



ORA:
NON Formal
Environmental Education
to Enhance
YOUTH INCLUSION

ORA: NON Formal Environmental Education to Enhance YOUTH INCLUSION

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

Study Visit in **Anversa degli Abruzzi** (Italy)
Training Course in **Stoumont** (Belgium)
Seminar in **Berlin** (Germany)

Project realised by the **ORA Network**

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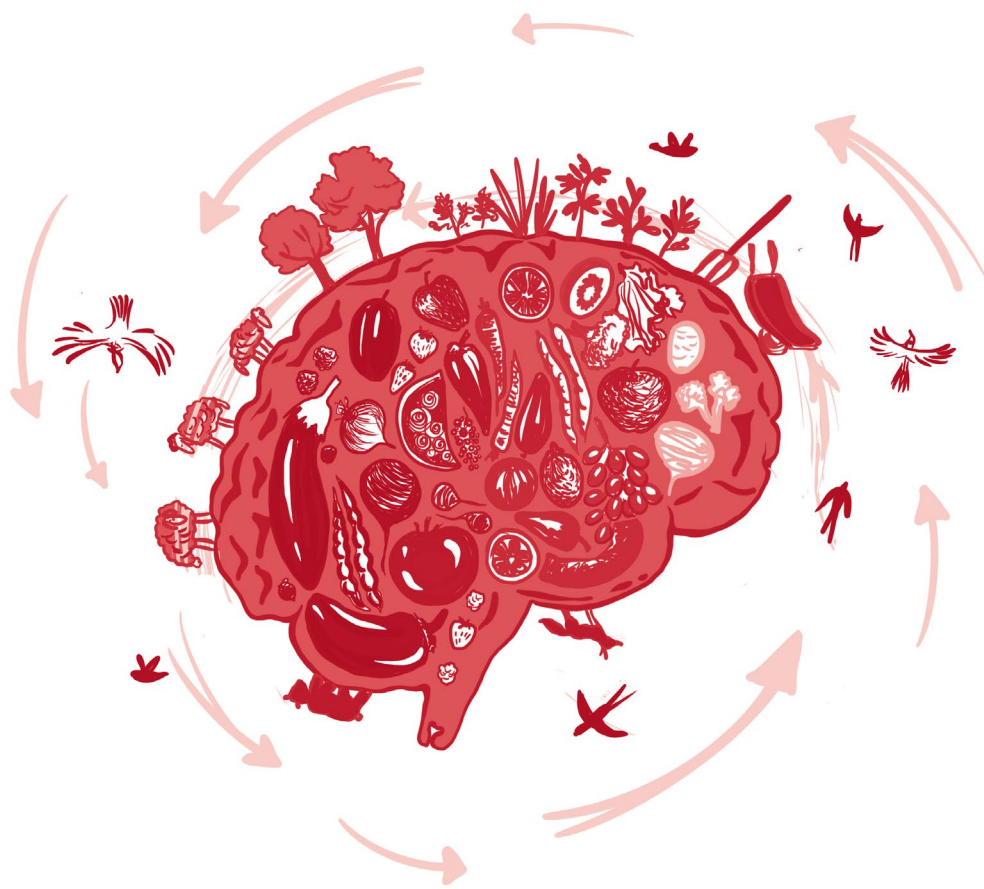
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Presentation of the project

The project "ORA: non formal environmental education to enhance youth inclusion" took place from 2nd May 2018 till 1 st April 2019 involving 85 persons from Albania, Belgium, Bosnia Herzegovina, Bulgaria, Germany, Italy, Romania, Serbia, United Kingdom. The need to realise this project came, from one side, from all the involved partners (members of ORA Network) who wanted to grow in terms of new and innovative tools and methods to realise with young people coming from disadvantaged conditions in order to enhance their possibilities of social inclusion, active citizenship and personal development and to contribute to the sustainable development of the local communities in which they live.

From the other side, youth workers expressed their need to be part of an educational path focused on the use of Non Formal methods (and especially O.R.A.) to make more efficient and effective, in terms of facilitation of inclusive processes, activities of Environmental education, on sharing information on good and positive practices realised by similar experiences in different European contexts, to work on field, learning by doing, in an intercultural environment for a skill based activity. Also the young people with which all the partners work expressed their needs: for them it has been absolutely interesting and stimulating the possibilities to work on some practical activities given by Environmental Education in their local contexts but with a perspective to be part of a coordinated international project.

The project started from the analysis that more and more increasing marginalisation (and/or self marginalization) and

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. Sustainability issues, protection of environment, the promotion of a "green" life style, could represent a tool to facilitate processes of inclusion, engagement and personal development of young people. If those tools acquire a Non Formal method will become more efficient and effective. Our organisation, ORA Network, 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/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: non formal environmental education to enhance youth inclusion" ORA Network wanted, from one side, to develop a learning process of how to influence environmental education with Non Formal method in order to facilitate processes of 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 organisations wanted 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 the project was to facilitate inclusion of young people (economic, social, cultural, etc.) and the growth of local communities through the use of Non Formal Education methodology in activities of Environmental Education. Furthermore, with this project we wanted to spread the knowledge and peculiarities of the ORA methodology.

That's why we shaped the project in three main steps following the approach given by the O.R.A. methodology: a Study Visit (Observe) in Italy focused on the acquisition, knowledge and discover of innovative and good practices of Environmental Education activities aimed to involve, include and dynamise young people through the topics and thematic of Sustainable Development and Environmental protection. A Training Course (Rethink) in Belgium strongly based on acquiring practical skills, competences and knowledge of methodologies of work with young people (including the ones related to the Observe, Rethink, Act methods that have been developed by our Network in more than 6 years of common work), on sharing activities, on learning practical tools and

how to use them with young people from fewer conditions.

The Local Activities (Act) realised in each context of all the partners involving directly young people. Furthermore, in a final Seminar, that took place in Germany, we had the possibility to rationalise all the previous steps analysing positive aspects, weak points but also organizing all outcomes in terms of contents (results of the previous activities, the different good examples and best practices participants pass through, innovative methodologies/approaches, educational modules and work dynamics) in order to elaborate common standards and quality elements as well as future projects and activities to be realised in the follow-up.

In the three planned international activities participants were youth and social workers, peer educators, NGOs staff, volunteers, youth leaders and trainers working with young people with less opportunities (e.g. economical and social difficult realities, immigrants, minorities, living in rural areas, physical or mental disabilities) or in specific community institutions or spaces (e.g. Youth Centres, Reception Centres for asylum seekers and refugees, prisons, orphanages, "residential homes", Nature Reserves). This target group ensured quality and contents to the educational process, to the development of the different actions, to the effective impact of the activities in the different communities, to develop a methodological and educational platform able to define innovative and shared strategies, approaches, actions in using Non Formal methodologies in Environmental Education to enhance possibility of inclusion and involvement of young people and to draw feasible future scenarios in which to create a positive impact at local and international level (follow up and

multiplying effect). Furthermore, in order to empower on field youth participation, all partners involved directly also some one among the young people with whom each organization usually works (e.g. Youth Centres users, unemployed young people, members of minority groups, young people in NEET status). All partners were convinced that this guided form of involvement represented an added value to this project and a real opportunity of inclusion and personal development for the young people.

The objectives we wanted to reach were:

- To organize a multi-activity project, including a Study Visit, a Training Course, Local Activities and a Seminar, to build capacity for NGOs, youth workers, young people, to use Non Formal methods in Environmental Education to enhance possibilities of involvement, inclusion and active engagement among young people from disadvantaged conditions.
- To visit, share and know good examples and best practices realised at European level on the use of Environmental Education and Non Formal Educations as tool for the inclusion, involvement and engagement of young people and for the growth of local communities.
- To share results and outcomes and to apply the knowledge and competences acquired in 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.

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.

This publication collect all outcomes of the project and its content has been divided among the three main phases: the Study Visit (Observe), the Training Course (Rethink), the Local Activities (Act). We encourage the use of this product for all those organisation, institutions, youth workers, volunteers, educators, teachers who want to get inspired by a positive experience strongly based on acquiring knowledge, skills and competences directly on field on how to use Environmental Educational activities using Non Formal methods in order to enhance possibilities of involvement and active participation of young people as well as the sustainable development of the local communities.

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.





Study Visit in Italy (Observe)

The Study Visit took place from 9th till 15th June 2018 in the inner part of Abruzzo Region where mountains of the Apennine chain were our main landscape. The overall aim of the activity, thanks to the environmental peculiarities of the area (National and Regional Parks and several Nature Reserves), was to have a firsthand experience concerning efficient and positive models of sustainable development. Through several field visits and meetings (Abruzzo Institute of Protected Areas, Majella National Park, Gran Sasso National Park, Cooperatives and associations, local food producers), it was possible to share good practices, positive examples, inspiring activities on how sustainability can generate positive impact in the local communities and provide employability, inclusion and active citizenship for young people. Different themes within the framework of Sustainable Development were investigated and tackled (Green Jobs opportunity, environmental protection and promotion of the territory, exploitation and promo-

and promotion of the territory, exploitation and promotion of quality food products, bee-keepers, environmental education) in order to have a broad spectrum of opportunity and actions set up.

Locations of the Study Visit were the areas around Anversa degli Abruzzi and Caramanico Terme. During each visit a crew of participant was in charge to prepare a report consequently, this part of the ORA handbook is the result of a common work done on field in which the information and outcomes of the different field visit realised were collected. This "dossier" was used in the following parts of the project (Training course in Belgium, Local Activities, final Seminar in Germany) as a source of good practices and positive examples to reproduce, apply and disseminate.

The Study Visit was the "OBSERVE" phase of the project. Thanks to all the institutions, association, companies, citizens, friends who supported the Study Visit!

Nature Reserve Oasi WWF Gole del Sagittario

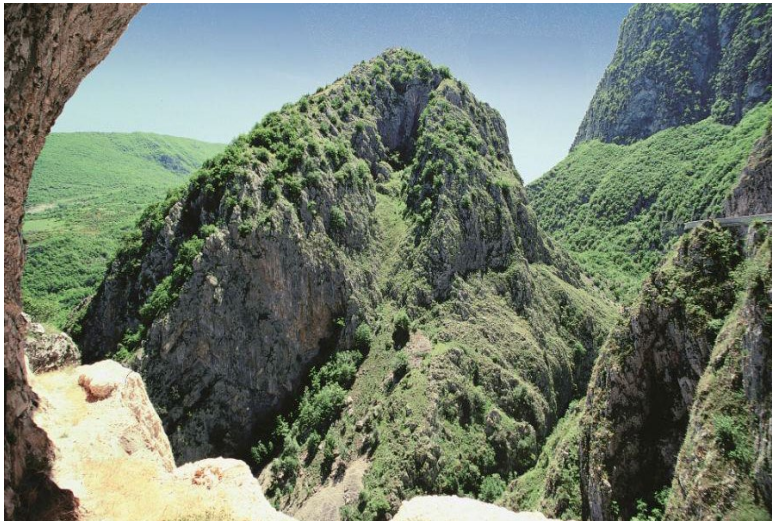
Cooperative Daphne and Istituto Abruzzese Aree Protette (IAAP) Oasi WWF Gole del Sagittario Nature Reserve – general presentation Area:

4.5 km²

Established: 1996

The nature reserve of Gole del Sagittario, placed around the Sagittario river, offer to the tourist a big flora and fauna diversity.

The WWF Oasi is open all the year and you have free access to enjoy the beauty of the nature, full of surprises for the eyes and the soul.



You can visit by yourself the „Oasi”, but to have more specific information about the Apennine flora, fauna or geological information, you can choose a guided visit. Il Centro di Educazione Ambientale (Environmental Educational Centre) propose many activities for schools – pedagogical pack (artistic laboratory, environmental education, etc.) - for children and youngsters.

During the visit you can observe 4 different layers of alpine vegetation. Also, in the reserve live many different birds, mammals, reptiles and fishes.

Municipality of Anversa degli Abruzzi in collaboration with some important national institutes is developing research and studies about the natural environment of the reserve.



Botanic garden

The Botanic Garden is the latest offshoot of the Riserva delle Gole del Sagittario near Anversa degli Abruzzi. The Botanic Garden's access is through a descent from Anversa degli Abruzzi, which also manages the garden along with the WWF and the Province of Aquila.

The garden was established in 1999, and is managed by the Municipality of Anversa degli Abruzzi in agreement with the WWF. It contains about 350 native plant species, 25% of which are endangered.

The Botanic Garden was a very beautiful surprise because it displayed us various types of plants with very beautiful smell, like curative plants that can keep you healthy and can give you a good mood in the nature.



Meeting with Cooperative Daphne and IAAP (Green Jobs and Environmental protection)

The representative people from Cooperative explained us how hard it is to make the marketing at this beautiful Reserve. Every act that they want to make needs approval and without this approval all becomes illegal and the justice has the penal code very clear without any deviation or exception.

All this kind of things cost more and more time that is lost very easy and could be more precious if it was used practically. The budget is always limited and they cannot create everything that the place need to be done in different circumstances.

The Environmental protection involves many people that manage the path with human restrictions.

To keep all the species in the same order and to help them to provide they are saved in the area.



Excursion from Anversa degli Abruzzi to Castrovalva

Vanessa from Abruzzo Mountains Wild was our guide in this trekking and explained us the values of this association: encouraging the people to do sport activity in the nature, to respect the biodiversity, to act more responsible about the environment.

This activity involved everyone's attention because it was cleared by the guide's explications about the path: the different flora and fauna for each alpine level. From the beginning we found that the way is tight in the woods and it is near the river. This path does not have drinkable water.

Moreover, near to this village there is a habit that people in an specific day in the year, with an approbation, take from the wood many snakes from one species that can show how it will be the year, if it will rain, or it will be drought. Castrovalva is a quiet village with calm and a few people.

The roots are small and beautiful, but the view is spectacular because this settlement is high and it gave to all of us a beautiful memory.



Contacts:

Istituto Abruzzese Aree Protette IAAP

www.facebook.com/IstitutoAbruzzeseAreeProtette

Riserva Naturale Regionale Oasi WWF Gole del Sagittario

www.visit-anversa.it

www.facebook.com/Oasi-WWF-Gole-del-Sagittario

Abruzzo Mountains Wild

www.abruzzomountainwild.com

www.facebook.com/abruzzomountainwild

"Salviamo l'orso" (Let's save the bear) and local beekeepers

Introduction

One of the activities planned during the Study Visit in Anversa degli Abruzzi was a meeting with members of the "Salviamo l'Orso" non-profit association, volunteers and staff of the Gole del Sagittario Nature Reserve to hear about wildlife in the region and the Marsican bear in particular, as well as about the efforts for their conservation. Mario and Angela from Salviamo l'Orso and Sefora and Erica from the Gole del Sagittario Nature Reserve told the participants of the Study Visit about the work they do, the challenges they face and the solutions they've found. It was an exciting opportunity to compare



conservation good practices and methodology and share experiences from our own backgrounds in nature conservation. Before describing what we learned in detail we would like to quote Mario to give an idea of the spirit and dedication he and his co-workers put into their work. 'We don't like to speak of "problems"', he says, 'we prefer to speak of challenges.' During the presentation and the following visit to the beehives of Salviamo l'Orso's partner beekeeper Francesco we clearly felt this was a sincere statement.

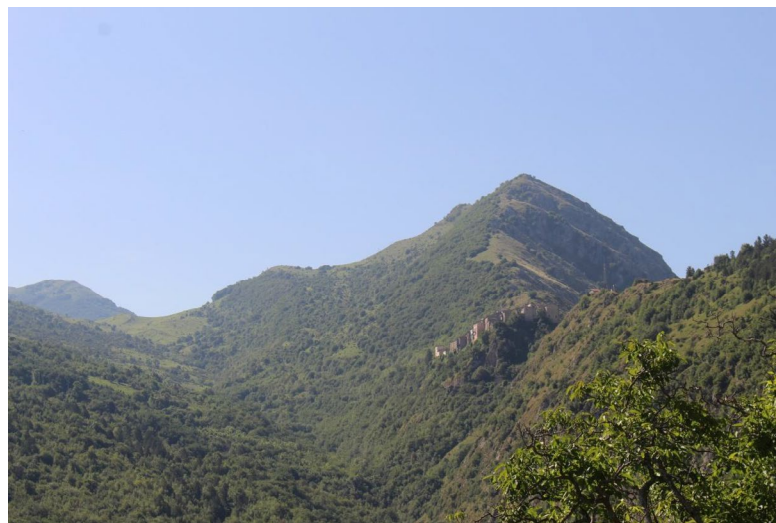
Description of the area

The Gole del Sagittario Nature Reserve covers 450ha in the Abruzzo region in the Central Apennines. The diversity of habitats here represents all those found in the Apennines and are the reason for the great number of flora and fauna species. The reserve plays an important role as a green corridor connecting four parks in the wider area: Abruzzo National Park, Gran Sasso National Park, Majella National Park and Sirente Velino Regional Park. Among the most important habitats in the area are the open hillsides dominated by Mediterranean vegetation and the alpine grasslands with cliff complexes. The flora is well represented with high diversity of plants, including relict or endemic species. The bird diversity is high as well. Some of the species occurring in the area are the Wallcreeper, Red-billed Chough, Peregrine Falcon, White-backed Woodpecker and a reintroduced population of Griffon Vultures whose numbers are constantly increasing in the last decade. The Golden Eagle population numbers about 45 pairs in the Central Apennines which proves the

suitability of the habitat for large birds of prey and carnivores. The mammal guild consists of stable populations of wild herbivores, e.g. the chamois, roe deer, red deer but also the wild boar, badger, fox, wild cat etc. In many places wild species share the habitat with free range horses, cattle and also sheep herds which are grazing in the alpine grasslands during the summer. Together they represent the main food source for the wolves, whose density in some area of the Apennines is among the highest in Europe. However, the most charismatic and threatened species is the Marsican brown bear. Since 1960 there is a continued abandonment of lands in the area. Lots of fruit trees still grow in the abandoned lands, serving as an important food source for the wildlife and the bears in particular. However, some of the local people don't appreciate the value of the carnivores (bears, wolves) as a natural heritage for the entire area and the concept of trying to preserve them for the future generations appears vague to them. The Nature Reserve and Salviamo l'Orso are implementing activities in order to change this perception and engage the local community in conserving the nature. The reserve provides important mediation between the hunting clubs and the national authorities.

The Central Apennines region has been chosen as a rewilding area and was included in the panEuropean network created by Rewilding Europe. The initiative aims at recovering and strengthening the populations of threatened species in wild areas but at the same time promoting nature-friendly businesses and the development of opportunities for successful coexistence of humans and wildlife in a sustainable way.

In the Central Apennines Rewilding area it aims to develop large coexistence corridors by connecting local economies with wilder nature, thus benefitting the wildlife populations, the quality of the nature products and the nature-related experiences and services at the same time. This will be achieved through a number of activities which aim to reduce the damage caused by the wildlife and at the same time allow the local community to benefit from it. Actions in the field are focused on reducing bear mortality, supporting nature based enterprises in and around the corridor areas and raising awareness among the local communities. It was interesting to hear about the methodology and tools implemented in Italy and compare them with the actions already implemented in another Rewilding Europe area:– the Eastern Rhodope Mountain in Bulgaria.



There local businesses are supported in order to ensure the conservation of the vulture populations and the wild herbivore populations. Guest houses offering eco-tourism services and photographic hides offering close meetings and experience with wild animals have been supported. A number of conservation measures has been implemented to ensure the survival and restoration of the Griffon and Cinereous Vulture populations. The reintroduction of wild herbivores in close collaboration with hunting clubs and local communities has been implemented resulting in an increase of roe and fallow deer populations. In turn, the herbivores help to maintain the characteristic patchy habitat in the area, providing suitable conditions to increase the general biodiversity picture. The close collaboration between the Rewilding areas and nature conservation NGOs is an important step towards the success of such initiatives because of the opportunity to share some positive and negative experiences and case learning.

About the bears

In 1921 the brown bear population in the Central Apennines was described for the first time as a different subspecies of *Ursus arctos* – the *Ursus arctos marsicanus*, a name given it by Giuseppe Altobello, a naturalist from Molise. Apennine bears differ from the other European brown bear populations in several morphological features, particularly evident in the adult. Although smaller than the brown bears in the Alps and on the Balkans, Marsican brown bears males can weigh between 130 – 200 kg with an upright height of 180 – 190 cm, while females are smaller and seldom weigh over 120 kg. General-

ly the male/female ratio of the species is 1:1. The bear may live up to 40 years and it is the largest Italian carnivore, even though its diet is based almost entirely on plants – about 80% of its food consists of beech cupules, acorns, rhamnus and other wild berries, roots, soft fruit, insects, honey and obviously meat, including carcasses that they usually find at the end of the winter, under the melting snow. That's the time when they come out of their dens after hibernation.



About the habitat:

Despite the fact the species could actually live in the lowlands, the enormous pressure exercised by men in the last two centuries, together with a significant consumption and fragmentation of natural territories, have confined the primary habitat of the Marsican bear nearly entirely to the mountain areas of the Central Apennines, which are characterised by a lesser impact from human activities and a greater availability of food.

The continuity and integrity of the refuge areas – both forests and grasslands, is an essential aspect of the conservation and the diffusion of the species. The largest montane forests of the Central Apennines are currently under protection thanks to a system of parks and reserves, which guarantee their preservation and sustainable use. However, at a larger spatial scale a key point for bear conservation is the connection between protected areas: a network of undisturbed corridors is vital for the bears as it allows them to cross the bottom of the valleys and the urban areas. From a demographic and biogeographic point of view, the expansion of bear range and the reduction of human induced mortality are the most important factors to avoid bear extinction. Therefore, local authorities should encourage the creation, the maintenance and, if necessary, the restoration of large wooded corridors between parks.

Today the Marsican brown bear is highly threatened with extinction (it is included in the Red List of the Italian Vertebrates of the IUCN). A population of just 50 bears survives, most of them living in the national parks Abruzzo, Lazio and Molise and in their External Protection Zone (ZPE), though some

times a few solitary individuals are observed in other areas, contiguous or not, where bears historically lived (Majella, Sirente-Velino, Duchessa mountains, Carseolani mountains, Ernici mountains, Terminillo, Gran Sasso-Laga mountains, Sibillini). Generally they are young bears in dispersion which, unfortunately, cannot find any female for mating in the new areas due to a typical tendency of this subspecies, namely that females live on a smaller home range and stay closer to their birth places.

About the bees

Beekeepers in this region are breeding only bees from the *Apis mellifera linguistica* subspecies – the Italian bee. The main reason for this is that these bees are best adapted to local conditions. They are prolific, productive and easy to handle.

The local beekeepers we met have two apiary sites, each with 50 – 60 beehives. With this many hives in one place it is important to paint the hives different colours so the bees can find their way home more easily. Some of the beehives have been donated by the Salviamo l'Orso Association and have a dedicated label to indicate this as you can see below.

Honey types produced include Acacia, Castagne, Santareja, Millefiori and Metcalfa (honeydew) honey. Profit from honey production isn't significant unless carried out on a huge scale and so many beekeepers need to have a second job to supplement their income.

The pesticide-free farming practices in the area, together with the clear environment result in the high quality of the produced honey. Bees are good environmental quality indicators

as they fly across the area looking for blooms and are able to cover hundreds of kilometres per year. By pollinating many flowers in the area they benefit many farmers, as well as the bears who eat fruit from trees in the wilder areas.

The biggest disease threat to the bees comes from the Varroa mite which acts as a vector infecting bees with several other diseases. Monitoring identifies susceptible colonies and an annual treatment of Oxalic acid is used to reduce Varroa mite levels in the beehives.



Bears, bees and people.

The diversity of habitats in the area and the overlap of resources used by both men and bears pose a challenge for all those resolved to find ways for a peaceful coexistence of the two. From the human side among the chief stakeholders in this respect we can outline two main groups:

Hunters. Although hunting of the Marsican bear is prohibited, hunters play a key role in several aspects. Firstly, hunting activities in areas with a bear population could lead to disturbance of the bears and that can be critical during the breeding season in particular. Also, spending time in nature obviously raises the chances of unexpected and unwanted encounters between bears and people. Secondly, as a group of people who have a better knowledge and a deeper understanding of the needs and processes related to wildlife, hunters can provide an important input and be valuable allies to conservationists. Therefore it was great to hear that Salviamo l'Orso and the reserve staff have established a stable relationship of mutual respect and trust with the hunters in the area and they work together with them, rather in discord. The latter is particularly important considering the significant lobby the hunters present on the local political scene.

Farmers and beekeepers. Another group of people that spend a lot of time in nature and depend directly on its resources for their livelihood are farmers and beekeepers. Agricultural fields, crops and fruit orchards, beehives and herds of livestock can be attractive food sources for large mammals (bears and, in the latter case, wolves). In an environment where many farmers and beekeepers consider bears (and all wildlife)

the property and the responsibility of the state, and thus do not wish to be proactive, take measures and invest in their own sustainability this can be a challenge. However, thanks to the efforts of Salviamo l'Orso and the staff of the reserve more and more farmers and beekeepers are appreciating the positive aspects of implementing sustainable preventive measures for the protection of their property, and are willing to participate.

The fragmentation of habitat is a serious problem for bear populations everywhere in Europe. One of the main factors in this respect is road infrastructure. Accidents with wildlife are dangerous for humans too, as they can lead to injuries and even death. Salviamo l'Orso are taking steps in this direction too by encouraging road companies to use reflective wildlife



diverters on the roadside bollards. Although not mandatory, these diverters are proving effective; although sometimes road companies need persuading, some see the benefit from choosing these particular bollards and thus more and more roads in Abruzzo are made safer – for wildlife and humans alike.

Best practices

The apiary site is protected from bears with an electric fence as otherwise the bears will damage the hives in order to reach the honey.

The profit made from the honey produced in the Salviamo l'Orso sponsored beehives is used to sustain this collaboration. They are buying more electric fences and other equipment so that beekeepers and bears can happily co-exist. Apart from higher produce rates the beekeepers enjoy the added value of having their honey labeled as 'nature-friendly' which has an increasing value for consumers.



Salviamo l'Orso have a range of merchandise such as fridge magnets, sweatshirts, T-shirts, pens, etc. profits from which help sustain the project.

Great progress can be made where a collaborative approach is made between apparently disparate groups such as hunters, farmers and staff and volunteers of organisations protecting the environment. To achieve this approach it is necessary to focus on what groups have in common rather than their differences.

Opportunities for cooperation

Both the reserve and Salviamo l'Orso have developed a reliable system to work with volunteers and are happy to receive applications from both Italy and abroad. For further information see the website addresses further down.

Contacts:

Salviamo L'Orso Association

www.salviamolorso.it

www.facebook.com/SalviamoL'Orso

Riserva Naturale Regionale Oasi WWF Gole del Sagittario

www.visit-anversa.it

www.facebook.com/Oasi-WWF-Gole-del-Sagittario

Beekeeper Tarulli

www.facebook.com/mieletarulli

"La porta dei parchi" pedagogical farm, local producers (cheese, handcraft) in the area of Anversa degli Abruzzi

Introduction and history

Host Manuela Cozzi gives us a small speech concerning welcoming and introduction to the ORA Study Visit members. She gave us some data about how they started and how they developed the business and activities till nowadays.

In 1977 Manuela move's from Florence and together with her husband starts a community cooperation/cooperative farm on the border between national parks.

Farm is established in 1977 and till 1995 they worked in old fashion way to produce milk. Then EU changed the law and they needed to change the approach even if they forced the Region Abruzzo to preserve their old style. Main sort of sheep is Sopravissana, that spend 5 months up in the mountains (1200 m). They don't produce too much milk but it's a good quality, also in terms of wool production which they sent to clean to Tuscany in the city of Prato. They own 1600 sheep today and 41 dogs as protection from predators, mainly Abru-



zzo Sheppard dog and other Sheppard dogs. During the winter they are not very active, mostly having indoor activities. Manuela gave us a tour of the animals of the farm: sheeps, pigs, donkeys, dogs, chickens and geese.

Main idea is to be recognized as modern farm and model of multi functionality. Business math on start was simple, and model is: Milk is 1 euro for 1 liter, if they produce cheese its 15 euro/kg, if they use in the restaurant 35 euro/kg. In this-period they produce 100 ricotta a day, and they are part of Slow Food network as well, 2000 training course's to become school farmer.

Goals:

- providing jobs, (putting an end to migration from mountain areas);
- creation of added value (adding the links to the value chain within the farm business);
- restoring the attraction for the rural lifestyle.



Main activities

Manuela shows us the cheese factory and the products from the milk to the cheese and wool (blanket, toys, soaps, underwear, gadgets), and introduce to us what they offer like one modern farm:

- excursions 7 days in the parks
- cheese
- school farm, cooperation with schools, EVS volunteers, job shadowing, youth exchange
- social farm, support them for developing new projects/educational activities;
- WWOOF, some of the wwoofers decided to stay and live in Anversa, use the wool for insulation;
- hostel, the place can host 30 persons;
- restaurant
- adopt a sheep project

For the accommodation they manage a Bed and breakfast.

Social aspect:
inclusion, help personal development,
cooperative to include the local community,
employ 15 persons in a village with 300 hundreds inhabitants (more impact than FIAT in Turin).



Practical presentation

After the tours, we started with the production of the cheese.



Process for cheese production:

Warm milk to 36 degrees, add rennet, and wait for 20 min..

Like they do it with the groups, during these

20 min. we introduced/present ourselves and the project. To meet the people from the group and to spend 20 minutes. After 20 minutes we broke the "cheese" and one by one we managed to produce our own piece of fresh cheese.

We made our fresh cheese, and Manuela continued with the

process doing ricotta, meanwhile we were tasting 4 different kind of cheese from their production.

After degustation she showed the ricotta inviting some of us to move it in a small pot, like final action in this process. Before to go she gave us some material from the farm and some examples of pedagogical information.



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Gran Sasso and Monti della Laga National Park Abruzzo Parks - Mountain Guides

History of the park

(When) The initial plan for the park was approved on the 6th of December 1991. This plan was then officially established by presidential decree on the 5th of June 1995. The ancient peoples that inhabited the area were called the Vestini and they founded the village of Assergi in the middle ages. In the 13th century Assergi along with other villages in the area came together and formed L'Aquila, capital city of Abruzzo Region, which now hosts the Laboratory of Nuclear Physics and, since 2001, the registered office of the national park.

(Where/What) It covers approximately 150000 hectares and is one of the largest protected areas in Europe. It covers 44 municipalities in 5 provinces (L'Aquila, Teramo, Pescara, Rieti, Ascoli Piceno) and regions (Abruzzo, Lazio, Marche). There is a 1000 year old balance between masterpieces of culture and the precious treasures of nature. As of now, the park has 6 pairs of golden eagles, 150 deer, 420 chamois, 80 wolves in 13 reproductive groups, 51 rare and endangered taxa, 59 wild orchids, 2 carnivorous plant species, 2364 registered plants, 139 species endemic to Italy, 12 of which are endemic to the park area.

The logo of the park has 5 distinct elements that represent the unique aspects of the park. The vestini warriors represent mankind and their influence on the area. They were recognised for their immense physical strength. The mountain rep-

resents Gran Sasso and its sister hills. The fauna aspect is represented by the apennine Chamois while the flora represents the large quantity of endemic plant species. The river represents the river Tirino which passes through the valley and provides water for the flora and fauna of the park.

There are three distinct mountain ranges within the park. The first of these is Gran Sasso d'Italia, the highest peak in the appenines, with Corno Grande at 2912 metres above sea level and the Calderone glacier, the southernmost in Europe. The next is Monti della Laga in the northern region of the park.

This area is covered by extensive forests and contains lake Campotosto, the largest artificial lake in Europe with approximately 1600 acres situated 1400 metres above sea level. Even further north is the Monti Gemelli with gorges shaped by karst phenomena over the centuries .

(Why) The park was initially established to protect the heritage of the area and the unique environmental conditions that the area provides.



Interview with Luciano Ruggieri mountain guide recognized by the «Parco Nazionale del GranSasso e Monti Della Laga». He is a full time guide into all the 4 parks or nature reserve that are in Abruzzo. Luciano and his colleague Claudia guided us for a hike in the plateaux call “Campo Imperatore” inside the National Park of Gran Sasso till the top of Monte Bolza.



So Luciano can you introduce yourself in few words:

So as you know my name is Luciano and I'm a mountain guide recognized in the national park of Gran Sasso, I work in a society called “Abruzzo Park”. Our society is called like

that because we are able to guide in all the parks and nature reserves that are in Abruzzo. I'm a so called "middle mountain guide" as in Italy we make differences between hiking and climbing. During the walk with my guests I entertain them showing the diversity of the fauna and flora that we can find here inside the park and also some curiosity from the place that we pass through.

Thank you Luciano, can you explain what we are going to do today please?

Of course....This hiking will be divided into 2 main parts, at the beginning we will discover a wonderful canyon who is in the middle of the plateaux called “Campo Imperatore”. During this first part I will explain to you several things about the fauna, the flora and also some particularity of this place.



In the second part, we will climb the peak called “Monte Bolza”. At the top we will discover the beautiful landscape and several peaks and mountains that we have into the National Park of Gran Sasso. I just remind you that what we will discover is just a little part of the National Park that is much more bigger than what we are visiting today. I will also show you a few spots where they shoots several famous Italian western movies like "They Call Me Trinity" and some commercial advertising. You will understand the importance of Campo Imperatore for the local community and all the villages around or into the park. Historically, the local economy was based around the sheep and their products: the wool , the milk and the meat. Once upon a time, it was not a surprise to count around 6.000.000 of sheep on this plateaux, now in the high season the sheep are around 10.000.



Whaouuu!!!! So Luciano can you tell more about the National Park? Who is financing it for example?

Yes, of course. As the name tell us it's the State who is in charge for the National Park, in particular the Ministry of Environment. But in my case, I don't receive money from the State because my organisation is independent, we are just living

with the money that we receive from the guests we are leading.

But obviously the National Park and Abruzzo park support each other: I promote to my guests the values of the Parks and they promote my guiding activities into their official web sites and the brochures they edit. We work together...

I give you a simple example: when I'm with my guests walking and I see that a path need to be clean or need another kind of intervention , I call them and they send workers to fix it.

The Park is my working place, I'm in connection with it, I'm at the same time a worker, a promoter and also a guardian of the National Park and its values and I'm recognized by the authority like a field expert.



What kind of people come to you to discover the beauty of the park?

All kind of people: families, schools, tourists, Italians and foreigners



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Abruzzo Parks

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Botanic Garden of Majella National Park in Sant'Eufemia

klasea
dryas
uva-ursi
nitida
iris
centaurea
muralis
androsace
tenoreana
marsica
marsican
magellensis
aquila
arctostaphylus
gentiana
aquilanus
tachycea
splendens
mathilde
pinus
exemplare
sesleria
mugo
croceum
fulvus

One can very easily drown in the sea of scientific names denoting the enormous plant diversity of Majella National Park – it is wide, it is deep, and it certainly could seem a bit scary.

Lucky for us, then, that this sea of Latin was exemplified by an equally vast collection of living plants ranging from the lower bounds to the park and reaching its highest peaks. We found ourselves in another sea, this time green. But how to sail it? With the help of expert navigators of course – namely, Giampiero and Mirella, who took us on a wondrous voyage across the Botanical Garden ‘Daniela Brescia’.

During our trip around the different sections of the garden they revealed the hidden meaning behind the Latin names, and shared interesting facts about the biology and the ecology of the plants and their relation to the human world.

The Botanical Garden ‘Daniela Brescia’ in Majella National Park was established in 2000, and in 2001 it was already recognised as a ‘garden of regional interest’. It covers an area of about 4 hectares. The plant diversity of the garden consists

of roughly 2270 species and subspecies of plants which compose about 30% of the Italian flora.

The number of endemic species is high, with 5 plants endemic to Majella. 50 species and subspecies of plants have been described for science on the territory of the park.

The symbol of the garden is *Soldanella sannitica*, a local endemic plant from Majella. It is a small perennial herb, 3 – 6 cm tall, with round leaves and single pendulous lilac flowers. It blooms from June to July, and can be found on very few locations characterised by enlargements subject to water dripping at high altitudes (2100 – 2400 m).

The garden itself is very well maintained, with individual labels to all plants, together with more general information panels that allow the visitor to navigate easily around even without the help of guides. However, the latter provide interesting side facts about the plants, about the life and perspective of the botanist and specific practical ‘secrets’ of the maintenance of the garden, thus expanding the information of the boards and labels.

Much effort has been put into representing different habitats and ecosystems typical for the region of La Majella, for example, the different types of forest that can be found in the park (mixed deciduous forests of different composition, dwarf mountain pine forest), other habitats (rocky scree, high-altitude habitats), riparian sections. Thanks to its location at an altitude of about 900 meters, and to the never-ending dedication of the employees and volunteers all these various habitats are kept in good condition and a walk through the garden allows the visitor to appreciate the beauty of the park’s flora in its entirety even on such a small area.



*Official logo



In the Botanical Garden



© Paolo Formisani



During the walk it was exceptionally interesting to hear about some specific information about the plant species on the Apennine Peninsula and compare them with our own backgrounds. Participants in the visit learned that the dwarf mountain pine for example is not so widespread in the region of Abruzzo; in contrast, it is a typical high-altitude plant for the mountains on the Balkan Peninsula.

Such comparisons were intriguing and brought more depth to our visit.

Apart from these 'informative' sectors, there were also didactic sectors, consisting of collections of plants based on a certain theme. Thus, the 'Plants and Insects' exhibition represents a variety of plants that are important for the invertebrate denizens of the park, thus emphasising the importance of the local ecosystems as a whole, and providing examples and inspiration for those of us who would like to help the pollinators feel more at home. Another didactic sector is dedicated to the

edible plants, and focuses on the natural link between the traditional lifestyle of locals and Europeans in general, and their surroundings.

For us it was quite interesting to see some plants that we're used to use as spices, or for flavouring, in their natural state.

Medicinal plants have always been an important resource of any natural habitat. Very wisely, the garden employees have chosen to present them too in one of the sectors, thus emphasising the importance of preserving nature even from a practical perspective.

Last but not least, the garden offers a chance to learn more about cultivated plants, those that we use and grow in our

gardens and orchards. It is a good idea to connect the diversity of varieties here with the diversity of wild flora, in this manner highlighting the importance of both.

Visitors can learn more about autochthonous varieties that are extremely important, as they have been adapting to local conditions in situ.

However, as many of these are under threat of extinction due to the introduction of more 'commercial' varieties, it is great that the staff at the Garden have put effort into collecting samples and preserving all these local varieties. In doing so they are also aided by several projects supported by the LIFE + Programme for nature conservation of the EU, developed in cooperation with local NGOs and institutions. The "Daniela Brescia" Botanical Garden and Majella National Park work together to encourage growing of autochthonous varieties among local farmers, for example Solina wheat. This process plays an important part in the sector of agriculture tourism where tourists can buy local products directly from farmers.

Of course, apart from the popular visitors' side, serious scientific work is being done at the Garden too. At the Greenhouse, the Nursery for Autochthonous Plants and the Seed Bank the employees constantly examine plants, preserve their seeds and genetic data and grow new seedlings to enrich the collection or to sell to visitors, thus providing some financial support for the Garden.

It was amazing to hear that all this diversity of habitats and plants with different requirements is managed by just three full-time employees. However, as the botanical and touristic season intensifies (visits are most intense in July – August),

in spring and summer the park hires an external collaborator who helps with the care for the plants. In the summer the Garden accepts volunteers too – a sign of an open-minded management that felt very reassuring.

To summarise, we spent a few lovely hours in the open, and managed to get a feeling about the different landscapes and habitats of wild Majella, at the same time always bearing in mind its living link to humans, the importance of its resources and the efforts for its conservation. This 'multidisciplinary' presentation of the floral aspects of the Park very successfully manages to build a bridge between the wild and the domesticated nature around us and to suggest that they are inextricably bound – to each other, and to our human life too.

After the exciting trip around the Garden we had the chance to visit Herbarium of Majella National park and to confirm hard work done by truly dedicated and experienced scientists. We also had opportunity to purchase some souvenirs to remind us on this great place. We were intrigued to learn that this attitude of mutuality and sustainability shows at the Visitors' Centre too. It is managed by the local cooperative, and not by the park authority – a nice example of decentralisation and inclusion of the local community in the conservation efforts of the area.

And so, our voyage across the green sea of the Botanical Garden 'Daniela Brescia' came to its end.

Thanks to Giampiero's passion, the love and professionalism with which he spoke of the plants, his enormous knowledge, it was an exciting adventure that allowed us a glimpse into the secret life of plants in La Majella, and made us think about our link with nature and its importance even in the 21st century...





Contacts:

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Majambiente co-operative and excursion to San Bartolomeo Hermitage in Majella National Park

The excursion to San Bartolomeo hermitage with Majambiente in Majella National Park started with Paola Di Martino who gave us all the information about the path notations. We found that there exists a marked path for families and specialists in hiking. This levels are noted with numbers and letters that can be found on the map but there are many other paths that are not marked until now and the people can lose themselves quite easily. The actual marks are made by people from the Majambiente co-operative.



This area shows us some kind of species with interesting colours and forms. In this situations are endemic plants and especially volcanic stones that can be found only in this National Park.

The Saint Bartolomeo has a special surprising place in the mountain. This place exists since before 1054, when the Christian Church suffered the separation to the catholic and orthodox. The resonance to this place is amazing and because of this there are some very important moments when recognized choirs give some unforgettable concerts and they also have some records from this places. In this place lived some monks that suffered much for faith and they confession to people that there was needed some help in some hard moments in their life. Moreover, there is a time in every year when people are

doing a procession for they can show to the saint their respect and afterwards they are hoping that their wishes come true.



Contacts:

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Training in Belgium (Rethink)

The Training Course took place from 13 to 22 October 2018 in the animation farm "Le Fagotin", in the area of Ardennes, Belgium. Main goal was to apply on field different techniques, methods and practical tools in order to train participants on how to use Non Formal Education within environmental education activities and make more efficient and effective processes of inclusion and involvement of young people in the local community.

A working path was realised in order to improve knowledge and competences of participants (youth workers, educators, responsables of associations, volunteers, teachers, environmental activists, persons working in protected areas or engaged in green economy) and to impact the local communities and especially the young people. The Training Course, in fact, generated an experience of personal and professional growth with significant development of skills and competences responding to learning needs expressed by participants.

That's why the work plan of the Activity was divided into 3 main phases.

The first part was focused on creating group dynamics and deepening the thematic: learning about partners, re-calling the previous Study Visit results and outcomes, getting acquainted about the hosting place, working on Sustainable Development as tool for growth of local communities, on the concept of inclusion, on how to use NFE methods in Environmental Education, on the ORA methodology.

In the second part participants focused on the so called "Workshop path" to explore different educational and skill based activities and tools to respond to needs expressed before the project.

This process was composed by 3 workshops: Environmental Educational Path, Gardening, Conscious Consumption. The ENVIRONMENTAL EDUCATIONAL PATH (EEP) is a route that can be placed in urban or natural areas with interactive

educational dynamics and different types of activities regarding fundamental ecology and its environmental contents. The workshop settled an EEP (identification, biodiversity and need analysis, development of dynamics and exercises, mapping and localisation, visual image, etc.) in order to develop new approaches concerning natural resources, Nature Reserves, green protected areas and to create an opportunity of inclusion and participation in the local community. The GARDENING WORKSHOP looked at an alternative approach to make spaces more beautiful, productive and nature friendly using local and recycled materials, creating boxes and vertical gardens and building garden elements. The aim was to explore ideas of gardening as part of sustainable lifestyles in order to raise awareness of health benefits of gardening knowing your food source (nutrition) as well as its social and psychological benefits. The CONSCIOUS CONSUMPTION workshop focused on sustainable life style and food production/consumption in order to sensitise adolescents and young people to a different relationship with nature and food. Different activities were carry out (dynamics, exercises, etc.), different topics were tackled (use of seasonal food, biodiversity, etc.) and several outcomes were realised.

During the third part results of Workshop path was shared with local community. Furthermore, quality elements emerged by the workshops were defined as well as methods and practices were analysed on how to apply skills and competences acquired in both local and in

ternational activities and especially in the Local Activities that later on were realised after the Training Course.

The location of the Training Course was the animation farm "Le Fagotin" (www.fagotin.be) that provided the perfect playground to acquire, share and apply the competences, the knowledge and the skills that the project want to provide to participants according to the needs expressed.

The Training Course was the "RETHINK" phase of the project.

ASBL LE FAGOTIN

Nature Center – Animation Farm – Hosting Center

Since its creation in 1995, in the beautiful place of Stoumont, inside a former farm, that Le Fagotin ASBL follow its educative, environmental, social, therapeutic and cultural objectives, through 3 complementary axes: The Animation Farm, the Nature Center and the Hosting Center. Together, they allow us to develop knowledge, know-how and life skills.

As member of the Belgian Francophone Federation of Animation Farms, Le Fagotin respects a “quality chart” whose objectives are to allow Men to reconnect with Nature, to stimulate an active approach to the plant and animal kingdom, to discover phenomenon of life and countryside, to learn to know oneself by discovering farm, to realize the importance of agricultural activity.

Le Fagotin, recognized as Nature Center by the Nature and Forest Department, is part of its process to discovery, wonder, awareness of the richness of nature and them protection through a lot of original activities suitable for all ages, speaking of themes such as water, forest, fauna and flora, eco-consumption, recycling, ...

Approved as Center of Social Tourism by the General Commissariat of Tourism since 2007, our Hosting Center is completely renovated since June 2016 and allowed accommodation for 55 people. As Equestrian Relay, we also are able to welcome riders and their horses.

Le Fagotin is a place where anyone can marvel simple things and living in each other respect, with richness and difficulties.

In this integration perspective, we are opened to a large public:

- School, traditional and specialized education, for one day or more, or for a week for “Classes Vertes” in internship or externship. The animation team decides, with the teachers, what kind of activities they want to develop and themes to talk about in order to match their school projects.

- Outside school,

- Children, we welcome them for holiday camps, from a day to a week, in internship or externship, and also for birthday.

- Teenagers, for example, we set up social integration projects for them. We work closely with youth protection institutions.

- Adults, families, seniors, we welcome them for special events as Open Days, creative workshops, cultural activities, nature walking or donkey rides, etc.

- Youth Movements, walkers groups, etc.

- Person with disabilities: we pay particular attention to their welcome, for their stays or in regular workshops.

The team follows a continuing formation to adapt to different kinds of disabilities.

- Person with precarity problems: we offer them a special welcome. We also welcome in our team, from one to four people who, by our side, return to working world and learn the farm world or the sociocultural animation. We work with structures as Community Centres, the Red Cross, Fiddasil, CPAS (Public Social Welfare Centre), etc.

- Trainees: we welcome every year teacher trainees from

school or from social formation, from Belgian and French schools and we help them by setting up their own creation project in the Animation Farm.

Our visitors are taken care by animation professionals who propose a complete program to understand the farm and nature universe by initiated them to work, discovery, questioning, experimentation, etc. Our panel of activities is divided in two categories: "Farm" and "Nature" with crossed goals. Trough those animations, we try to promote:

- Physical development, by working movements adapted to their age, sportive activities, out of doors life and play in big areas. Most of our nature activities, by discovering birds, plants world, material transformation cycle (water, air, ground), etc. are articulated around a fresh air walking.

- Nutritional education, by a healthy and sustainable food awareness and importance of it on our health. Our activities reconnect people to phenomes of life, by a concrete approach of food, from its production to its transformation and consumption. People are active and learn how to do bread, cheese, butter, apple juice, soup or other edible herbal dishes for example. Aliments are made with products harvested in the farm, the garden and the forest by participants, to promote local and biological products.

- Creative development, by increasing proprioception and by participating in structuring of his body diagram, of time and space. The change of scenery in which they live their stay is source of calm, personal and creativity development. With activities like sensorial route, painting, animal approach, we invite them to live cognitive, sensory, creative and playful

experiment, and to develop their affectivity.

- Cultural activities, that revitalize local traditions like basketry workshops, introduction to work of wool, etc.

- Environment education, by letting everyone to think about our relationships with our environment and the impact of our way of life on this one, we give participants opportunity to apprehend the living one in its biodiversity, to observe it, to learn it. By developing information and critical mind, this awareness must allow each one to change its behaviours in order to live as harmoniously as possible in the light of sustainable and viable development. Next to those animations, we propose to families thematic walks (ornithological, mycological, botanical or about more specific subjects as beavers or raptors) to awake in everyone the naturalistic fiber.

- Sensitization to nature, first by observing, then by understanding, we bring participants to judge than act. To make know nature in order to learn how to respect it and to question our habits and behaviour to protect biodiversity and develop reflexes of sustainable consumption of our natural resources. We network to protect the Walloon natural heritage (Contrat de Rivière, PCDN, Plan Maya). We spare our 10 ha site by favouring biodiversity and we focus part of our nature animations around those ecosystems (orchard, organic vegetable garden, educational nature reserve, the Fagne and LIFE project, biotic index of the pond, indigenous species of hedgerows, remarkable trees, birds, etc.) Our project is to create a "Nature House" in connection with the

- Integration of people with disabilities or socially disadvantaged, basing our approach on valorising the person and

no the productivity. Human and collectivity are always at the center of our concerns. We hope to strengthen social cohesion, to favour diversity, to answer to new social needs (landmarks, know-how, citizenship, respect, self-confidence, etc.) Our activities may not become a place of “leisure” consumption, but must stay a personal development and social added value tool. Our team has two people recognized by the AVIQ (agency for a quality life).

- Learning and citizen participation, by proposing an experience helping to restore communication and to valorise farming profession, for everyone being able to appreciate its wealth and realizing the constraints (noise, smells, etc.) In order to move to a more fair and solidary world, we pay attention to develop the qualities of our visitors that will make them some “CRACS”: Responsible, Active, Critical and Solidary Citizen. We work on the sense of community, methods of active participation in all activity levels (from projects conception to their evaluation), respect of democracy, conflict management, shared responsibilities and collaboration. Workshops about “north/south” themes are proposed, as well as fair trade, eco-consumption and waste management.



CONSCIOUS CONSUMPTION WORKSHOP

In a time of liquid society and complexity characterized by rapid and continuous change, we are bombarded by information and suggestions about how to be fashionable and successful, and we run breathlessly after pseudo-needs that appear to us as fundamental.

In this environment we feel a kind of “existential disorder” where we risk losing sight of our future, which instead becomes something so unreal that we no longer take responsibility for its realization. Instead, we delegate the realization of “our” wishes to those that hold power in this consumerist society.

We seem to have endless choices, but it is really like this? Are we really free to choose? How much are we aware of the influence of advertising? How far are we in control of and responsible for our choices, and aware of their consequences?

In order to try to answer these questions we organized a workshop in which we could reflect on our life styles and their impact on the world at an economic, social and environmental level. For example the problem of climate change is now evident, and we know it is necessary to change direction and reorient our actions; but to do this we need to be informed and to be aware of the possible impacts of our choices.

When we buy one packet of biscuits rather than another, are we choosing it by the colour of the packaging or just because they are on offer and cheaper? When we buy washing powder are we thinking about how well it works or the adver-

tising jingle used to promote it? Do we buy bottled water because the groundwater is irremediably polluted, or just because they are being promoted by a super model telling us fantastic stories about its magic properties, and we want to be like them just by drinking a glass of water?

In the past we used to buy food in the little shop near the house. When we choose our products all the senses were involved as it was possible to see, to smell, to touch and even taste it, and once chosen you would take your shopping home in a brown paper bag.

Today this is not possible, instead when we buy food in the supermarket the colours of the packaging, discounts, special offers, celebrity testimonials, and even the positioning of the products on the shelves are designed to take over our senses. In many cases we cannot even see the actual product that we are buying.

These days it is possible to find and buy tomatoes all year round and we can buy strawberries to eat at Christmas, but at what cost? Are people aware of the impact that their consumption choices have on the environment and society? Do we think about why should we buy local food, and how our food choices can effect biodiversity? Do we know what can we do to reduce our impact on the planet?

During the workshop we discussed and reflected on conscious and responsible consumption.

We explored several dimensions:

- We reflected on our lifestyles and our impact on the planet;
- We reflected on the chain production and on the so-

cial/economic impact of our choices;

- We discussed the influence of adverts on our choices: are we really free to choose what we want and what we need? Are we aware of it?

- We talked about how important it is to be able to read and understand the labels of different food;

- We talked about some environmental issues like sustainability, biodiversity, seasonal food, local food, etc.

- We practiced: we milked the goat and we produced some cheese and yoghurt; we made bread; we interacted and took care of the animal of the farm.

- We created a visual output in order to share our learning experience with people.

We produced a panel showing what we learned, creating a kind of visual learning path. We started inviting the people to have and share some food, after reading the ingredients. By doing this we tried to help them realize how rarely we are aware of what we eat.

We asked them to choose their favourite chocolate, asking them to read the ingredients and to check if what was written on the package was really true. With great surprise people discovered that “pure chocolate” on the packet means in truth that there’s just 50% cocoa in the ingredients, that in white chocolate there’s not really any cocoa mass. We talked about the origin of chocolate and we reflected on the fact that the producers are very far from where it comes from. We discussed the social and economic impact on local populations of the fact the production of chocolate is separate from growing the essential ingredients.

We showed the people pictures and we shared our experience in the farm; milking, producing cheese and yoghurt. We discussed what responsible consumption means and in the end, we gave everyone who participated in our workshop presentation a certificate of responsible consumption.

THE COLOR GAME/SEASONAL FOOD

Learning objectives:

- To understand the importance and the impact of consuming seasonal food;
- To understand and reflect about the impact of buying local food;
- To understand the concept of biodiversity and his importance in our eco-system;
- To understand how the different colors of fruits/vegetables have different properties and benefits for our health

Programme step by step:

Ice breaking (Clapping)

Today we talk about responsible consumptions... Do you know what does it mean?

Do you go to shopping? Do you go to super market or local market?

Do you know where the products come from?

Examples.. Chocolate? Orange? Etc.

Do you think it's important buy local food? Why?

Do you like vegetables? which ones?

Do you like fruits? which ones?

Do you eat them? how often?

Do you think it is important to eat fruits and vegetables? why?

Can you give some examples?

- Carrots are good for...

- Plums are good for...

-Spinach are good for... (do you know Popeye?)

Do you eat something red? What do you think they are good for? All the fruits and vegetables are important, but according with their color, they have specific benefits for our health.

How many colors can you find in the nature?

GREEN: strength / muscles / weak-tired

RED: heart / circulation / cancer / sight / anti-oxidant

ORANGE-YELLOW: sight / cancer / cold

BLUE-VIOLET: digestion / urinating / circulation / skin

WHITE: bones(Ca) / teeth / lungs / white blood cells

Puzzle

The participants will be divided in 2 groups: a group will try to match colors/food with properties, the other one will try to match the food with the season.

Sharing with the other group

According with the time, the groups can play booth games, and then share the results, or they can play just one game and then each group will share with the other their conclusions

Debriefing

How do you feel?

Did you like the activity?

What did you like?

What did you learn about seasonal food?

Why it is important to buy local food?

What about the color?

Did you ever think about it?

How can you use this learning in our daily life?

Materials and resources used, space(s):

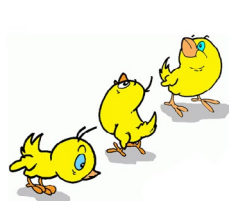
Puzzle games, posters.

The games can be played indoor or outdoor.

Outcomes of the session:

The participants will be able to recognize/identify seasonal food; the participants will be able to choose different/vegetables/fruits having in mind their different properties/benefit

Printemps



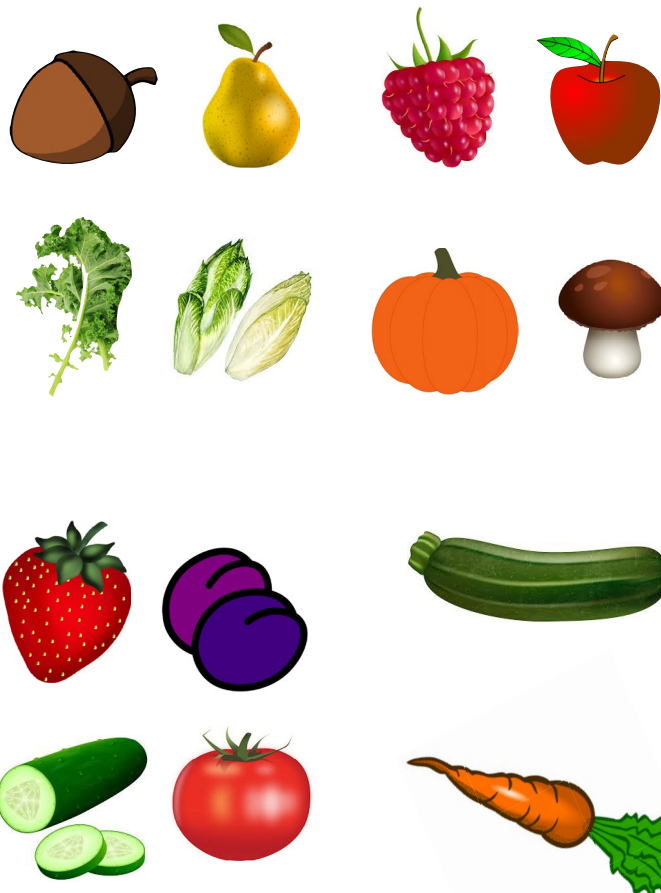
Été



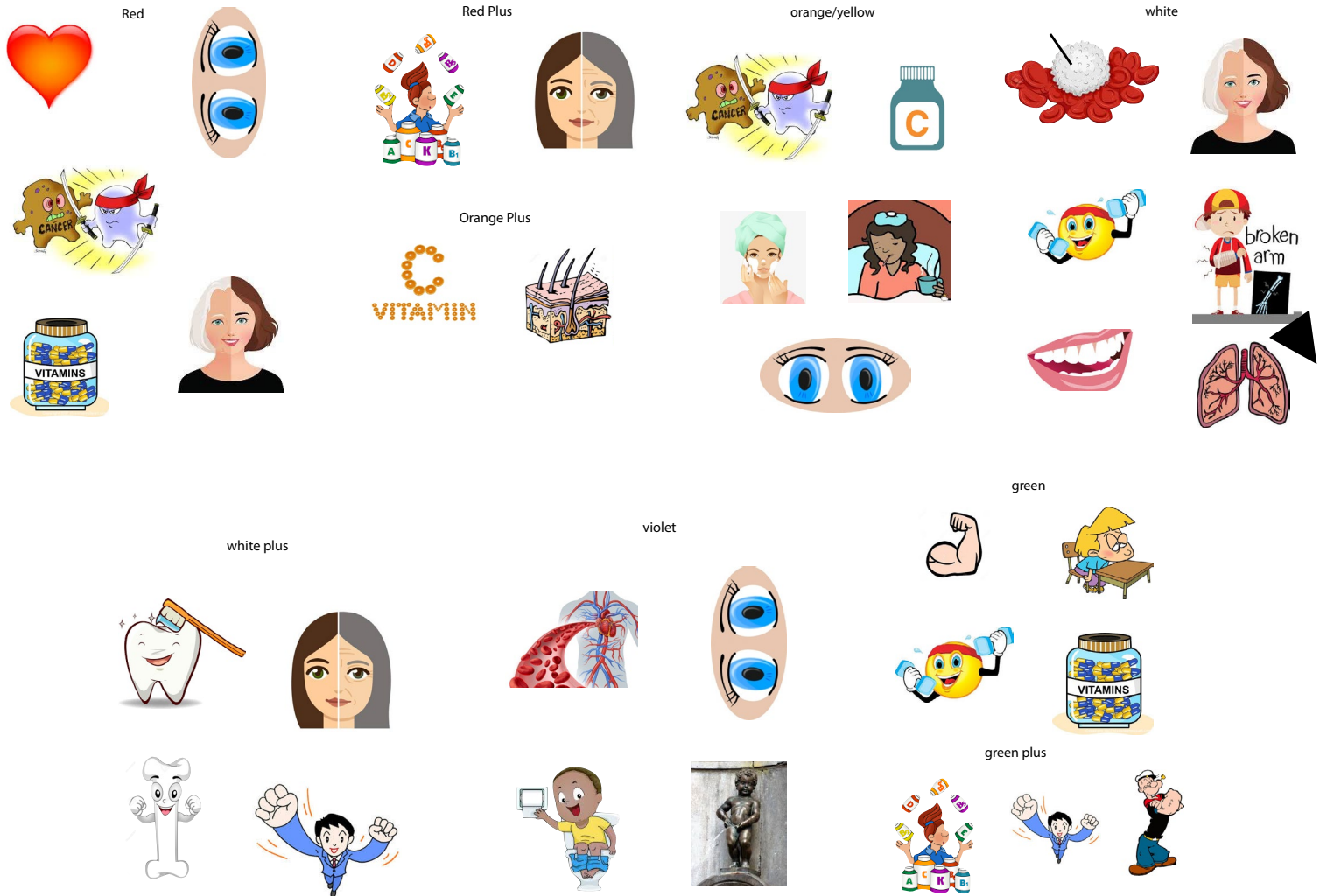
L'automne



Hiver



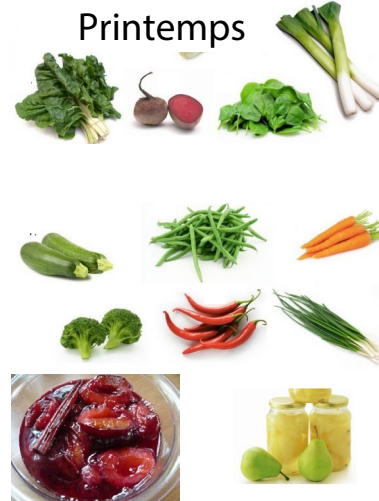




L'Été



Printemps



L'automne



Hiver



Certificate for a Conscious Consumer

A responsible consumer...

- ♦ is aware of their habits/lifestyle and their impact on the environment/planet
 - ♦ buys seasonal and local food (0 km)
 - ♦ takes care of the waste in terms of food and packaging
 - ♦ can identify the origin of the products
 - ♦ is aware of the chain production in terms of social impact and pol
 - ♦ is aware of the influence of adverts and the marketing strategy
 - ♦ is able to extract information from the label



Erasmus+ - KA1 - Multiactivities project
" ORA: Non Formal Environmental Education to enhance youth inclusion "
Activity 2 - Training Course - Belgium
13th - 22nd October 2018



GARDENING WORKSHOP

The gardening workshop set out to find answers to the question "What is gardening for?" by focusing primarily on three elements: food production, attracting wildlife and the appreciation of beauty. One stimulating brainstorm later, the group had covered much wider territory, exploring the many interconnections that exist between these areas to realise that gardening can be useful for a whole lot more. What about the physical benefits? The mental relaxation? Or the sense of community it can generate? A much bigger picture began to emerge...

The beautiful garden at La Fagotin provided some initial inspiration, giving the group a chance to discuss features such as the herb spiral, insect hotel, and the ways in which natural materials may be utilised. For example, collectively re-weaving the overgrown willow archway was an immediate, hands-on experience - and great fun! The humble compost pile helped illuminate the topics of natural cycles, soil types, and the permaculture approach of working with, rather than against, nature.

With encouragement from the ever-smiling Marc, the group were tasked with improving the appearance of the garden area at the front of the main building. Keeping in mind the idea of flowing forms (nature doesn't like straight lines!), various new growing areas were designed and realised, edged with the willow harvested nearby. A young hedgerow was planted along the pathway, enabling practical learning while creating valuable habitat for local wildlife. And the reconstruction of

an existing raised bed (though not without its logistical challenges) called upon some fantastic innovation, finally being replanted with a display of pollinator-friendly plants. An additional dimension came through the involvement of Miriam, whose artistic vision aimed at making the garden more engaging for young people - so gardening can be a great vehicle for creativity too! The days usually ended with aching muscles, a beautiful sunset, and an uplifting O.R.A. team spirit.

The kind weather continued all week (thankfully!), which culminated in group presentations to the Erasmus+ guests. It was rewarding for the group to show their achievements and to be recognised for all their efforts and enthusiasm. The feedback they received was nothing but positive and uplifting. But the highlight of the week came with the local school children who had an amazing time (beyond language barriers), simply by sewing seed and planting spring bulbs with the group.

When in bloom these will surely welcome many future visitors to La Fagotin, both human and pollinator!

The gardening workshop gave participants a real insight into the countless benefits that may be enjoyed by working together within a natural environment, and demonstrated what a versatile place a garden can be: inviting people from all backgrounds to share skills and ideas, cultivate personal understanding and respect for nature, and actively contribute to creating more cohesive societies and sustainable ways of living.





ENVIRONMENTAL EDUCATIONAL PATH (EEP) WORKSHOP

Working path of the making an Educational Environmental Path (EEP) is a process with chance to spend working time in nature, learn, share and get new information and leave something behind that have good purpose. The workshop helped the participants in using and improving general methodologies to develop an Environmental Education Path with contents based on Non-Formal

Education. Educative, interactive activities that are developed and reused became program for kids and families up to three active hours in nature, with or without guide needed.

In this case facilitators showed to the participants a potential path to work on, that is path with hiking signals, already tracked with photobook guide, used by the locals for recreation and connected to the pedagogical farm Le Fagotin in Stumont (Belgium). Working days were divide into Observe, Rethink and Act days what for participants give clear picture in which phase of process we were. When we defined moving path, it was important to connect and meet the Nature itself by walking, playing, working and doing different activities like sample of an active educative time in Nature. We had chance to find areas on the path, which are most interesting for us individually, and to link it with competences that we have. Mixture of individual and group work is always good choice. When we have clear picture, collaboration inside group and participation of all participants, good process results are guaranteed.

Participants had chance to learn how to mark new EEP with mobile didactic materials (brochure, info panels, bird color book, bird models..), and we worked on structure and developing of an App for Android operative system. EEP App represents a way to give opportunity to have all contents of developed EEP on smartphone devices including active map with marked places with described activities and information's about local environment. In postproduction we finish code and design of EEP App prototype that is uploaded and publish on the github.io . After we finish and try our new EEP (YELLOW PATH) by our group, we had chance to test it with different age groups thanks to cooperation of the host associations and local Elementary School, so we get fast feedback about our job done on field.

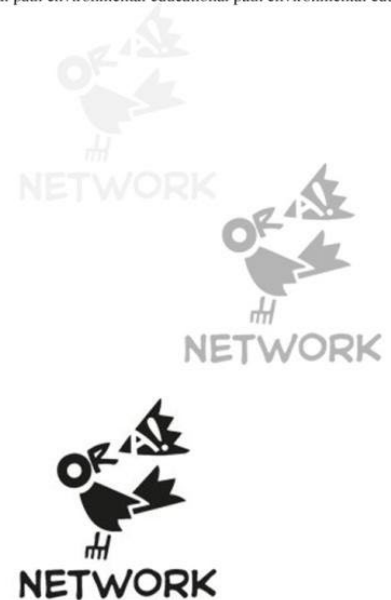
"Yellow Path" will take you on a 2.5 km journey along the road through the forest and fields of Stoumont, follow yellow signs along the way, our photo guide or a EEP App. Profile of the path is Family friendly with maximum altitude of 445 meter above sea level starting on 341 (m.a.s.l.), with no water source on the way.

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YELLOW PATH

Environmental Educational Path

59

ENG

The Yellow Path will take you on a 2.5 km journey through the forest of Stoumont. To begin this journey you must first follow your heart and then, the yellow signs along the way or our photo guide. As you walk you will meet a number of special activity points, already marked on the map here. We encourage you to stop for a while, take a moment to read the info board specific for every such point and get involved with the adventure it offers you. It could be a curious fact, a game or a challenge. Every forest is a magical kingdom with many curiosities and secrets awaiting to be discovered and explored. Beauty of the natural world is obvious to the eye, but sometimes more beauty can be found in sounds, smells, textures, in hidden places, above or below. Of course it is also up to you, if you want to be a guardian protector of this forest kingdom and keep all inorganic invaders away! If you see any garbage on your path, collect – recycle it and your mission will be accomplished fully.

FR

Le Sentier Jaune vous conduira dans un voyage de 2,5 km dans la forêt de Stoumont. Pour commencer cette randonnée vous devez vous laisser porter d'abord par votre cœur et après par les flèches jaunes ou par votre livret (guide). Au long du chemin vous allez rencontrer plusieurs points – activités marqués sur la carte. On vous encourage à vous arrêter, à vous accorder un moment pour lire les informations sur les panneaux que vous découvrirez dans chaque point – activité et à essayer de vous impliquer dans l'aventure qu'ils vous offrent. Ce sera peut-être un fait étrange, un jeu ou une provocation. Chaque forêt est un véritable royaume avec beaucoup de curiosités et secrets qui attendent d'être découverts et explorés. La beauté de la nature est dans l'œil qui regarde, mais parfois on peut découvrir plus de charme dans les odeurs, les matières, les endroits cachés, ici ou là. Bien sûr, de vous dépend aussi la protection de ce royaume forestier contre toute invasion inorganique! Si vous voyez quelques déchets sur votre chemin, recueillez-les, recyclez-les et de cette manière vous pourrez considérer votre mission bien accomplie!

ENG

Digital Treasure Hunt

Digital treasure hunt is a team game for youngsters or adults. During this activity they have to walk on the yellow path (~ 2.5 km) and to accomplish a few digital tasks, so the numbers of photos + registrations must be equal to the number of tasks.

Tasks: SURPRISE IN A PHOTO

1. A "trees reunion"
2. Some plant who help us to find North
3. 2 marks of the human presence
4. 2 different generations from the same tree
5. 4 different trees with their fruits
6. A "human forest" (make the forest with your bodies and arms)
7. A bird (or a recording of the sound)
8. Something white, something pink, something gray
9. An insect (like spider, ant etc.)
10. A selfie group with an animal who lives near to the forest

FR

Chasse digitale aux trésors

La Chasse digitale aux trésors c'est une invitation à découvrir la nature et en même temps un jeu pour les jeunes gens et pour les adultes. Pendant cette activité on doit suivre le Sentier jaune (approx. 2,5 km) et accomplir quelques tâches. À la fin le numéro de photos doit être égale au numéro de tâches.

Tâches: SURPRENDRE DANS UNE PHOTO

1. Une "réunion de 4 arbres"
2. Une plante qui pousse sur une autre plante
3. 2 signes de la présence humaine
4. 2 différentes générations du même arbre
5. 4 différents arbres et leurs fruits
6. "Une forêt humaine" (en utilisant les corps, les bras...)
7. Un oiseau (ou enregistrer le chant d'un oiseau)
8. Quelque chose de rose, qqe chose de gris, qqe chose de blanc
9. Un invertébré
10. Un selfie – groupe avec un animal qui vit dans la lisière du bois

activities

map
-->>>

EXERCISES AND ACTIVITIES WITHIN THE "YELLOW PATH" DIGITAL TREASURE HUNT

Introduction:

The digital treasure hunt is a team/individual-based game for all ages with added educational value. Before they start their walk on the Yellow Trail at Le Fagotin farm, the participants receive a printed handout/an electronic instruction requesting them to accomplish several “digital” tasks. The tasks are based on the biodiversity along the trail and require the participants to take pictures or make video or sound recordings of some of its aspects via their phones (makes it more fun and accessible for younger generations). After the end of the hike on the trail a small presentation/discussion can be organized based on the collected digital evidence for the bio aspects of the Yellow Trail (possible topics are included in red next to each “mission”). The proposed list of “missions” could be varied in terms of complexity, making the game suited for younger children too, and of content depending on the preference/competence of the guides/staff at the farm. At the app, possible “targets” can be included hidden, and revealed only after the participant answers some question about biodiversity/nature conservation/farm life.

As many of the proposed missions in fact can be realized even in the early section of the trail, one option is to release the missions in portions, for example, five portions of two missions; each portion is released after the participant has completed the previous one (NB in this case make sure the

the portions are realizable in the particular section of the trail). No animator is required along the trail for this game.

Instructions:

Target Group: 14 years old – no limit

Team: teams of 3-4 people, or individual (depending on size of group of visitors).

Material: 1 (or more) smartphone per group/participant

Place: Yellow Trail, from start to end (NB It’s good to think of some way to mark also the starting/finish point for the DTH in particular; I would advise that the game be played only within the forested section of the trail).

Duration: 60 min (or as long as it takes to cover the Yellow Trail for the group with all the activities)

Proposed missions:

TAKE A PICTURE OF:

1. A tree with four trunks coming out of the same root system (info here <https://www.theparklands.org/Blog/40/HOW-TREES-GET-TWO-OR-MORE-TRUNKS>)
2. A plant that grows on another plant (semi-parasites/symbiosis)
3. Two signs of human presence along the trail (can be permanent or temporary)
4. Two individuals of the same tree species, but of different age (importance of age variety in a natural forest)
5. Four different tree species with their fruits/seeds (NB this mission is seasonal and it is possible that it is not realizable

throughout the year; instruction may vary, e. g. “Four species of trees”)**6.** A “human forest” (people from your group pretending to be trees using their body, arms, etc.)

7. A bird (or an audio recording of the sound) (bird diversity in the area)

8. Natural objects in the colours white, pink, gray (rocks, for example: geological composition of the area)

9. An invertebrate (e. g. spider, ant, etc.) (NB this mission is seasonal; for winter, if it is really hard to find invertebrates in the area, please substitute with something else, for example “strange formation on a tree”, “a dead standing tree”, etc.) (biodiversity)

10. A selfie with an animal (domestic or wild)

MEET YOUR TREE

Introduction:

The aim of the game is to stimulate the senses of the participants, to connect them to nature. The task to recognize the individual trees by touch is a good starting point for a discussion on tree species (with identifiers such as bark) and tree diversity. The blindfold component of the game is a good starting point to give a presentation of how to best lead a blind person (place their hand on your shoulder), be responsible and care for your friends. The game is played with an animator, or with a teacher who receives written instructions.

Target groups: 8- no limit

Materials: Blindfolds

Duration: 10-15 minutes per pair

Place: The spot with the woodpecker nesting hole; any spot along the trail with different trees and accessible, walkable ground.

Materials needed for the game: Scarfs/blindfolds for half of the number of the participants

Description step by step:

The animator instructs the visitors to divide into pairs; it is recommended that they are left to divide by themselves so that each chooses a partner whom they trust. Then the animator distributes one scarf/strip of cloth to each pair; the partner-shave to decide which of the two will be blindfolded first.

Instruction for the “seeing” partner:

Please, blindfold your partner. Now choose one tree in the forest. You will be your partner’s guide to the tree; please, guide them carefully, instruct them about obstacles on the way, take care that they don’t trip, or fall, or have problems walking without seeing. Now r to the chosen tree; first turn your blindfolded partner around a few times, then lead them to the tree using a roundabout way (so it is not easy for your partner to find the tree directly); after they have “met” their tree, please, bring them back to the starting point. Once there, take down the blindfold. Now ask your partner to find the tree.

Instruction for the blindfolded partner:

Please, trust your partner to lead you to a tree they have chosen. Once there, take your time to touch and feel the tree; pay attention to details: structure of the bark, objects at the base of the trunk, shape of the base, holes/scars on the bark, width of the tree trunk, presence of boughs – try to remember anything that can help you identify your tree later.

After the first partner finishes the game, the two switch roles and the game is repeated with the second partner blindfolded.

After all the pairs are ready, a discussion can take place about the different types of bark of the trees, different signs that the participants used for the identification, etc.

This “date” with the tree can be an unforgettable experience for children and youth alike. Very often the children who have played this game become fond of “their tree” and when they return to this place they start playing with “their tree”.

MAKE A TREE SCULPTURE WITH YOUR PARTNER'S BODY

Introduction:

“Make a tree sculpture with your partner’s body” is played in pairs; it stimulates the participants to look for interestingly shaped trees, to observe nature in details; it stimulates creativity and imagination and strengthens the dynamic of the group.

Target group: 10 to 20-year-olds

Materials: Phone, camera or a notepad with pen/pencil

Place: Any open space towards the end of the trail

Duration: 20 minutes

Description step by step:

Before the walk along the trail, the animator/group leader asks all the members of the group to keep their eyes open during the walk and try to find a tree with an interesting shape and remember it, take a picture with their phones, or make a quick sketch in a notebook. Then, at a certain point closer to the end of the trail (for example on the green pastures right after the bench under the oak, on the right-hand side of the trail), the group is divided into pairs which then form a large circle on the meadow. Both participants within each pair have a particular role; one is going to be the sculptor, and the other – the material for the tree sculpture. The animator/leader gives an instruction to the sculptors: “Take a look at the photos/sketches/memories of your trees, and then, with care and without hurting your partner, try to recreate the tree shape

with their body: the roots, the trunk, the branches and leaves.” When the first subgroup of sculptors are ready with their sculptures, they take turns to explain to the group what is the tree, and what parts they have represented in the sculpture.

In the end they take a picture of the sculpture. The participants exchange roles: the sculptors become the material, and the material – the sculptor. After all participants have played both roles, the group together can try to make one big tree with their bodies joined together. Another follow-up can be an exhibition of the photos at school: the real tree with the “human tree” next to it, as a nice memory.

Apart from being played with trees seen along the trail, the game can be played directly on the meadow without previous instructions with different animals/plants that are typical for the region.

This can be preceded by a short discussion about biodiversity so the participants get some ideas about possible “models”.

BIRD SILHOUETTE GAME

The aim of the game is to teach youth and children to pay attention to nature and be observant in it, and in the same time teaching them about bird identification/bird diversity. It provides an excellent starting point for discussions of why birds are important, what they do to help, what roles they play in the ecosystem, etc.

Tools of the game:

- Plywood silhouettes of different bird species, in real size, and painted in the colours of the birds.

The colours should be stylized a little, i. e. not recreating all the nuances but just the main colours in order to make it easier for participants in the game to paint their colouring brochures.

- A colouring brochure with the same silhouettes but just in black outline, and an empty space underneath each bird to write its name. Please note that if an app is created for the trail with the activities, this brochure (or rather every individual outlined bird illustration) can be uploaded on the app and can be coloured digitally on the phone.

POSSIBLE BUT NOT NECESSARY: Empty space underneath also to write the name of the tree where it was observed.

- Colour pencils/markers with the same colours as the bird species (to be brought along on the trail or to be provided at the farm after the walk).

- A sign for the “observation point” (e.g. coloured ribbon). Please note that if an app is created for the trail with the activities, the observation points may be included there.

- A symbol for the map (BIRD)
- An information panel to be installed at the farm, containing some basic information about the bird species used in the game plus the SAME illustrations as are used for the silhouettes.

Needed materials (preparation):

- Plywood
- Acrylic paints
- A4 paper

Needed materials activity:

- Coloured pencils
- Brochure
- Ready silhouettes
- String for attaching
- Information panel

Description step by step:

Preparation Phase

We choose a couple of species (2-3) that are typical for each habitat along the trail of the EEP. We cut out their real-size silhouettes from plywood and paint them with EXACTLY the same colours as the real bird (stylized). Along the path for each habitat we choose a nice “observation point” close to the road and mark it. Then we position the bird silhouettes in natural positions around so they can be seen, but not obvious.

Activity Phase

At the beginning of the trail (OR at the end, after arriving back at the farm) we distribute the brochure and the coloured pencils (the teacher/leader brings the painting tools) to the kids/youth and we show them the marker for each

“observation point”; it is possible to make the game more dynamic by putting up a different number of bird species at each point and indicating the number on the marker. Then the participants have to stand at the OP and look around to find the coloured silhouettes of the birds. After finding the silhouettes, they copy the colours and patterns as precisely as possible to the brochure OF AT LEAST ONE SILHOUETTE per OP for a certain amount of time (10 min); if somebody wants to do more than one it is ok, as long as they stay within the time limit. When they arrive back to the farm, they can consult an information panel about the name of the bird, its habits, food and so on (in pictures).

Place

Along the whole length of the trail we choose observation points for the different habitats and place the silhouettes there before each activity. (four spots with respective species); these spots can vary for each group, as both the markers as well as the bird silhouettes themselves are portable. Or they can be fixed.

Time

4 x 10 min

Time Demo

1 x 10 min

Demo version:

For the demo version we create the silhouettes of three birds:



LIST OF POSSIBLE FOUR SPOTS WITH RESPECTIVE BIRD SPECIES RELATED TO

THE PARTICULAR HABITAT:

1. Spot on the left-hand side of the trail where the black woodpecker nesting hole is. Bird species to be planted here:

1) Black Woodpecker (all woodpeckers: a) cleaners of the forest and doctors of trees; b) providers for homes for other birds);

2) Jay (makes storage of acorns for winter and thus helps for the planting of new trees); 3) Nuthatch (moves up and down the tree easily, unlike treecreepers which only climb up). The three species can be planted on tree different tree species for additional activity.

2. Some nice spot in the pine forest section after we turn right at the cross with Jesus or after we pass the barrier. Bird species to be planted here: 1) Chaffinch; 2) Great Tit; 3) Sparrowhawk. (the three species are typical forest dwellers, and also they each feed on different types of food which can be seen by the shape of the beak: chaffinch is mainly seed eater; tit is mainly insect eater; sparrowhawk is a predatory bird)

3. Spot by the lonely chestnut tree at logging clearing. Bird species to be planted here: 1) Raven (very big, not to be mistaken with Carrion Crow; identification tips), perched on some log; 2) Red Kite (very typical silhouette with v-shaped tail; discussion about important features of birds of prey), silhouette in flight, hung on chestnut tree; 3) Magpie (very distinctive black and white colouring; widespread in area; loves shiny objects; very clever), perched somewhere.

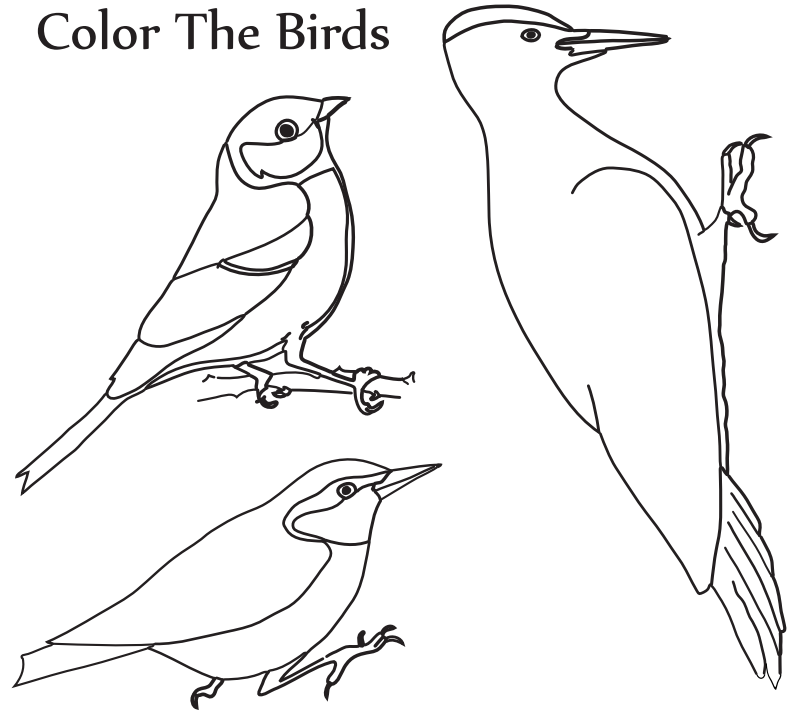
4. Some spot at the end of the trail where there are pastures and agricultural lands. Bird species to be planted here:

1) Red-backed Shrike (makes storage of food by “impaling” insects on thorns; migrates to Africa for winter);

2) Goldfinch (very colourful, loves thistle);

3) White Wagtail (differences with Grey Wagtail, English name based on habit of wagging tail)

Color The Birds



FIND THE NON-BIODEGRADABLE

Introduction

The aim of this activity is to reveal the human impact on the natural environment in terms of production of non-biodegradable materials and discuss it.

By biodegradable material we mean substances that are attacked by some particular bacteria that can destroy them and then the remaining residue that has been produced by bacteria can be absorbed by the soil. Thus this kind of materials participate in the ecological cycle of the planet.

Non-biodegradable materials cannot be destroyed by bacteria so they remain where we left them for a long, long time. This is why some modern synthetic materials, like plastics, contribute to the pollution of the planet.

Place:

Along the trail, from Le Fagotin Farm all the way back to it.

Time:

1 – 2 hours (as long as the walk takes)

Materials we need:

Gloves

Bin bag(s)

Pictures of non-biodegradable/biodegradable materials

Information for the information panel

2 transparent bags for examples

Description step by step:

1. Have a brain-storming session about what children or young people think that “pollution” is.

2. Explain the difference between “non-biodegradable” and “biodegradable” materials.

3. Distribute bin bags (one or more) among the participants before they start their walk along the trail; ask them to take a picture of the organic and biodegradable substances they find during their walk in the forest; ask them to collect all non-biodegradable stuff that they find into the bin bag.

4. At the end of the trail take the garbage out of the bags and examine it in a “reflection circle”, then the pictures; if the bag is empty (meaning there was no garbage along the trail ☐), provide photographs of some non-biodegradable and biodegradable materials.

5. Have a discussion about who produces non-biodegradable materials and who produces biodegradables.

MATCH THE CONE/FRUIT WITH THE LEAF

Introduction

The game can be played along the trail with materials brought by the animator or (in autumn) with materials found directly on the ground at several spots along the trail; also, it can be played at the farm. It enhances the participants' insight into nature, their ability to examine nature in detail and their knowledge about trees.

Materials (a proposed list; it can be enriched/substituted with other fruits/cones too, e. g. Rosehip, Hawthorn, Cherry etc.):

CONES:

Larch Douglas Fir Spruce

FRUIT/SEEDS:

Sweet Chestnut Pedunculate Oak Beech

LEAVES:

Larch Douglas Fir Spruce Sweet Chestnut
Pedunculate Oak Beech

Description step by step:

Along the trail

The group is divided into several groups (according to the number of tree species represented with cone/fruits); each group receives one sample cone/fruit. We have a discussion about what these might be, looking to find the answer that they are fruits/seeds from trees. Then we discuss where we usually find the fruits of trees – on the ground under the trees; and we move on to the task at hand: to find the tree the cone/

when they find them, they have to also collect fallen leaves from the same spot. After they come back to the farm, they have a look at the information panel, where there are pictures of the respective trees with their leaves and cones/fruits, and they understand if they have matched their fruit with the correct tree/leaf. In other seasons each group receive a “quick guide” (see below); there, they have to find the correct fruit they have received, and then, using the other descriptors from the guide (crown shape, leaf shape, bark) during the walk, to find the respective tree and to take a picture of it. After they come back to the farm, we examine the photos together and check if they have guessed correctly.

At the farm

Before the walk along the trail the group is divided into several groups (according to the number of tree species represented with cone/fruits); each group receives one sample cone/fruit. We have a discussion about what these might be, looking to find the answer that they are fruits/seeds from trees. Then we show the group collectively a panel with leaves from the respective trees (either real samples, or drawings/cut real-size silhouettes thereof) and urge them to make guesses which fruit matches with which leaf; this discussion can be made quite interactive, with hints (“is it a conifer; this is a favorite food for the wild boar;” etc.). In alternative, we give each group a collection of field guide illustrations of tree species from the region that include crown shape, leaf shape, fruit, bark and name.

BIRD FEEDER FROM A RECYCLED PLASTIC BOTTLE

Needed materials:

1. Used empty plastic bottle (transparent) – 0.5/1.5 litres
2. Two sticks, approx. 25 cm long
3. Piece of string – 50 cm

Description step by step:

1) Make two holes in the walls of the bottle directly above the base, diametrically opposite each other; the holes should be exactly the diameter of your stick so it's not loose when put through;

2) directly above the previous two holes, but at 90 degrees, make two more holes in the same manner; fit the second stick through; these will be the perches of your bird feeder;

3) once again: make sure the sticks fit tightly in the holes, so that they're stable, do not move and do not fall out;

4) roughly at 3 – 4 cm above the second pair of holes, make a horizontal row of holes measuring roughly 5 x 8 mm each (so they can let a single sunflower seed through, and not several together); the distance between the individual holes should be about 2 cm;

5) at the base of the bottle, make 4 – 5 holes with the same size (5 x 8 mm), evenly spaced along the edge, catching the corner itself, so that part of the hole is actually on the bottom plane itself; this will allow the birds to empty out the feeder once the seeds are below the top row of holes; it also allows for drainage of rainwater if some collects in the bottle;

6) you can cut out the bottom of a large bottle of mineral

water (e. g. 10 l), and attach it to the perches; it serves as a bowl under the feeder to collect the seeds that fall out; drill small holes on the bottom of the bowl so rainwater can drain easily;

7) drill a hole in the middle of the bottle cap and put the string through it; tie the other end of the string to a bough/washing line etc.;

8) fill the bottle up with RAW sunflower seeds (preferably smaller in size, with softer shells, used for fodder);

9) screw the feeder onto the cap and you're ready!

IMPORTANT:

- Put ONLY raw and unsalted seeds in the feeder!

- Once you install your feeder, please keep it full on a REGULAR basis during the winter months, as songbirds and sometimes woodpeckers from the area will get used to this food source and they'll start depending on it.

- It usually takes about 1 – 3 weeks until the birds in the area discover the feeder. You can speed up the process by spreading some seeds on the ground/windowsill/balcony under the feeder.

This is a hanging birdfeeder adapted mostly for birds that forage for food on the thin ends of tree branches, like tits, nuthatches, siskins etc. Some other species can also learn to visit the feeder through observation and imitation, although slightly less elegantly so: finches, woodpeckers, even jays. Install your feeder at least 2 metres away from tree branches, tree trunks and walls to avoid attracting rodents, as well as cats. 1.5 l bottle bird feeders are well suited for gardens with many

birds; this allows a relatively quick emptying of the seeds; otherwise the seeds can catch mould or rot. On cold days the 0.5 l bottle feeder has to be filled up more often but it allows for the seeds to always be fresh.



BIODIVERSITY INFORMATION PANELS REALISED FOR THE "YELLOW PATH"

Fagus sylvatica (lat)

Hektre (fr) Beech (en)

European beech or **common beech** is a deciduous tree belonging to the beech family *Fagaceae*.

Fagus sylvatica is a large tree, capable of reaching heights of up to 50 m tall and 3 m trunk diameter. The natural range extends from southern Sweden to northern Sicily, west to France, southern England, northern Portugal, central Spain, and east to northwest Turkey, where it intergrades with the oriental beech (*Fagus orientalis*), which replaces it further east.



***Sorbus Aucuparia* (lat)**
Sorbier (fr) Rowan (en)

Sorbus is a genus of about 100–200 species of trees and shrubs in the rose family, Rosaceae.

Species of *Sorbus* are commonly known as whitebeam, rowan, service tree, and mountain-ash. Fruit and foliage of *Sorbus aucuparia* have been used by humans in the creation of dishes and beverages, as a folk medicine, and as fodder for livestock. This tree grows up to between 5 and 15 m in height. A trunk is slender and cylindrical and reaches up to 40 cm in diameter, and the branches stick out and are slanted upwards. The leaves are up to 20 cm long, 8 to 12 cm wide, and arranged in an alternate leaf pattern on a branch.



Picea abies (lat)
Йрісїа (fr)
Norway Spruce (en)

Norway spruce, is a species of spruce native to Northern, Central and Eastern Europe.

It has branches that typically hang downwards and the largest cones of any spruce, 9–17 cm long. Norway spruce is a large, fast-growing evergreen coniferous tree growing 35–55 m tall and with a trunk diameter of 1 to 1.5 m.

This species is used as the main Christmas tree in several cities around the world.



The **roe deer (chevreuil)** is found in the forests of Europe, Asia and North America, where most deer grow to an average of about 1 meter tall. Roe deer's 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?

Population of roe deer's is to big here in this area because they don't have natural predator (mostly the Wolf). Because of that during hunting season is possible to hunt them.



The **fox (renard)** 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!



Bats (chauves-souris) 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.



Honey bees (abeille) 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

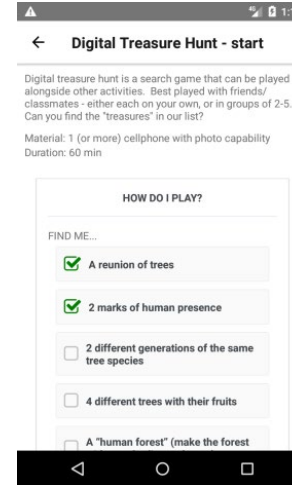
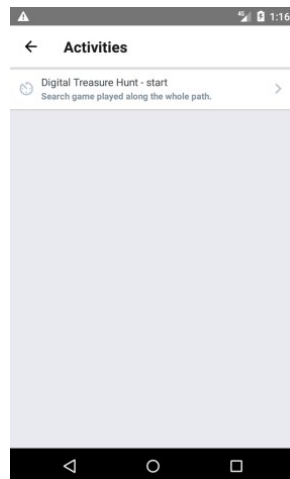
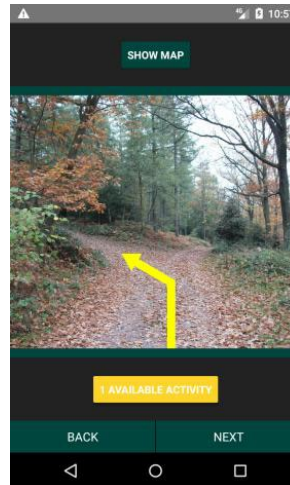
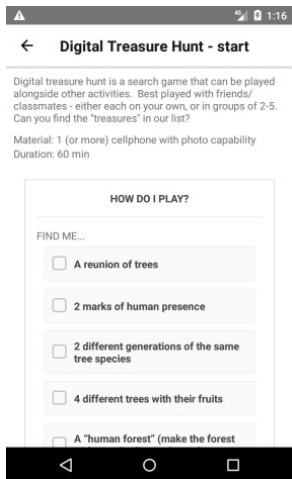
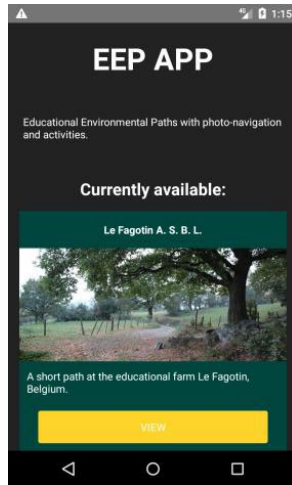
Did You Know?

- 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.

FOR ANDROID SCREEN SHOTS FROM THE EEP APP



SCREEN SHOTS FROM THE EEP APP for Android



EXERCISES AND DYNAMICS USED IN THE TRAINING COURSE

(All the exercises presented come from the the T-Kit n°13 Sustainability and youth work", Council of Europe, June 2018)

NATURE JOURNALISTS

Overview

This is an outdoor activity that aims to recreate a sense of connection with nature and the environment.

Key concepts: Nature and the environment, biodiversity

Complexity: Level 1

Group size: Any

Time: 60 minutes

Objectives to develop a sense of connection to nature; to motivate young people to spend more time in nature; to develop skills of observation.

Materials

A sheet of A4 paper and a pen for each participant; (optional) photo cameras or other devices that can take photos.

Preparation

Find a calm spot in nature. It can be a nearby forest, urban park or garden. If possible, take participants out of the city/town: their experiences will be stronger the further they are from urban life.

Instructions

1. Inform participants that today they will be nature journalists, and will explore a natural site. Give each participant a sheet of A4 paper and a pen.

Optional: if a camera or smartphone is available for every participant, you could allow them to use these. Do not allow cameras/smartphones if some participants do not have access to them.

2. Once you are at the site, prepare participants for the experience by reminding them that nature is a great place to get rid of stress, or to breathe cleaner air than in a city, or to find peace and quiet.

Tell them that they have about 30 minutes to explore nature, without talking to each other. They can take notes (and photos) in these 30 minutes, on the following signs of life:

- signs of dependence (one thing being dependent on another);
- signs of change;
- signs of human activity;
- something unusual or surprising;
- an animal, a vegetable and a mineral;
- biodiversity (the wide variety of living things);
- their feelings.

3. After 30 minutes, bring them back together and ask them to share their notes in small groups (3-5 participants).

4. Bring the whole group together for a debriefing after a further 15-20 minutes.

Ideas for action

Try to find out more about who is responsible for looking after the natural site where you ran your activity – if anyone is. Are there any mechanisms in place to safeguard the biodiversity? Did you enjoy the experience outside? What did you like or not like?

- Did you discover anything new or unexpected?
- Did your answers differ from those of others in your small group? Can you explain this?
- Many natural sites risk disappearing because of human activity, such as industry, agriculture, or pollution. Did anyone find any evidence of this?
- Did spending some time in nature remind you of the value of the environment?
- What role does nature play in the survival of humanity, and the planet as a whole?
- How can we make sure that nature and the environment are better defended?

Tips for facilitators

If your group is small, you could bring participants straight back together for the debriefing.

Depending on the group of young people you work with, you may wish to have a thematic exploration of nature. For example, you could ask participants to identify as many species of trees or plants as they can in 30 minutes, and then have a discussion on the value of biodiversity.

Ideas for action

Try to find out more about who is responsible for looking after the natural site where you ran your activity – if anyone is. Are there any mechanisms in place to safeguard the biodiversity? Are there any possible threats to the site?

If participants are interested, you could explore ways of creating a small garden together – perhaps taking on an allotment, or looking around for unused land that could be developed. Take a look at www.guerrillagardening.org for inspiration!

CHAIN REACTIONS

Overview

Participants explore the causes and effects of climate change by arranging and ordering a set of cause–effect cards.

Key concepts

Climate change, causes and effects, extreme weather events, personal responsibility

Complexity: Level 2

Group size: 6-30

Time: 60 minutes

Objectives

- to learn about the causes and effects of climate change;
- to practise critical thinking skills;
- to consider personal contributions to climate change and how these affect others.

Materials

Sets of cards at the end of the activity

Preparation

Copy and cut out the three chains. You will need 1 set (or chain) for each small group.

Instructions

1. Divide participants into groups of 8. In each group, give each participant one card at random from one of the chains at the end of the activity. Explain that each group of 8 has to form

a human chain, so that each card – and the person holding it – follows on from the one before. If it is hard to divide the group into smaller groups of 8, ask participants to lay out the cards in sequence on the floor or table. Groups can then be almost any size.

2. When one group forms a chain, announce it as the winner, and then check with the whole group that the cards follow on correctly. Ask participants to remain in their chain and read the cards aloud in sequence.

3. Check the results of the other two groups in the same way, or complete those chains, if necessary, with the help of all participants.

4. Point out that the chains link the lives of young people with people in other parts of the world.

Ask what the element is which links the cards together: how are the people in the first cards connected to those in the last?

5. Give them some information about climate change from the background information included here. Then use some of the questions below to explore their reactions to the information and to the activity itself.

Debriefing

- How easy was it to get the cards in the right order? What made it difficult? Which clues did you use to help organise them?

- Did anything about the activity surprise you?

- Which actions in your own lives contribute towards climate change?

- Do you think any of the items in the list could be reduced or eliminated (in your lives)? How?

Remind participants that although small, the initial actions at the beginning of each of the chains have a significant im

pact on the amount of carbon dioxide in the atmosphere because they are actions undertaken by many millions of people – particularly in the richer countries. They do not really represent single actions – for example, a single journey to a local school – they represent many millions of journeys to millions of local schools.

Tips for facilitators

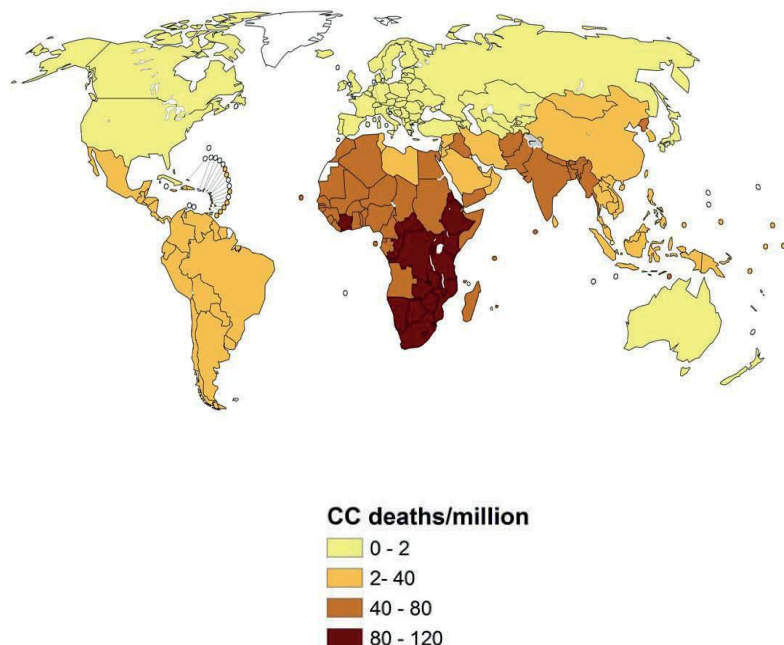
If you have a large group, make extra copies of the cards, and use some of the chains twice; if you work with a smaller group, use just 1 or 2 of the chains.

When the groups have finished, even if you were not able to form groups of 8, you can still illustrate the chain effect in the reporting back of groups. Ask the reporting group to stand in a chain of 8 people, with each person holding a card. Card holders can be borrowed from other groups for this part of the activity. Then ask the card holders to read out the cards in order (while still linked to each other).

Ideas for action

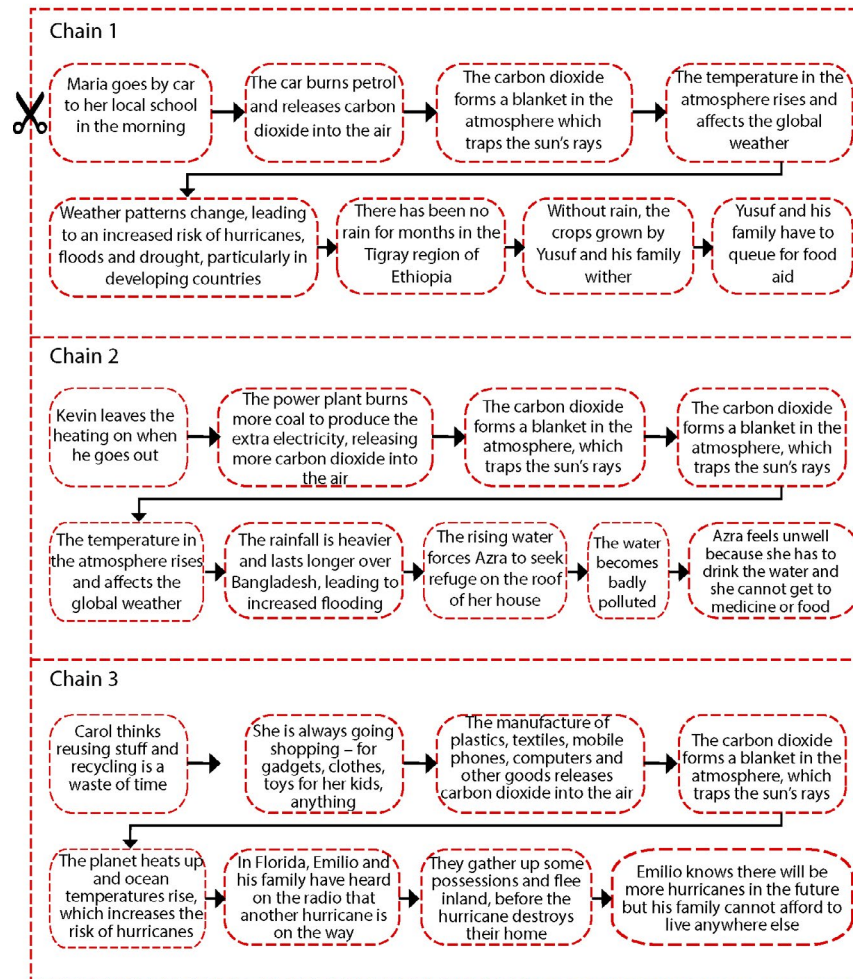
The group could take the list of its own contributions, drawn up at the end of the activity, and use this to draw up individual action plans. You could also explore as a group whether there are things the youth centre could do to reduce its carbon emissions. If this is dependent on the local council or another body – e.g. if they provide heating to the whole building – think about how you could involve other users of the building.

Deaths from climate change



Estimates by WHO sub-region for 2000 (WHO World Health Report, 2002).
Copyright WHO 2005. All rights reserved.

Handout: chain reaction cards



OUR FUTURES

Overview

This is a creative activity, where participants design and draw a model for an ideal development in their community.

Key concepts

Health, planning, local environment, development, community

Complexity: Level 2

Group size: 6+

Time: 60 minutes

Objectives to understand some of the considerations involved in urban (re)development; to develop creativity, group work skills, co-operation and respect for others; to develop skills necessary for participating in local democracy and development.

Materials

- paper for drafts;
- large sheets of paper for the final design;
- paints, brushes, pencils, pens and markers;
- materials for a collage, e.g. coloured paper, magazines, twigs, rice, beans, dead leaves, shells, drinking straws;
- scissors;
- glue and tape;
- pictures or photographs of how the neighbourhood/town

looked 10 or 20 years ago (optional);

- maps of where you live, both old and new maps (optional).

Preparation

Make sure that you have plenty of materials for making the models. Start saving small containers, inner tubes from toilet rolls, etc. well in advance of starting this activity; you could prepare participants by encouraging them to walk around their locality, noting things they would have done differently, if they had been responsible for development.

Instructions

1. Introduce the concept of change over time. Ask participants to think back to when they were younger and what their homes and local streets looked like, and how they have changed.

— Have any of the rooms in the school or centre where you meet been redecorated, or is there any new furniture?

— Are there new buildings in the neighbourhood, e.g. shopping centres, housing estates, roads, play parks or cycle tracks?

— Has the road layout changed, is there more or less traffic, are there any special arrangements for pedestrians or cyclists?

2. Ask people why these things have changed and who made the decisions about what should be renewed and how it should be done. For example, did a particular housing scheme provide muchneeded, lowcost housing for local people or was it luxury apartments or holiday homes built as an investment by a finance company?

3. Briefly discuss 1 or 2 examples, using some of the follow

ing questions:

- who benefited from the way this was developed?
- who decided, and how? If any of the changes are seen as negative by participants, ask them what they would have done had they been in control.

4. Ask people to get into groups of 3-4. Give each group some paper and pens, and ask it to draft or sketch ideas for its ideal neighbourhood/town of the future. Participants are only limited by their imaginations.

5. When each group has agreed on a draft plan, it should transfer it onto a large sheet of paper and complete it with paint and collage materials.

6. When the work is done, ask each group in turn to present its plan and say where it got its ideas from and how it developed them. Allow time for short questions and answers after each presentation, but leave general discussion for the debriefing.

Debriefing

Start with a review of how the different groups worked.

- Did everyone feel involved? How were decisions made?

Then go on to talk about the plans themselves.

- What were the main considerations when deciding how to develop the site, e.g. cost, time, effort, profit, local needs, aesthetics?

- Were the plans people-friendly? Were they sustainable?

- Did the plans meet the needs of everyone in the locality, e.g. the disabled, children, minorities, the poor and marginalised?

- Was your plan very demanding in terms of material resources, e.g. lots of building materials?

- Were renewable resources used whenever possible?

- How would the project affect the ecosystem in general? For example, did you think about wildlife? Were trees planted?

- How much waste would be produced building the project and in maintaining it? How would this waste be disposed of?

Tips for facilitators

The title of this activity is “Our futures”. In using the plural, the intention is to emphasise that the future is not predetermined, rather that it is what we make it. There are many possible futures and the challenge for young people is to build a future which reflects their ideals and aspirations.

To reinforce the concept of change, you may like to show old pictures of how the local area looked 10 or 20 years ago. You can also ask them to think of global changes. For instance, they should think about the fact that 50 years ago, the internet was the stuff of science fiction.

If participants are not sure about what their future town may be like, you could prompt them by asking the following questions.

- Who will live here? People born here or newcomers? How old will they be? Will they live in families?

- What will their daily lives be like? Where will they shop for food? How will they travel around?

- What sort of welfare services, such as medical and housing services, will they need?

- What will their schools be like?

- How will they travel?

- What will the houses be like?
- What will their social lives be like? What will they do in their leisure time?
- Will they have pets?
- How, or where, will people work?
- What new technological developments might there be?
- What about the environment? The natural surroundings?

As an alternative, you could allow participants to choose a real site in their locality which they would like to develop, or develop differently. For example, what would they rather see on the site where the town hall, council offices, hospital, etc. now stand? Or if you live in a rural locality, what better use could there be for a disused pit or a slag heap left over from mining operations? Use the story “Garden in a night” to motivate them!

Ideas for action

Make an exhibition of the collages and invite local councillors to come and hear your views.

Get a copy of the strategy plans (annual and long term) for your community. Analyse them within the group and then consult with friends and family. Give your feedback by creating a blog, writing to a local newspaper, organising a public meeting on this issue or participating in a public assembly organised by the authorities.





Local Activities

(Act)

After the Training Course in Belgium, each partner organisation was in charge to organise one or more local activities in its own contexts in order to involve young people using the tools, the knowledge and the skills acquired during the Training.

It was at the same time a chance to test on field the competences acquired by participants to the previous Activities (Study Visit and Training course) and the possibility to create a moment of dynamization of young people.

Local Activities have been planned already from the Training Course during which we had a specific working session in which information, plan, ideas were shared and all together we realised a timeline in order to have a coordinated action.

The final list of Local Activities realised is different and diverse depending by the specificity and possibility of each partner and by the tools that were chosen among those realised during the Training Course (Environmental Educational Path,

Gardening, Conscious Consumption).

According to each local context, they were workshops, events, activities with schools, communities, youth centres, youth councils, involving young people, associations, institutions, citizens who became part of the process of education, active participation and inclusion aimed by the project.

All in all around 500 persons were involved in the Local Activities and this was one of the successful aspects of our project. Main target group involved has been children, teenagers, high school students, young adults but also parents, citizens, teachers and representatives of other organisations and institutions.

In this chapter we collected the reports prepared by the organisers of each Local Activities through a specific form. Consequently, all the reports have the same structure in order to facilitate the reading and the understanding. The Local Activities were the "ACT" phase of the project.

Promoter and country:

eiBo, Italy

Title of the activity:

A day in the farm!

Where and when it took place:

Fattoria Urbana, Bologna, Via Pirandello 3.
05/02/2019

Type of Activity:

We invited 2 classroom (First year of primary school) to participate in our event. We offered them a short introduction of O.R.A. network and our project, and 2 workshops about responsible consumption and outdoor environmental education.

In the responsible consumption we talked about how is important to be informed and how is possible to get information about what we eat. We talked about local production, seasonal food, human rights, fair trade, etc. In the OEE we explored the outdoor area of the farm with activities related the animals, the trees and vegetables of the garden.

Target group:

43 Children of 6-7 years old



Promoter and country:

EDEN Centre, Albania

Title of the activity:

Conscious Consumption - What we consume and how it can consume our planet

Where and when it took place:

EDEN Center office, Tirana

13/12/2018

Type of Activity:

We created a workshop where we used the knowledge we gained in the two workshops Conscious Consumption and Gardening to teach the participants in a non-formal way how they can become responsible consumers.

We started by defining what a conscious consumer is for them and letting them rate themselves from 1-10. After, we watched the short film "The island of flowers" and discussed the problems waste creates for the environment and thus us too. Then, we explained the ORA - approach and shortly talked about our experience in Belgium, where Mishel also explained what he learnt in

Gardening and how we all can implement small of those changes into our every day life. Next, the group talked about how marketing can make you choose things that are not responsible due to colour, packaging, etc. and we found ways to look at important logos etc. so that we are able to think more consciously when we enter a supermarket.

In the end, we had a role-play where two groups should market a 0-km-apple and pringles. One part was allowed to exaggerate and not talk about the issues, the other had to be completely honest.

Ultimately, we knew what was the better alternative. Together, we set up rules that we could follow easily through our daily life so that we would be contributing to a better environment.

Target group:

Volunteers of EDEN (14 students from 19-26 in this case) from different backgrounds: biology, architecture, programming, economy.



Promoter and country:

Centre for Sustainable Civil Society, Bulgaria

Title of the activity:

Conscious Consumption for Kids

Where and when it took place:

Alternative Place for Learning "Paths", Sofia
25/01/2019

Type of Activity:

A workshop for children to help them understand what does it mean to be a conscious person, to be responsible for your decisions and for the Nature and the environment.

While the kids were entering the room of the workshop, and circling around, there was a projection on the wall of different stuff children love to have- colorful candies, a chewing gum, a ball, a LEGO, a lot of chocolate, a trendy toy, French fries with ketchup etc.

After that we all tried to meditate for five minutes. Then we shared what kind of thoughts passed through our minds during that time. What kind of wishes we had? Wishes like "I want to do that.. I want to be somewhere.. I want to HAVE this and that..." So the conversation began. What is consumerism? Why do we need to consume? Why do we need to buy more and more stuff? Does it make us us happy? For how long?

We talked about the responsibility of each one of us to the Nature. To the choices we make- what we buy, what we eat, to be informed about the origins of the food and the whole

food chain (if possible). We spoke also about the palm oil, and what is the situation with the forests. We showed them a short animated commercial about the causes of the oil production (<https://www.youtube.com/watch?v=JdpspllWI2o>). The kids were a bit frustrated from the fact, that every day 25 orangutans are killed due to the destruction of the forests. But at the end they all wanted to become "Keeper of the animals and Nature".

We created for them an infographic, that shows the biodegrading period for glass, plastic etc.

We talked about which kind of plastic is recyclable, which not, how to use less plastic in our daylilife. The kids saw also an inspiring collection of upcycling ideas- how to reuse the old and boring stuff you have into something usable and nice looking.

At the end came the fun part- we rolled on the floor a long piece of paper so the kids could draw their own drawings on the topic " What does my desire to WANT look like?"

Target group:

20 children between 5 and 9 years



Promoter and country:

Centre for Sustainable Civil Society, Bulgaria

Title of the activity:

How to make a bird feeder at home

Where and when it took place:

Open Course in Ornithology and Nature Conservation "Prof. Dimitar Nankinov", Sofia

15/01/2019

Type of Activity:

The demonstration is already a tradition within the Open Course in Ornithology and Nature Conservation "Prof. Dimitar Nankinov", and it has a huge potential as a children-oriented activity.

Target group:

Students of the Open Course in Ornithology and Nature Conservation "Prof. Dimitar Nankinov"



Promoter and country:

Zdravo da Ste, Bosnia and Herzegovina

Title of the activity:

ORA week – Conscious consumption

Where and when it took place:

Zdravo da Ste Youth centre, Banja Luka
08/02/2019.

Type of Activity:

We organised classical workshop. Participants were sitting in circle. They had a task to imagine they are commission for determining quality of the product (Pringles chips). Participants were working in couples. Each of them got a sheet of paper with written tasks, and a plate with Pringles chips for degustation. They had 3 tasks. First task was to analyze the product focusing of 5 senses.

Second task was to grade product on a 1-to-5 scale, where 1 means I don't like it, and 5 means I like it. The product needed to have at least 4.5 grade for us to consider it as good. Last task was to find out ingredients of the product, without reading the ingredients.

After participants finished task we had a big discussion. Pringles chips that we tested got 3.45 as an average grade which meant that it was not good. So we had opportunity to see how children change their opinion on chips. At the beginning they said that they like chips and that we will not affect their opinion. At the end of the workshop they changed their opinion.

As a last activity participants had an additional task to grade themselves on how conscious consumer they are. Almost all participants gave themselves bad grades. Only one participant gave herself grade 4, so we asked her to explain to us what exactly does that mean. Then she explained us how she follows presence of emulgators in food that are bad for our health.

This workshop was an example of really heterogenous group, where all participants are working together to give best examples to the youngest participants.

Target group:

Target group were children and volunteers who are part of Big brother, big sister project, but we also had parents, and young people involved in working with youth.



Promoter and country:

Zdravo da Ste, Bosnia and Herzegovina

Title of the activity:

ORA week – Little gardeners

Where and when it took place:

Music pavilion, Banjaluka, in partnership with CERD (Center for economic and rural development) within the “Pravo na zdravo (Right to Healthy)” campaign.

15/12/2018

Type of Activity:

We learned how to plant and maintain seeds of wheat, sunflower and tagetes. We used clay pots for planting, but most of the planting we did in reused pots made from empty rolls of toilet paper (which we also learned how to make).

We discussed our previous experiences with gardening, do we like it, why should we do it etc. For each pot children made labels with a drawing of a plant (they had artist support for this activity), date of planting, and who wanted, also could write on label the rest of specifications of the plant, for example how often to water it, how high the temperature should be...

Target group:

Children and youth, but also parents participated



Promoter and country:

Roter Baum Berlin, Germany

Title of the activity:

Grüne Woche – a week of gardening activities in the youth centre Anna Landsberger

Where and when it took place:

Youth Centre Anna Landsberger, Berlin

21/01/2019 – 25/01/2019

Type of Activity:

This activity is the first in a series of planned activities that should bring regular gardening and conscious consumption activities to the youth centre. Its main goals are to prepare equipment (planters) and gauge the interest of the youngsters in gardening. One of the activities at the youth centre is communal cooking – the youngsters cook dinners together in the youth centre's kitchen.

We would like to enrich these by growing our own produce to eat. Beside that, we want the youngsters to experience the positive impact of gardening on mental health, and of course, make our youth centre a bit more beautiful.

The Green Week took place over 5 days, with the previous week serving as the planning phase. We prepared a “menu” for the youngsters, so they could read about the things we want to do and decide whether/how they want to participate. They also had an option to decide what specifically they want to grow.

During the actual week, we built 3 large planters and many small ones out of recycled materials found in the youth centre, decorated them, and planted the seeds.

Target group:

The users of the youth centre, i.e. local young people between 14 and 28. The actual age range of the participants was between 14 and 18, mostly composed of the youth centre's regular visitors.



Promoter and country:

Agenda21, Romania

Title of the activity:

“School Garden biodiversity and building houses for birds”
(Sustainable cities and communities - Climate action)

Where and when it took place:

School garden of Colegiul National Pedagogic “Spiru Haret”,
Buzau

31/10 – 21/11/2018

19 – 23/11/2018

3 – 7/12/2018

Type of Activity:

With the students and the biology teacher, we have done a list of the trees from the school garden and we have done some panels with their names and photos (tree, leaves and flower/fruit). We construct some little houses for the birds and put this in the school garden. We have imagined a sustainable city.

We have talked about the conscious consumption, about the impact of our action to the nature.

Target group:

Students between 16 and 19 years old.

Some impressions from the participants:

Climate action

In November it took place an activity about the Climate action in our class. It was the first time when I heard about, but I was really interested in the details, objectives of the activity. Our teacher presented in front of the class what the project is about. We listened carefully because it was something we don't talk everyday at school. It contains the problems of the environment, of the people from poor countries, of everything.

Firstly, to get us involved better in the project theme, our teacher gave us some papers on which we wrote the mistakes we make and the consequences of the problems. We had to put this papers in order and after that to discuss about the issues we had.

In the second part of the activity, we received another papers, but that time those were green, empty and in shape of a tree. We had to write down our ideas, little things we can help the environment with. Like picking public transportation, buying local produce, turning the water off when you're brushing your teeth and lathering up your hands to wash them and more others.

I think it's important to talk about the environment more at school, because how well we communicate about nature and environmental affairs will affect how quickly and thoroughly we can transform our cultures and ultimately how well we address the ecological crisis.

Ioana Neamu

Colegiul National Pedagogic “Spiru Haret”, Buzău

The impact of the open lesson on “Sustainable cities and communities”

When you assist an “open lesson” in your school that addresses the issue on “eco-cities” you have nothing but to become more conscious, in our case. It is known that many cities are already struggling with environmental degradation, traffic congestion and a lack of water supply and sanitation. Environmental footprints of cities are quite alarming and can threaten the natural resources.

A few weeks ago we had an interesting project at school about sustainable cities. There were four teams and each of them had to imagine and create together a future city. For this, we received some magazines and we had to crop pictures and words that we combined and pasted on a large white paper, building our own place. Also, we used highlighters for drawing and writing messages and we chose a representative name.

After that, we discussed and explained to each other the way we see the “future cities” and what we would do if we had the power to change something. The project had a huge impact, because it made us think more about our priorities, wishes, and our ideas about future.

In the first place, we agreed with the fact that we should take care more with natural resources. The people’s necessities are limitless, but the resources are not, so we must take precautionary measures. For example, we discussed about reducing the water consumption and found some tips that could help us, like turning taps off, taking shorter showers or reducing the flow of water. The issue of electricity overconsumption was

also a very debated subject.

Secondly, deforestation is a complex problem. Ending deforestation is our best chance to conserve wildlife and defend the rights of forest communities. On top of that, it is one of the quickest and most cost effective ways to curb the global warming. An easy way to combat deforestation is to plant trees. Trees are also very important for the air we breathe, because they absorb carbon dioxide and, in turn, give off oxygen. It could be ideal to live in a city with more green places and cleaner air.

Therefore, the project helped us to see that each of us wants to live in a society which protects the nature and made us realise we can do a lot of things to build step by step that “ideal future city”.

Victor Ioan Voinovanu & Gabriela Marin

Colegiul National Pedagogic “Spiru Haret”, Buzlu



Promoter and country:

Agenda21, Romania

Title of the activity:

Activities along a mountain path

Where and when it took place:

Besides Gbrbova Chalet

01/11/2018

Type of Activity:

Meet your tree

Make a tree sculpture with your partner's body

Find the non-biodegradable

Activities from the E.E.P. workshop

Target group:

High-school youth on 17 years old



Promoter and country:

Urban Organic, United Kingdom

Title of the activity:

Intergenerational gardening/craft workshops that aim to connect young and elderly members of the community, creating an open space to learn and share time together – alleviating personal problems relating to mental health and social isolation.

Where and when it took place:

Princess Alexandra Home for the Blind, Blackpool (garden/polytunnel and indoor lounge, depending on the weather). October, November, December 2018, January 2019 (one session per month).

Type of Activity:

Creating greetings cards using pressed flowers, making bath bombs with natural herbs, building snowman decorations from wood, producing fresh cheese.

Target group:

Young and old people from a variety of backgrounds – some disadvantaged/challenging, lonely or socially excluded, the visually impaired, those less able-bodied or in poor health.



Promoter and country:

Centre de jeunes "Les Recollets", Belgium

Title of the activity:

"Model Toa "

Where and when it took place:

This project takes place through different workshops at the youth center "Les Recollets" in Verviers, every Thursday from 4.30pm to 6.30pm. This, until the final fashion show that will happen on 11/05/2019 in Liege.

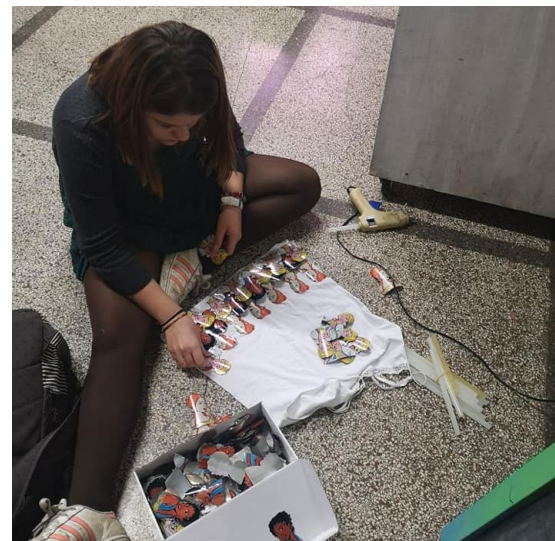
Type of Activity:

The project "Model Toa" is a project in which many youth centers and associations participate in Wallonia. The project consists of creating, with young people, fashion outfits in scrap materials.

The aim of the activity is to ask young people about "How can we reuse waste and materials creatively?", "Why reuse waste to do something else, why is it of interest?", "How can I, as a young person, be a citizen who thinks and acts at my level?", in short, inspire them to reflect. But also, how to develop your creativity, as well as learn different techniques of confection. So, the participants come to the youth center to make their outfits every Thursday to be able for the fashion show on May 11 with all the other participants of Wallonia.

Target group:

Young people between 12 and 26 years old.





WHO IS WHO?

WHO IS WHO?

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

Activity 1, Study Visit, Anversa degli Abruzzi (**Italy**), from 9th till 15th June 2018

Meksi Megi, Pazo Herda, Hafizi Jonida, Reuchamps Yves, Braham Mario, Kovacheva Daniela, Marinov Alexander, Arkumarev Volen, Kleinfelder Martin, Rother Katrin, Di Pietrantonio Matteo, Del Vecchio Erica, Micoli Giorgio, Serrao Mario, Dobre Mariana, Doicu Mariana, Hulme Alan, Hulme George, Ristic Branislav, Ivanic Jelena, Pavlovic Darko, Rašić Marija

Activity 2, Training Course, Stumont (**Belgium**), from 13th till 22nd October 2018

Tasholli Erona, Risilija Mishel, Hafizi Jonida, Reuchamps Yves, Braham Mario, Conix Marie Pierre, Raets Christian, Cransveld Elise, Pavlova Inna, Marinov Alexander, Grueva Reni, Kafadar Utku, Frankov6 Anna, Zhuravleva Polina, Lewa Sandra, Di Pietrantonio Matteo, Telese Veronica, Micoli Giorgio, Backer Dea, Dobre Mariana, Doicu Mariana, Farcas Roberta, Hulme Alan, North Stuart, Wright Lucy, Ristic Branislav, Tadić Ognjen, Pivašević Nataša, Puvača Kristina, Pavlovic Darko, Rašić Marija, Dimitrijevic Zoran

Activity 3, Seminar, Berlin (**Germany**), from 9th till 14th February 2019

Hafizi Jonida, Picoka Muhamet, Zeqaj Tea, Pivašević Nataša, Ristic Branislav, Cransveld Elise, Louis Olivier, Reuchamps Yves, Krastev Stefan, Stoyanova Polina, Vitanova Sashka, Frankowa Anna, Kafadar Utku, Kleinfelder Martin, Lewa Sandra, Zhuravleva Polina, Del Vecchio Erica, Di Pietrantonio Matteo, Micoli Giorgio, Natale Paola, Serrao Mario, Dobre Mariana, Doicu Mariana, Mirjana Dragojevic, Pavlovic Darko, Samoilov Jovan, Velikinac Tihomir, Hulme Alan, North Stuart, Wright Lucy

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Associations, Organisations and Institutions involved in the project:

ORA Network e.V. (**Germany**),
ARCI Nuova Associazione Circolo Territoriale Chieti (**Italy**),
Urban Organic (UK) CIC (**United Kingdom**),
Centre de jeunes "Les Recollets" (**Belgium**),
Asistenta si Programe pentru Dezvoltare Durabila - Agenda 21 (**Romania**),
Udruzenje CrvenoDrvo (**Serbia**),
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Environmental Center for Development Education and Networking (**Albania**),
Associazione eiBò (**Italy**),
Istituto Abruzzese per le Aree Protette (**Italy**),
Riserva Naturale Regionale Oasi WWF "Gole del Sagittario" (**Italy**),
Municipality of Anversa degli Abruzzi (**Italy**), Ferme d'Animation Le Fagotin (**Belgium**),
Roter Baum Berlin (**Germany**), Umweltbildungszentrum Kienbergpark (**Germany**),
International Youth Centre "Anna Landsberger" (**Germany**).

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!

