



ORA Green Tools HANDBOOK

"ORA: Green Tools to enhance the social inclusion of young people and sustainable development of local communities"

The goals, the methods, the activities
and the outcomes of the workshop

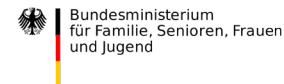
Torino di Sangro (Italy)
Berlin (Germany)
Blackpool (UK)

Project realised by the **ORA Network**

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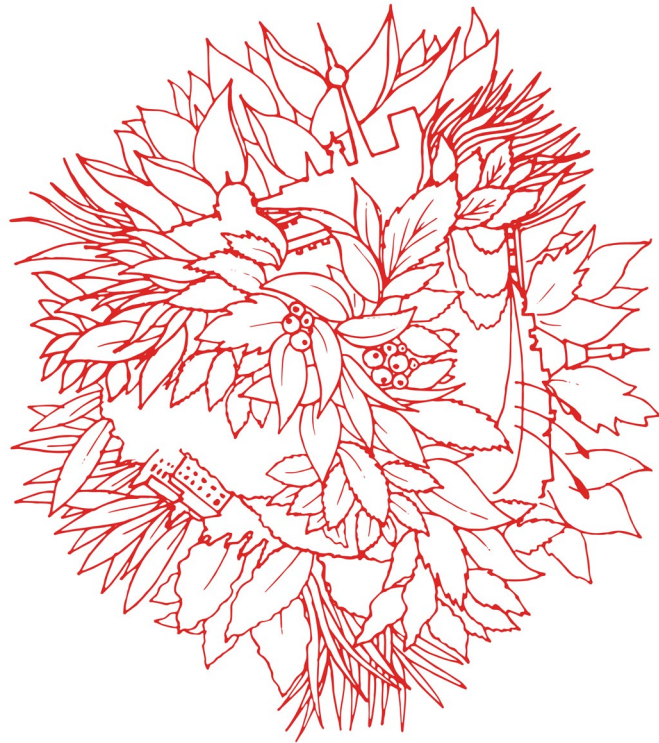
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Presentation of the project

Due to the strong economic and employment crisis affecting all Europe, more and more young citizens are living in a condition of mistrust in the future increasing marginalisation (and/or self-marginalization) and disregard for the public sphere. Even access to the already existing social rights is becoming more and more difficult decreasing at the same time the real possibility for young people to contribute to the development (social, cultural, economic, environmental) of the community in which they live. In this context, who works with young people feel the absolute need to hold back these phenomena and to encourage attitudes and lifestyles aimed to social justice and active participation developing new youth services and more qualified youth work. Sustainable development, protection of environment, the promotion of a "green" life style could represent an efficient tool to facilitate processes of inclusion, engagement and personal development of young people. Our organisation is connecting several realities from different European countries and it's the result of an ongoing dynamic educational process called Observe Rethink Act (ORA) launched in 2009 by Youth Centres, Nature Reserves, environmental NGOs, associations for social promotion, cooperatives, artistic collectives, cultural organisations, and Eco-centres. The concept and methodology 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.

In fact, with the project "ORA: green tools to enhance the social inclusion of young people and sustainable development of local communities" ORA Network wanted, from one side, to deepen the discovering, testing, applying sustainable tools to promote inclusion and involvement of young people and, from the other side, to provide further competences and knowledge to youth workers, operators, leaders, responsible of youth NGO. Through this project, our organisation wanted also to answer the demand and need of actions in the medium/long term period coming from different actors (young people, especially those coming from disadvantaged conditions, youth and social workers, youth centres, youth NGOs, Nature Reserves, local communities, etc.) to improve the efficiency and to enrich the quality of the work done at the grassroots level to enhance opportunities of inclusion. For these reasons, the general aim of this new was to facilitate inclusion of young people (economic, social, cultural, etc.) and the growth of local communities through thematic and tools related to sustainable development. Furthermore, with this project we wanted to spread the knowledge and peculiarities of the ORA methodology.

The project consisted in three main international Activities: a Training Course and two Youth Exchanges. The Training Course took place in Torino di Sangro (Italy) from 2nd till 11th April 2017, the first Youth Exchange took place in Berlin (Germany) from 20th till 29th May 2017, the second Youth exchange took place in Blackpool (United Kingdom) from 26th August till 4th September 2017. After each youth exchange, local initiatives were organised directly by the involved young

people in order to apply “on field” the competences, knowledge and skills acquired during the project with the support of the youth workers who were trained during the training course.

All in all, 98 persons participated to the three Activities realised by the project and 39 of them were coming from contexts of fewer conditions (e.g. economical and social difficult realities, immigrants, unemployed young people, members of minority groups, young people in NEET status)

The objectives that we wanted to reach were:

- To organize a medium/long term multi-activity project, that include a training course and two youth exchanges, to build capacity for NGOs, youth workers, young people, giving priority to those coming from fewer conditions, to use sustainability as tool of inclusion.

- To share and know good examples and best practices realised at European level on the use of sustainability as tool for the inclusion, involvement and engagement of young people and for the growth of local communities.

- To share results and outcomes of the project with the local communities in order to aware/sensitise civil society, citizens, institutions and to contribute in developing higher quality initiatives that will at the same time activate and integrate in the community young people with fewer opportunities.

- To produce a final booklet in which to collect all the outcomes of the project in order to make them available, useful and reproducible by other interested groups.

- To plan follow up measures to be realised both at local level, applying the competences acquired during the project

(multiplying effect) and at international level through the Erasmus+ Programme in order to generate further possibilities of inclusion and involvement of young people.

Thanks to the need analysis conducted in each local level by all the partners before the application of the project, we identified the practical tools to be developed by the project itself during the workshop paths: Environmental Education Modules, Environmental Educational Paths, Stop Motion Animation, Gardening. The four tools were introduced during the Training Course in Italy where in order to prepare both the organisers and the participants to better develop the tools for the youth exchanges and for the local initiatives. The workshops held during the youth exchange in Berlin were Gardening, Environmental Education and Environmental Educational Path. Those realised in Blackpool were Gardening, Environmental Education and Stop Motion Animation. The choice of where to realise the workshops was based on the specific characteristics of each local environment and context.

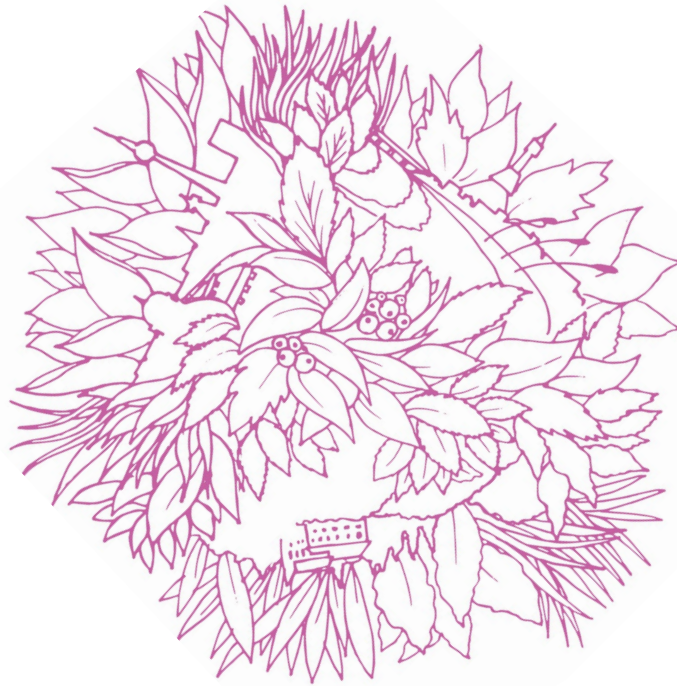
The methodology used in the project was built entirely on Non Formal Education approach: learning by doing, sharing, peer education, Observe Rethink Act. The methods contributed to foster group integration, motivation to participate and coherent running of the activities and participants acquired knowledge, competences, experiences and skills which contributed to their social and personal development. Full involvement and free expression were guaranteed during all phases of the project and interaction was an on-going process in which all the partners and participants had a role as much participative as possible.

From the very beginning of this project when it was just an idea, we had clearly in mind that the educational path we identified was not just for us: we wanted to make it available for a larger audience, in order to spread our work wider and make it useful for organisations other than those directly involved. That's why this publication has been produced: what is good for us could also be good for our community, not just

locally but on a European level. For this reason we believe that this publication could be an useful tool for organisations, associations, youth workers, educators and environmental activists. We hope that this handbook will help others to be inspired, to realise projects, create activities and to facilitate inclusive processes for young people, and to encourage them to be active in their contexts.

Enjoy your reading!





ORA NETWORK:

Observe Rethink Act

INTRODUCTION

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

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 their communities. Participation in the process has improved the efficiency and enriched the quality of the work done at the grassroots level by every organisation involved. ORA works by combining different Non-formal Education methodologies and using several elements related to sustainable living, creating positive local impact and encouraging wider engagement for 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 shared platform by establishing an international network connecting organisations from different European countries. This network was founded as an official organisation with the signature of the statute in July 2014, during an international meeting held in Banja Luka, Bosnia and Herzegovina. In February 2015 it was then registered in Germany as “ORA Network e.V.” (E.V. = Eingetragener Verein = registered association). This network works together to plan shared initiatives, co-ordinate activities and design projects within the framework of Observe Rethink Act.

VISION

Our vision is of an inclusive and participatory society with out 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 organizations, 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 social-cultural, environmental and economic elements, we aim to improve our society.

OBJECTIVES

By designing and realizing workshops, trainings, 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, association for social promotion.
- 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, trainings, seminars, exchanges, multimedia and artistic products, public events and awareness raising campaigns.





Training Course in Torino di Sangro (Italy)



The first Activity of this educational process (Training Course) took place in Torino di Sangro (Abruzzo, Italy) from 2nd till 11th April 2017 in order to introduce the subject of all the workshops that was better developed later on during the YEs. The Training represented an opportunity for 34 participants from Germany, Italy, United Kingdom, Belgium, Romania, Bulgaria, Albania, Bosnia Herzegovina and Serbia to share competences and knowledge towards both theoretical and practical activities and to explore different techniques, approaches and sustainable tools. The Hostel "San Felice", the Nature Reserve "Lecceta di Torino di Sangro", the community

of Torino di Sangro have been our main working places during all activities supported by different local partners (Municipality of Torino di Sangro, Cooperativa "Terracoste", Istituto Abruzzese Aree Protette, etc.). During the Training Course, we had the possibility to develop on field 4 workshops (Gardening, Environmental Educational Path - The Spring Path, Stop Motion Animation, Environmental Education focused on Wolves) managed through Non Formal Education methodologies and realising different activities (e.g. field visits, practical work on field and in the nature, etc.) and several outcomes.

Gardening

The Mobile Gardening workshop explored an alternative approach to making spaces more beautiful, productive and nature friendly using local and recycled materials where possible. Portable garden elements were created and then trans-

ported to build a community garden space, in this case in a little used paved area behind the public library in Torino di Sangro. Ideas from the group first made as scale models before a design was developed for the garden which used pallets, umbrellas, tin cans and other recycled materials. The resulting garden was presented to the local children who enjoyed a storytelling session both in Italian and English!





Environmental Educational Path (Spring Path)

Process of making an Environmental Educational Path was interesting for participants, no matter of age, because they had chance to spend working time in nature, learn and get new information and leaving something behind them with having a good purpose.

Methodology used during this workshop was ORA methodology based on learning by doing. During the Training Course in Torino di Sangro we had chance to visit and try different kind of educational paths made in previous years in the Nature Reserve of Lecceta di Torino di Sangro. Participants experienced Environmental Educational Paths from 'first hand' and already imaged how it looked like and which purpose it have. That experience provided inspiration and motivation to make another one, with new activities and themes.

Working days were divided into Observe, Rethink and Act

giving to participants a clear picture in which phase of process we were. When we defined the path, it was important to "connect and meet" the nature itself. Mixture of individual and group work is always good choice! We had chance to find areas and part of the Path which were mostly interesting for us as individual, and to link them with competences that we had. When we had clear picture, good process based on the active participation of all participants, guaranteed a good result.

Participants learnt how to mark new Environmental Educational Path with mobile didactic materials (brochure, info panels, arrows, iBox, turtle family painted on the rocks, ground profile samples..), making it approachable for kids in bigger groups and mark it with arrows including brochure with description of activities and map of our new Spring path. Finally, we connected the Visitor centre of the Nature Reserve with a small spring and an ancient grape (Vite Vinifera) in educative way, and lead group through our Spring Path.





i-Centro
Visite



Percorso del Sangro

Spring Path



NETWORK



LENGTH OF PATH: 410 m



Herman Family

Hello kids, I am Herman.
I have lost my 4 babys Leonardo, Raffaello, Donatello, Michelangelo could you help me to find them?
The first I think I lost near the spring because he loves swimming.
Raffaello is a lazy tortoise, maybe he is sleeping somewhere near to the soil profile.
Donatello loves to eat, maybe he is near the pond
Michelangelo and his friends are maybe smelling the flowers, but he doesn't like trees so much.

Ciao ragazzi, io sono Herman.
Non trovo i miei 4 bambini: Leonardo, Raffaello, Donatello e Michelangelo. Potreste aiutarmi a trovarli?
Il primo credo di averlo perso vicino alla sorgente d'acqua, perché lui ama nuotare.
Raffaello è molto pigro, forse sta dormendo da qualche parte vicino al pannello degli "Orizzonti del suolo".
Donatello ama mangiare, forse è vicino al lago.
Michelangelo ed i suoi amici forse stanno annusando i profumi dei fiori, però a loro non piacciono molto gli alberi.

Doodle maps

See if you can spot the scenes in the 4 drawings in Reality. Mark them on the Map and find them all.

Lungo il sentiero, individua i luoghi dei 4 disegni e indicali sulla mappa.

Soil profile

Observe the soil profile in nature, than observe the soil profile on the panel and arrange the pots with the different ground material in order like it should be.

Gli orizzonti del suolo

Osserva il profilo del suolo, osserva il profilo del terreno sul pannello e disponi i vasi con il diverso materiale per come dovrebbe essere.

iBOX

On the path you will find various boxes that you have to open using key. You are given the first part of the key at the start, which opens the first box and from then on you get a part the key from every box. The key does not only reveal the contents of the box but also asks you a question to which the correct answer opens the box, or gives extra information about the location.

1. Use the key to point the arrow at the answer the correct answer will open the box.
2. Use the key to slide information panel out.

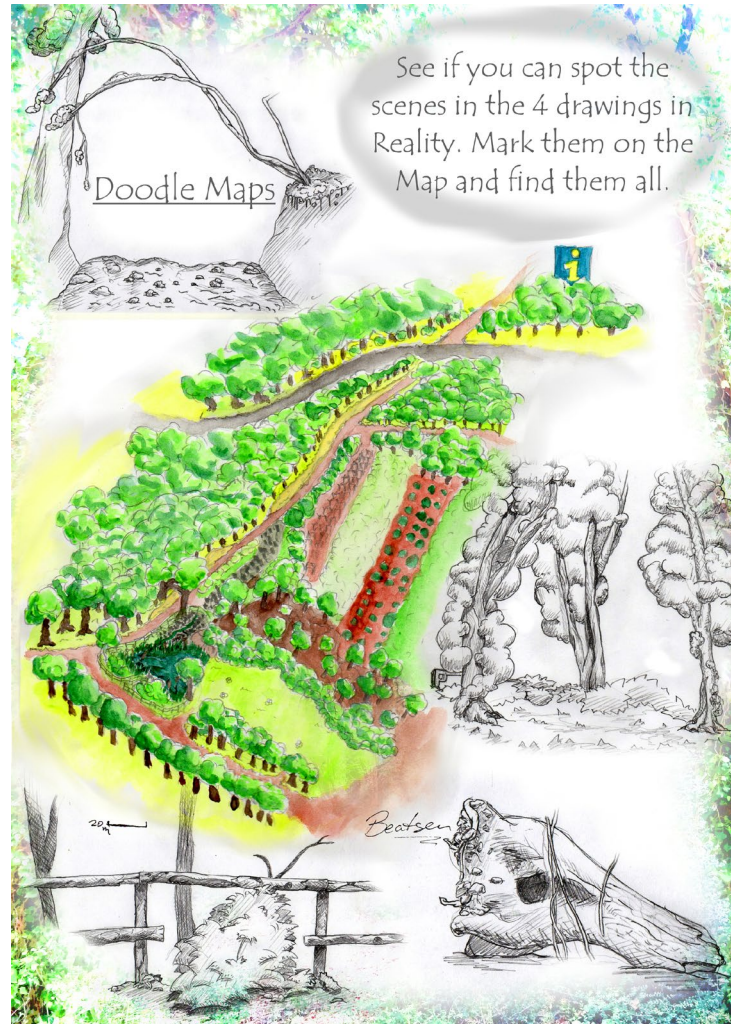
Sul percorso trovi diverse scatole che si aprono con una chiave. All'inizio hai la chiave per la prima scatola, e con ogni scatola che trovi puoi aggiungere un ulteriore pezzo alla chiave. La chiave non serve solo ad aprire le scatole ma è utile a dare le risposte giuste e a fornirti ulteriori informazioni sul luogo.

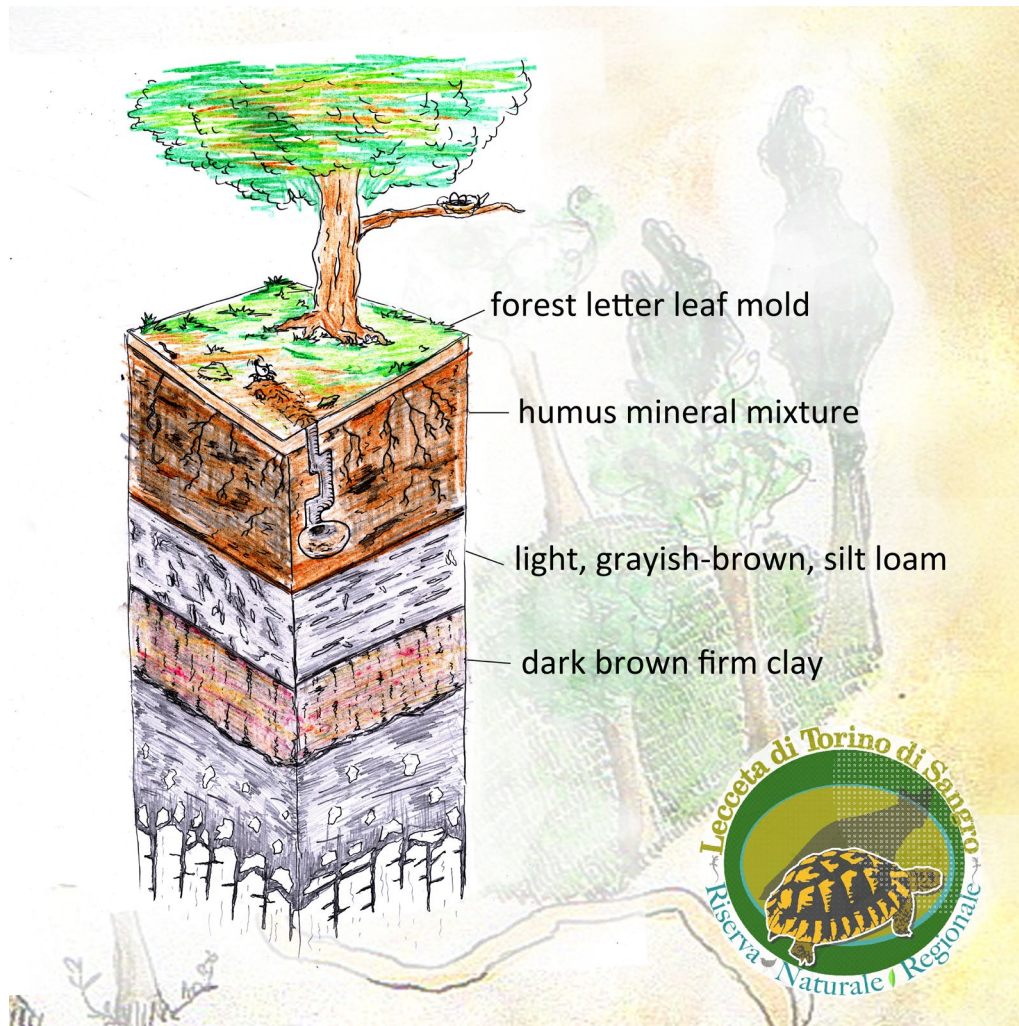
1. Adoperare la chiave per indicare la risposta con la freccia. La risposta giusta apre la scatola. Prendi il contenuto.
2. Estrai il pannello informativo usando la chiave.

Take a photo as a Herman

Put your face in the cut out hole, and take a photo with you as a tortoise!
Diventa anche tu una tartaruga e scatta una foto!

mappa/map -->





"O HORIZON"



The first layer (horizon) is the O horizon which is called humus.
Humus is decomposed plants and animals.
This top layer has a lot of organic matter (humus).
As plants and animals decompose they gather on the top of soil and eventually mix into the lower layers of soil.
The O horizon is usually dark brown and is high in nutrients.

"L'ORIZZONTE O"



Il primo strato (Orizzonte) è "l'Orizzonte O" che si chiama humus.
L'humus è la decomposizione di piante e animali.
Questo strato superiore è ricco di materia organica (humus). Mentre le piante e gli animali si decompongono si raccolgono nella parte superiore del suolo e infine si mescolano negli strati inferiori dello stesso.
"L'Orizzonte O" è di solito di colore marrone scuro ed è ad alto contenuto di sostanze nutritive.

"B HORIZON"



The third layer is the "B Horizon", called "Subsoil".
It is a clay like soil that has various mineral deposits, such as iron, silicate, and carbonate.
This layer is not very dark. Tree roots grow down to this layer.

"L'ORIZZONTE B"



Il terzo strato è "l'Orizzonte B", chiamato "Sottosuolo". E' un suolo di argilla che ha vari depositi di minerali, come ferro, silicati e carbonato. Questo strato non è molto scuro. Le radici degli alberi crescono fino a questo livello.

"R HORIZON"

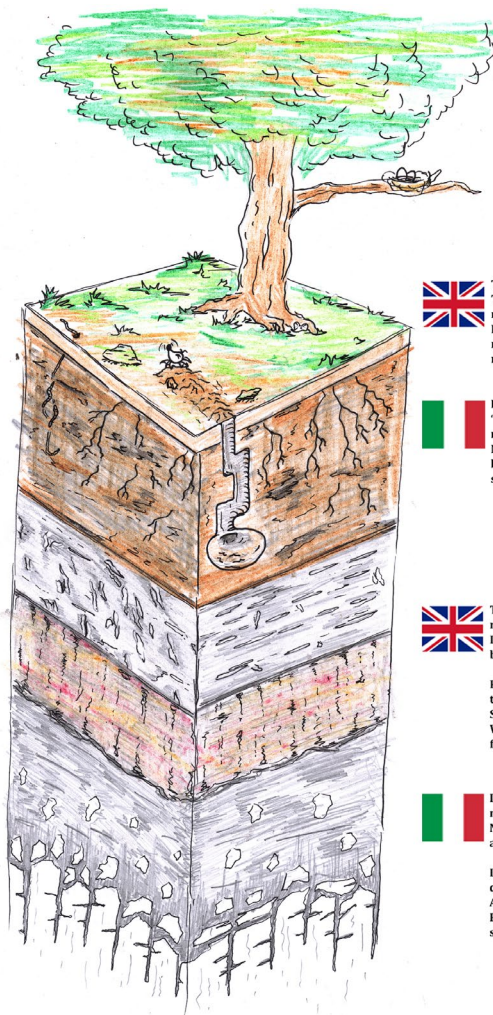


At the bottom of all soil profiles is a layer of bedrock or the "R horizon".
This layer consists of a thick slab of rock such as granite, quartz, or sandstone. It is unweathered parent material.

"L'ORIZZONTE R"



Nella parte inferiore di tutti i profili di suolo c'è lo strato di roccia detto dell' "Orizzonte R".
Questo strato è costituito da una spessa lastra di rocce come il granito, il quarzo, o l'arenaria. Si tratta di materiale soggetto alle condizioni meteorologiche.



"A HORIZON"



The second layer is the "A horizon", called "Topsoil".
This layer has various minerals, as well as organic matter.
Many insects, like spiders, and small animals, like moles, live in this layer of the soil. It is also a good medium for plants to grow.

"L'ORIZZONTE A"



Il secondo strato è "l'Orizzonte A" che si chiama "terriccio". Esso è composto da vari minerali e da materia organica.
Molti insetti, come i ragni, e piccoli animali, come le talpe vivono in questa parte di suolo. Questo strato permette alle piante di crescere rigogliose

"C HORIZON"



The fourth layer is the C horizon and called parent material.
It does not have very many nutrients and is mostly broken up rocks.

Plant roots cannot grow in this layer because it is too dense.
So why is it called parent material?
Well, it's the material that the other layers' form from.

"L'ORIZZONTE C"



Il quarto strato è l'orizzonte C ed è chiamato materiale parentale.
Non ha molte sostanze nutritive ed è in gran parte alternato a rocce.

Le radici delle piante non possono crescere in questo strato perché è troppo denso.
Allora perché si chiama materiale parentale?
Perché è il materiale che proviene da altri livelli di suolo.



Oak (*Quercus ilex*)

The Holm oak is an evergreen oak typical of the Mediterranean. It is a tree that can reach 20-25 m in height, but which can also take the form of a shrub. The bark, gray and smooth in young individuals, it becomes brownish-gray in adults. In the woods of Torino di Sangro, the species is frequently to such an extent as to have prompted some to define here a consortium of *lecceta* very special for the Apennines.



STRACCIABRAGHE (*Smilax aspera* L.)

Sarsaparilla nostrana (*Smilax aspera* L.) is a plant from the Liliaceae family. It is a shrubby climbing plant, with a flexible and delicate stem, but with sharp thorns. The leaves are heart-shaped, have serrated spiny edges. The flowers, which are very fragrant, are small yellowish or greenish blossoms which grow in umbrella shaped sprays. The fruits are round red berries, gathered in clusters and containing tiny seeds. Bland and unpalatable to humans, they are a source of food for many species of birds.



POND PATH

The path that leading to the pond is short (around 600 m). It passes through a mixed forest tract with *cerri* and young oaks, to arrive to a small seminatural pond recreated in a pre-existing forest watershed area. The pond, perennial wetland, plays a fundamental role for the plants and especially for the survival and spread of different species of animals of the Reserve.



TURTLE GROUND OR TERRESTRIAL (TESTUDO HERMANNI)

The name "hermanni" is in honor of the doctor and French naturalist Jean Hermann. It's a reptile belonging to the family of tortoises. The research conducted so far has confirmed the presence today in the Abruzzo region of a single viable population, a few specimens, found only in this reserve. They can reach 25 centimeters in length, and differentiate between males and females from the central plastron: if it is concave is male if it is flat is female. Tortoises have a good view: can distinguish shapes, colors and even recognize people. They have a very clear sense of direction: if you are moved a few hundred meters from the territory to which they are closely linked they will return in a short time.



WILD VINE (VITIS VINIFERA SYLVESTRIS)

The wild grape (*Vitis vinifera sylvestris*) is a dioecious plant with unisexual flowers, which means that it has male and female plants. It is a vine, and produces fruits made up of small grapes in irregular clusters. It lives in deciduous and evergreen forests with slightly acidic soil, along the banks of rivers or near wetlands.

PALEOVITE PROJECT

The Reserve 'Lecceta di Torino di Sangro' has, together with other organizations, set up a scientific research project on the conservation of biodiversity and innovation in agriculture, called "Paleovite d'Abruzzo".

The project aims are:

- The preservation of the species *Vitis vinifera sylvestris*, within the Lecceta where it is present as an endemic species
- The preservation of its germplasm, and the reintroduction of the species in suitable habitats
- - The study of plant behavior in cultivation, and its genetic potential, in order to obtain new knowledge for regional viticulture



TURTLE OR TORTOISE PALUSTRE PALUSTRE EUROPEAN (*EmysOrbicularis*).

The females are always bigger than the males. The males grow to 15-18cm in length, whilst the females are 20-22cm long. From October to March *Emys orbicularis* usually hibernates in water preferably in the mud in an almost total state of hibernation in which the animal breathes by assimilating oxygen through the skin and cloaca. In some cases instead of in water, *Emys orbicularis* digs a den in the earth among roots, or shelters among rocks, but always in proximity to water. They live in the vicinity of this pond and in this Reserve. It is a mostly carnivorous reptile. It feeds in particular on slugs and snails, small crustaceans, larvae of insects, molluscs, tadpoles and aquatic invertebrates. It will also eat dead fish or other carrion, as well as aquatic vegetation such as duckweed and water lilies.

DISTANCE PATH: 410 METERS

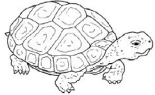
ACTIVITY 'ALLOWED':



YOU CAN WALK ALONG THE
PATHS AND ON THE BANKS OF
POND AND RIVER



YOU CAN OBSERVE THE NATURE, BIRDS, FLOWERS,
ANIMALS AND THEIR BEHAVIOR WITHOUT
SCARING THEM



YOU CAN SMELL THE PERFUMES AND ENJOY THE
OBSERVATION POINTS



YOU CAN TAKE PICTURES OF THE BEAUTY OF
NATURE WITHOUT SCARING THE
ANIMALS



YOU CAN GO IN BICYCLE ALONG THE PATHS



YOU CAN PLAY AND
HAVE FUN WITH
FRIENDS IN
SUITABLE AREAS



Auguri Mamma

**YOU CAN TOUCH, BUT NOT
TEAR FLOWERS AND BUSHES**



**YOU CAN COOK IN PLACES AUTHORIZED BY THE
RESERVE**



**YOU CAN LISTEN TO THE SONG OF THE BIRDS, THE
CROAKING OF FROGS, THE HOWL OF THE WOLF**



YOU CAN ENTER WITH YOUR FOUR LEGS FRIENDS





Environmental Education on wolves

In the environmental education workshop participants worked on the creation of an educational project, by the identification of appropriate dynamics, exercises and methodologies, in order to develop a module in schools and for groups as well.

All the activities focused on the wolf, after the recent discovery (in 2015) of the return of this important mammal in the Regional Nature Reserve “Lecceta di Torino di Sangro”, territory of analysis, study and implementation of the training course.

Participants discussed and worked on topics related to the ecological importance of the wolf within the biodiversity of the whole Reserve, and to the misinformation on the subject, that is spreading in recent times and that is creating unnecessary and dangerous alarmism.

In order to have a starting point of discussion, participants were asked to answer to a survey about wolves in their own country, presence, population density, conservation and protection level.

In the very first days all the activities have been supported by the use of “the Basket of ideas”, a physical basket that was gradually filled with the various ideas that came out by the participants themselves on the various aspects related to the wolf and how to share them with the addressees of the project.

Following the ORA methodology based on learning by doing, participants have been helped to study and develop a complex project, rich in brand new activities for Lecceta Reserve.

Thanks to this useful approach and to the different ages, experiences, attitudes and knowledge of the participants, several outputs come out from the workshop:

- The wolf path (a brand new path in Lecceta) with arrows and paws, and fun facts about the wolves;
- An interactive brochure, with scientific information about wolves at one side, and quiz and funny questions at the other side;
- The “True or false” game, a quiz with questions about misinformation about the wolves;
- The “Guess the footprint” game, to help addressees to recognize the differences among three important canids (wolves, dogs and foxes) footprint;
- Track and signs panel, to help addressees to recognize the differences among three important canids (wolves, dogs and foxes);
- Myths and legends panel;
- Wolf footprints made with Das;
- “Anna and Wolfy” fairy tale;
- “Lupopoly” the game, an original board game with scientific basis and aims, with six wolfy players and a path to be played with dices.

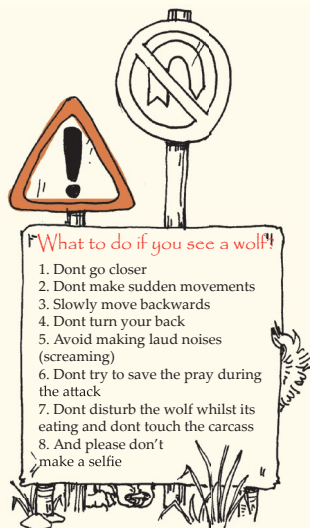
For the realization of all these outputs, various materials, often recycled, were used; and the workshop, that took the title of “in bocca al lupo, viva il lupo”, also benefited from the help of designers and programmers who were also involved in the other workshops of the training courses.

During the public event, which took place in Lecceta Reserve, visitors were invited to test the wolf path, and all the

games and activities developed; at the end visitors received as presents the fairy tale, the wolf footprint (they made by themselves) and the interactive brochure.



Enviromental Education Workshop



Signs of the presence of the wolf are footprints and excrements.

WOLVES IN LECCEA

Within the studies for the development of the Management Plan for SCI (Sites of Community Importance), which aims to describe the fauna within the Leccea and the lower part of Sangro River, the monitoring (besides of traces of wild boar, fox, badger, marten and weasel), has been reviewed and confirmed the presence of wolves in the territory of Leccea. This is quite an extraordinary event because for more than a century no wolves have been seen in this area, so close to the sea, in Italy.

In April 2015, along one of the paths chosen for monitoring (transects), scientists found wolf excrement for several weeks in a row. Camera traps were then set up and they recorded the two wolves, one male and one young. From the ecological point of view, this news is of great importance. The surveillance will need to continue because of the proximity to the sea and this news confirms the enormous importance of the Sangro river as a connecting element for protected areas.



Live the wolf!

When we look in to the eyes of a wolf we can see a part of us: the most wild and free. Know it in its true nature, without prejudice, and the first step to a civilian and wonderful coexistence.



Riviera Naturale Regionale
"Leccea di Torino di Sangro"
P.zza Donato lezzi,
11 66020 Torino di Sangro (CH)
www.leccetatorinodisangro.it
direttore@leccetatorinodisangro.it
Centro Visite: Contrada Saletti, Km1- SP 119
66020 Torino di Sangro (CH)



Soc. Coop. TERRACOSTE
a r.l. P.zza Donato lezzi,
11 66020 Torino di Sangro (CH)
www.terracoste.com
info@terracoste.com

Wolf path questions

1. Name one difference between dogs and wolves.

2. Are wolves afraid of humans?

3. How far can wolves smell their pray?

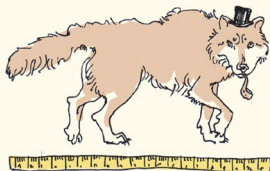
4. Why are wolves perfect swimmers?

5. How fast can wolves run?

6. How many teeth do adult wolves have?

7. Which body part is a different temperture to the rest of the body?

8. How large is the territory of one wolf pack?



Dimensions

Weight: 25 kg – 40 kg
Length: 1m – 1,50 m plus the tail
(30 cm – 35 cm)
Height: 50 cm – 70 cm
(to the shoulder)

Behaviour

They live in packs (4 to 6 wolves). The pack is lead by alpha couple, who are the only one who can reproduce. The other members of the pack have the role of protecting and feeding the cubs, and teaching them how to hunt. They dig their den in rocky crevices or between tree roots. The life span of a wolf is between 10 to 13 years in the wild.

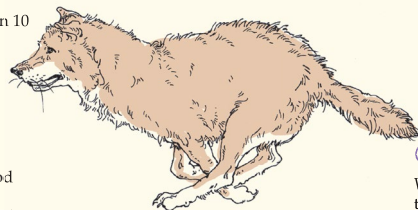
Reproduction

The alpha couple produce one litter a year; the average number of cubs is between 3 to 6. The reproduction period is from January to March. During the mating season individuals from the pack can remain as part of the pack, fight for alpha position, or leave the pack and go into dispersion (start a new pack in another area, to increase the variability in the gene pool, although with a higher vulnerability).



Fur colour

Grey in winter, red/brown in summer, with black stripes, running from ears to tail and on anterior legs; they have a white patch on the lower part of the face.



Territoriality and dispersion

Each pack can occupy 120 – 200 km². They prefer forest areas. During the dispersion death rate is the highest because they are less protected and their ability to catch prey is reduced.

THE WOLF



Species: *Canis lupus italicus*
(common name: Grey wolf)



Diet and hunting technique

They are mainly carnivorous but, in case of necessity, they will eat roots and fruits. They are opportunists; they are hunters and scavengers, because they can eat human organic rubbish and dead animals. The whole pack hunts together: they select the weakest individual of the prey, isolate it from the herd, attack by biting the posterior legs then kill by a bite to the throat.



Communication

Wolves communicate in 3 ways: - vocal: there are 4 different noises that wolves produce in order to communicate different things: howling, barking, whimpering and whining. - scent: they mark their territory with their excrement. - Posture: they change their posture according to their emotions and status in the pack.

Current situation of wolves in Europe.



Senses

- Smell: they can smell from 300 metres to 4 kilometres depending on wind direction.
- Hearing: they can hear noises that humans cannot, under the snow or very far up to 10 kilometres.
- Sign: this is the weakest sense of wolves, not developed as the other sense; they have excellent peripheral and night vision.

Status

IUCN Red list: VU (vulnerable in Italy) - LC (Least concerned) in global category. Protected by Habitat Directive 92/43/EEC and strictly protected in Italy by L. 157/92.



Threats

- Poaching
- Difficulty with cohabitation between wolves and farmers and hunters
- Loss and fragmentation of habitats
- Problems with stray dogs
- Misinformation

Wolves are now extinct in the UK as they were hunted for fun. Now there is a problem with the population of red deer in the country as they were once prey for the wolves

I lupi sono oggi estinti nel Regno Unito perché vi erano cacciati per la pelliccia. In questa nazione la loro scomparsa ha causato un incremento del numero di cervi

Nei lupi la vista notturna o quella periferica sono migliori di quella diurna frontale

Wolves night and peripheral vision is better than their normal eyesight

I lupi possono accoppiarsi con i cani formando ibridi fertili

I lupi possono percorrere lunghe distanze, fino a 56-64 km a notte

Wolves can interbreed with dogs to form hybrids

Wolves can walk up to 56-64 km per night

Wolves become adults when they are 2 years old

I lupi diventano adulti, in grado di riprodursi, all'età di due anni

I lupi nascono ciechi e iniziano a vedere dopo 10-15 giorni

Wolves are born blind, they start to see after 10-15 days

I lupi aumentano lo stato di salute delle popolazioni delle loro prede perché ne uccidono i membri più deboli o malati

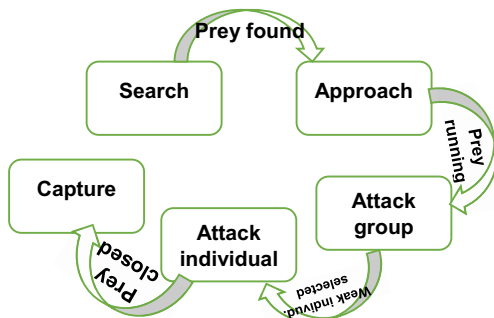
I lupi hanno differenti espressioni facciali e posizioni della coda che indicano emozioni diverse

Wolves improve the health of populations of their prey by killing the weakest or sickest members

Wolves have different facial expressions and tail positions which show different emotions

Sheepdog

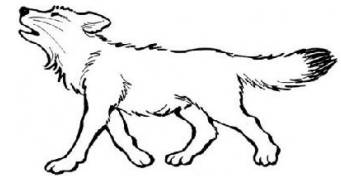
In the past this dog would protect the flock of sheep from wolves. The dogs wear a spiky collar around their neck to protect them from being bitten by wolves. The dog is very protective, loyal and reliable so the wolves and unknown persons stay away from sheep and hunt wild animals such as boar.



How they hunt

A wolf pack may trail a large prey for days before making its move. They are looking for an animal that displays any sign of weakness. The prey the wolves select is in some way weaker and/or more vulnerable than the other animals in the herd. The animal may be injured, sick, old or very young. They only kill what they are able to eat. They chase their prey, trying to bite the posterior legs to slow them down. They closed in on prey, victims are encircled, giving them no place to run while wolves in the pack take turns rushing in for the kill. There is only one single bite to the throat. Wolves eat most of the edible remains of their prey. Organ meat is the first to be eaten. There is little mess and the kill is swift.

There is also another legend which describes a mother of Villavallelonga who begged Sant'Antonio Abate to intercede on her behalf with the wolf, and in return she promised that for all the following years for seven generations she would prepare and provide for any guests the traditional feast of the saint's day, a meal lasting from the eve of the saint's day until the end of the day itself. Today the three families descended from the lady still honor this promise.



It is well-known that wolf Capitolina saved and raised Romulus and Remus. According to the same legend Romulus was the founder of Rome and this wolf was the symbol of his empire and is still today the symbol of the city of Rome.



Wolves run at 45-50 km/h



Wolves differ from dogs. They have a longer, more powerful muzzle and typically have larger paws, longer legs, and larger teeth than dogs



The temperature of the wolves paws is different from the rest of its body



They can smell the prey from 300 metres to 4 kilometres away



Wolves are perfect swimmers because they have webs between their toes



Adult wolves have 42 teeth



A pack of wolves can occupy 120-200 km²



In the Middle Ages the Wolf of Gubbio terrorized the inhabitants of the Umbrian town until the intervention of St. Francis of Assisi, who performed a miracle which turned the wolf into a docile creature.



The Apennine wolf is the animal symbol of the Italian Republic.



In popular culture there also are countless stories, myths and legends related to wolves. In Roman times the wolf was regarded as the lord of all the animals, and for Romans seeing a wolf before going to war was a good omen.



Stories about werewolves tell us that those who want to sleep outdoors have to cover their faces in order not to turn into the beast during the nights of the full moon.



In Abruzzo there are several legends about wolves, where the story talks about children who were kidnapped by wolves.

Celestine V in L'Aquila is a saint who convinces the wolf to return children to their families, as in the legends of San Franco of Assergi and Santo Stefano in Manoppello.

One of the more famous stories is that of San Domenico of Pretoro where the parents ask the saint to intervene, and after a miracle the wolf becomes a benevolent animal for the community.



Anna and Wolfy

Once upon a time there was a little girl called Anna.

One beautiful spring day she and her little friends decided to go to the forest smell the flowers, play with trees and each other.

They started to run, laugh and play together. Anna was the most active and playful girl. While she was running, she fell down and hurt her leg. Suddenly an unexpected thing happened: a big animal was in front of them. All the kids were scared, they started to run and run; only she, little Anna stayed there, with her eyes filled with tears, but not crying.

The big animal came near her and calmly he asked:

–And you little girl, why don't you run like your friends? I am the baaad wolf. Don't you see my big eyes, my giant mouth and my large paws?! Aren't you scared by me?!

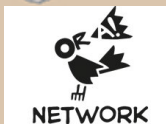
Anna raised her head and looked in his eyes. In fact he had beautiful blue eyes, just like Anna. She smiled and answered:

–Do your big eyes see love in this world? Does your mouth say nice and warm words for children? Do you use your large paws to make this place better?

And wolf said:

–We can do it! Together, by protecting each other, we can help and make this world happier. Now go up to my neck and let's go home...





Introduction

I was born and raised in a family of wolves, and my mum and dad are the biggest wolves I have ever seen. Just think, humans call them "alpha". We live in large and wild forest, for us it is our home! I have a lot of sisters and brothers, there are 6 of us and we protect each other in the same way that we are protected by the rest of our family.

When I was younger we visited our grandparents in another forest: there I met a lot of new wolf friends. One of them was my best friend and we were so happy to meet each other, we were playing together every day. Oh, what a sweet memory! Now it is time for me to to meet my special friend again, start my own family! Follow me in my adventure, the adventure of my life!

Instructions

Players

From 2 to 6 wolves.

Names and colours of the tokens:

- 1) Summer (RED)
- 2) Lady (YELLOW)
- 3) Grey Wind (GREY)
- 4) Shaggy Dog (GREEN)
- 5) Ghost (ORANGE)
- 6) Nymeria (BLUE)

No. of dice: 1

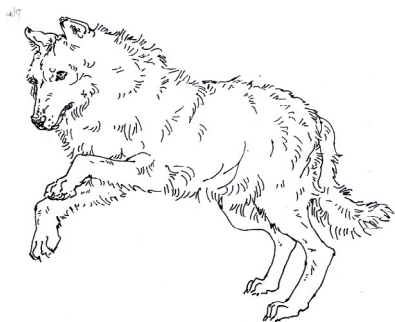
How to start: each player rolls the dice and the player with the highest number starts the game. The players take turns counter-clockwise.

Average duration: from 20 to 60 minutes

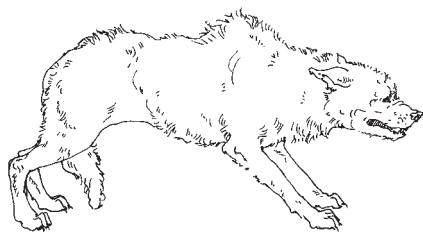
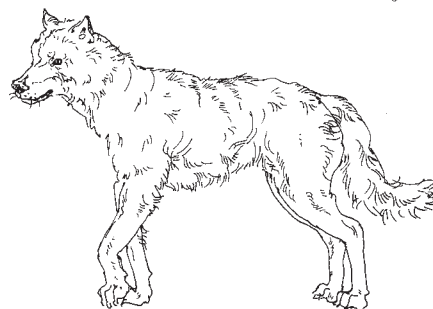
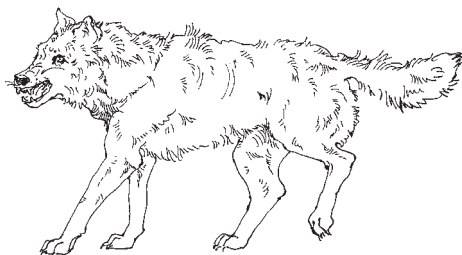
Special Steps:

- 1 – Birth: I was born blind and I need time to open my eyes.
Stay at step 1 and skip next turn.
- 3 – I am hungry: we are alone with our mum, she is feeding us with her milk: mmmh it is veery good! Now skip to no. 7!
- 6 – I feel tired: it is time to find a good place to rest; for tonight is a wonderful hidden cave!
Stay at step 6 and skip next turn.
- 9 – Ceremony of the return: our mum took us (my siblings and me) to meet our pack! They were super happy to meet us, and everybody howls!
All the players have to howl!
- 14 – Teaching step: the pack teaches us everything, for instance how to hunt, and how to protect ourselves from danger. Skip to step no. 17
- 22 – Habitat destruction: when we go back to have a little rest, we find a bitter surprise, irresponsible humans have destroyed our house, cutting all the trees of this part of forest. Go back to no. 20!
- 24 – Wild dogs: I meet a strange animal, which almost looks like me, but has a different fur and is barking at me and tries to bite me. I run away from him. Skip to no. 26
- 29 – Summer fur: in the meanwhile summer has come and my fur starts to adapt to the higher temperatures and the vivid colour of my surroundings, and now it is not so thick and from grey turns into reddish brown. Roll the dice again.
- 30 – Swimming in the pond: today it is so hot and I start stinking just a little bit, I really need to refresh myself: I need a bath! Thanks to membranes between my paws I can swim really fast!
Stay at step 30 and skip next turn.
- 33 – Hunters: this is my first encounter with a strange human that calls himself hunter. I am afraid my life is in danger. Roll the dice. If you get 1 you are shot and killed. The game is over or you. If you get from 2 to 6 forest police rescue you and bring you to a recovery centre for wild fauna. Move there and wait 2 turns, in order to recover and to be ready to be free again. Then skip to no. 35.
- 39 – Lonely walk: somewhere along the way, a trap killed one of my pack members and I want to gain the alpha position, but I lost the opportunity to become the leader. So I decide to continue my journey alone.
Skip to no. 42.
- 40 – My senses are heighten: I hear a strange and unknown sound. I am afraid and decide to stay where I am, in order to avoid danger.
Stay at step no. 40 to adapt to new conditions and skip next turn.
- 43 – Humans: I come across a village in which humans live; I stay there and observe them a little bit, but I decide to run away because I am afraid of them. Skip to no. 45.
- 48 – Animal farm: I saw some unknown animals, which do not look like me but seem tasty and easy to catch. Roll the dice. If you get even number you lose the prey and stay at no. 48; if you get an odd number you enjoy your meal and skip to no. 49!
- 51 – New bed: I need to find a safe place to have a rest.
Stay at step 51 and skip next turn.
- 55 – Winter is coming: the colour of my fur becomes grey and thicker again.
Go to no. 56 and skip next turn.
- 57 – Snow: everything is covered with snow but this does not worry me because I do not feel the cold on my paws, which have a higher temperature then the rest of my body. Skip to no. 63.
- 59 – Night: I can see better during the night, that is why most of my activities are nocturnal. This is the reason why I can walk up to 50 kilometres per night.
Skip to no. 65.
- 67 – Diet: winter has come and I cannot find food easily. This is time when I eat roots and vegetables. I need to recover my strength. Stay at step no. 67 and skip next turn.
- 71 – Memory: I have plenty of time to think about my past and in a glance I saw my beloved friend from my childhood. Skip to no. 76
- 76 – I found my mate! We start a new family and we are watching the sunrise/the dawn over the Adriatic sea. Roll the dice, if you get 1 you finish and win the game; if not just wait until you get 1.
- 77 – Cubs: we have our first puppies. They are beautiful. The end.

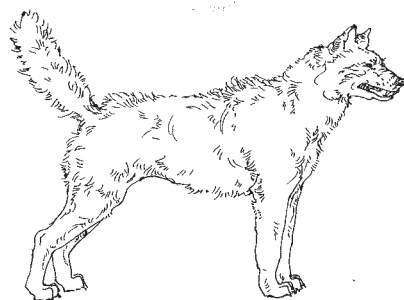




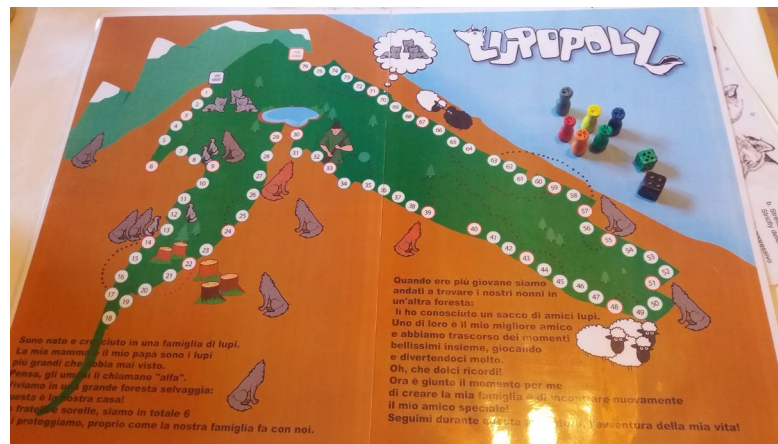
relaxed/friendly

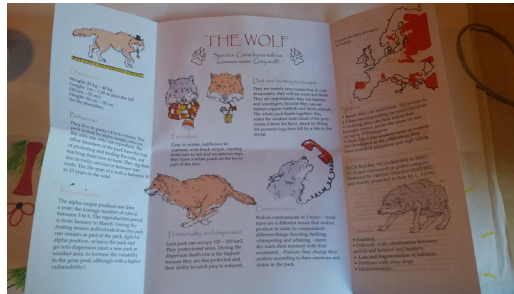


Fear/Aggression









Stop Motion Animation

The aim of the workshop was to present to the participants the Stop Motion technique as a tool with which they can express their vision about preserving and respecting nature, as well as documenting and further explaining the process of the other workshops. For most of the participants it was a first introduction to the technique and the way they've organised



Nature by Daouda and Ibrahim

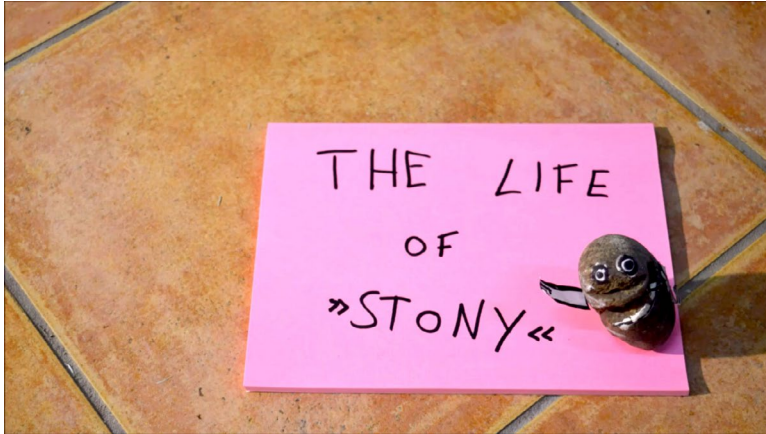
their ideas through it was impressive.

They had a complete freedom to experiment with all the materials they could find in the nature reserve itself, or the environment given by the working process of the other workshops, and choose for themselves which triggers them the most .

For the finalisation of the video a collaboration with a local musician, who was also a participant in the project, was made. In this way the participants went through the full cycle of creation, since sound is 50% of an animation movie.

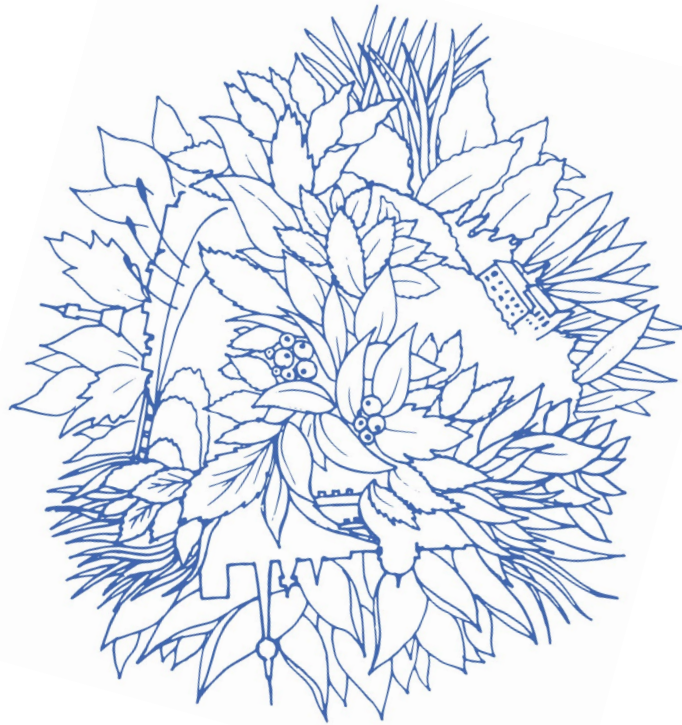


Road to Europe by Daouda and Ibrahim



The Life of Stony by Katrin

Nature is Worth Caring for by Kristian



Youth Exchange in Berlin (Germany)



The second Activity of the project was a youth exchange and took place in Berlin (Germany) from 20th till 29th May 2017 in order to apply on field the different techniques and approaches on specific sustainable tools previously introduced. The Youth Exchange represented an opportunity for 34 participants from Germany, Belgium, Romania, Bulgaria, Albania, Serbia to increase their positive awareness toward other cultures understanding better their role of citizens, to acquire new knowledge and skills on the concept of sustainable development, to contribute to a sustainable development of their communities. The youth centre Anna Landsberger with its green surrounding area and the International Garden-

ing Exhibition have been our main working places during all activities supported by different local partners (Municipality of Marzahn-Hellersdorf, IGA Campus, etc.). During the project, we had the possibility to develop on field 3 workshops (Gardening, Environmental Educational Path - The Anna Path, Environmental Education focused on Nutrition) managed through Non Formal Education methodologies and realising different activities (e.g. field visits, practical work on field and in the nature, etc.) and several outcomes.

The Youth Exchange in Berlin was co-funded by the “Children and Youth Plan of Federal Republic of Germany”.

Gardening

As in Torino di Sangro the Mobile Gardening workshop produced portable garden elements for beauty, growing produce and supporting nature using local and recycled materials. Three raised beds and a greenhouse were provided for ORA in the grounds of IGA Berlin - the International

Garden Festival 2017. Participants visited the site then developed ideas drawing inspiration from the festival site. At

Anna Landsberger Youth Centre garden elements were created then taken to the festival site for installation. The resulting garden featured bug boxes, a vinyl record bird scarer, broken tile mosaic and combination seat/planter made from an old speaker cabinet. Examples of plants used in the nutrition workshop were grown in the raised beds.





Environmental Educational Path (Anna Path)

Methodology used during this workshop is ORA methodology based on learning by doing. Working days were divided into Observe, Rethink and Act giving to participants a clear picture of which phase of process we were. When we defined the path, it was important to "connect and meet" the Nature itself. Mixture of individual and group work was a good choice. When we had clear picture, a good process based on active participation of all participants, provided good results.

This time we did new Environmental Educational Path with mobile didactic materials (brochure, info panels, arrows, match houses, trash bins from recycled materials), making it

approachable for people in bigger groups and mark it with arrows including brochure with description of activities and map of our new Anna Path.

Anna Path is an environmental education path that connect Youth centre in East Berlin with Stream in Wiesen Park which is green area in urban environment. Activities are based on exploring and connecting with the environment.

Like we were working on the place that didn't have any information about biodiversity, our first task was to research and to find information's about most common and 'interesting' species in this area.

After that we could develop different activities and games that contain information's about life in this green area and connect them with urban environment. Participants had chance to present process and results of the workshop 'on the face of the place' and in IGA Campus Berlin.





Erasmus+



ANNA PATH

LANGHT: ~ 750 m

Environmental
Educational
Path
Wiesen Park
Hellersdorf - Marzan



Welcome to the ANNA path!

Follow the Wiesen path to discover the local flora and fauna through informational and interactive activities! The main starting point is Anna Landsberger Youth Center. Arrows and info panels will guide you all along the way and help you learn about the local biodiversity, landscape, pollution etc. What are you waiting for? Go explore!

For any additional information or more brochures, please visit YC Ana.



Willkommen auf dem ANNA-Pfad

Gehe den "Anna path" entlang, um die lokale Pflanzen- und Tierwelt zu entdecken. Dazu erhaelst du Informationen und bist Teil von interaktiven Spielen! Der Startpunkt ist die Jugendfreizeiteinrichtung "Anna Landsberger".

Pfeile und Informationstafeln zeigen dir den Weg und helfen dir dabei etwas ueber die lokale biologische Vielfalt, Landschaft, aber auch Umweltverschmutzungen etc. zu lernen. Worauf wartest du noch? Geh auf Entdeckungsreise! Fuer weitere Informationen oder Broschueren, koennt ihr die Jugendfreizeiteinrichtung "Anna Landsberger" besuchen.

ACTIVITIES

Bring me to my Home

You will pick a card with images of animals on them. Along the path you will find empty wooden 'houses' (panels) with a short description and information about the animals. Your task is to figure out which animal belongs in which habitat - pond, woods, hill etc. and pin the image to the house.

Web of life

Follow instruction of the guide and be part of the Web of life.

Sounds of Nature

Close your eyes

Hear as many distinct sounds as you can and keep count

Divide the sounds into natural and artificial.

What's That?

Have the participants close their eyes and stay at the center of the environment. Make a noise with a surrounding object. Have the participants open their eyes and guess what the sound was.

Puzzle

Gather all the parts of the image and turn it around to find out more.

Through My Eyes

From the top of the hill, choose a part of the panorama to describe (tree, plant, building, etc.,...). Other participants have to close their eyes. Describe the object to the blindfolded participants, with less than 10 sentences without saying what the object is.. Have the other participants open their eyes and draw according to the description. Have the drawing participants find and compare the drawings to the object.

MAP -->

Ducks are omnivorous animals feeding on aquatic plants, small fish, insects and grubs both in and out of water meaning that ducks can easily adapt to different conditions.

Class:Aves

Did You Know?

- ☒ Contrary to popular belief, not all ducks actually quack! It is generally known that it is only really the females of most duck species that actually make a quacking sound.



The **grouse** is a heavily-built bird that is found in the cold, forested areas of the Northern Hemisphere. The grouse is most closely related to other game birds including chickens, peasannts and turkeys. The grouse inhabits both hot and cold environments, and can be found in a variety of habitats like forests, moorland, shrub-land and close to rural farms.

Class:Aves

Did You Know?

- ☒ During the winter, grouse hides in 10 inch deep snow which provides insulation from the low temperatures.
- ☒ The grouse is ground-dwelling bird (it is adapted to the life on the ground), but it can fly short distances and perform twists and turns in the air.



The **dragonfly** is a large predatory insect generally found around watery areas in both the North and South Hemispheres. Mature dragonflies can be found hovering near lakes and swamps and the dragonfly larvae (the nymph/baby) are aquatic. The dragonfly nymph can bite painfully but the adult ones pose no threat.

Class: Insecta

Did You Know?

- ☒ Dragonflies, which eat insects as adults, act as a control over the mosquito population. A single dragonfly can eat from 30 to hundreds of mosquitoes per day.



The **three-spined stickleback** is found only in the Northern Hemisphere, where it usually inhabits coastal waters or freshwater bodies. It can live in either fresh, brackish, or salt water. It prefers slow-flowing water with areas of emerging vegetation. It can be found in ditches, ponds, lakes, backwaters, quiet rivers, sheltered bays, marshes, and harbors.

Class: Actinopterygii

Did You Know?

- ☒ The skeleton of the paired fins is formed from many small bones, called fin rays, in a fan-like arrangement, which are supported at the bases of the fins by parallel rows of bones called radials.



The **deer** is found in the forests of Europe, Asia and North America, where most deer grow to an average of about 1 meter tall. Deers are known as selective feeders and spend most of their time browsing for food with the deer mainly eating leaves.

Class:Mammalia

Did You Know?

- ☒ Most deers are born with white spots but lose them within a year.
- ☒ Deers take their first steps within half an hour of their birth.



The **hedgehog** is thought to be one of the oldest mammals on earth, with estimates dating the hedgehog to around 15 million years ago. It is believed that the hedgehog has changed very little over that period of time. Muscles along the animal's back can raise and lower the quills to respond to threatening situations.

Class:Mammalia

Did You Know?

- ☒ Each hedgehog has between 5000 and 7000 quills.
- ☒ Hedgehogs rely on hearing and smell because they have very poor eyesight.



Rabbits are herbivores that feed mainly on grass, but also on nuts and berries and often fruit and vegetables. Rabbits dig burrows into the ground where they hide, store food, and also give birth to and raise their babies.

Class:Mammalia

Did You Know?

- ☒ When pet rabbits are happy they may jump in the air turning and twisting their bodies, a behavior known as 'binky'.
- ☒ The busiest time of day for rabbits is at dusk and dawn. This is when they venture out to find food.



The **fox** is a scavenger carnivorous species, generally found living close to urban areas in the northern Hemisphere. The fox is a nocturnal mammal, meaning that it only goes out at night to hunt for prey. Wild foxes hunt mice and other small mammals and birds, but also appear to enjoy all kinds of insects.

Class:Mammalia

Did You Know?

- ☒ Foxes have whiskers on their legs and face, which helps them to navigate
- ☒ Foxes have excellent hearing. Red foxes can reportedly hear a watch ticking 40 yards away!



Common **cuckoos** are solitary birds more often heard than seen. The familiar and unforgettable “cuck-oo cuck-oo” call heralds the beginning of spring when they return to Europe from wintering in sub-Saharan Africa and south east of Asia. As one of the most infamous brood parasites, cuckoos lay their eggs in the nests of other birds with precision timing. Once hatched, the chick ejects legitimate occupants and then gets fed by its new and unsuspecting foster parents.

Class:Aves

Did You Know?

- ☒ The common cuckoo is the only member of the family that makes the typical ‘cuckoo-cuckoo-cuckoo’ sound. Most of the others have loud voices but totally different calls.
- ☒ Cuckoos shake the toxins out of hairy caterpillars before eating them.



The **woodpecker** has a distinctive long beak, which the woodpecker uses to make holes in trees. The woodpecker does this in order to dig out the grubs living under the bark. Woodpeckers make their nests in trees and excavate the hole themselves.

Class:Aves

Did You Know?

- ☒ Woodpeckers do not have vocal songs, though they can make chirps, chatters and other alarm calls.
- ☒ The average woodpecker is able to peck up to 20 pecks per second! The woodpecker is only able to peck so much and move it's head so quickly without getting a headache due to the air pockets that help to cushion the woodpecker's brain.



Bats are the only mammals with wings, the only mammals that can truly fly, and the only mammals that rest and sleep while hanging by their hind feet. Bats send out incredibly rapid squeaks, clicks, and chirps - (over 100 per second) - that have such a high frequency, human beings can't hear them.

Class:Mammalia

Did You Know?

- ☒ The bat is an animal that causes many folks to squirm in fear or disgust, but without them, the world would be overrun by mosquitoes, gnats and flies, and diseases like malaria and West Nile virus would be far more prevalent.



The **mouse** is a small rodent that is widely spread throughout nearly every country. The mouse is found in all corners of the globe, including parts of Antarctica. Mice have soft feet with nails on each of their toes that enables it to climb well as they can wrap their feet around things. Mice have five toes on their two back feet and four toes on their two front feet which gives mice more stability when standing on their back feet.

Class:Mammalia

Did You Know?

- ☒ It is thought that mice empathize with other mice. They are able to sense the experience of other individuals and this deeply affects them.
- ☒ Whiskers help mice to sense smooth and rough edges, temperature change and breezes



The **snail** is a small to medium sized mollusc that is generally split into three groups which are land snails, sea snails and freshwater snails. There are nearly 1,000 different species of snail that are spread throughout the world's continents. All true snails are known to have large protective shells that they are able to retract their bodies into for protection. Snails that do not have a shell are not snails, but slugs.

Class:Gastropoda

Did You Know?

- ☒ In reality, slug families such as Limacidae and Milacidae have internal shell plates hidden within their bodies. Smaller shells can help the creatures to be more mobile, an evolutionary advantage when it comes to chasing down prey.



Ladybugs are known to hibernate once the warm summer weather begins to cool. It is thought to be good luck when a ladybug lands on you but most definitely bad luck if you squash it!

Class:Insecta

Did You Know?

- ☒ It is thought that pheromones are released by hibernating ladybugs which attract other ladybugs to hibernate in the same place.



Honey bees are known to play a valuable part in the eco-system as around 1/3 of what humans eat is pollinated by bees. It is estimated that around 80% of the world's crop species are dependent on the pollination by bees to survive.

Class: Insecta

Did You Know?

- ☒ Male honey bees (also called drones) are a lot larger than worker bees, have no stinger and do no work. All they do is mate.





Stinging Nettle

(*Urtica dioica*)

The species *Urtica dioica*, often called **common nettle**, **stinging nettle** (although not all plants of this species sting) is divided into six subspecies, five of which have many hollow stinging hairs called trichomes on the leaves and stems, which act like hypodermic needles, injecting histamine and other chemicals that produce a stinging sensation when contacted by humans and other animals. However, that is nothing compared to the effects some more exotic nettles have at their disposal.

On the island of Timor in south-east Asia, one species of nettle causes lockjaw and a painful burning sensation, both of which can last for days or weeks.

Nettle has a long history of use as a source of medicine, food, and fibre.

The Latin for the Nettle plant is 'dioica'. It means 'two houses' and is a reference to the fact that the male and female flowers are carried on separate plants.

Nettles will grow just about anywhere, but they prefer rich soils and benefit from the waste humans produce. This way, the presence of large collections of nettle in the wild can sometimes indicate where settlements once existed. The site may no longer be visible on the surface, but the nutrients in the rich soil still provide the perfect conditions for the nettles.

The plant has a long history of use as a source of medicine, food, and fibre.



Celandine

(*Chelidonium majus*)

Greater celandine is a **perennial** herb with an erect habit, and reaches 30 to 120 cm high. The leaves are pinnate with lobed and wavy-edged margins, up to 30 cm long. When injured, the plant exudes a yellow to orange latex which is known to stain clothes.

The whole plant is toxic in moderate doses as it contains a range of poisonous alkaloids but there are numerous therapeutic uses when used at the correct dosage.

The effect of the fresh herb is of a mild analgesic, cholagogic, antimicrobial, oncostatic and central nervous system sedative.



Birch

(*Betulaceae*)

Birch is deciduous tree that belongs to the family Betulaceae. There are around 60 different species of birch that grow in temperate climate around the world. Birch requires well-drained soil, enough moisture and direct sunlight for proper growth. It usually grows near lakes and rivers. Birch is known as a pioneer species because it easily populates habitats destroyed by fire or previously uncolonized land. This plant is mainly cultivated because of its ornamental morphology and high-quality wood. Out of 60 birch species, 11 are listed as endangered mainly due to habitat destruction and various fungal diseases.

The seeds and bark of the birch tree are a source of food for forest animals such as rabbits, deer and birds.

The tree's wood is highly flammable. It can catch fire even when it is wet. Because of that, birch wood is used as high-quality firewood.

In northern latitudes, birch is considered to be the most important allergenic tree pollen, with an estimated 15–20% of hay fever sufferers sensitive to birch pollen grains.



Cherry tree

(*Prunus*)

A **cherry** is the fruit of many plants of the genus *Prunus*, and is a fleshy drupe (stone fruit).

The English word cherry derives from French *cerise*, Spanish *cereza*, all originating from the Latin *cerasum*, referring to an ancient Greek region near Giresun, Turkey, from which cherries were first thought to be exported to Europe.

Cherry wood is valued for its rich color and straight grain in manufacturing fine furniture, particularly desks, tables and chairs.

The German word Kirsch – the cherry liqueur comes from the word karshu. This is the name given to the cherries that were first cultivated in Mesopotamia in 8 BC.

Some varieties can survive and produce fruit for around 100 years.



Willow tree

(*Salix*)

Willows have an abundant watery bark sap, which is heavily charged with salicylic acid. It usually has pliant, tough wood, slender branches, and large, fibrous, often stoloniferous roots. The roots are remarkable for their toughness and size. They readily sprout from the aerial parts of the plant.

Willow roots spread widely and are very aggressive in seeking out moisture; for this reason, they can become problematic when planted in residential areas, where the roots are notorious for clogging French drains, drainage systems, weeping tiles, septic systems, storm drains, and sewer systems, particularly older, tile, concrete, or ceramic pipes.

Willow wood is used to make charcoal (for drawing) and in living sculptures. Living sculptures are created from live willow rods planted in the ground and woven into shapes such as domes and tunnels. Willow stems are used to weave baskets and three-dimensional sculptures, such as animals and figures.



Reed

(*Poales*)

Reed is the general botanical term used for tall, grass-like plants thriving in wetlands. They grow in **reed beds** and they are all members of the order Poales. Reeds are a whole collection of polyphyletic species, which have all adapted to a wet habitat by convergent evolution.

The common, or water reed (*Phragmites australis*) occurs along lakes, ponds, marshes and streams from the Arctic to the tropics. It is a broad-leaved plant, about 1.5 to 5 metres tall, with feathery flower clusters and stiff, smooth stems.

Dried reed stems have been used for millennia as thatching and construction material, in basketry, for arrows and pens, and in musical instruments. They are also harvested for their cellulose content.

Environmental Education on nutrition

The Environmental Education on nutrition aim was to drive participant to reflect on the sustainability of our food consumption lifestyle, providing alternative model based on seasonability of goods, zero waste, local and fair production. The idea was to link this workshop with the Garden workshop, searching or creating some recipe that can contain seasonal vegetables (according to the German growing calendar) planted in the raised bed. Moreover we want to realize some product to share with community during the public event in IGA.

We start collecting ideas about how to communicate to people the importance of healthy e seasonal food and we found a good way to do it was to create a weekly calendar with recipes for both principal meals of the day. Most of these recipes were taken by the culinary tradition of participants.



We decided to create a small printed cookbook with an introduction on the topic of the seasonal and local food (the economical, social and environmental advantages of it), the list of recipes, some suggestions about the ways is possible to reuse leftovers and a seasonal fruit and vegetable calendar.

Two of these recipes were chosen to be prepare and recorded to have a video cookbook that can stay on the youtube channel of ORA Network.

The public event's day we projected the video cookbook and we realized a live show preparing strawberry jam, to show how simple and tasty is to prepare local and seasonal food. Finally we gave the paper cookbook and a small pot of strawberry jam as present to people who came at the final event but also to each participant of every workshop, as memory of the YE but also to have a tool to take inspiration to reply the idea in their organization.





HEALTHY FOOD

LET'S KNOW IT, LET'S EAT

SEASONAL FOOD, HEALTHY FOOD

This booklet is made by an international group of young volunteers from around Europe. We come from Albania, Belgium, Bulgaria, Romania, Serbia and Italy.

We are taking part in an ERASMUS + project while joining the nutrition workshop and our aim is to introduce the idea of using seasonal and local products and their implementation in our everyday life.

We are sharing with you some of our traditional and favorite recipes which are adapted to the vegetables that grow in your country during this period of the year.

Eating seasonally is important, and carries benefits to your health, the planet, and your wallet. When product is grown in its proper season, under the appropriate growing conditions, it exhibits all of its natural nutrients. Studies have shown that some crops can have up to three times more nutrients when grown in season.

Food is easier to grow in its proper season, making it more abundant, less time-intensive, and more affordable for consumers. Seasonal vegetables don't have to travel as far to reach their destinations, reducing the amount of fuel needed to transport them. What's more is that those out-of-season ingredients often undergo chemical washes and wax coatings in order to keep during the long journey. A reduced carbon footprint, health benefits, and cost reduction are all great reasons to eat seasonally.

But let's face it, at the end of the day, we all just want to eat delicious food. The good news is that food grown in season is significantly more delicious than food grown out of season. The flavours are stronger and more developed, the textures are as they were meant to be, and you end up appreciating them more.

Perhaps the biggest tangible benefit of eating seasonally is that you'll save money on food. When you buy what's in season, you buy food that's at the peak of its supply, and costs less to farmers and distribution companies to harvest and get to your grocery store.

So, our recipes will help you to appreciate seasonal food and we are also including some tips of how to turn our national dishes into suitable for vegetarian and vegan or just for the times when you feel like experimenting with some new ideas. What is even better is that these recipes will last for a week while the taste would still be delicious even after a month.

To motivate you even more into being creative and eco friendly we will provide some advice for using the leftovers. And in the end you'll find seasonal calendar, to always know which is the best product to use in every moment of the year.

We hope that you are going to enjoy and find our booklet useful!

RECIPES FROM ALL AROUND EUROPE

Monday

Lunch

BURANI WITH SPINACH AND EGGS (4-5 portions)

1 kg of fresh spinach
1 coffee cup of rice
5-6 fresh onions (or 1 onion)
1 garlic clove
Salt
Pepper
Mint (if you want)
5-6 eggs
4-5 spoons of olive oil

Firstly, we cut the onions into small pieces and fry them in a pan in 4-5 spoons of olive oil together with the garlic clove. When the mixture starts to become softer and the onion is fried properly, we take away the garlic clove and add the rice, mix it repeatedly and let them cook together. We mix it with a spoon and add 2 glasses of water. We mix it again and cover our pan with its lid. We let it cook for about 10 minutes mixing time to time before we add the spinach to the mixture and some salt and pepper.



After it's cooked properly, it is time to add the mint (according to your preference). If needed we can again add some water to the mixture. Finally, we put the eggs over our spinach and cover again to let them cook with the steam. If needed, you can add some salt and pepper again to the eggs.

Dinner

ONION SOUP (4 portions)

3 onions, shredded
2 cloves of garlic, crushed
15g of oil (or 1 table spoon of butter)
2 vegetable stock cubes
900ml water
2 tea spoons brown sugar – can use white
1 table spoon mixed random herbs – coriander, parsley, dill
Salt and pepper

Turn hob on and place butter in frying pan or wok on the lit ring. Peel and shred onion and then add to the pan. Continually move onions around until soft and golden brown. When onions have gone soft and brown, add crushed garlic and mix.
In a large pan boil water, add stock cubes, herbs, sugar, salt and pepper. Then add the onion and garlic mix. Simmer on low heat for an hour.
Use a hand-held blender or place the soup into a standalone blender and blitz until it thickens. Then simmer for 10 more minutes.
Serve with toasted bread and melted cheese.

Tuesday

Lunch

BEAN SALAD (4 portions)

500 g haricot beans, soaked overnight
garlic to taste, crushed
250 g spring onions, diced
250 g carrots, diced
150 ml sunflower oil
2 hard-boiled eggs, peeled and sliced
The juice of 1 lemon
5 radishes, diced
2 large stalks of rhubarb, cut diagonally into thin slices
Sea salt and freshly ground black pepper
Freshly chopped dill and mint

Drain the beans and put them in a large saucepan.
Cover them to a depth of 2.5 cm with un-salted water.
Bring to the boil and cook, covered, for 1 hour, skimming the surface of scum from time to time.
At this stage, drain the beans and then just refill with fresh water, just enough to cover the beans.
Add the garlic and a little salt, bring back to boil and cook for a further hour.
Drain the beans, stir in the oil, lemon juice, and plenty of black pepper and allow to cool down.
Serve in a shallow dish, add all the chopped vegetables, sprinkle with the mint and dill and garnish with the egg slices and olives.

Dinner

RADISH CHIPS

10 -15 large radishes
oil
salt
pepper

Preheat oven to 190°C degrees. Slice radishes into very thin chips and spread on a cookie sheet that you grease with oil.



Lightly mist radish slices with oil and then sprinkle with salt and pepper. Bake for 10 minutes, flip, and bake for another 5-10 minutes or until crisp. Time may vary so watch these after flipping.

Wednesday

Lunch

SPINACH BURGERS (3-4 portions)

150 gr fresh spinach, chopped
3 large eggs
1 onion, chopped
½ cup mozzarella cheese, shredded
½ cup bread crumbs
2 large garlic cloves, minced
1 tsp olive oil
1 tsp red pepper flakes
½ tsp salt

How to make them cook quickly the chopped onion and minced garlic cloves in the olive oil in a small pan until slightly caramelized. Chop spinach finely and add to a large mixing bowl. Add salt, red pepper flakes, cheese, eggs, and cooked onion and garlic. Mix well.

Once thoroughly mixed, add in the bread crumbs. This will help the ingredients thicken up a bit and start to stick together. Don't worry if the consistency seems too thin or is not clumping together well – when you start to cook the spinach burgers, the egg will help it stay formed and stick together. Add a small amount of olive oil to a frying pan over medium heat. Portion out patties to your desired size and place them onto the pan. Cook for 3 minutes on each side, twice, until the outside is crisp and golden. Serve while hot; you can eat them plain or on a hamburger bun or tortilla. These keep well in the refrigerator for several days.

Dinner

CARROT PURÉE (3 portions)

3 medium carrots, halved lengthwise and cut into 2 cm pieces
1 small garlic clove
1/3 cup chicken broth
1/4 teaspoon salt
2 tablespoons heavy cream
1 teaspoon unsalted butter

Simmer carrots, garlic, broth, and salt in a heavy saucepan, covered, until carrots are very tender – about 15 minutes. Put mixture with cream and butter in a food processor until smooth.

Cooks' note: Purée can be made 1 day ahead and cooled, uncovered, then chilled, covered. Reheat in an ovenproof dish, covered with foil, in a pre-heated 220° oven 5 to 10 minutes.

Thursday

Lunch

RICE WITH CARROTS AND PAPRIKA (4 portions)

250g of rice
One big carrot
Pepper
Salt
Oil
500ml water

Firstly, slice the carrots in small pieces and softer in the oil you already put in a casserole and heated. In the meantime, the rice is being stewed in a bowl of hot water so it can dampen for 10 minutes. Afterwards, drain the rice and add it in the casserole together with carrots, mix and let cook for 2 minutes. Then add approximately 500 ml of water and mix it often, until the rice soak up the water and become soft.

Dinner

STUFFED ONIONS (3 portions)

6 medium yellow onions
2 Bacon strips, cut into 2.5 cm pieces
1/4 cup dry bread crumbs
2 tablespoons chopped fresh parsley or 2 teaspoons dried parsley flakes
1 tablespoon butter
1-1/2 cups sliced fresh mushrooms
1/4 teaspoon salt, pepper and ground nutmeg
1/2 cup beef broth
Additional parsley, optional

In a pot, bring a small amount of water to a boil. Peel onions and place them in boiling water. Cook for 4-6 minutes more until softened; remove and let stand until cool enough to handle. Cut a 1 cm slice off the top of

each onion. Remove center, leaving a 1,5 cm shell. Chop centers and tops of onions; set aside.

In a skillet, cook bacon until crisp; remove to paper towel to drain. In the drippings, cook chopped onion until tender. Stir in bread crumbs and parsley. Add the butter and mushrooms; cook until mushrooms are tender. Add bacon, salt, pepper and nutmeg.

Stuff onion shells; place in an ungreased shallow 1-qt. baking dish. Pour broth around onions. Bake, uncovered, at 190°C for 45 minutes or until tender, basting frequently during the first 15 minutes. Sprinkle with parsley if desired.

Friday

Lunch

GREEN SALAD (4 person)

150 gr. Lettuce
200 gr Spinach
6 Cherry tomatoes
2 Spring onion
8 Radishes
1 lemon
8 Strawberries
Olive oil

For the dressing:

1 lime
1 and ½ tablespoon of tahini
1 and ½ tablespoon of mustard
100 gr of cashew
50 ml water
Salt and pepper

Clean carefully all vegetables and fruit and let them drain. Meanwhile, prepare the dressing: crush the cashews with a mixer and add in the same beaker the lime's juice, the tahini, the mustard and the water. Mix everything until it become creamy. Salt and pepper are used according your taste.

Then you can cut all veggies in small parts and put in a big bowl. Add olive oil and lemon and mix. Serve individually putting dressing in each dish.

Dinner

SPINACH GNOCCHI WITH PARMESAN AND CHERRY TOMATOES

(4 portions)

800 gr of potatoes
700 gr fresh spinach
200 gr flour
2 yolks
60gr parmesan cheese
50gr butter
Salt
Cherry tomatoes

Clean perfectly the skin of potatoes and put them in a large saucepan. Cover them to a depth of 2.5 cm with un-salted water and cook until you can easily lift with a fork. Move them in a colander and let them cold a little before remove the skin. Mash potatoes when they are still warm.

At the same time, clean spinach and put them in a casserole to boil few minutes. Then squeeze them and cut in small part. Mix potatoes, spinach, eggs, flour and salt until it's perfectly homogeneous. Then create long string with the mix, they should be thick as a finger, and cut in 2-3 cm pieces. Roll them in a bit of flour and gnocchi are ready.

To cook them, fill a pot with water, put some salt and let it boil. Then put gnocchi in the boiling water and wait they start to appear on the surface of the water. When they float, they are ready. Put gnocchi in a casserole with some olive oil, sliced tomatoes and mix a little. Then serve with some parmesan and use basil to decorate.

Saturday

Lunch

ONION OMELETTE

2 tsp oil/ butter
2 egg
2 fresh onion, chopped fine
Parsley
Parmesan cheese, grated

Heat some butter (or oil) in a pan, add cutted onions and let them caramelize (turn brownish).
Whisk the egg in another bowl but do not over beat. Add some salt, cheese and herbs to it.
Pour the egg mix and spread it evenly. Add the caramelized onions to it.
Top the with some more cheese.
Fold one half of the egg over other and serve.

Dinner

10 MIN STRAWBERRY CAKE (4 portions)

20 pieces of biscuits
125 gr of yogurt
300 + 200 gr of strawberries
200 ml of cream

In a casserole dish or pan put in line about 20 sugar cookie of the below.
Put some juice or milk to soften the biscuits and let it be absorbed by them. Whisk 200 ml of fresh cream with 125 gr yogurt when it became a soft cream, add 300 g of strawberries cutted in small pieces.
Cover biscuits with the cream and, for decoration, align over about a 20-strawberries size medium or big cut in half (approximately 200 g).

Sunday

Lunch

BANITSA

1 pack of phyllo pastry
1/2 kg spinach
1/2 cup yogurt
1 coffee cup oil (or melted butter)
1 teaspoon salt
1 cup crumbed white cheese
3 eggs

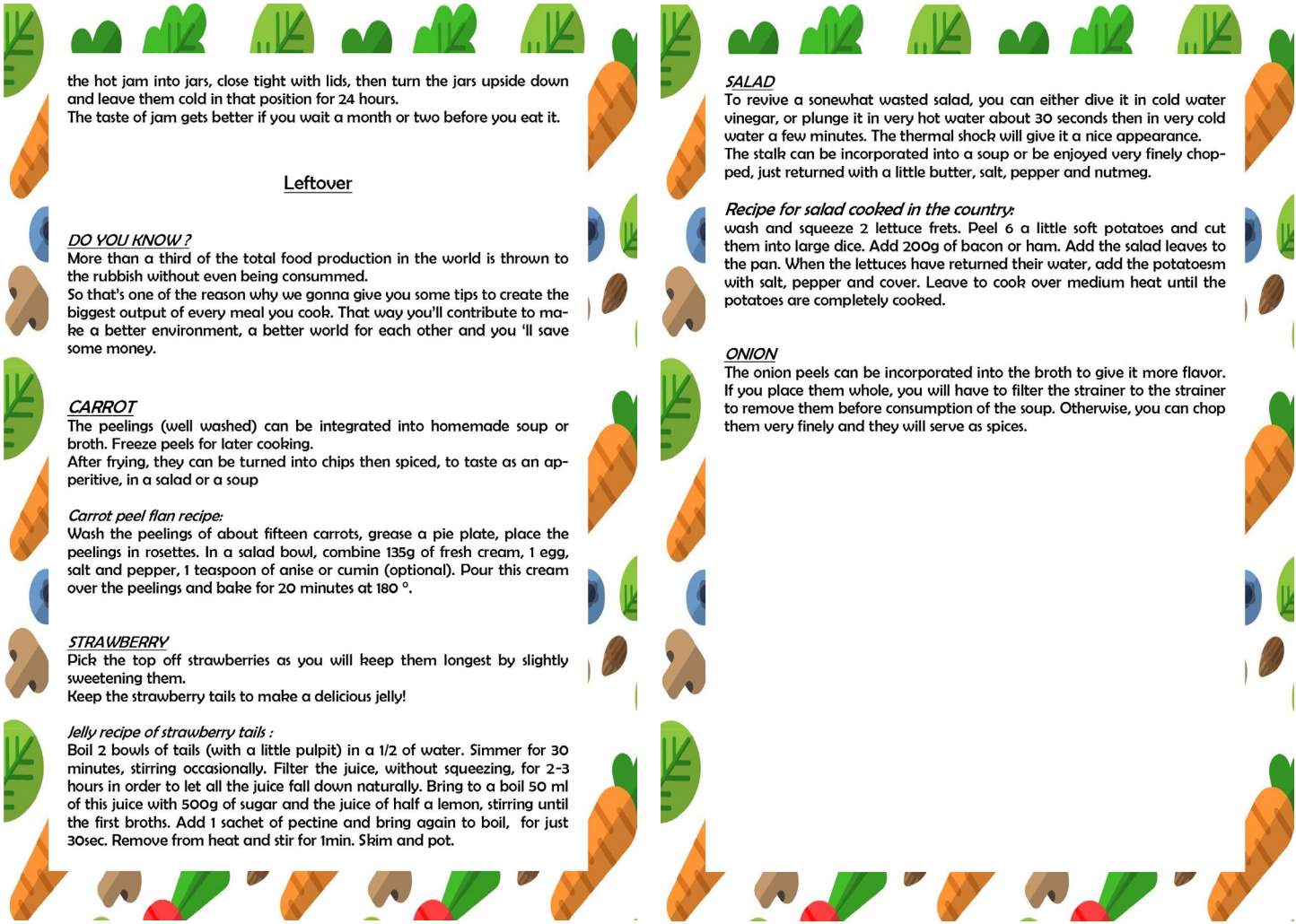
For the filling a squeeze gently water from the spinach (washed and cut in strips). Stew in oil (or melted butter). Leave to cool. Stir in cheese, eggs and yogurt. Take a pack of pastry sheets (phyllo). Grease the bottom of a baking tray with butter or oil. Brush 3 sheets with butter. Place sheets one atop the other. Spread some of the filling and roll and repeat until the tray is full, brushed with butter or oil. Bake in a moderate oven until a wooden pick inserted in center comes out clean.

Dinner

STRAWBERRY JAM

2 kg strawberries
1 kg sugar
1 lemon

Before you start to prepare jam, it's really important to sterilize jars: fill a big pot with water and place it on the stove, put empty jars open inside the pot (they have to be filled by water) and their lids too. Let the water boil and wait 15 minutes before you can switch off the heat. Let jars cool a little and then remove from the pot, putting them upside down to remove water and place, always upside down, on a dish cloth to get dry. Wash strawberries carefully and cut them into large chunks. Pour strawberries and sugar into a large pot and start to cook, mixing continuously in order to not let them stick on the bottom of the pot. During cooking, remove foam that forms.
Before the end of cooking add the lemon juice, as a preservative. Pour



the hot jam into jars, close tight with lids, then turn the jars upside down and leave them cold in that position for 24 hours.
The taste of jam gets better if you wait a month or two before you eat it.

Leftover

DO YOU KNOW?

More than a third of the total food production in the world is thrown to the rubbish without even being consumed.
So that's one of the reasons why we gonna give you some tips to create the biggest output of every meal you cook. That way you'll contribute to make a better environment, a better world for each other and you'll save some money.

CARROT

The peelings (well washed) can be integrated into homemade soup or broth. Freeze peels for later cooking.
After frying, they can be turned into chips then spiced, to taste as an aperitive, in a salad or a soup

Carrot peel flan recipe:

Wash the peelings of about fifteen carrots, grease a pie plate, place the peelings in rosettes. In a salad bowl, combine 135g of fresh cream, 1 egg, salt and pepper, 1 teaspoon of anise or cumin (optional). Pour this cream over the peelings and bake for 20 minutes at 180 °.

STRAWBERRY

Pick the top off strawberries as you will keep them longest by slightly sweetening them.
Keep the strawberry tails to make a delicious jelly!

Jelly recipe of strawberry tails :

Boil 2 bowls of tails (with a little pulp) in a 1/2 of water. Simmer for 30 minutes, stirring occasionally. Filter the juice, without squeezing, for 2-3 hours in order to let all the juice fall down naturally. Bring to a boil 50 ml of this juice with 500g of sugar and the juice of half a lemon, stirring until the first broths. Add 1 sachet of pectine and bring again to boil, for just 30sec. Remove from heat and stir for 1min. Skim and pot.

SALAD

To revive a somewhat wasted salad, you can either dive it in cold water vinegar, or plunge it in very hot water about 30 seconds then in very cold water a few minutes. The thermal shock will give it a nice appearance.
The stalk can be incorporated into a soup or be enjoyed very finely chopped, just returned with a little butter, salt, pepper and nutmeg.

Recipe for salad cooked in the country:

wash and squeeze 2 lettuce heads. Peel 6 a little soft potatoes and cut them into large dice. Add 200g of bacon or ham. Add the salad leaves to the pan. When the lettuces have returned their water, add the potatoes with salt, pepper and cover. Leave to cook over medium heat until the potatoes are completely cooked.

ONION

The onion peels can be incorporated into the broth to give it more flavor. If you place them whole, you will have to filter the strainer to the strainer to remove them before consumption of the soup. Otherwise, you can chop them very finely and they will serve as spices.



NOTES

	JAN	FEB	MAR	W I N T E R
MUSHROOMS				
CHICORY, BELGIAN EN- DIVE				
KALE				
BLACK SALSIFY				
BRUSSELS SPROUT				
SWEDES				

	APR	MAY	JUNE	S P R I N G
ASPARAGUS				
SPINACH				
TURNIPS				
FRESH ONION				
RHUBARB				
RADISHES				
DANDELION				
BUSH AND RUNNER BE- ANS				
CAULIFLOWER				
MUSHROOMS				
LEAF LETTUCE				
CARROTS				

	JULY	AUG	SEPT	S U M M E R
EGGPLANT				
BLANCHED CELERY				
CAULIFLOWER				
BUSH AND RIUNNER BE- ANS				
BROCCOLI				
MUSHROOMS				
BROAD BEANS				
CUCUMBER				
ONIONS				
LEAF LETTUCE				
ZUCCHINI				
POTATOES				
PUMPKING				
CARROTS				
TOMATOES				
PARSNIP				
TURNIP				

	OCT	NOV	DEC	A U T U M N
MUSHROOMS				
CHICORY, BELGIAN ENDI- VE				
BLANCHED CELERY				
CAULIFLOWER				
BUSH AND RIUNNER BE- ANS				
ONIONS				
ZUCCHINI				
BEETROOT				
KALE				
PUMPKING				
PARSNIP				
TURNIP				
BRUSSELS SPROUT				
SWEDES				

Reference: aid infodienst, Bonn/Germany



ORA NETWORK:

Observe
Rethink
Act

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.

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.

"ROTTER BAUM" BERLIN UG (haftungsbeschränkt) is nongovernmental organisation is founded 2011 by "Roter Baum" e.V. and is running all projects of "Roter Baum" organization network in Berlin city, mostly in Hellersdorf district. It follows the work of gKJHG "Roter Baum" mbH. We are working since 2001 in Berlin in several programmes.

We run a youth centre named "*Anna Landsberger*" (www.rotter-baum-berlin.de) which has constant programs for youth and 3 full time employed. In this facility we have cafe, dancing room, indoor concert room, 2 bands rehearsal rooms, learning room, creative room, sound studio, computer room, workshop, kitchen, outdoor climbing wall and few bathrooms. This youth centre is mostly focused on programs for local youth, culture and learning processes and it is also implementing several national youth and mobility camps and international projects.

Family centre "*Buntes Haus*" (www.rotter-baum-berlin.de) has more than 440 m², 3 employed staff and it is in walking zone in Hellersdorf district. This facility has small office part, anti stress room, creativity room, big playing room, kitchen, learning room, reading room, chill out area and separated bathroom. This facility is mostly focused on activities with children and their parents, social learning processes and integration.

Education centre "Zentrale" (www.rotter-baum-berlin.de) has 120 m², 1 full time employed staff with all necessary equipment for seminars and workshop. It is also administration centre for entire NGO and provides music rehearsal room. It is administrative centre for Roter Baum Berlin. This facility is also info point for all young people and other interested people in district. Several youth participation projects, youth culture projects, projects for political education and international youth exchanges was implemented by Roter Baum Berlin. In last year youngsters and youth workers were participating in several trainings and exchanges under Via and Erasmus + Programme. All facilities are constantly hosting few national and at least one international volunteer.

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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.



Erasmus+



JUGEND für Europa
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JUGEND IN AKTION



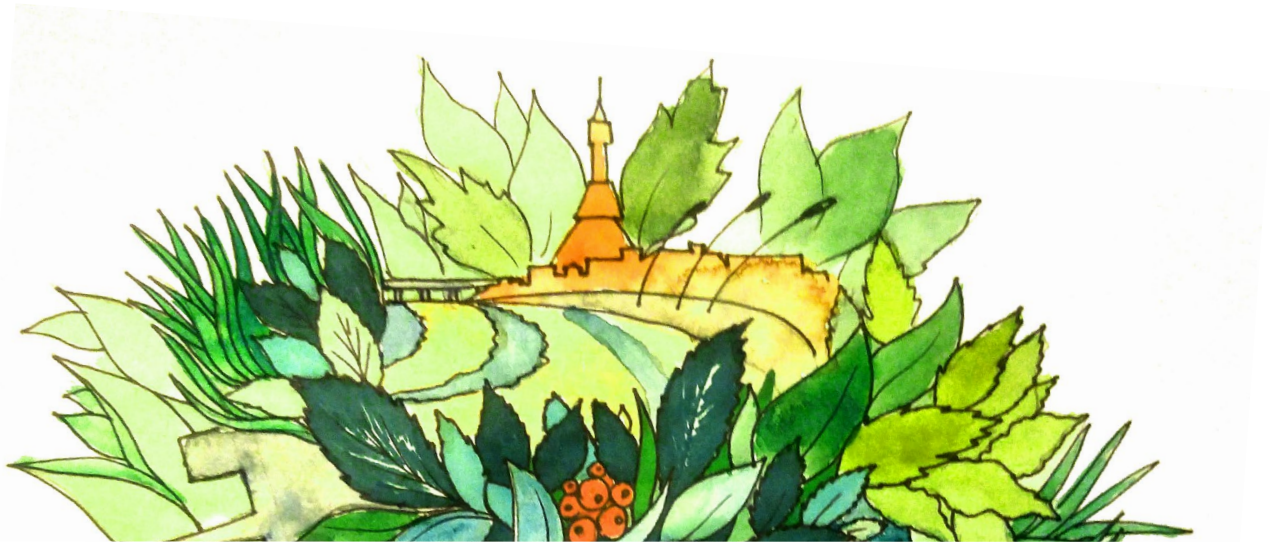




	MON	TUE	WEN	THU	FRI	SAT	SUN
LUNCH	SPINACH BURRITO	SPINACH BEAN SALAD	SPINACH BURGER	RICE with COMBIS	GREEN SALAD	RHUBARB CAKE ONION omelette	STRAWBERRY JAM
DINNER	SPINACH ONION SOUP	RADISH CHIPS	CARROT PURE	STUFFED ONIONS	Gnocchi with SPINACH	STRAWBERRY yogurt CAKE	BANITA
							LEFTOVER SOUP & + smoothie



Youth Exchange in Blackpool (United Kingdom)



The third and last international Activity of the project was a youth exchange that took place in Blackpool (United Kingdom) from 26th August till 4th September 2017 in order to apply in the field the different techniques and approaches on specific sustainable tools previously introduced. The Youth

Exchange represented an opportunity for 30 participants from Germany, United Kingdom, Romania, Bulgaria, Italy, Bosnia Herzegovina to increase their positive awareness toward other cultures understanding better their role of citizens, to acquire new knowledge and skills on the concept of sustainable development, to contribute to a sustainable devel-

opment of their communities. The Growing for Life Garden and the Sharples Hall, both of them at the Princess Alexandra Blind Home, have been our main working place during all activities supported by different local partners (Princess

Alexandra Blind Home, BBC radio Lancashire, etc.). During the project, we had the possibility to develop in the field 3 workshops (Gardening, Stop Motion Animation, Environmental Education focused on Bees) managed through Non Formal Education methodologies and realising different activities (e.g. field visits, practical work in the field and in nature, etc.) and several outcomes.

Gardening

The Gardening workshop in Blackpool had the task of transforming a disused area of the Blind Home into a welcoming space to be used as a cafe and shop to support Urban Organic's work in the Home. The participants followed a short training on Visual Impairment and worked alongside Urban Organic workers and volunteers to create a welcoming and safe space for the residents of the Blind Home and their visitors.

The group worked together to design the most suitable use of the space, then built and installed it.

This was done using bright colours, removing or covering



hazards such as cracked paving, and creating a sheltered area with a trellis and roof all centred around a small caravan.

We made beds of scented plants for the residents to enjoy (for example placing lavender around a bench) and created vertical herb beds to be used to grow fresh herbs for selling, using recycled and second hand materials- ranging from pallets, through donated garden centre displays, all the way to second hand furniture.

The group had the great pleasure to be visited during our work by residents of the Blind Home, and hope to have created an area that can be used, improved and extended by Urban Organic as their project develops.



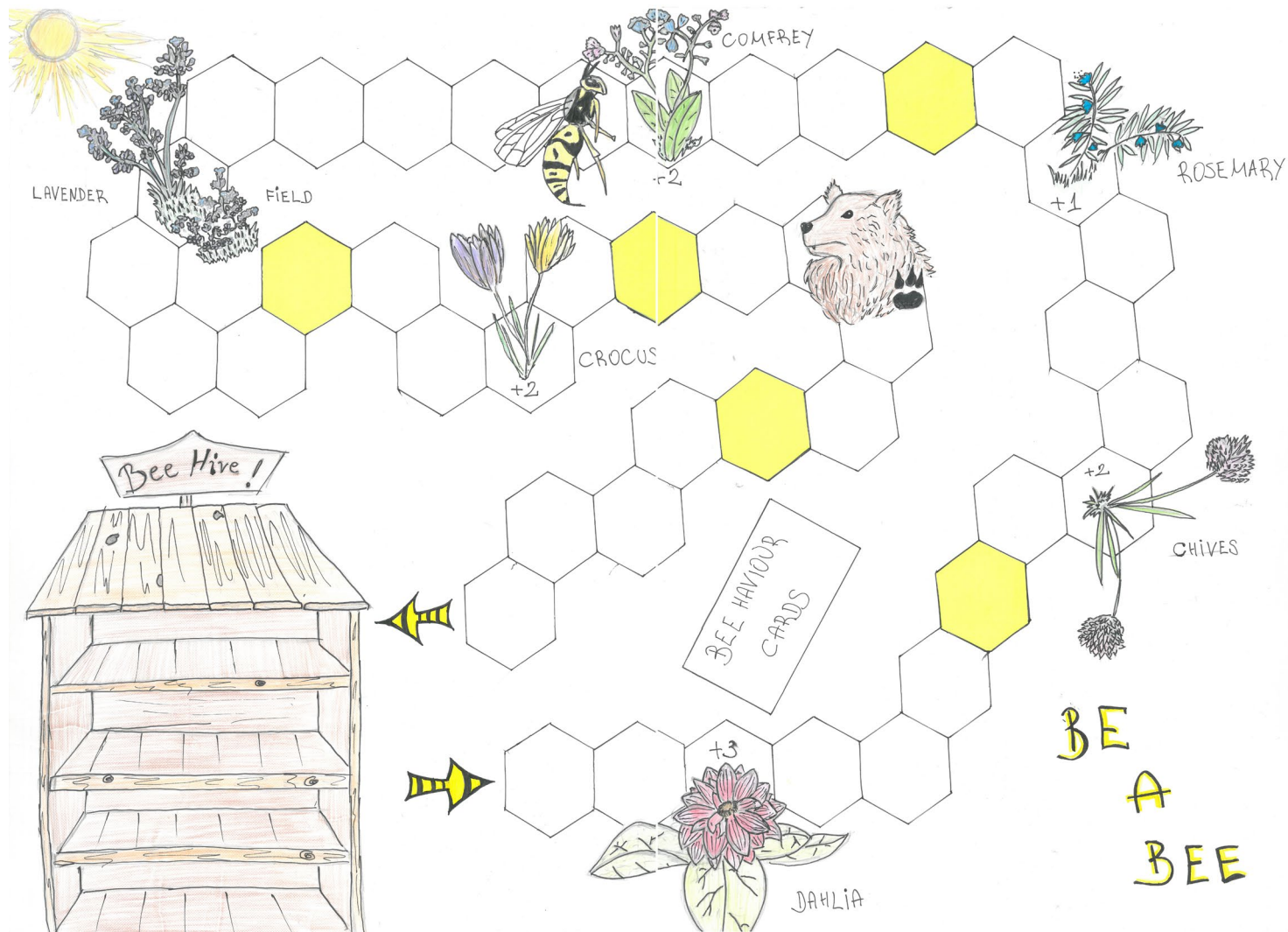


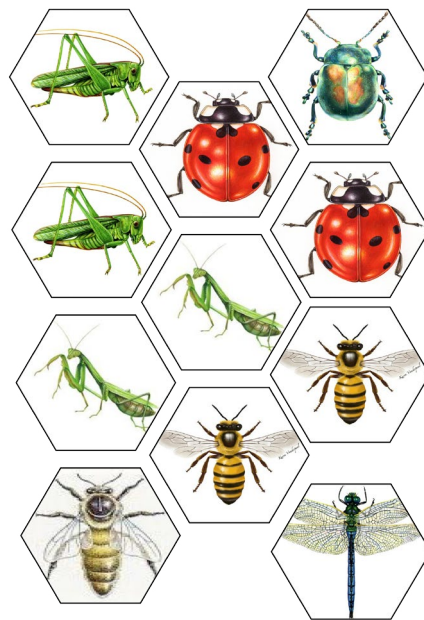
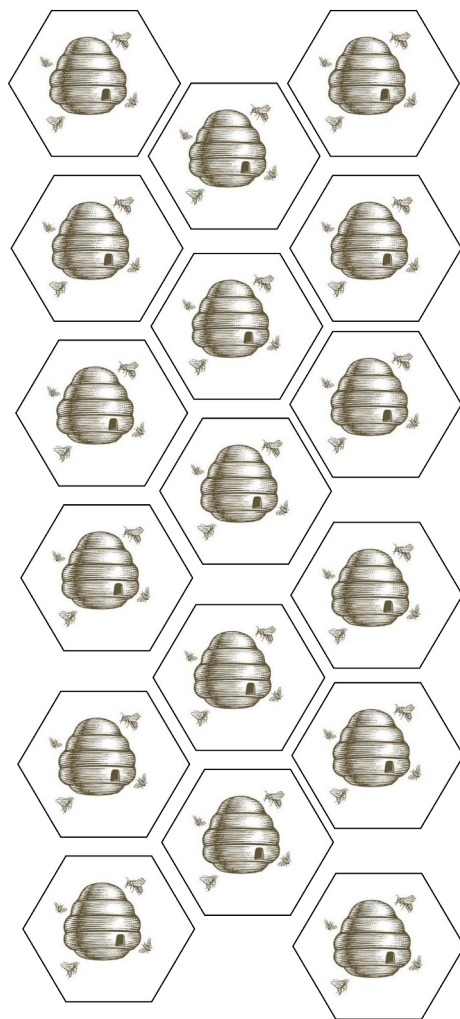
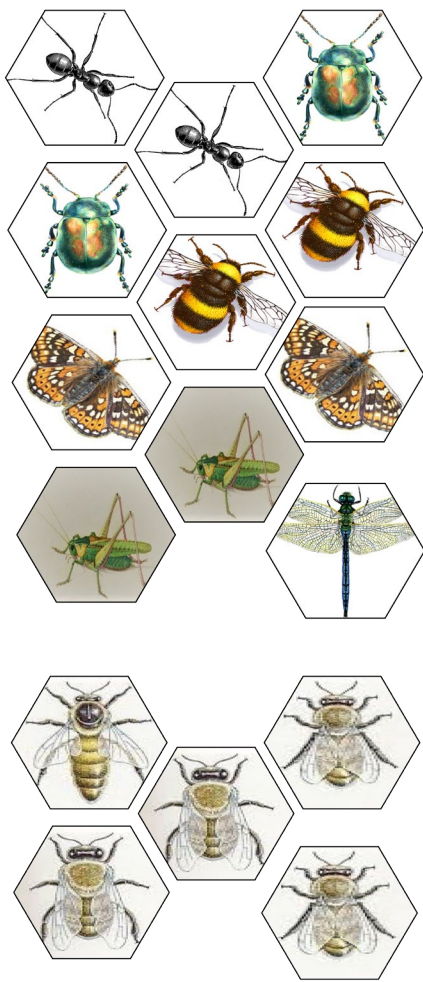
Environmental Education on bees

In the Environmental Education workshop participants worked on the creation of educational tools for learning about the honeybee and how to aid it's survival. These tools were designed to be fun to use as well as informative and interesting for children and adults with very little prior knowledge of hon

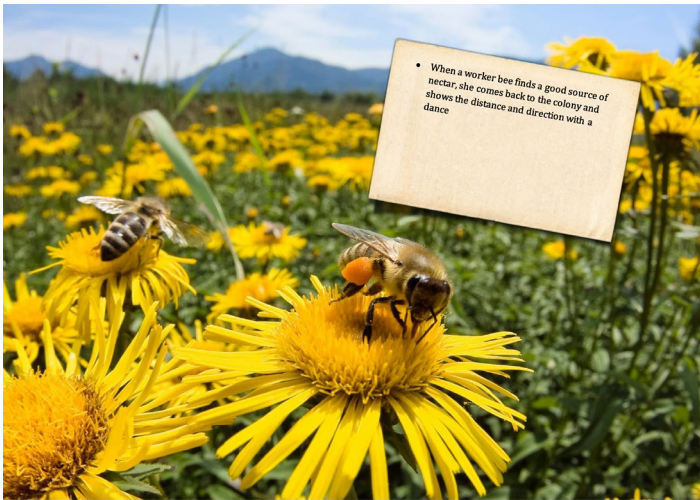
eybees. A learning phase, which provided both knowledge and inspiration for participants, was followed by a pooling of ideas for which tools to develop. The workshops produced a board game, a memory game, a bee calendar, bee friendly seed packets and an interactive phone based quiz using the app Cahoot. The participants' newly acquired bee knowledge informed five stop motion videos produced by the Stop Motion workshop.













CATMINT

Grow catmint in warm, dry places in sun or partial shade.

As the flowers fade, remove the spent stems and you should get another crop in early autumn. Chopping the whole plant is not a good idea because it will look sad for weeks.

SCABIOUS

All scabious prefer well-drained soil and a sunny position. They dislike cold, wet winters. A top dressing of grit in October will aid surface drainage. However they also hate hot, humid weather and do best in temperate conditions.

FOXGLOVES

Most foxgloves thrive in light shade. and, although they prefer lighter soils, they can survive on heavy clay with the addition of good compost to the top few inches of soil. The fibrous roots spread out vertically making vast mats to support the flower spikes, so mulch well to retain moisture.

BORAGE

Grow borage in an herb or flower garden. Prepare a garden bed that is well tilled with average organic matter. Ensure that the soil is well drained and in a medium pH range. Sow seeds directly into the garden after the last date of frost.

CHIVES

Chives will grow perfectly well in a position in full sun or in partial shade.

They grow best in a fertile, moist but well drained soil. Dig in plenty of organic matter – such as garden compost, well-rotted manure or other soil improver – especially in very well drained sandy soils to hold moisture. Add grit or sharp sand to heavy clay soils to improve drainage if needed.

ROSEMARY

Sow seeds barely covered with starting mix over bottom heat. Once germinated, rosemary is highly prone to damping off, so keep watering to a minimum, provide bright light, and ventilation.

Keep each plant in its own pot for the first winter and offer them protection from severe cold. Transplant to the garden the following spring

LAVENDER

Sow Lavender seeds from February to July on the surface of moist seed compost. Cover the seeds with a sprinkling of vermiculite or finely sieved compost.

Keep them in a warm place until the seedlings are large enough to handle, transplant them into small pots and grow lavender plants on in cooler conditions until they are well established and ready to be transplanted outside.



Stop Motion

The participants focused their attention on the topic of bees and their protection. They had been introduced to the topic some days in advance to the starting of the project, so they can prepare with some ideas and information.

With the starting days of project, the process of creation of a stop motion animation was explained through exercises and games. Each video short attempted to give a clear message to the viewer, providing information on a better bee friendly behaviour by the humans. Because of the communication with

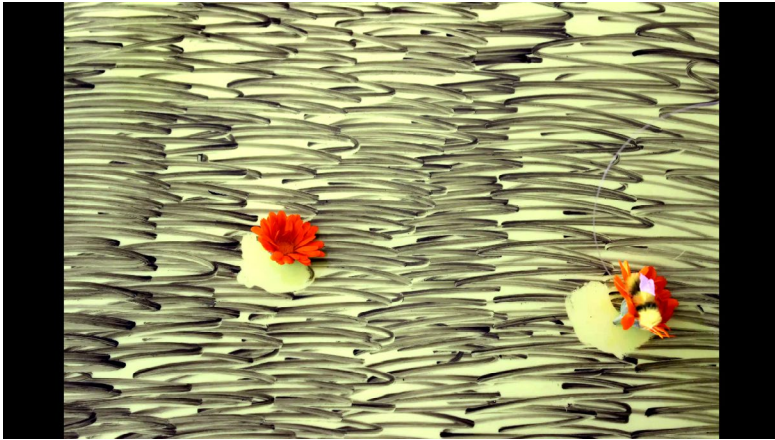
the facilitators and participants in the workshop on bees, the brainstorming on the topic got even more expanded and the possible direction for work became more.

Finally each participant managed to synthesise for himself which is the clearest message he/she wants to send to the viewer.

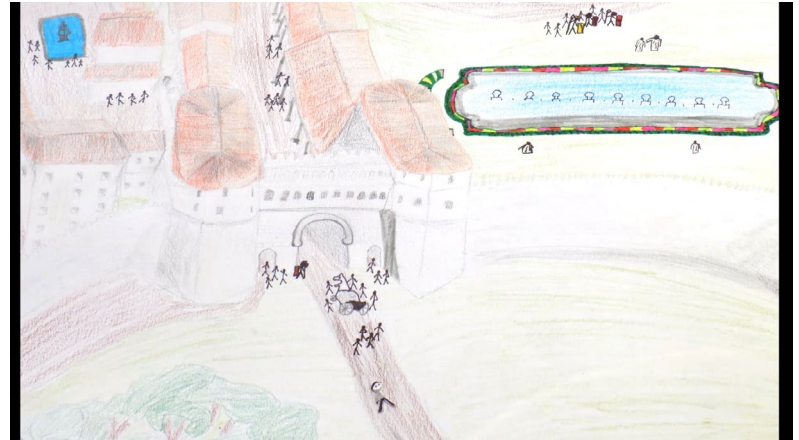
Once again a collaboration with a local musician was made, and the results of it was used in one of the videos, where as the other participants chose to make sound and voice recordings by themselves, including people from the other workshops, which brought a very nice collective atmosphere of creating.



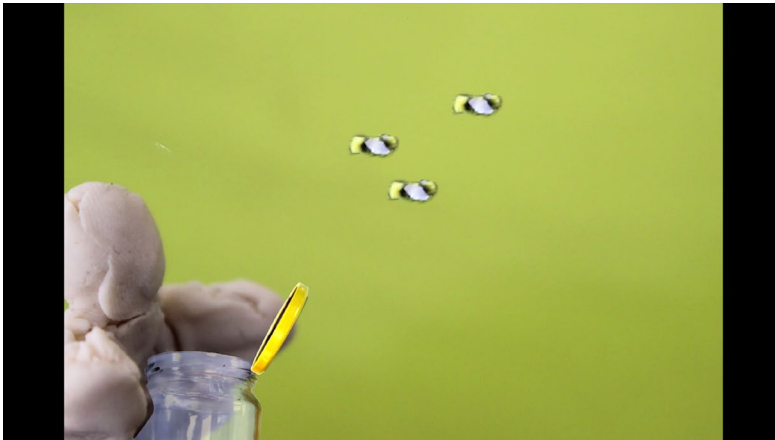
Plan Bee by Alexandra



Effects of Freedom by Nikola



The First Beekeeper by Petre





Keep Bees Safe by Milan

How to Beehave by Polina



Gardening workshop timelapse



WHO IS WHO?

This ORA handbook was developed, written and designed by those who participated to the three international Activities.

Activity 1, Training Course, Torino di Sangro (Italy) from 2nd till 11th April 2017:

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Activity 2, Youth Exchange, Berlin (Germany) from 20th till 29th May 2017:

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Activity 3, Youth Exchange, Blackpool (United Kingdom) from 26th August till 4th September 2017:

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Associations, Organisations and Institutions involved in the project:

ORA Network e.V. (Germany), **ARCI Nuova Associazione Circolo Territoriale Chieti** (Italy),
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Asistenta si Programe pentru Dezvoltare Durabila - Agenda 21 (Romania), **Udruzenje Svetlost** (Serbia),
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Environmental Center for Development Education and Networking (Albania), **Associazione eiBt** (Italy),
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The Princess Alexandra Blind Home of Blackpool (UK), **PL Greens** (UK), **The company Complete Catering** (UK),
The primary school **Anchorsholme Academy** (UK), **BBC Radio Lancashire** (United Kingdom),
Zdravo da Ste (Bosnia and Herzegovina), **Crvno Drvo** (Serbia).

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

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Thank you very much!

