming out from the discussion.

At the end, highlight the main terms, ideas, proposition, recommendations that came out from the discussion.

## ADVICES FOR FACILITATORS

If you are a couple of facilitators, one of you can do things while the other explains. Or you can explain the activity and then call for a volunteer among them.

If someone continues to refuse the dynamic, **DO NOT FORCE HIM/HER**. Invite him/her to do the activity with you (if the rest of the group is quite or “under control”) or with someone else he/she can trust in, like a friend, a parent or a teacher. Otherwise, do not insist but let the kid participate in the debriefing of the activity. Maybe he/she will change idea after the evaluation and want to try. It’s important to respect the “negative” feelings of participants mainly if they are not in a familiar place or if it’s clear that the activity represents a new experience. Above all, remember that this is a game and should provide fun and enjoyment not frustration or exclusion.

If you have an “obliged path” to follow (or a small area for the activities) and there are a couple of groups or more, start not at the same step of the EEP to avoid confusion. Each group could start from a different step and then complete the EEP.

For more information see  
**ANNEX G**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <b>TARGET GROUP</b><br>Youth , community,<br>decision makers, NGOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>THEMATIC</b><br>Educate young people<br>in tourism development<br>and nature care.                                                                         | <b>PROMOTER</b><br>Environmental<br>Centre for Development<br>Education and Networking,<br>EDEN Centre (Albania)                                                                                                                                                                                                                                                                                                    | <b>TITLE</b><br>“NATURE GUIDES:<br>Tirana’s ambassadors<br>for sustainability” |
| <b>TIME NEEDED</b><br>Project implementation time:<br>several months, still work<br>in progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>GROUP SIZE</b><br>From the project<br>implementation: 15 young<br>people trained as nature<br>guides and acting<br>as volunteers within the<br>EDEN centre | <b>SHORT INTRODUCTION</b><br>The importance of the project was promotion of sus-<br>tainable development and eco-tourism as new concepts<br>in Albania. In the present situation tourism is consid-<br>ered to be one of the development priorities, educating<br>young people with a love for nature and the promotion<br>of recreational activities in nature areas is considered to<br>be of crucial importance. |                                                                                |
| <b>MATERIAL NEEDED</b><br>none                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>RECOMMENDED<br/>LOCATION</b><br>Project implementation<br>location: National parks,<br>nature reserve,<br>protected area, caves                            |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                |
| <b>OBJECTIVES</b><br>Improve the capacities of EDEN Centre, in relation with environmental education, to let a project<br>be able to continue functioning effectively after its end;<br>Introduce EU active nature conservation policies and practices;<br>Encourage sustainable development, environmental initiatives for tourism and youth inclusion;<br>Increase opportunities for young people to experience and enjoy the wildlife and natural features<br>of recreational sites of the city and surrounding areas;<br>Encourage similar environmental initiatives in the future. |                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                |

## INSTRUCTION STEP BY STEP

- Introduce to the public the case study
- Show to them the video related with the case study
- Open session of free comments
- Ask if there is any question regarding to the presentation of the case study
- Address the following question to the audience:
  1. What would have you done differently?
  2. Why?
  3. What would you propose for further projects on youth environmental education and sustainable development? (Innovative and new idea propose in national and international level)
  4. Any similar experience developed in your country?
- Write the main issues/topics on the flip chart with a marker and invite the participants to enrich it with the new ideas coming out from the discussion
- At the end, highlight the main terms /ideas /proposition/recommendations that came out from the discussion



## CAMPAIGNS

Our world is not perfect. Sometimes the people we elect to manage our infrastructure (lives and environment), e.g. governments, ministries, MP's, municipalities, councils etc, make decisions and plans which aren't in the best interest of the people and the environment.

The reasons for this range from a lack of general common sense coupled with a basic misunderstanding of natural ecosystems, to the private interests of stakeholders and/or companies and corporations who value monetary profit over life. It is for this reason that we, the people, sometimes have to organize ourselves independently of the system that controls us from the cradle to the grave, so taking matters into our own

hands is essential in order to achieve the universal objective of balance between human societies and the natural world that we sometimes forget we are a part of.

An engaged, aware and empathetic civil society is the only guarantee we have to successfully achieve synchronicity with Planet Earth, whilst also creating abundance and security for all people i.e. the youth, the elderly, the physically impaired, those with learning difficulties, and of course our indigenous cultures. A crucial step in this process is the aforementioned awareness. This is a never-ending process, raising awareness of negative human impact on the environment is constant, along with "watchdog" activities to ensure that any positive

changes we make are adhered to. This also provides us with crucial evolving information for timely action regarding important changes within our political and legal systems, and keeps our elected representatives in check.

There are several elements to a campaign:

**Information Gathering:** The first and most crucial step is the understanding of the issue at hand. This can be done via desk-top or field research by activists, while another option is expert analysis. The first analysis e.g. description of the issue, names of investors and developers, attitude of the general and local population can usually be done by the activists. International organisations specialised in information gathering and its dissemination, such as Banktrack, Frack Off etc. can be used, as well as word of mouth ([www.banktrack.org](http://www.banktrack.org), [frack-off.org.uk](http://frack-off.org.uk))

# CAMPAIGN

## CAMPAIGN

### CAMPAIGN

#### Campaign Design:

The design is not specifically reserved for the visual or other representative aspects of the campaign. When designing we are deciding on the factors which will dictate our actions. In this process the activists will assess who they are dealing with and how will they address them. A possible plan of action could be convincing the banks or financial institutions to revoke their funding for a harmful project based on ethical or environmental grounds.

Approach is important as well: sometimes a quiet, polite and

well debated argument will yield less results than a comical public stunt in front of its main office depending on the intended target group. The design of a public campaign and subsequent messages must also be carefully chosen based on the topic and target group. Interdisciplinary design, animations and puns will be identified with by the youth but the elders or Trade Union members might be attracted to something more traditional and formal. We must ensure that our message is wholesome, just and true, and we must always take the moral high-ground. It is advisable to be empathetically aware of other campaigns to avoid conflicting issues. It must be kept in mind that a campaign is a dynamic process prone to change. New information and development can arise on any given day. This has to be kept in mind and in line with the Observe, Rethink, Act (ORA) methodology.



#### Resources:

Not all campaigns need to be funded. Most of the time the most important resources will be people and time. Some materials, such as printed leaflets, can be obtained for free from persons supporting the cause. Leaflets don't have to be too elaborate and can be printed with basic home-work printers, the same goes for banners and posters. The materials needed for these can be obtained in hardware and art stores and/or can be made by the activists themselves. Variety of partners is

key: a designer, lawyer, garden centre, engineer, blacksmith etc etc. Social networks are one of the biggest resources for organising and spreading information, they are invaluable to any campaign but they do have their downsides (see Tips&Advices). The internet is also packed with useful websites on general and specific campaigning which can help with the campaign's development.



### Public Actions:

Public actions are a great tool, since it is the people who want the change they need to get involved. The decision making process should not be dominated by a select few, collective community participation in the social change is essential. The public actions can be aimed at the general public but in the case of local projects members of the local community must be contacted from the very beginning, failing to do so might result in a negative reaction. Public actions can range from multimedia adverts e.g. radio and TV jingles, street graffiti, websites and social networks, street actions including props like banners, makeshift models of the problems/solutions – windmills, dams; samba/marching bands, clown armies, forum theatre, performance art and direct action/civil disobedience. Direct actions are often, but not exclusively, the last resort of campaigning. When using them some knowledge of the legal system is essential in order to minimize possible legal

action against the campaigners.



### Expert Help:

There are several possible ways to use experts and their knowledge. Names and titles are usually recognized by the public as a strong authority which can relate our message with greater assurance than that of a bunch of „green hippies“ or „hooligans“, how the environmental, political and social activists are usually portrayed in the mass media. The experts can be of all trades, the campaign goal will usually dictate if we will work with specific expertise connected to the problem at hand (e.g. botanist who will talk about the importance of a forest) or if we will link it perhaps to the economic aspect and we will also look for supportive economists (who will present economic benefits of ecosystem services that the forest we are protecting provides). Our minds should stay open for all possible with greater assurance than that of a bunch of „green hippies“ or „hooligans“, how the environmental, political and social activists are usually portrayed in the mass media. The experts can be of all trades, the campaign goal will usually dictate if we will work with specific expertise connected to the problem at hand (e.g. botanist who will talk about the importance of a forest) or if we will link it perhaps to the economic aspect and we will also look for supportive economists (who will present economic benefits of ecosystem services

that the forest we are protecting provides). Our minds should stay open for all possible partners we can find. The results of this support can be: expert opinions and analysis, open letters, documentary movies, new project proposals and alternative solutions. Expert analysis can be sometimes used as evidence in court processes as well as in publications printed for the public and interested parties. Expert services often, but not exclusively has to be paid for, and the price can vary largely. Having enough money for a lawyer is often a luxury for organizations and movements, but they can be sought among partners, activists or through networking. Pro bono legal organizations can be found as well.

## TIPS AND ADVICE

- Be patient, change doesn't happen overnight.
- Don't expect that your values will be common values in the beginning of the campaign (due to lack of knowledge or different understanding of the topic).
- Take the moral high-ground – remind your comrades and yourself of your goals and vision.
- Be realistic with your goals. Being unrealistic leads to burn-outs and people being discouraged. Set smaller thresholds and rejoice victories, no matter how small.
- Test your messages with people around you who have different viewpoints and backgrounds.
- Know your target group(s). Which are there and how to address them.
- Education and awareness raising are key in creating a strong and aware civil society, which is the best prevention for future problems.
- “Know your enemy” – who are your campaigning against, and how (how to address certain companies and/or stakeholders).
- Be careful when choosing the campaigning team, according to the needs of the campaign, reliability of the people and their skills and willingness to engage.
- Be aware of your supporters, their resources, skills and affiliations. Be sure not to take the toll on yourself, trust your partners.
- Externalize – look for allies in all spheres, no matter the age, gender, occupation... The bigger the variety, the better. Always be on the lookout for the ones dealing with the same issues.
- Learn from other peoples mistakes. Chances are someone

somewhere had the same problem and has great advices. If all fails, be certain to learn on yours and not repeat them. T- Don't get tricked with internet campaigning, the numbers of supporters online might greatly vary from those willing to hit the streets.

- Get your shoes dirty, go to the field, meet the locals, get the information from the first hand.

Be sure to make a good contact and lasting connection with them. A great way of bonding are small positive actions (e.g. community dinners, helping with gardening, music events, litter picking, working with kindergartens and schools...). Work extensively on educating them on the importance of the issue you are working on.

- Keep a constant visual identity and esthetic frame of the campaign (once people connect a sign or a logo to the campaign, changing it will hurt its visibility).

- Use checklists, especially when preparing direct actions.

- Consult the internet. Often. Especially the phrase "how to...".

For more information and ideas check out the **CASE STUDY** tables!

**"Anyone who believes in infinite economic growth on a finite planet is either a madman, or an economist"**

(David Attenborough)

**"Heroes are not giant statues framed against a red sky. They are people who say: this is my community, and it is my responsibility to make it better."**

(Milton William Cooper)

# TITLE

BATTLE FOR SUTJESKA

## PROMOTER

Centar za životnu sredinu/  
Center for Environment  
(Bosnia and Herzegovina)

## THEMATIC

Advocacy campaign

## TARGET GROUP

Environmental NGOs, tourism  
workers, adventure sportsmen,  
communities in protected areas  
and the general  
population of BiH

## SHORT INTRODUCTION

Campaign against five small hydro power plants  
in National park Sutjeska in Bosnia and  
Herzegovina through promotion of values of this  
area (biodiversity, natural resources, landscapes  
as well as possibility for sustainable tourism) that  
would be endangered.

## GROUP SIZE

Any

## TIME NEEDED

Any

## RECOMMENDED LOCATION

Any

## MATERIAL NEEDED

Legal instances (domestic and  
international judicial systems),  
international bodies and  
treaties,  
expert analysis, media  
(television, newspapers,  
internet portals, social networks),  
multimedia

(a short video documentary was  
filmed and distributed to the gen-  
eral public and representatives  
in the National Parliament who  
were to decide on the future of  
the natural park through a deci-  
sion on a new spatial plan)

## OBJECTIVES

To share experience on campaigning for natural resources, on different techniques  
and approaches.

To encourage participants for their active involvement in public participation  
processes.

## INSTRUCTION STEP BY STEP

What is the campaign and why we do campaigning?  
Which are the common techniques in campaigning?  
How innovative we should be in approaching stakeholders, including media?

Whom we need as a partners and when it's time to build a coalition?

Planning the campaign (positions, time table, partners, finances, advocacy tools, etc)

Screening the video Battle for Sutjeska (10 minutes).

Screening the video Stop dirty energy (3 minutes).

Explaining the steps in campaigns with pictures.

## DEBRIEFING

Logo, video and pictures from the campaign  
<http://czzs.org/sutjeska/>

For more information see  
**ANNEX H**

## ADVICES FOR FACILITATORS

Checking who has been participating or organizing campaigns so far.

Put the focus on practical advices, such as how to prepare press release, how to initiate active participation of local communities in public hearings, how to choose design for the campaign appropriate for the target group, how to write position paper, etc.

## COMMENTS

Experience from the campaign Battle for Sutjeska shows how important it is to have right information on time. Sometimes access to information is difficult, but even if decision makers are rejecting to deliver some document and they are obliged to, all possible legal activities should be taken in order to have proper access to information.

After analysis of documents and possible comparison with EU or similar relevant practises and obligations, it's good to prepare statement and/or position paper that will shortly present our vision of the problem and proposals for solution. Later it should be used in press releases and on the different communications with stakeholders as a core messages on the topic.

Good planning of the campaign is maybe the most important step. Steps in which campaign should be stopped must be identified.

For our campaign, very relevant and important was inclusion of scientists from Bosnia and Herzegovina and abroad, and not only individuals, but also institutions (WWF, IUCN, Secretariat of Bern Convention, Friends of the Earth Europe, CEEweb for Biodiversity, etc.).write position paper, etc.

## TITLE

YOUTH AWARENESS  
CAMPAIGN

## PROMOTER

Udruženje Svetlost/  
Association Light  
(Serbia)

## THEMATIC

Inclusion is the theme  
which is deep, broad,  
controversial, challenging

## TARGET GROUP

Excluded youth, street artist,  
youth worker, citizens.  
Audit of media, stakeholders  
and audiences.

## SHORT INTRODUCTION

Overall aim of the project was to create conditions for youth social inclusion, to work on social inclusion of young people by promoting use of art and multi media as tools for animation.

Project meant creative research by using multimedia in 4 countries in the South-East Europe region (Slovenia, Croatia, Bosnia Herzegovina and Serbia) on the theme of social inclusion of youth, with accent on youth artists from vulnerable groups (poor, young people with disability, representatives of minorities). 4 reportages, 1 film and set of 24 photos will documented problems, possibilities and solutions (i.e. good practices).

Also, young non-affirmed artists will had an opportunity to confront their art with audience and critics.

## GROUP SIZE

min3. max.9

## TIME NEEDED

min 3 months  
max 9 months

## RECOMMENDED LOCATION

NGOs office and/or  
youth centres

## MATERIAL NEEDED

Office material, material for  
multimedia production,  
reportage preparation.

## OBJECTIVES

Media, internet, promo material and DVD based campaign offers different challenges for youth concerning different topics, such as: social rights, tolerance, volunteering, etc.

Advertising during implementation was planned and media knew that they should incorporate promotion of positive values into their regular program. Relationships with youth and experts were established during implementation and also their media and internet presence.

A Facebook promotion was included in planning. Implemented by:

- Udruženje Svetlost – Sabac
- Youth Peace Group Danube - Vukovar
- Zdravo da ste - Banja Luka
- UNIVERSI - Kopari

Supported by European Youth Foundation, Ministry of Culture, Media and Information Society of Republic of Serbia and City of Sabac.

## DEBRIEFING

Raise awareness

Over the 6 weeks of promotion (media, internet, promo material and DVD) we were able to reach feedbacks from youth and stakeholders.

Facebook comments increased over 6 weeks.

Visits to website from Facebook increased over 6 weeks.

## INSTRUCTION STEP BY STEP

Check applications, donors themes and adapt them to your inspiration. Chose partners, and make consultations with them meanwhile making writing material. After passing grants continue with preparing idea and how put words from field project.

Continually work with multimedia groups about the same project, needs and working methods. With local supporters check local community or project plan. With help by partners realize project logistic on the field. After post-production in project use, in the same time, social webs, media and similar. Good luck!

## ADVICES FOR FACILITATORS

Constantly providing information to youth on Facebook. By doing so, we were able to identify current concerns and problems of youth and incorporate them into posts and information shared.

Key influencers (youth from the community and stakeholders) were identified and engaged.

They spoke about their problems and best practices.

We organized staff meeting and brainstorming for design of web site contents.

A well prepared plan allows possibility of good improvisation.

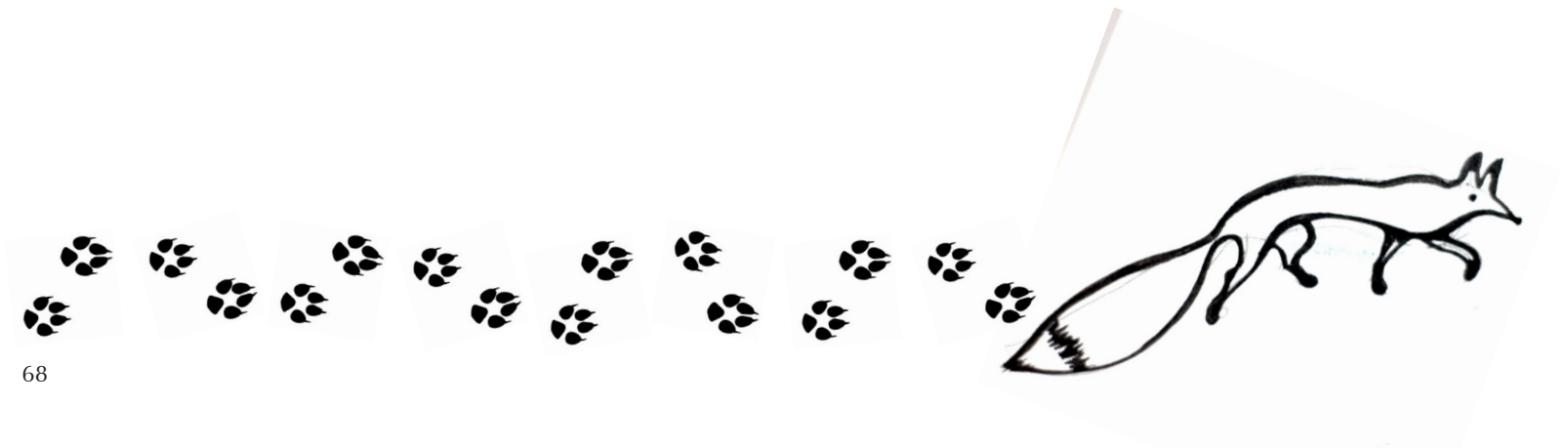
## LINKS

<http://nvosvetlost.org/saberise/>

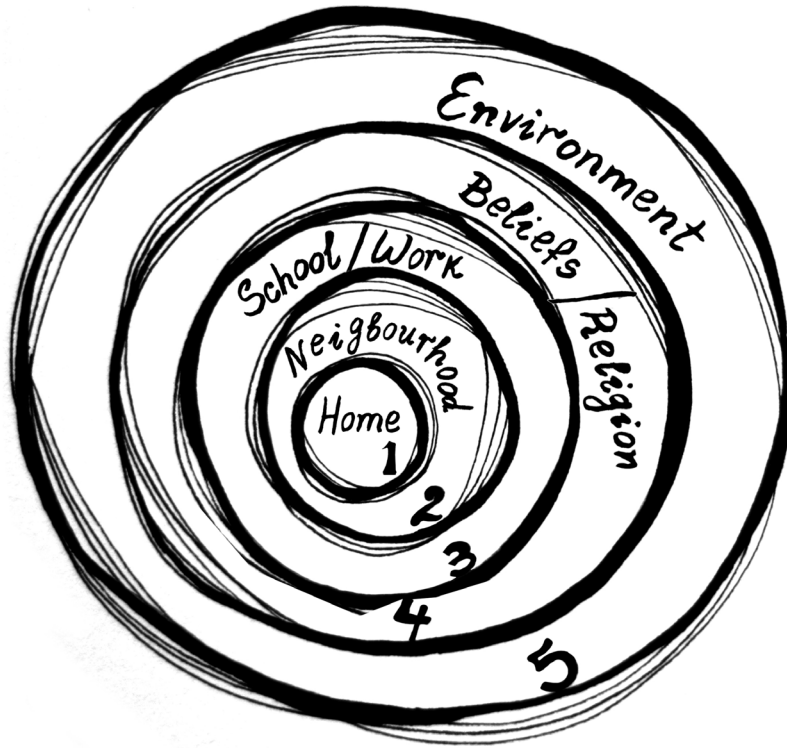
[https://www.youtube.com/watch?v=w87\\_2qep20&list=PL3E657B-41D1EA1A3B](https://www.youtube.com/watch?v=w87_2qep20&list=PL3E657B-41D1EA1A3B)

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

(Margaret Mead)



# COMMUNITY DEVELOPMENT



Ubuntu - I am because you are

What is community?

Common

A group of people that relate to each other in a common space

Union

A group of people that are united by common interests or values.

We all belong to different kinds of communities Humans have lived in community since pre-historical times, since the industrial revolution era communities started to fragment because of different factors:

## Factors and consequences

Reduced human interaction due to technology mis-use

Centralization of power

Breakdown of the family unit

Decrease in sharing of resources

Increased ego in individuals

A shift from co-operation to competition



Increasing transient population

Loss of common spaces

Social Isolation

Fear

Increased energy consumption

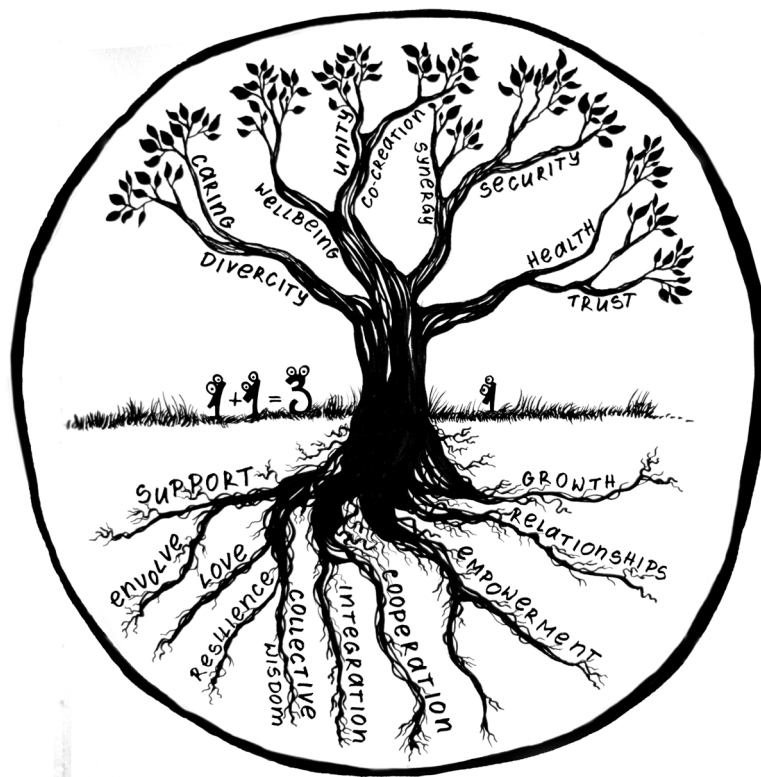
Loss of rituals

Disempowerment of individual



*"We cannot seek achievement for ourselves and forget about progress and prosperity for our community. Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own."*

(Cesar Chavez)



What communities do you belong to?  
What do they look like?

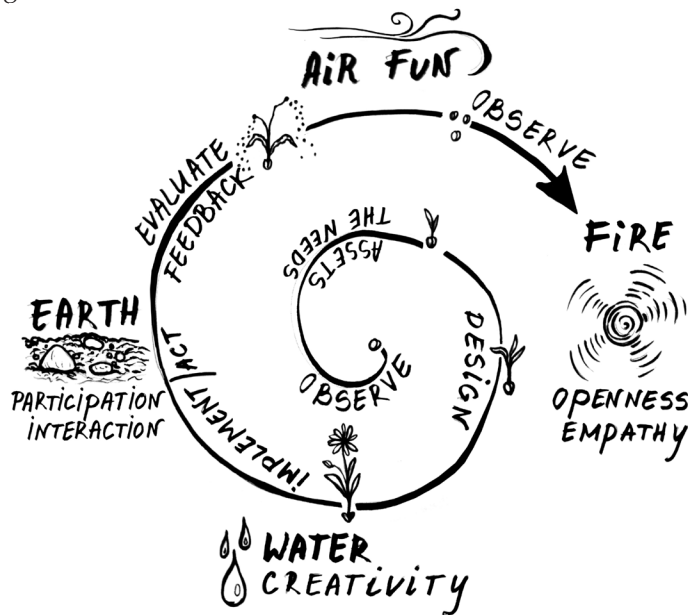
What are the common values/interests of your community  
Does your community have strengths, skills or facilities that  
can be utilized to make it stronger/healthier?

Now is the time to **MAKE IT HAPPEN!**

*"Be the change you wish to see in the world"*

Here are some tools to **MAKE IT HAPPEN!**

Take care of the 4 elements that will help your communitree to grow...



## Observe:



Gather info, Use as many methods/approaches as possible.  
Talk to people (specially locals) Search data.  
Ex: interviews, questionnaire, pictures, etc...

## Assess needs:



Analyzing data. Identifying and understanding the needs of community.  
Ex: lack of multicultural connections, lack of green areas

## Design:



Based on the needs.  
Things that you need to define.

## Aims, objectives:



**WHEN**  
Time view  
**WHAT**  
Activity you want to do  
**WHERE**  
Places  
**WHO**  
Is going to do it/ participate  
**WITH WHAT**  
Economical, material resources needed, budget founding.  
**HOW**  
Methodology

Share it. Communicate to reach a target group using different methods.



## Implement/Act:

Do it! Follow the design. Be flexible and ready to adapt the design to changes. Remember to use the four elements to make your seed grow!

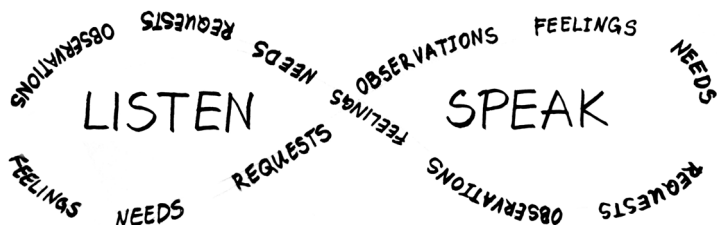


## Evaluation/Feedback:

Check how your seedling are doing. Are aims and objectives reached? Get feedback from the involved in project and from outside. Catch both positive and negative views as all can help to improve the project.

## TIPS AND ADVICES

“PATIENCE YOU MUST HAVE my young padawan” (Yoda)



Here are some methods that can help in any group process:  
- Non Violent Communication (abbreviated NVC, also called Compassionate Communication or Collaborative Communication) is a communication process developed by Marshall Rosenberg beginning in the 1960s. NVC often functions as a conflict resolution process.

[www.cnvc.org](http://www.cnvc.org)



- An icebreaker is a facilitation exercise intended to help a group to begin the process of forming themselves into a team.

Icebreakers are commonly presented as a game to “warm up” the group by helping the members to get to know each other.  
[www.icebreakers.ws](http://www.icebreakers.ws)

- Decision making. There are many methods to take decisions in a group, that ensure everyone is heard and considered. Here are some of them. Don't be afraid to experiment new ways!  
[www.sociocracy.info](http://www.sociocracy.info)  
[www.holacracy.org](http://www.holacracy.org)  
[www.consensusdecisionmaking.org](http://www.consensusdecisionmaking.org)

- Hand signs are often used as a way for group members to nonverbally indicate their opinions or positions. They have been found useful in facilitating groups of 6 to 250 people. They are particularly useful when the group is multi-lingual.  
[http://en.wikipedia.org/wiki/Occupy\\_movement\\_hand\\_signals](http://en.wikipedia.org/wiki/Occupy_movement_hand_signals)

For more information and ideas check out the **CASE STUDY** tables!



"When you listen to somebody else, whether you like it or not, what they say becomes a part of you... the common pool is created, where people begin suspending their own opinions and listening to other people... at some point people begin recognizing that this common pool is more important than their separate pools."

(David Bohm)



|                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                    |                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| <b>TARGET GROUP</b><br>Any                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>THEMATIC</b><br>Community Gardening                                                                                                                                                                                                                                                                                                                                                                                        | <b>PROMOTER</b><br>Urban Organic (UK)<br>CIC<br>(United Kingdom)                                                                                                                                                                   | <b>TITLE</b><br>CREATE AND RUN<br>A COMMUNITY<br>GARDEN |
| <b>TIME NEEDED</b><br><br>Usually ongoing through<br>regular sessions e.g. every<br>Monday afternoon 1-3pm.                                                                                                                                                                                                                                                                                                                                  | <b>GROUP SIZE</b><br><br>No minimum number.<br>Maximum number limited<br>by tool availability. Ideal<br>group size is 6 to 12                                                                                                                                                                                                                                                                                                 | <b>SHORT INTRODUCTION</b><br><br>A Community Garden is a powerful tool for bringing<br>together a wide range of people with different<br>abilities. It can be literally a common ground for<br>being active and learning together. |                                                         |
| <b>MATERIAL NEEDED</b><br><br>Polytunnel/greenhouse,<br>storage/potting shed, timber to<br>make bed edges or raised beds,<br>gardening tools, compost, seeds,<br>plants, water butt, compost bin,<br>watering can, hosepipe, hand<br>trowels, spades, forks, secateurs,<br>loppers, wheelbarrows, potting<br>trays, pots etc.                                                                                                                | <b>RECOMMENDED<br/>LOCATION</b><br><br>Desirable site attributes – a sunny site, sheltered from strong<br>winds, easy to access but also secure. Security could be the<br>presence of neighbours who will watch over the site and report<br>problems rather than intruder proof locks and CCTV. Ideally<br>some of these neighbours will be encouraged to get involved<br>and therefore have a vested interest in the garden! |                                                                                                                                                                                                                                    |                                                         |
| A Community Garden is a great way to get a piece of neglected land into use. Participants benefit from improved well being by simply taking part in an outdoor activity. There are many other benefits such as an improved knowledge of healthy eating and greater awareness of food production and its impact on the environment. The main benefit common to all groups is that it allows people to socialise in a relaxed and natural way. |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                    | <b>OBJECTIVES</b>                                       |

## INSTRUCTION STEP BY STEP

- 1) Identify group to work with.
- 2) Create an action plan.
- 3) Adapt site to allow sessions to begin – installing a polytunnel is a good start as it provides shelter, storage, all weather working and a propagation area.
- 4) Run sessions – try to focus on group activities rather than working in isolation.
- 5) Don't cultivate more ground than the group can easily maintain. Cover unused growing space with ground cover membrane to prevent weeds from growing.
- 6) Have a plan for the produce e.g. sell through a shop, donate to a food bank or distribute amongst participants.

## DEBRIEFING

- 1) Have regular group discussions about how the garden is developing. Tea breaks are an ideal time for this.
- 2) Involve volunteers in decision making as much as possible.
- 3) Evaluate and record progress regularly – photos are great for telling the story of the garden.
- 4) Use the evaluation to tell others about the garden!

## COMMENTS

A Community Garden can literally be the 'green glue' that binds a community together – take every opportunity to celebrate it and involve others through events and workshops.

## ADVICES FOR FACILITATORS

- 1) If you have many volunteers then organise them into task groups and have the tasks listed on a workplan. This way individuals can easily see which group and task they are involved with.
- 2) Grow a few things well rather than many things badly! Don't be too ambitious, especially at first.
- 3) Try new crops as well as old favourites
- 4) Make your own liquid feed with comfrey (*Symphytum*) and find a good source of horse manure. Most stables are only too keen to get rid of it so will usually deliver free locally.
- 5) Give your garden identity – involve art, crafts, outdoor cooking and other related disciplines such as wood carving.

|                                                                                                                                                                                                                                                                      |                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <b>TARGET GROUP</b><br>Any                                                                                                                                                                                                                                           | <b>THEMATIC</b><br>Community Gardening                                                                                              | <b>PROMOTER</b><br>Urban Organic<br>(UK) CIC<br>(United Kingdom)                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>TITLE</b><br>Community Garden activity:<br><b>MAKING A HERB DRIER</b> |
| <b>TIME NEEDED</b><br>45 minutes                                                                                                                                                                                                                                     | <b>GROUP SIZE</b><br>No minimum number.<br>Maximum group size<br>dictated by availability of materials and table top working space. | <b>SHORT INTRODUCTION</b><br><p>A practical activity on making a herb drier from recycled materials and the context of this within Community Gardening. Included will be a brief summary on how a Community Garden can bring about social interaction, improve well being and improve knowledge of healthy eating</p>                                                                                                                                                                                                                     |                                                                          |
| <b>MATERIAL NEEDED</b><br>For each herb drier:<br>Wooden picture frames x 2, fine plastic mesh or net curtain, stapler with staples, string, some herbs to dry, a clean glass jar with lid and sticky label for the jar (Jars will be used to preserve dried herbs). | <b>RECOMMENDED LOCATION</b><br>Indoors or outdoors, table top space needed for construction                                         | <b>OBJECTIVES</b> <ol style="list-style-type: none"> <li>1) To induce social interaction in a group through a practical activity</li> <li>2) To make a re-useable herb drier which participants to take home afterwards</li> <li>3) To use recycled materials to create a useful implement for drying herbs grown in the Community Garden or at home</li> <li>4) To create a sense of achievement and teamwork amongst participants</li> <li>5) To raise awareness of the use of herbs in food and how to store them by drying</li> </ol> |                                                                          |

## INSTRUCTION STEP BY STEP

- 1) Explain the objectives of the exercise
- 2) Take two similar sized wooden picture frames and remove the glass & backing material
- 3) Lay them end to end on a table and lay the netting on top
- 4) Cut around the netting so it is the same sized as the two frames lying together
- 5) Staple the netting to the frames
- 6) Attach string for closing/hanging the herb drier
- 7) Demonstrate how the herb drier works

## COMMENTS

Making herb driers is an easy to replicate activity which can be done outside in fine weather or under cover in poor weather. Materials are often easy to find at junk shops, charity shops etc and cheap to buy.

The activity is a good introduction to the idea of Community Gardening for those who haven't experienced it before. It is a concept which is hard to explain but easy to understand once you have been a participant.

## ADVICES FOR FACILITATORS

Participants will progress at different speeds so do allow people to progress at their own rate and offer plenty of support to those who take a bit longer. By demonstrating each step before participants do it themselves then the overall pace of the group can be better managed and there is less risk that some will feel left behind. Once complete the herb driers look great when all hung together in a window!

## DEBRIEFING

Questions to put the group after the activity:

- 1) Are you pleased with your herb drier?
- 2) Did you work with or help someone else or work alone?
- 3) How does this activity fit in with the concept of Community Gardening?
- 4) Can you suggest other ways in which the dried herbs could be packaged and offered for sale?
- 5) How would you improve the activity?

|                                                                                                                                                                                                                 |                                         |                                                                                                                                                                                                                          |                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>TARGET GROUP</b><br>Local community                                                                                                                                                                          | <b>THEMATIC</b><br>Global Issues        | <b>PROMOTER</b><br>Tres Pontos<br>(Portugal)                                                                                                                                                                             | <b>TITLE</b><br>CommUnity<br>Dinner |
| <b>TIME NEEDED</b><br>4/5 hours                                                                                                                                                                                 | <b>GROUP SIZE</b><br>Max: 50 /60 people | <b>SHORT INTRODUCTION</b><br><br>A dinner that brings a local community together, to collectively learn and be pro-active on global issues, working together towards local solutions, recreating the sense of community. |                                     |
| <b>MATERIAL NEEDED</b><br>Food, Cooking space, Projector,<br>Computer, Info spot, etc.                                                                                                                          | <b>RECOMMENDED LOCATION</b><br>Any      |                                                                                                                                                                                                                          |                                     |
| <b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>- Recreate the sense of community</li> <li>- Raise awareness on global issues</li> <li>- Collectively be pro-active towards local solutions</li> </ul> |                                         |                                                                                                                                                                                                                          |                                     |

## INSTRUCTION STEP BY STEP

### Preparation:

- Choose a Subject (ex: Seeds, Water, Community gardens, etc)
- Choose a place (A place with a kitchen always helps, but you can always do a picnic)
- Invite the local community (Always good to have experts or resource persons on the topic)
- Choose a group dynamic/ methods that you'll use to raise awareness on the topic (e.g.: Ice breaking games, documentary, exchanges, presentations, open space, collaboration cafe, exhibition, dances, etc)

### Dinner (or picnic):

- Opening (normally there is a group dynamic, like dances, seed exchange, exhibition, information corner, etc)
- Dinner (better if vegetarian)
- Documentary (or presentation - in preference not too long!)
- "Pro-Activity" (debates, group dynamics such as open space, collaboration café, etc: be creative!)

## COMMENTS

This Initiative is all about synergy. Synergy means working together: it's how the interaction of multiple elements in a system produce an effect greater than the sum of their individual parts.

## ADVICES FOR FACILITATORS

- Take care everyone can talk and understand.
- Have a moderator.
- Ask for help and volunteers, people always is available to help!

|                                                                                                                                                                                                                                                   |                                                                                              |                                                                                                                          |                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <b>TARGET GROUP</b><br>Mainly adults. Can be adapted to children and adolescents.                                                                                                                                                                 | <b>THEMATIC</b><br>Sustainable project design.<br>Participatory tools.                       | <b>PROMOTER</b><br>Cultura de la Tierra<br>(Spain)                                                                       | <b>TITLE</b><br>DRAGON DREAMING<br>PROJECT<br>Design presentation |
| <b>TIME NEEDED</b><br>From 1 hour to several.                                                                                                                                                                                                     | <b>GROUP SIZE</b><br>From 8 to any.                                                          | <b>SHORT INTRODUCTION</b><br><br>A short presentation on the methodology Dragon Dreaming for sustainable project design. |                                                                   |
| <b>MATERIAL NEEDED</b><br>Clock.<br>Blackboard.<br>Candle.<br>Elements from nature.                                                                                                                                                               | <b>RECOMMENDED LOCATION</b><br>Anywhere quiet and comfortable, can be outdoors or in a room. |                                                                                                                          |                                                                   |
| <b>OBJECTIVES</b><br><br>To share the philosophy and methodology of Dragon Dreaming project design for sustainable projects.<br><br>To inspire participants to follow their dreams.<br><br>To share a participatory and authentic way of working. |                                                                                              |                                                                                                                          |                                                                   |

## INSTRUCTION STEP BY STEP

The session will be designed depending on the group, the environment where the workshop is organised and the time.

Usually it starts with introduction and context of Dragon Dreaming; its bases: deep ecology, systems thinking, modern science, Chaos theory and Australian aboriginal wisdom; its ethics: service to the Earth, community building, personal growth.

Explain why Dragon and why Dreaming.

Talk about the 4 areas: Dream, Plan, Act and Celebrate; and the 12 steps: awareness, motivation, gather information, considering alternatives, designing strategies, pilot trial, implementing, administration and management, monitoring progress, acquiring new skills, transforming results, discerning wisdom.

We go into win-win culture, group work, cooperative and participatory.

Charismatic communication.

Steps for design:

Dream Circle

SMART objectives

Karabirrdt

The Gameboard

Tasks & Responsibilities:

Enthusiasts, Trainees, Mentors

Time and Budget

Keeping it playful.

## EVENTUAL ADVICE FOR FACILITATOR

It is strongly suggested to participate in a Dragon Dreaming introductory workshop.

|                                                                                                                                                                                                                                                                                                                                                 |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| <b>TARGET GROUP</b><br>Mainly adults. Can be adapted to children and adolescents.                                                                                                                                                                                                                                                               | <b>THEMATIC</b><br>Sustainable project design.<br>Participatory tools.                           | <b>PROMOTER</b><br>Cultura de la Tierra<br>(Spain)                                                                                                                                                                                                                                                                                                                                                                  | <b>TITLE</b><br>THE DREAMING<br>CIRCLE |
| <b>TIME NEEDED</b><br>From 1 hour to several.                                                                                                                                                                                                                                                                                                   | <b>GROUP SIZE</b><br>From 4 to any.                                                              | <b>SHORT INTRODUCTION</b><br><br>One technique from Dragon Dreaming Project Design, that is used to share ideas, dreams, projects mfrom an individual to a group that wants to be involved and to become part of the project. It's a kind of a brainstorming in which everybody that has been invited to join the project can add and enrich with their ideas, visions, dreams to make the dream – projects “ours”. |                                        |
| <b>MATERIAL NEEDED</b><br><br>Clock.<br>Flipchart.<br>Pens and colours<br>Candle.<br>Elements from nature.                                                                                                                                                                                                                                      | <b>RECOMMENDED LOCATION</b><br><br>Anywhere quiet and comfortable, can be outdoors or in a room. |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                        |
| <b>OBJECTIVES</b><br><br>Starting from an individual’s (or a little group’s) idea/dream/initiative to open it up to a wider group, to share the ownership and to allow the collective intelligence to add to the original dream. So that at the end everybody has contributed to the initial dream with his/her own dreams and feel part of it. |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                        |

## INSTRUCTION STEP BY STEP

Once a person has an idea or a dream, the first step in Dragon Dreaming is to share this with a group of people. Who should these people be? They can be friends, neighbours, family, work colleagues, people with special skills and/ or people from the community who may have an interest in the idea.

Once you have decided with whom you wish to share your dream, invite them to The Dream Circle.

Invite everybody to sit down in a circle. After the initiator has presented his/her dream and explained what the project is to be about, he/she presents the dream to the team the team, asking a Generative Question such as:

«What would this project have to look like so that afterward you can say – this was the best possible way to have spent your time?»

Or: «What would enable you to say – yes! I am so pleased I worked on this project!?»

Then everyone present answers in turn, perhaps using a talking piece (could be whatever object, better if something natural). Each person adds one dream at a time and then passes to the next one. If someone has nothing further to

add for the moment, they can pass. If someone passes, they can later add a new idea when it is their turn again. This process goes around as many times as it's needed and each person can add many dreams, but only one at the time.

It is important in a Dream Circle that every idea is recorded in a flipchart or somewhere that everybody can see and that after can be kept. It will be necessary to appoint a recorder to capture the ideas as they are shared. The recorder writes the name of the speaker and captures the essence of what is being said. Don't try to capture every word, just get the gist of it.

Once this is written down check with the speaker that this reflects accurately what they wanted.

If you find the energy falling, there is something going wrong. Watch out for Analysis Paralysis, i.e. that your Dream Team gets stuck in the debate over the meanings of words. Make sure, that there is a flow in the Dream Circle – this way it is an uplifting experience. The Dream Circle continues until everyone in turn has passed. It is important to declare the circle as finished and – of course – to celebrate!

|                                                                                                                                                                         |                                                                                              |                                                                                                                                                                                                                                                                            |                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| <b>TARGET GROUP</b><br>Mainly adults. Can be adapted to children and adolescents.                                                                                       | <b>THEMATIC</b><br>Sustainable project design.<br>Participatory tools.                       | <b>PROMOTER</b><br>Cultura de la Tierra<br>(Spain)                                                                                                                                                                                                                         | <b>TITLE</b><br>SETTING UP<br>SMART OBJECTIVES |
| <b>TIME NEEDED</b><br>From 1 hour to several.                                                                                                                           | <b>GROUP SIZE</b><br>From 4 to any.                                                          | <b>SHORT INTRODUCTION</b><br><br>This is one technique from Dragon Dreaming Project Design, that is used to set the objectives on a project/dream in a participatory, funny and efficient way.<br>In a Dragon Dreaming process this step will come after the Dream Circle. |                                                |
| <b>MATERIAL NEEDED</b><br>Clock. Flipchart.<br>30 post it.<br>Pens and colours<br>Candle.<br>Elements from nature.                                                      | <b>RECOMMENDED LOCATION</b><br>Anywhere quiet and comfortable, can be outdoors or in a room. |                                                                                                                                                                                                                                                                            |                                                |
| <b>OBJECTIVES</b><br><br>From a project idea/dream, an abstract or wide goal;<br>to extract and set the objectives that will allow afterwards to design an action plan. |                                                                                              |                                                                                                                                                                                                                                                                            |                                                |

## INSTRUCTION STEP BY STEP

1. Thirty post it notes are needed for this exercise. Divide them by the number of people present and give everyone the required number.
2. The group reads once more through the collected dreams (see previous exercise "The Dreaming Circle"). Then they ask themselves: «Which particular things need to be done first in order to make this dream come true? »
3. Everyone then will write one idea on each of the post it notes. This should take no more than 10 minutes.
4. Then, the first person can post his/her notes to the flip-chart.
5. A second person joins him/her and does the same. All similar themes are placed in perpendicular columns, all themes that differ are placed horizontally. However, there can only be 6 to 8 horizontal columns at any given time.
6. If the number of columns exceeds 6-8 horizontally, this requires that a person might rearrange the post-its of their predecessors. If they do so, they have to justify why they want to move them. There can be discussion between the 2 at this stage, and there should be consensus in the end.
7. This should not be too time and energy consuming; everyone should be aware of their responsibility and tread the fine line between over analyzing (analysis paralysis) and giving in simply to put a stop to the discussion.
8. The whole group is divided into small teams. Each team takes one or two columns to identify key words. Key words are those that unify the theme and may be referred to repeatedly in a column.
9. An objective is then written using the key words: The criteria for the objective is that it meets the criteria above (Limited, achievable, future condition that's action oriented).
10. Participants place dots on two or three objectives: The Generative Question here is »Which objective if considered first would help make all objectives and 100 percent of our dreams come true«. The rule is everyone has three dots, but cannot place all three on one objective. Be aware: This is not a test of the importance of objectives – all are important in a win-win game.

## DEBRIEFING

An objective is defined as limited, achievable, future condition, which is action oriented. The objectives can also follow the SMART- principles (specific, measurable or memorable, accepted or achievable or affordable, realistic or responsive, and timely). It has the following characteristics:

- It is concise: It is short – long goals have the disadvantage

- of bringing confusion to the mind of the reader or listener.
- It is inclusive: It includes all the basics of what this project is about, so that there is a clear relation between the project objectives and the project dream
- It is memorable: Goals that cannot be remembered are not worth the words they are spoken with. As the »public face« of your project, goals must be remembered.
- It is inspirational: Goals need to inspire– it needs to inspire the speaker and the reader, but also inspire the public who are to get involved.

## ADVICES FOR FACILITATORS

It would be helpful to have participate in that activity before, to have read the Dragon Dreaming manual or to have taken part in a Dragon Dreaming introductory workshop.

# TITLE

PINAKARRI

## PROMOTER

Cultura de la Tierra  
(Spain)

## THEMATIC

Sustainable project design.  
Attuning.

## TARGET GROUP

Mainly adults. Can be  
adapted to children and  
adolescents.

## SHORT INTRODUCTION

This is one technique from Dragon Dreaming Project Design, that is used to create a space of inner silent, to help to attune and connect with ourselves and with the other members of the group.

It is used also when there's a conflict or when the energy of the group-session is getting low, or attention is lost.

## GROUP SIZE

From 2 to any.

## TIME NEEDED

2 minutes

## RECOMMENDED LOCATION

Anywhere quiet, silent and comfortable, can be outdoors or in a room.

## MATERIAL NEEDED

A bell

## OBJECTIVES

To calm yourself and connect with your body.

To attune

Pinakarri is the Aboriginal word for Deep Listening.

A little guide to Pinakarri:

(The first times it can be a person leading it as a guided meditation, after several times, everybody will remember the sequence)

1. Close your eyes and feel where your body connects with the chair or cushion you are sitting on.
2. Feel the weight of your body: notice your weight and how the Earth supports it. This gravity is the oldest force in the universe. If this was a person supporting you would call it unconditional love. Become aware of the unconditional love of the Earth for you, the support it gives you.
3. Breathe deeply – in and out: hear the difference in tone and feel the difference in temperature between the in-breath and the out-breath. This difference in temperature comes from the sun.  
Who are you? You are the dance of the material cycles of the Earth with the energy of the sun
4. Can you hear the drumbeat of your heart? This has been with you since before you were born and will be with you until the moment of your death.

## INSTRUCTION STEP BY STEP

5. Find the point where the tension or energy in your body is strongest. Breathe into that spot, consciously relax and breathe out the tension.

6. You have now silenced the little voice in your head. There are many ways to achieve Pinakarri. Feel invited to experiment and find your own. Every Dragon Dreaming participant can call for a Pinakarri at any given time.

You can ring a bell or some other sort of signal which has been agreed upon. At the signal everyone will stop what they are saying or doing, and remain silent for approximately 30 seconds.

It is up to the individual how deeply they will relax, but it is important that everyone remains silent for a moment.

The purpose behind this practice is to overcome certain aspects of human behaviour. On one hand Pinakarri helps people who are currently in conflict to overcome inner blockages. Pinakarri is also helpful to double check what we really want.

## ADVICES FOR FACILITATORS

It would be helpful to have experienced Pinakarri before.

## TITLE

GUERRILLA  
GARDENING

## PROMOTER

Pedalable Edibles  
(United Kingdom)

## THEMATIC

Campaigning for social  
change / defiance /  
rebellion / freedom /  
abundance

## TARGET GROUP

Any

## SHORT INTRODUCTION

Sowing seeds, planting bushes, shrubs, seedlings and saplings, transforming neglected green spaces into productive grow spaces without permission from the landowners or 'authorities'.

## GROUP SIZE

Any

## TIME NEEDED

Any

## RECOMMENDED LOCATION

Any

## MATERIAL NEEDED

Non-GM, non-hybrid, open-pollinat-  
ed heritage seeds /  
seedlings / saplings, tools, organic-  
compost / soil with balanced pH,  
natural fertilizers, water and the will  
to change the world

## OBJECTIVES

To recreate natural abundance of fresh, locally produced organic food for all human beings whilst achieving harmony with nature

## INSTRUCTION STEP BY STEP

Identify environmental neglect, research possible solutions, discuss plan of action, source materials, implement plan, document / film the action, promote the idea worldwide

## ADVICES FOR FACILITATORS

Lead by example in all that you do, always try to engage with the local community as gaining their support for your selfless actions will help overcome any resistance from the 'authorities'.

Always take the moral high ground, we do not need to ask permission from the so-called 'authorities' to make our local communities a nicer, more abundant place to live in.

# TITLE

PARKING DAY

## PROMOTER

Fédération  
Inter-Environnement  
Wallonie des associations  
au service de l'environnement  
- MJ Récollets (Belgium)

## THEMATIC

Public space  
utilisation/occupation

## TARGET GROUP

Any, the world  
and its citizens

## SHORT INTRODUCTION

PARK(ing) Day is an annual open-source global event where citizens, artists and activists collaborate to temporarily transform metered parking spaces into "PARK(ing)" spaces: temporary public places. Present in hundreds of cities, the initiative PARK(ing) Day is to call into question the place of the car in our cities. To this purpose, the parking spaces are transformed - for a few hours - in places of public life

## GROUP SIZE

10 peoples

## TIME NEEDED

3 hours  
(more if you want)

## RECOMMENDED LOCATION

Downtown

## MATERIAL NEEDED

Table, chairs, sofa, flipchart,  
promo materials, a few coins,  
guitar/bongo, plants

## OBJECTIVES

The initiative PARK(ing) Day is to call into question the place of the car in our cities. To this purpose, the parking space are transformed - for a few hours - in place of life open to the public: park benches, music, games ... This action brings usability to these areas usually confiscated. The goal is to get people to rethink how we use urban space. And, more broadly, a global reflection on the concept of quality of life in the city.

### 1) Form a Team

Two to four people can easily create a PARK(ing). Friends, family, colleagues, local association, artistic collective, etc..

### 2) Imagine a concept and design

The parking space can be misused in a thousand ways: green space, relaxation, artwork, playground, music, etc.. The ideal concept is to imagine something attractive and positive, depending on the audience you want to reach; the underlying idea is to stimulate reflection on the occupation of public space. In this context, a commercial space is incompatible with the project PARK(ing) Day.

### 3) Select the place

In connection with the nature of the project, the place of performance will determine its visibility. A street in a public park or private manager, many things are possible! In all cases, the location will be leased in the rules (meter) is the way to occupy space that changes.

### 4) Save your project

Register your project (<http://parkingday.org/>) indicating

## INSTRUCTION STEP BY STEP

the following information: exact location of your PARK(ing), concept provided, hours of availability, contact person, name of your group if you represent any. In this way it will be possible to indicate your initiative on the map (it is also possible to do it yourself) and promote it to increase the number of your potential visitors.

### 5) The day before, end of your working day.

Send a press release explaining your approach to all media near you. Set their an appointment one hour after your project has started.

### 6) The D-Day

Set up your PARK(ing) and take good time on your remodelled space! You can live your PARK(ing) just an hour or a whole day, depending on the validity of your parking ticket.

### 7) Share your experience and images

For example on the Facebook page created for the occasion, on social networks, on your website.

For this type of action, it is recommended a classic debriefing. The debriefing is an important element in managing a project. It allows to take stock of the things that went well, failures, and improves the operating mode, "rectify". It also allows for corrective action to repair the mistakes made during the event.

The making of this post-spot evaluation, that is to say immediately after the event or on the premises of the event itself, has several advantages:

- the facts are still there, people still have in mind the reasons for their actions;

## DEBRIEFING

- people are still "in the heat of the moment" and may be less likely to censor;
- elements are collected in a short time, allowing rapid feedback;
- the fact of expression can help to lower the pressure, the accumulated stress.

[http://www.televesdre.eu/www/verviers\\_les\\_jeunes\\_des\\_recollets\\_transforment\\_route\\_et\\_parkings\\_en\\_espaces\\_de\\_convivialite-7511-999-89.html](http://www.televesdre.eu/www/verviers_les_jeunes_des_recollets_transforment_route_et_parkings_en_espaces_de_convivialite-7511-999-89.html)

## LINKS

## WHO IS WHO?

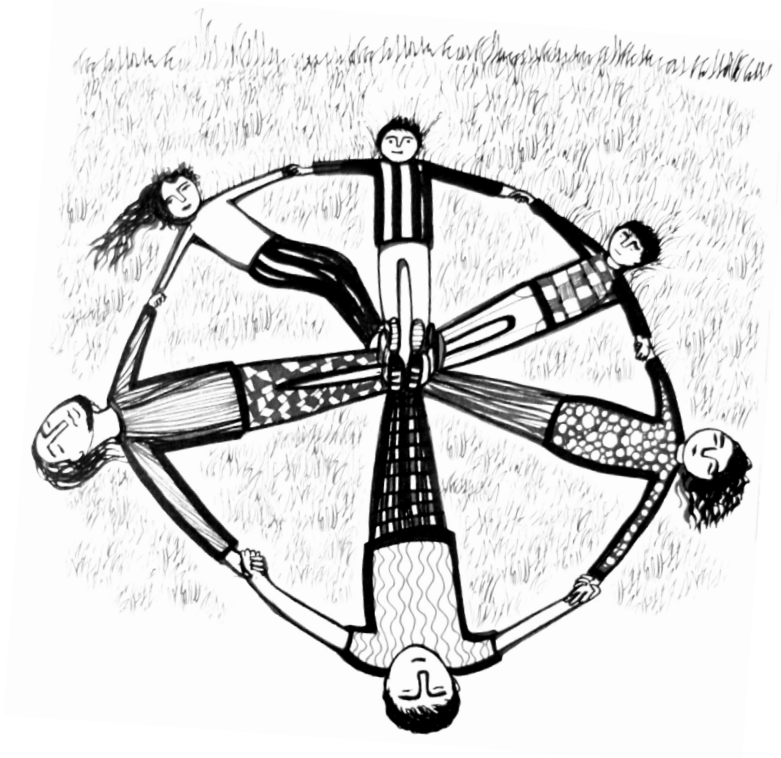
**ORA Handbook** was developed, written and designed by:

Asanache Alexandru, Begolli Andi, Cañas Rios Patricia, Di Pietrantonio Matteo,  
El-Berjaoui Karim, Filipova Jasna, Heron Kirsty, Hulme Alan, Ivanova Elitsa, Janeva Katerina,  
Kalaba Igor, Kalcheva Donka, Kleinfelder Martin, Marsh Rodrigo, Micoli Giorgio,  
Natale Andrea, Natale Paola, Nikaj Stela, Pavlovic Darko, Pierini Maria Laura, Račić Marija,  
Reuchamps Yves, Ristić Branislav, Salvatorelli Lino, Serrao Mario, Stoyanova Polina, Tomić Iva,  
Verpoest Sien, Whitehead Paul, Zgonjanin Jelena

Associations, Organisations and Institutions involved in the project:

**ARCI Nuova Associazione Circolo Territoriale Chieti** (Italy), **Cooperativa Terracoste** (Italy),  
Regional Nature Reserve **“Lecceta di Torino di Sangro”** (Italy), **eiBò** (Italy),  
**Municipality of Torino di Sangro** (Italy), **Municipality of Fossacesia** (Italy), **EDEN Centre** (Albania),  
**Ecologists’ Movement of Macedonia** (Macedonia), **Assistance and Programmes for Sustainable  
Development – Agenda 21** (Romania), **Udruzenje Svetlost** (Serbia), **Roter Baum Berlin** (Germany),  
**Sabirni Centar** (Croatia), **Center for Sustainable Civil Society** (Bulgaria), **NC Future Now** (Bulgaria),  
**Bulgarian Biodiversity Foundation** (Bulgaria), **Centre jeunes “Les Récollets”** (Belgium),  
**Center for Environment** (Bosnia and Herzegovina), **NGO-Youth Centre Zdravo da Ste / Hi Neighbour**  
(Bosnia and Herzegovina), **Middlewood Charitable Trust** (United Kingdom), **Urban Organic CIC**  
(United Kingdom), **Pedalable Edibles** (United Kingdom), **Cultura de la Tierra** (Spain),  
**Farrafanfarra – Associação Cultural** (Portugal), **Três Pontos** (Portugal)

We are all just human beings: for this reason, it is possible that **ORA Handbook** contains mistakes or inaccuracies. At the same time, we will be happy to receive further contributions, suggestions, new proposals to enrich this handbook.



In case, feel free to write us to  
**info@oranetwork.eu**  
or to  
**circoloarcichieti@yahoo.it**

**Thank you very much!**



ORA  
2014