



NFEE

**Non-formal
environmental
education**

NFEE

Outcomes of the ERASMUS+ Multy-Activity project "Non-formal environmental education to improve the inclusion and participation of young people" that took place between September 2021 and July 2022

Project realised by

ARCI Chieti, Urban Organic and Istituto Abruzzese Aree protette



urbanorganic



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INTRO

NON FORMAL ENVIRONMENTAL EDUCATION TO IMPROVE
YOUTH INCLUSION

The project t (NFEE) aims to create an educational, cognitive, training and experiential path based on the principles of non-formal education combined with the tools of environmental education and the themes of sustainable development in order to enhance the so called "natural capital" to encourage practices of dynamization and participation within local communities as well as participation in the direct involvement and social inclusion of young people, especially those coming from conditions of geographical and economic disadvantage.

The entire project is based on the principles of Non-Formal Education (in particular the methodology ORA, Observe, Rethink, Act) on the themes of Sustainable Development, on the practices of Environmental Education. The approach of the methodology ORA starts from the assumption that to guarantee a profitable work that gives real answers to the needs expressed by young people in terms of social inclusion, it is necessary to Observe their context, to Re-

think their role as active citizens both individually and at the community level, to Act positively within and for the community. Consequently, the project has been structured with four different mobilities in order to have the possibility with a Seminar (A1) to synthesise different experiences and methodologies and identifying and defining fields of intervention and quality guidelines (Observe), with a Study Visit (A2) to know in the field examples of good practices applied in the North West England to be studied and remodelled to integrate them in the fields of intervention and in the guidelines defined in the Seminar (Observe), with a Training Course (A3) to reflect on the role of operators , animators, managers, volunteers and on how to improve the quality and efficiency of the activities carried out (Rethink), with a Youth Exchange (A4) to create a moment of direct and inclusive protagonism in the field within a nature reserve (Act).





THE PROJECT IS REALISED WITHIN THE ERASMUS+ PROGRAMME OF THE EUROPEAN COMMISSION AND THE AGENZIA NAZIONALE PER I GIOVANI WITH THE SUPPORT OF THE ABRUZZO INSTITUTE OF PROTECTED AREAS AND THE COOPERATIVE TERRACOSTE. INTERNATIONAL PARTNERS OF THE PROJECTS ARE:

**ARCI Chieti (Italy)
Urban Organic (UK) CIC
(United Kingdom)
Estestvoizpitateli (Bulgaria)**

**Zdravo da Ste (Bosnia and Herzegovina)
EDEN Centre (Albania)
Omladinski Kulturni Centar Herceg Novi
(Montenegro)**

Seminar

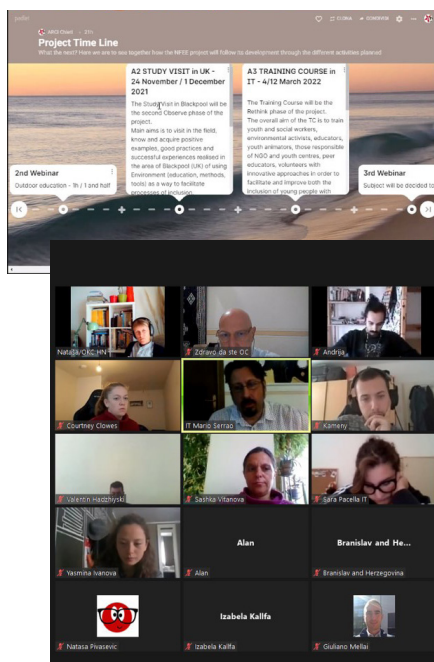
Online
September
2021

The Seminar represented the first Observe phase of the NFEE project and took place in virtual mode from 21st till 24th September 2021 due to the Covid19 pandemic regulations and restrictions.

Main aim was to share experiences, good practice, innovative methodologies/approaches and case studies developed by each partner at the local level able to explore the interaction among non formal education, environmental education, environmental activism, nature, youth inclusion and community development.

Furthermore, we started to develop a methodological and educational platform able to define innovative and common strategies, approaches, actions and tools in the youth work realised daily by youth workers and youth organisations to facilitate processes of involvement, inclusion and engagement of young people (preparation of the upcoming activities of Study Visit, Training and Youth Exchange).

All the main information collected and/or acquired during the Seminar were reported using a common form and all the case studies have been collected in this dossier.



ENJOY
YOUR
READING!



CASE STUDIES

Project-Activity-Campaign

In this section you will find several Case Studies at local and/or national level on examples of Projects, Activities, Campaigns carried out by associations and/or institutions able to explore the use of environmental education and green/protected areas as an opportunity for inclusion and growth of young people and their communities. For a better clarification, as far as Projects, Activities, Campaigns are

concerned, we mean a structured and complex process organised through different steps that includes different methodologies, dynamics and exercises in order to achieve a given aim and specific objectives with a defined target group.

No.1

Promoter:

Cooperativa Terracoste

Title/Name:

Proteggerò l'ambiente per proteggere il futuro
(*I protect the environment to protect the future*)

Short introduction of the initiative:

Project designed for a public call for Environmental Education Centers in Abruzzo; entirely realized only once, but some of the activities have been reproposed in different contexts

Year in which it was established and/or realised:

2018

Duration of the initiative:

1st april – 30th june 2018

Theme

- | | |
|--|---|
| ☐ Social inclusion | ☐ Art and Culture |
| ☐ Fight against poverty and marginalisation | ☐ Disability |
| | ☒ Active citizenship and community work |

- ☐ Youth volunteering and Personal development
- ☐ Urban/Rural development
- ☒ Media and communications
- ☐ Sport to promote healthy lifestyles and Education

- ☐ Health and well-being
- ☒ Environmental challenges
(please specify): wildfire prevention;
sustainable lifestyle; climate change
- ☐ Participation of young people
- ☐ Youth unemployment
- ☐ Other

Context/Location

- | | |
|---|--|
| ☐ Youth Centre | ☐ Nature Reserve/Parks |
| ☒ Institution of Formal Education | ☐ Rehabilitation centre |
| ☐ Street and/or outdoor | ☐ NGOs structure |
| ☐ Farm/Social farm | ☐ Rural area |
| ☒ Community centre | ☐ Urban area |
| ☐ Eco Centre | ☐ Other |

Number of youth workers, volunteers, operators engaged:

7 workers were involved :
 - 3 operators of the Terracoste Environmental Education Center
 - 4 operators of 2 partner associations

Number of young people directly and indirectly involved:

About 320 students from the school receiving the project

Target group:

The activities were aimed primarily at school-age children, but some of the interventions had the objective of raising awareness among adults on the issues of the project, encouraging them to participate in the first person.

Needs and background:

Proteggio l'ambiente per proteggere il futuro (I protect the environment to protect the future) was created to mainly address the issue of forest fires that devastate the Italian territory every year. The year before the project (2017) a massive fire, that lasted 10 days, destroyed thousands of hectares of forest in one of the National Parks in Abruzzo; for this reason the Abruzzo Region has decided to launch an awareness campaign for citizenship.

The increase in fires is closely linked to climate change and that is why the project also deals with this issue and the possible actions that everyone can take to stem the phenomenon and reduce its impact on the planet.

Objectives:

The objectives of the project were:

- Create a community awareness sensitive to the issue of climate change and forest fires;
- Provide correct information on the theme of global warming and fires: causes, scenarios, problems, possible adaptations and solutions
- Raise awareness, since school age, to the interest in nature, local biodiversity and the preservation of their balance
- Make citizens aware of their central role in helping to stem climate change and forest fires
- Contribute to structuring a civil responsibility on the environment and its territory, aimed at the common good and the benefit of future generations
- Encourage the various local agencies and associations to network and unite in addressing environmental issues
- Make known the environmental associations of the territory as Environment and / or Life
- Leave a lasting sign that refers to the contribution that each citizen can provide in these areas, also through photographic images

Different phases of the initiative and/or list of activities:

The phases developed in the project "Protect the environment to protect the future", were:

- Informative meetings in schools by CEA experts, with interactive activities, quizzes, laboratories and experiments on the issues of climate change, forest fire prevention, with focus on flora and fauna modulated on the basis of curricular programs;
- Workshops in schools for the creation of a comic book based on the theme of the project and tailored on the experience of the students;
- Open call for a photo contest on the topic of good daily practices on the protection of the planet
- Open days for citizenship:
- One focused on the prevention of forest fires;
- One to introduce to the new generations the use of good practices of the past (km0 food, recycling and home economics) and to offer demonstrations of homemade products (like homemade soap);
- A conference on the fires in Abruzzo with the analysis of biodiversity lost, the damage to the eco system related to the release of CO2 and the emergency and maintenance of the territory after the event;
- Final day for the presentation of the activities and the photographic/comic exhibition. In the same day the informative brochure, on the various themes of the project, was distributed among the participants.

Donors, Partners and stakeholders' involved:

Main donor for was Abruzzo Region who funded the project for the sum of 10,000€.

Partner of the project were:

- The municipality of the village;
- The primary school;
- Professional comic book teachers;
- Local Civil Protection unit;
- Environmental associations

Outcomes and impacts of the initiative:

At the end of the project a photographic exhibition was set up, with the selected images of the contest, which remained on display in the cultural center of the municipality for a few weeks, together with the comics produced by the school workshop.

An informative booklet was produced with indications on fire prevention and climate change mitigation, with advice on good practices to follow and some recreational and educational activities. Each family in the community received its own copy

We strongly suggest to use the video we linked.

The Animals save the planet

<https://www.youtube.com/watch?v=gBZdUA8zxJO>

These video is very funny and can be easily used in different occasion
(we use them also in less formal activity with kids)

Paxi

The mascot of ESA (European Space Agency)- video available in several languages
(15) [Paxi - ESA Kids mascot - YouTube](#)

These videos are very accurate from the scientific point of view
(we showed only videos related with climate change) but they require more attention
so formal settings, such as school activities, are recommended.

Promoter:

Eberswalde University for Sustainable Development, University of Tirana, University of Pristina

Title/Name:

Summer School 'The potential of UNESCO Biosphere Reserves for transboundary Ecosystem Management and Conflict Prevention in the Lake Shkodra/Skadar and Bojana/Buna River Region (Albania/Montenegro)'

Short introduction of the initiative:

By participating in this summer school, students of environmental sciences are trained how to manage undeveloped regions with great potential of becoming a biosphere reserve. The human capacity that the environmental sciences need also is expanded by specialising youngsters in this environmental field.

Year in which it was established and/or realised:

2018.

Duration of the initiative:

It is an annual event that has been conducted in the 3 last years. This summer school duration is 8 days including transportation and settlement days

Theme:

- | | |
|---|--|
| ☒ Social inclusion | ☐ Sport to promote healthy lifestyles and Education |
| ☐ Fight against poverty and marginalisation | ☒ Health and well-being |
| ☒ Art and Culture | ☒ Environmental challenges (please specify): over-fishing, dams, unstable rivers, etc. |
| ☐ Disability | ☒ Participation of young people |
| ☒ Active citizenship and community work | ☐ Youth unemployment |
| ☒ Youth volunteering and Personal development | ☐ Other |
| ☒ Urban/Rural development | |
| ☐ Media and communications | |

Context/Location:

- | | |
|---|--|
| ☐ Youth Center | ☐ Rehabilitation centre |
| ☐ Institution of Formal Education | ☐ NGOs structure |
| ☒ Street and/or outdoor | ☒ Rural area |
| ☐ Farm/Social farm | ☒ Urban area |
| ☐ Community centre | ☐ Other |
| ☐ Eco Centre | |
| ☒ Nature Reserve/Parks | |

Number of young people directly and indirectly involved:

18

Target group:

Master and Bachelor students on environment related study programs

Needs and background:

There is a need to identify biosphere reserves and expand the territory of protected areas in order to meet the criteria of the Green Agenda. There are a lot of challenges, for example: poor research being conducted, unreliable existing data on our potential areas, unsustainable traditional methods of clean cutting and fishing are being used by locals, etc.

Objectives:

Teach the students all about Open Standards for Conservation Practices and the usage of Adaptive Management. Expand the trainers' network on these topics.

Different phases of the initiative and/or list of activities:

There are 5 phases on Open Standards for Conservation Practices: Assessing, Planning, Implementation, Analysing and Sharing. Considering the limited time frame of the summer school, we focus more on the first 2 phases which are more theoretical and the 3 other phases that have a more practical sense were briefly run through. Students have the opportunity to learn through the guiding of coaches the methodology. They are lead through with a combination of lectures, games, energizers, exchanges of positive and negative feedback with the other teams and then they implement the new knowledge in the Shkodra lake/Buna River region producing a conservation plan in the end. To conclude, the participants got to learn everything and work in a fun-oriented way through non-formal education methods.

Donors, Partners and stakeholders involved:

Stakeholders: Fishermen, Academic staff from the University of Shkodra, Fishermen Association, Visitor Center of Shkodra

Partners: University of Tirana, University of Pristina

Donors: will ask

Outcomes and impacts of the initiative:

Increased interest among the new generation of environmental scientists on the Shkodra Lake/Buna River region after recognising its potential. All of the assessment and planning phase worked by the students are operated in Miradi and Miradi Share program and later on they are documented in Miro.

Advices, tips and suggestion:

The most important suggestion given to the coaches and organisers was that the students would appreciate to get credits in their respective universities.

Promoter:

Ideas Factory

Title/Name:

Baba Residence

Short introduction of the initiative:

Baba Residence is an Ideas Factory initiative which connects urban youth with elderly from diverse Bulgarian villages. Participants, or residents, live in village elderly households for 1 month. As a result from the interaction between them, specific products, services and initiatives based on local knowledge and which answer to specific needs of villagers come out.

Year in which it was established and/or realised:

2018.

Duration of the initiative:

All year around, the actual activity is around 2-3 weeks, in spring or autumn

Theme:

- | | |
|---|---|
| ☒ Social inclusion | ☐ Sport to promote healthy lifestyles and Education |
| ☒ Fight against poverty and marginalisation | ☐ Health and well-being |
| ☒ Art and Culture | ☐ Environmental challenges (please specify): over-fishing, dams, unstable rivers, etc. |
| ☐ Disability | ☒ Participation of young people |
| ☒ Active citizenship and community work | ☐ Youth unemployment |
| ☒ Youth volunteering and Personal development | ☐ Other |
| ☒ Urban/Rural development | |
| ☐ Media and communications | |

Context/Location:

- | | |
|--|--|
| ☐ Youth Center | ☐ Rehabilitation centre |
| ☐ Institution of Formal Education | ☒ NGOs structure |
| ☐ Street and/or outdoor | ☒ Rural area |
| ☐ Farm/Social farm | ☐ Urban area |
| ☒ Community centre | ☐ Other |
| ☐ Eco Centre | |
| ☐ Nature Reserve/Parks | |

Number of youth workers, volunteers, operators engaged:

3 people and volunteers

Number of young people directly and indirectly involved:

More than 250

Target group:

Young people 18-30 and old people from villages

Needs and background:

So far, 65 young people from all over Bulgaria have joined, living in 14 different villages in 5 different regions, in the vicinity of the towns of Lucky, Gotse Delchev, Karlovo, Gotse Delchev and Vidin. According to official statistics, less than 27% of the Bulgarian population already lives in rural areas and if the depopulation of villages in Bulgaria continues at the same pace, by 2060 there will be no left in our country.

Objectives:

To re-connect the young and old people in the rural areas, to share experience, to obtain capabilities. The aim is to teach young people folklore and help in the household, together with the people in the villages, to help young people develop new ideas based on traditions and taking into account the times, which will attract new interest to the villages and be the basis of innovative solutions. to change the current situation.

Different phases of the initiative and/or list of activities:

Promotion –the young people have to apply; preparation; activity; follow up and sharing the experience in an artistic way.

Donors, Partners and stakeholders involved:

Donors

Outcomes and impacts of the initiative:

Young people and the elderly will look for new solutions to the problem of permanently depopulating Bulgarian villages. Many volunteers have already learned a new craft acquired through contact with the elderly from the villages, learned more about the traditions and folklore of the area and helped the elderly with their daily life. The local society in low-developed areas of the country is supported and we try in different ways to help them improve and to bring more young people there or to give voice to their needs and problems. Various methods are used to reach more people - such as artistic residences, concerts, exhibitions, social media, a music CD was made by elderly from the Rhodope mountains who sing local songs.

Advices, tips and suggestion:

Try to preserve the knowledge from the past generations and and if we observe the life in the village with its peace and connectedness and understanding of the nature, we can better understand the modern world.

Promoter:

For the Earth, part of Friends of the Earth Europe

Title/Name:

Annual high mountain clean-ups, long term activity

Short introduction of the initiative:

Voluntary gathering for around a week to clean protected areas in the high mountains of Bulgaria

Year in which it was established and/or realised:

1999

Duration of the initiative:

From spring to Autumn, including all the phases of the campaign; the activity of the clean-ups is around a week at the end of August.

Theme:

- | | |
|---|--|
| ☒ Social inclusion | ☒ Sport to promote healthy lifestyles and Education |
| ☐ Fight against poverty and marginalisation | ☒ Health and well-being |
| ☐ Art and Culture | ☒ Environmental challenges (please specify): over-fishing, dams, unstable rivers, etc. |
| ☐ Disability | ☒ Participation of young people |
| ☒ Active citizenship and community work | ☐ Youth unemployment |
| ☒ Youth volunteering and Personal development | ☐ Other |
| ☐ Urban/Rural development | |
| ☐ Media and communications | |

Context/Location:

- | | |
|--|--|
| ☐ Youth Center | ☐ Rehabilitation centre |
| ☐ Institution of Formal Education | ☒ NGOs structure |
| ☐ Street and/or outdoor | ☒ Rural area |
| ☐ Farm/Social farm | ☐ Urban area |
| ☐ Community centre | ☒ Other |
| ☐ Eco Centre | |
| ☒ Nature Reserve/Parks | |

Number of youth workers, volunteers, operators engaged:

3-5 + many volunteers

Number of young people directly and indirectly involved:

more than 1000

Target group:

Young people 18-30 and old people from villages

Needs and background:

The movement has been underway for 23 years, during which it covered most of the high mountain ranges in Bulgaria. In addition to removing more than 120 tons of waste, including in the form of crumbling buildings, the cleaning movement attracted more than 1,000 people and created a community of people with shared values for the care and protection of mountains and nature, a community where decisions are made horizontally, where we all participate in both the organization and the disorganization.

Objectives:

To promote the formation of a nature conservation culture and raise public awareness about the endangered state of life on the planet; To organize direct actions and campaigns for protection and restoration of the environment

Different phases of the initiative and/or list of activities:

Promotion- collect the amount of money needed by presentations, concerts, products that we make and others. Preparation- talks with the national park for the needs and places to be cleaned, buying organic food for one week for the volunteers, buying sacs and gloves, talking with media
Clean-up- about a week, around 3 huts and going for long hikes.
Follow up- mainly distribution of the activity in social media

Donors, Partners and stakeholders involved:

Donors

Outcomes and impacts of the initiative:

We take care to protect and clean some areas and we raise awareness and conscious behaviour in the nature, support and local inclusion, we promote the little agricultural manufacturers by buying local organic food

Advices, tips and suggestion:

Clean the mountains can influence your self-awareness and connectedness to nature.

Promoter:

Future now Association

Title/Name:

I play and work with children and youth

Short introduction of the initiative:

I play and work is an inspiring course for instructors for teaching through play, working with children and young people, interactive methods, learning through experience and learning in nature; Training based on values and humanity, connection with nature, equality and choice.

Year in which it was established and/or realised:

2010

Duration of the initiative:

Once or twice per year

Theme:

- | | |
|---|---|
| ☒ Social inclusion | ☐ Sport to promote healthy lifestyles and Education |
| ☐ Fight against poverty and marginalisation | ☐ Health and well-being |
| ☒ Art and Culture | ☐ Environmental challenges (please specify): over-fishing, dams, unstable rivers, etc. |
| ☐ Disability | ☒ Participation of young people |
| ☒ Active citizenship and community work | ☐ Youth unemployment |
| ☒ Youth volunteering and Personal development | ☐ Other |
| ☐ Urban/Rural development | |
| ☐ Media and communications | |

Context/Location:

- | | |
|--|--|
| ☐ Youth Center | ☐ Rehabilitation centre |
| ☐ Institution of Formal Education | ☒ NGOs structure |
| ☐ Street and/or outdoor | ☒ Rural area |
| ☐ Farm/Social farm | ☐ Urban area |
| ☒ Community centre | ☐ Other |
| ☒ Eco Centre | |
| ☐ Nature Reserve/Parks | |

Number of youth workers, volunteers, operators engaged:

3-5

Number of young people directly and indirectly involved:

more than 500

Target group:

Youth workers and instructors

Needs and background:

The team of experts try to create an in-depth selection of topics and approaches that meet the needs of future trainers in the field of Non-formal education and youth work based on their practice in formal and non-formal education, the many shared opinions of experts and various research on the topic.

Objectives:

To share a methodology and a period of facilitated learning and personal development; To take part in the process consistent with the diversity of learning styles, containing tools to deepen the perception of the material and its application.

Different phases of the initiative and/or list of activities:

Promotion – to reach the right target group; forming the group; actual training; follow up activities

Donors, Partners and stakeholders involved:

Paid

Outcomes and impacts of the initiative:

Inclusion of many young people in non-formal education by enhancing their connection with nature and therefor creating and developing a conscious, environmental, open-minded society.

Advices, tips and suggestion:

Focus on the target group and go do it; find your connection with nature and yourself and try to express it in a group.

Promoter:

Naturalexplorers Association

Title/Name:

Mountain, I love you – long term project, campaign

Short introduction of the initiative:

Mountain, I love you aims to strengthen the connection between young people and nature. The main method that we use is learning through experience, which is an engaged learning process whereby people "learn by doing" and by reflecting on the experience and integrates thinking, feeling and volition as basic mental processes with the physical body into a personal challenge which is beyond the boundaries of our daily lives.

Year in which it was established and/or realised:

2016

Duration of the initiative:

From April to July, including all the phases of the campaign, each year; the summer camp is 5 days, July

Theme:

- | | |
|---|---|
| ☒ Social inclusion | ☐ Sport to promote healthy lifestyles and Education |
| ☒ Fight against poverty and marginalisation | ☒ Health and well-being |
| ☐ Art and Culture | ☐ Environmental challenges (please specify): over-fishing, dams, unstable rivers, etc. |
| ☐ Disability | ☒ Participation of young people |
| ☒ Active citizenship and community work | ☐ Youth unemployment |
| ☒ Youth volunteering and Personal development | ☐ Other |
| ☐ Urban/Rural development | |
| ☐ Media and communications | |

Context/Location:

- | | |
|---|--|
| ☐ Youth Center | ☐ Rehabilitation centre |
| ☐ Institution of Formal Education | ☒ NGOs structure |
| ☒ Street and/or outdoor | ☒ Rural area |
| ☐ Farm/Social farm | ☐ Urban area |
| ☐ Community centre | ☒ Other |
| ☐ Eco Centre | |
| ☐ Nature Reserve/Parks | |

Number of youth workers, volunteers, operators engaged:

3

Number of young people directly and indirectly involved:

30 / 100

Target group:

young people 9 to 14

Needs and background:

The connection of the young people to the nature is getting thinner and thinner, with dramatic effects on their development

Objectives:

Each year to bring to the mountains a group of young people whose don't have access to it. In the 'Mountain, I Love You!' campaign, we invest our skills to show the connection with nature and its huge importance for our society, we rely on our skills to provoke and lead processes and share our value. We believe that connectedness creates sustainability.

Different phases of the initiative and/or list of activities:

Promotion – to reach the right target group; Communication in the process; forming the group; realising the outdoor camp; follow up activities

Donors, Partners and stakeholders involved:

Private and corporate donors

Outcomes and impacts of the initiative:

To create an environment and develop skills for constant learning and to strengthen our connection with the mountains, with each other and with our selves. The skills that can be developed:

- personal growth (positive concept of the self);
- self-knowledge – weaknesses, strengths, values;
- setting goals, planning, realisation and

evaluation;

- group dynamics;
- trust and helping others;
- knowledge about others and the world;
- emotional intelligence;
- finding one's place in the world, personal tasks, goals;
- knowledge about nature, sustainable life;
- conflict management

Advices, tips and suggestion:

Focus on the target group and go do it; find your connection with nature and yourself and try to express it in a group.

No.7

Promoter:

Bioselena

Title/Name:

Your Food project

Short introduction of the initiative:

The project activities aim to fill the lack of awareness and poor educational base for the global interconnections of food waste. They will raise awareness of global interdependence and environmental and social development issues, and promote skills to avoid food loss. Changed household consumption patterns are contributing to the reduction of environmental and social burdens worldwide.

Year in which it was established and/or realised:

2020

Duration of the initiative:

From May until October 2020

Theme:

- | | |
|---|---|
| ☒ Social inclusion | ☐ Sport to promote healthy lifestyles and Education |
| ☐ Fight against poverty and marginalisation | ☒ Health and well-being |
| ☐ Art and Culture | ☐ Environmental challenges (please specify): over-fishing, dams, unstable rivers, etc. |
| ☐ Disability | ☒ Participation of young people |
| ☐ Active citizenship and community work | ☐ Youth unemployment |
| ☒ Youth volunteering and Personal development | ☒ Other |
| ☐ Urban/Rural development | |
| ☐ Media and communications | |

Context/Location:

- | | |
|---|--|
| ☐ Youth Center | ☐ Rehabilitation centre |
| ☐ Institution of Formal Education | ☒ NGOs structure |
| ☒ Street and/or outdoor | ☐ Rural area |
| ☒ Farm/Social farm | ☐ Urban area |
| ☐ Community centre | ☐ Other |
| ☐ Eco Centre | |
| ☐ Nature Reserve/Parks | |

Number of youth workers, volunteers, operators engaged:

10

Number of young people directly and indirectly involved:

100

Target group:

Young people 8-18

Needs and background:

In Europe, about 100 million tonnes of food are thrown away every year. 53% of them fall on households. At the same time, millions of people around the world are starving or not getting enough, and the planet's resources are suffocating for food production, which is then wasted.

Objectives:

To ring the alarm of the world problem of food waste at the households and to teach young people practical actions how to make less food waste at home

Different phases of the initiative and/or list of activities:

During a camp there was a presentation and involvement in the process of food preparation

Donors, Partners and stakeholders involved:

EU project

Outcomes and impacts of the initiative:

Changing climate in your kitchen

Reducing food waste around the world would help curb emissions of planet-warming gases, and lessen some of the impacts of climate change.

Food value

Food is a precious resource: it takes a lot of

time, human work and resources to produce it.

Consumers' efforts matter

Each of us and we all together can make a difference: we can minimize our losses by using up our food and avoiding food waste.

Advices, tips and suggestion:

There are easy and practical tips for shopping, cooking, storing and freezing, as well as preparing new dishes with leftover food and / or pieces of vegetables that we otherwise throw away.

Promoter:

Association Zdravo da Ste and Greenways

Title/Name:

Visitor Centre Pecka, Solar Pecka - responsible tourism and opportunity for environmental learning

Short introduction of the initiative:

The Greenways Association prepares and implements development initiatives aimed at building new opportunities for the long-term sustainability of local communities and the empowerment of young people from rural areas. The protection and preservation of natural resources, responsible forms of tourism and food production, is the focus of our activities. In the center of the region in which we operate, in the village of Pecka, we formed the Visitor Center, which has the function of a resource center for local communities, and is equally important as a meeting place for development initiatives and a center for receiving, guiding and informing tourists. What Greenways focuses on, among other things, is: the protection of natural resources, the affirmation of local producers, the reclamation of neglected agricultural areas, the promotion of a responsible and affirmative attitude towards nature and the fight against improper waste disposal. One example of support for local producers is the establishment of an agricultural cooperative to open up additional opportunities for the development and marketing of local products. As concrete results of our efforts, we can point out the started and realized cooperation with local producers, various companies and associations from the area, which find in us a partner for the development of the tourist offer and local communities. In cooperation with the Center for the Environment from Banja Luka, with a lot of effort and work, the Solar Pecka project was implemented, and the visitor center became energy independent with the installation of a solar power plant on the roof of the center. The development of infrastructure, good relations with the local community, energy independence and its natural resources that surround the toilet have opened a number of new opportunities for Environmental Education for children, youth and adults. These potentials, in addition to our association, have been surpassed by several other associations and companies for which this set of circumstances is of great importance.

Year in which it was established and/or realised:

2015

Duration of the initiative:

6

Theme:

- | | |
|---|---|
| ☒ Social inclusion | ☒ Sport to promote healthy lifestyles and Education |
| ☐ Fight against poverty and marginalisation | ☒ Health and well-being |
| ☐ Art and Culture | ☐ Environmental challenges (please specify): over-fishing, dams, unstable rivers, etc. |
| ☐ Disability | ☒ Participation of young people |
| ☒ Active citizenship and community work | ☐ Youth unemployment |
| ☐ Youth volunteering and Personal development | ☐ Other |
| ☒ Urban/Rural development | |
| ☐ Media and communications | |

Context/Location:

- | | |
|--|--|
| ☐ Youth Center | ☐ Rehabilitation centre |
| ☐ Institution of Formal Education | ☒ NGOs structure |
| ☐ Street and/or outdoor | ☒ Rural area |
| ☐ Farm/Social farm | ☐ Urban area |
| ☐ Community centre | ☐ Other |
| ☒ Eco Centre | |
| ☐ Nature Reserve/Parks | |

Number of youth workers, volunteers, operators engaged:

50

Number of young people directly and indirectly involved:

8

Target group:

Young women and men, Experts and scientists, CSOs and local authorities, NVO, Micro and small companies

Needs and background:

The target region is one of least developed in Bosnia and Herzegovina. Greenways aims at its long-term sustainable development creating new opportunities for the youth. The region is need of development practitioners, skilled people, access to finances and markets.

Objectives:

To develop our region applying an integrated development approach including nature protection, promotion of 'eco' or 'green' tourism, food production activities within a market-oriented business model and education.

Different phases of the initiative and/or list of activities:

- 1 – DESTINATION MANAGEMENT: Set-up the destination management organisation (DMO) with functional operational structure.
- 2 – NATURE & LANDSCAPE: Carry-out all legal and technical procedures to obtain an official status of the protected area for the central and most valuable part of the destination.
- 3 – FARMING AND FOOD: Revitalize land and abandoned farms. Food production and regional branding.
- 4 – BUSINESS & HOSPITALITY: Involve business sector in destination strategic development and facilitate development of market-oriented products.

Donors, Partners and stakeholders involved:

Donors: EU, USAID, SDC

Partners: Via Dinarica, Market Makers, Centre for Environment

Stakeholders: Local authorities (Jezero, Mrkonjic, Sipovo, Ribnik, Glamoc, Grahovo, Drvar, Drinic), Tourist organisations, Micro and small companies.

Outcomes and impacts of the initiative:

10.000 new visitors annually.

Promoter:

NGO Youth Cultural Centre Herceg Novi-Omladinski kulturni centar Herceg Novi / OKC

Title/Name:

Španjola festival – cleaning and promotion of old fortress

Short introduction of the initiative:

Arrangement of public space through the implementation of environmental activities - on the site of the fortress Španjola - Gornji grad (Upper town). Fortress Španjola is one of the four main fortresses in Herceg Novi, located above the city. The fortress has been neglected for years and completely neglected by the local authorities - who formally take care of it. Together with a few other organizations, we launched an initiative to clean and maintain the fortress, as well as organize various ecological educational workshops.

Year in which it was established and/or realised:

August 2014 started; four more years organized every summer

Duration of the initiative:

One month preparation, seven days of festival; Single activity at least three days

Theme:

- | | |
|---|--|
| ☐ Social inclusion | ☐ Sport to promote healthy lifestyles and Education |
| ☐ Fight against poverty and marginalisation | ☐ Health and well-being |
| ☒ Art and Culture | ☒ Environmental challenges (please specify): over-fishing, dams, unstable rivers, etc. |
| ☐ Disability | ☒ Participation of young people |
| ☒ Active citizenship and community work | ☐ Youth unemployment |
| ☒ Youth volunteering and Personal development | ☐ Other |
| ☐ Urban/Rural development | |
| ☐ Media and communications | |

Context/Location:

- | | |
|--|--|
| ☒ Youth Center | ☐ Rehabilitation centre |
| ☐ Institution of Formal Education | ☐ NGOs structure |
| ☐ Street and/or outdoor | ☐ Rural area |
| ☐ Farm/Social farm | ☐ Urban area |
| ☐ Community centre | ☒ Other |
| ☐ Eco Centre | |
| ☐ Nature Reserve/Parks | |

Number of youth workers, volunteers, operators engaged:

At least three youth worker; around 25 volunteers for all festival ; at least 10 professionals from different youth area of work

Number of young people directly and indirectly involved:

Directly involved at least 50 young people during festival and at least 500 indirectly involved –as visitors, different participants...

Target group:

Young people from local community; Artists who were part of the festival ; stakeholders from local municipality; citizens of Herceg Novi-especially the one who lived near Fortress Španjola

Needs and background:

Fortes Španjola is old public space that can be used in different occasions but it is completely neglected and forgotten. Also, working with youth from our local community and organizing different activities in the public spaces (and local institutions such as schools and museum) we have seen how many people are not aware of the problems of ecology not to mention the problem of waste disposal and garbage all over the city and public spaces. We started with activities in the school and our youth centre and that organizing Festival at fort Španjola as a promotion of healthy life style and ecology (especially themes likes carbon footprint, zero waste, climate changing, waste disposal...) Fort Španjola was full of different garbage, construct materials, overgrown with greenery and grass, it was dangerous to be there during the night (even if is there the most beautiful panoramic view on whole Boka bay) ...

Objectives:

Revitalization of the Španjola Fortress

Encouraging young people to ecological actions

Encouraging artists to participate in cultural events

Educating young people in the field of ecology and preserving the environment through art workshops and exhibitions

Promotion Španjola Fortres as a place for education and place to organizing different activities for youth

Different phases of the initiative and/or list of activities:

Gathering of stakeholders from local municipality

Funding sponsors and friends of the festival

Gathering of volunteers and activists

Creating a program

Media promotion

Organization of the event on the spot-cleaning the fortress and preparing for activities

Donors, Partners and stakeholders involved:

Municipality of Herceg Novi

Touristic organization of Herceg Novi

Fond for Active Citizenship, Podgorica

Ministry of Youth and Sport

Different business sector

Media coverage from the region of Boka bay

Individuals from the local community

Principals of the local schools

Outcomes and impacts of the initiative:

In the first year after the activation of the fortress of Španjola, a few more initiatives appeared for the purpose of continuous activity on the site – Triathlon club Herceg Novi organized also educational activities; Cooperation with local authorities – With Secretariat for Social Activities we implemented some more activities in local school with the ecological issues;

We make cooperation with all local school to organized so called "affirmative sings" workshops about ecological awareness; We continue to for three more years to organize Festival Španjola with our friend organization from Herceg Novi: NGO ECO fest, NGO Sinergija, NGO Art corner, NGO RUKE

Advices, tips and suggestion:

Before we start activities we always organize a public opinion survey about thematic that we want to deal with in local community

Comments:

Media coverage is crucial for organizing activities like festival - and you can have it least 500-1000 people on the spot for short time (in our case for 5-7 days of festival)

CASE STUDIES

Methodology-Dynamic-Exercise

In this section you will find several Case Studies at local and/or national level on examples of Methodologies, Dynamics, Exercises carried out by associations and/or institutions able to explore the use of environmental education and green/protected areas

as an opportunity for inclusion and growth of young people and their communities. For a better clarification, as far as Methodologies, Dynamics, Exercises are concerned, we mean the single activity realised within a more complex process.

No.1

Promoter:

Urban Organic (UK) CIC

Title:

"Treasure Hunt" as a tool for engagement and curiosity

Short introduction:

This technique was developed to engage a group of children of mixed ages at a new community garden in an Army Camp.

Sub Thematic

- | | |
|---|---|
| ☐ Social inclusion | ☐ Sport to promote healthy lifestyles and |
| ☐ Fight against poverty and marginalisation | ☐ Education |
| ☐ Art and Culture | ☒ Health and well-being |
| ☐ Disability | ☐ Environmental challenges |
| ☐ Active citizenship and community work | ☒ Participation of young people |
| ☒ Youth volunteering and Personal development | ☐ Youth unemployment |
| ☐ Urban/Rural development | ☐ Other |
| ☐ Media and communications | |

Target group:

Any age from 3 years upwards.

Group size:

A good technique for small or large groups up to a maximum of 20.

Number of youth workers, volunteers, operators needed

2 to 3

Time needed:

The time taken can be adapted according to the subject and the location.

Material needed:

Paper or card, pen.

Recommended Contexts/Locations

- | | |
|---|---|
| ☒ Youth Centre | ☒ Eco Centre |
| ☐ Cooperative/small scale enterprise | ☒ Nature Reserve/Parks |
| ☐ Already existing social enterprise | ☒ Rehabilitation centre |
| ☒ Institution of Formal Education | ☐ NGOs structure |
| ☒ Street and/or outdoor | ☒ Rural area |
| ☒ Farm/Social farm | ☒ Urban area |
| ☒ Community centre | ☐ Other |

Objectives:

To engage and develop curiosity in individuals and the group as a whole.

Instructions step by step:

- 1) Activity leader decides on subject and writes a long sentence relating to that subject, with enough words to provide plenty of words to find.
- 2) Each word from the sentence is written on a piece of card or paper.
- 3) The words are hidden around the chosen area. In our case this was a new community garden site, but it could be any safe space, indoors or outdoors. The level of difficulty of how easy they are to find depends upon the target group.
- 4) The activity leader tells the group what they are looking for, instructs them to bring any words found back to him/her so he can keep count, what the boundaries of the search location are and the Treasure Hunt begins!
- 5) During the Treasure Hunt the activity leader can tell participants how many words are left to find.

6) As each word is found participants may ask what the words mean. Do not answer directly but ask them what they think it means. This is very important to develop their sense of curiosity and independence.

7) When all the words are found the group come together and are told to construct a sentence from these words as a whole group exercise.

8) Once the sentence is formed it tells the engaged group what they are going to be doing as the next activity for example we used the sentence "Today Wild at Weeton are going to be Jedi Gardener Training in the Community Garden".

Eventual advices for facilitators:

This is a great tool for engaging individuals of mixed abilities and levels of confidence. It encourages group participation and brings a group together with a common purpose. The temptation for the activity leader is to give clues as to where words are hidden but try not to do this. The more the group is left to find all the words and form the sentence themselves the greater the impact of the exercise.

Comments:

This can be a good exercise to use for participants with disabilities or of differing heights.

Promoter:

Naturalexplorers Association

Title:

Time for decomposting

Short introduction:

Providing a list / cartoon with painted objects and small papers with some numbers on them. If the group is big, it can be divided in two or tree smaller groups. In such case you need material for each subgroup.

Give the question – accoring to the group for what time each object is getting decomposted. Ask the group to connect a number with an object. Give them a time frame. After the time is finished check the result. Discuss. Bring the topic with the garbage and how we can generate less of it.

August 2014 started; four more years organized every summer

Sub Thematic:

- | | |
|---|---|
| ☐ Social inclusion | ☐ Sport to promote healthy lifestyles and |
| ☐ Fight against poverty and marginalisation | ☐ Education |
| ☐ Art and Culture | ☐ Health and well-being |
| ☐ Disability | ☒ Environmental challenges |
| ☐ Active citizenship and community work | |
| ☒ Youth volunteering and Personal development | ☒ Participation of young people |
| ☐ Urban/Rural development | ☐ Youth unemployment |
| Media and communications | ☐ Other |

Target group:

Young people, youth workers, any

Group size:

6 to 30

Number of youth workers, volunteers, operators needed

1 to 3

Time needed:

30 minutes

Material needed

List with apainted objects and small papers with numbers

Recommended Contexts/Locations

- | | |
|--|---|
| ☒ Youth Centre | ☒ Eco Centre |
| ☒ Cooperative/small scale enterprise | ☒ Nature Reserve/Parks |
| ☒ Already existing social enterprise | ☒ Rehabilitation centre |
| ☒ Institution of Formal Education | ☒ NGOs structure |
| ☒ Street and/or outdoor | ☒ Rural area |
| ☒ Farm/Social farm | ☒ Urban area |
| ☒ Community centre | ☐ Other |

Objectives:

To rise the awareness of the topic with the garbage, to learn some info reagrding the time needed for decomposting of different material, to get ideas how to generate less garbage in the everyday life

No.3

Promoter:

Biodiversity expert/ Natural guide/ Bird expert

Title:

Birdwatching

Short introduction:

This kind of engagement with nature helps the participants to observe nature up-close and understand what surrounds them. This type of activity has a lot of potential in Albania, as it is known better throughout the world as land of eagles. Birds demonstrate complex behaviours, provide ecosystem services and are a symbol of beauty and freedom. It is a given that environmental education is associated with this type of activity and is guaranteed to leave its mark on the participants long-term memory.

Sub Thematic:

- | | |
|--|---|
| ☐ Social inclusion | ☐ Sport to promote healthy lifestyles and |
| ☐ Fight against poverty and marginalisation | ☐ Education |
| ☒ Art and Culture | ☒ Health and well-being |
| ☐ Disability | ☒ Environmental challenges |
| ☐ Active citizenship and community work | |
| ☐ Youth volunteering and Personal development | ☒ Participation of young people |
| ☐ Urban/Rural development | ☒ Youth unemployment |
| Media and communications | ☐ Other |

Target group:

Any

Group size:

10-15 is recommended

Number of youth workers, volunteers, operators needed

1 leading expert, 1 facilitator, 10-15 participators ranging from youth to adult.

Time needed:

1 hour – 1 hour and 30 minutes

Material needed

Appropriate clothing depending on the area, Binoculars, Telescope, Protection against mosquitos
First aid kit

Recommended Contexts/Locations

- | | |
|--|---|
| ☒ Youth Centre | ☒ Eco Centre |
| ☒ Cooperative/small scale enterprise | ☒ Nature Reserve/Parks |
| ☒ Already existing social enterprise | ☒ Rehabilitation centre |
| ☒ Institution of Formal Education | ☒ NGOs structure |
| ☒ Street and/or outdoor | ☒ Rural area |
| ☒ Farm/Social farm | ☒ Urban area |
| ☒ Community centre | ☐ Other |

Objectives:

Provide insight on local birds and their role on the surrounding ecosystem, how all living organisms are connected and how they provide with ecosystem services. Give the participants the message that everybody is part of nature and that we should think in "Eco not Ego". Transform the way they see nature by making them understand the history of the environment and its transformation up until the present.

Instructions step by step:

Participants will have to follow the instructions given by the leading expert and facilitator. To make it more complex they can write down what kind of species they found and their main characteristics. They most often lead to their role in the ecosystem which they can puzzle all together when they are back from the field trip.

Promoter:

NGO Youth Cultural Centre Herceg Novi-Omladinski kulturni centar Herceg Novi / OKC

Title:

Affirmative sign - the use of symbolic signs in the promotion of positive life values and affirmative action as a tool for environmental awareness

Short introduction:

Strengthened affirmative thinking and action of children and youth in Herceg Novi as a prevention of irresponsibility of individuals when it comes to environmental problems (raising awareness of environmental issues); Placing affirmative signs in the place as a form of installations or murals: Improved co-operation of all actors in the local community in the placement of innovative protection mechanisms for primary and secondary school students in Herceg Novi.

Sub Thematic:

- | | |
|---|--|
| ☐ Social inclusion | ☐ Sport to promote healthy lifestyles and |
| ☐ Fight against poverty and marginalisation | ☐ Education |
| ☒ Art and Culture | ☐ Health and well-being |
| ☐ Disability | ☒ Environmental challenges |
| ☒ Active citizenship and community work | |
| ☐ Youth volunteering and Personal development | ☐ Participation of young people |
| ☒ Urban/Rural development | ☐ Youth unemployment |
| Media and communications | ☐ Other |

Target group:

Young people from primary and secondary schools; Teachers and principals from local schools; Local community and public institutions;

Group size:

10-20 people

Number of youth workers, volunteers, operators needed

At least three per session; 3-5 volunteers; at least one teacher per workshop

Time needed:

Two or three school classes depend of the group and location

Material needed

Paper, crayons, collage paper, pencils (if you are organizing creative interventions in public spaces the best way is to use school buildings, or some panels (rigips panels)

Recommended Contexts/Locations

- | | |
|---|--|
| ☒ Youth Centre | ☐ Eco Centre |
| ☐ Cooperative/small scale enterprise | ☐ Nature Reserve/Parks |
| ☐ Already existing social enterprise | ☐ Rehabilitation centre |
| ☐ Institution of Formal Education | ☐ NGOs structure |
| ☒ Street and/or outdoor | ☐ Rural area |
| ☐ Farm/Social farm | ☐ Urban area |
| ☐ Community centre | ☒ Other |

Objectives:

Influence the reduction of environmental problems (raising awareness of environmental issues) by promoting positive values through creative interventions in public spaces. To learn about environmental issue. Stimulate creativity and imagination and use of innovative pedagogy approaches. Educate teachers to use innovative methodologies.

Instructions step by step:

Time organizing depends on group and location; The best way to organize workshop is near school or some lake, seaside, forest where participant can draw on the paper or use some rigips panels (they can have later educational purpose) ; Introducing face- you talk about environmental issue – climate change, garbage waste problems, carbon footprint – depends again of the group and facilitators; You can divide participant in the groups, the best is three participant for group; The participant should draw affirmative sings that can be used or paint on the walls or panels – you gave one word to one group; Example: One group get word "GARBAGE" and they can be creative and draw so many nice, affirmative things that can be connected with this word like – young persona throwing away some garbage in container, having clear message in the picture; Or for word "PLANET" - they draw people using bicycle or electrical cars; The facilitators should explain in details how important is to have a positive message and that young people can be educators to ;

Debriefing:

For older participant the best way is to organize creative interventions in public spaces like drawing some murals, but aware that there have to be and theoretical part – how is important to be aware of environmental issue, what that mean for our future life on planet, how to be useful for our local community;

Eventual advices for facilitators:

An affirmative sign is a sign that calls for the affirmation of human life and its positive values. In terms of its content, it represents an artistic and creative solution: a mural or an installation. The purpose of the activity is to draw the attention of key actors (children, youth, teachers, passers-by and residents of the local community) to the fundamental human values by placing affirmative signs in the public space. These signs have the purpose of reminding and motivating positive thinking and affirmative action. They are the antithesis of the usual signs of prohibitions and restrictions, as well as those messages with a purely marketing purpose.

Comments:

The biggest effect that these signs can have is if they are placed somewhere in the school yard or near some sea side, forest or river.

Study visit

**Blackpool
November
2021**

The Study Visit was the second Observe phase of the project. It took place in Blackpool (United Kingdom) from 25th November to 1st December 2021. Participants were youth workers, youth leaders, volunteers, educators from the 6 involved international partners.

Main aim was to visit in the field, know and acquire positive examples, good practices and successful experiences realised in the area of Blackpool (UK) of using Environment (education, methods, tools) as a way to facilitate processes of inclusion, involvement and active citizenship among target groups coming from fewer opportunities.

Through field visits, meetings and, in general, the opportunity to observe, learn about and experience at first hand of examples of good practices carried out in a particularly advanced context, such as the Blackpool area (and more generally in North West England), we were able to respond to the need to make youth work more qualified through the themes and tools provided by sustainable development and environmental protection.



We decided to carry out the Study Visit in the Blackpool area because, among the local contexts involved in the project, it is certainly the reality that can provide the most complete interaction between different stakeholders with the best approaches and results to be shared, studied and multiplied. The English good practices, therefore, can be reapplied in different European contexts to facilitate further participatory and inclusive processes of a sustainable kind to give concrete answers to the personal development needs of young people. For this reason, the dynamics, activities and visits realised have been designed to offer a wider and innovative range of methodologies, tools and good practices able to improve the level of intervention and to give continuity to the activities that the partners carry out in the different local communities and to make more effective and efficient the processes of participation and social inclusion that mainly concern young people coming from rural areas or from conditions of economic difficulty.

During the Study Visit, an Editorial Board was constituted in charge of following and reporting on the different field visits. All participants were involved in the Editorial Board and they were divided in small groups connected with each visit. All the main information collected and/or acquired during the visits were reported using different media and all the reports have been collected in this dossier.

**ENJOY
YOUR
READING!**



URBAN Organic

Group composition: Nataša Pivašević,
Jonida Hafizi, Sashka Vitanova.

NON FORMAL ENVIRONMENTAL EDUCATION TO IMPROVE
**YOUTH
INCLUSION**



organic

”

URBAN ORGANIC (UK) CIC WAS STARTED IN 2014 TO HELP A WIDE RANGE OF PEOPLE USING GARDENING AND BEE-KEEPING AS THERAPEUTIC TOOLS. “FROM OUR COMMUNITY GARDEN BASE AT N-VISION (PRINCESS ALEXANDRA BLIND HOME) WE OPERATE ACROSS BLACKPOOL, FYLDE AND WYRE DELIVERING ACTIVITY SESSIONS, WORKSHOPS AND OTHER SERVICES LISTED IN OUR FOUR PILLARS SECTION BELOW.”

Community

Everything we do is done with a sense of community. We love engaging people who want to make a difference and work with some wonderful groups along the the Flyde Coast from our base at N-Vision where we created the Growing for Life Garden with BIG Lottery Reaching Community funding.

Workshops and events

Our Events and Workshop are designed to inspire and connect with a wider audience so that more people can learn about Urban Organic whilst picking up some new skills and experiences. All events and Workshops provide essential income so we may continue with our community projects.

Garden design and build

If you would like a fresh look to your garden then we can provide anything from a simple planting plan to fully specified garden design. We are also involved in developing gardens, helping them to reach their full potential through careful pruning, planting and renovation. Or there is our Personal Gardening Coach service where we advise on plant identification, how/when to prune and how to manage your garden more effectively. Just contact us for details using the form below.



URBAN organic

Debbie, Alan and Stu are the Urban Organic crew and they organize workshops for a community of different ages and needs – for example Debi developed workshops in a local Dementia Care Home.

They also organize each year a Tree planting day where children with their family's plant trees. This is a great opportunity for children with health problems to participate in

Urban organic workshops are empowering for participants and they love them because they create something that other people will enjoy and it cheers everybody up. People are involved in their activities through local art and the local community takes care of art sculptures and fixes them when they are vandalized.

When they started the Blind Home project the community was deeply involved by volunteering in order to help make this Urban organic vision to be part of their daily life. Around 2000 people were involved, beside volunteers, also contractors that were doing their jobs for lower prices, artists for murals and at one point the ORA network joined in.

Their big start was also a project funded by Big lottery called Growing for life that lasted for 3 years.

Blackpool is an urban area where untraditional gardening and beekeeping happens. The Urban organic crew has beehives on the rooftop of one supermarket that they use for education of people.

They get money for these workshops so these funds help them realize more free workshops for the community. The honey that is collected from the bees was once sold as 120 jars in three hours at the supermarket.

This September another project started for gardening sessions in military barracks with soldiers and their families. This project will also involve the community

living in the area by giving them the opportunity to learn through gardening.

Urban organic is working in partnership with The Electric Sunshine Project (social enterprise) in The Old Electric (Blackpool's newest Theatre). They are helping the community, especially marginalized



groups such as recovering alcoholics and drug addicts through their woodworking sessions.

The Old electric is also a place full of other activities such as yoga, puppet theatre, film nights, sewing, drama, dance, screen writing, singing, circus skills...



URBAN organic

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+44 796 700 5330

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Instagram: urbanorganicuk

Urban organic naturally uses their passion and kindness of heart to put themselves in service of the local community. Through their activities they really make a difference to the lives of people.

Contact **them**

Fleetwood

Report

Group composition:

**Nicola Salvatorelli,
Nataša Dendić,
Lira Hakani,
Vedran Krnić,**

At the second day (26.11.2021) of the study visit we had field visit and meeting “The inclusive community of Fleetwood Civic Society, The Mount and Fleetwood Museum”.

About Fleetwood

Fleetwood is a coastal town in Lancashire, England, at the northwest corner of the Fylde, with a population of 25,939 at the 2011 census. It is around 30 min away by car from Blackpool (8 miles). Historically the principal landowner was Peter Hesketh-Fleetwood, he developed an ambitious plan to re-develop the town to make it a busy seaport and railway spur. He commissioned the distinguished

Victorian architect Decimus Burton to design a number of substantial civic buildings, including lighthouses. The town expanded greatly in the first half of the 20th century with the growth of the fishing industry and passenger ferries to the Isle of Man, to more recently becoming a deep-sea fishing port. The statue of Peter Hesketh Fleetwood is standing right in front of the North Euston Hotel.

About the visit – North Euston Hotel

The North Euston Hotel opened in 1841 and was designed by the famous Decimus Burton. The hotel takes the name as it stood at the end of the railway from London Euston station. The imposing frontage dominates the Fleetwood waterfront, and enjoys spectacular panoramic views of the Wyre (the river passing by) and the lake district hills. At the hotel we meet Ms. Yvonne Johnstone and Mr. Iain-

Johnstone from the Fleetwood Civic Society. From them we heard pictures stories about the town's development especially of the importance of the lighthouses. There are not one, not two but three lighthouses which are built in their exact spots to guide ships safely to port. When ships out at sea lined up, with the taller Pharos lighthouse behind and above the lower Beach lighthouse and Wyre

Light in front, they knew that they had safe passage into the River Wyre estuary. Following the lined-up lights meant they could dock safely at Fleetwood. The Wyre Light is the wooden one which stands offshore. Two out of the three Fleetwood lighthouses are quite easy to spot. They're original examples of Victorian engineering, one against the edge of the beach and one slightly off the seafront. The third one is a little more tricky to spot, out in the bay. Especially as it's suffering from old age and starting to collapse. The Pharos and Beach Lighthouses, are the stone ones on shore, also known as the Upper

and Lower lighthouses. They were both opened in December 1840 and are both still fully operational. Mr. Johnstone presented the story in more detail of the Wyre Light, designed by blind Belfast engineer, Alexander Mitchell in 1840. It became one of the three lighthouses serving the town making Fleetwood unique but it was destroyed by fire in 1948. Since then its skeletal remains have become much loved in Fleetwood as a unique landmark. Wyre Light is unique, because it was the first screw pile lighthouse to be built and lit in Britain. It sits on seven screw piles, driven into the seabed.

Details of the Wyre Lighthouse

The Wyre Light's consists of seven wrought iron piles embedded in the sands. Each was 16 ft (4.9 m) long with cast-iron screw bases 3 ft (0.91 m) in diameter. The six corner piles formed a hexagonal platform of 50 ft (15 m) diameter. (The seventh pile served as a centre pillar.) The platform supported the lantern and a two-storey building to house the keeper. Construction began in 1839 and the lantern

was lit on 6 June 1840. On 25 July 2017, the lighthouse partially collapsed into the sea.

Lower Lighthouse

The Beach or Lower Lighthouse stands right in front of the North Euston Hotel. The light from this lighthouse is 30 feet above high water and can be seen for nine miles. Fleetwood Civic Society usually open the lighthouse each year as part of the Heritage Open Days events in early September. It's a time when you can actually go inside it and take in the spectacular view from the top..



Beach
Lighthouse



Upper Lighthouse

The Pharos, or to give it its usual name, Upper Lighthouse stands on Pharos Street. Find it not far from the junction with North Albert Street, near the tram tracks, and in sight of the seafront. It's named after the ancient lighthouse Pharos of Alexandria.

About Fleetwood Civic Society

Fleetwood Civic Society promotes and encourages anything which might be of benefit to the town. They aim to stimulate interest in and ensure that consideration is given to, the preservation of features of historical and architectural interest and natural beauty of the town. They give lectures to

theyouth in their community and are keen to disseminate the importance of heritage of the city. Fleetwood Civic Society, Fleetwood Museum and Fleetwood Rotary Club worked together to put the statue of Sir Peter Hesketh Fleetwood in 2018 at the heart of the town which he founded.

Fleetwood museum

The museum in Fleetwood offers the possibility to explore the history of Fleetwood – the building of a new seaside town, its unique maritime heritage, and the many stories of Fleetwood people. Fleetwood Museum is a community museum, run by Fleetwood Museum Trust, a Charitable Incorporated Organisation. They receive funding from the people of Fleetwood through Fleetwood Town Council – a third tier local authority. They believe they are the only museum in the country to be fund-

ed in this way. The museum has a full-time manager supported by a large team of active volunteers from the local community. In April 2018, the running of Fleetwood Museum was taken over by Fleetwood Museum Trust from Lancashire County Council. The Trust actively collects material relating to Fleetwood history, as well as managing the collection of Fleetwood related material from Lancashire County Council Museum Service, which is on loan to Fleetwood Museum.



Pharos Lighthouse



THE MUSEUM WAS ORGANISED IN TWO PARTS:

1 The old ship Harriet built in 1893 (length 63 feet, gross tons 41.6 tons). Harriet was built for Richard Leadbetter – a successful local businessman who owned a number of shops in Fleetwood. The vessel was named after his daughter Harriet. In 1998, the Fleetwood built fishing smack, Harriet, was rescued from Millom and brought back to Fleetwood

2 The exhibition where we could see objects of the town families, development of Fleetwood fishing and sailing vessels as well as stories of important individuals in the town.

At the end you can buy the Fisherman's Friend which is a brand of strong menthol lozenges manufactured by the Lofthouse company in Fleetwood. We enjoyed our visit to Fleetwood so we invite you to explore the town as well. You need to be prepared of the wind as it is a cold place.

ENJOY!





MUSEUM of
FLEETWOOD
VISIT

HARRIET Boat at
MUSEUM of
FLEETWOOD



**Group composition: Sashka Vitanova,
Paola Natale, Zotan Stojnić.**

One of the field visits we had during the project was in the YMCA National Centre, Lakeside. This camp was established over 60 years ago on the Lake Windemere, the biggest lake in England, in the stunning scenery of the Lake District National Park. In

this area we find the highest mountain in England and hundreds of meres, ponds and wetlands. It became a National Park in 1951 and since 2017 is in the list of Unesco World Heritage sites. Before it became a National Park, the main economical activities were mining and farming and, as these activities became less productive, a National Park seemed to be the key to keep away industrial interests from the area which is one of the most beautiful of the country. Artists, poets and intellectuals find their inspiration in this landscape and portray its beauty in their artworks.

In the Lakeside YMCA camp, we were welcomed by Steve and Andy, site manager and one of the youth workers, who introduced us to the story of the organisation and gave us an overview of the activities they run.

YMCA was founded in London on 6 June 1844 by George Williams, a 22 year-old draper, as the Young Men's Christian Association (YMCA), a refuge of Bible study and prayer for young men seeking escape from the hazards of life on the streets of London. Moreover the aim was also to put Christian principles into practice by developing a healthy "body, mind, and spirit". Since its birth the Young Men's Christian Association improved and enlarged its field of activities creating holiday camps, opening fitness centres and spreading around Europe and the Commonwealth.

Since it was established, YMCA has adapted to the changing needs of young people and nowadays YMCA is a worldwide youth organisation based

in Geneva, Switzerland, with more than 64 million beneficiaries in 120 countries regardless of age, race, gender, sexual orientation or socio-economic background. In every corner of the world, YMCA is helping young people to build a future providing young people safe spaces and opportunities to take an active role in transforming their commu-



nities. We found the YMCA National Centre, Lakeside hidden within 400 acres of private woodland along the south western shores of Lake Windemere. As a centre of excellence in outdoor learning they have been here for more than 60 years and in that time have helped more than a million young people to build

a better future. Today, they are one of the largest outdoor activity centres in Europe, delivering top quality outdoor learning from , in our opinion, the best location you could ask for.

There are also an educational charity that means any surplus income is put back into Lakeside to improve their facilities ensure best value for youth and school programmes and provide an amazing experience for all the visitors.

The facilities of Lake District YMCA allow them to host around 300 children at the same time. On site they offer a variety of accommodation options. The new Stoller Campus has over 250 beds. North camp has a variety of dorm rooms and a lodge village and sleeps just under 200 in total.

Making the most of the natural resources on the doorstep they can offer nearly 50 land and water-based activities - the adventures range from kayaking to fell walking, and archery to caving, so there's something for everyone to enjoy. The fun is the most important part of the learning process.

YMCA Lake District works with schools, colleges, youth and corporate groups from all over, aimed to support the young people to develop in non-academic way. The age of the young people they work with is from 5 years up, and they attend with their parents, as the children of 8 or older will get the most from the activities. Many of their activities can be adapted for groups with special needs and disabilities. Safety through careful risk management allows them to provide thrilling adventures without undue risk.

The design of the activities in the Outdoor education center is a combination of adventure and



learning process, in which the environment is the main tool. In each activity there are 3 components to work for: 1. Soft skills; 2. Social and team work elements; 3. National curriculum in England. Through these experiences the young people acquire skills for their everyday life.

Our meeting with YMCA as a global outdoor organisation with a long term vision and long history was inspiring: it brought us the believe that passion and devotion to a great ideal can overcome decades, stay vivid and change the reality of a single citizen and, at the end, the society.

YMCA Lake District
Lakeside, Ulverston, Cumbria LA12 8BD
YMCA National Centre, Lakeside | Facebook

www.lakesideymca.co.uk
Email: lakesideenq@fyldecoastymca.org
Call: 01539 539 000

LYTHAM'S TREASURES

Group composition: Veronika telese, Courtney Close, Đorđe Kamenarović.

Park view 4 u

Park view 4 U is a Lytham based charity that plays a huge role in the community. 18 years ago it was decided that this place should be a park so people were gathered to be remove the water and transform it into a cozy and social place for everyone. Nowadays, there are a lot of projects happening, funded by a variety of institutions (e.g. Police...).

They offer a variety of friendly areas for all ages groups. Some examples are:

**Playground area
for toddlers
Area for teens
Skate ramp
Amphitheater
Outdoor gym
Mud kitchen for
children
And others but
you have to visit
;)**



You can join a lot of soulful activities such as:

Yoga classes
Running group
Cycling group
Spanish classes
Guitar club
Herbalists club
Mud painting
And many others

**Queen Elizabeth II Park View Playing
Fields, Park View Rd, Lytham FY8 4JE
Tel: +44 1253 741955**



An added value for the community:

This charity creates a lot of smiles and joy in everyone who enters the park and gets involved with their projects. It is run mainly by volunteers and only 3 paid staff members: Julie, Rachel and Emile who are the instructors and manage the place. The park has existed for many years now due to the help of volunteers and the instructors but as well with the help of the funding they receive from local institutions. A relationship of collaboration has been established between the park and the community such that the community request what they would like to have in the park and the park employees try to accommodate their wishes. At the same time the volunteers from the community collaborate in carrying out the activities. This is vital for the inclusion of different generations that live in the area. The

virtuous system created in this area has been also recognized outside the local community by people who live around the park in fact the value of the local houses has gone up because of the proximity to the park. If you want to learn more about their past and future project, visit their Facebook page: Park View 4 U or Instagram page with the same name. For more pictures go to the next page

Environmental sustainability:

They have a new 'eco building' which is 97% recyclable. The foundations aren't made from concrete; therefore, it doesn't do lasting damage to the earth and soil underneath. If they removed the building, they could remove the foundations completely and fill the hole with soil and it would be as if the building was never there with no lasting damage.

Videos of the experience

<http://youtu.be/PQcR2BWKCuA>

<https://youtu.be/TQpUQJc72q0>

Lytham Hall 24

Lytham Hall is the finest Georgian house in Lancashire. It was built in the 12th Century. Originally it was a Benedictine priory until 1606 when Sir Cuthbert Clifton built a Jacobian Manor House on the side of this priory and in 1752 this building was turned into a Palladian house, creating the mansion we see today.

Heritage trust for the North West

The Trust is a registered charity and was established in 1990. The Heritage Trust for the North West took management of Lytham Hall in 1998.

Lytham Hall is the finest Georgian house in Lancashire. It was built in the 12th Century. Originally it was a Benedictine priory until 1606 when Sir Cuthbert Clifton built a Jacobian Manor House on the side of this priory and in 1752 this building was turned into a Palladian house, creating the mansion we see today. Even on a foggy rainy day, the staff from Lytham Hall are incredibly friendly and at your service. A large amount of the staff are actually volunteers that want to preserve the heritage of England and want to present it to the community, so they can learn from it. Lytham Hall often welcome students for school visits where they teach them about history, and they can have a hands-on experience with the Hall. There are 120 volunteers ready to welcome you who help keep Lytham Hall up to standard and help deliver tours and information to visitors.

Most importantly, the gardens are presenting the English spirit that shows passion and a vision for gardening. On a rainy day you can see people with their dogs having a walk and clearing their mind of their everyday problems. The gardens are full of biodiversity and a lot of animals can be seen, such as squirrels, a variety of birds, bugs and others. Therefore, this place can be used for outdoor education where children and adults can learn what type of plants and animals are living in their area. Besides, you can go and just read a book on a sunny day (if

there is one in England) and then learn about the surroundings with the help of their wonderful staff.

Lastly, but most importantly, one thing you can learn in the Lytham Hall is that 3 things are needed for a person to achieve his goal:

- 1. VISION**
- 2. PASSION**
- 3. RESOURCES**



Lytham Hall, Ballam Rd, Lytham, FY84JX
Tel: +44 1253736652

**If you want to learn more visit the face-
book page Lytham Hall**



A short video dossier has been realised during the entire Study Visit.
Please, give a look at the following link:
<https://www.youtube.com/watch?v=hx9LsSBXnGU&list=LL&index=9>



YouTube Screenshot



YouTube Screenshot

Alan Hulme's

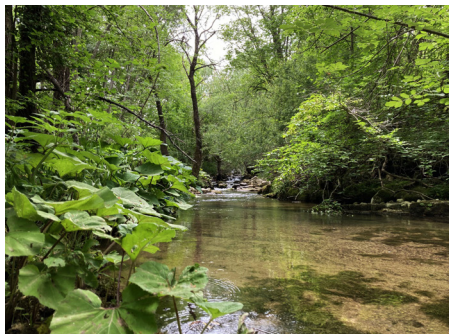


Appropriate Footwear

Training course

**Borrello
June
2022**

The Training Course took place in the inner part of Abruzzo Region (Borrello) where mountains of the Apennine chain have been our main landscape. The Training Course represented the Rethink phase of the project. The overall aim was to train youth and social workers, environmental activists, educators, youth animators, those responsible of NGOs and youth centres, peer educators, volunteers with innovative approaches in order to facilitate and improve both the inclusion of young people with fewer opportunities and community development.



Participants acquired new competences, skills and methodologies through an educational path in which Non Formal Education methods were used during the realisation of 3 environmental practical workshops (Outdoor education, Pollinators, Bio indicators) within the Natural Capital framework as perfect playground (the Nature Reserve of Del Verde waterfalls -facebook.com/cascatedelverde - and the Borrello surrounding areas). At the end of the Training Course participants tested on field the new competences acquired. Moreover, in couple of specific working sessions, a set of possibilities on how to exploit acquired knowledge in local and international contexts were established in order to represent the starting point of the methodological and educational platform that will

**ENJOY
YOUR
READING!**



Outcomes from the workshops

During six working sessions, 3 practical workshops run contemporary in order to guarantee the acquiring and sharing of new competences and skills by the participants exploring different subjects of the Environmental Education (Outdoor education, Pollinators, Bio indicators). Having the Natural Capital as perfect playground and using Non Formal Education methodologies and approaches, the work-

shops developed their educational path realising several outcomes and results in terms of educational modules, communication products and infrastructural artefacts able to improve the quality and efficiency of the activities carry out by each partner in the different communities involved.



Outdoor **workshop** Education

Facilitator : Veronica Telese

1. Introduction

2. Aims

3. Audience and actors

4. Methodology

5. Role of adult

6. Activities

6.1 Activities to do in spring

- a) How to make a wooden frame
- b) How and why to use a wooden frame
- c) Circle time
- d) Make a drawing of your favourite insect
- e) Recreate your favourite insect with natural materials
- f) Stick your insect on the map
- g) Evaluation of the process

6.2 Activities to do in autumn

- a) Observing insects
- b) Circle time
- c) Painting an insect's hotel
- d) Evaluation

6.2 Activities to do in winter

- a) Creating a small garden of insects
- b) Evaluation of the experience

Where the six legs hide

Introduction:

The aim of this guidebook is to present to educators, facilitators, parents and adults to whom it may concern, a set of ideas on the topic of "Outdoor Education". The guide will be focused on activities that can be introduced to children from the age of 6 to 10 years old. We believe in Outdoor Education to be an important tool when it comes to the development of children on the aspect of academic performance, health, and connections with the surroundings. The outdoor environment encourages skills such as problem solving and negotiating risks which are important skills that a child cannot learn in any sort of indoors environment. However, opportunities for children to access the natural environment are diminishing. Children are spending less time outside due to concerns over safety, traffic, crime, and parental worries. Modern environments have reduced amounts of open green spaces too, while technology has increased children's seden-

tary time. It is for these reasons and more that many think schools have arguably the greatest potential – and responsibility – to give children access to natural environments. The pandemic only furthered these problems, making it a global crisis. This is not just about improving break times and PE lessons, however. Across the UK, teachers are getting children outdoors by delivering curriculum-based lessons in school grounds or local areas. A variety of subjects, such as maths, art and science, are all being taken outside. Taking inspiration from these actions across the world, we have created a set of activities that can be held from one day, to one week. We have focused on insects, so as to give them credit for their role as pollinators, essential part of the food chain and biodiversity.

Aims:

1. To recognize the role of insects in the environment.
2. To educate children to be conscious of their surroundings.
3. To encourage children to explore and not be afraid.
4. To create a safe space for children to learn and express themselves.
5. To guide children into finding a connection between humans and the nature.
6. To serve as a guide to educators, facilitators, and adults.

Actors:

- Educators
- Facilitators
- Participants

Methodology:

- Experiential learning (Kolb's learning cycle).
- Child in the center of the learning process.
- Learning by doing/ active learning.

Role of the adult:

1. The adult will serve as a facilitator.
2. The adult will stimulate curiosity through questions.
3. The adult will offer tools for further learning on the topics.
4. The adult will capture the interests that

Activities in spring

Title of activity 1: "How to make a wooden frame".

Objectives: Teach kids how to make a wooden triangle in order to develop motor skills.

Age: 6+

Time: 15 min.

Materials: Rubber bands and sticks.

Description: We collect some materials and provide the kids with rubber bands and sticks. After that, we observe how they connect the materials given, so that the result is a wooden triangle.



Title of activity 2: "How and why to use a wooden frame"

Objectives: To use the tool to focus on the object of observation

Age: 6+

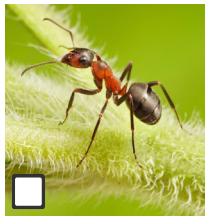
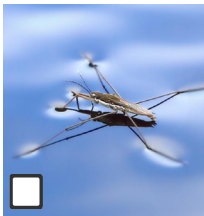
Time: 45 min.

Materials: Wooden frame, check-list and a camera (to take a picture)

Description: Provide children with the check-list (see next page). Then, children walk around the area and put the wooden triangle above the insects if they are on the ground. After that, they can see if the insects they found match the ones on the check-list. Finally, the children take a picture of their favorite insects.



CHECK-LIST OF THE INSECTS.



Name: _____

Age: _____

Date: _____

Class: _____

School: _____



Title of activity 3: "Circle time".

Objectives: Sharing emotions, feelings and findings.

Age: 6+

Time: 30 min.

Materials: Check-list

Description: Ask children to take their check-lists. Put them in a circle as well, as making yourself part of it. Ask them questions about the experience that they did just before.

What did you find?

How do you feel now?

What it was doing?

Title of activity 3: "Circle time".

Was it fun or boring?

Title of the activity 4: Make a drawing of your favorite insect

Objectives: Learning about the different parts of the insects.

Age: 6+

Time: 45 min.

Materials: Paper, pencils, crayons, eraser.

Description: Ask children to draw their favorite insect and write a short description of it. Create a title and write the name of the insect (see next page).

My favorite insect is: _____

Its name is: _____

Draw here your favorite insect:



Short description: _____

Name: _____

Age: _____

Date: _____

Class: _____

School: _____

Title of activity 5: "Recreate your favorite insect using natural materials".

Objectives: Learning about the different parts of the insects.

Age: 6+

Time: 50 min.

Materials: Natural materials collected from the area, check-list (the one previously done).

Description: Ask children to bring the check-list with them and then explore around the area. They should collect natural materials to recreate their favorite insect.

Title of activity 6: "Stick the picture of the insect on the map".

Objectives: Developing orientation skills.

Age: 6+

Time: 30 min.

Materials: Photos of the insects from the check-list, map, glue.

Description: Provide children with a map (100 cm x 70 cm) and help them recognize the different places in the area of the park (pond, fireplace, rose bushes etc.). Then, they should stick the pictures of the insects at the place they were found.

Title of activity 7: "Evaluation of the experience".

Objectives:

- Encourage children to express their emotions and experience.
- Evaluate the improvement of children in terms of their learning and practical skills.

Age: 6+

Time: 15 min.

Materials: sticky notes; crayons; pencils; big sheet of paper.

Description: The educator will make a final evaluation of the activities they have done for the day. The children will be asked to draw an emoji which best represents their emotions/feelings on a sticky note and stick it in the body of the drawn insect. Their drawings from the previous activities and the sticky notes will be attached to the sheet of paper. fireplace, rose bushes etc.).

Activities **in autumn**

Title of activity 1: "Observing insects".

Objectives:

- To detect if their favourite insect is still in the area of observation.
- To encourage children to engage with the nature and find and differences from the previous season, if possible.

Age: 6-10 years old

Time: 40 min.

Materials: Handheld magnifier/wooden frames

Description: The map made in Spring will be handed to children together with a handheld

magnifier/ wooden frame, in order for them to observe the area where they last saw their favourite insect. The educator allows the children to observe and try to answer questions in 40 minutes.



TOOL EXAMPLE:

1. Is your favourite insect still in the **PARK**?

- ☐ Yes
- ☐ No

2. If **YES**. Do you notice any difference?

3. If **NO**. Why can't you see your favourite insect?

Title of activity 2: "Circle Time".

Objectives:

- Children share their findings.
- Engage and encourage children into thinking of any differences between the observation of the two seasons.
- Encourage children to express their emotions during the process.
- Encourage children to give ideas of how they can help the insects come back to the same area.

Age: 6-10 years old

Time: 30 min.

Description: The educator gathers the children and asks them different questions regarding the previous activity. They share what they have found and what they felt during the process.

EXAMPLE:

1. Did you find your insect? Do you remember it?
2. If yes, was anything different about it?
3. If no, why do you think that the insects are not in the park?

Title of activity 3: "Painting an insect's hotel".

Objectives:

- Allow children to express their imagination by painting.
- Have a better understanding of what the children have learned through the process.
- To encourage children to engage with the nature and find and differences from the previous season, if possible.

Age: 6-10 years old

Time: 50 min.

Materials: white sheets; water colors; brushes; pencils; razor; rubber; tissues.frames

Description: The educator provides the children with a map of the area. After that, the educator handles to each child a white sheet and asks them to paint "The perfect house for your favourite insect". They give the children time to imagine and put their idea into paper. After that, the educator asks the children to give a name to their house.

Title of activity 4: "Evaluation".

Objectives:

Get feedback from the children about their experience.

Age: 6-10 years old

Time: 20 min.

Materials: white sheets; sticky notes; markers; pencils.

Description: during the evaluation process the educator asks the children to pick a color which best represents the insect that they drew and their emotions. They will be allowed time to pick one color that they best prefer and stick in the white sheet together with their painting. The child could also describe why they chose the color, in order to have a better understanding of their feelings throughout the process.

Activities **in winter**

Title of the activity: "Creating a small garden for insects".

Objectives:

- Allow children to understand their role in the environment.
- Guide them into the importance of nature in their lives.
- Connect this activity with the previous activities.

Age: 6-10 years old

Time: 3 hours.

Materials: container; plants; soil; natural

materials (pieces of wood, stones, leaves); water.

Description: The educator in cooperation with teachers, organize a follow-up activity where the children will be asked to create a small garden of their own. The children will be given instructions on what flowers attract the insects and how to create their garden. The children will be working on their small garden with the help of the facilitators. At the end of the process, the children will be asked on how they felt during the experience and the final results will be posted on Padlet.

Title of the activity: "Evaluation of the experience".

Objectives:

- Encourage children to express their emotions and experience.
- Evaluate the improvement of children in terms of their learning and practical skills.

Age: 6+

Time: 15 minutes.

Materials: : sticky notes; crayons; pencils; big sheet of paper.

Description: The educator will make a final evaluation of the activities they have done for the day. The children will be asked to draw an emoji which best represents their emotions/feelings on a sticky note and stick it in the body of the drawn insect. Their drawings from the previous activities and the sticky notes will be attached to the sheet of paper.

Bio-indicators

workshop

Facilitator and resource persons : Branislav Ristić, Giuseppe Di Renzo, Will Shelmerdine

The calming show of the Rio Verde waters falling from more than 200 meters in the amazing attraction of the Borello Natural Oasis, at an altitude of about 700 metres in the medium course of the river Sangro, Rio Verde, dropping inside a deep valley, creates the highest natural waterfalls in the Apennines, which run on a large rock face with 3 spectacular consecutive jumps.

The area covered by lush vegetation with powerful bastions of rocks and steep cliffs, literally suspends the river until it is released into the falls. In the large rocky amphitheater these waters are gradually creating a deep canyon, the millenary result typical of all the falls of some importance of the typical erosion process of all significant waterfalls.



Bioindicators

A species is called a bioindicator when its presence or absence is indicative of the quality of the environment in which it is found. This is because such species are particularly sensitive to, and strongly influenced by, pollutants. However, not all organisms are suitable to be used as bio-indicators. To be defined as such, a species must fulfil the following characteristics and be: sensitive to the substance of interest, abundant in the study site; easy to sample; be as sedentary as possible within the study area; have a sufficiently long life cycle to assess any changes over time; have sufficiently homogenous populations to be certain that responses to stimuli are similar among all individuals. Once a species has been identified that satisfies all the characteristics listed above, it is necessary to assess:

its abundance in the area; the variations in distribution and abundance over time; the eventual disappearance of the species. At this point, since the relationship between the bioindicator and the pollutant is known, a cross-check can be carried out. The environmental data relating to the concentration of the pollutant are compared with those of the bio-indicator species. In this way, it is understood how the pollutant influences the bio-indicator. In the Cascade del Verde Regional Reserve, there are many bio-indicators present. In this presentation we will present some of them, whose survival in this area is an important sign of the high biodiversity of this place. Their preservation represents the assurance of a healthy environment for future generations.

Fauna



Tritone Italiano, *Triturus italicus*

Found only in Italy

Size: small newt maximum 120 mm

They are the smallest tritones in Abruzzo **Spotted:** has black spots all over the body.



Tritone punteggiato, *Triturus vulgaris*

Size: 100mm

Head-to-tail length and are a bit larger than the females

Spotted: gray/brown with an orange chest with black spots all over



Tritone Crestato, Triturus Carnifex

Size: Males – 150mm the biggest

Females – 180mm the biggest

Spotted: The males have crests that are bigger during mating season. Females have a line that follows along their back.



Gambero di fiume, Austropotamobius Pallipes, White-clawed Crayfish

Length: 60-120mm **Weight:** up to 90g **Average lifespan:** 8-12 years

About: Rewilding Europe have a center set up for endangered crayfish reintroduction in the nature reserve in Borello. Because they are under attack from the non native signal North American species that carry a disease that cannot be fought off by the native white crayfish. They need clean water in order to survive. Cascade del Verde Nature Reserve is the perfect habitat for them to thrive.



Nibbio Reale, Milvus Milvus, Red Kite

Length: 58-64cm, **Wingspan:** 1.8m, **Weight:** 1-1.2kg, **Average lifespan:** 4 years

About: Rather than purely hunting for food, red kites are in fact largely scavengers, so mainly like to eat scraps and small prey like rabbits. Listen out for their 'mewing' calls! Large bird of prey with angled, red wings that are tipped with black and have white patches underneath in the wings. It has a long, reddish-brown, forked tail.



Poiana Comune, Buteo Buteo, Buzzard

Length: 54cm, **Wingspan:** 1.2m, **Weight:** 780g-1kg, **Average lifespan:** 12 years

About: Buzzards eat small birds, mammals and carrion, but will also eat large insects and earthworms when prey is in short supply. Buzzards eat small birds, mammals, but will also eat large insects and earthworms when prey is in short supply.



Falco pellegrino, Falco peregrinus, Peregrin Falcon

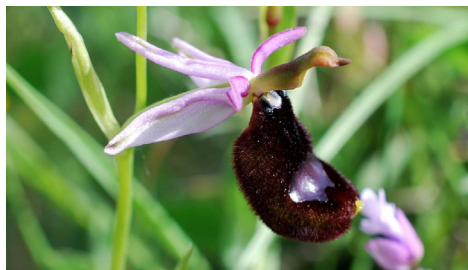
Length: 40-54cm, **Wingspan:** 1.2m, **Weight:** 670g-1.1kg, **Average lifespan:** 6 years

About: The peregrine is our biggest falcon; it is dark slate-grey above and white below, with black bars across its chest and belly. It has a white throat and cheeks, and a strong, black moustache and mask. The perfect habitat needs extensive open terrain for hunting.

Flora

There are 18 different varieties of orchids based in the Nature Reserve. It is a point of interest because so many varieties in one environment is very rare. The pollen is too heavy to be transmitted by the wind so it is mostly carried by the insects instead. This is why orchids have developed their floral structures to be inviting for

the pollinators. Among the orchids of Italy, some species are widespread and common, and do not present particular conservation problems, while others are very localized or connected to specific environmental conditions – which makes them vulnerable and sometimes even at risk.



Orchidea Apifera, Ophrys Apifera

Habitat: Ophrys apifera can be found in the zone with free draining soil. Because of its easy adaptation to different grounds and soils, the Bee orchid finds it easier to survive.

Size: Ophrys Apifera because of its look is also called the Bee orchids specimen of the Bee Orchid can grow as tall as 65cm. Spotted: It has three bright pink sepals and usually produces three to five flowers

Flowering times: From early June and into July



Ucellino allo specchio, Ophrys Bertolonii

Habitat: This orchid grows in grassy and stony places and sometimes can be found in open woodland.

Size: It grows maximally 45cm in height and carries between 3 and 8 flowers on each spike.

Spotted: The sepals and petals are a lovely shade of pale pink, sometimes tinged or marked with green. The shape of the orchids resembles of the bird at the source.

Flowering times: From late March to June.



Orchidea Piramidale, Anacamptis pyramidalis

Habitat: These tall, bright pinkish-purple orchids can appear in vast numbers on chalk downland, in the zone with free draining soil and other rocky terrain but are frequently seen on roadside verges too.

Size: It reaches the heights of the 40 to 60 cm

Spotted: The name 'pyramidal' comes from the conical shape of the young inflorescence of this plant.

Flowering times: From early June and into July



Moscaria, Ophrys insectifera

Ophrys insectifera or the so called The Fly Orchid can never be described as pretty because of the way it looks. It is highly evolved in attraction of pollinating insects.

Habitat: Ophrys insectifera is tolerant of a wide range of habitats and grows in stony grassland, on roadside verges and on the edges of open woodland.

Size: Fly Orchid plants can grow quite tall - up to 60cm. The plant can carry up to 15 flowers.

Spotted: Ophrys insectifera is very easy to identify. The lip can be velvety or hairy with a speculum (mirror) in the centre that is hairless and shiny and looks just like the wings of the insects that it hopes to attract. Fly Orchids often form colonies of up to 10 plants, but despite this they remain difficult to find because the drab colouring blends in so well with the surrounding grass and other plants. **Flowering times:** From late May to June.

Bioindicators

Treasure hunt

SPOT 1

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.....

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SPOT 2

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SPOT 3

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SPOT 4

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THE BIO-INDICATOR

Treasure hunt of Cascate del Verde

Description

THIS GAME IS FOR THE WHOLE FAMILY. YOU WILL SPEND QUALITY TIME TOGETHER AND YOU CAN TAKE AWAY VALUABLE INFORMATION ABOUT THE COMMON BIO-INDICATOR FLORA AND FAUNA IN THE RESERVE.

THE GAME STARTS AT THE ENTRANCE OF THE RESERVE CASCADE DEL VERDE. YOU HAVE TO SEEK ALL FOUR INFORMATION SPOTS ON THE MAP. WHEN YOU ARE DONE WITH THAT, COME BACK TO THE RECEPTION DESK OF THE RIFUGIO DEI SANNITI AND TAKE YOUR REWARD. ENJOY YOUR TIME IN NATURE.

DURATION: YOU NEED AROUND 90 MINUTES

AGE: THE PREFER AGE FOR THE GAME IS BETWEEN 3 AND 103 YEARS OLD

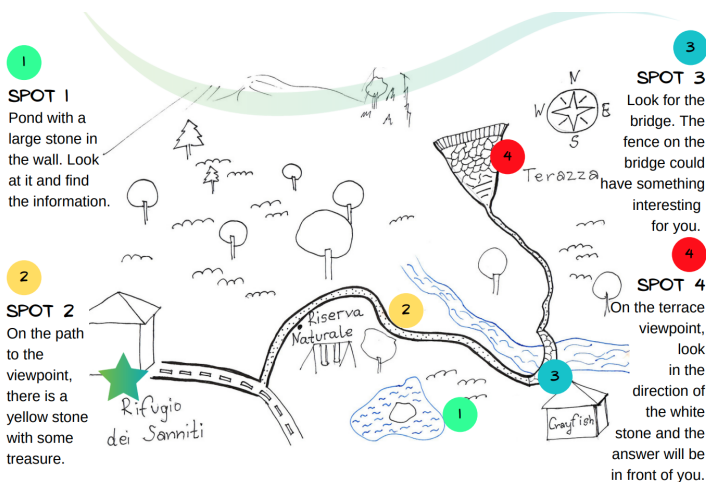
LEVEL OF DIFFICULTY: EASY



ang



Erasmus+



During the workshop three short educational videos were realised on Crayfish, Newts and Orchids as bio-indicator examples for the Cascade del Verde Nature Reserve

www.youtube.com/watch?v=gOlgBQfaQM6



Pollinators

workshop

Facilitator: Alan Hulme

1. Introduction to the topic

Warm up: video sharing about pollinators and group sharing of background and expectations for the workshop. For the shared understanding of the pollinators topic the group discussed the following questions:

- a. What are pollinators?
- b. Why do they need our help?
- c. How can we help them?
- d. Which pollinators are in my area?
- e. How to raise awareness and promote curiosity?

2. Brainstorming

The group brainstorm on ideas and approaches that can help address and answer the above questions. After that the group defined

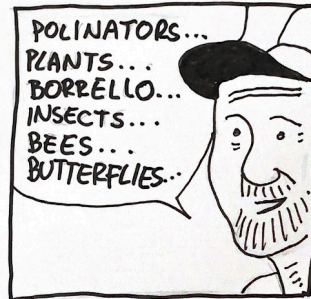
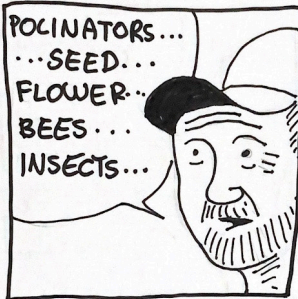
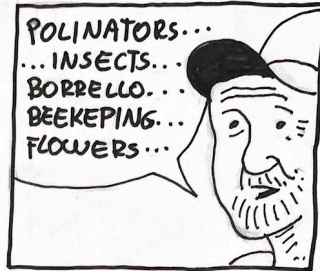
a few potential projects and outcomes of the workshop.

3. Schedule

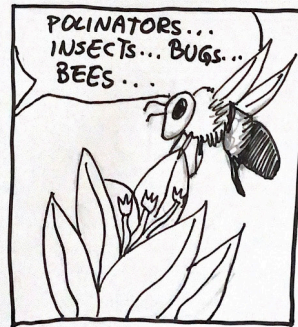
The group made a working plan with time schedule and role distribution among activi-

ties. The variety of competences in the group allowed collaborative work flow.

4. How it all began



KAMEN!



THE END...
PLANTS... BEES...

5. Team building:

The group started with a practical task to build a Bug Hotel. Working together on the design, construction, painting, collection of materials for creating the interior design of the hotel was a good team building activity that helped smooth the process of all other activities. The Bug Hotel was installed at Rifugio dei Sanniti.

- **How to do it video:** “How to make a bug hotel”.

www.youtube.com/watch?v=b4bbFb96QKA



YouTube video thumbnail



6. Where would we be without pollinators? Poster and leaflet

Information poster on what are pollinators and where we can find resources that can help us understand more about them and what we can do to help them.

Fantastic books for children

What is Pollination?

Pollination is an essential part of plant reproduction.

Pollinators include **birds, bees, butterflies, moths, flies, beetles, bats** and some other mammals.

They visit **flowers** to drink nectar or feed off of pollen and **transport** pollen grains as they move from spot to spot.

If the bee disappeared off the surface of the globe, then man would have only four years of life left. No more bees, no more pollination, no more plants, no more animals, no more man. – *Albert Einstein*

For further information, please visit :

<https://www.pollinator.org/pollinator.org/assets/generalFiles/BeeBasicsBook.pdf>

<https://www.bumblebeewatch.org/>

<https://www.bumblebeeconservation.org/>

Explore the natural world around you to discover the **who, what, when, where, why** and how of pollination.

There are plenty of ways to help bees and other critical species, starting in your own backyard:

1. Plant **pollinator-friendly** flowers.
2. Create **nesting** sites.
3. **Avoid** using pesticides
4. Support **organic**.
5. Get **Involved** and engage your community!

NFEE- "Non-formal environmental education to enhance youth inclusion and participation"

Project financed and supported by

Let's explore together the Pollinators

Discover how to be bee friendly with Pollinator and how to interact.

Did you know that flowering plants are more than just Pretty?

WHERE WOULD WE BEE WITHOUT POLLINATORS?

WHY ?

85% of plants exist because of bees.

1/3 of all food we eat depends on **Pollinators**.

More than **100 types** of crops are pollinated by bees in the world, including the clover and alfalfa that feed our cows.

DO's & DON'Ts

Create **Wildflower Patches** with plants like lavender, lilacs and sunflowers.

Let **Dandelions** grow.

Build **Bee Hotels** to help them thrive.

Preserve **Wildflowers** Hedgerows.

Use **Herbicides** on your lawn.

Use **Insecticides**.

Over-weed your garden.

Mow your Lawn too often.

OF BEE-ING POLLINATOR FRIENDLY

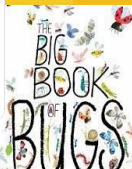
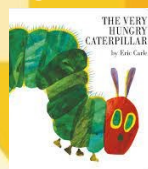
ONLINE INFORMATION

[HTTPS://
WWW.BUMBLEBEECON
SERVATION.ORG/](https://www.bumblebeeconservation.org/)

[HTTPS://
WWW.POLLINATOR.ORG
/](https://www.pollinator.org/)

[HTTPS://
WWW.GREATSUNFLOW
ER.ORG/](https://www.greatsunflower.org/)

CHILDRENS BOOKS



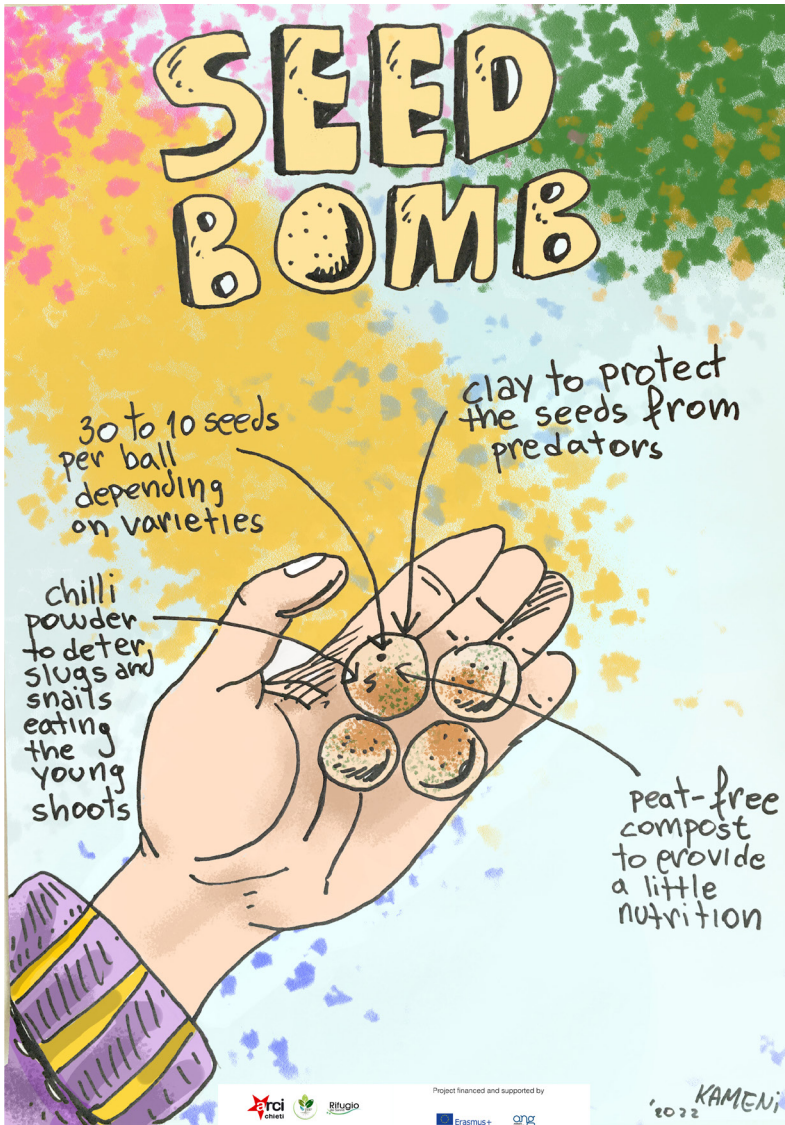
Project financed and supported by



7. Seed Bomb Poster

The poster addresses the need of planting local flowers that are good for pollinators. It presents how everyone can make a seed bomb.

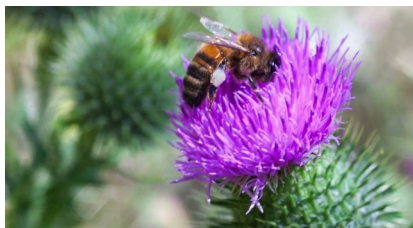
bomb kit. Don't forget to interview the local people to check which are the right seeds for the local environment.



8. Video making

a. The Flowers' Voice (Flowers speak out about food security): the video presents on behalf of the flowers the importance of pollinators for our food security.

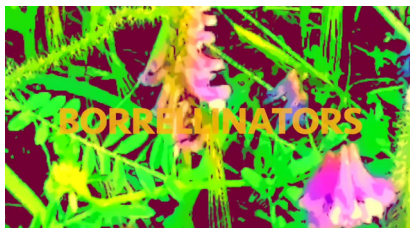
www.youtube.com/watch?v=tp8FRYA9Lsl



YouTube video thumbnail

b. Borrellinators: video presenting the local flower flora in Borrello region and the kind of pollinating visitors they get.

www.youtube.com/watch?v=1s9ckiSX56k



YouTube video thumbnail

9. One hour One flower

Project that invites for observation. How many visitors gets one flower for one hour? Is there a variety of pollinators or only one kind? Does

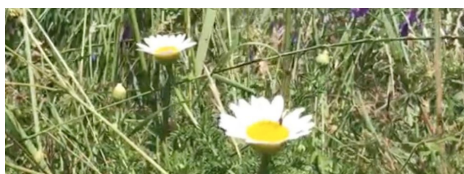
it change according to time (if it is one hour in the morning or in the afternoon)?

www.youtube.com/watch?v=7T4ILXeYxz0



YouTube video thumbnail

www.facebook.com/groups/1184650595631588



One hour One flower

Private group · 105 members

[Join group](#)

YouTube video thumbnail

10. Beehive Theatre

Role play that invites kids and their teachers to learn more about the honey bees life and social structure through experience.

1) Pick a role

Choose your role from the set of cards. The Queen Bee card is only one. All other roles are replicable and can be used by more than one player. To create more roles and learn more about the role function check out the Where would we bee without pollinators poster: [link](#)
Example for more roles: Babysitter, Cleaner, Guard, Undertaker, Temperature controller, Forager, etc.

2) Build the scenario

Discuss the scenario within the group. Who, when, where and what is doing or saying / singing.

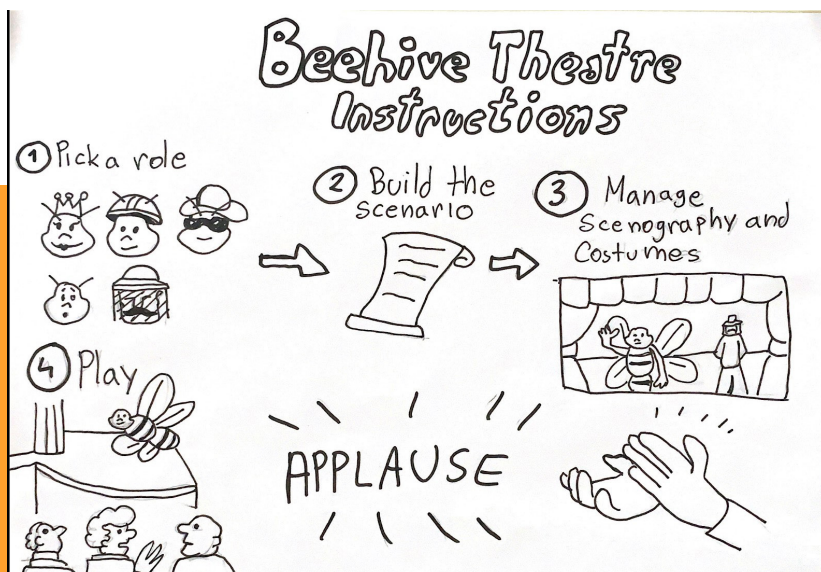
3) Create scenography and costumes
Choose requisite and attributes you will use to present your story. You can keep it simple and use only scarfs and other materials you have at your disposal. Or You can make a puppet theatre and create puppets from paper or other materials with kids. It is all up to your imagination.

4) Play Quite! It begins.

5) Applause!

Outcome:

- set of cards
- instructions
- guideline



Youth Exchange

Tornareccio
July
2022

The Youth Exchange took place in the inner part of Abruzzo Region (Tornareccio) where mountains of the Apennine chain have been our main landscape. A positive experience in Tornareccio area is given by the Monte Pallano Site of Community Importance together with the Fonte Campana wood and the Environmental Education Centre managed by the environmental NGOs "Legambiente". The Youth Exchange represented the Act phase of the project. Through this activity, using non formal education methods, the project promoted the sharing of ideas and activities among young people about sustainable development and environmental protection as tools for inclusion and participation to community life.



The main aim of the Youth Exchange was to create a moment of direct and inclusive youth protagonism within a green area in order to encourage, empower and enhance at European level the young people's active citizenship. Participants had the possibility to express and expose their point of view and creativity and to acquire new competences, skills and methodologies through an educational path composed by 3 practical workshops (Outdoor activities, Environmental communication, Bio indicators). At the end, participants shared with the local hosting community the results and products realised during the Youth Exchange.



**ENJOY
YOUR
READING!**



Outcomes from the workshops

During eight working sessions, 3 practical workshops run contemporary in order to guarantee the acquiring and sharing of new competences and skills by the participants exploring different subjects of the Environmental Education (Outdoor education, Environmental Communication, Bio indicators). Having the green area of Monte Pallano Site of Community Importance together with the Fonte Campana wood as perfect playground and using Non Formal Education

methodologies and approaches, the workshops developed their educational path realising several outcomes and results in terms of educational modules, communication products and infrastructural artefacts able to improve the quality/efficiency of the activities carry out by each partner in the different communities involved and to create a moment of direct and inclusive youth protagonism.



Bi Indicators

workshop

Facilitator and resource person : Branislav Ristić, Will Shelmerdine

DID YOU KNOW...?

Monte Pallano is located on the right of the Sarno river, 15 km from the sea, and is easily accessible from both lake Bomby and the town of Torrance. The area is rich in charm, both for the natural beauty and for the archaeological and historical-cultural treasures present. The strategic position and the presence of water sources favored the settlement of man in the Palaeolithic period. Traces of human presence have been found on the mountain from the Palaeolithic to the Neolithic, to the Iron Age-Roman period and late Middle Ages. This demonstrates that the valleys provided a strategic advantage and the bodies of water made permanent settlement possible. Numerous archaeological finds from the Italic and Roman periods have been found in the area surrounding lake Lago Rifrosina.

A small but interesting pond is located near to the Casanatura Fortcampara in Monte Pallano. Its name is Lago di Rifrosina. The perennial basin hosts a variety of interesting biotic species. It provides the perfect environment for a rich ecosystem to flourish. The habitat contains a diverse range of amphibians, reeds and above all trees from all of which reproduce in abundance. Numerous archaeological finds from the Italic and Roman periods have also been found in the area surrounding the lake. This area is steeped in history, nature and beauty and you will always find yourself wanting to discover more.

LICHEN (also Indicator)

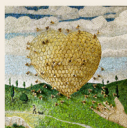
Lichen can be found on different substrates like tree bark, rocks, tombstones, naked inhabitants. They are an excellent bio indicator of clean air because if they receive too much harmful substances, they die.



For more information, scan the QR code



MONTE PALLANO



TORNARECCIO

"Tor form environmental education to enhance youth resilience and participation" (2016)

Project realized by ANCI Civit

Granted by European Programme through the Agenzia Nazionale per i Giovani

With the support and partnership from:

- Municipality of Torrance
- Istituto Nazionale Area Protetta (INAP)
- Regione Campania - Direzione Territoriale
- Centro Educativo Nazionale "Casanatura" - Fortcampara



The Casanatura is a place for meeting, socializing and experimenting with sustainable practices. It educates about energy saving, renewable resources and the use of local and organic products from the earth. We offer environmentally friendly practices for personal and home hygiene.

The Casanatura Fortcampara provides learning experiences aimed at all age groups. Sharing the skills of its operators, to encourage learning of the values that drive sustainable development. We aim to create a stronger relationship with nature by creating habits that can be practiced in daily life.

Casanatura is a home built by a community of passionate and creative individuals from around Europe whose aim is to spread knowledge and connect people to their local environment.

Open your eyes for sampling encounters and cultivate your nose for healthy and natural. Explore through a range of environmental education activities aimed at schools, local authorities or groups and associations.



COME ENJOY!

PRESERVE NATURE

"Be a part of the solution, not part of the pollution"



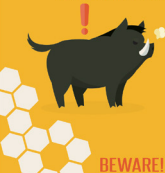
TAKE CARE TO NOT START FIRES!



TIPS & TRICKS

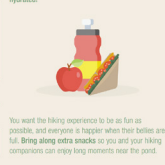
WILD LIFE

The European wild boar, particularly the moose, can be quite large reaching a height of 100cm and a fighting weight of up to 175kg.



BEWARE!

Water is perhaps the most important item on your hiking gear list. Without enough water, your body cannot perform at its best. Make sure to stay hydrated!



WATER & FOOD

Bioindicators

Fauna



Buteo buteo - Buzzard

It is a medium to large brown bird of prey which has a large range. They are great hunters and can hear their prey moving in the grass.



Milvus milvus – Red kite

It is classified as endangered in the Red list of breeding birds. They are multicolored with long tail and long wings which makes them fly with extraordinary agility. They



Falco Subbuteo - Hobby

It is fairly small falcon with long narrow wings. They usually hunt in air, catching smaller birds or insects.



Jynx torquilla – Wryneck

Wryneck is relatively a small bird, usually compared to a sparrow. Most common colors are greyish colors to brown. Wryneck's common food are ants and surprisingly they can be found on the ground rather than climbing vertical as other woodpeckers.



Hyla intermedia - Hylidae - (Raganella italiana)

Raganella italiana belongs to Hylidae family. The frog can usually be found in ponds, bushes of woods, and not too far from reproductive biotopes. They can be found in stagnant water, as well as in modified habitats. The frog population in alpine valleys is decreasing and in some cases is in extinction.



Pelophylax sp. - Ranidae - (Rana verde italiana)

It is a 12 cm long aquatic frog, with a pointed snout and widely webbed fingers. The back is dazzling green or olive brown, sometimes covered with black spots, is decorated on each side. Lives and hibernates in a pond.



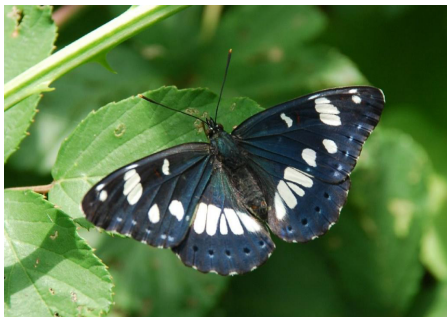
Elaphe quatuorlineata - Colubridae - (Cervone)

The four-lined snake is a non-venomous species and one of the largest of the European snakes. The species' common name refers to the markings seen on the body of adult snakes: four dark stripes running along a yellowish-brown body. Adults can reach a length of 180 cm.



Chalcides chalcides - Scincidae - (Luscengola)

This skink superficially looks like a snake except for the possession of tiny limbs with three-toed feet, grows to a length of about 48 cm. Can be found from sea level to 2,077 m.



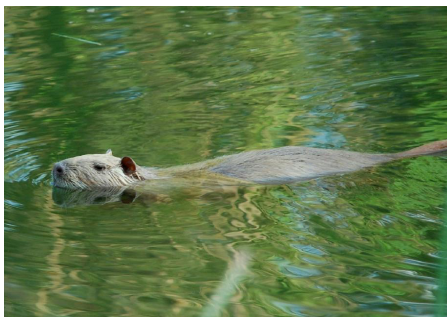
Limenitis reducta – Nymphalidae

Limenitis reducta has a wingspan of 46–54 mm. The upper side of the wings is brown black with metallic blue shine, large transversal band of white markings and a sub marginal line of small blue dots. The caterpillars can reach a length of 27 mm. They are light green to dull green on the back, red brown on the underside, also have some thorns on the back.



Lepus europaeus - Leporidae - (Lepre europea)

Leporidae are quite small mammals, who can grow to moderate sizes, they have two pairs of legs, front legs have five toes, while hind legs have four. Their claws are good for climbing and as species' they are quite fast. Females are larger than males. They are mostly herbivores, although some species eat carrion. Wolves eat them.



Myocastor coypus – Myocastoridae

The body is stocky and robust. The fur consists of long stiff brownish or reddish-brown hairs. These hairs almost completely hide the dark gray, soft, dense and velvety under fur. The body length is between 43 and 64 cm. Introduced and then bred in Italy for commercial purposes (fur), the specimens escaped or released by man have led to a significant increase in its diffusion in the wild. Beavers also makes dams.



Erinaceus europaeus – Erinaceidae

Hedgehogs are easily recognized by their spines, which are hollow hairs made stiff with keratin. Their spines are not poisonous or barbed and, unlike the quills of a porcupine, do not easily detach from their bodies. All species of hedgehogs can roll into a tight ball in self-defense, causing all of the spines to point outwards. They are omnivores, and are a prey to owls and foxes.



Cinghiale-The Wild Boar

The wild boar is a bulky, massively built suid with short and relatively thin legs. The trunk is short and robust, while the hindquarters are comparatively underdeveloped. The region behind the shoulder blades rises into a hump and the neck is short and thick to the point of being nearly immobile. The animal's head is very large. In average 75-100kg. The winter coat consists of long, coarse bristles underlaid with short brown downy fur. They are omnivores and eat everything from acorns to small animals. Its main predator is the wolf.



Canis Lupus Italicus

The Italian wolf typically weighs 25–35 kg, though some large males have been weighed at 40–45 kg. It measures 110–148 cm in body length and 50–70 cm in shoulder height. The pelt is generally of a grey-fulvous color, which reddens in summer. Typically lives in packs of two to seven individuals. Wolves are carnivorous and hunt boars, deer and smaller animals. They are native to Italy, that's where the name is coming from, and are on top of a food chain.

There are 110 different vegetal families in Monte Pallano. Flora of the area reflects the Mediterranean climate



Fagaceae - Beech

The leaves of beech trees are entire or sparsely toothed, from 5–15 centimetres long and 4–10 cm broad. Beeches are monoecious, bearing both male and female flowers on the same plant. The small flowers are unisexual, the female flowers borne in pairs, the male flowers wind-pollinating catkins. They are produced in spring shortly after the new leaves appear. The bark is smooth and light gray. The fruit is a small, sharply three-angled nut 10–15 mm long. The nuts have a bitter taste (though not nearly as bitter as acorns) and a high tannin content; these are called beechnuts or beech mast. It grows from 15 to 21m.



Acer campestre - Field maple

It is a deciduous tree reaching 15–25 m tall, with a trunk up to 1 m in diameter, with finely fissured, often somewhat corky bark. The shoots are brown, with dark brown winter buds. The leaves are in opposite pairs, 5–16 cm long. The fruit is a samara with two winged achenes aligned at 180°, each achene is 8–10 mm wide, flat, with a 2 cm wing. The field maple is widely grown as an ornamental tree in parks and large gardens. The wood is white, hard and strong, and used for furniture, flooring, wood turning and musical instruments

The mighty oak sits deep in Italian culture as the tree Pinocho suffered his fate on in the original story to it probing role in Italian Witch trials. The oak itself is a powerful part of the ecosystem offering habitat for many Italian animals. Whilst they do not flower for the pollinators but rely on the power of the wind to pollinate, they proved space for many insects to hide and survive. Through their thick branches they give small birds space to nest and hunt for the insects hiding amongst the bark. Both in birth and death oaks provide life for the creatures of the forest, their acorns are the staple for finches and squirrels and when they decay, they give nutrients to the word lice, worms and earwigs.



Quercus robur (English oak)

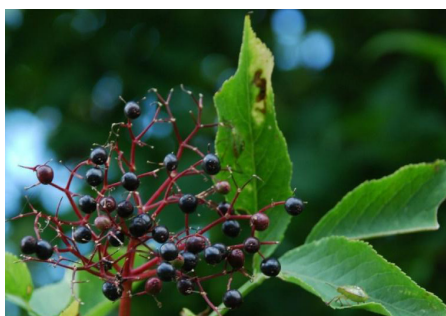
The English oak can grow from 4m to a huge 12m. These trees can live up to 1500 years old and have thick winding branches with green leaves.

This oak provides food source preferred by jays, squirrels and boar in the form of acorns. They also provide a habitat for over 400 distinct species of insects. The open canopy of the oak allows for ground plants to thrive in the light it lets through. Due to their size oak bark can also contain thousands of lichen species. A single oak can be an ecosystem itself.



Quercus ilex

The body is stocky and robust. The fur consists of long stiff brownish or reddish-brown hairs. These hairs almost completely hide the dark gray, soft, dense and velvety under fur. The body length is between 43 and 64 cm. Introduced and then bred in Italy for commercial purposes (fur), the specimens escaped or released by man have led to a significant increase in its diffusion in the wild. Beavers also make dams.



Elderwood

The oppositely arranged leaves are pinnate with 5–9 leaflets (or, rarely, 3 or 11). Each leaf is 5–30 cm long, and the leaflets have serrated margins. They bear large clusters of small white or cream-colored flowers in late spring; these are followed by clusters of small black, blue-black, or red berries (rarely yellow or white). Main species is *Sambucus nigra*. Although the cooked berries (pulp and skin) of most species of *Sambucus* are edible, the uncooked berries and other parts of plants from this genus are poisonous. It can grow to 15m.



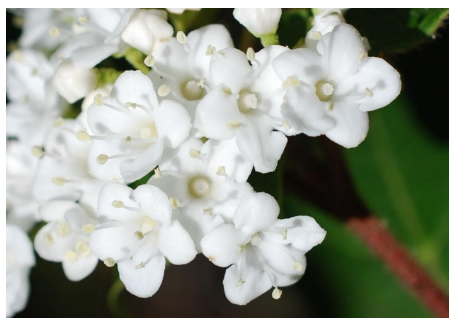
Wild apple- European crab apple (*Malus florentina*)

This tree is v shaped and grows to 6-8m. It is native to the Balkan and Italian region but has spread further as an ornamental tree. Further helping its spread beyond Italy and the Balkans is its use for cooking as the apples themselves are too bitter for people, they are used heavily in cooking. The apples provide food for a wide variety of animals from birds to foraging mammals like pigs to insects. The Crab Apple is self-pollinating so does not rely on insect to pollinate. However, it does rely on larger animals to distribute its seeds after consuming its fruit.



Castanea sativa - Chestnut

Chestnut trees are of moderate growth rate (for the Chinese chestnut tree) to fast-growing for American and European species. European chestnuts are around 30 m tall. The foliage of the European and American species has striking yellow autumn coloring. The leaves are simple, ovate or lanceolate, 10–30 cm long and 4–10 cm wide, with sharply pointed, widely spaced teeth, with shallow rounded sinuates between. Fruit is covered in brown hull or husk. The chestnut can survive on barren soil but requires moisture and a cool winter to grow. This means that the chestnut can be great for adding nutrients to a poor area as the food provided by the nuts themselves will attract fauna from other areas that will transport vital nutrients for the soil.



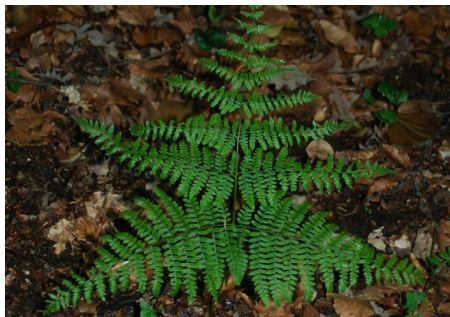
Viburnum tinus

This species also belongs to the Adoxaceae family. It has dense and dark green leaves and it is mostly easy to grow in different habitats. Its height gets to 3 to 4 meters and its diameter approximately 2.5 to 4 meters. The fruits of this plant are toxic, containing a substance called viburnin.



Apocynaceae – Periwinkle

Periwinkle is a flower that belongs to the violet family. It can be found in white and blue color during Spring Bloom, Fall Bloom, Summer Bloom and Winter Interest. Periwinkles are quite resistant and help on preventing weeds from growing in that area.



Pteridium aquilinum - eagle fern

Its common for this species to create populations in abandoned areas, in forests, in sub acid to acid soils and is one of the plants difficult to eradicate. The name derives from its shape which means wings in Greek ('pteron'). Its consumed from different animals (like horses) and used in different recipes. It contains vitamin D that loses its effect after cooking.



Eryngium amethystinum - amethyst eryngo

Its common to find this species in cold areas, primitive soils rich in fossils and poor in nitrogenous substances. The name of this plant derives from 'erungion' that in Greek means curly or from eruma meaning defense. Its blossoming starts from march to the late august and is characterized from the violet-blue tones. transport vital nutrients for the soil.

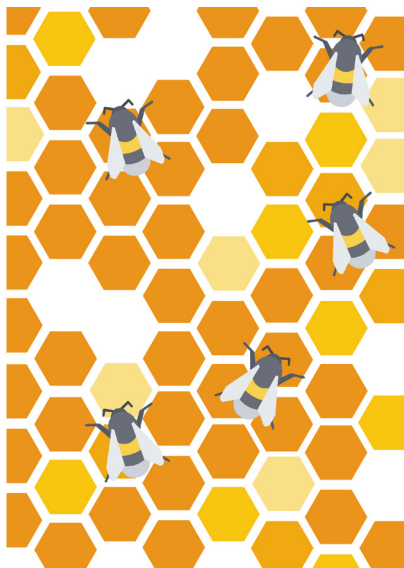


Ipomoea purpurea – Morning

Ipomoea purpurea belongs to Convolvulaceae family. Usually people referred to this plant as Morning Glory as its violet-blue flower opens in the morning to close again in the evening. Is more common to find those flowers from May to October. People should be aware that the seeds of this plant are hallucinogens.

Cinghiale

Cinghiale



CINGHIALE

CINGHIALE is a fast paced card game for 3-7 players. The main goal is to avoid getting letters that are spelling the word CINGHIALE. The loser is the first one who gets to the word CINGHIALE. You get the letter for every round you lose.

Rules:

1. The player who deals the cards gives cards 1 by 1 starting from the player next to his right ; Every round the player next to the right of the previous dealer deals.
2. Player next to the right of the dealer, after the dealing, has to have 5 cards, while the others have 4.
3. Every turn, the player with 5 cards, gives a card to the player next to their right. So they will be left with 4 cards while the player next to his right has 5.
4. You win by getting 4 of the same cards and putting your hand on the middle of the table (you have to get rid of the 5th card/ wild boar carta).
5. CINGHIALE card is the card that stops you from collecting 4 similar cards since you only get to give it to the person next to you after the third round.
6. Player who puts his hand in the last after someone collected 4 letters gets a letter.
7. Player who collects the word CINGHIALE is the loser and has to yell: "I am a CINGHIALE" three times.

ENJOY THE GAME FOLKS!!!

CINGHIALE

Cinghiale è un veloce gioco di carte per 3-7 giocatori. L'obiettivo principale è evitare di ricevere le lettere che scrivono la parola "cinghiale". Il primo che arriva alla parola "cinghiale" perde. Per ogni round perso si ottiene una lettera.

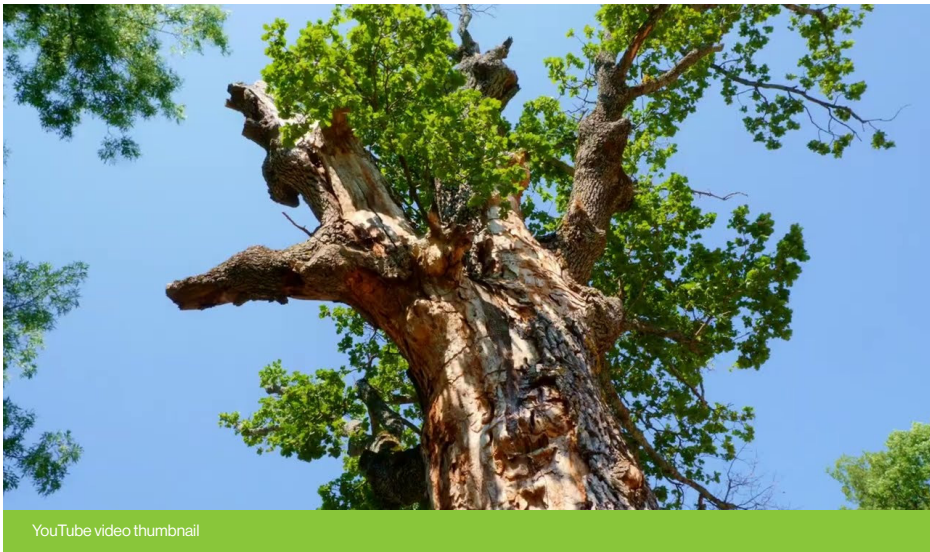
Regole:

1. Il giocatore che distribuisce le carte ne dà una per volta a partire dal giocatore alla sua destra fino ad esaurire le carte; a ogni turno il giocatore alla destra del mazziniere precedente distribuisce le carte.
2. Dopo aver distribuito le carte, il giocatore accanto al mazziniere, dovrà avere 5 carte, mentre gli altri ne avranno 4.
3. A ogni turno, il giocatore con 5 carte dà una carta al giocatore alla sua destra. In questo modo rimarrà con 4 carte, mentre il giocatore accanto a lui ne avrà 5.
4. Si vince ottenendo 4 carte uguali e mettendo la mano al centro del tavolo (bisogna liberarsi della quinta carta, la carta del cinghiale).
5. La carta del cinghiale è la carta che impedisce di raccogliere 4 carte simili, perché si può dare alla persona accanto solo dopo il terzo turno.
6. Il giocatore che mette la mano per ultimo dopo che qualcuno ha raccolto 4 lettere riceve una lettera.
7. Il giocatore che raccoglie la parola CINGHIALE è perdente e deve urlare tre volte: "Sono un cinghiale".

BUON DIVERTIMENTO!!!

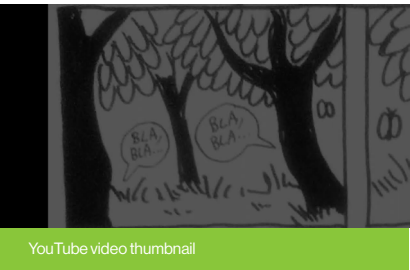
ARCI CHIETI, Luglio 2022, Tornareccio

During the workshop a short educational video was realised on some bio-indicator examples for Monte Pallano



During the workshop, two animation videos were realised by the participant Djordje Kamenarovic as awareness material to be used against deforestation and forest fire prevention

www.youtube.com/watch?v=fvZNdarGwyw



www.youtube.com/watch?v=XCDS3lljmOI

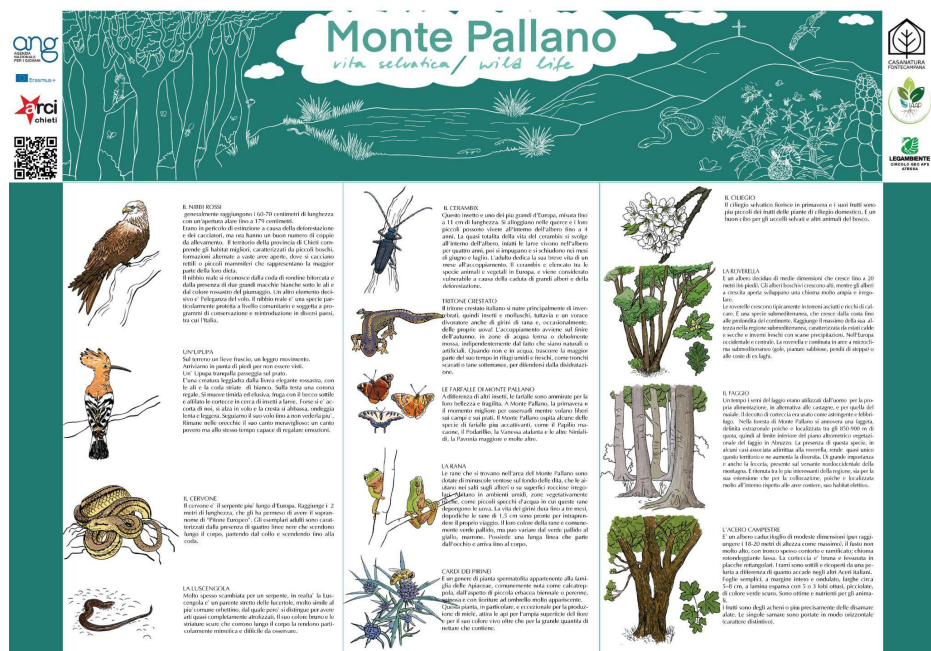


Environmental Communication Workshop

Facilitator: Polina Stoyanova

During the activities in the Environmental Communication Workshop, we managed to open up our visual creativity, observing the nature around us and recreating it for the future visitors, to be able to know what to expect from the protected area in advance - the path they are about to walk through, the species they might

encounter. The video-talanted part of the participants worked on creating a promotional video. The working process included a lot of creativity-opening exercises, energisers for keeping a fresh head and grouping and regrouping in order for each participant to be able to discover their most comfortable and inspiring part.



Based on the map, brochure and wildlife panel created during the workshop, there were brainstormed and described several activities, events and games aiming

to deepen the experience and reflection in the Forest of Monte Pallano.

The activities were organized in three groups:

- **Prepare** (for adventures in Monte Pallano in any season)

- **Explore** (the nature, the archeological sites and the stories of the Forest)
- **Reflect** (reflect on your exploration and experience through art and community events)

The activities within the tree groups give the opportunity to engage the visitors through all their senses and develop different skills, organized in six groups known as the model BASIC Ph¹.

B-elief

Belief can be not only through faith but any shared beliefs that create core values and shared community stories

A-ffect

Feelings or emotions. The experience in nature engages our emotions that attach us to the place, the wild life and the people we share them with. This connection is a fundamental need for environmental protection

S-ocial

With family, friends or our community we can play and share our experience and feelings in nature. It also increases the social responsibility that is so needed to protect our surroundings.

I-magination

Creativity is a way to deeply understand and connect to any topic. On one hand it helps to express our feelings and thoughts, on the other it is a way to reflect on our experience and create something that shows natural beauty in the way we see it. It can be through storytelling / writing, art, theater, music or film.

C-ognitive

Cognitive approach to learn more about the environment and the wild life. Direct approach to the topics.

C-ognitive

"Physical activity takes us back to our mammalian routes." Also it is good for your health to be active, to breathe deeply in the woods and to walk in any season. When we are physically active, it reflects all other listed mechanisms of BASIC.

¹ BASIC Ph model is known as the coping methods that form resilience. The development of these coping mechanisms is a process that could be supported by the proposed activities. <https://www.brightontherapypartnership.org.uk/resilience-trauma-basic-ph/>

PREPARE		EXPLORE		REFLECT
PREPARE			The Mythology of Monte Pallano and the Region	
AFFECTION		Sense Bosco di Monte Pallano	Free Tree Hugs	Wild Christmas in Monte Pallano (event) Web of Life
			Stray Eggs (story)	
SOCIAL			Casa Natura Game / Carambici Game Web of Life	
			Build den together	
IMAGINATION	Pronti per il Bosco di Monte Pallano (poster) Pannels - Map and Wild Life and Brochure		Rebuilding the architecture of Monte Pallano	Mosaici Naturali il Casa Natura Herbarium (Art) Crafts with natural materials
COGNITION			The Mythology of Monte Pallano Stray egg (game) Pannels and Brochure	
PHYSICAL			Map and Brochure Breath deep Walk Play and relax Build den together	

1. PREPARE

a. Get Prepared for Bosco di Monte Pallano in any season
Visual poster instruction for each season, containing:

- The weather
- What to dress with or bring?
- What does the tree look like in each sea-

son (beech tree!)

- What is the life stage of a ladybug in each season?
- Something to do in each season

***draft content and draft/very draft structure and example for the poster:**

PRONTI PER IL BOSCO DI MONTE PALLANO TUTTI I GIORNI

Collective image for each season



raincoat
bottle of water
long trousers
tourist shoes



wakes up
has breakfast
get married

Find the
rainbow
colours in the
forests



hat
bottle of water
long trousers
trainers /
tourist shoes

lay eggs

larvae (in 4
stages)

ladybug

Find / observe
triton and
frogs in the
lake



raincoat
bottle of water
long trousers
tourist shoes

new adults
emerge from
the pupae and
become active

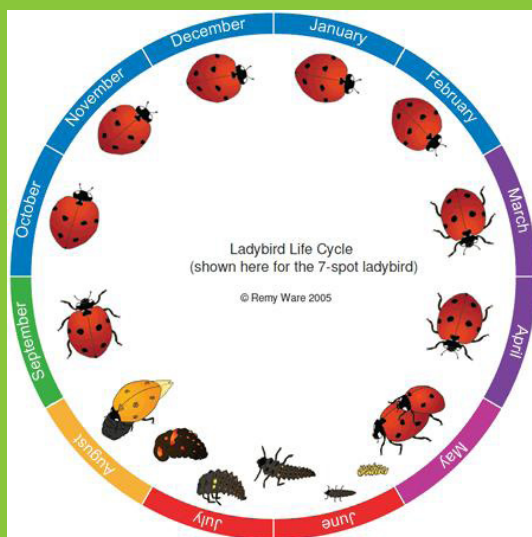
Collect leaves
and natural
materials for
art and crafts



winter hat
thermos
scarf and gloves
tourist shoes

dormant /
stand by

Make a
snowman and
celebrate Wild
Christmas with
the birds



PRONTI PER IL BOSCO DI MONTE PALLANO TUTTI I GIORNI



2. EXPLORE

a. Orientation and treasure hunt with the map / brochure of Bosco di Monte Pallano

b. Sense Bosco di Monte Pallano
Minimum of 2 players.

Instruction: Take 5 min to collect 5 items from your surrounding without the other players seeing them.

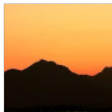
Then with eyes closed or a blind fold use

your sense of touch, smell, sound to feel what each player found in nature.

c. The Mythology of Monte Pallano and the Region

- Monte Pallano: Mitti e leggende (The Giant and the Mural)
- Tritone (Triturus) – Tritons (the Legend with the same name)
- Majella Mountain – Maja and Hermes
- Other?

*Match the Legend with its prototype and the place or image that links it to the place or creature that symbolize it in nowadays.

MATCH		
PREPARE	REFLECT	EXPLORE
La mura megalitiche del Monte Pallano [short text of the Legend]	 https://www.theoi.com/Pontios/Tritones.html	 https://en.wikipedia.org/wiki/Majella#/media/File:Hermes_Majia_Staatliche_Antikensammlungen_2304.jpg
THE TRITONES (Tritones) were a group of fish-tailed sea-gods or daimones in the train of the god Poseidon. They were a purification of the god Triton and were portrayed as the Satyroi (Satyrs) of the sea. Another breed of Tritones, named ikhthyokentaurs (Sea-Centaurs), had the upper bodies of men and the lower bodies of Hippocampi (fish-tailed horses). A monstrous Triton-like creature was also described by several ancient writers. The most famous of these was a dead specimen preserved in the town of Tanagra. (https://www.theoi.com/Pontios/Tritones.html)	 https://en.wikipedia.org/wiki/Majella#/media/File:Hermes_Majia_Staatliche_Antikensammlungen_2304.jpg	
Maja and the Sleeping Giant http://spiritsheerlands.nl/content/12261-2/	 https://www.megalitico.it/italia/abruzzo/monte-pallano/	

d. Rebuilding the architecture of Bosco di Monte Pallano

After you successfully passed the whole path from 1 to 9 or the other way round, you know that there are some ancient archeological settlements that hide different stories. You can be a real archeologist and architect and rebuild it as you imagine. Or you can research more about the time it was built, what was its purpose and what were the typical architecture and design elements at the time.

• Sito Archeologico di Pallanum

Take a picture or make a quick drawing of the settlement. Later at home or at school draw or make a model / layout of how the Palladium might look like.

Collect all drawings and models and discuss in class. Share on our webpage [link of the municipality or the one that the Bioindicators WS did].

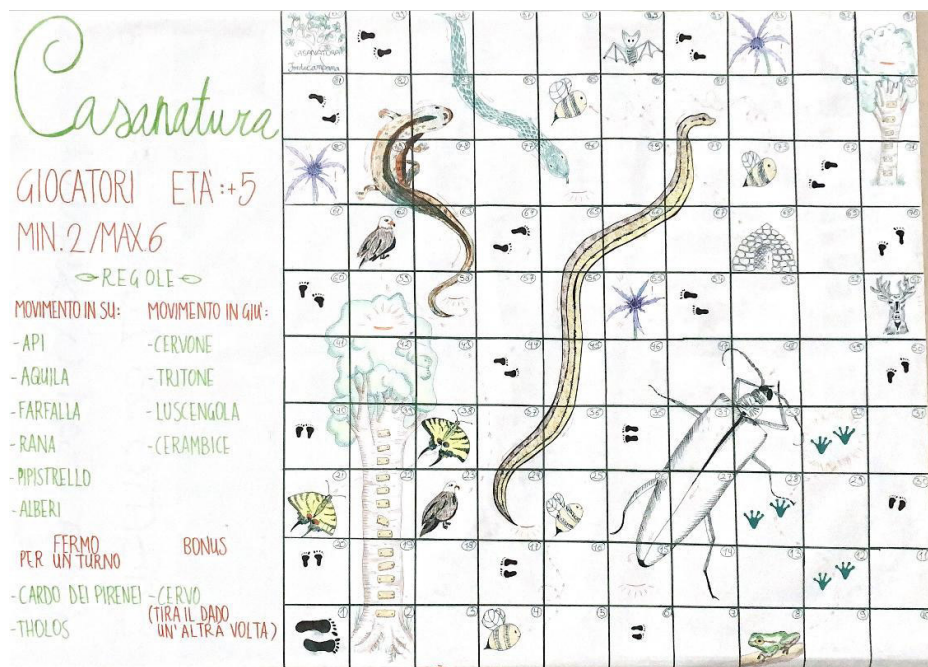
You might also visit the museum in Chieti and learn more about the story of this site.

• Mura Megalitiche

There is a different hypothesis about how the Mural has been built: Giant or humans with help of a lift? Make the wall with clay and recreate its residents. Who lived there? What was their daily life?

You can make a scenography and create a play to share with the community or school-mates.

e. Casa Natura Game / Carambici Game



f. The Stray Egg

Story (comics or animation or picture story) – to be edited

Once upon a time in Fontecampana Forest lived a hobby bird, the fastest of all species in the area. All small birds, night butterflies and bats were afraid of Hobby. But this spring she changed forever. Hobby lost her only egg which made her feel sad and lonely. Suddenly on a tree leave hobby saw the smallest eggs she has ever seen. They looked quite abandoned, nobody was Laing them, so the hobby thought “I have lost my egg and probably these eggs lost their mom, I will adopt them.” And she started straying the odd eggs. After a while she felt a little cuddle and she saw her babies. They were caterpillars, black, spotted with yellow, and carrying hairy tufts. After the first shock she started looking after them, bringing different small meat

meals that they totally ignored. Happy of being a mother, she accepted their choice and left them to eat leaf after leaf. Soon they became quite big and quite slow as well. At this stage they started transforming into a woven cocoon, for what hobby felt totally unprepared. “Ok, that might be what everyone calls teenagers, hiding in their rooms, not communicative.” – she thought. – “I will wait.” One evening hobby was just about to hunt for her dinner, when the cocoons suddenly started tearing apart, shaking and waving. Hobby was curious, what a manifestation is that? Out of the cocoon flew butterflies, big and beautiful, with bright colors, the front wings black with green highlights and decorated with white patterns, the hind wings bright red. Hobby felt so proud and so happy to observe the transformation of her babies. “We are still so different, but I know they will learn at least to fly!” – she whispered.

Tritone 		
Jursey tiger butterfly 		

Game (mix and match)

Mix the animals in the left column and the eggs in the right column. Match the animal with the right eggs

Italian tree frog 		
Dragonfly 		
Hobby 		
Hobby 		
Cerambici 		

g. Orchids: a Bug or a Flower (didn't have time to work on the idea of orchids, but wanted to put some emphasis on its importance and "intelligence" of these flowers, to make people curious to learn more about them, etc.)

"We shall find the most perfect and the harmonious manifestation of vegetable intelligence among the Orchids" (Maurice Meterlink in the "Intelligence of the flowers", 1907)

- *Vesparia* (*ophrys apifera*) – bee orchid.
- *La Muscaria-Formosa* (*Ophrys insectifera*) – fly orchid.

era) – fly orchid.

- *Ofride gialla* (*Ophrys lutea*) – Yellow-Bee-Orchid.
- *Pyramidal Orchid* (*Anacamptis pyramidalis*)

"methods and mental habits" of the orchids to attract the bee or the butterfly to do exactly what it wishes in the form and time prescribed.

The idea is to make a game with pictures of orchids and a bee and shadows to match is it a shadow of an orchid or a bee. Or "is there a bee on the flower"?



3. REFLECT

a. Wild Christmas in Bosco di Monte Pallano

When the snow falls in Bosco di Monte Pallano it becomes difficult for the birds to easily find food. Share your warm and cozy Christmas with the forest birds. They will reward you with a beautiful song.
Bird Christmas Cookies

Products:

- 2 cups raw bird seeds
- Unflavored gelatin
- 2 tablespoons cold water
- 1/3 cup boiling water

Mix the cold water with the gelatin and leave it for 1-3 minutes. Add the boiling water, stir, then add the seeds. Put the mix in cookie cutters and put a part of a straw in the upper part, then place in the fridge to set. Let them cool to normal temperature and remove from the molds. Take out the straws and use the small holes to pull the

thread through it. Tie the thread together. Bring it to the forest. Celebrate!

* Please, be careful to follow exactly the recipe. Don't bring food that is not appropriate for the birds.

b. Natural Mosaic

Tornareccio is a place famous for its beautiful mosaics. Become part of a common natural mosaic. Collect natural materials as sticks, pines, nuts, stones, etc. and add them to the panel in Casanatura. All visitors will become part of a community natural mosaic.

Or maybe we can do our own natural mosaics and make a contest?
Horizontal panel / accessible to visitors

During the workshop, a short educational video was realised in order to promote some cultural and environmental elements of the "Monte Pallano" Site of Community Importance. The video has been realised by Francesca Fontana, Giada Ciarcelluti and Christopher Carbonetti.



YouTube video thumbnail

outdoor **workshop** educatrion

Facilitator : Veronica Telese

Treeching



This booklet provides information about activities which can be used in nature. Educators or faciliators can use this booklet to provide learning for families.

Methodology

These activities have been designed for families who will come to visit this wonderful place. These are focused on the discovery of the nature of this area, especially the trees. The methodology used for the activities is based on 'Experiential Learning' (Kolb Cycle), this means that all the activities are connected to eachother. They start from the concrete experience, come to abstraction through the reworking of it, and then return to the next concrete experience. These are focused on the discovery of the nature of this area, especially the trees.

Aims

- This booklet is targeted towards families to create a stronger connection between parents/guardians and their children
- To raise the awareness of the importance of nature
- To disconnect families from technology and engage them in a natural environment
- To learn about the different species of life in the chosen area

This resource has been created for the use in Monte Pallano. The resource is specific to the species of trees found within this area. We suggest visiting the wood area marked No.3.



Autumn

1. Treasure Hunt

2. Sharing Experience

3. Jigsaw Puzzle

4. Tree Spying

5. Tree Show & Tell

6. Provide Checklist For Home

Winter

1. Tree Painting

2. Changes In Trees

Spring

1. Introduction

2. Identification

3. Leaf Transfer

4. Sun Gazing

5. Shaping

6. Leaf Face

Summer

1. Family Portrait

Appendix

1. Appendix 1

2. Appendix 2

3. Appendix 3

4. Appendix 4

5. Appendix 5

season: Autumn

Treasure Hunt(FOREST)

Objectives: Recognise the differences between trees; Improve the capacity to observe; Identify the trees

Time: 15 mins

Materials: Paper, Checklist (See Appendix 1) & Pencil

Description: The family goes into the woods with checklist in hand and they start exploring. In their path they will have to encounter (meet) trees and will have to recognise them on the checklist and find out their name

Sharing Experience(FOREST)

Objectives: To see how many types of trees they have found; To allow everyone to interact about their own experiences

Time: 5 - 10 mins

Materials: Checklist (See Appendix 1)

Description: Everyone gathered in a circle. Each family one by one will share their experience with each other. They will talk about the species they found, was it difficult, etc

Jigsaw Puzzle(FOREST)

Objectives: Know the parts of which the tree is composed; Understand how many different types of tree you can find; Develop reasoning & problem solving

Time: 20 mins

Materials: Tree puzzle (See Appendix 2)

Description: Each family receives puzzle parts that they will have to join to find out which tree it is. This will become their tree in the next activity.

Tree Spying With Lens(FOREST)

Objectives: To improve their observing skills

Time: 15 mins

Materials: Checklist (See Appendix 1), Lens, Pen & Paper

Description: Each family gathers around their tree, and they need to observe silently, and to find as many interesting things about their tree as possible, and write them down. Get the families to collect a leaf from their chosen tree. Encourage the families to try and recognise the name of the tree from the checklist provided.

Tree Show & Tell(FOREST)

Objectives: Sharing their own experience; Explain and describe the parts that caught their attention; Learn to ask questions to start the search

Time: 15 mins

Materials: Lens, Sheets (& Phones if optional)

Description: Equipped with a magnifying glass, all families go around the woods in search of details that have affected them and they will then share in circle time

Provide Checklist For Home(CENTRE)

Objectives: Continuation of the activity with the purpose of finding out how trees differ in other area

Time: 15 mins

Materials: Checklist (See Appendix 1)

Description: : Each family gets a checklist that they will bring home with them. That way, they can use it in their area to see if they can find some trees and to get to a certain conclusion on how & why place matter in tree placement.

season: Winter

Tree Painting(HOME)

Objectives: Create a painting of your chosen tree

Time: 30 mins

Materials: Tree, Paint, Paper & Checklist
(See Appendix 1)

Description: Locate a tree from the checklist. Paint the tree and the leaves. Take a photo of your work and upload it to the Facebook page.

Changes In Trees(HOME)

Objectives: To see the seasonal changes in a specific tree

Time: 5 mins

Materials: Camera / Mobile Phone & Chosen Tree

Description: Locate the tree used in the previous activity. Take a photo of it in winter and summer. Compare similarities and differences. Upload on Facebook your findings

season: Spring

Introduction(CENTRE)

Objectives: To use the palette to identify shapes & colours of leaves

Time: 5 mins

Materials: Palette (See Appendix 3)

Description: In the centre, the families are provided with a palette which has different leaf shapes & colours.

Identification(FOREST)

Objectives: To recognise and match the tree & leaf; To understand the shade of green & shape

Time: 10 mins

Materials: Palette (See Appendix 3)

Description: The families have previously been provided with a palette containing different leaf shapes & colours. The aim for this activity is for the families to recognise their tree from previous sessions and match a leaf from the tree to the palette.

Leaf Transfer(FOREST)

Objectives: To transfer an image or the leaf to piece of paper for further studying & to understand the shape

Time: 10 mins

Materials: Palette (See Appendix 3), Wax Crayons

Description: Using the leaf / crayons a similar leaf from the ground. Place the leaf underneath a sheet of paper. Using wax crayons lightly brush over the piece of paper to create a print or the leaf. This should be done on the same sheet of paper as the palette.

Sun Gazing(FOREST)

Objectives: To encourage their imagination and creativity

Time: 15 mins

Materials: Blankets / Bed sheets to lay on

Description: The families are encouraged to lay down on the floor but it is okay to stand up. They should spend 10 minutes in silence discovering shapes & figures in the sky using the leaves. They will then spend 5 minutes discussing what they found in circle time.

Shaping(CENTRE)

Objectives: Match your leaf transfer to the shape

Time: 10 mins

Materials: Leaf palette (See Appendix 3) & leaf shapes (See Appendix 4)

Description: Take your leaf transfer and match it to the leaf shape provided by the centre

Leaf Face(CENTRE)

Objectives: To use the shapes of leaves to create yourself or a funny face

Time: 20 mins

Materials: Outline of leaf shapes (See Appendix 5), Paper, Pens & Colours

Description: The families will connect their leaf transfer to a specific shape in the previous activity. Using this leaf shape they will create a face using colours. They can add a hat / scarf / hair.

season: Summer

Introduction(CENTRE)

Objectives: Create a family portrait

Time: 60 mins

Materials: Different leaf shapes, Paper,
Pens & Colours

Description: Create people using their leaf shapes as a base to create a family portrait of your family / fictional family.

Appendix

1. Leaf Checklist

Objectives: To use the shapes of leaves to create yourself or a funny face

Time: 20 mins

Materials: Outline of leaf shapes (See Appendix 5), Paper, Pens & Colours

Description: The families will connect their leaf transfer to a specific shape in the previous activity. Using this leaf shape they will create a face using colours. They can add a hat / scarf / hair.



Quercus Pubescens



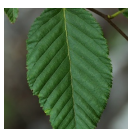
Quercus Cerris



Fraxinus Ornus



Carpinus Orientalis



Acer Carpinifolia



Acer Campestre

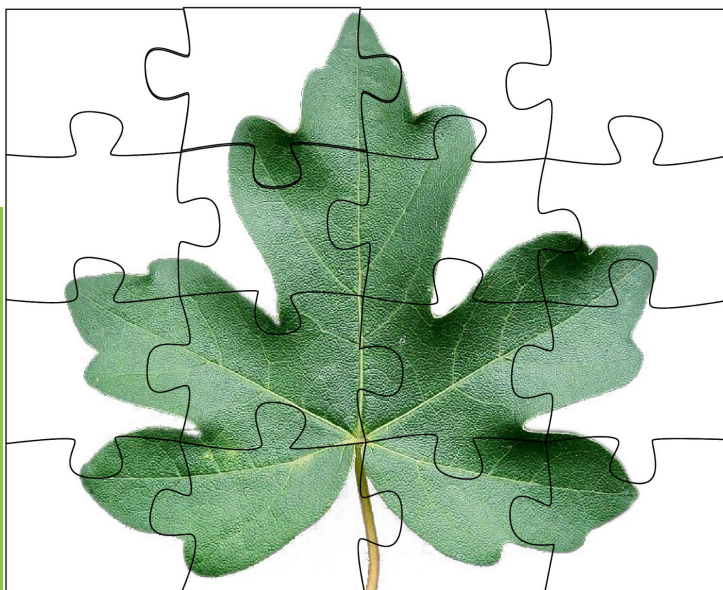
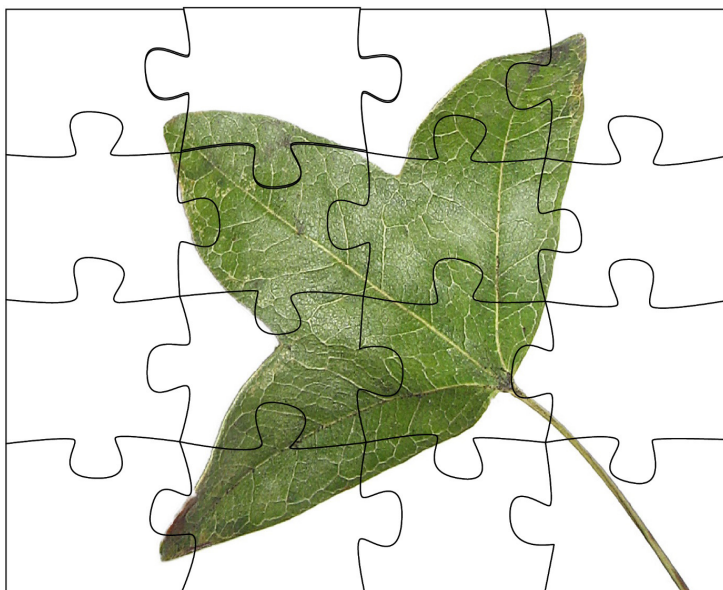


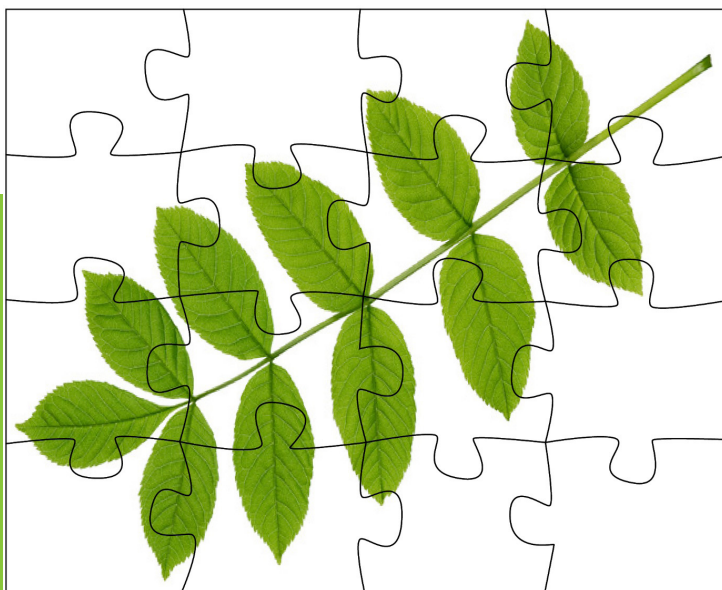
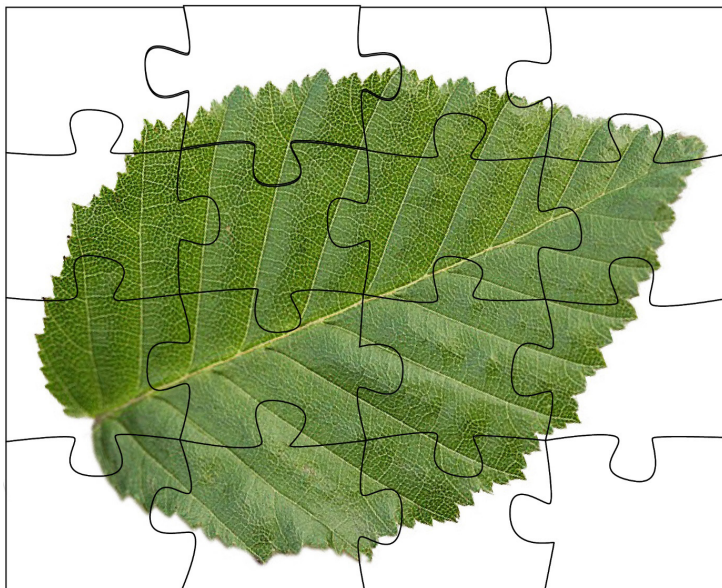
Acer Monspessulanum

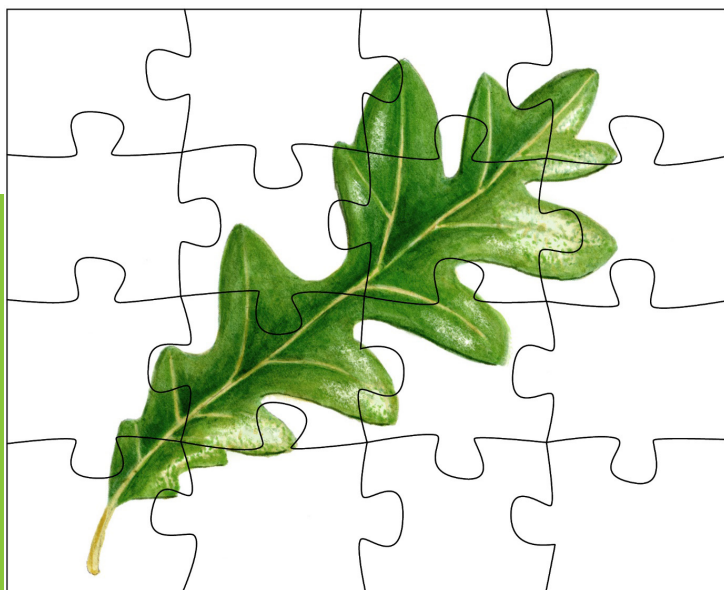
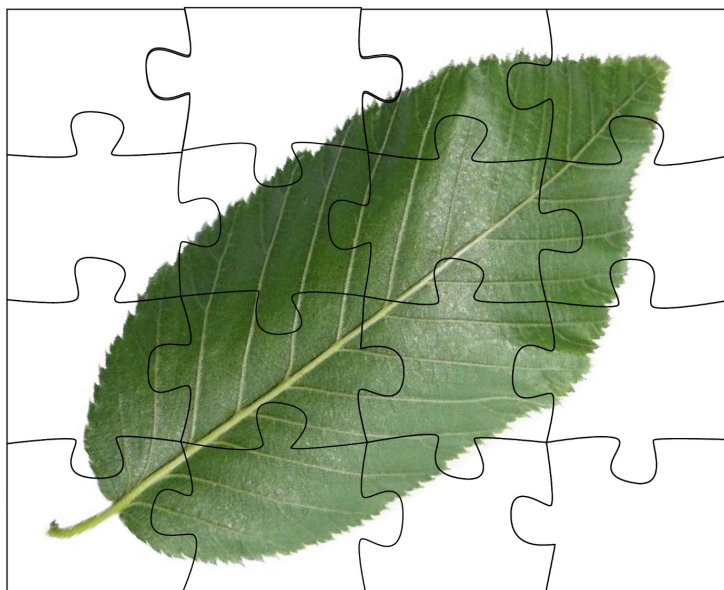


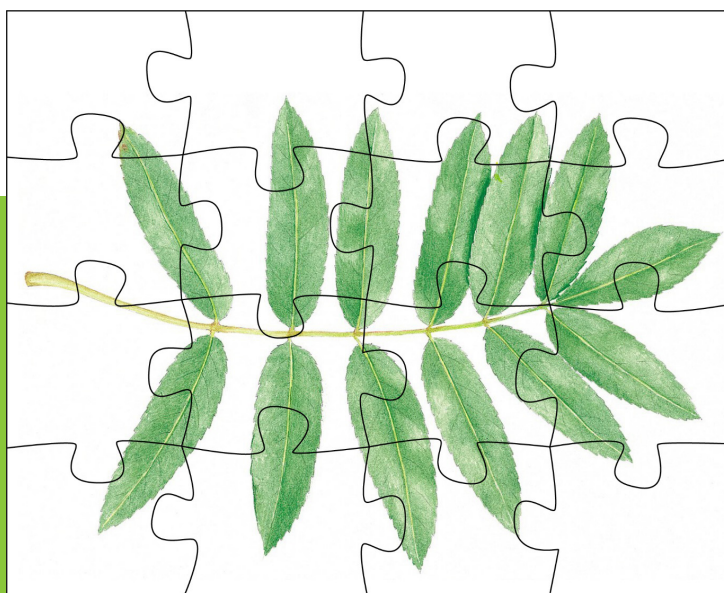
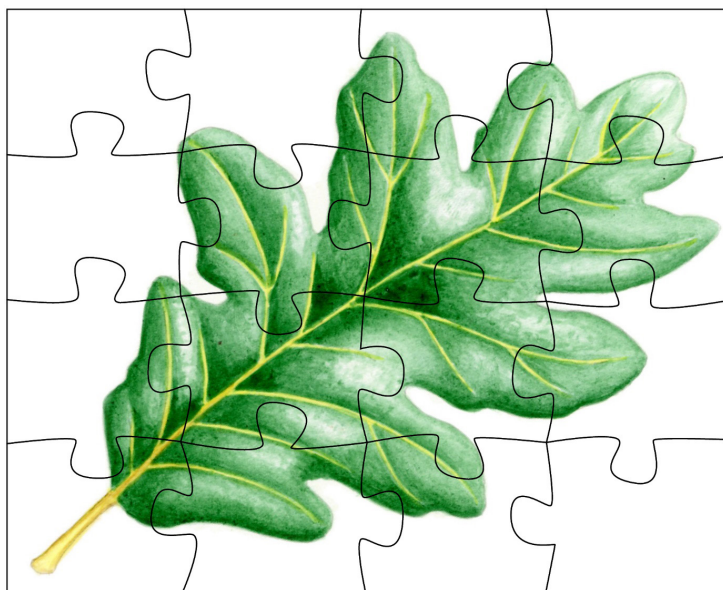
Sorbus Domestica

2. Jigsaw puzzle







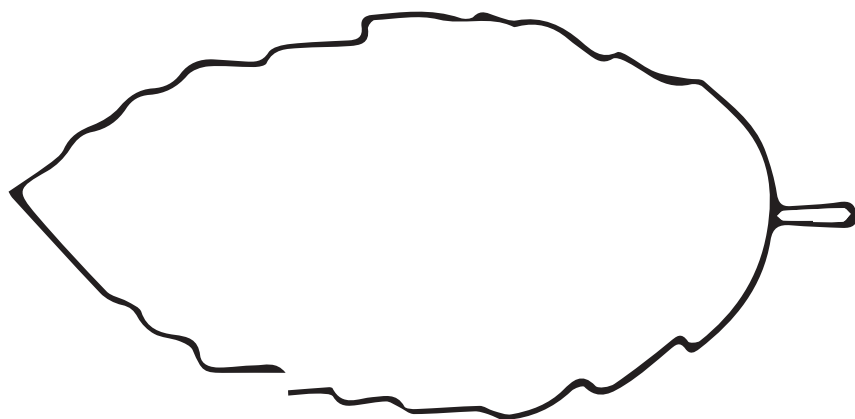
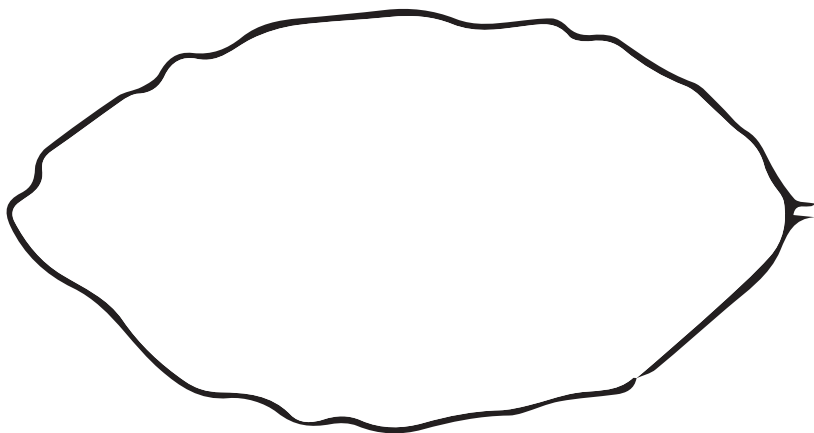


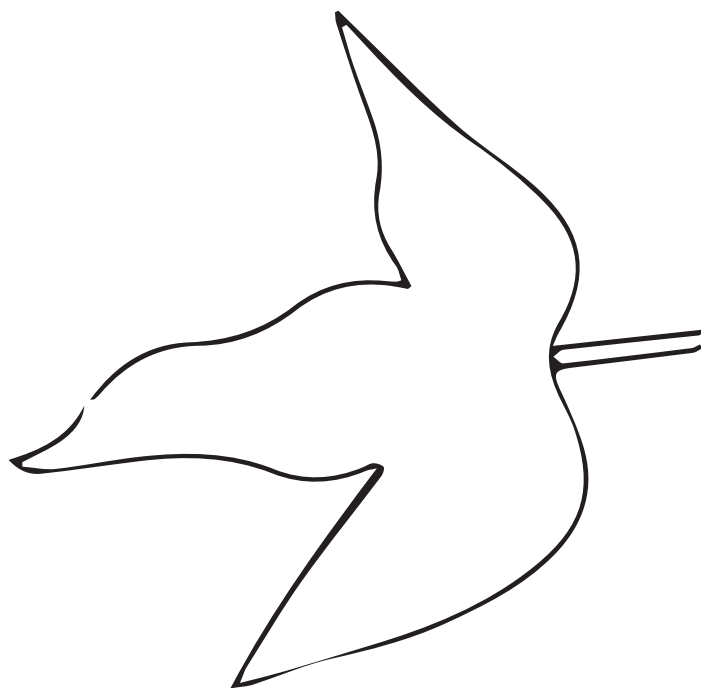
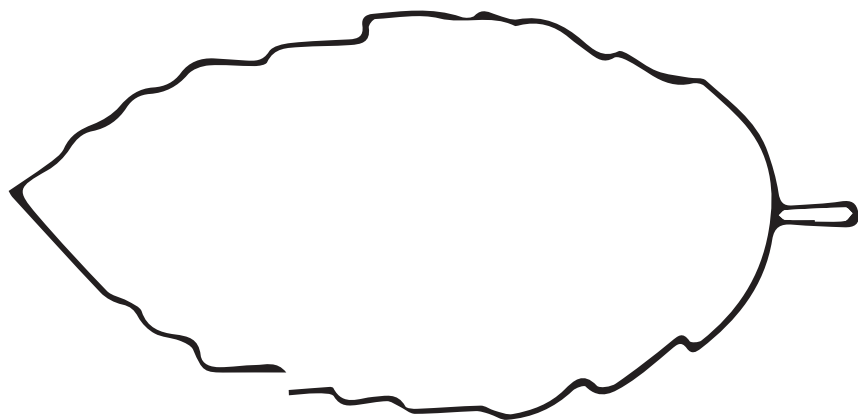
3. Leaf Palette

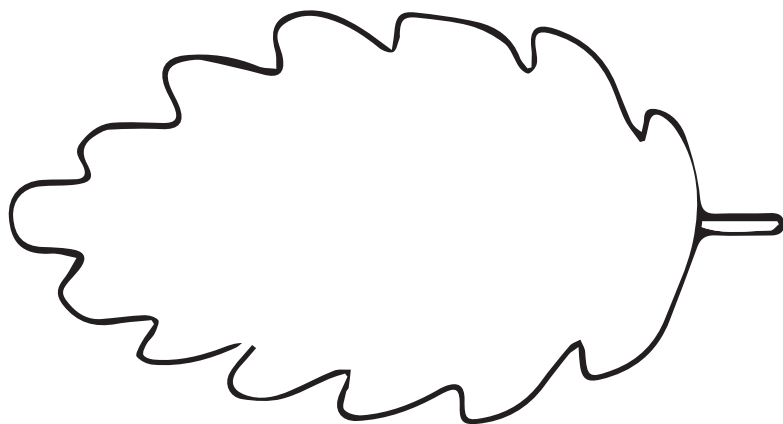
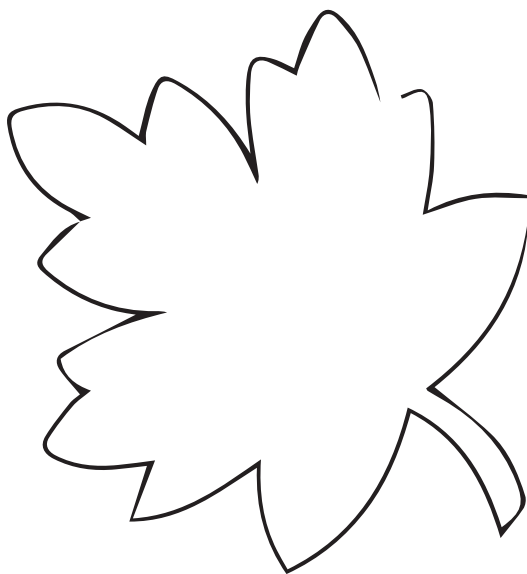
SHAPE		COLOR	
1 		A 	B 
3 	4 	C 	D 
5 	6 	E 	F 
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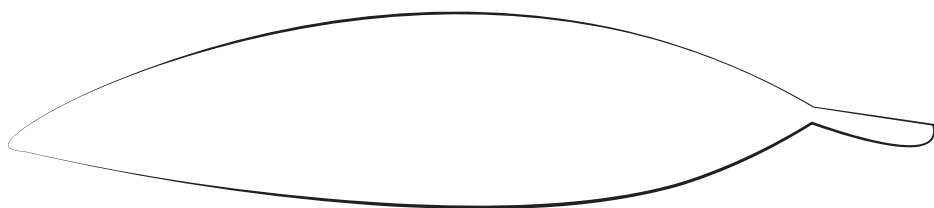
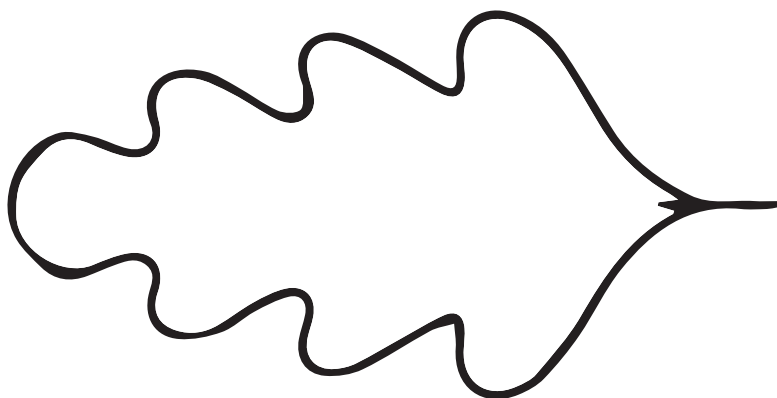
4. Leaf Shapes

 Wavy/ Ondulata	 Corrugated/Corugata	 Jagged/Dentata	 Webbed /Palmata
 Pennate /Pennatosetta	 Maple leaf/Acero	 Pinnately Lobed/ Pinnata-partita	 Lobed/Lobata









Webinars

During the project three webinars have been realised as a formative focus on topics and subjects directly expressed by participants in order to deepen specific issues and matters considered as useful and important for a better development of the activities and as a further growth in knowledge. The webinars are available also after their realisation in order to be shared with further participants and target groups.

1st webinar (20th July 2021)

“Environmental education: planning, implementation and practical experiences”

Speakers: Maria Laura Pierini and Paola Natale from Cooperative Terracoste, Italy
Link: https://youtu.be/1bWrMX_TMNM

Erasmus+ Program - KA1 – Multi-activities project
“NON FORMAL ENVIRONMENTAL EDUCATION TO ENHANCE YOUTH INCLUSION AND PARTICIPATION” (NFEI)

WEBINAR
20th July 2021 – h.18:00 (CET)

“Environmental education: planning, implementation and practical experiences”

Speakers: Maria Laura Pierini and Paola Natale from Cooperative Terracoste

Promoted by: In cooperation with:

The webinar reflects the views only of the authors and the Commission cannot be held responsible for any use which may be made of the information contained there in.

2nd webinar (27th October 2021)

“Importance and sustainability of outdoor education based on experiential learning”

Speakers: Sashka Vitanova, Valentin Hadzhiyski, Yasmina Ivanova from Estest-voizpitатели (Naturalexplorers), Bulgaria.
Link: <https://youtu.be/L1DBKDKQz4Es>



3rd webinar (24th March 2022)

“Community development and engagement”

Speakers: Alan Hulme and Stuart North from Urban Organic (UK) CIC, United Kingdom
Link: <https://youtu.be/XlhG1ANbzcc>



Participants

Seminar:

Valentin Hadzhiyski, Yasmina Ivanova, Sashka Vitanova, Giuliano Mellai, Sara Pacella, Giorgio Micoli, Nicola Salvatorelli, Mario Serrao, Nataša Dendić, Alan Hulme, Branislav Ristić, Nataša Pivašević, Deart Dervishi, Izabela Kallfa, Zoran Stojnić, Andrija Rašović, Đorđe Kamenarović, Debbie Davis, Courtney Clowes

Study Visit:

Jonida Hafizi, Lira Hakani, Nataša Pivašević, Zoran Stojnić, Margarita Koleva, Diana Nenova, Sashka Vitanova, Paola Natale, Veronica Telese, Giorgio Micoli, Nicola Salvatorelli, Mario Serrao, Nataša Dendić, Đorđe Kamenarović, Vedran Krnić, Courtney Clowes, Clare Farrelly, Eamon Darwen, Alan Hulme, Stuart North, Debbie Davies, Evis Mamaj, Bobana Radaković.

Training course:

Alan Hulme, Albena Varsano, Will Shelmerdine, Elitsa Diamandieva-Gogova, Petya Ruseva-Georgieva, Sashka Vitanova, Lucy Wright, Djordje Kamenarović, Alen Koljčević, Nikolina Petričević, Veronica Telese, Xhemi Jaupaj, Abdullah Laçi, Fatma Allamani, Uendi Qafa, Vladimir Topić, Tanja Boromisa, Zoran Stojnić, Giada Ciarcelluti, Branislav Ristić, Giuseppe Di Renzo, Mario Serrao, Lino Salvatorelli, Manuela Maggi, Giorgio Micoli

Youth exchange:

Iva Korović, Charlotte Day, Lucy Wright, Giada Ciarcelluti, Liam Humphreys, Miljan Petrović, Francesca Tinaro, Christopher Carbonetti, Katrin Gurkova, Isidora Prole, Francesca Fontana, Sara Pacella, Klea Kaciqi, Flavio Dervishi, Almida Shehu, Klea Petriti, Erlind Dervishi, Tea Babić, Đorđe Kamenarović, Polina Stoyanova, Nikolina Petričević, Courtney Clowes, Will Shelmerdine, Albena Varsano, Branislav Ristić, Snježana Blagojević, Anastasija Miljević, Luka Ugren, Katarina Borojević, Nikola Penchev, Valeria Ivanova, Eva Pankova, Veronica Telese,

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Rebecca Virtù, from the Circolo Legambiente Geo of Atesa,
The Environmental Education Centre "Casanatura Fontecampana" of Tornareccio
Amelio Ferrari, Director of the Regional Nature Reserve "Del Verde Waterfalls"
The association Donkeysiotte from Borrello
The Hotel "Rifugio dei Sanniti" from Borrello

Rachel Day at Weeton Barracks
Julie, Rachel and Emile at Parkview4u
Maria Felix Vas from BBC Radio Lancashire
John Hornyak and volunteers at Lytham Hall
Iain and Yvonne Johnstone from Fleetwood Civic Society
Ben, Keith and volunteers at Fleetwood Museum
Keely Jones from Wyre Council
Steve and Andy at YMCA Lakeside
Rob and staff at the Upside Down Cafe, Blackpool
Rick Hill at the Backpackers Hostel, Blackpool
James Sheliker from Acorn Woodcraft



We are all just human beings: for this reason it is possible that this dossier contains mistakes and inaccuracies.

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Thank you!

