



# ECO FACILITATOR'S GUIDEBOOK

COLLECTION OF ACTIVITIES  
WITH AN ECOLOGICAL APPROACH

FOR TRAINERS  
AND FACILITATORS



# EcoFacilitator's Guidebook

Collection of Activities with an ecological approach  
for trainers and facilitators

Collective authorship

Project financed by the European Union

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Participating organizations





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Many of the activities in this guide have not been created by us. Some come from who knows where, they have come to us in countless trainings and we have replicated them in many others. Others are from other authors (which are cited in this guide) and have been modified, adapted or transformed for the occasion. Some have been created by us, the participating organizations and the authors of the guide. All of them have been put into practice at some point throughout this project. The content of this guide is free, it can be used, copied, modified and edited, citing the source of origin.



# INTRODUCTION



Dear Reader,

Thank you for having this guidebook. We have added our experiences, passions, hard work and hearts into this collection. We truly hope you will find it useful in your work with people and groups and open more minds for conscious and ecological thinking. Let us introduce ourselves, the people, the authors and practitioners behind this guidebook that you are holding in your hands. This guidebook is a collection of the best practices of an international team who have tried these activities, have used in their works and now happily recommend it to you. This guidebook has a mobile app as well, that you can access easier get quicker.

# INTRODUCTION

## THE YOUNG ECO-FACILITATORS PROJECT:

The idea of the strategic partnership came across based on the demands on all of our local levels and in the international level when we previously met and worked together in 2016. During the annual evaluation of the partners- the members of the participating organizations wished to cooperate more on international level, and involve more the young people in the approach change process. This means more active participation for the young people, in order to pick up the habit of conscious thinking and acting every day. The formal education systems of today lacks the ecological approach and have really few opportunities and methods to reduce the isolation between humans and its natural inhabitant.

This project aims to prolong this experience and give the youngsters the opportunity to keep and practice this open mindset in the everyday life as well by educating people who are in direct contact with the youngsters by enabling them to work as effectively as they can. This could be reached by strengthening their facilitation and coaching competencies through the horizontal topics of human-ecology, sustainable development and environmental consciousness. From the previous experiences we found out that even though there are plenty of people who do facilitation, only a few have the actual skills, experience and knowledge of how really facilitation works. It is very important that all the participating organizations work attitude is mindful and conscious.

In the youth field, and in the non formal education as it is, facilitation has one of the most important roles in making the activity flow perfect.

In the project we had 40 international participants, who have participated in a 5 days long international training. In this book we share some of the methods we used in the training. The participants had the opportunity to use these methods during local activities, where all of them taught and explained to their peers why it was good to think a while before acting, or to think a bit about the global consequences of our daily decisions. This message is important in order to raise awareness beginning with an early age about how everything in our daily routine has some global impact.

The uniqueness of this project is that it would give the youngsters the holistic approach to environment and sustainability.



# INTRODUCTION

## THE ORGANIZATIONS INVOLVED:

### SZATYOR:

Szatyor Association was founded in 2011 and based in Budapest and in Etyek. Our aims are to raise awareness among citizens to be more environmentally conscious and act more sustainably especially in consuming food and every day, domestic products.

Szatyor provides space and opportunity for its members and everyone else to share with each other and with the public their knowledge, experience and results in the their own field. As an alternative green organization we want to show directions of how to be green, sustainable, conscious and healthy in our everyday lives.

By implementing different events such as for example eco-cooking classes, natural preserving of food, permaculture workshops and ecological food growing both in urban settlement and in the countryside, farm visit, we create a learning community to share, experience and be part of the positive change.

Apart from the topic of ecological consciousness, our organization is active on the youth field as well. We have realized numerous EVS volunteer hosting as well we organized Youth Exchanges in order to promote the philosophy of permaculture. Youth is the future, and they are seeds that will develop and become the ambassadors of the ecological way of living.



# INTRODUCTION

## TANDEM:

TANDEM n.o. works with young adults, and secondary school students on topics such as career guidance, civic engagement, leadership, entrepreneurship and participation. TANDEM n.o. has welcomed the idea of connecting to this project in order to find effective, transnational ways of exchanging know-how, best practices and sharing knowledge among different nations. It was founded in 2009 as a training and development organization, which through its work with individuals, communities and organizations aims to strengthen their self-esteem and sense of responsibility in Slovakia.

### TANDEM n.o. development model:

From the components, which are essential for the world's harmonious functioning, as its own main point of interest TANDEM n.o. highlights human identity. This is approached through work done in three main areas of human identity by programs and services of developing, supporting and empowering these individuals. Their three target groups are individuals, communities and organizations. They put a special emphasis on working with the Hungarian minority living in Slovakia, thus providing essential service in the field of self-knowledge, career orientation and organizational development in their mother tongue. The main objectives of the organization can be put into three very distinctive groups:

The first area is personality development. Over the past years the team has developed a very complex model of personality development, in which they offer different services, like self-knowledge trainings. This can happen individually, or in organized groups. Another service in this area, are personality development programs on festivals, designed to suite the festival surroundings.

The second area is organization and community development. TANDEM n.o. offers organization development trainings and counseling for other non-profit organizations. In this area they also work on their own community development projects, which consist of researches and community events. A good example of such service is the project called *Életmesék* (Life stories) in which with the help of young volunteers who collected stories from old people living among us. These stories were then edited and published in book form, thus having a chance of survival. This way the organization wants to strengthen cross-generational dialogues and also the involvement of the older and younger generation at the same time.

The third area is career guidance and counseling. They offer individual counseling, group activities and future planning trainings for high school students, career planning seminar for university students. One of their innovative programs in this area is a whole day festival-like career guidance program, called *Mesterségem Cimerre*. This program won the award for the best service in the area of career guidance competition „National price for career guidance 2013“ organized by Euroguidance Slovakia.



# INTRODUCTION

## MEDRA:

MEDRA is an association based in Asturias. It was born when a group of friends with common interest gathered together in the same place, after being travelling around the world. Medra is an educational project whose main objectives are: rural development, to preserve biodiversity and to promote entrepreneurship initiatives in rural areas. They also want to encourage alternatives ways of life and new projects in the countryside.

Along the last years, they have developed projects related with environmental education, fairtrade, agroecology, ecobuilding, ecofeminism and natural health. There is always a special significance to women and young people involvement and also people with social difficulties.

AGROECOLOGY: They have been working in organic agriculture since 2010. Medra has participated in the design and maintenance of urban gardens in Aller and Lena municipalities. Since 2009, Medra also take part in Biltar, a seed saving group that try to preserve organic local seeds in Asturias, as well as, teach about how to obtain and preserve traditional horticulture seeds.

LIVING IN NATURE: In 2010 one of our organization members started to create a life project in finca Ru'Castiello, located in Piñeres de Aller (Asturias). Ru'Castiello is a beautiful Cantabric forest where the people build and live in yurts (mongolian tent covered with felt and used for living). Also, in Ru'Castiello, they grow and produce part of their food and they work building yurts to be sold around Spain and other parts of Europe. After few months, other members of our organization started to collaborate in this project, learning about Ecobuilding, Agroecology and life in the woods. The common jobs we developed in Ru'Castiello are: to take care of the veggie garden, to fix and build yurts, to collect and prepare firewood, to clean the forest around... Ru'Castiello energy comes from solar panels and water supplies come from the Piñeres river, so we are almost self-sufficient. This is the main experience we can contribute with to living in nature. Also, some of the Medra team have spent some months living in other communities or projects in the countryside. For example, Lu Fanjul spent 2 years in Escanda, a mainly women community in Ronzón (Asturias). Here, they grow their own food and they have several projects that cover their necessities, the main one is a children summer camp, where the children learn English through nature experiences.

DEEP ECOLOGY: One of the members of Medra organization has a special interest in deep ecology. Estefanía has collaborated on courses about Holistic Science and Nature Connection in Asturias. In this course, she was leading activities that create a more sensorial and meditative approach to mother earth. She has been co-facilitating workshops like the Council of all beings, from Joanna Macy. She wants to keep learning about Ecopsychology and Deep Ecology to share these interesting therapies with more and more people.



# INTRODUCTION

## A.T.A - YOUTH ASSOCIATION FROM TRANSYLVANIA:

The Youth Association from Transylvania has been founded at the end of 2011. According to our Statute, we aim to help develop, promote and represent the general interests of the communities in Transylvania by having social, cultural, sporting, educational, recreational and professional training activities, and thus promoting the active involvement of youth in the perpetuation of ethnic, national and European values.

The objectives of the Association are to:

- a. represent the interests of personal, social, civil, professional, economic, sporting and recreational youth in Transylvania
- b. ensure youth involvement in the conservation of traditional, folk, cultural and ethnic values in Transylvania, and to promote these values on a national and international level
- c. improve youth access to opportunities offered for young people on a national, European and international level and offering information on this in our region, and
- d. collaborating and forming partnerships with other groups, associations and foundations in Transylvania, Romania, in the European Union and worldwide.

Immediate community: Population of the city is 10,000 and it is a semi urban area, meaning it has a lot of rural elements. Many villages also surround it. 96 % of the community belongs to the Hungarian minority. Our target groups are the children and the youth for whom we organize local and regional events and whom we send out to motilities internationally. We work with 3 high schools, 1 vocational school, 9 primary schools (in the city and villages) 7 NGOs which operate in different fields, a family type orphanage, a center for disabled youth, etc.

Wider community: Transylvania (1/3 of Romania with a population of 7 million), we operate also on regional level, by implementing exchanges in other regions and by selecting youth to go to outgoing motilities from Transylvania.



# INTRODUCTION

## THE PEOPLE BEHIND:

### ERIKA KARMAN



Erika Karman is one of the founders of SZATYOR Association. She has over 15 years of national and international non-formal training experiences, and has provided courses and workshops in human ecology, deep ecology and art of hosting. In the organization she is actively involved in strategic planning, project management, learning processes, designing and mentoring young age volunteers. She is one of the main coordinators of this project as well, and one of the trainers of the Training.

### DORA HALASZ



Dora Halasz is the project writer and coordinator of the project. She holds this project together and helps to keep in track with deadlines, duties and expenses for smooth cooperation and beautiful results such as this wonderful guidebook.

### MARIA BORVAK



Maria Borvak owns a MSc in IT and works as an active trainer and as the professional leader of TANDEM. She had participated in an international European Voluntary Services project. She has led various projects of training and methodology development in the following areas: minority rights and democracy basics for youth, methodology trainings on educational methods for teachers and youth workers, developed gamified entrepreneurship trainings. She was the main coordinator of one of the main projects, called Mesterségem Címerre, a career orientation day for secondary school students. She also has great work experience with multinational projects, and has led study trips and kept in touch with foreign partners and international organizations. She is also the one responsible for sustainability issues in the organization, whether it is developing the organization's long-term plans, or executing projects.

### TÜNDE SZENDI



Tünde Szendi works as a project coordinator in TANDEM, n.o. and she is also instrumental in realizing some Erasmus+ projects. She has experience both in formal and non-formal education with children and youth.



# INTRODUCTION

## JULIA PLASENCIA MATUTE

Medra's president. She has extensive experience in volunteering and non-formal education, has taken part in the management of international cooperation projects in Haiti and collaborated in school exchange projects between France and Mali-Senegal. She has a degree in Audiovisual Communication and is certified instructor and Leisure Time Environmental Educator. Currently it is developing a community project in rural areas where agro-ecology and development of an orchard of consumption, management of forest resources, bioconstrucción generating a life and self-employment are included.



## LUCÍA DÍAZ FANJUL

Medra's vice president. She has extensive experience as a facilitator of groups as well as in the field of non-formal education and environmental journalism. She has years of experience as a member of self-managed community projects where community life is developed. She has experience as a trainer of youth and adult experiences in nature, has a degree in Journalism and a MSc in Environmental Journalism. She is an educator and environmental certified instructor and Leisure. Currently she is developing a self-employment project in an ecological nursery garden. She has years of training in the field of agro-ecology and feminism and is actively involved in other associations and networks in rural areas.



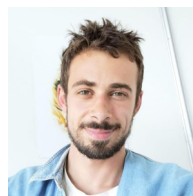
## ESTEFANÍA BRAVO ROMÁN

Treasurer and member of Medra. She has solid experience as a trainer and coordinator of youth volunteer groups, has worked for European and international associations, especially in the field of environmental education, nature and sustainability. She has been part of the facilitation and implementation of European Erasmus + projects with Biodiversa (Asturias) association. Has solid experience in non-formal education with children, youth and adults, interest in education methods and holistic science applied to their fields of work. She has a degree in Environmental Science and a MSc in management of water systems. She is a certified environmental educator. Furthermore, she is Yoga instructor and currently studies techniques related to natural medicine and health self-management. She is passionate about healthy food and agro-ecology, which she experiences every day.



## SERGIO SANTURIO

Sergio Santurio is the author of the drawings that illustrate this guidebook. Sergio is a painter and experimental artist of Asturian origin, whose work is strongly linked to nature.



# INTRODUCTION

## NAGY GEZA ATTILA



Attila is one of the main contributors for the guidebook, one of the trainers in the training courses and the coordinator of this project on behalf of the Youth Association from Transylvania, which is an NGO from Romania. He established this NGO in 2011 with some friends in order to show Europe to Transylvania and Transylvania to Europe. Although they work in many fields, a main pillar of their activities sits on sustainable, rural, ecological lifestyles. They do youth exchanges, workshop, team building activities focusing on these, and other themes like fair trade, eco-footprint and food equity. Attila's job in the NGO is to write and implement projects, train and facilitate mobility projects and communicate with partners. This makes him travel in a lot of interesting places and meet amazing and extraordinary human beings. On a personal level, he loves travelling, hiking, hitchhiking and watching movies.

## RÉKA GAGYI



Reka Gagyí is the program coordinator of Youth Association from Transylvania. She works with youth 90% of her time, which makes her happy, motivated and fresh all the time. She travels a lot to meet new places, people and topics, and because of that she feels herself as a very lucky person. In her personal life, she loves to be outside in the nature, in the garden, travel in her own region with her family and friends. Being part of this “Eco Facilitator” project was something special in both her professional and personal life.





# COMMUNITY BUILDING



Communities grow stronger when citizens regularly and persistently do a variety of simple things together that give them chances to connect with others, build trust and get involved in doing things together. The web of trusting relationships that grows from people sharing food, helping others with everyday tasks, and joining together to recognize, help, involve and entertain one another makes bigger joint ventures possible and strengthens resilience. These are the reasons that make Community Building such an important issue in our modern world.

Community building is a field of practices directed toward the creation or enhancement of community among individuals within a regional area or with a common interest. A wide variety of practices can be utilized for community building, ranging from simple events like potlucks and small book clubs, to larger-scale efforts such as mass festivals and building construction projects that involve local participants rather than outside contractors.

In our opinion apparent loss of community in the societies of industrialized nations are a key cause of social disintegration and the emergence of many harmful behaviors. Building community is a mean to increase social justice, individual well-being and reduce negative impacts of otherwise disconnected individuals.

We would like to show you some good ideas, so there are many different good practices described in this chapter prepared by a group of civic leaders who want to support Community Building.

# COMMUNITY BUILDING

## DANCE ON A LOG

AGE GROUP: 12 +

KEYWORDS: Team building, name learning activity

TIME: 15 - 20 min

NUMBER OF PARTICIPANTS: 8 - 25

OBJECTIVES:

Learning names in a natural environment, team building

PREPARATION:

Make sure that the log is dry and not slippery. Get rid of dangerous objects around the log

TOOLS NEEDED:

A wide log (6-12 m) or tape/rope on the ground that is the size of such a log

DESCRIPTION:

The trainer asks the group to climb onto the log randomly. Then he explains the rules: The aim is to move on the log, in order to make a row alphabetically, according to the first names. It means that the first person on the right is for A etc. One more rule: everyone must stay on the log while arranging themselves.

Every time someone touches the ground, that person, or the whole group, must return to the starting position. The task is finished when all the members of the group reach their position without falling and one by one, loudly, say their names in the alphabetical order.

VARIATIONS:

You can make this activity indoor and easier – you can use just tape on the ground. The activity can be repeated few times, with using birth dates etc.

RESOURCES:

<https://www.salto-youth.net/tools/toolbox/tool/outdoor-academy-manual-of-educational-program-for-youth-groups.2368/>



# COMMUNITY BUILDING

## DIFFERENT WAGES

AGE GROUP: 12 +

KEYWORDS: Work, gender, discrimination and intolerance

TIME: 60 min

NUMBER OF PARTICIPANTS: 12 +

### PREPARATION:

Prepare the labels. These should state only the sex and age of the workers. Use the list of worker's; wage rates for reference. Think of a concrete task that participants can do. Collect together any equipment or materials that they will need in order to do the work.

### OBJECTIVES:

To confront participants with the realities of discrimination at the workplace

To develop skills to respond to injustice and defend rights

To promote solidarity, equality and justice

### TOOLS NEEDED:

Labels, one for each participant/worker, money tokens and 1 copy of the Worker's wages list:

|     | Sex    | Age      | Pay in % |
|-----|--------|----------|----------|
| 1.  | Male   | 16 years | 50       |
| 2.  | Female | 16 years | 30       |
| 3.  | Female | 17 years | 30       |
| 4.  | Male   | 20 years | 70       |
| 5.  | Female | 19 years | 60       |
| 6.  | Male   | 22 years | 70       |
| 7.  | Female | 23 years | 80       |
| 8.  | Female | 24 years | 80       |
| 9.  | Male   | 26 years | 100      |
| 10. | Female | 32 years | 90       |
| 11. | Male   | 35 years | 100      |
| 12. | Male   | 37 years | 100      |

### DESCRIPTION:

1. Explain to the participants that they are workers and have to do some work for their employer (you!). They should not worry; everyone will be paid. You don't agree with slavery!
2. Hand out the labels at random, one to each participant.
3. Explain the task and make sure everyone knows what they have to do.
4. Let people get on with the work!
5. When the tasks are all completed, ask people to queue up to be paid. Pay each person according to their age and sex as laid out in the list of worker's wage rates. You should count the money out aloud so everyone can hear and all are aware of how much each of the others is getting.
6. If participants start to question or complain, give brief "reasons", but avoid being drawn into discussion.
7. You will have to use your own judgement about how far to go, but stop when you believe it is beginning to get too heated! Give everyone time to calm down and to get out of role, and then sit in a circle for the debriefing.

### Debriefing and evaluation:

Take the discussion in stages. Start with a review of the simulation itself:

- How did it feel to receive more or less than other workers even though everyone did exactly the same task?
- Why did some people receive more (or less) than others? What were the criteria?



# COMMUNITY BUILDING

- How did it feel to get more than others? How did it feel to get less than others?
  - Does this sort of discrimination happen at workplaces in your country or community?
- Next, talk about remuneration on the basis of sex:
- Can different pay for the same job, when done by a man and a woman, be justified? Why? Why not? When?
  - What if a man does the job better than a woman? Is that reason enough for paying the woman less?
  - If a man is more qualified than the woman, does it follow that he should be paid more?
  - Do you think that there are jobs that should be done exclusively by men? Why? Why not? If yes, which jobs?
  - Do you think that there are jobs that should be done exclusively by women? Why? Why not? If yes, which jobs?
  - Do you think that the practice of affirmative action (or positive discrimination) can be justified in order to change social attitudes?
- Finally, go on to talk about remuneration on the basis of age:
- Is there a policy for different wages on the basis of age in your country? If not, do you think there should be?
  - What is the rationale for applying this kind of policy, especially in the case of young people?
  - What do you think about this type of policy? Is it good? Bad? Necessary? Unnecessary? Give reasons.
  - Which human rights have been violated or are at stake in the activity?
  - How can people claim these rights?

## VARIATIONS:

Instead of the facilitator paying out the money, two participants can be the cashiers.

Depending on the task you have chosen, you can set a time limit for completion, like a factory. If the task is very simple, or you have fewer than six participants, you could have three or four rounds, each round representing one day's work. After each round, the workers go to the bank, sign a document and get their salary for the day. Expect that some participants will quickly realise how unfair the wages are and will complain. In this case you could sack them and tell the remaining workers that they will have to work harder. Be prepared that at this point the workers may call a strike. Beware that the participants don't get carried away and be sure that you keep your sights on the original learning objectives.

If you do not feel it appropriate to do this activity as a simulation you could adapt the information to use as a basis for discussion. Make a "fact sheet" for each worker with information about the work they do, their age, sex and remuneration. You could also include other details such as educational background and professional experience. Alternatively, you could develop a few in-depth case studies for different workers. However, you should be aware that discussion alone will not stimulate the strong emotional response that you get through experiencing the simulation.

## RESOURCES:

<https://www.coe.int/en/web/compass/different-wages>



# COMMUNITY BUILDING

## COMMENTS:

If you need to add or to delete some workers from the list, make sure that you still have a balance of sexes and people of different ages. If the group is large or if you want to get into a deeper discussion about the two different types of discrimination, it is a good idea to sub-divide the group into two groups. Then one group can take the task of discussing discrimination on the grounds of sex and the other discrimination on the grounds of age.

What sorts of tasks are suitable for this activity? It should be exactly the same task for every worker. Also try to choose something that can be done by several people at the same time, so it does not become tedious for people to wait and watch. Think about the following:

- If you want to go outdoors, can it be done during that season of the year?
- Do you have enough room?
- Can it be done equally easily and well by people of different ages and by both men and women?
- Is it safe?
- Will people feel embarrassed or refuse on ethical grounds?
- How long will it take?
- Does it require many skills?
- How can it be repeated several times over?

## Examples of tasks:

- Clean the blackboard/whiteboard and neatly write a given phrase on it.
  - Take books off a shelf and put them in a box. Carry the box to the other side of the room and unpack the books onto a second bookshelf.
  - Make an origami (aeroplane or simple hat).
  - Clean the working room or a defined area of the garden.
  - Collect litter or rubbish from a defined area in the neighbourhood.
  - Wash the windows of the school / building where you meet or wash the teacher's/ trainer's cars!
  - Collect three different types of leaves and mount them on a piece of paper.
  - Look up the definition of a word and write it on a piece of paper. (If you choose different words, each relating to human rights, then at the end you may have a short glossary of terms!)
- When you are paying out and have to give explanations for the different salaries, you will have to think up "reasons". They can be grounded in what actually happened or they can be ridiculous. For example:
- Someone who stumbled gets less
  - Someone who smiled and looked happy gets more
  - It's Friday!

Because women earn less, on average, than men, they must work longer for the same amount of pay. To illustrate this, European Equal Pay Day is observed on a Tuesday because Tuesday represents how far into the week women must work to earn what men earned the previous week.

The issues about inequality of workers' remuneration are different in different countries and also different depending on whether the issue is age or sex discrimination. Discrimination on a gender basis is nothing more than evidence of discrimination against women. Historically,



# COMMUNITY BUILDING

women have been disadvantaged in the social, political and economic spheres. Examples of discrimination against women in the workplace include discrimination during the selection and interviewing of job applicants, discrimination in relation to promotion prospects and the fact that, on average, they get lower wages than men. It is a violation of the right to fair remuneration when women receive less than men do for doing the same job.

As workers, young people should also receive fair remuneration. However, here the situation is complex and differs from country to country. In general, the unemployment rate for young people is higher than for adults.

Although the principle of equal work for equal pay is generally upheld, youth remuneration is often held to be a special case and many countries have policies that allow young workers to be paid less than an adult for the same job. These policies are justified on two grounds. On the one hand, there is the aim to discourage young people from entering the labour market and to encourage them to stay at school to gain a good education. On the other hand, it should still be attractive for employers to hire inexperienced and low-skilled young workers, especially the ever-increasing numbers of school drop-outs, who otherwise would be "loose on the streets", getting into trouble and being a burden on the state. The application of this kind of policy and its success in decreasing youth unemployment varies from country to country.

The European Committee of Social Rights (the implementation body of the European Social Charter) does not view low pay for young people as incompatible with the guarantee of a fair wage so long as the difference is reasonable and the gap closes quickly. For example, a wage 30% lower than the adult starting wage is seen as acceptable for fifteen to sixteen-year-olds. However, for sixteen to eighteen-year-olds, the difference may not exceed 20%.

Youth wages are not always low. In fact there are a lot of well educated young people who earn a lot of money - too much in the eyes of some people! For example, young people flourish in the sectors based on new technologies and receive far higher remuneration than older workers who are close to retirement age.



# COMMUNITY BUILDING

## ECO-MINE-FIELD

**AGE GROUP:** 8 – 20 (possible to include younger or older participants if the questions are modified)

**KEYWORDS:** Trivia, environment, competition

**TIME:** 35 min. 5 for instructions + 30 for activity

**NUMBER OF PARTICIPANTS:** 2-8 (possible to do as a single team or team against team)

**PREPARATION:**

The ideal setting (outdoors, room size, etc): outdoors or inside, at least 3 x 3 m, but the activity can be adjusted depending on grid size.

First part: prepare set of questions / tasks or discussion topics about environmentally friendly issues.

Examples of questions: What can we do to protect forests? What is the logo of Sustainable Agriculture?

Second part: prepare the activity grid (suggested 6 x 6 squares), each of the squares has paper on it with a bomb card or question card. The paper sheets should be face down and their backs should look identical.

**OBJECTIVES:**

Raising awareness on individual actions that a person can do to make more environmentally friendly choices in daily life. Developing cooperation skills in the group.

**TOOLS NEEDED:**

A round fabric (diameter ~2,5 m with a hole in the middle and a small ball that can go through the hole. Material to make the grid (chalk, tape or strings), paper sheets with questions/bombs (if done outside need to think about tape or rocks to avoid losing of the papers with the wind).

|  |   |   |   |   |  |
|--|---|---|---|---|--|
|  | X |   |   |   |  |
|  | X | X |   |   |  |
|  |   | X | X | X |  |
|  |   |   |   | X |  |
|  |   | X | X | X |  |
|  |   | X |   |   |  |

Starting point

|   |   |   |   |   |   |
|---|---|---|---|---|---|
|   |   |   |   |   | X |
|   |   |   |   |   | X |
|   |   | X | X | X | X |
|   |   | X |   |   |   |
| X | X | X |   |   |   |
| X |   |   |   |   |   |

Starting point



Questions are placed on the grid in a manner that it forms a passage from one side to the other. Participants can move forward or to the sides (not diagonally).

Possibility: prepare attractive visual identity (make posters, warning signs "danger zone" etc.)



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## DESCRIPTION:

Start with an ice breaker: The group forms a circle and hold the fabric in their hands.

Second (Story telling): the activity leader/storyteller explains that environmental problems are complicated and team effort is needed to solve them. The ball represents the planet Earth and teams' task is by mutual effort to avoid the falling of the ball in to the hole which represents environmental disasters. Close the activity with a short discussion about the importance of everyday actions of individuals in order to help the environment. Then invite the participants to the activity grid to start the main activity about the steps they can take to live more eco-friendly.

Continue with the main activity where you invite the group to the bomb grid, all the participants are standing on the starting side. The first participant chooses the first step into the mind-field trying to find the way to the other side. The group is allowed to help, suggesting the correct way. If the participant choose a "Bomb" field everybody has to shout "BOOOM", then the participant goes off the activity and the next group member continues. If the participant chooses a "Question" field then he has to answer the question/task, if answered correctly he can continue to make another move. If the participant is struggling to answer the question – the group can help. Each participant has to start from the starting position, trying to remember the correct way, but they don't have to answer again the questions that were answered correctly. It is suggested that the activity leader involves the whole group by asking extra questions etc.

When one of the participants manages to get to the other side of the grid, all the participants have to repeat the way and go through to the other side.

Once the grid is done by one of the teams, the participants are asked for a debriefing. The suggested way to do this is to invite youngsters to place themselves in a line where one side represents 0 and the other 10. Some possible questions: Did you learn anything new by the activity? Do you think that individual actions can influence the environment? Do you think that by choosing eco-friendly habits you can inspire others to follow you? Would you share the gained knowledge with your friends/family? By placing themselves on the scale they express their agreement or disagreement and this can be used to ask additional questions, create a discussion.

## VARIATIONS:

Grid size and number of questions could vary depending on the age group, number of people and time that you have for doing the activity

## RESOURCES:

<https://www.salto-youth.net/tools/toolbox/tool/green-gaming-environmental-education->



# COMMUNITY BUILDING

## FIRE MAKING

AGE GROUP: 12 +

KEYWORDS: Fire, nature, responsibility

TIME: 30 min + more for keeping it and storytelling

NUMBER OF PARTICIPANTS: 3 +

PREPARATION:

Find a proper, safe camping space

OBJECTIVES:

Getting involved in fire making the youth can gain motor skills (cutting and carrying wood), physical resistance, confidence, respect for nature, understanding of nature, responsibility and initiative, etc.

TOOLS NEEDED:

Firewood, matches, water for making the place safe after the activity is done. First aid kit.



DESCRIPTION:

It is a very simple activity which has special effects on those who take part in it. The modern lifestyle has kept the fire far from us. Different heating systems have replaced the fire, thus we have become disconnected from one of the natural elements (fire, water, earth, air).

The fire is like a medicine and its hypnotic powers heal the body, gently nurture the heart and bring the mind in a calm and meditative state. All these things make us be more present and connected, with ourselves, the others and the nature. Fire is a perfect tool of mindfulness.

Gathering the wood from the forest, making the fire, sitting in a circle around it and keeping the fire alive are ancestral elements which make us be more whole and rooted in nature.



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Making fire could be very empowering for youth who lack self-confidence and practical skills.

Around the fire beautiful stories can emerge from the hearts of the people, warmed by the fire, thus the sense of community, compassion and joy will emerge.

## VARIATIONS:

The whole activity can be organized as a challenge, a task division activity, a role play activity, etc

## RESOURCES:

<https://www.salto-youth.net/tools/toolbox/tool/tools-and-methods-for-eco-centric-youth-work-booklet.1969/>

## COMMENTS:

Spending important time on safety instructions related to protecting the participants and the nature is very important



# COMMUNITY BUILDING

## OBJECT SHARE

AGE GROUP: 14 +

KEYWORDS: Reflection, nature, art, communication

TIME: 45 min

NUMBER OF PARTICIPANTS: 10 +

PREPARATION:

TOOLS NEEDED:

OBJECTIVES:

Realizing and expressing their role in the team

Learn to receive feedback

Develop methods to elaborate on difficulties in communication and cooperation in the team

Observe how important is the personal mobilization of each member towards the accomplishment of the collective goals

DESCRIPTION:

The trainer gives a few minutes to the participants to find two objects around them (e.g. stones, wooden sticks, leaves). Each person brings in and passes around the first object they have chosen, and shares what they think they have contributed to the team. Using the second object they share what they have found difficult working together and things that could be improved in the collective functioning. Once done sharing the objects are placed down on the ground one close to another forming a shape or statue.

Consider the following questions when doing the debriefing:

Why did you choose this item to represent your contribution to the team? How do you feel about your role in the team? Why did you choose this item to represent difficulties in the collective functioning? Which do you think are the reasons for the issues that you pointed out? What could be a solution? How do you feel while sharing it with the rest of the team? Is it easy/hard for you? Why? What do you expect from the team and yourself regarding the next steps?

VARIATIONS:

Create a mosaic with the objects they collected as a team

RESOURCES:

<https://www.salto-youth.net/tools/toolbox/tool/outdoor-academy-manual-of-educational-program-for-youth-groups.2368/>

COMMENTS:

Make sure that people who might have negative feelings to share are given enough space/time and emotional care to express them without the fear that they will be rejected.



# COMMUNITY BUILDING

## ONE MINUTE

AGE GROUP: +13

KEYWORDS: Perception, nature, reflection

TIME: 5 min

NUMBER OF PARTICIPANTS: 15 - 30

OBJECTIVES:

Increase understanding of others' perspective and perceptions.

TOOLS NEEDED:

Stopwatch

PREPARATION:

DESCRIPTION:

Ask your participants to sit comfortable on the ground and close their eyes.

The task for them is to count 1 min in their mind and open their eyes and stand up when they think the minute has passed.

Rules: Participants cannot use any device to measure the time (only the trainer can) and cannot make any noise. When they open their eyes they have to wait in silence for the others. The trainer does not inform the group that 1 minute has passed.

For debriefing ask the following:

Was it an easy task? Who was sure to make it? Has everyone opened their eyes at the same time? Why the group didn't open their eyes together? Why do you think it is important to "see with someone's eyes" during active listening? In your life, did it happen to you to misjudge a situation?

RESOURCES:

<https://www.salto-youth.net/tools/toolbox/tool/outdoor-academy-manual-of-educational-program-for-youth-groups.2368/>

COMMENTS:

Pay attention to the time and count the time difference between first and last person who has opened the eyes. This exercise helps youngsters to understand that even something so obvious as 1 minute, can be interpreted and understood in many different ways.

Misunderstandings often cause unfair judgment and conflicts. It is important for youngsters to accept individuality and during active listening try to see with the eyes of the speaker.



# COMMUNITY BUILDING

## OUR FUTURES

AGE GROUP: + 5

KEYWORDS: Children, environment, health

TIME: 60 min

NUMBER OF PARTICIPANTS: 6 + (small groups of 3 - 4)

TOOLS NEEDED:

Paper for drafts. Large sheets of paper for the final design. Paints, brushes, pencils, pens and markers. Materials for a collage, for example, coloured paper, magazines, twigs, rice, beans, dead leaves, shells, drinking straws. Scissors. Glue and tape. Pictures or photographs of how the neighbourhood/town looked ten or twenty years ago (optional). Maps of where you live, both old and new maps (optional)

OBJECTIVES:

To develop understanding of community life, rights and responsibilities

To practise skills to discuss openly, work in a team and to have vision

To promote curiosity and belief that the future is in the hands of every young person and that what they do matters

PREPARATION:

Gather the materials, prepare the space according to group size

DESCRIPTION:

1. Introduce the concept of change over time. Ask participants to think back to when they were younger and what their homes and the local streets looked like, and how they have changed. Have any of the rooms in the school or centre where you meet been redecorated, or is there any new furniture? Are there any new buildings in the neighbourhood, for instance, shopping centres, housing estates, roads, play parks or cycle tracks?
2. Ask people why these things have changed and who made the decisions about what should be renewed and how it should be done. For example, did a particular housing scheme provide much-needed, low-cost housing for local people or was it luxury apartments or holiday homes built as an investment by a finance company?
3. Briefly discuss one or two examples: who has benefited from the developments and how? What would they have done if they had been in control?
4. Now make the links with making decisions that affect other people and human rights. Do people think that human rights make a useful framework for decision making? Will human rights be more or less important for decision-makers in the future? Why?
5. Tell the group that the opportunity is now! This is the moment for them to take the chance to start thinking about - and influencing - the futures they may inhabit.
6. Ask people to get into groups of three or four.
7. Hand out the paper and pens and ask them to draft or sketch ideas for their ideal neighbourhood/town of the future. They have a free hand. The limits are their own imaginations.



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

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

Debriefing and evaluation:

Start with a review of how people worked together in their groups. Then go on to talk about how the plans did or did not meet people's needs for a healthy living environment.

- Did everyone feel able to participate and to contribute to the work? How did the different small groups make the best use of the individual talents of their members?
- How did it feel to receive feedback about their plans?
- How did it feel to give feedback about their plans?
- Would they be prepared to compromise some of their ideals if they now had to design a single class or group plan that met the needs and aspirations of everyone in the class or group?
- Did the plans take environmental protection into account, for example the need to reduce carbon dioxide emissions, to use renewable and sustainable resources and to recycle?
- Did people enjoy the feeling of being "architects of their futures"? Do they believe these ideals could ever come true? Why? Why not?
- Do they believe adults would be ready to discuss their plans? Why? Why not?
- What was the biggest surprise in any of the plans?
- What will be their rights as citizens in the future?
- What will be their duties as citizens in the future?
- Do young people in your school (club or community) have a say either in developments that affect them directly or in developments in general? Which rights could they claim to enable them the right to participate in decision-making processes?
- What opportunities do young people in general have to influence the democratic processes which shape their lives and their futures?
- What sorts of local amenities are needed to ensure everyone's rights to health, rest and leisure and cultural life?



# COMMUNITY BUILDING

## THE HERD AND THE SHEPHERD

AGE GROUP: 14 +

KEYWORDS: Team building, trust, system thinking ability

TIME: 40 min

NUMBER OF PARTICIPANTS: + 10

### PREPARATION:

Beware to clean the area of the activity from obstacles, stones and things that could cause the members to fall.

### DESCRIPTION:

All the members of the group, except for one, come close to each other and form a herd. The person that stands apart becomes the shepherd. The herd gets blindfolded and has to remain silent. The shepherd starts making different sounds to call the herd to follow him/her. The herd should move towards the direction of the sounds remaining united and keeping one pace of walking.

After some minutes, the shepherd stops, joins the herd and chooses another member to become the shepherd until everyone takes both of the roles. During the activity watch to see how the members of the group react. Is there anyone who might feel overstressed?, Is the shepherd careful and attentive enough, so that he/she doesn't lead the herd to dangerous areas? Once the activity is done, move on to the debriefing.

Here, the group is divided to sub-groups of three people. They are given 5 minutes to discuss their feelings during the exercise and to form a frozen picture to present their thoughts to the rest of the team. Each picture is presented and discussed. What are the feelings you want to emphasize with your picture? What made you feel like that? How did you feel having to trust the shepherd and the collective walking of the herd? How did you feel being the shepherd? Was it easy to improvise and create sounds?

### VARIATIONS:

If the group is experienced and cohesive enough, it could be suggested that the exercised is performed without shoes.

### RESOURCES:

<https://www.salto-youth.net/tools/toolbox/tool/outdoor-academy-manual-of-educational-program-for-youth-groups.2368/>

### COMMENTS:

The facilitator can give some examples of extraordinary sounds of the shepherd and encourage the group to create the strangest sounds that they can imagine, while being the shepherd.

### OBJECTIVES:

Build trust between the members of the team

Enhance concentration and listening skills  
Confront fears that arise when someone is invited to work collectively under unfamiliar circumstances

Enhance imagination and improvisation skills

### TOOLS NEEDED:

Blindfolds and materials to create different sounds



# COMMUNITY BUILDING

## TELL ME A GREEN LIE

AGE GROUP: +9

KEYWORDS: Teamwork, icebreaking, meet people

TIME: At least 20 min, it depends on how many people play

NUMBER OF PARTICIPANTS: 2 - 8

OBJECTIVES:

This activity is designed to get to know people better in an entertaining way and to know their interests and ecological practices

TOOLS NEEDED:

PREPARATION:

DESCRIPTION:

We sit in a circle and talk in turns. This activity is about telling the green part of our life, but also about telling a lie about it. When it is our turn to speak, we count four things that we do that are related to ecological issues. We can talk about topics such as what type of consumption we do, what kind of transport we use, whether we usually recycle or not .... They do not have to be important things, it can be anything fun, something about your last travel, the last time you went to the mountain for a walk, or that protest march against climate change in which you participated once. But of those four things, one of them, and only one, must be a lie. It is interesting, for everything we tell, to entertain a bit in the story, not simply say "when I was 6 years old I put a plastic bottle in the paper recycling bin", but explain how it happened and some things that you remember from that moment. Thus, invented history also has to have a certain journey, so you must decorate your lie a bit to make it believable. Once someone has just told the four stories, the rest of participants can debate which of them they believe is true or false and why, until the protagonist reveals which of the stories was false and the next person is handed the turn.

VARIATIONS:

We have used the green eco part of our lives to do this activity, but we can adapt it to almost any topic we want, let it open and just talk about our lives or focus it a bit more and just talk about some specific theme we are interested in, for example could be a "tell me a lie about wild animals" in which you only can talk about your life experience with wild animals telling 4 stories, 3 of them true and 1 false.



# COMMUNITY BUILDING

## THE ECO-COORDINATES

AGE GROUP: +15

KEYWORDS: Teamwork, evaluation, search for objectives

TIME: 40 min

NUMBER OF PARTICIPANTS: 3 or more

PREPARATION:

Paint a big cross on the big paper so you can use it as coordinates axis

OBJECTIVES:

Know more the people of the group, evaluate where we are as a group and try to find junction points to work together for a period of time (for example, for a year) in different ecological issues.

TOOLS NEEDED:

One big paper, small papers with round shape, small papers with square shape and pens for everybody

DESCRIPTION:

This dynamic is used to find ecological objectives, strategies and actions for a group during a period of time, for example a year, a project etc.

On the big paper we paint a cross that we will use a coordinate axis. One of the axis will be the interest or importance, the other one will be the time we can give.

We will have the small papers available so anyone can take as many as can needed. In the round shape small papers we will write the objectives that may interest us as a group during this period of time. For example, we may want to start producing our own food, or to organize a campaign against GMO... In the square ones, we will write the actions we want to carry out by ourselves, for example recycle more, reduce the use of the car, or eat less meat.

Once we fill the small papers, we put them in the coordinate axis, if they are close to the middle, this means we are very interested on performing that action or achieve that objective and we are willing to dedicate time for that. On the other hand, if we put the small paper away of the middle, this can mean we are not interested at all and we won't spend time on that, or that we are very interested but have no time for it, or have a lot of time but no interest.

This dynamic is very visual and can help us finding union points to work together, we might discover that everybody wants to use less the car as a personal objective and we decide to turn it into a collective project and create a bike friends group (just to say an example). It is important to have time to see what we get and talk about it, do a round with all the participants is always a good idea.

VARIATIONS:

This dynamic can be done with closed objectives and actions. For example, if we are working on a project and we have already defined the objectives, we can use this to know how people feel about them, with ones are more comfortable, or with which ones want to take more time or less. If we want to do it this way, we will give to the participants the small papers already filled with that objectives or actions and ask them to place the papers in the coordinate axis. You can



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also change the use of the small papers, and for example use the round ones for internal work of the association and squares for work for the outside. Also, the coordinate axis can have a different meaning, and instead of importance and time, you can choose other signification for example immediacy, priority, good mood, laziness. As you can change a lot of staff, you can use this dynamic to talk about very real and touchable things or about feelings, you can use it to know how to organize things in future or to evaluate what you did in the past.

## COMMENTS:

Take time to explain clearly the meaning of the different axis and of the different small papers. Sometimes is easier if you have a note visible for everybody with the meaning of every staff. In the small papers, encourage participants to use just couple of words, so at the end of the dynamic, when you see the result and talk about it, it's easier to see points in common when we use just a few word than when we use a complete sentence.



# COMMUNITY BUILDING

## TREE SHAPED MENTAL MAPS FOR GROUPS

AGE GROUP: + 6

KEYWORDS: Mind maps, conflict resolution, teamwork, goal search, decision making

TIME: At least 40 min

NUMBER OF PARTICIPANTS: Any

PREPARATION:

The only preparation that needs to be done is to choose the topic which we are going to try discussing.

DESCRIPTION:

This is not exactly a mental map but a kind of. This activity is inspired by the trees shape. Trees have a big strong trunk that stretches its branches to the sky. Thus, the trunk divides and diversifies giving rise to smaller branches that in turn have leaves. This whole system is supported by a set of roots that, like the trunk and branches, are divided until they become very thin.

In this activity, we are going to use the part that is underground to talk about non-tangible things that we think the group has in common, so we start with the project that we will carry out. In the part that is on land we will place our specific and measurable objectives and the actions that we want to carry out to achieve them.

The trunk will be the main theme of the project on which we are going to deal; the first, thicker branches will be the general objectives of the project and the fine branches will be the specific objectives.

In the leaves we will place the concrete actions that we want to carry out to achieve each one of the specific objectives.

We, as a group, are like trees, if our project does not have a good root, it is very likely that as it grows it loses strength and sooner or later it can break down. We have placed intangible things underground because they are usually the basis of a group and they are things that are not always evident because in many cases they are more related to affections, relationships or the common way we see life. Among the roots of our tree we can place generic elements such as friendship, respect, or concern for the environment, and also some more specific things that have to do with the philosophy of the project. It is important to dedicate time also to the roots and not only to the aerial part of the tree.

If along the route of the project we have problems as a group in aspects related to issues of roles, trust, loss of motivation etc, we can review the root system to see where we come from and where we can lean on to continue. Similarly, the crown of the tree, the placement of branches and leaves, will tell us how to carry out the practice of the project and will help us to give structure to it, so that if we get lost in the process, we can clearly see where we are and

OBJECTIVES:

Draw conclusions on a specific topic using a tree shaped mental map. It can be about something we want to do, a problem that needs to be solved, or something we have in our heads and we need to clarify.

TOOLS NEEDED:

Papers, cardboards or large papers, black markers (one per participant) and post-its.



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which are the following points.

Once we have decided what is going to be our trunk, we start by making an individual tree. Each person will make their own. When we have it, we exchange it with the others and we share what we have done. Next, we take the large sheet or card to make the tree shaped mental map in a group and we put the ideas we talked about in it together. Once finished, it is reviewed, analysed and the appropriate decisions are made.

We recommend, for the common tree, to name the roots, branches and leaves using post-its or something we can move while we are in the process of creation. Once we all agree with the structure of the tree, we can fix the papers using glue or write the content of the post-it in its definitive place. You can also design a color code to relate some ideas or activities of the project, to indicate strengths or weaknesses, or to highlight important aspects to consider.

## RESOURCES:

<http://www.molestar.org/2014/09/10/mapas-mentales/>

## COMMENTS:

The more concrete the central theme, the more possibilities we have of having a clear and simple map that helps us to define ourselves and make decisions.



# COMMUNITY BUILDING

## COMMUNITY WEB

AGE GROUP: + 10

KEYWORDS: System thinking

TIME: 40 min

NUMBER OF PARTICIPANTS: 10 - 25

PREPARATION:

Cut papers in a size that participants could stick them on their forehead string

OBJECTIVES:

Understanding the different roles, values and connections within a community, bringing questions of close circles and vulnerability of the community depending on far resources

TOOLS NEEDED:

Markers, paper to draw, masking tape

DESCRIPTION:

As an introduction of the activity, talk with the participants about what do they think are the most important elements of a well-functioning community. What do we need for that? Who are the actors in it and what do they do?

Ask the participants to think first in a smaller community, like a village with 1500 inhabitants. Also you add your thoughts to get a picture as wide as possible (food, health care, social institutions as school, kindergarten, supporting system, local municipality, different professions: builder, carpenter, etc. )

Once we have this imaginary, well functioning community, give it a name. Then ask participants to choose their role in this game, who they choose to be in this community. What do they do, why are they important for the community? Once everyone has a role, ask them to write on the paper you gave them and then to stick them on their foreheads.

Take a ball of string (make sure that it is long enough, min 25 m, depending also on the size of the group) and start with one participant, ask him or her with whom she/he has connection with, someone who relies on her or him, or the other way round.

Ask them to describe this connection and pass the ball of string to this person. Then, this person has to choose someone else with the same explanation. As it gets harder, since there are less and less participants remaining, you and the group can help to find the connections. Once the ball of string were thrown to everyone (only once), stop for a few minutes and talk about how much dependency and connectivity is visible in a community.

Then take out one rather important person and see what happens with his or her connections.

We never know what will be the main focus, but there are a few that usually come out. When the community life gets unbalanced there are different strategies the community uses to react (replacing that role, or the following characters disappear as well, finding some replacement from outside - vulnerability)

Also bring the parallel with the nature, what happens if the web of life gets destroyed somehow,



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somewhere. If one element (animal, natural resource) dies out from the system, it has a significant impact on the others` life. This is what happens nowadays, when thousands of species dying out.

You can choose various ways for reflections, depending on your desired outcome.



# COMMUNITY BUILDING

## HIDDEN EXPECTATIONS

AGE GROUP: + 15

KEYWORDS: Unconscious, personal inquiry

TIME: About 40 min

NUMBER OF PARTICIPANTS: + 15

TOOLS NEEDED:

Ample and quiet space, photocopies of the questionnaire and pens

OBJECTIVES:

This exercise derived from Arttherapy, operates on the principle that you can dodge your mental processes and access your unconscious.

PREPARATION:

Prepare the questions in advance in the form of a questionnaire with a copy for each person. Leave at least half a blank sheet for each answer

DESCRIPTION:

It involves answering questions, but doing it as fast as possible, with your pencil or pen in the non-dominant hand (if you are right-handed use the left hand and if you are left-handed use the forehand, doing it this way is what makes the exercise work.

You do not have to share your answers with anyone, so you can be as frank and uninhibited as you want. Don't think while you write. Limit yourself to write as fast as you prune and let your hand not dominate to do the work

- 1 - What do you want more than anything? For yourself
- 2 - What do you want more than anything? For the world
- 3 - What do you want more than anything? For your daughters
- 4 - What do other people do to hurt you?
- 5 - What are you afraid of?
- 6 - What makes you furious?
- 7 - What makes you cry?
- 8 - If you could go back to your childhood and change something about your mother, what would you change?
- 9 - If you could go back to your childhood and change something about your father, what would you change?
- 10 - What did you not get as a child or child?
- 11 - If you could improve something in your childhood what would it be?
- 12 - If you could remove something in your childhood what would it be?
- 13 - What do you need to feel safe?
- 14 - What do you need to feel loved?
- 15 - What do you need to feel happy?
- 16 - What kind of community do you want?

When everyone is finished, take a 10-minute break

When come back to join groups of 3 and invite Aquin want to share what you have found. Talking is optional.

When each small group has finished going back to the big group and inviting anyone who wants to share what is found. Do not write anything at that time, limit yourself to listen and speak after



# COMMUNITY BUILDING

any expectation, known or hidden, of which someone wants to talk. This process can be very revealing and can also help you feel closer and more linked to the group.

## VARIATIONS:

Other questions maybe asked

## RESOURCES:

Diana Leafe Christian. Crear una vida juntos, Herramientas prácticas para formar Ecoaldeas y Comunidades Intencionales. Editorial Nativa Cauac

## COMMENTS:

Your writing will tend to be large and scribbled, even primitive. It may reveal expectations about the community you know very well, plus expectations that may be important to you, but that you may barely be aware of. Maybe you experience strong feelings while you write. This exercise does not necessarily provoke profound revelations around the world and it does not always, but it can offer a powerful source of revelation for some. The purpose of this exercise is not necessarily to share hidden or conscious expectations with the group but simply to reveal them. It is an opportunity to look them in the face, so to speak, and ask them if they are realistic or not or if they serve you.



# COMMUNITY BUILDING

## HUMAN BRIDGE

AGE GROUP: + 10

KEYWORDS: System thinking

TIME: 15 min

NUMBER OF PARTICIPANTS: 10 - 25

OBJECTIVES:

To learn how to work in a group and solve problems, team/community building

TOOLS NEEDED:

String, markers, paper to draw, masking tape

PREPARATION:

Cut papers in a size that participants could stick them on their forehead

DESCRIPTION:

Divide participants into two groups of eight to ten individuals. Ask each group to build a bridge connecting themselves to each other. Each bridge must include 26 pillars. (One pillar is one body part of a participant that must touch the ground). Pillars must consist of: five knees, five feet, three hands, two backs, five elbows, three noses, and three heads. Time for each group to build its bridge is five minutes.

The group that builds the bridge faster and more precisely is the winner.

Number of participants in each group can vary provided that the facilitator changes the number of pillars to make it more suitable to the number of participants.

Reflection:

How did you cooperate with others in this activity?

What role did you have? Do you see yourself in the same role in your community?

Why your attitude/approach can be useful in a community building process?

RESOURCES:

<https://www.csu.edu/cerc/researchreports/documents/EnvironmentalEducationTrainersGuideForNatureConservation2002.pdf>



# COMMUNITY BUILDING

## INDIVIDUAL VALUES, GROUP VALUES

AGE GROUP: + 15

KEYWORDS: Common Vision, community, values, personal inquiry, ecological values

TIME: About 30 min

NUMBER OF PARTICIPANTS: + 5

PREPARATION:

It is important that the space is quiet free of distractions, it must be facilitated that the participants can concentrate and be relaxed, to have the necessary equipment

OBJECTIVES:

This exercise is designed to help people become more aware of what they might experience in a community life. It's about working on the common vision. The shared future we want to create, reveal and announce our core values, each one of us can identify with it, helps us unify our efforts, is a point of reference to which we can return and keeps us all inspired to all.

TOOLS NEEDED:

Ample and quiet space, large sticky notes, pens, flipcharts or slate, red and green adhesive points in total, as many as people participate.

DESCRIPTION:

We distribute five or six large yellow sticky notes to each person. They all silently answer the questions: "What values do you hold personally for the community? And what values do you think we have in common? What values do you have regarding ecology in community life?" in the sticky notes with a note answer.

After 10 minutes, they all stick their answers on the wall on flip-charts or on a large blackboard. The whole group or a few people group the sticky notes in categories of similar values.

Distribute the same proportion of red and yellow sticky dots and ask each person to stick red dots in the groupings and green dots on the individual sticky notes that express the values they appreciate the most. Sit down and see where the dots are. And to save this work for the future, ask someone to copy it on paper that you could hang and have in view

VARIATIONS:

You can change the questions, but it is advisable that they are questions related to the vision of the group and values.

RESOURCES:

Diana Leafe Christian. Crear una vida juntos, Herramientas prácticas para formar Ecoaldeas y Comunidades Intencionales. Editorial Nativa Cauac

COMMENTS:

Do not worry if people not only write values but also interests or ideals. The exercise will continue to give you an idea of how alienated you might be, individually or as a group



# COMMUNITY BUILDING

## FORCED ANALOGY

AGE GROUP: 15 +

KEYWORDS: Idea generation, problem solving, categories, analogy

NUMBER OF PARTICIPANTS: 1 - 10

TIME: 15 min - 1 hour

### PREPARATION:

You should be very clear on what topic or problem you would like to solve, and then come up with very different categories for the exercise. You can also let the participants do this, but you should have a list just in case. These are important to see the problem from a different light.

### DESCRIPTION:

Participants come up with a list of random things from the given category, e.g. animals, objects, or people. Write these items on individual index cards or post-its. For each item, write some of its qualities or attributes - for example, "An airplane flies through the air, moves along predefined routes, and has an autopilot feature." Likewise, an oak tree would be noted for its branching structure, its deep roots, and its ability to grow from a very small seed. Participants shuffle the cards and distribute them randomly.

They then use the cards to develop analogies to the problem or issue at hand, asking:

- How is this problem similar to [random object]?
- How would I solve this problem with [random object]?

Participants may also work through one analogy as a group, as in "How would we use an earplug to solve our irrigation problem?"

### Debriefing and evaluation:

This exercise should continue only until the participants have any ideas. After they are done, the energy from the new ideas should be kept, by moving quickly on to the original problem. Ask the participants in what way did this forced analogy help them. If they see the problem in a new light and what ideas did they come up with.

### VARIATIONS:

This exercise can vary from what problem you use it for, and what categories you come up with.

### OBJECTIVES:

The Forced Analogy game breaks down hard-wired categories, which in other cases help us understand similar topics, but when generating ideas, and coming up with new solutions it is very unhelpful. The exercise allows us to see things from a different angle, opening new possibilities in problem solving and idea generation.

### TOOLS NEEDED:

Pieces of paper, a pen or pencil, fabric blindfolds for each player in the game



# COMMUNITY BUILDING

## COMMENTS:

A truly random list of objects will push the boundaries of the group's mindset and create new perspectives. If needed, this list can be created in advance of the game itself by an unbiased nonparticipant.

The game itself shouldn't be played longer than 1 hour, because participants tire and cannot come up with new ideas. Rather it is a way to push their boundaries, and quickly get out from a situation where they are stuck by their thoughts.



# COMMUNITY BUILDING

## ANIMAL TRAINING

AGE GROUP: 15 +

KEYWORDS: Animals, nature

TIME: 15 - 20 min

NUMBER OF PARTICIPANTS: It can be suitable for a whole group, or up to 25-30 participants

TOOLS NEEDED:

Clickers of different sound

OBJECTIVES:

To develop mutual understanding and non-direct communication among participants  
To promote understanding of different disabilities and their consequences

PREPARATION:

Prepare the clicker and some ideas if the participants are stuck and have no idea what instructions they can give.

DESCRIPTION:

Choose a volunteer from the group and send him/her away from the others where he/she cannot hear what the others are saying.

Meanwhile the others discuss with the leader what he/she is going to do after he/she returns: where he/she is going to stand, in what posture, should he/she hold something, should he/she do something etc. They also agree that the participant with the clicker (the trainer) is only going to give a clicking sound upon seeing the posture or movement requested by the group, i.e. the trainer is going to give a sound reinforcing the movement. No sound is given upon a wrong movement.

The entire activity is done without any talking or the use of any other signals; the sound of the clicker is the only means of communication.

The activity starts when the volunteer-participant (who has previously been informed about the rules by the educator) returns to the group. The participant should move slowly so that his/her movements could be observed and signalled upon clearly.

The essence of the activity is that the participant must find out what the group wants from him/her through reinforcements.

Debriefing and evaluation:

First talk about the experience itself with the volunteer-participant: What have you done? What was it like to be given orders in this way? What was the strangest, what was the best/worst? What feeling did you experience during the exercise?

Then involve the group: What was it like to give orders? What was the hardest/easiest from communicating this way? What feeling did you experience during the exercise?

Lastly reflect on the whole experience from a higher level: What could you have done differently? How is this situation similar to what you experience in real life? How could we help each other in such situation? What would you change about your behaviour?



# COMMUNITY BUILDING

## VARIATIONS:

It is even more difficult if several participants are moving at the same time and they have to solve their tasks on signals given by different clickers of different sounds. In this case trainers can synchronize their signals and the required movements.

## COMMENTS:

This activity is very difficult, but it is really entertaining. First, we should give the participant a very simple task in order to practice following the rules. It is equally difficult to use the clicker, i.e. the reinforcement; therefore, it is advisable to take turns among the trainers (people with the clickers) not only among the participants.



# COMMUNITY BUILDING

## WHISPER IT FURTHER

AGE GROUP: 12 +

KEYWORDS: Icebreaker, teambuilding, ecology, fake news, communication barriers

TIME: Minimum 5 min

NUMBER OF PARTICIPANTS: + 6

TOOLS NEEDED:

OBJECTIVES:

Ice-breaking, team-building and showing how effective communication is not easy to accomplish

PREPARATION:

It is very important to have a specific topic prepared which is preferably about ecology. This topic should be no longer than 5 sentences, and about a current issue that you would like to discuss with the group.

DESCRIPTION:

Make up a story of 4-5 sentences about a topic connected to ecology, and whisper it further, then the next player whispers it to the next person - this is the way how we transmit information.

Usually at the end something completely else is born instead of the first piece of information. This way we can observe how information is distorted.

Debriefing and evaluation:

Sit in a circle and discuss the following questions: How did the information change? Where did it change? Who remembers a different version than the first one? What was added or left out during whispering? How did you try to help the other participant understand? What made it easy/hard to give/receive the information?

Also discuss real life situations where precise communication is key. What are the dangers of changing information. Talk about the idea of fake news, or mismanaged communication in a team.

VARIATIONS:

You can choose any topic you would like to.

COMMENTS:

With larger groups it can be very boring to wait until the last person can hear the news, but you can make it interesting if you whisper the 5 sentences separately, after the 3 participant has already whispered the previous sentence. To help with remembering the sentence, the you should have the original sentences written down, and let the last participant write down the last sentences, so it is easier to remember and compare.



# COMMUNITY BUILDING

## LIFE SAVING FLOAT

AGE GROUP: 15 +

KEYWORDS: Conflict resolution, empathy, problem solving, emotional intelligence

TIME: 40 min

NUMBER OF PARTICIPANTS: 10 - 20

PREPARATION:

Place the pieces of paper on the floor, which will symbolize pieces of wood, and the rest of the floor symbolizes water.

DESCRIPTION:

The game begins with a narrative:

"Imagine, that on a beautiful, hot day of summer all of you are in the fresh water of a sea, swimming and enjoying the sunshine. But it's common that this sea is occasionally visited by a shark. It swims around looking for a victim, and if it doesn't find anything there, it leaves."

There is one participant, who is going to announce the danger by shouting "Shark!". After this exclamation, all the swimmers in the lake have to get onto pieces of wood which float in the sea paying attention that all parts of their bodies are out of the water. The imaginary pieces of wood are very small, and it often happens that on one piece of wood there is more than one swimmer.

As the leader of the exercise you should announce that the groups goal is that the whole group stays alive. The point of the game is that the participants have to help each other to keep themselves out of water, otherwise the shark is going to eat them. Now the participants choose their overwatch, who is going to shout "Shark!" whenever they please.

At the start of the game everyone pretends to be swimming by keeping on moving on the floor (which symbolizes water). When the overwatch shouts "Shark!" and starts counting to five. Now everyone has to get on the piece of newspaper, and help each other to get on before the overwatch counts to five. If somebody's bodypart or whole body touches the floor, he/she becomes the victim of the shark and has to leave the floor.

After each shark attack we reduce the number of newspapers on the floor, so that there are less and less pieces of wood. The game is stopped either when the group is too successful and the exercise becomes boring or when there are only a few participants left alive.

Debriefing and evaluation:

The exercise should be followed by a discussion to work with the participants emotions as they were stirred up by helping people who they feel tension with.

The debriefing questions can be: How did you help each other? Did I let others help me?

OBJECTIVES:

To promote empathy among participants and solve any potential serious tension between participants.

TOOLS NEEDED:

Same amount of newspapers as the members of the group+2, enough space in the room to move freely



# COMMUNITY BUILDING

To the overwatch: What was it like looking at the others when they had to rescue each other?  
What was the best / the most surprising / interesting?

To the victims of the shark: What was it like getting on the piece of wood? What happened when your body touched the water?

To those who escaped: How did you manage to stay alive every time? What was it like seeing others fall into the water?

To all: How are your experiences from the game parallel to your real life situations?

## COMMENTS:

Those participants who became victims of the shark attack can be prompted to help the leader of the exercise decide whether the other players are in the right position on the newspapers and not touching the water. Otherwise they should just wait for the others to continue.



# COMMUNITY BUILDING

## THE BLIND PEOPLE AND THE ELEPHANT

AGE GROUP: 15 +

KEYWORDS: Conflict resolution, different opinions, subjective viewpoint, effective communication

TIME: 20 - 30 min

NUMBER OF PARTICIPANTS: 5 - 8

TOOLS NEEDED:

A big, complex object - best, if we have a big statue of an animal or any kind of expressive object. Blindfolds for each of the participants.

OBJECTIVES:

To see that we have different perspectives, based on our subjective experiences. Sometimes we both can be right, though we have similar experiences. Sometimes conflicts are arising from these kind of different subjective experiences – if we try to understand others experiences, we don't need to have a conflict.

PREPARATION:

We set up our object without the participants seeing it.

DESCRIPTION:

The participants are blindfolded. It is important, that they don't see anything. The leader of the exercise leads all of them, one by one, to the object and puts their hands on one part of the object and doesn't allow the participant to feel the whole object. They can touch only one part. They can move their hands only a little. After they have touched one part of the object they are led out of the room. Then they have to decide together what the object was. The leader of the exercise shouldn't tell them, that they have only touched part of the object, only the fact that they have all touched the same object. A discussion should be started and seen, if they manage to get to an agreement. Let the participants express their thoughts.

Debriefing and evaluation:

After the exercise participants should be asked the following questions:

Why was it hard/easy to agree what the object was. How would you have done it if you were not blindfolded?

How was it helpful that all of you were blindfolded?

What helped you in understanding what other people were describing?

What was the easiest/hardest to imagine?

Who was unsure of what they touched?

How would you use the learning from this game in real life?

What helps you to understand others better and to communicate better?

VARIATIONS:

After the exercise is concluded the leader can read the story of "The six blind men and the elephant", which is about how our own perspective is only one side of the story generally.

Another easier variation of this exercise is if we just read the story and discuss the moral of the story with the participants. However, this is not as powerful as with the object.



# COMMUNITY BUILDING

The story of the six blind men and the elephant:

*Once upon a time there were six blind men. They lived in a town in India. They thought they were very clever. One day an elephant came into the town. The blind men did not know what an elephant looked like but they could smell it and they could hear it. 'What is this animal like?' they said. Each man touched a different part of the elephant.*

*The first man touched the elephant's body. It felt hard, big and wide. 'An elephant is like a wall' he said.*

*The second man touched one of the elephant's tusks. It felt smooth and hard and sharp. 'An elephant is like a spear' he said.*

*The third man touched the elephant's trunk. It felt long and thin and wiggly. 'An elephant is like a snake' he said.*

*The fourth man touched one of the legs. It felt thick and rough and hard and round. 'An elephant is like a tree' he said.*

*The fifth man touched one of the elephant's ears. It felt thin and it moved. 'An elephant is like a fan' he said.*

*The sixth man touched the elephant's tail. It felt long and thin and strong. 'An elephant is like a rope' he said.*

*The men argued. It's like a wall! No, it isn't! It's like a spear! No it isn't! It's like a snake! They did not agree. The king had been watching and listening to the men. 'You are not very clever. You only touched part of the elephant. You did not feel the whole animal. An elephant is not like a wall or a spear or a snake, or a tree or a fan or a rope'.*

*The men left the town still arguing. A little girl heard them and said 'Each of you is right but you are all wrong ... but I know what you are talking about'*

## COMMENTS:

It might be difficult to find suitable object, and you should choose a different object for each



# COMMUNITY BUILDING

## WISE FROGS

AGE GROUP: 12 +

KEYWORDS: Teambuilding, cooperation, nature, animals

TIME: 15 - 30 min

NUMBER OF PARTICIPANTS: 15 or 30

OBJECTIVES:

Strengthening teamwork and cooperation among participants

TOOLS NEEDED:

Wire, string, colourful chalks

PREPARATION:

We form two teams of two different frog species: Common Toad and Common Frog. They just woke up after hibernation: they start to jump, the two species jump in different ways: with feet together, on one feet, squatting with hands on shoulders, etc. After they exercise their jumping they have to go to their mating sites, to a wetland where they lay their eggs. The wetland can be anything - a marked area. The road towards the wetland will be stoned in zigzag shapes which will be marked with chalk (or anything on which they can jump on easily).

Ask the participants if they are okay with such a physical exercise, and let anybody who has any kind of physical injury to be an observer of this game (there shouldn't be more than 2-3 observers). They should get a clear goal on the beginning of the exercise as to what each of them has to pay attention to.

DESCRIPTION:

The main rule of the exercise is that frogs will jump on the next or on the second stone. Only one frog can stand on one stone.

First frog species leaves; they have to reach the wetland to lay their eggs. After they occupy the half of the stones the other frog species leave as well.

It is a logical game, where co-working and cooperation will help them solve the situation, but they have to communicate and cooperate strongly. It is important to place the "stones" in zigzag, in such a way that if the following stone is occupied the frog could easily jump on the third stone.

Debriefing and evaluation:

The exercise itself not only uses a real situation but also symbolizes the difficulty of individuals working in a group. This is why it is important to discuss the different characteristics of frogs and their behaviour, so that participants can have a chance to learn from them.

First let participants talk about their overall experience from the exercise: what happened to you during the exercise? What have you felt physically, emotionally, spiritually? What impact did others make on you? How did your actions affect others? How did others' actions affect you?

Take the discussion to an abstract level: What have you learnt about your behaviour in this exercise? Do you use the same tactics in real life? What was your cooperation like in the group? Is it similar in real life? What have you learnt from this?

Talk about learning outcomes: What would you change about your behaviour if we were to play the same game? How would you change your behaviour in real life? What would you strengthen and what would you try and not do?



# COMMUNITY BUILDING

## VARIATIONS:

The road of frogs is crossed by a road and sometimes a car goes by which hits a frog: the team leader touches the frog which will start his/her road from the beginning.

## COMMENTS:

This exercise is a good blend of fun and seriousness, where participants can experience joy, while taking on a serious task. Without debriefing this is just a fun way to pass the time, but with the debriefing questions it can have a real learning outcome. It is also a great way to change up the non-physical learning methods to a physical one.



# COMMUNITY BUILDING

## WOOLGAME-COBWEB

AGE GROUP: 12 +

KEYWORDS: Teambuilding, idea sharing, getting to know each other, nature

TIME: Minimum 10 min

NUMBER OF PARTICIPANTS: + 8

TOOLS NEEDED:

One ball of wool

OBJECTIVES:

Teambuilding, strengthening the self-expression, idea sharing, to know each other

PREPARATION:

Make sure you have all the needed equipment and you have thought of theme to discuss with the group before starting this exercise.

DESCRIPTION:

Sit in a circle and start to circulate one ball of wool. Raise a theme and start to recapitulate your opinion – just in keywords. After that the you pass the wool to the next participant and the next participant adds his/her opinion. While passing the wool everyone should pay attention to keeping one piece of the wool, because the aim is to gradually create a cobweb between the participants. After the discussion, brainstorming, lift the wool and for a minute stretch.

Debriefing and evaluation:

Show participants that this stretched out cobweb symbolizes the convergence of the team. You can also add additional questions, like:

What was it like to hear other people's opinion.

What was surprising, which idea could you empathize with, what do you disagree with.

If you could raise a question to the group, what would you like to hear their ideas about. (If there is an idea, that the group would like to explore, you can do this exercise one more time.)

VARIATIONS:

The exercise is suitable for new, evolving communities as an ice-breaker game, as a reflexion exercise during a discussion or a debriefing tool as it focuses everybody's attention.

COMMENTS:

If you don't have a clear topic on what you would like to discuss, this game loses its power.

However, you can use it as a very short brainstorming exercise, or form a question, where every participant has to answer the question in detail.



# COMMUNITY BUILDING

## THE SCALE OF THE PUBLIC AND THE PRIVATE

AGE GROUP: + 15

KEYWORDS: Common Vision, community, values, personal inquiry, public, private, energy self-sufficiency

TIME: About 30 min

NUMBER OF PARTICIPANTS: + 5

PREPARATION:

It is important that the space is calm, free of distractions, it is necessary to facilitate that the participants can concentrate and be relaxed, to have the required equipment like, to have prepared the large paper with the drawn line and the numbers

OBJECTIVES:

This exercise is designed to help the groups to get an idea of the Force Conn that the members are positioned in front of a delicate subject on which ALG Some of them might not want to talk openly. Suppose you are discussing an aspect of your future community life that seems to produce uneasiness and apprehension, but no one comes out and says what is bothering you. If you suspect that some people want or do not want something, but do not want to say it publicly, you can use this exercise.

TOOLS NEEDED:

Ample and quiet space, continuous paper, blank paper to write, pens

DESCRIPTION:

On a flip chart, draw a numbered horizontal line from one to nine, with the numbers one, five, and nine larger than the others. Give everyone a blank paper and ask them to write the number that corresponds to their level of support for the activity, the topic, principle or situation you have been talking about.

In this exercise the theme will be energy self-sufficiency and what that means when it comes to disregarding the needs created and review the consumption of natural resources in our community.

A nine means that you support her unconditionally, one means you are firmly opposed and a five means you could follow any of the directions. The other numbers are rankings of support or opposition to the subject. Collect the pieces and mark every number that people have written on the horizontal line. You could have a mark on 9, 3 in 2, and three in 5, for example.

Now you have an immediate and visual way to see how the group as a whole is actually felt on the subject .

VARIATIONS:

The changes are already included in the exercise because it depends on the topic or situation you choose to work on it

RESOURCES:

Diana Leafe Christian. Crear una vida juntos, Herramientas prácticas para formar Ecoaldeas y Comunidades Intencionales. Editorial Nativa Cauac



# COMMUNITY BUILDING

## COMMENTS:

Exercise can truly open your eyes. You could find that only one or two people support something strong and that almost no one else cares or are actively against.

Depending on what the scale I tell you, there may be no need for safety trying the issue. Without having to embarrass anyone publicly, you now have a realistic indicator of the variety of opinions in your group about a particular value or idea. This technique is a quick and powerful way for each individual to see where it fits in the rest of the group. If the scale shows that everyone is in the range of 7 to 9 and I am the only person who is in the 2, knowing this is very valuable to me.

Conversely, it is very helpful for the group to know that one of its members is not well with everyone else.



# COMMUNITY BUILDING

## STORMY SEA

AGE GROUP: 12 +

KEYWORDS: Energizer

TIME: 15 min

NUMBER OF PARTICIPANTS: 5 - 6

TOOLS NEEDED:

Medium room, little stones, pieces of wood or white chalk

OBJECTIVES:

To energize the participants

PREPARATION:

Participants should be sent out to collect one piece of nature that will symbolize their home. It can be a little stone or a piece of wood, flower, or anything they can find.

DESCRIPTION:

Each participant is given a "fish name". They sit down in any part of the area or the "sea" and mark their place - their shelter - with a little stone, piece of wood or any other object collected in nature. One of the participants will become the chaser - this should be an optional choice.

The chaser has no specific place. He/she moves in the sea and calls the "fish" one by one to follow him, miming the movements of swimming. The fish can choose to go with him, or to stay in their place. However, when suddenly the chaser shouts: "The sea is troubled!" all the fish (all the other participants) have to change their locations as fast as possible by going to a different shelter. Whoever is captured by the chaser before finding a shelter will be captured (and has to leave the sea), and one of the shelters will be wiped off. For each turn one shelter is wiped off. The exercise is played until there is only the chaser and one fish left, who is the winner of the activity.

Debriefing and evaluation:

If you use this game as an energizer, there is no need for debriefing. However, if you want to reflect on participants experience, ask them how it was being in the given role. If they would change theirs if given the chance. What strategies they tried and what worked, what didn't.

COMMENTS:

Note to the participants that while looking for a shelter it is not allowed to push the other participants out of theirs. The participants cannot stay in their shelter either.



# COMMUNITY BUILDING

## FROG JUMP

AGE GROUP: 12 +

KEYWORDS: Race, energizer, competitive spirit, cooperation

TIME: 5 - 15 min

NUMBER OF PARTICIPANTS: 8 - 20

OBJECTIVES:

Cooperation and energizing of participants, strengthening the competitive spirit

TOOLS NEEDED:

Small area, 2 scarfs

PREPARATION:

People with difficulty of movement should be asked if they want to participate or not.

DESCRIPTION:

The group is divided into two halves and lined up in a column after one another facing in the same direction. There are two scarfs is placed on the floor at least 3 meters from the players who are facing in that direction. The first two players in the line are given a signal upon which they start jumping like frogs (They hold their ankles firmly with their hands and bounce like frogs.) trying to reach their scarf first. When they reach it - without letting their ankles go - they raise the scarf with their toes above the ground, and then return (now they can run) to the end of their line in the meantime touching the shoulder of the first player in line. The next player in the line can start jumping like a frog towards the scarf when they have been touched on the shoulder, only jumping, and lifting the scarf up with their toes. This goes on until the last player in line comes, upon which that team wins whose player reaches and lifts their scarf first.

Debriefing and evaluation:

What was difficult about this game? What made it easier/harder? What would you do differently?

VARIATIONS:

Penalties shouldn't be given to any of the participants, however they should be warned that they shouldn't start earlier, or stand up and not continue jumping like frogs, or lift the scarf with some other body part then their toes.

RESOURCES:

<https://www.youtube.com/watch?v=bwvBA5LmMg>

COMMENTS:

If the group has members with disabilities, it is necessary to discuss with them beforehand, whether they want to participate. The game, because it brings out the competitive nature of participants, can easily turn into a competition, which then makes players forget the whole body experience of being like frogs.



# COMMUNITY BUILDING

## BATS AND BUTTERFLIES

AGE GROUP: 12 +

KEYWORDS: Trust, orientation, community, role play

TIME: 20 min

NUMBER OF PARTICIPANTS: 10 - 20

TOOLS NEEDED:  
3 blindfolds

### DESCRIPTION:

The group stands in a circle, taking each other's hands as this is how they form the cave. The participants choose among themselves one bat and one butterfly. The bat's eyes are blindfolded, and s/he has to catch the butterfly (who is free to move within the cave) by listening to where it's movement sounds. The group can help the bat by making noises when the butterfly touches them. More rounds can be played to give an opportunity to others to try the role play.

### Debriefing and evaluation:

Each participant should reflect their role: bats, butterflies, cave parts. What was easier, harder because of the limitation in their orientation? What strategies did they employ not to be caught? Do they use any of these strategies in their real lives?

### VARIATIONS:

The butterfly can also be blindfolded to make it more difficult. The group can use two different sounds, one for the bat, one for the butterfly.

### COMMENTS:

All various strategies are allowed to find the butterfly, however physically harming the butterfly or the bat is not allowed in any case. For the first time more rounds should be played as this allows the group members to develop empathy for each other in different roles.

### OBJECTIVES:

To use our other senses than our eyes. To become more in sync with ourselves and our environment. To build group trust and a sense of belonging together.

### PREPARATION:

If it is possible, take this exercise outside, as nature provides a nice backdrop to this activity with sound from tree leaves, birds, water flowing.





# DEEP ECOLOGY



The core principle of Deep Ecology is the belief that the living environment is a web of life, a set of interlinks between all parties involved, of living and existing elements. All Beings on Planet Earth have the right to live and flourish for themselves, and not for somebody else's instrumental benefits. Deep Ecology is an ecological and environmental philosophy. Deep Ecology takes up a more holistic view of the world that human beings live in, and seeks to introduce in people's lives the understanding that the separate parts of the ecosystem, function as a whole, humans included. The phrase "Deep Ecology" was introduced in 1973 by the Norwegian philosopher and mountaineer Arne Naess. His works significantly influenced the grassroots political and environmental movement not only in the 70's, but later on as well. In the 21st century, this type of approaches are needed more than ever before, in order to help produce resolutions for the emerging environmental conflicts.

The term "Deep Ecology" contains the adjective "deep" because it regards itself as looking more deeply into the actual reality of humanity's relationship with the natural world. Contrary to the concept of a Rational World, Deep Ecology promotes that human beings have emotional links to the processes of destroying and exploiting the environment. The environment itself is not a separate 'thing', but similar to the way in which we, the humans are part of it, the environment is an intergated part of us. Recognizing, embracing and honoring the emotions that this philosophy promotes can provide the energy to turn destructive pursuits into nourishing ones. Often our logical cognitive processes are able to understand facts and statistics of the negative impact of human activities on the environment. However, in order to integrate these on a deeper, emotional level, there is no need for presentations. Instead, a crystal clear understanding of interconnectedness and an obvious rejection of self-destruction replaces them.

## ANIMATED SILENT FOREST WALK

AGE GROUP: + 16

KEYWORDS: Forest, art, awareness, meditation

TIME: About 60 min

NUMBER OF PARTICIPANTS: + 3

### PREPARATION:

You need to take the walk and choose the spots where you are going to create something special for the public involved. Also, it is useful to create marks along the walk (for example, with a red string), for the participants to not get lost.

There's a minimum of 4 spots and maximum of 8, as you need to control the timings and the aim of the exercise. In this example, we are going to explain a Silent Walk with 4 spots, however, you can choose more or change any spot.

### Introductory text:

You will write an introductory text welcoming the person and explaining the objectives of this activity, for example:

Thanks for coming to our beautiful Forest, we are very happy to host you during this adventure you are going to start and I hope you'll enjoy it. Please, don't stop walking as more people are coming after you. Follow the red string symbols along the path. You can hang the text in a tree or any other beautiful spot.

**First Spot: Seeing.** Take a picture with your eyes from the place where you are now. You can choose a beautiful view from a valley, the coast or a river. So, hanging a framework, they can look through the frame and really see.

**Second Spot: Touch and feel.** Walk through the grass barefoot and feel the sensations in your feet and what happens in your body.

**Third Spot: Inspire others.** Write something that you are grateful for. On a piece of paper, hanging from a tree, you take your time to think about something that makes you really grateful in life. It could be anonymous, and in the end, the participants can all read what they wrote together.

**Fourth Spot: Listen to You.** Just sit down on a rock and take the time to just breathe and observe any thought that comes to your mind.

Finally, choose a place where you can make a circle to gather everyone together and close the activity with open sentences about the experience.

### OBJECTIVES:

The aim of this exercise is to give time to the person to be alone in the forest and to reflect on her/his feelings about nature on a path. All the feelings are welcome in this process, good and bad. Also is a good way to create a meditative time for each individual to take clear and better decisions in their lives.

### TOOLS NEEDED:

A natural place to walk around. It could be a forest, a river, a walk along the ocean. You also need paper, colouring pencils, etc.



# DEEP ECOLOGY

## DESCRIPTION:

As a facilitator, take your time to make sure everyone understands the dynamic. Tell the participants about the timings. Each person is going to start the Silent Walk 10 mins after the last one, therefore you need to be sure everyone has the time to be alone reflecting on the experience. Stay with them at the beginning of the path in order to clear out doubts or just to be with them in a beautiful moment. When the participants are going through the path, they should carefully look around for any clue to not miss anything. They need to carefully read the instructions written in the Spots and be active, in order to get personal benefits from the activity. Expect any result from the activity, as when you are dealing with emotions, you don't know what will come out.

Each person should stop for a while in each Spot, but not more than 5 minutes, so we all can finish and enjoy the Silent Walk.

At the end of the Path, just follow the signs to meet the rest of the group in a circle, where we can share the experience of the activity.

In the circle, there will be a Council in which the participants talk in turns with a token passing from person to person, expressing the feelings felt during the Walk. In the center, there should be an altar, with an object that represents that moment. It could be anything that the facilitators choose as suitable for the group's energy and mood.

## VARIATIONS:

You can adapt the activity to the ages of the participants. For example, for the children, you can create a story that they can read in each Spot. You can also be very creative in the Spots and let your imagination flow.

## RESOURCES:

Connecting with Nature Erasmus plus course (Biodiversa association, Asturias).



## BACK TO NATURE

AGE GROUP: + 10

KEYWORDS: Connection, nature, silence, reflection, meditation, attention to detail

TIME: 1 hour

NUMBER OF PARTICIPANTS: + 5

### DESCRIPTION:

Gather in a spot outdoors. Ask the participants if they feel connected and they understand nature. What makes them curious about it? These are mostly rhetorical questions, as the participants do not have to answer. They only need to reflect on these.

Afterwards, instruct them to choose any direction and walk for 2 minutes. They should find an approx. 2 square meters large spot that catches their attention, and stay there until they hear the bell or horn (15 minutes are recommended). This spot should be at least 20 meters away from any other participant and if possible, not in the others' sight. Before they go, they should take down any accessories or any other things that they have or wear, except clothing. During their stay, they only need to be quiet, observe, and think about nature in all its details.

After they hear the bell or the horn and come back, they sit in a circle, and the facilitator guides a discussion, focusing on the the experience, on the feelings and the observations of each participant. He/she can ask what the participants realized about themselves, about nature, the way time seemed to pass, etc.

### VARIATIONS:

Many things can vary, like the time of staying in the spot, the size of the spot, what to do while in the spot, what to talk about in debriefing, etc.

### OBJECTIVES:

Help participants find their tranquility, their inner thoughts and to explore nature in its tiniest details

### TOOLS NEEDED:

Nothing, except maybe a large bell or a horn

### PREPARATION:

Find a large open space, preferably a forest.



## SOLO TIME IN NATURE

AGE GROUP: +12

KEYWORDS: Reflection, nature, alone time, self

TIME: We can go in nature for a day or two or, only for few hours or even 5 - 10 min

NUMBER OF PARTICIPANTS: 1 to 100

PREPARATION:

An organizer of solo time in nature should know the area where he/she goes or where he/she sends participants. Agree on the time and the common starting and meeting points

TOOLS NEEDED:

We can get a journal, some food and proper gear for making a protective shelter or just a backpack with some warm clothes. Maps, emergency contacts and gears, first aid kits.

DESCRIPTION:

Modern life has become a non-stop race between different stimuli to capture our attention and to influence us to make certain decisions. From big banners and commercials on the street, to social networks, links and online ads, all distract us and keep us away from the important things in our lives.

Thus, we need moments of silence and solitude, when we can reflect on the important things in our life, on our dreams and visions, past and future, thoughts and emotions. A good experience to combat this is spending some solo time in nature. A moment in which you hide in the forest, between the trees, next to a lake, on top of a hill, by a water stream etc. Some people don't even take with them a watch phone or a journal, because they want to be SOLO.

It doesn't matter how you experience your solo time, the only thing that is important is not to be distracted (by other people, books, technology etc.). When you are alone in the forest, you become more like the forest. You connect with the rhythm of the Earth and with the Universe within and without. Nature will become your guide and protector, so you may return safe from this solo adventure. Going in the nature with an open heart and with clear intentions can help the Wanderer find revelations which are available nowhere else.

At the end of the solo time, talk to others who did the same activity one on one. Discuss about the feelings regarding the experience and the learning achievements or conclusions.

OBJECTIVES:

By spending some solo time in nature the youngsters will be able to:

Become more connected with their inner and true being.

Discover more about nature and the natural beings and elements.

Develop survival skills by building a shelter and spending a night alone in the forest.

Gain confidence and courage by being alone in nature.

Enhance existential intelligence.

Develop respect and care for nature and adopt an ecological mindset.

Stimulate their reflection abilities and see their lives from different perspectives.



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## VARIATIONS:

Lots of variations can be done regarding to the length of the activity or even by asking the participants to focus on certain elements of nature or regarding their own life.

## RESOURCES:

<https://www.salto-youth.net/tools/toolbox/tool/tools-and-methods-for-eco-centric-youth-work-booklet.1969/>

## COMMENTS:

Inform yourself about safety matters and make sure people can contact you and they know where you are and that you can contact them at any time.



# DEEP ECOLOGY

## THE WAY OF COUNCIL

AGE GROUP: + 16

KEYWORDS: Community, communication, council

TIME: Minimum 1 hour

NUMBER OF PARTICIPANTS: + 5

PREPARATION:

Find a quiet, safe space where the group can sit in a circle. It can be indoors or outdoors.

OBJECTIVES:

In a council the participants share personal stories, opinions and life events which are very important for them, while all the other persons are listening.

TOOLS NEEDED:

Talking piece / object, candles/firewood for fire/ any other material for the center.



DESCRIPTION:

The Way of Council is a powerful means of deep communication. It is a “tool” (means), which has its roots in the ancestral ways of communication of many indigenous cultures and traditions, where the people were sharing stories, ideas, concerns, feelings, in a circle (many times around the fire). The council can have different forms, it can be made as a ritual (with poems, songs, candles etc.) or in a more simple way.

The important elements of the Council:

The Council keeper. - Each Council is facilitated by a person, who is leading the process. This



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person is presenting the principles and elements of the Council to the participants. This person is opening and closing the council and will be the only one person allowed to speak, besides the speaker holding the talking object.

The speaker and the listeners. - Only one person can speak at the time in the council. The person who speaks must hold a talking object.



The 4 intentions. - The council has 4 intentions: Speaking from the heart (sharing personal stories, opinions which are important for the person, which come from the heart), Listening from the heart (Listening with full attention, with empathy and no judgements), Speaking the essence (Sharing the most important parts of the personal story, having a talk which is not too long and not too short), Spontaneity (being fully present, not planning what to say, but saying what feels right at that moment).

Confidentiality. - Since the participants will share personal stories, some of which can be very intimate, one important element of the council is the confidentiality. The stories shared during the council will remain within the council and the participants shouldn't spread the stories to other people.

The center of the circle. - In order to create a ceremonial atmosphere and to prepare the participants for a deep sharing, in the middle of the circle a beautiful "altar" can be arranged. A candle which can be lighted in the beginning of the council can be placed there, along with a few stones, feathers, a scarf, wood, important objects for the group, etc.

The talking piece/object. - Is the object which will be held by each speaker. The object should be something meaningful for the group or connected with the theme of the council.

Passing the talking object. - The first person who will feel the calling to speak will take the talking



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object. After finishing the story, this person will pass the object to the person in the left side, following the Sun movement. When the talking object is passed the two persons will look into each other's eyes.

Share or skip. - The person who is holding the talking object can speak or pass the object to the next person.

Nobody is forced to speak during a council.

The theme of the council. - Each council has a theme, a question, based on which the participants will share the stories. Few examples of council themes: Why are you here? / What is your dream for this world? / What are your fears and what gives you courage? / What does trust means to you? / What do you want to change in yourself?

The duration. - The duration of the council is hard to be approximated precisely. It depends on the theme and person. Normally people are sharing between 1 and 10 minutes.

The group. - You can make the council with small groups 4-5 persons up to 20-30 persons. If there are bigger groups, it will take longer and the unexperienced people may lose interest.

Taking breaks. - If the council lasts 1-2 hours, you can make it without having breaks, but if it takes longer, the council keeper can make one or more short breaks. The participants can go to the toilet during the sharing if they feel the need, but they should stay in silence and not interrupt the process.



The opening and ending. - All these elements must be presented by the council keeper, if the participants are attending a council for the first time. At the end of the council, the keeper should turn off the candle (if there was one), thank the participants, appreciate them and their stories and announce the end of the council.



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## VARIATIONS:

The council can be varied in many ways.

## RESOURCES:

[www.salto-youth.net/tools/toolbox/tool/tools-and-methods-for-eco-centric-youth-work-booklet.1969/](http://www.salto-youth.net/tools/toolbox/tool/tools-and-methods-for-eco-centric-youth-work-booklet.1969/)

## COMMENTS:

There should be a keeper of the guidelines or a leader, but this can vary, as the participants can also take it on themselves to be responsible for the monitoring of all proceedings.



## BUTTERFLY EFFECT

AGE GROUP: + 10

KEYWORDS: System thinking, energizer

TIME: 15 min

NUMBER OF PARTICIPANTS: 6 +

OBJECTIVES:

A better understanding of how small things can start larger changes. An easy way of introducing system thinking.

TOOLS NEEDED:

PREPARATION:

DESCRIPTION:

Preferably be outside. Ask the group to mingle around in a given space. The participants walk slowly, looking at each other, while the group also moves. Stop them for a minute and ask them to choose two persons from the group without letting them know. Now everyone needs to find the proper position as a equilateral triangle. The participant needs to form this triangle with the other two people. Nobody knows who their "partners" are. Everyone will move to form a triangle with the other two people (points). If even one person moves, the whole group will move again. After 5-10 minutes, either the group finds its balance (less likely), or it is constantly moving and cannot stop.

You can either use this activity as a simple energizer, or for the better understanding of system thinking, where the web of life is considered one system: any moves or changes have an effect on the other parts of the system.



# DEEP ECOLOGY

## CELEBRATION OF ALL BEINGS

AGE GROUP: + 10

KEYWORDS: Self-reflection, role-play, system thinking

TIME: 90 min

NUMBER OF PARTICIPANTS: 6 +

TOOLS NEEDED:

Creative tools like cartoon, papers, scissors, crayons, paints, glue, strings, natural objects like branches, leaves, flowers etc

OBJECTIVES:

Understanding interconnection between animals, humans, and natural elements. Help reduce the isolation of humans from nature

PREPARATION:

For preparation create a creative space - on tables or on the floor. Get all the needed materials ready and accessible

DESCRIPTION:

This activity has two parts. The first is the preparation, making masks and getting into our roles. This takes 60 minutes. The second part - it is suggested to have a break between the two parts - is the introduction of the participants and it takes about 60 minutes, depending on the size of the group.

Introduce the concept of the equal value of all living and nonliving creatures on Planet Earth. "We all live on the Planet that is precious for all of us, we all share its resources and enjoy the abundance it can give. We can enjoy this if we take only as much as we need. There are creatures here who have witnessed millions of years and some who have a shorter life on Planet Earth. We are all useful and appreciated and seek balance of nature. None of us is worth more than the other, we all have our roles and connection to the web of life. Now you have the unique opportunity to choose an element of nature you want to be, and see how that can feel like. Would you want to be the mountain with a high peak to see as far as you want, or the rabbit of the forest that can run kilometers a day, or maybe the spring of a valley or an iceberg at the North Pole. Choose your character and create a mask for yourself that is able to demonstrate your uniqueness on Planet Earth."

Give time to the participants to cut out and decorate their masks. While creating the mask, you can ask them to try to understand the character they have chosen.

The second part of the activity is about meeting and celebrating these Beings.

Sitting in a circle - preferably on the floor or grass-, ask everyone to introduce themselves. Ask them who they are, ask them to speak on behalf of their character, to bring them into the role game. Ask them to add the reason it is so important that they live now on this Planet. How you do this depends on the size of the group. If the group is up to 15 people, you can do this in a big circle, but if the group is bigger, create smaller groups of 6-8 people (you will need a facilitator for each group). The first round is the introduction, and after each intro, ask the group to say HOOO, meaning 'we hear you'. In the second round ask them what they can offer to an other Being in the circle, then the group can express what they would need from that Being (from their own role) - it can be food, shade, stability, beauty, etc. In the third round, each Being, in



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turns, goes into the middle and the others finish the sentence that they start: We celebrate your ..... (this can be anything not only from their roles). Each person goes into the middle and gets this celebration and a big applause (if you can manage to get some instruments or tools to make sound louder, it is even better).

From this point the procession can turn into a party, dancing, celebration, or a longer break. It is preferable to do this as a last exercise (even without partying). The reflection is important - the best to make it the following day - How was to be another Being on Planet Earth? Can you imagine life without these Beings, how would that be? - create space for sharings. It will come up that what we, humans do to nurture or destroy these Beings. What is your responsibility of this process?

## RESOURCES:

Inspiration from Work That Reconnects - Council of All Beings, Joanna Macy



## THE MIRROR WALK

AGE GROUP: + 8

KEYWORDS: Empowering, wild women, emotions, meditation, visualization, dancing

TIME: About 30 - 40 min

NUMBER OF PARTICIPANTS: + 3

### PREPARATION:

An outdoor setting, with growing things, is most rewarding, but even a city street with an occasional tree has served its purpose. Display the game with a volunteer, as you give the instructions. Remind participants to remain silent, except for the periodic invitation to look in the mirror. You need a bell to indicate the change of the turns.

### DESCRIPTION:

Forming pairs, the participants take turns being guided with their eyes closed, in silence. Without vision, they use their other senses with more curiosity than usual, and practice entrusting their partners with their safety. Their partners, guiding them by the hand or arm, offer them various sensory experiences – a flower or leaf to smell, the texture of grass or tree trunk, the sound of birds or children playing – all the while without words. The tempo is relaxed, allowing the time to fully register each sensory encounter. Ever so often, the guide adjusts its partner's head, as if aiming a camera, and says, "Open your eyes and look in the mirror". The ones being guided open their eyes for a moment or two, and take in the sight. After a predetermined length of time, roles are changed. Provide an audible signal when it is time to switch, using a bell.

At the end of the second shift, in groups of 4, they can share the experience. After ten minutes or so, you can initiate a general sharing in the whole group. What did you notice? What surprised you? What feelings came up, in guiding or being guided?

### VARIATIONS:

You can play with families, so the children can guide parents and the opposite.

### RESOURCES:

The work that reconnects, Joanna Macy

### COMMENTS:

Make sure you choose a safe place for them

### OBJECTIVES:

The mirror walk is adapted from the familiar Trust Walk. This exercise awakens sensory awareness and a fresh sense of gratitude for life, as well as providing a change of pace and focus. Is an excellent training for the ecological self, it helps people experience the world as their larger body – imagining that when they open their eyes, in specific moments, they are looking in a mirror. It is suitable at any point in a workshop or course. It develops trust among participants and it moves beyond words, towards immediacy of contact with the natural world.

### TOOLS NEEDED:



## HEROS' MEETING POINT

AGE GROUP: + 16

KEYWORDS: Creativity, meditation, imagination, self discovery

TIME: 60 min

NUMBER OF PARTICIPANTS: + 2

OBJECTIVES:

Discover and meeting our inner hero, finding inner resources, self-knowledgment

TOOLS NEEDED:

Papers, color paints, pencils, crayons

PREPARATION:

Prepare papers and colors for the second part of the exercise

DESCRIPTION:

In the first part we start with an imagination exercise. This can be conducted in everyone's different style and practice, the aim being to bring participants in the World of heroes and help them meeting their own hero (it can be fairy tale character, a Greek God or Goddess, cartoon character or any creature - no need to be human). This hero has special power to make positive impact on the surrounding environment. This imagination exercise takes max 15 minutes.

After this exercise, ask the participants to draw this character, trying to visualise all the details, personality traits, etc. After that, in groups of 4 the participants introduce their heroes to each other.

Directing questions: Introduce it. Why is it your hero? What special traits and strengths does your hero have? Does it have a name? How your hero can support to create a more sustainable life for all? And so on.

Often, if the group is not too big, the participants ask to present their heroes in plenary, so everyone can hear everyone. This is doable with a group of under 20 participants. If it is small group discussion, in plenary, there is only one question to the groups: List 2-3 characteristics that all of your heroes have.

Reflection: All these heroes (the participants themselves) have the inner strength to make changes and influence others for making steps in living a more eco-conscious life.

In the first part we start with an imagination exercise. This can be conducted in everyone's



## MEETING WITH YOUR FUTURE-SELF

AGE GROUP: +16

KEYWORDS: Self-reflection, impact, sustainability, system thinking

TIME: 60 min

NUMBER OF PARTICIPANTS: + 6

TOOLS NEEDED:

Chairs

DESCRIPTION:

Put the chairs in 2 circles (an inner and an outer one) in such a way that the participants are sitting facing each other and can talk in groups of 2. Start with a short imagination exercise about how the future will look like 100 years from now. In a relaxed position, participants 'travel' to the future and meet with their future self. (5-6 min)

Inform the participants that we will do 2 rounds of exercises, each of 5 minutes, after they open their eyes. In the first one, the outer circle will only listen (no questions, no discussion). The outer circle participants are the future selves of those who sit in the inner circle.

The facilitator is now the voice of the outer circle (the future selves) and asks the following questions in 3 rounds:

"I have heard that back in your time it was hard. There were wars, poverty, people destroyed and exploited nature, animals and humans. I know that it must have been really challenging surviving, mentally and physically as well. Tell me how it was to live in that time?" - the inner circle answers in 5 minutes. The others just listen. Then the outer circle moves one seat to the right, while the inner circle stays put.

"I also know that there were people who did not accept what has been happening and tried to change it. What did you do in that time, what was your role in that change?" - 5 minutes. The outer circle moves one seat forward to the right, the inner circle stays put.

"What or who could help you in this, where did you find motivation and strength for making all these happen?" - 5 minutes. Everybody stays put. The last round will be with the same people as the 3rd one.

"It must have been hard and challenging. I am here now to express my gratitude and respect for everything you have done. From deep in my heart I want to thank You for taking the effort, the energy and the courage, even when you were in doubts and maybe you did not know what to do, but you did your best. I am thankful for You." - the partner can react for this, they can talk now, if they want - 5 minutes, or as much time as needed.

After everyone has spoken about what they wanted, the roles will be changed, the participants change roles as well and the ones from the outer circle will sit in the inner circle seats. And the sentences will be said in the same way.

Often this is a quite deep exercise, so get prepared that participants will cry. This a totally



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normal reaction. When emotions arise, take it naturally. It is important that you leave enough time at the end of the circles. It is preferred not to have a long plenary conversation, for example only 1 sentence about the feelings is enough. Make sure that you leave a longer break after this exercise.

## RESOURCES:

Joanna Macy, Work that Reconnects



## NATURE INTRODUCES

AGE GROUP: + 10

KEYWORDS: Self-reflection

TIME: 15 min

NUMBER OF PARTICIPANTS: Any

OBJECTIVES:

Get participants to introduce themselves in a creative way

TOOLS NEEDED:

PREPARATION:

DESCRIPTION:

This is an introduction activity that can bring natural energy and approaches to the day or training. Participants sit in a circle (if possible and cosy, it is great to sit down on the floor). Ask them to choose themselves a name that represents either a natural element or animal they really like. It can be two words as well, as Indian people have these type of names. Ask them to introduce themselves by this chosen name (if it is suitable, ask them to use these names during the training, instead of their own names) and a short explanation about why they did choose this name. Some previous examples are: dew of the morning grass, silent forest, grey clouds, herd of running zebras, still mountain, etc.



# DEEP ECOLOGY

## TELLING OUR ECO-STORIES

AGE GROUP: +16

KEYWORDS: Empowering, wild women, emotions, meditation, visualization, dancing

TIME: About 30 - 40 min

NUMBER OF PARTICIPANTS: + 3

TOOLS NEEDED:

OBJECTIVES:

This exercise is for the opening session of a workshop, as it lets each person be heard at length from the outset.

PREPARATION:

A beautiful place outdoors is a good choice for sitting around and doing circles of talking. You need to make groups of 3 or 4, and you need a bell or something to make a sound when it is the time to change and give the word to another person. This is a co-listening exercise, so the participants who listen don't answer or give their opinion about the ecostories.

DESCRIPTION:

In groups of three or four, participants take a specific amount of time (5 to 15 mins) to recount particular life experiences in which they felt the presence of the natural world powerfully and/or felt pain over what is befalling in this world. The facilitators can model this for the whole group, and then emphasize that this storytelling is not a conversation; people are to listen to each other attentively without any comment. A bell or a drum can mark the time allotted to each person, and let silence surround each one's story.

VARIATIONS:

You can do this exercise in couples, walking around the forest or a beautiful path. At the sound of the bell, you change your partner you tell your ecostory to. This is a beautiful way to get to know each other better and start a 5 days workshop. In each group, you can suggest to use a talking piece for the person who talks, and in this way it is maybe easier to keep the turns of talking.

RESOURCES:

Thinking like a mountain" John Seed, Joanna Macy and Pat Fleming.  
Erasmus + course Connecting with Nature (Asturias, 2016).

COMMENTS:

As facilitator, make sure you manage the timing properly, allowing everyone to express themselves.



## ACT THE ANIMALS

AGE GROUP: 15 +

KEYWORDS: Role play, animal behaviour, sensitivity, empathy

TIME: 30 min

NUMBER OF PARTICIPANTS: 5 - 25

TOOLS NEEDED:

Laptop/projector to show short movies, short movies about animals

OBJECTIVES:

To learn about animals' behaviours by acting like them

To express emotions through our bodies

Sensitivity towards deficiencies

Working together, cooperation

PREPARATION:

Find short movies that show some typical behaviour of an animal. It's good to focus on socially important behaviours (eg. how ants are clinging on each other when swimming through a lake, penguins guard their babies by standing around them, lions waiting for their prey, etc).

DESCRIPTION:

The participants are put into different sized groups, but maximum of 5. All the groups are representing one animal behaviour (of which we have shown the short movies: eg. ants) and are asked to act out the situation that was seen on film. They have a few minutes emerge themselves in the roles, to try and get into the state of mind, feel the emotions of the animals, and to practice the way they walk, run, sit, etc. Then they have to work together as a group to best reenact the short clip with the typical behaviour of the animal species.

Debriefing and evaluation:

After all the groups have presented their act, they should be asked the following questions: What have you felt as the animal? How was it different to move like this, to feel like this compared to your human state? What would you have preferred to do? What should you have changed to be able to act differently? What characteristic of the animal helped and what didn't help? What have you learnt from this experience?

VARIATIONS:

The exercise can be done with an advanced group by not showing any short films, but by letting them decide what animal species each group wants to be, and what they would like to act out. Then the exercise can be done in two different ways: the other participants have to guess what they saw. The other variation is that the participants don't guess but they are told what they saw, and later they can react what they thought they saw.

COMMENTS:

Only try the variation with a group who is comfortable and inspired to do this version. It shouldn't be done as an introductory exercise as participants might feel shy about getting to the ground, using their whole body in movement. The exercise can be prepared by introducing some exercises beforehand that allow participants to warm-up their bodies, and to connect with other participants on a deeper level.



## MOVEMENTS OF ANIMALS

AGE GROUP: 12 +

KEYWORDS: Energizer, connecting to animals

TIME: 5 - 20 min

NUMBER OF PARTICIPANTS: 8 - 30

### PREPARATION:

Prepare flashcards showing different animals as many as the number of participants. Make sure you prepare cards with animals having different types of movements, including ones, whose rhythm or order of steps are not so easy to guess: for example, a walking giraffe, zebra, galloping hippo, walking tiger, running lion, kangaroo, sea lions, harbour seal. You can make cards with animals that can only be acted in a group, for example a snake, or millipedes etc.

### OBJECTIVES:

This exercise can be used as preparation and energizer for a more serious game connected to deep ecology. Its aim is to help participants use their bodies as if they were animals, to experience different types of existence.

### TOOLS NEEDED:

Flashcards showing animals

### DESCRIPTION:

Participants stand in a circle where they can see each other. Each participant chooses one card, steps into the circle and tries to imitate the movement of the animal shown on the card. The others try to copy this movement. The next participant continues.

### Debriefing and evaluation:

If participants are willing you ask them to share which of the animals made the biggest impact on them and why. Also ask them if they had any other animal in mind that was not on the cards.

### RESOURCES:

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

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

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

### COMMENTS:

The game should be done fast, without too much thinking. If the participants are shy, the leader of the exercise should start. This will set the bar.



## SENSING THE ENVIRONMENT

AGE GROUP: 15 +

KEYWORDS: Perception, refined senses, connecting to sense

TIME: 10 - 15 min

NUMBER OF PARTICIPANTS: 8 - 30

### PREPARATION:

Prepared objects should be shown only to participants after pairs were formed and one of them has been blindfolded. There should be enough objects to do the same after the pairs have swapped roles.

### DESCRIPTION:

Participants stand in pairs. One of them places an object in front of his/her blindfolded partner, which he or she tries to feel by holding one bamboo sticks (the person, who is helping, places the bamboo sticks on one part of the object, that is where he or she can start feeling it). The blindfolded person tries to identify the object by feeling it. If he or she does not succeed for the first time, the helping person can place the end of the stick on the part of the object, which he or she finds important in order to identify the object. If the participant does not manage to find out, they should be told to try to do it with their fingers only, not their hands. If they still don't succeed, they can use their whole hands. As they go along they should be describing what they are feeling by trying to identify, texture, hardness or temperature. After they are done, they should be allowed to take off the blindfold and see the object. The pairs should change roles after this.

### Debriefing and evaluation:

The exercise should be concluded by discussing how it was different to sense the object with different methods. Which one was the hardest and why? How did it help to be blindfolded? What have they explored differently this way? How would they develop the sense of perception? What good examples have they learnt from nature? How did this exercise help them better appreciate nature and its species differences? What can they learn from other species?

### VARIATIONS:

There is an endless number of variations based on what objects you prepare and how you allow participants to feel the objects, e.g. smell only.

### RESOURCES:

[www.waza.org](http://www.waza.org) , [www.eaza.net](http://www.eaza.net) , [www.izea.net](http://www.izea.net)

### COMMENTS:

Participants can easily turn over the objects, fragile objects should not be asked to touch.

### OBJECTIVES:

Participants can get closer and feel closer to nature if they identify themselves with certain special species of animals who are special because of their characteristics, e.g. seals, catfish and rats have a very refined sense of touch. This exercise promotes connection between human and nature through emerging ourselves in the sense of touch of animals that live in difficult surroundings. To make our perception of objects more refined.

### TOOLS NEEDED:

2-2 bamboo sticks and objects of different shape, blindfolds



# DEEP ECOLOGY

## THE MILLING

AGE GROUP: + 13

KEYWORDS: Awareness, connect with nature, mindfulness, conscious movement, healing

TIME: 25 min

NUMBER OF PARTICIPANTS: + 8

TOOLS NEEDED:

OBJECTIVES:

To get to know each other (icebreaker), to get aware of your roll on Planet Earth, to raise consciousness about environmental issues, team building.

PREPARATION:

You need an open and comfortable place to move around

DESCRIPTION:

After moving back the chairs and cushions to make a large open space in the room, invite people "to mill": to circulate around the room at a fairly energetic pace without talking. Remind the group to remain silent throughout the whole practice.

Let your eyes go out of focus; you won't bump. Use the whole space so you don't get into a snarl in the middle. Use your soft vision and you won't collide. If you find that all are going in the same direction, turn around and go upstream.

1. In the first part, people are moving as on busy city streets. Hurry! This is the Industrial Growth Society, and time is money. Keep moving, No talking. You are an important person with important things to do. Feel in your body the tension of having to make your way through all these moving obstacles.
2. Next, the pace slows and participants become aware of each other's presence. Now we slow down a bit. We see the faces around us. "Oh, I am not alone here". Our eyes engage as we pass. Then begins a series of one-to-one encounters. Take care to point out that when they meet, they don't need to lock eyes. They can simply relax their gaze and open their awareness to the whole person. Be sure to give ample milling time between encounters, to relieve the intensity and allow the experience to sink in.
3. The first encounter draws attention to the sheer presence of the other and their choice to be here. And you find yourself in front of someone and stop. Take their right hand in yours. This person is alive on planet Earth at the same time as you, born into the same period of crisis, danger and speed. And they've chosen to be here today. There are plenty of other things they could do on this day (catching up on work, hanging out with family or friends...) but they've chosen to be here, to look together at what's happening to our world. Notice how you feel about them making this choice and now take your leave from this person in any way you want.
4. In the next encounter, we focus on the other's unknown strengths and powers. Again, you find yourself in front of another person, and take their hand into yours. Behold this brother/sister being, who spoke today of things they love. Open your awareness to the strengths and gifts this person can bring to a "world change" – their patience, love of adventure, knack at problem solving, their kindness.



# DEEP ECOLOGY

5. In the following encounter, the focus moves to the other person's knowledge of our present situation and their willingness to face it. You are looking into the face of someone who has a good clue what's going on in our world. (Give two or more examples of what's going on, such: forest being clearcut, small farms forced out of business, crops genetically engineered, fracking). This person knows this is going on, yet they haven't closed their eyes, haven't turned away. Honor their courage.

6. In the next encounter, we are going to use open sentences to sit with the person and share an experience, here it is an example of sentence: Share a recent experience when you felt a strong sense of connection to life and felt really glad to be alive.

7. In this final encounter, we acknowledge the danger each person faces on this planet – time and the gifts they can bring to it. Moving on, we come to our last encounter. Facing each other, put your hands together palm to palm at shoulder height.... Before you stands someone living in a beautiful, fragile and poisoned planet. We must not let our common danger separate us. Let it bond us. Keep breathing... Allow your awareness to open to the real possibility that this person will play an important role in the "Great Turning to a life – sustaining civilization". Allow that possibility to enter your mind and let them know how you feel about it.

## VARIATIONS:

You can change some of the encounters by adding an open sentence to work in couples.

If you sense that the reflection about the hand might be too uncomfortable for your group, you can have people explore their own hands.

## RESOURCES:

The Work that Reconnects, Joanna Macy

## COMMENTS:

You can use The Milling after people have been sitting for a while. The silent encounters help people to see each other more and work with your senses.



## THE TRUTH MANDALA

AGE GROUP: + 16

KEYWORDS: Council, awareness, emotions, truth, circle, ritual, healing

TIME: About 90 min

NUMBER OF PARTICIPANTS: + 5

### PREPARATION:

You need an open space, enough to be able to sit in a circle. Each person should be relaxed and comfortable to share their own experiences, so you can create a comfortable atmosphere with nice light, some candles, incense...

### OBJECTIVES:

This ritual exercise provides a simple, respectful, whole group structure for owning and honoring our pain for the world, and for recognizing its authority and the solidarity it can bring. The practice emerged in 1992 amidst a large, tension-filled workshop in Frankfurt, on the day of reunification between East and West Germany; since then it has spread to many lands. To many participants it has been the most significant experience in a workshop, if not in their lives.

### TOOLS NEEDED:

### DESCRIPTION:

People sit in a circle. They sit as closely-packed as possible for they are, as we often put it, creating a containment vessel - or an alchemical vessel for holding and cooking the truth. The circle they enclose is divided into four quadrants (visible demarcations are not needed), and in each quadrant a symbolic object is placed : a stone, dead leaves, a thick stick, and an empty bowl. Entering each quadrant, the guide holds the object it contains and explains its meaning. Here are some words we use:

\*This stone is for fear. It's how our heart feels when we're afraid: tight, contracted, hard. In this quadrant we can speak our fear.

\*These dry leaves represent our sorrow, our grief. There is great sadness within us for what we see happening to our world, our lives, and for what is passing from us, day to day.

\*This stick is for our anger. For there is anger and outrage in us that needs to be spoken for clarity of mind and purpose.

\*This stick is not for hitting with or waving around, but for grasping hard with both hands - it's strong enough for that.

\*And in this fourth quadrant, this empty bowl stands for our sense of deprivation and need, our hunger for what's missing.--our emptiness.

You may wonder where is hope? The very ground of this mandala is hope. If we had hope, we wouldn't have been here. And we will see as we proceed, how hope underlies what is expressed in each quadrant.

We will begin with a dedication and a chant. because this is holy ground . Nothing makes a place more holy than truth-telling. Then we will step in one at a time, spontaneously. We will take a symbol in our hands and speak, or move from one to another. We may come in more than once or not at all; there is no pressure on us to enter. Even if you stay on the periphery, you will find that, as each person enters the mandala, you are in



# DEEP ECOLOGY

there with them. We will speak briefly. In brevity, words are powerful.

Now the guide, entering each quadrant, demonstrates how its symbol can be used for speaking the thoughts and feelings we carry. For example, holding the stone of fear:

Example: I'm scared by the climate change and its derived disasters: flows, desertification... How will the next generations live in this world?

Example: I feel sorrow for the people of Tibet - and for the loss of all the old indigenous cultures. Now when we most need the wisdom of their ancient traditions, we wipe them out. So I weep for us, too.

Example: Oh, the fury I feel for our war on the poor! I can't believe that welfare bill! What will happen to the women, the children? What kind of jobs can they get?

Example: I don't know what to do. I recycle, I take the bus, I change my diet, but in truth I don't know what can save us. I am empty of ideas, strategies, confidence;

Since we are not used to talking like this in public, we need the support of the whole group. After each person has spoken, let us all say: We hear you. That's enough.

Your agreement or approval is not needed - just your hearing and respect. And let us pause for three breaths in silence between speakings. Maybe there's something you want to say that doesn't fit one of these quadrants, so this cushion in the center of the mandala is a place you can stand or sit to give voice to it - be it a song or prayer or story. In the Truth Mandala we speak not only for ourselves, but for others, too. It is the nature of a ritual that it allows us to speak archetypally - not just as separate individual selves, but on behalf of our people, our Earth. Let the ritual object - stone or leaves or bowl - focus our mind. We don't enter the mandala to perform or explain or report to the rest of us, but to let that object help us voice the truth of our own experience.

Before the ritual's formal start, ask for the group's commitment to confidentiality: what is said here, stays here. Indicate also the duration of time you are giving to the ritual; this helps people to be comfortable with the silent moments that arise. The ritual time begins with your formal dedication of the Truth Mandala to the welfare of all beings and the healing of our world. Trust yourself to sense the moment to draw the ritual to a close. You will read clues in the participant's body language and the energy of the group, or from utterances that seem to provide an appropriate note to end on.

As you prepare to close, tell the ones who have been holding back and waiting to speak to seize the chance to do so. We often say: The Truth Mandala will continue in our lives, but this chapter of it will draw soon to a close. Let those who wish so to enter it now and speak;

The formal closing of the Truth Mandala is a key moment, in which the group's understanding of what has transpired is enlarged. First the guide, speaking generally and on behalf of all, honors the truth that each has spoken and the respectful support that each has given. Truth-telling is like oxygen: it enlivens us. Without it we grow confused and numb. It is also a homecoming, bringing us back to a powerful connection and to the basic authority.

Then the guide points out the deeper import of each quadrant in the mandala. Each symbolic object is like a coin with two sides; the courage to speak our fear, for example, is evidence of trust. Indicating one object after another, we say in effect:

Please notice what you have been expressing and hearing. In hearing fear, you also heard the trust it takes to speak it. The sorrow spoken over the dead leaves was in equal measure love. We



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only mourn what we deeply care for. Blessed are they that mourn. Blessed are those who weep for the desecration of life, because in them life still burns clear. And the anger we heard, what does it spring from but passion for justice? The empty bowl is to be honored, too. To be empty means there is space to be filled.

## VARIATIONS:

If you feel the group is shy, or that there is any language barrier, maybe you can write some sentences or open statements on each quadrant to make it easier.

## RESOURCES:

The Work that Reconnects, Joanna Macy

## COMMENTS:

The 'Truth Mandala' is an 'organic circle' so, sometimes the feelings can come to the group: tears, etc. You can close this dynamic in a different way, depending on the mood of the people or your experience.



# DEEP ECOLOGY

## WEB OF OUR LIVES

AGE GROUP: +14

KEYWORDS: System thinking, permaculture

TIME: 20 - 30 min

NUMBER OF PARTICIPANTS: 10 - 18

OBJECTIVES:

Understanding interdependence in nature

TOOLS NEEDED:

String, bigger post-its, markers

PREPARATION:

DESCRIPTION:

Ask participants to think about an element of nature. It can be living, such as animals, plants etc, or nonliving, such as the Sun, wind, mountains, etc. They can choose something they have a connection with, or like it. Ask them to write it on a post-it and stick it to their forehead.

Standing/sitting in circle, ask them to introduce themselves as an element of the nature and tell why they are an unchangeable part of it. Once the finished, get the ball of string and throw it at someone, in order to start. This person has to say who s/he is again and find someone from the other participants who depends on her or him in the nature. Then that person needs to find someone else who has not been in the web to say out loud the quality of the connection. And the balls go on until everyone gets connected to the web.

It can happen that more elements will be in the circle. This activity gives a great opportunity to explore various ways of connectivity in nature.

Spend a few moments to look around and raise awareness that this web is invisible, but it is actually the base of the environment. You can ask the participants what they think about this web.

Then, point someone and ask to leave the web by stepping one step back (take the chairs back). The elements who were connected to this one can explain what they have lost and they need to leave as well. It goes on till the last element in the web of life.

Reflection:

How was it being part of the web of life and connecting to other elements?

How did you feel, when you had to leave or when your connections started to disappear? What



# ECOFEMINISM



Ecofeminism is a term that links feminism with ecology. Its advocates say that the paternalistic/capitalistic society has led to a harmful split between nature and culture. Early ecofeminists propagated that the split can only be healed by the feminine instinct for nurture and holistic knowledge of nature's processes. Modern ecofeminism, or feminist eco-criticism, eschews such essentialism and instead focuses more on intersectional questions, such as how the nature-culture split enables the oppression of female and nonhuman bodies. It is also an activist and academic movement that sees critical connections between the exploitation of nature and the domination over women, both caused by men. Ecofeminism also describes an art movement focusing primarily on land art by women.

What, then, can one say about ecofeminism? What characterizes ecofeminism as a theoretical position and political movement? Despite important differences among ecofeminists and the feminisms from which they gain their inspiration, there is something all ecofeminists agree about; such agreement provides a minimal condition account of ecofeminism: there are important connections between the domination of women and the domination of nature, an understanding of which is crucial to feminism, environmentalism, and environmental philosophy (Warren 1987). A main project of ecofeminism is to make visible these "woman-nature connections" and, where harmful to women and nature, to dismantle them.

## I DRAW ME

AGE GROUP: 15 +

KEYWORDS: Nature, oppression, personal inquiry, creativity, art therapy

TIME: 45 min

NUMBER OF PARTICIPANTS: Minimum 5 people. Only for women and transgender people

### PREPARATION:

Prepare the site taking into account that there is a need for space for all participants to be able to lay down. Place all creative materials to create in the center of the room. Prepare quiet music for the creation process.

### OBJECTIVES:

This exercise is a work of personal inquiry through art and creativity. It allows us to reflect on what we feel with the different parts of our body using artistic expression. The second part of the workshop is to look for the connection between the oppression that we feel towards our body and those that make the natural environment suffer, looking for an imposed relationship that comes from the patriarchal system.

### TOOLS NEEDED:

Ample and quiet space, large continuous paper, paints, tempers, watercolors, scissors, magazines, glue

### DESCRIPTION:

The participants stay in pairs and go on the roll of continuous paper. One of the 2 lies on the floor, on the paper, and the other cuts the paper to the size of its height and draws the silhouette of this person on the paper. (5 minutes) Once each participant has his roll with his silhouette drawn, the trainers will explain what the exercise is about: that each participant draws their parts of the body with the materials that they have, expressing the emotion that suggests them, and the relation that they have with that part of his body. It is remarked that a part of the creation process is focused on representing the parts of your body that the participants feel oppressed, silenced, hidden or dependent on the patriarchal society. (15 minutes). Once finished, according to the number of participants, they will make a round group or subgroups to explain and show others their drawing. (2 minutes per person) Optionally, it would be interesting, if the group wants, to open a debate on the issues that have emerged during the exercise.

### VARIATIONS:

The activity can be divided and made into parts. Other types of materials can be used to draw.

### RESOURCES:

In 1981, Carolyn Merchant titled *The Death of Nature: Woman, Ecology, and the Scientific Revolution* his excellent study on the transformation of the vision of nature into modernity.

There have been several editions since the 1970's. The continuous transformation of medical therapies and medicines, as well as the evolution of the same group of health workers and patients who elaborate the manual advise us to consult the most recent ones. The last edition in English is from the year 2011 (*Our Bodies our Our selves*). The original edition is from the 1970's and therefore does not speak of problems and treatments that arose later and that are treated



# ECOFEMINISM

in the last elaborations. On women's health and environmental pollution, you can read excerpts from the latest edition in this link; for sexual and reproductive health, diets, body image, menopause and other topics, see this other link [7] Vandal Shiva, *Embrace Life. Woman, Ecology and Development*, trad. Instituto del Tercer Mundo de Montevideo (Uruguay), Madrid, *Unfinished Notebooks* 18, ed. Hours and Hours, 1995.

Vandal Shiva, *Manifesto for a Democracy of the Earth. Justice, Sustainability and Peace*, trad. Albino Santos Mosquera, Barcelona, Paidós, 2006.

Vandal Shiva, *Embracing Life. Women, Ecology and Development*, ed. cit., p. 77.

See the monograph "The Calostral re-evolution has begun", *The Ecologist for Spain and Latin America*, January-February-March 2012.



## EMPOWERING YOUR INNER SELF

AGE GROUP: 16 +

KEYWORDS: Empowering, wild women, emotions, meditation, visualization

TIME: 45 min

NUMBER OF PARTICIPANTS: 3 +

### PREPARATION:

You need to warm a room and make it comfortable enough to be there for a while. You need to quiet yourself in order to read the text and bring emotion to the group, in order to connect with the words and with you.

### OBJECTIVES:

The aim of this exercise is to know yourself better. Through this visualization, we will give the time for each person to analyse how they feel in this moment and discover the place where they feel comfortable with themselves. Usually, is a good way to start a group process, as each individual reflects on their feelings. For a women group, it is also a very good dynamic, as sometimes women forget about themselves in order to serve other members of the family or the community.

### TOOLS NEEDED:

A quiet place with a comfortable floor to lie down. Some yoga mats around to lie down would be great. Blankets, if you need them, pillows to lie down and feel comfortable.

### DESCRIPTION:

We, as facilitators of the Visualization, will read the text below:

We lie down, and we feel the weight of our body on the floor, with each breathing we get heavier and heavier, we take air in, and when we exhale we relax. We sink into the ground, we relax.

We are breathing more and more deeply, and we are relaxing our feet, we take the breathing to the feet. Then we climb slowly up the ankles, the calves, the knees, and breathing again, we keep going up. We take the breath to the thighs, to the vagina, to the anus, the buttocks, hips. With each exhale we relax a little more. We reach the abdomen, and we relax our internal organs, the liver, the uterus, the kidneys, we relax the intestine, the stomach, and we relax the whole column, each vertebra, carrying the breath there. We relax the lungs, the rib cage, the heart, the whole chest. We take the breath to the shoulders, neck, nape, skull, crown, forehead, face, jaw, and feel as they relax. We relax our mouth, our lips, our tongue, our palate, we carry breath to the ears, and relax the eyes.

Now my body is totally relaxed, heavy, soft.

Slowly, without moving (travelling with our minds), we get up and go to look for our coats, we dress and go out the door to the street. We walk through it, what do I see? Are there people, or is the street empty? How do I feel? I keep walking until I find a path: how is it? It is stone, earth, grass? Are there trees? Are there houses? What temperature is it? What smells do I perceive? I look to my right, to my left, I look in front of me. What noise do I hear? How am I dressed? I feel the humidity of the floor under my feet, I'm walking on a trail. While I keep walking, how do I feel?

Suddenly the path begins to rise, and me, together with it. At each step that I take the path is



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done more inclined. I climb up, I'm grabbing the roots to help myself, I feel the sweat, the fatigue in the legs, my breathing becomes more accelerated.

I keep going up. When I arrive to the summit, in front of me a new space is opening, it is a landscape that transmits calm, tranquility, in which I feel safe, strong, happy. How is it? Is it a beach, a forest, a city? Is it a place I know, or is it new? I examine this place with attention, I am placed in its center, and I look at it. What color do the elements of this site have? How is the sky, what temperature does it have, what smells are there, and what noise? I walk through this stage and approach the things I see, I touch them, I smell them, I inhale, I listen to them. How do I feel in this place? Am I completely at ease? If there is something I want to change, I approach and change it, I give myself the time to leave everything as I like it. I finally sit down, look around, and watch myself. I stay in the center of this space and I place myself in the most comfortable position, and I recognize it: this is my refuge, this is my place of power. This is the perfect place for me. In this place I am protected, I have the power to be at ease, to create, to invent, to ask, to give myself time. Little by little we are leaving our refuge, and without letting go of this feeling of tranquility and power we have, we say goodbye to this place, we look at the landscape for the last time, and we are walking down the path back, slowly going down, until we reach the street ... (name of the place where we are) and we reopen the door of this building, until we're back to this room. Slowly we are taking control of our breathing and recover the perception of our body. Little by little we are moving our hands, the feet, and when we are ready, we open our eyes.

After reading the text, we will allow a time, to share any thought or any feeling they want to, in couples. Also, not sharing anything, if they don't want, is an option.

## VARIATIONS:

You can adapt the text according to the age of the group. You can change the timings. You can just do the visualization without the sharing part.

## RESOURCES:

Cartografía de las Emociones (Gestalt course, runned by Flavia and Bea in Escanda, February 2015).



## DANCING ON YOUR SPIRIT ANIMAL

AGE GROUP: 16 +

KEYWORDS: Empowering, wild women, emotions, meditation, visualization

TIME: 45 min

NUMBER OF PARTICIPANTS: 3 +

### PREPARATION:

You need to warm a room up and make it comfortable enough to be there for a while. You need to stay quiet in order to read the text and bring emotion to the group, in order to connect with the words. Try to bring them to search their spirit animal. If you want to, you can create a sacred circle by using some candles, leaves or stones, and make an altar to dance around. Music for dancing and meditative music for the relaxing moment.

### DESCRIPTION:

We, as facilitators of the Visualization, we will read the text below:

We lie down, and we feel the weight of our body on the floor, with each breathing we get heavier and heavier, we take air in, and when we exhale we relax. We sink into the ground, we relax. We are breathing more and more deeply, and we are relaxing our feet, we take the breathing to the feet. Then we climb slowly up the ankles, the calves, the knees, and breathing again, we keep going up. We take the breath to the thighs, to the vagina, to the anus, the buttocks, hips. With each exhale we relax a little more. We reach the abdomen, and we relax our internal organs, the liver, the uterus, the kidneys, we relax the intestine, the stomach, and we relax the whole column, each vertebra, carrying the breath there. We relax the lungs, the rib cage, the heart, the whole chest. We take the breath to the shoulders, neck, nape, skull, crown, forehead, face, jaw, and feel as they relax. We relax our mouth, our lips, our tongue, our palate, we carry breath to the ears, and relax the eyes. Now my body is totally relaxed, heavy, soft.

Slowly, You are going to ask yourself what being (it could be an animal, a plant, mountain, etc.) you feel connected with. Maybe it is an animal that you recognize from your childhood or maybe it is a plant or another being that you feel connected with. Take your time to feel it and, if it is necessary, go for a walk around, or maybe find a quiet place for yourself. When you feel the being, close your eyes and feel it inside yourself, try to be one with it. Think for a moment why you feel that connection with the being, and if you have a piece of paper you can write or draw something about your connection.

### OBJECTIVES:

The aim of this exercise is to know yourself better, to develop your relationship with the animals and other beings from Planet Earth, and to live it from a female's perspective. Also, to interact with the rest of the group. It is a way to relax in between sitting exercises or discussions in groups, so, through this activity, you will connect with the groupal energy and it will encourage you to feel better.

### TOOLS NEEDED:

A quiet place with a comfortable floor for dancing and lying down on your back. Some yoga mats around to lie down on would be great. Blankets to cover yourself if you need them, pillows to sit down or lie down on and feel comfortable.



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After that, it is the moment to “dance with yourself and your spirit animal”, together with the rest of the group. All together, we are going to close our eyes and start moving around the space. Feel free to jump, dance, walk and think in your animal’s style. Just merge with it. Take any musical instrument if you feel up to.

Now, observe the rest of the spirit animals around you, and connect with their energies and with what brings you all together to this unique place.

If you want to dance with another being, just do it. (Here, you should allow them about 15-20 mins to establish connections and interact).

Slowly, start to bring awareness to yourself and to who you are. Start to breathe deeply and calmly. Take your time to leave from a beautiful experience like this, and take notes about how you felt it, about your emotions and the connections with others.

After the dancing, we will do a circle to evaluate the experience and how the participants lived it. Everyone is welcome to share any word or movement to express it.

## VARIATIONS:

You can adapt the text and the dancing part according to the age of the group. You can also shorten or lengthen the timings, depending on how you want to work. You can use musical instruments, live music or maybe just dancing in a forest. You can work on topics like empowering and female energy after the dancing, in a talking circle.

## RESOURCES:

Adapted by Estefanía Bravo from technics that she experience in the Holistic Shamanism course (Asturias, Mayo 2018).

## COMMENTS:

This technique is very good in big groups to allow the participants to know each other better. The dance of your spirit animal has been adapted from a method used in Shamanism to create groupal energy.



## SEED SWAP

AGE GROUP: 6 +

KEYWORDS: Seeds, garden, food sovereignty

TIME: 30 min - 2 hours (+preparation)

NUMBER OF PARTICIPANTS: 2 +

### PREPARATION:

Free seeds are those that have been reproduced by farmers generation after generation, and that have reached our days without going through a laboratory. This type of varieties, known as free seeds, can be reproduced year after year without fear of the plant losing its characteristics, as it happens with many commercial varieties that we buy in envelopes from large seed houses. The reproduction of seeds is a task, traditionally carried out by women, that allows the family to be self-sufficient in the production of food. The seeds were exchanged in the market to enrich the genetics of the plants and typical varieties of each zone were conserved. It could be interesting to collect all this information and much other about the seeds of your area, and put it on some posters for the day of the swap. You can place them in the space where you are going to make the exchange, along with the rest of the necessary materials. For the seed swap, it is also necessary to prepare some cards or forms so that people fill them with information about the seeds they bring and the ones they take. In them it is good to include information such as the name of the variety, the time of sowing and harvesting, the form of cultivation, its characteristics, what area it is typical in, etc. This activity requires a prior dissemination to make sure that people will come with their seeds from home (otherwise there will not be much to exchange). It may be a good idea to get in touch with seed networks and associations of farmers or small family gardens or community gardens from your area, this type of groups usually keep local varieties, have a lot of information and like to participate in seed swaps.

### DESCRIPTION:

At the established time, the swap will begin. People will be able to leave their seeds and catch others freely. When leaving a seed to exchange, they must fill out a form so that the rest of participants can know the characteristics and name of what they are taking. The assistants will be able to consult the information of the forms, take the envelopes of paper and fill them with the seeds that they want to take. Once the time is over, each person will be responsible for collecting what may be left of the seeds that initially contributed to the swap.

### VARIATIONS:

You can exchange many other things like seedlings or ethnobotanical information about the different varieties.

### OBJECTIVES:

Do a seed swap with free seeds that anyone can reproduce without having the problems of genetic degeneration. Promote self-sufficiency in seed production and food sovereignty.

### TOOLS NEEDED:

Papers, pens, paper envelopes, informative posters, formularies



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Seed Swap organized by Asturia's Seeds Network "Biltar"

## COMMENTS:

It is recommended that the people who carry the seeds stay there to be able to answer questions or possible doubts from the people that want to take them.



## SEEDS EXTRACTING

AGE GROUP: 6 +

KEYWORDS: Seeds, garden, food sovereignty

TIME: about 30 min

NUMBER OF PARTICIPANTS: 2 +

### PREPARATION:

We need to collect all the materials and have them at hand for the activity. Two days before the activity, we will have to ferment tomato seeds so that they are ready when we need them. In any case, on the day of the activity, in addition to the fermented seeds, we will also bring some fresh tomatoes to show how to take out the seeds and, after that, the participants will test them.

### DESCRIPTION:

We explain the main way to clean a seed but, in the beginning, we don't tell to the assistants who goes with each plant about them. 1. By fermentation: for the tomato, it is left to ferment in its juice for two days, it is cleaned in the colander with water and it is dried. 2. By decanting: for onions or lettuce, the seeds are rubbed, they are placed in a jug of water where the brush goes up and the seeds stay down, after which we have to strain and dry them. 3 By drying: for the beans. The pods and the beans can be separated manually, or we can also step on them and winnow them outside if the weather is appropriate. We suggest that the assistants try the different plants to see what method they think is the most practical for each type of seed.

### VARIATIONS:

We can do it with only one plant or with several, and analyze the differences between them

### COMMENTS:

It can happen that no seed comes out as usable. This is a game and must be treated as such, it is not a workshop to learn how to extract correctly, but an approach to the different methods of extracting seeds. For the game, trial, error and investigation are crucial.

### OBJECTIVES:

Make a theoretical-practical workshop in which participants acquire some minimum knowledge about seed extraction. Promote the self-sufficiency in seed production and in food sovereignty.

### TOOLS NEEDED:

Water, 2 buckets, 1 transparent jar, a big strainer, fruits/plants with their seeds ready to be collected (we recommend to use tomato, dried onion/lettuce flower with seeds, and some dry beans on their pod).



## ETHNOBOTANICAL PROSPECTING

AGE GROUP: 6 +

KEYWORDS: Seeds, garden, food sovereignty

TIME: 2 hours minimum

NUMBER OF PARTICIPANTS: 2 +

PREPARATION:

It would be interesting to go with the group to a place that we already know, where there are people who have the kind of varieties that we are looking for and who want to participate and provide seeds and information about them.

DESCRIPTION:

This activity consists in doing a field investigation to know local varieties of vegetables and traditions associated with them. It may be interesting, in addition to carrying a pencil and paper, to bring a camera or recorder, but we must bear in mind that these scare people more, so they might not express themselves so openly. In order to carry out our detective work, we will interview people who have a garden and we will ask them for seeds of some traditional variety and information associated with them. We start by asking about the way of cultivation and then we'll get interested in other issues associated with this variety, such as if a harvest party is being held, if there are songs or stories in which it appears, if it is used for a typical dish in the area, if it is cooked in certain seasons of the year associated with parties or celebrations of some kind. All this information, which may arise from a single plant, will give us many clues about the life and customs of the place where it is grown. This information will be pointed and kept well classified, along with the seeds given by the interviewed people. The result of the prospecting is very valuable and can have many later uses.

VARIATIONS:

We can find lots of ways of using the results of the prospecting, for example doing a seed bank with the seeds and the information we collect, or organizing a vegetable exposition, or a gastronomic day. This activity can be done with small children and be approached like a detective game, or with older people, who would give it the solidity of a scientific investigation.

COMMENTS:

If you don't prepare this activity and just go to any village and see what happens if you ask, you might find real surprises and meet new people, but you also run the risk of spending the afternoon hanging around because you do not find anyone interested in participating.

OBJECTIVES:

Do an ethnobotanical prospecting to discover the local vegetable varieties of a place and the customs and traditions associated with them

TOOLS NEEDED:

Paper and pen



## DISCOVER THE ECOFEMINISM

AGE GROUP: 15 +

KEYWORDS: Gender, planet earth, awareness, nature, sovereignty

TIME: About 40 min

NUMBER OF PARTICIPANTS: 8

PREPARATION:

A quiet space, a large table and some chairs

OBJECTIVES:

To reflect on what we all understand as “ecofeminism”. Also, it is a good dynamic to set up our knowledge about the topic. You can use it as a role play activity to develop a debate

TOOLS NEEDED:

Paper, pens, video projector, internet, to be able to watch this video:

<https://www.youtube.com/watch?v=jM524nlzQdQ>

DESCRIPTION:

This activity is based on watching and working on the video “Ecofeminism: a global crisis”, that you can search on Youtube. After that, we will debate in small discussion groups (3 or 4 people in each group, depending on the size of the group) some important questions related to the video, that will create a common point of understanding between us. This process should be moderated by a facilitator who helps solving doubts and makes sure the group’s focus is on the topic.

There will be 20 minutes to debate and then we will put the results and the important points we have arrived at in common. For that, there should be around 15 minutes.

The questions we suggest for the debate are:

What is the relationship between life on Planet Earth and women? What is the relationship between women's work and the support of life? What kind of jobs do women do to sustain life? At what point does the role of women take a back seat? Why is the work and the role of women made invisible?

What is needed to make the role of women in sustaining life visible?

Why do women not have access to resources, to land, and why are they the poorest of the poor?

Why do you think there is a special relationship between women and nature? Do you think it is due to some kind of essence or is it related to the activities and roles that women have traditionally assumed?

What is the relationship between the struggles for sovereignty over the territories and the struggles for sovereignty over the bodies of women?

VARIATIONS:

You can adapt the questions to other ages or levels knowledge on the subject

RESOURCES:

1. In 1981, Carolyn Merchant titled *The Death of Nature: Woman, Ecology, and the Scientific Revolution* his excellent study on the transformation of the vision of nature into modernity.

2. See Alicia Puleo (ed.), *The forgotten illustration. The controversy of the sexes in the eighteenth century*, presentation of Cèlia Amorós, Barcelona, Anthropos, 1st ed. 1993, 2nd edition 2011.



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3. On the positions of the Ecologist magazine for Spain and Latin America, see Alicia H. Puleo, "Reformation patriarchal in the name of women in network. The feminist newspaper Page 8/9 feminism and ecological Ecology "
4. Thesis developed by the philosopher Simone de Beauvoir in his book The Second Sex, published in 1949.
5. Mary Mellor Feminism and Ecology, Polity Press, Cambridge University Press, New York, 1997. See from the same author "ecofeminist as Economics ", Women & Environments International Magazine N ° 54/55, Spring 2002.
6. Val Plumwood, Feminism and the mastery of Nature, London-New York, Routledge, 1993. [15] K. Warren, "The power and promise of an ecological feminism", in María Xosé Agra, Ecology and Feminism, trad. Carme Adam Villamarín, Ecorama, Granada, 1997, p. 134.
7. Alicia H. Puleo, ecofeminism for another possible world, ed. Cátedra, Madrid, 2011.
8. See, as an example of these proposals, the monograph "R-evolution Calostrál has begun" the Ecologist for Spain and Latin America No. 48, January-March 2012. For a detailed review, my article in the meantime already quoted women in network. The feminist newspaper.

## COMMENTS:

Ecofeminism is a very little known subject, but very present and important from the ecological and feminist perspective, so this activity should be really good to set up the bases of the group.



## ECOFEMINIST ACTIVIST OF THE WORLD

AGE GROUP: 15 +

KEYWORDS: Activism, environmental consciousness

TIME: About 40 min

NUMBER OF PARTICIPANTS: 8 - 12

PREPARATION:

A quiet space with a large table and chairs, computer with internet connection (optional). Printed information about activist women.

TOOLS NEEDED:

Information material about activists (paper) world map, tables and chairs, computer and access to internet (optional)

DESCRIPTION:

We make 4 groups of no more than 3 people. Each group will choose an activist and they will place her on the map with a photo. After that, they will be given some time to look for information about their biographies, their struggles, where they come from and their most important phrases. Finally, each group will have 5 – 10 min to make an exposition about the importance and life of these Women.

We have chosen 4 ecofeminist women and activists: Wangari Maathai, Berta Caceres, Vandana Shiva, Maxima Acuña. Below, you have a link to the biography of each women and a phrase from her:

Wangari Maathai:

biography [https://es.wikipedia.org/wiki/Wangari\\_Maathai](https://es.wikipedia.org/wiki/Wangari_Maathai)

"Until you dig a hole, plant a tree, water it and make it survive, you have not done anything. You're just talking "

Berta Caceres:

biography [https://es.wikipedia.org/wiki/Berta\\_Caceres](https://es.wikipedia.org/wiki/Berta_Caceres)

"As long as we have capitalism, this planet is not going to be saved because capitalism is contrary to life, to ecology, to the human being, to women"

Vandana Shiva:

biography [https://es.wikipedia.org/wiki/Vandana\\_Shiva](https://es.wikipedia.org/wiki/Vandana_Shiva)

Women have been experts in seeds, seed producers, seed collectors, conservators of the world's biodiversity. The 10,000 years of human experience in feeding us, is an experience of women

Máxima Acuña:

biography [https://es.wikipedia.org/wiki/Máxima\\_Acuña](https://es.wikipedia.org/wiki/Máxima_Acuña)

I defend the land, defend the water, because that is life. I am not afraid of the power of the companies, I will continue fighting for the comrades who died.



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## VARIATIONS:

You can choose other ecofeminist women. The use of the internet is optional, you can also give them the material on paper, books, articles, photos, it depends on the person who facilitates it and the possibilities that you have

## RESOURCES:

Vandana Shiva, Manifiesto para una Democracia de la Tierra. Justicia, sostenibilidad y paz, trad. Albino Santos Mosquera, Barcelona, Paidós, 2006.

Vandana Shiva, Abrazar la vida. Mujer, ecología y desarrollo, ed.cit, p.77.

## PITFALLS AND EXPERIENCES:

To understand ecofeminism, it is necessary to know the women who represent it, understand their struggle and why it is so, in this way we will realize the importance of ecofeminism for a global change



## HEROINES AND HEROES

AGE GROUP: 15 +

KEYWORDS: Gender, discrimination and intolerance, citizenship and participation

TIME: 60 min

NUMBER OF PARTICIPANTS: 15 - 30 (small groups of 5-7)

PREPARATION:

Gather the materials, prepare the space according to group size, clarify concepts

OBJECTIVES:

To reflect on why there are different perspectives on historical events

To develop skills of critical analysis

To foster curiosity, open-mindedness and a sense of justice

TOOLS NEEDED:

Paper and pens (one blue and one red pen per participant; optional but preferable).

Flipchart paper and markers

DESCRIPTION:

1. Give people five minutes to think about which national heroines and heroes (historical or living) they particularly admire.
2. Hand out the paper and pens and ask each person to draw two columns. In the first column they should (using the red pen) write the names of three or four heroines plus a brief description of who they are and what they did for their country. Underneath they should write key words to describe the characteristics they associate with heroines in general.
3. Repeat the process (using the blue pen) for three or four heroes. Write this information in the second column.
4. Now ask the participants to get into small groups of between five and seven people to share their choices of heroines and heroes. Ask the groups to come to a consensus on the four most worthy heroines and four most worthy heroes.
5. Now come into plenary and write the names of each group's heroines and heroes in two columns on the flipchart. Add the keywords that describe their characteristics.
6. Discuss the list of characteristics and the use of heroines and heroes as role models and the extent to which they are gender stereotypes. Then move on to the debriefing.

Debriefing and evaluation: Start by reviewing the activity and what people learnt about heroes and heroines and then go on to talk about stereotypes and how they influence our perceptions and actions.

What kinds of people are heroines and heroes? (Ordinary men and women? Kings?) What did they do? (Fight? Write poems?) How did the participants learn about them?

What were the differences and similarities between the two lists of characteristics?

What values do the heroines and heroes stand for? Are these values the same for both, or are there differences? What do people understand by the word "stereotype"? How true are stereotypes? Are stereotypes always negative?

Do you personally, and people in your society in general, have general stereotypes and



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expectations of men and women?

Do participants feel limited by these expectations? How?

Does the list of characteristics produced in this activity reflect traits that some might describe as national characteristics?

To what extent are social and cultural barriers the result of stereotyped thinking?

In what ways does gender stereotyping deny people their human rights?

Which human rights documents and articles protect people from discrimination because of their gender?

Stereotyped expectations often act as barriers to both men and women limiting their life choices and options. What gender-related barriers have participants experienced? In the home, school, club or work place?

What can participants do about these barriers? Can they identify strategies to break away from cultural norms and values related to masculinity and femininity?

## VARIATIONS:

When working with younger groups it is likely that you will want to work with other types of heroines and heroes, for example, characters in comic books and films, pop, film and sports celebrities. You could start the session reading comics and then brainstorm the characteristics of the characters. Alternatively, you could put up posters of pop or sports stars and ask people to write speech bubbles or add drawings. If you leave the question, "who are your heroines and heroes?" completely open, you may find some interesting surprises that make for fruitful discussion. For instance, people name their parents, Yuri Gagarine, Hello Kitty, Nelson Mandela or Beethoven!

Ask the participants individually to choose two people they admire greatly, without telling them that they should choose one female and one male. In the debriefing ask them to count whether there are more men than women or more women than men in their lists. Ask the participants if this is of any significance.

## RESOURCES:

<https://www.coe.int/en/web/compass/heroines-and-heroes>

## COMMENTS:

The words 'heroine' and 'hero' are perceived differently in different societies. Be aware of this and take care to introduce the meaning carefully; it may be useful to underline that heroines and heroes are role models.

At point 5 in the instructions you should accept all contributions from the small groups and write everything onto the flip chart. If someone suggests terms like "feminine" or "masculine", you should accept them at this stage and return to them in the debriefing when you should discuss the meanings of these words.

Depending on the target group and context, it may help people make links with human rights, if you ask the participants to identify human rights heroines and heroes (defenders / activists / people who, in their opinion, have made a change in their country or the world). You could then go on to discuss the development of human rights, the influence of human rights on local, regional and international law, and the dilemmas.



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This is a good activity to do in a multicultural setting, because the cultural element becomes more apparent. Mix the groups and tell the participants that the heroines and heroes may be either from their present country of residence or from their country of origin.

A 'stereotype' is an oversimplified, generalised and often unconscious preconception about people or ideas that may lead to prejudice and discrimination. It is a generalisation in which characteristics possessed by a part of the group are extended to the group as a whole. For example, Italians love opera, Russians love ballet and people who are black come from Africa. When roles are attributed to women or men or there are expectations about how they should behave because of their gender, it is called 'gender stereotyping'.

There may be confusion about the words sex and gender. Sex refers to the biological differences between men and women, which are universal and do not change. Gender refers to social attributes that are learned or acquired during socialisation as a member of a given community.

Gender therefore refers to the socially given attributes, roles, activities, responsibilities and needs connected with being men (masculine) and women (feminine) in a given society at a given time, and as a member of a specific community within that society.



## PATH TO EQUALITY LAND

AGE GROUP: 15 +

KEYWORDS: Gender, discrimination and intolerance, education

TIME: 120 min

NUMBER OF PARTICIPANTS: 4 +

PREPARATION:

Familiarise yourself with the map and the symbols used

OBJECTIVES:

To envisage a future world where equality is the norm

To develop communication, imagination, creativity and skills to cooperate

To promote justice and respect

TOOLS NEEDED:

2 large sheets of paper (A3 size) or flipchart paper per small group

Marker pens of different colours, enough for all small groups

A map, preferably a hiking map or any other sort of map that shows physical features, for instance, mountains, valleys, rivers, forests, villages, bridges, etc.

DESCRIPTION:

**Part 1. Defining the problems and brainstorming solutions.** 15 minutes.

1. Ask people to get into small groups of three to five people. Hand out one sheet of paper and the pens to each group. Tell them to draw 3 columns of equal width down the paper.
2. Remind people that in Equality-land, there is complete gender equality. Ask participants to brainstorm concrete examples of what this country would be like. One person in the group notes down the list in the first column.
3. Now ask the groups to think about how life is today, to reflect on each point in column 1 and to discuss what steps need to be taken to get from the present to their future Equality-land. In the second column, write the steps down beside each point.
4. Next, ask people to reflect on the obstacles they might encounter on the path to Equality-land and how they would overcome them. Write these down in the third column.

**Part 2. Drawing the map.** 40 minutes.

1. Briefly review what a map looks like. Point out the ways that contours are drawn, the shading for mountains and rivers and the symbols that are used for forests, moor land, buildings, power cables, and so on.
2. Now introduce the idea of other symbols. Ask participants if they know of any folk tales or other stories that use the metaphor of a person going on a journey to present moral ideals. Talk about the way a dark forest, for instance, may be used as a metaphor for evil or a red, rosy apple used to represent temptation. The traveller may show moral strength swimming across a fast flowing river or humility helping a distressed animal.
3. Hand out a second large sheet of paper to each group. Ask each group to make their own fantasy map to represent the landscapes of the present and the future with a path or paths running between them. They should make up their own symbols for the geographical features and for the obstacles that will either hinder or help the traveller as he and she journeys along the path from the present to Equality-land.
4. Bring everyone back into plenary and ask participants to share their maps.



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## Debriefing and evaluation

Start with a discussion about the way the different groups worked together and how they made decisions about what to represent and about the way they drew the map. Then go on to talk about what Equality-land might look like in reality, and the obstacles to reaching it.

Did people enjoy the activity? Why?

Which was the easiest and which was the hardest column to fill in? Why?

What were the main features of Equality-land?

What needs to change in order to build a society where there is gender equality?

In relation to the right not to be discriminated against, can policies of positive discrimination be justified as short-term measures to boost gender equality?

If you had to rate your country amongst all the countries of the world for equality of opportunity for both men and women, how would you rate it on a scale of 1 to 10? 1 is very unequal, 10 is almost ideal equality.

Why is it so important to focus on women's human rights?

Apart from women, which other groups are discriminated against in your society? How is this manifested? Which human rights are being violated?

How can disadvantaged groups be empowered to claim their rights?

What role has education to play in empowerment?

What role has human rights education to play in empowerment?

## VARIATIONS:

The groups could make models of the landscape using "junk". In this case, you will need to have a good collection of small boxes, tubs, tubes, paper, stones, nuts, bits of string and wool, paper clips, etc and also glue and card for the bases for the models. The method of drawing a map from the present to the future can be adapted to most issues where you want participants to think freely and imaginatively about finding solutions to problems.

## RESOURCES:

<https://www.coe.int/en/web/compass/path-to-equality-land>

## COMMENTS:

Ensure that the groups think of concrete examples of how life in Equality-land could be. Try to get the groups to come up with their own examples, but if this is difficult you can suggest they think about the number of women in parliament, the number of women at the top of business, differences in income, the number of hours that men and women work in a day and how they spend their leisure time, sharing domestic chores, the numbers of part-time workers, domestic violence, harassment at school and at work or how men and women are portrayed in the media. Don't over emphasise the need for symbols because metaphorical ideas are not easy for some people. If participants get stuck thinking about how to picture their ideas, you could start them off by suggesting a woman uses a bridge of education to go over a river of prejudice against women who want to be a lawyers, or a man could find a jewel of satisfaction through working as a nursery teacher, looking after very small children. Of course you will have to think of examples of gender stereotyping that reflect the reality in your society.



## THE GOAL

AGE GROUP: 15 +

KEYWORDS: Privileges, racialization, women, class difference.

TIME: 25 min

NUMBER OF PARTICIPANTS: Minimum 12 people. For women and transgender people only

PREPARATION:

Write the questions where you can have them at your fingertips during the dynamic. Mark an exit line on the ground. During the dynamic, participants must take steps forward, all participants will take steps of the same measure. It is better to have that measure decided before starting.

OBJECTIVES:

This exercise is a work of personal inquiry, which gives us the opportunity to see and reflect on our privileges. What privileges do we have? What privileges do we lack? What privileges do we have without doing anything to get them? What have been given to us due to: where we were born, to the education we have had and to the socialization in which we have been raised? This activity seeks us to realize the advantages we have (or not), when moving in this capitalist system. Advantages of different types: labor, education, mobility, economy, migration ...

TOOLS NEEDED:

A wide and quiet place

DESCRIPTION:

Explain to the participants that they are going to "run a race" while answering some questions. Each time a participant answers a question affirmatively, he or she will have to step forward. It's a race that runs step by step. It is important to decide beforehand the measurement of the step (for example 25 centimeters) and mark it. The measurement of the step must be the same for all the participants. We ask the participants to take some time to think before answering each question. The questions are:

1. Have I never felt embarrassed by my way of speaking?
2. Have I never had to choose between studying or working?
3. Have I never had to explain my motherhood or not motherhood?
4. Does my ID or passport allow me to travel to almost any country?
5. Am I not afraid of a disease endangering my subsistence?
6. Do not I have to worry about losing my permission to work and legally reside in the territory I inhabit?
7. If I run out of resources, do I have support?
8. Am I calm to arrive at the end of the month?
9. Can I choose to work salaried or not?
10. Has anyone ever questioned my sexual orientation?
11. Has anyone ever questioned the existence of my sexual desire because of my age?
12. Have I never been asked about my appearance?
13. Is it usually enough for me to say things once ... even a NO?
14. Do I feel the need to coordinate with others when making my plans?
15. Do I live my emotions as a problem?
16. Do I move freely in any space?
17. Is there someone dependent on me?



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Once we have finished asking the questions, we will ask the people who are ahead to look back and see where the rest of the participants are located. We explain that, in this race, the starting point of each of them is where their privileges place them.

If it is a group of more than 12 people, we will divide it into smaller groups for the next part of the activity.

After this, ask the participants to stand in a circle and one by one talk about: how they have felt doing this activity, what has caught their attention, and what they have discovered about their privileges. When everyone has spoken, we can open a group discussion.

## VARIATIONS:

You can ask other questions. It can be an exercise in which men also participate.

## RESOURCES:

<https://www.youtube.com/watch?v=AZT8jI7XENg>

<http://desde-elmargen.net/la-opresion-multiple-genero-raza-clase/>

<https://latinta.com.ar/2017/05/los-limites-de-la-sororidad-violencia-de-genero-clase-y-raza/>

<https://www.sciencedirect.com/science/article/pii/S0188947816300603>

Vandana Shiva, *Abrazar la vida. Mujer, ecología y desarrollo*, ed.cit, p.77.

## COMMENTS:

It is a dynamic that can emotionally remove the people who do it, the facilitator has to be attentive to that.

The more heterogeneous and numerous the group, the more visible the distances in the race will be. If it is not, nothing happens because it works the same.

It is important to give space to the second part, in which the participants speak, to allow a debate to reflect on these privileges.



# ECOLOGICAL FOOTPRINT



The term ECOLOGICAL FOOTPRINT itself strictly refers to the metric that measures how much nature we have and how much nature we use. The Footprint helps COUNTRIES improve sustainability and well-being, LOCAL LEADERS optimize public project investments and INDIVIDUALS understand their impact on the planet.

Ecological Footprint accounting measures the demand on and the supply of nature. On the demand side, the Ecological Footprint measures the ecological assets that a given population requires to produce the natural resources it consumes and to absorb its waste, especially carbon emissions. The Ecological Footprint tracks the use of six categories of productive surface areas: cropland, grazing land, fishing grounds, built-up land, forest area, and carbon demand on land.

On the supply side, a city, region or nation's bio-capacity represents the productivity of its ecological assets. These areas, especially if left un-harvested, can also absorb much of the waste we generate, especially our carbon emissions." (paraphrased from <https://www.footprintnetwork.org/our-work/ecological-footprint/> )

One of the ways individuals can better understand this topic is by calculating their own ecological footprint and after finding out the results taking specific measures on how to reduce it. There are many good resources that help calculate this impact and many of these also offer very practical advice. The most used ones are:

- <http://ecologicalfootprint.com/>
- <http://www.footprintcalculator.org/>
- <https://www.footprintnetwork.org/resources/footprint-calculator/>

# ECOLOGICAL FOOTPRINT

## BEWARE, WE ARE WATCHING

AGE GROUP: 15 +

KEYWORDS: Globalisation, environment, citizenship and participation

TIME: Part 1: 45 minutes. The other 2 parts depend on conditions.

NUMBER OF PARTICIPANTS: 15 - 30 (small groups of 5-8)

PREPARATION:

Make copies of the information sheet, one per participant.

Be aware of your role in supporting people's participation!

OBJECTIVES:

To learn about the globalised nature of the garment industry and understand the true cost of the clothes we buy.

To develop skills to analyse information, plan and implement action.

To encourage creativity, imagination and a commitment to activism.

TOOLS NEEDED:

Flip chart, marker pens and handout:

Tracking the true cost of cotton:

Cotton T-shirts are the product of a number of different global industries, with production facilities in almost every country in the world. Here is an example:

A typical cotton farm in Burkina Faso is a freehold, worked on by a family who cultivate the six or eight hectares of land. One kilo of Burkina Faso-produced raw cotton is worth €0.23. For many of the cotton producers the cash they get from selling the cotton is the only money they receive in the whole year.

From the farm, the cotton is transported to the ginning factory to make lint, a process which takes the per kilo cost to €0.56. Workers are paid €73.40 every two weeks.

The cotton is now transported for export to the Togo port of Lome, where it is sold to merchants at €0.88 per kilo. Over half of it is sold to China: it is loaded onto cargo ships for ports such as Shanghai, where it is sold to local spinning factories for €0.97 per kilo.

Most of the workers on the line come from poorer areas, often in China's vast rural hinterland. They live in dormitories in the factory and work very long hours for low pay. The garments themselves - made for many of the West's most famous brands, often in the same massive factory as where the yarn is spun - are now taken to a port and loaded for export. The average price of a T-shirt imported into the US is €1.10, but a downtown department store in Manhattan will sell two for €14.70.

Cotton that started in Africa costing €0.56 a kilo is now worth €18.40 a kilo.

This information is from the Internet: BBC news channel programme "Tracking the true cost of cotton", 2nd of May 2007.

The true cost of one cotton T-shirt:

- Water use: 2,157 litres (45% is used for irrigation)
- Energy use: 8 kilowatt hours (28,800,000 Joules) of electricity for spinning and sewing machines 41.6-110 litres of fuel for transport by land and sea
- Transport distances: 8,851-15,128 km
- Gas emissions: NOx, CO, CO2, (greenhouse gasses) SO2, N2O, volatile compounds
- Toxins: 1-3g pesticides, diesel exhaust, heavy metals (dyes)
- Cost on import: €0.44-0.77
- Child labour: in 17 countries, the average wage is €0.37 per day
- Miscellaneous: 53-91 g of fertilizer

Source: Earth Intelligence Network

<http://true-cost.re-configure.org/http://forum.re-configure.org>



# ECOLOGICAL FOOTPRINT

## DESCRIPTION:

### Part 1: Looking at the issues

1. Explain that the group are going to take a closer look at the clothes they buy, and the social, economic and environmental impacts of their choices.
2. Ask people to look at the labels in their T-shirts or sweaters to see where they are made and what they are made of. What did they cost? Make a chart on the flip chart, listing all the countries and prices.
3. Ask if money is the only consideration; then hand out the information sheets "Tracking the true cost of cotton" and "The true cost of one cotton T-shirt" and give participants 5 minutes to read them.
4. Then go on to brainstorm the issues that the information raises, for instance, labour rights including child labour, the use of resources (water and fuel), damage to the environment by pesticides and other toxins, and the consequences of globalisation.
5. Ask the group how, in the light of this knowledge, they feel about buying T-shirts. What can they do to take action against the violations? Brainstorm their ideas for taking action, for instance, to take more care of their clothes so that they don't wear out so quickly, to buy only fair-trade T-shirts in the future or to launch a campaign in their locality to raise awareness about the issues among their peers. Discuss which ideas they think they might like the most to take forward. Let them research for more information and to think about the feasibility of their ideas.

### Part 2: Decisions about taking action

6. Let participants review the research, refine their ideas and agree on what sorts of actions to take.
7. Ask them to get into small groups according to the type of action they would like to take and to draft a short, outline proposal which should include:
  - Clear aims and objectives
  - A description of the proposed activity (boycott, concerts, television or radio programmes, street theatre, leafleting, etc.), including reasons for their choice
  - A timetable for preparing the activity and implementing it
  - The places where the activity will take place (schools, public buildings, etc.)
  - Estimated costs and resources needed.
8. Ask each group to submit their proposals and ask everyone to comment and to make suggestions for improvements.

### Part 3: Implementation

- Either choose one action for the whole group to participate in, or let participants work in small groups according to what action they want to take.
- At the end of the action or campaign, review how it went and what the group achieved.

### Debriefing and evaluation:

#### After part 1:

- Is money the most important cost? If not, why not?
- How important are the social, economic and environmental costs? Is one more important than another? Which human rights are being violated?
- How much would you be prepared to pay for a T-shirt?
- What makes a good campaign?
- Do you think that institutions working in the field of the protection of workers' rights, such as



# ECOLOGICAL FOOTPRINT

NGOs, international organisations, United Nations agencies, and organisations leading anti-globalisation campaigns, make a difference? Why? Why not?

After part 2:

- How easy was it to agree on an action plan? Is everyone happy about the way the decisions were made in the small groups? Why? Why not?
- Why did people choose to take the action they did?
- Does everyone feel involved? Why? Why not?
- Which human rights violations are the different groups targeting?
- How did the action or campaign go? Did it go to plan? Why? Why not?
- What do you need to remember for another time?
- Did everyone feel involved and their abilities used? If not, why and what could be done better next time?
- What else have you learnt from doing the activity and from taking action?

## VARIATIONS:

You can develop part 1 of the exercise to encourage people to think more deeply about the true costs; thus:

1. Start by asking participants the prices of their T-shirts and to agree on an average price.
2. Next, ask them to look at their labels to see where the T-shirts come from.
3. Then ask people in small groups to brainstorm a list of all the steps in the production process from growing the cotton to retailing the item in a shop.
4. In plenary, compare the lists and make one common list that summarises the different elements under the general headings of transport, labour costs, energy use, and so on.
5. Next, again in their small groups, ask participants to put a price on each item, for example on growing the cotton, the total labour costs, transport, and so on.
6. In plenary again, discuss the groups estimates.
7. Finally handout the information sheet and ask for comments.

## RESOURCES:

<https://www.coe.int/en/web/compass/beware-we-are-watching>

## COMMENTS:

Be well prepared and informed to be able to help and support the participants.

If you want to put the cost in terms of carbon footprint, then Ecometrica has made an assessment of the carbon footprint of clothes, taking a pack of 3 pairs of underpants as its example. Pants and T-shirts are likely to have a similar emissions profile – although arguably pants should be washed slightly more frequently, but they are probably ironed less often! The result is 57 kilogrammes of CO<sub>2</sub> from cradle to grave. Go to: [www.ecometrica.co.uk](http://www.ecometrica.co.uk) and search for "apparel fact sheet".



# ECOLOGICAL FOOTPRINT

## ECO-CHEF

AGE GROUP: 10

KEYWORDS: Water, footprint, waste, environment

TIME: 15 min

NUMBER OF PARTICIPANTS: 4 - 8

PREPARATION:

1. Print the attached ingredients' list:

OBJECTIVES:

To become aware of the water footprint of our food setup

TOOLS NEEDED:

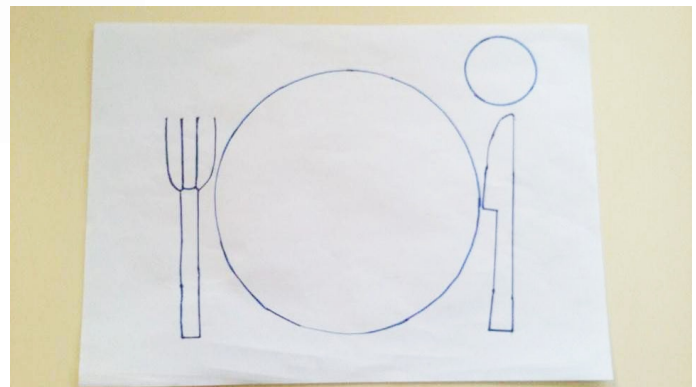
Paper in different colors, scissors, markers, crayons in different colors, 2 pens, 2 calculators, 2 spoons, 2 glasses, 2 bowls, water, timer, two tables, space to be able to run (about 7 m), ideally outside

| Vegetables    | Water waste/1 kg | Fruit        | Water waste/1 kg | Dairy/Egg/Soya | Water waste/1 kg |
|---------------|------------------|--------------|------------------|----------------|------------------|
| Dry beans     | 5053             | Apple        | 700              | Cheese         | 5000             |
| Green beans   | 561              | Pear         | 700              | Butter         | 5550             |
| Lentils       | 5494             | Banana       | 860              | Milk           | 1000             |
| Onions        | 272              | Mango        | 160              | Yoghurt        | 1162             |
| Chili peppers | 349              | Orange       | 460              | Eggs           | 3300             |
| Spinach       | 292              | Figs         | 3192             | Soya Milk      | 300              |
| Cabbage       | 200              | Grapes       | 608              | Tofu           | 2055             |
| Cucumber      | 240              | Watermelon   | 235              | Other          | Water waste/1 kg |
| Lettuce       | 190              | Peach        | 1200             | Bread          | 1300             |
| Corn          | 900              | Pineapple    | 255              | Pasta          | 1850             |
| Olives        | 4400             | Avocado      | 1985             | Soy beans      | 2145             |
| Potatoes      | 250              | Drinks       | Water waste/1 kg | Rice           | 3400             |
| Tomatoes      | 180              | Coffee       | 140              | Chocolate      | 24000            |
| Meat          | Water waste/1 kg | Tea          | 30               | Nuts           | 3100             |
| Beef          | 15500            | Wine         | 120              | Mustard        | 2809             |
| Pork          | 4800             | Tomato juice | 1069             | Cocoa powder   | 15636            |
| Chicken       | 3900             | Beer         | 75               | Sugar          | 1500             |
| Goat          | 5520             |              |                  |                |                  |
| Sheep         | 10400            |              |                  |                |                  |

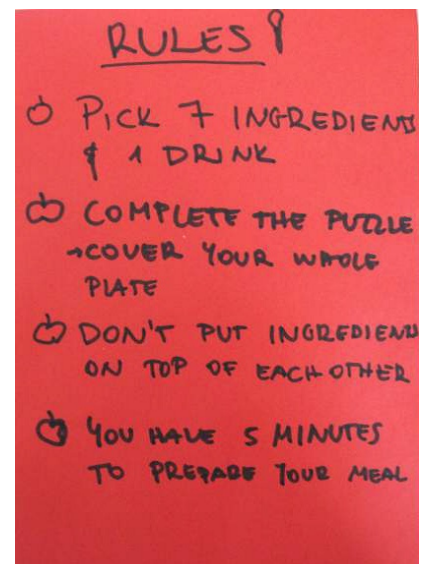
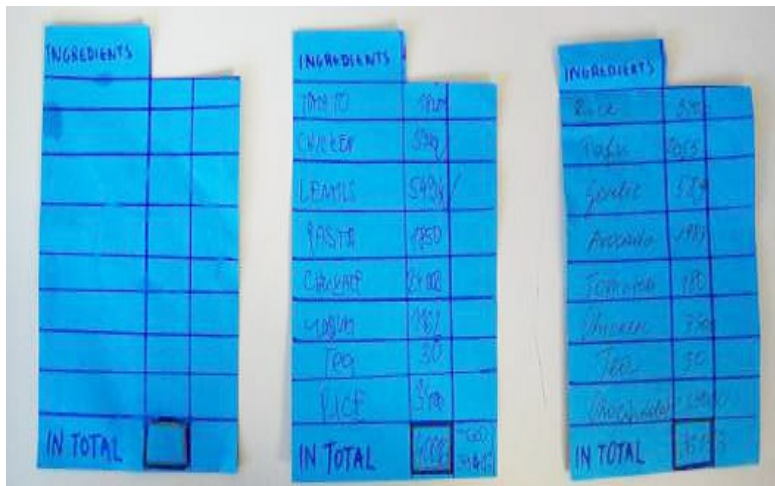


# ECOLOGICAL FOOTPRINT

2. Prepare 14 puzzles {7 puzzles per team} for the ingredients {A4 paper, see picture} and 8 small circles {4 per team} for the drinks.



3. Cut out all pieces of the puzzle
4. Write/Draw an ingredient on each piece
5. Draw the plate mat
6. Prepare the score cards



7. Create the rules card
8. Prepare the workspace for two groups: put one plate mat and one set of the ingredients (7 puzzles + 4 drinks), 1 pen, 1 calculator in front of each team
9. Prepare the water run track: choose a place where participants can run 7 meters in a straight line; put water in two bowls and place them in the beginning of the running track along with 2 spoons; place 2 empty glasses at the end of the running track





## MAKAH WHALING

AGE GROUP: 15 +

KEYWORDS: Culture and sports, environment, globalisation

TIME: 150 min

NUMBER OF PARTICIPANTS: 14 + in groups of 5

TOOLS NEEDED:

Pens and paper for the groups to make their own notes

Handout for the facilitator:

The Makah people (also called the Makah or Makah tribe) live on a reservation that sits on the most north-western tip of the Olympic

Peninsula in Washington State, USA. The current reservation is approximately 27,000 acres. In July 1999 tribal census data showed that the Makah tribe has 1214 enrolled members, although only 1079 members currently live on the reservation. The average unemployment rate on the reservation is approximately 51%. Almost 49% of the reservation households have incomes classified below the federal poverty level, and 59% of the housing units are considered to be substandard.

In spite of this bleak description, the traditions are very strong and many Makahs who graduate from college come back to the reservation to work for the Makah tribe, the local clinic, and the public school. <http://www.statemaster.com/encyclopedia/Makah>

A brief history of the recent disputes;

- October 1997: International Whaling Commission agreement allotted the Makah four grey whales per year.
- May 10, 1999: the first Makah whale hunt in more than 70 years took place. Protestors disrupted the hunt, putting their own and others' lives in danger.
- May 17, 1999: one whale caught.
- June 9, 2000: the 9th Circuit Court of Appeals ordered that hunts cease until a new environmental assessment was prepared.
- July 2001: the new assessment was issued. Hunting again approved.
- 2002: the International Whaling Commission approved the Makah request to renew its quota of whales for an additional five years.
- December 2002: a three-judge panel of the 9th Circuit placed the hunt on hold indefinitely until a full environmental impact statement was prepared.
- February 2005: the Makah tribe submitted a formal request to the National Marine Fisheries Service for a waiver of the Marine Mammal Protection Act allowing them to hunt whales.
- September 2007: some members of the tribe, frustrated by the lack of progress, hunted a whale illegally.

OBJECTIVES:

To develop understanding about apparently conflicting claims to the right to participate in cultural life and protection of the environment.

To develop critical thinking, skills to present an argument and consensus-building skills.

To develop attitudes of open-mindedness to cultural differences.

PREPARATION:

Read through all the handouts to familiarise yourself with the information on the issues.

You will then be able to act as a resource person if needed. Make copies of the role cards. Each participant should have their own role card for reference.



# ECOLOGICAL FOOTPRINT

- May 2008: the Fisheries Service released a draft of the environmental impact statement.
  - Mid-2009: no final environmental impact statement or a decision on the waiver request.
- Source: [www.historylink.org](http://www.historylink.org)

## Role Cards:

### **CREST role card**

Your position on the whaling issue is neutral. Your role is to provide background information on the human rights and environmental legislation, to mediate between the groups and to sum up at the end. Your job as facilitators of the meeting is to ensure that the discussion is focused on the task in hand and to clarify misconceptions and misunderstandings. Help the groups move away from their differences and explore instead what they have in common in order to come to a consensus about the following questions:

- Why are whales important?
- Are grey whales an endangered species?
- Why should the Makah be stopped from eating whale meat?
- Could the Makah's ritual of hunting whales be modified?
- If an agreement can be reached, what sort of monitoring will be needed to ensure the whales are protected?

Start by welcoming everyone. Set the framework for the discussions. Take about two minutes to set the scene by summarising the main human rights and environmental aspects of the issue, quoting if you wish from the extracts below. Restate the purpose of the meeting: to discuss the issues and to try to come to a mutual understanding in order to find a durable solution to the current conflict.

Ask the Makah tribe to explain their reasons for wanting to resume whaling before opening the general discussion. After 50 minutes' discussion you should briefly sum up, and list points that arose in this meeting that will need to be clarified at the next.

Some background information about human rights, culture and the environment

The International Covenant on Economic, Social and Cultural Rights states in Article 1 that:

1. All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.
2. All peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic co-operation, based upon the principle of mutual benefit, and international law. In no case may a people be deprived of its own means of subsistence.

Article 15:

1. The States Parties to the present Covenant recognise the right of everyone:

(a) To take part in cultural life;

(b) To enjoy the benefits of scientific progress and its applications.

The preamble to the Vienna declaration of 1993 states that, "All human rights are universal, indivisible and interrelated. The international community must treat human rights globally in a fair and equal manner, on the same footing and with the same emphasis ... the significance of national and regional particularities and various historical, cultural and religious backgrounds must be borne in mind".



# ECOLOGICAL FOOTPRINT

In 1981, the International Whaling Commission decided to permit Aboriginal Subsistence Whaling (ASW). This is defined as “whaling for purposes of local aboriginal consumption carried out by or on behalf of aboriginal, indigenous or native peoples who share strong community, familial, social and cultural ties related to a continuing traditional dependence on whaling and the use of whales”.

The UN Convention of the Law of the Sea states that, “One of the general principles is the optimum sustainable utilisation of renewable marine resources.”

In 1982, the IWC placed a moratorium on fishing for the endangered grey whale. In 1994 the population had recovered to an estimated 21,000 individuals and it was also removed from the U.S. Endangered Species List.

## **MAKAH TRIBE role card**

Your role is to present the case of the Makah Indians who live on the north-west coast of North America. Whaling is an important cultural tradition for the Makah and you only want the right to kill five grey whales each year.

You should use your own existing knowledge of human rights and environmental issues together with the following information:

- Even though it is 70 years since the last whale hunt took place, the ceremonies, rituals, songs and tales have been passed down and kept alive. A whole social structure was built around the hunt.
- Nowadays some Makah Indians make a living fishing salmon and pacific sabre fish, which is sold to a local fish plant, but the old system of sharing between family and friends is still in existence.
- It was the industrial whaling operations carried out by Europeans and Americans that depleted the whale stock. Now the stock is back up at a historically high level and has been removed from the US Endangered Species List.
- Our young people value having an identity based on their own culture and history. Being part of a culture that has a long tradition is a privilege that not many young people in the US have.
- We're not going to hunt the grey whales for commercial purposes. Our purpose is ceremonial and for food / subsistence.
- We've requested up to 5 grey whales but that's not to say that we'll take them all.
- We fish in small coastal vessels using the traditional hand harpoon. We are considering a modified version with a grenade on the tip like the ones used in the Alaskan bowhead hunt.
- We will be an active participant to ensure the grey whale never goes back on the Endangered Species List.

## **SEA SHEPHERD AND THE WHALE AND DOLPHIN CONSERVATION SOCIETY role card**

The Sea Shepherd International is a non-profit, non-governmental organisation (NGO) involved with the investigation and documentation of violations of international laws, regulations and treaties protecting marine wildlife species. The Whale and Dolphin Conservation Society (WDCS) is the world's most active charity dedicated to the conservation and welfare of all whales, dolphins and porpoises.

You should use your own existing knowledge of human rights and environmental issues together with the following information:

- “Dress it up how you like – whaling is murder and murder is wrong.”



# ECOLOGICAL FOOTPRINT

- Whales are not human but they are not less than human. The mindset that accepts killing whales overlaps with the mindset that accepts the genocide of “inferior” human beings.
- In a profound sense, whales and some other sentient mammals are entitled to, if not human rights, then at least “humanist rights”.
- The real reason for this initiative by the Makah is because they know very well that whale meat goes for \$80 per kilo in Japan. One whale is worth nearly one million dollars.
- Allowing the Makah to whale will have implications for thousands of whales because Norway, Japan, Russia and Iceland are looking at this as a precedent.
- We are walking the tightrope of trying to respect people’s historical right to carry on long-standing traditional ways and yet balance the interests of conserving and protecting whales.
- In 1995 there was criticism of the Russian grey whale hunt when it was alleged that the whale meat was not eaten by indigenous peoples but was actually fed to foxes in fox fur farms.
- Cultures change. The Alaskan North Slope Eskimos are now economically very different to the peoples who hunted whales a century ago. Oil exploitation has brought an enormous amount of money to the local people. Also, hunting from modern skidoos and helicopters is straining the definition of what is aboriginal.
- While the International Whaling Commission (IWC) continues to debate the emotive issue of the resumption of commercial whaling, hundreds of whales, and their cousins, the smaller dolphins and porpoises, are dying every year, almost unnoticed, in aboriginal hunts.
- In the context of wildlife, the precautionary principle should be followed.

## **THE HIGH NORTH ALLIANCE role card**

The High North Alliance is an umbrella organisation representing whalers and sealers from Canada, Greenland, the Faroe Islands, Iceland and Norway. The HNA is committed to working for the future of coastal cultures and the sustainable use of marine mammal resources.

You should use your own existing knowledge of human rights and environmental issues together with the following information:

- The Makahs had been whaling for 2,000 years before the white imperialists came over and took the whales, and destroyed the Makah traditions and way of life.
- Now the whales are plentiful again but the white men want to ban all use of this resource and to deny us our rights.
- Different cultures will never be able to agree on which animals are special and which ones are best for dinner. In northern Norway people have a special relationship to the eider duck although in Denmark eider breast is a delicacy. Therefore, the statement “whales are different” begs the question: different for whom?
- Whaling, as well as sealing, is allowed only as long as it is conducted by indigenous peoples, is non-commercial and is only for “traditional usage”. This is unfair because:
  - It tends to be the outsiders who define what is “traditional”.
  - To link whaling and sealing to a non-commercial mode of production is to deny people their obvious right to define their own future.
  - No culture is static, but the policy of anti-whalers is de facto an attempt to “freeze” the situation, to turn an evolving culture into a static museum object.
  - Commercialism in itself seems to be considered bad by the majority of the contracting governments at the International Whaling Commission (the body that controls whaling). It is ironic that this view is expressed by governments which are usually strong advocates of free trade.



# ECOLOGICAL FOOTPRINT

- The current moratorium, or “hands off whales” policy is difficult to defend using logical arguments. There are many practices in agriculture, fishing and forestry that are clearly unsustainable, but there is no blanket ban on these industries.
- “Marine mammals are part of the living resources of the ocean ecosystems. They should be protected when threatened and only hunted when there is certainty that the size of their stocks allows it. Hunting may also be necessary in order to avert over-population and imbalances in marine ecosystems.” (Report on Marine Mammals, Council of Europe, July 12, 1993)
- Whaling is a good example of how international co-operation can transform a situation of over-exploitation into one of sustainable use. International cooperation is not perfect, but it can work and it does.

## **GREENPEACE role card**

Greenpeace supporters around the world campaign for their visions of how to achieve a more sustainable world.

You should use your own existing knowledge of human rights and environmental issues, together with the following information:

- People from many cultures worldwide hold whales to be sacred and consider each species a sovereign nation unto itself, worthy of respect and protection.
- Whales bring joy to many thousands of whale watchers.
- Greenpeace does not support any whaling, but does not oppose truly subsistence whaling, as long as there is no commercial element.
- Grey whales migrate vast distances each year and they only briefly pass through Makah waters.
- If the proposal to authorise 5 grey whales to be taken by one tribe goes ahead, then several other tribes in Canada and Alaska will say, “Well, if they can hunt them, we can hunt them”.
- It’s extremely difficult to determine accurately the actual number of whales in different whale populations. The size of most populations is known no more accurately than plus or minus 50%. Since changes happen very slowly; it is impossible to tell if a population is growing or shrinking in the course of a few years’ study. However, there is no doubt about the decline in whale numbers caused by commercial whaling.

## DESCRIPTION:

The activity is divided into two parts: part 1 (30 minutes) is an introduction to the activity and the environmental and cultural issues involved, and part 2 (90 minutes) is a simulated meeting to try to find common ground between the Makah tribe and the anti-whaling lobby.

Part 1. Introduction to the environmental and cultural issues (30 minutes):

1. Explain that this activity is about environmental and cultural rights. It centres on a wish by the Makah nation to resume whaling and the opposition to this from conservationists and others.
2. Tell the group about the Makah and explain that the confrontation has been going on for many years and the legal costs are escalating without producing a lasting result. The conservationists have used reckless methods that have put their own and other peoples' lives at risk and some members of the Makah are so frustrated that they have broken the law and whaled illegally. It is a very unsatisfactory situation for all and it seems to be time that the parties try to get together to see what they have in common and to find a solution.



# ECOLOGICAL FOOTPRINT

3. Introduce some of the issues by asking participants to indicate their response to the following questions by standing "high or low". (For how to use this technique, see this section). Read out the following statements one at a time:

- People's customs should be respected so long as they do not abuse human rights.
- We should respect people's right to be free to choose what they eat; to be vegans, vegetarians or to eat meat.
- The food we eat should be produced using environmentally friendly methods.
- Animal husbandry should not include cruel methods such as intensive rearing or cruel ways of slaughtering.
- Cultural traditions are very important for people and should be respected.
- Whales should not be hunted, even for cultural purposes.

Part 2. A simulated meeting to try to break the deadlock between the Makah tribe and opponents to whaling. (90 minutes):

1. Remind the group that fierce battles, both literally and legally, have been going on for years and that now is the time to try to find a solution. This activity is a simulated meeting hosted by an imaginary organisation called Crest (Culture, Rights, Environment, Sustainability and Talk). Crest is an independent organisation that works to bring a human rights perspective to environmental issues. They are committed to promoting understanding through dialogue. The simulation is a meeting chaired by Crest between four groups:

- a. The Makah tribe who wish to resume whaling
- b. High North Alliance, an umbrella organisation representing whalers and sealers that works for the future of coastal cultures and the sustainable use of marine mammal resources. The HNA supports the Makah.
- c. Sea Shepherd, an organisation that investigates and documents violations of international laws, regulations and treaties protecting marine wildlife species. They oppose the Makah's request.
- d. Greenpeace, environmental activists who oppose whaling.

2. Crest's role is to facilitate a discussion that will focus on five questions:

- Why are whales important?
- Are grey whales an endangered species?
- Why should the Makah be stopped from eating whale meat?
- Could the Makah's ritual of hunting whales be modified?
- If an agreement can be reached, what sort of monitoring will be needed to ensure that the whales are protected?

3. Ask for four volunteers to represent Crest and divide the rest of the group equally into four small groups. Hand out the role cards. The groups have 30 minutes to discuss the information and to consider their positions and supporting arguments on the five questions.

4. When the groups are ready, bring everyone together in plenary and call on the people representing Crest to take the chair. The meeting should last 60 minutes.

5. Crest opens the meeting with a short statement about the human rights and environmental frame of the discussions and restates that the purpose of the meeting is to share information and discuss the issues, as formulated by the five questions. The Makah tribe follow by stating their case. Then the topics are for open discussion.

6. At the end of the discussion Crest should sum up. Take a short break and then go on to the debriefing and evaluation.



# ECOLOGICAL FOOTPRINT

Debriefing and evaluation:

Begin by asking the groups to reflect on the discussions and whether it was possible to come to a consensus about any of the questions; then go on to talk about general issues.

- Was it difficult to take the different roles?
- What was the most interesting thing people learnt?
- What made the best arguments? Appeals to the emotions or rational, logical arguments?
- How hard was it to see the other side of the argument? How hard was it to accept it?
- How much common ground was there over each of the five questions?
- In real life, how hard is it to accept other people's cultural practices that participants find either rude, incomprehensible or unethical?
- At what point does the cultural clash become discrimination?
- How difficult is it to be open-minded about cultural differences?
- Does globalisation inevitably lead to loss of culture? Is a changed culture a lost culture? Shouldn't we see cultural change as a positive process in a changing world?
- Which human rights were at stake in this activity?
- Conflicting legal claims to rights are usually resolved in the courts. Is this a fair way to resolve human rights issues?
- Which should be prioritised, the claims of people to food and life or environmental protection and preservation of species?

Finish the session by doing another round of "high or low" to see if people have moved in their attitudes to the issues of whaling. Repeat the same questions as you asked in part 1.

## VARIATIONS:

If the group is small you can work with two groups, the Makah and the High North Alliance on one side and Greenpeace and Sea Shepherd on the other.

You may like to run the activity on two separate occasions to allow the groups to research facts and have more time to consider their positions.

An alternative way to present this activity is as a panel debate. Have one person to represent each of the four groups, the Makah, the High North Alliance, Sea Shepherd and Greenpeace. Get them to present their cases

and then proceed with questions from the floor. At the end, take a vote on each of the five questions. In this way you get people to consider the human rights, cultural and environmental aspects of the issue, but it will lack the element of consensus building.

## RESOURCES:

<https://www.coe.int/en/web/compass/makah-whaling>

## COMMENTS:

The complexity of the issues addressed in this activity means that it is best suited to a mature group with good discussion skills. There is a lot of information to assimilate and the text on the role cards assumes a certain level of knowledge of human rights and environmental terminology. You may wish to consider doing the activity over two sessions and giving the groups time in between to read the role cards and think about the issues.

One important objective of this activity is to confront young people with the limitations of their own cultural perspectives and enable them to reconsider their attitudes to the sustainable use of wildlife. Whaling is a very emotive issue for many people and one on which they often hold very strong views. This makes it a challenging – but also difficult - topic to work with. You could,



# ECOLOGICAL FOOTPRINT

for instance, ask the participants how they would react if they were forbidden to eat some specific food important for their culture, life and traditions. A second objective is to develop consensus-building skills, which is why the activity has been designed to be a meeting which is mediated by an imaginary organisation, Crest (culture, rights, environment, sustainability and talk). Before doing the activity, you may like to refer to the information about consensus building.

At part 2 step 1 of the instructions you may want to elaborate on some of the questions.

- Why are whales important? Consider the economic, historical, environmental and spiritual reasons?
- Are grey whales an endangered species? What scientific evidence is there?
- Why should the Makah be stopped from eating whale meat? Consider that Jews and Muslims don't eat pork for cultural reasons, but they don't stop other people eating pork.
- Could the Makah's ritual of hunting whales be adapted? Bear in mind that cultural practices can and do change: for example, in response to the AIDS epidemic, in cultures worldwide talking about sex is no longer taboo and rituals involving sex, such as widow cleansing, are being challenged and changed.
- If an agreement can be reached, what sort of monitoring will be needed to ensure that the whales are protected? Consider open access to information, who might be the arbitrator of whether in a certain year the whale stock was in good shape, and how to prevent cheating.

Check that participants fully understand the meaning of some of the terms and concepts introduced on the role cards. For example:

Indigenous peoples: There are no hard and fast distinctions that enable us to unambiguously define indigenous people. In general, it may be said that they are the descendants of peoples who originally occupied the land before colonists came and before state lines were drawn. They are always marginal to their states and they are often tribal. The 2007 Declaration on the Rights of Indigenous Peoples recognises their right to self-determination, their right to freely determine their economic, social and cultural development, and their right to the dignity and diversity of their cultures.



# ECOLOGICAL FOOTPRINT

## THE ISLANDERS

AGE GROUP: 14 +

KEYWORDS: System thinking, environment, competition

TIME: 60 min

NUMBER OF PARTICIPANTS: 6 - 15

### PREPARATION:

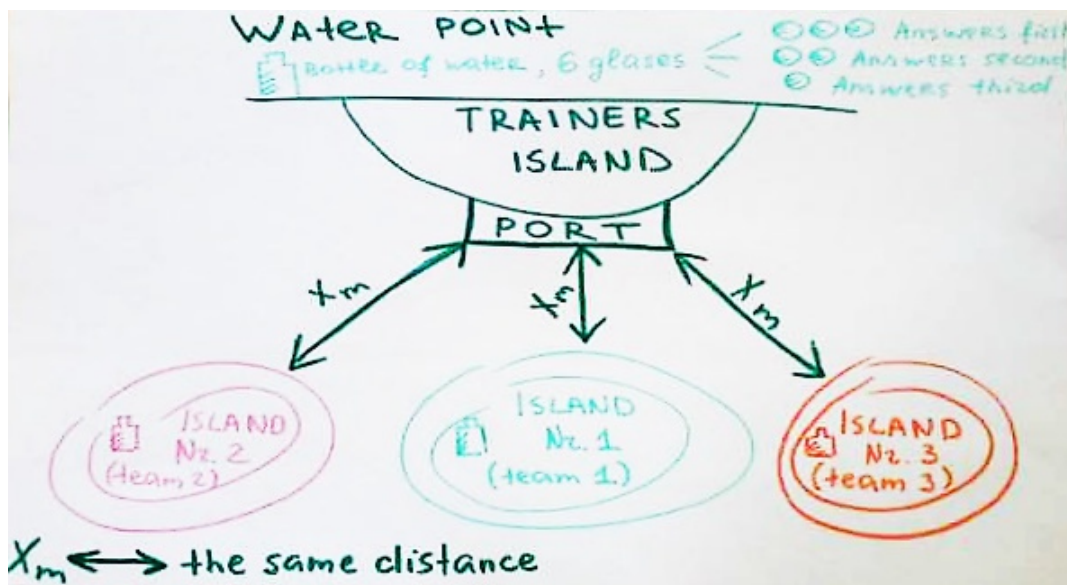
The trainers need to set up the location of the islands to make sure that they all are at the same distance to the port. Also check the language, kind of group to adapt story telling. Use rope or tape to shape the island.

### OBJECTIVES:

Raising awareness of environmental issues (question part), learning about system thinking to act in the community (situation part)

### TOOLS NEEDED:

1 empty 5l bottle for each team and one for delivery, 1 funnel, at least 3 copies of the list of questions, color face paintings, A4 white paper sheets, 6 small plastic cups, tape, 4 ropes of minimum 2 meters each, visualization layers – (storm, fire, pollution – can be drawn or photo)



### DESCRIPTION:

Two-three islands (according to number of teams) are created by a volcanic eruption. Participants go to 'live' on the islands. Instruct the participants to give a name, to create resources and landscape and paint themselves (they are also free to add any other elements as the motto, society, currency...), to write the name of the island on an A4 white sheet and tape it on the plastic bottle given to each team. Then each team presents the island so that everybody can hear. Then the story or the guidelines have to be read: Each island has a boat to get to the trainers' island (can be mainland) to gain water. Water will be provided for answering questions about the environment. Each team has to discuss among themselves the answer for the given question and choose one person to go by boat to the trainers' island. This person will run with the 5l bottle till the port of the trainers (hand of a trainer) to answer the question. The first team to answer correctly wins 3 cups of water, the second gets 2 and the third one gets 1. In case of



# ECOLOGICAL FOOTPRINT

an incorrect answer, they need to go back to their island to discuss again. Then the environmental questions follow. Each question has 2 minutes (max) to be answered. A right answer means the trainers put water into the team's bottle:

## FIRST LEVEL

What percentage of the Earth is covered by water? 71% (97% salty, 3% drinking water)

What do humans need more: water or food and why? Water because we are 60% water.

What is the mean of transportation that pollutes the most? Cars.

How many kilos of food are wasted on average by a person living in Europe per year? 100 kilograms.

## SECOND LEVEL

What do tornados, droughts and floods have in common? They all become more frequent because of global warming.

Which is the country that currently pollutes the most? China.

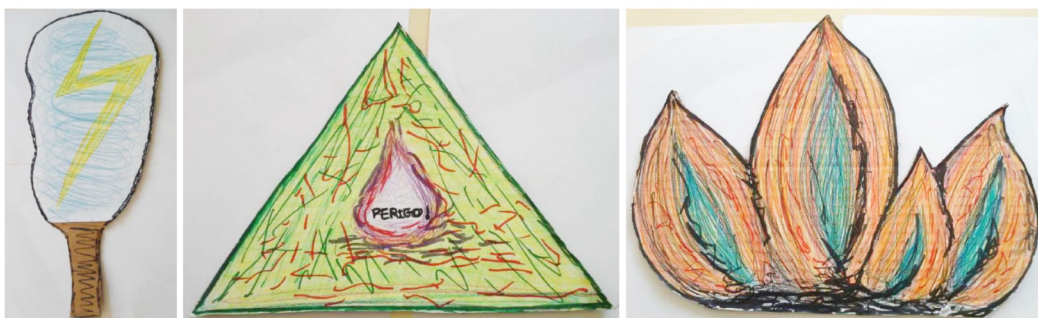
How much waste does a person produce per day, on average? 2 kilograms. Name a social insect. Bees, ants

## THIRD LEVEL

These should be environment related trivia questions from the country or region where the activity is done. The other questions from the first 2 levels can also be changed, adapted or updated.

At the end, each team brings the bottle to the trainers island to compare the level of water and to determine the winner. The winning team celebrates its victory by going in the forest and giving its water to a tree.

Accidentally, they forget the plastic bottle in the forest and it's a sunny day. "What can happen?" It provokes a fire (use visual element of fire). This fire produces "CO<sub>2</sub>" to the atmosphere that causes a big storm on another island (use visual storm element). Then, the rain transfers polluting elements from that island to the third one causing pollution there (use visual pollution element). Now, all the islands are in a situation of environmental danger.



Have each team discuss this situation among themselves to come up with their own "island" action. Each team then shares their actions with the others and they all open a platform for cooperation (facilitated by trainers).

The activity ends with sharing reflection in a circle. The trainers highlight the idea that an individual action has an influence on the community and the changes in a community determine changes in others as well.



# ECOLOGICAL FOOTPRINT

## VARIATIONS:

Islands can be changed to forests or mountains. All questions can be changed and updated.

## RESOURCES:

<https://www.salto-youth.net/tools/toolbox/tool/green-gaming-environmental-education-games.1935/>

## COMMENTS:

Practice the activity at least once among the facilitators before taking part in it. It can be done anywhere, but doing the activity in nature is much more effective.



# ECOLOGICAL FOOTPRINT

## THE WORLD OF 30

AGE GROUP: 15 +

KEYWORDS: Food, footprint, equity, water, wealth, money, power, rich, poor

TIME: 2 - 4 hours

NUMBER OF PARTICIPANTS: 30 participants + 4/5 helpers

### PREPARATION:

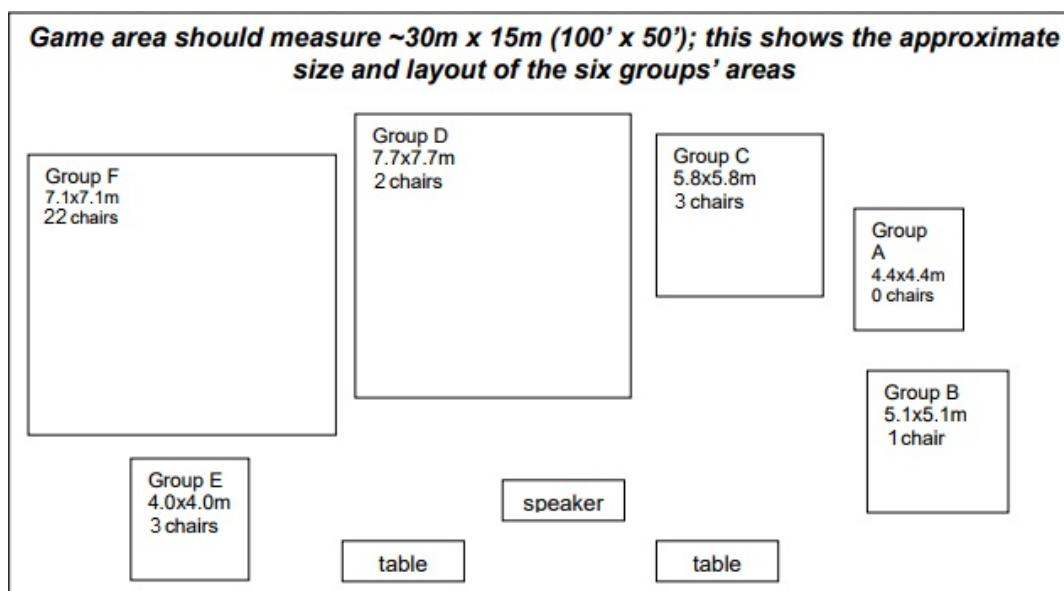
Set up in open air or an indoor sport arena using masking tape on the floor to create 6 regions of the world. Set the 2 Tables up as shown, on them the materials and the chairs need to be put into the squares

### OBJECTIVES:

It is aimed to make participants understand the food, water, economic, social and environmental resources of the world and how these affect its population by country. It is meant to shock with its brutal honesty and with the role of representatives of the world itself the participants have to play.

### TOOLS NEEDED:

Microphone, A world map (put this on display near the entrance), Metric measuring tape, Several roles of masking tape. Tape this to the floor to create 6 regions of the world (see figure), Six large signs, labelled Group A, Group B, Group C, Group D, Group E, Group F., 30 birth certificates, already filled out used to assign each participant to a group (e.g. 'Group A - per capita GNI = \$214/year, etc.), 30 chairs, 20 plastic or paper cups, 1 one litre Tetrapacks of juice, 10 copies of Wealth/Countries Table



# ECOLOGICAL FOOTPRINT

## Countries Included In Each Category

The following columns group the countries used in World of 100 accordingly to the 'GNI per capita' (Gross National Income divided by the country's population)

| Group A  | Group B   | Group C   | Group D   | Group E  | Group F  |
|--|---|---|---|--|--|
| 80 to 290 \$ per capita  | \$291-580 per capita  | \$581 to 1530 per capita  | \$1650 to 3260 per capita   | \$3330 to 11430 per capita   | \$13250 to 38330 per capita  |
| Dem. Rep of the Congo<br>Burundi<br>Ethiopia<br>Liberia<br>Sierra Leone<br>Guinea...Bissau<br>Eritrea<br>Malawi<br>Tajikistan<br>Niger<br>Chad<br>Mozambique<br>Rwanda<br>Burkina Faso<br>Mali<br>Nepal<br>Central African Rep.<br>Madagascar<br>Uganda<br>Togo<br>Cambodia<br>Tanzania<br>Kyrgyzstan<br>Ghana | Nigeria<br>Lao Peoples Dem Rep<br>Gambia<br>Zambia<br>Sudan<br>Kenya<br>Mauritania<br>Bangladesh<br>Benin<br>Mongolia<br>Guinea<br>Viet Nam<br>Pakistan<br>Yemen<br>India<br>Haiti<br>Zimbabwe<br>Senegal<br>Angola<br>Lesotho<br>Uzbekistan<br>Armenia<br>Papua New Guinea | Cameroon<br>Georgia<br>Cote d'Ivoire<br>Congo<br>Azerbaijan<br>Indonesia<br>Ukraine<br>Sri Lanka<br>China<br>Honduras<br>Turkmenistan<br>Bolivia<br>Phillippines<br>Syrian Arab Republic<br>Ecuador<br>Morocco<br>Bosnia and Herzogevina<br>Belarus<br>Swaziland<br>Albania<br>Paraguay<br>Kazakstan<br>Egypt | Bulgaria<br>Algeria<br>Guatemala<br>Iran<br>Macedonia<br>Romania<br>Jordan<br>Russian Federation<br>Colombia<br>Thailand<br>Namibia<br>Peru<br>El Salvador<br>Tunisia<br>Dominican Republic<br>Turkey<br>Jamaica<br>South Africa<br>Brazil<br>Botswana<br>Gabon<br>Latvia<br>Panama | Malaysia<br>Lithuania<br>Slovakia<br>Mauritius<br>Estonia<br>Lebanon<br>Costa Rica<br>Poland<br>Croatia<br>Chile<br>Venezuela<br>Hungary<br>Czech Republic<br>Mexico<br>Uruguay<br>Trinidad and Tobago<br>Argentina<br>Saudi Arabia<br>Korea, Republic of<br>Slovenia<br>Portugal<br>Puerto Rico<br>Greece | New Zealand<br>Spain<br>Israel<br>Kuwait<br>Italy<br>Australia<br>Singapore<br>Canada<br>France<br>Ireland<br>Germany<br>Finland<br>Belgium<br>Austria<br>Netherlands<br>United Kingdom<br>Hong Kong<br>Sweden<br>Denmark<br>United States<br>Japan<br>Norway<br>Switzerland |

Please note that the following countries were not used in the World of 100 analysis, due to difficulties in obtaining reliable information about them:

|                        |                           |                         |                       |
|------------------------|---------------------------|-------------------------|-----------------------|
| Afghanistan            | Fiji Islands              | Martinique              | Serbia and Montenegro |
| American Samoa         | French Polynesia          | Montserrat              | Seychelles            |
| Antigua and Barbuda    | Gibraltar                 | Myanmar                 | Seychelles            |
| Aruba                  | Greenland                 | Nauru                   | Solomon Islands       |
| Bahamas                | Grenada                   | Netherlands Antilles    | Solomon Islands       |
| Bahrain                | Guadeloupe                | New Caledonia           | Somalia               |
| Barbados               | Guam                      | Nicaragua               | Somalia               |
| Belize                 | Guyana                    | Niue                    | St. Helena            |
| Bermuda                | Hong Kong                 | Oman                    | St. Lucia             |
| Bhutan                 | Iceland                   | Palau                   | St. Pierre & Miquelon |
| British Virgin Islands | Iraq                      | Qatar                   | Suriname              |
| Brunei Darussalam      | Kiribati                  | Republic of Cameroon    | Taiwan                |
| Cape Verde             | Korea, Dem. People's Rep. | Republic of Moldova     | Turks & Cayucos       |
| Cayman Islands         | Libyan Arab Jamahiriya    | Reunion                 | United Arab Emirates  |
| Comoros                | Luxembourg                | Saint Kitts & Nevis     | US Virgin Islands     |
| Cook Islands           | Macao                     | Saint Lucia             | Vanuatu               |
| Cuba                   | Maldives                  | Saint Vincent/Grenadine | Wake Island           |
| Cyprus                 | Malta                     | Samoa                   | Western Sahara        |
| Djibouti               |                           | Sao Tome and Principe   | Zaire                 |
| Dominica               |                           |                         |                       |



# ECOLOGICAL FOOTPRINT

| Game Statistics & World Development Indicators  |   |                  |                           |                            |                             |                               |        |
|---|---|------------------|---------------------------|----------------------------|-----------------------------|-------------------------------|--------|
| CATEGORIES  | These columns group countries accordingly to GNI per capita. The first number listed is the 'GNI per capita per year' (Gross National Income, in U.S. dollars, divided by the country's population); the second (in brackets) is the average GNI/capita/year figure for this group. |                  |                           |                            |                             |                               | Totals |
| Group Name  | Group A   | Group B          | Group C                   | Group D                    | Group E                     | Group F                       |        |
| <b>GNI per capita per year, U.S. dollars</b>  | 80 to 290<br>(213)  | 291-580<br>(436) | 581 to<br>1530<br>(1,017) | 1650 to<br>3260<br>(2,312) | 3330 to<br>11430<br>(6,210) | 13250 to<br>38330<br>(24,872) |        |
| <b>Number of countries</b>  | 23  | 23               | 23                        | 23                         | 23                          | 23                            | 138    |
| <b>Global Surface Area</b><br>(World Bank 2001)<br>(Thousand sq. km)                  | 12188   | 15883            | 20822                     | 37218                      | 10194                       | 31412                         | 124129 |
| % of global SA  | 9.8%  | 12.8%            | 17%                       | 30%                        | 8.2%                        | 25%                           | 100%   |
| <b>GROUP OF 30: Game playing area in sq. metres</b>                                   | 7 sq. m.  | 8                | 11                        | 20                         | 5                           | 17                            | 68     |
| <b>Population of Category</b><br>(Millions) -2001                                     | 367   | 1713             | 1858                      | 739                        | 380                         | 853                           | 5928   |
| % of world  | 6.3%  | 30%              | 32%                       | 12.8%                      | 6.6%                        | 14.8%                         | 100%   |
| <b>GROUP OF 30: number of students</b>  | 2   | 8                | 10                        | 4                          | 2                           | 4                             | 30     |
| <b>Total GNI** of Category</b><br>\$ Billions -2001                                   | 68.8  | 809              | 2435                      | 3357                       | 4177                        | 27147                         | 30730  |
| % of world GNI  | 0.2%  | 2.4%             | 5.4%                      | 5.4%                       | 7.8%                        | 79%                           | 100%   |
| <b>GROUP OF 30: Game currency units (= # of chairs)</b>                               | 0   | 1                | 2                         | 2                          | 3                           | 26                            | 34     |
| <b>Average Expected Number of Years of Formal Schooling</b><br>-Latest available info | 5.6   | 8.3              | 10.4                      | 13.7                       | 13                          | 15                            |        |
| <b>Mean Infant Mortality Rate</b><br>Deaths/thousand births<br>2000-2005              | 105   | 74               | 42                        | 32                         | 12                          | 5.1                           |        |
| <b>GROUP OF 30: # of students that 'die'</b>  | 1   | 1                | 1                         | 0                          | 0                           | 0                             |        |
| <b>Mean Estimated % of Population with Access to Improved Drinking Water</b>          | 57  | 65               | 82                        | 87                         | 95                          | 100                           |        |
| <b>Number of individuals with water access (= glasses of water)(groups of 30)</b>     | 1   | 7                | 9                         | 3                          | 2                           | 5                             |        |

## DESCRIPTION:

The participants are invited into the activity place, given birth certificates and invited to go to the squares which they belong to. Then the Game Master reads the following scripts slowly, all the while also giving instructions to the helpers as seen here:



# ECOLOGICAL FOOTPRINT

## DISTRIBUTING THE WORLD'S WEALTH

"Welcome, everyone. I am the Games Master, and I will play the part of the Master of Ceremonies during this activity.

This is the WORLD of 30. When you entered the door we gave you a birth certificate – in a way, you have been reborn in this activity to become one of the thirty. The United Nations has provided us with reliable statistics for about 150 countries of the world... for each country we have taken the amount of money that is made in that country (GNI) and divided that by the number of people in the country to get an estimate of how wealthy – on average – the people of each country are. We then listed these countries from richest to poorest (according to this GNI per capita calculation).

...So now it's time to meet Group F! 14% of you have been born in one of the highest income nations of the world, in Group F. Please raise your hands, Group F. On average, every man, woman, and child in this group makes almost \$25,000 U.S. dollars per year.

6% others have been born into Group E. Please raise your hands, Group E. On average you make over \$6000 U.S. dollars per year.

12% of you have been born into Group D. Please raise your hands, Group D. On average you make \$2300 U.S. dollars per year.

32% of you have been born into Group C. Please raise your hands, Group C. On average you make just over \$1000 U.S. dollars per year.

30% of you have been born into Group B. Please raise your hands, Group B. On average you make just over \$400 U.S. dollars per year.

6% of you have been born into Group A. Please raise your hands, Group A. On average you make a whopping \$213 U.S. dollars per year.

The size of the rectangles within which you're sitting are proportional to the size of your region in the real world; some of you may be feeling a little crowded, but it's inevitable. Some countries simply have higher population densities than others. In spite of this small imperfection, I - THE GAME'S MASTER - hope to provide enough resources in each region so that everyone can be comfortable and reasonably happy. It's my purpose to show you how the real world works.

In the real world, money is most highly revered, and those who control the affairs of money are always obeyed and respected. I will now explain to the WORLD of 30 how the real world's money is distributed. The unit of currency, the money, in the WORLD of 30 is not the dollar, the Euro or the yen it is called the 'chair'. The bankers and I will now take charge to see that the chairs- the money- are distributed as they should be.

What you see now is how the real world's wealth is divided, according to the rules of the Bank. In the highest income nations - Group F - 4 people have 22 chairs. And of course that is the way it is in the real world – one fifth of the world's people have over four-fifths of the world's wealth. Group F, please take a moment to get comfortable and put your feet up. Let us know if we can get you anything...

Turning to Group A now... these 2 people have 0.2% of the world's wealth, so of course they don't get a chair. In Group B, 30% people share just 1 chair. In Group C, 32% people share 2 chairs. In Group D, 12% people share 2 chairs. And in Group E, 6% people share 3 chairs.



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Now, this isn't all of the world's wealth; it's what's called the per capita Gross National Income (GNI). If in North America you wash the dishes, cook a meal, look after a baby, or volunteer for Save the Children, it's productive work, but no one pays for it, so it's not counted as wealth. Or in Africa, when you walk 3 kilometres to a stream to fetch the daily water supply, or grow your family's food, which most women do, that's wealth that also isn't counted. All that's counted is what's bought and sold with money – with chairs- and this is how the real world's international economic system divides the money. In the real world, many dollars – chairs- in the developed world have actually come from the developing world, from trade and investment, much more than is given back in aid.

Oh, ah, excuse me, I've forgotten one other important change. Helpers, please ensure that the most important people are a little more comfortable than everyone else. HELPERS go to regions A, B C and D, and -if possible- take chairs away from women and give them to males.

The bank has found this one more additional adjustment necessary. In all regions of the world some have gained more wealth than others. Those who have the most are usually men and usually white. In the WORLD of 30, the BANK has seen to it that this distribution of wealth is maintained. Some of the men have been given the right to high levels of comfort, and of course, some of the women have been forced to get along with less. Such is the way of the world. Indeed, even in Canada women make only 70 cents for every dollar that men make – even when the work they do is identical.

## **DISTRIBUTING THE WORLD'S FOOD**

THE GAMES MASTER: The basic and primary needs for all people are food and water. I will now give the real world's food to the WORLD of 30. I know you all understand that the reason people grow food is to earn money. And, of course, the more money we can earn from food the better it is for everyone because that increases the GNI, and everyone benefits from an expanding economy. So, we have to distribute the food so that we can earn the most money from it before it's eaten. You see, that's the way to get maximum benefit for the world's economy from food and, I'm sure you'll agree that's what's best for everyone in the long run.

We will start by distributing a kind of food that represents the cereal that people eat in the world. HELPER distribute the crackers to all of the groups.

Now folks, let's keep in mind that every child has the right to nutritious food. It turns out that it is mainly the richer countries that have what it takes to provide their children with proper food: food like meat or vegetables that contain essential things like protein and vitamins. Would those citizens in a group where you have extra chairs please raise your hand?

In this activity, it is only these countries that are rich enough to have extra chairs that can afford more luxurious food items. Please give us a second while we distribute the donuts. Any group with extra chairs can have as many donuts as you can eat, while quantities last... (hand out donuts)

Now people, ...maybe next year it will rain and you people without quite enough food will have a good crop, perhaps even a food surplus that you can sell...



# ECOLOGICAL FOOTPRINT

This is how it is in the real world. In the regions of the developed world there is far more than enough food for most people. In the developing world, a few have far more than enough, some have barely enough, most never have enough. The reason why many don't have enough is that people with money are willing to pay high prices for donuts or steak, or for coffee or bananas. Those who control the trade of food sell the grain to the makers of donuts and steaks, and turn farmland into the production of cash crops to sell to those who have money. Poor people can't compete with donut and steak makers when buying grain, and they don't have sufficient control over their affairs to convert their land back into production of basic, nutritious food. Facts such as these are the reason why half the world's children are malnourished.

## WHO GETS CLEAN WATER?

THE GAMES MASTER: Those who own chairs, please make yourselves comfortable. Everyone needs clean water for drinking and for washing away dirt to prevent disease.

It is time to hand out the water. Here are the rules: It turns out that everyone in Group F has access to safe water, so everyone in that group gets a cup. Only about a half of the people in Group A have water that is safe to drink, so only half of them get a cup... and so on, and so forth. I'll also ask that males get cups before females, for the same reason we talked about earlier; please don't share cups, to prevent sharing germs; and please drink immediately, to prevent spills.

OH yes, and of course, water isn't the only thing in the world to drink now is it. I'm pleased to announce to our rich trading countries in the North that any group with extra chairs can have juice instead of water if they prefer - again, while quantities last... Distribute water and juice. Group A receives 1 cup, group B 7, C 9, D 3, E 2 and F 5.

I apologize that some in our World of 30 may still be thirsty; however, apparently life is like that! In the very poorest countries, less than 30% of the people have access to clean water - and the clean water they can access is carried in buckets by women and children as far as three or more kilometers. In Africa, on average, 60% have no clean water supply; in Asia, it's 50% and in Latin America and the Caribbean, it's 40%. The World Health Organization tells us that 80% of the world's disease is related to lack of safe water and sanitation. Meanwhile, in the richest of nations such as Canada, we have so much water that we take it for granted."

Once the script is read allow the 6 teams sitting in the chairs to try and do some strategizing, negotiations to change the situation for the better. Direct negotiations, exchanges of Chairs or Participants among the Six Groups. Allow this for 30 minutes and then do debriefing.

Debriefing question suggestions:

- How did this simulation make you feel?
- Was it fair? What is fair?
- Record five questions you have about the state of the world.
- If the countries are divided into different categories, such as continents or 'developed/developing' divisions,
- How does it affect your perspective of each country?
- What role do statistics play in how we view the world?



# ECOLOGICAL FOOTPRINT

- Does the way we represent a region change the way we interact with it globally, culturally?
- Where is the best place to live?
- What does quality of life mean?

## VARIATIONS:

The original version, linked in the reference part is for 100 people and includes other aspects like war power and others. The strategizing, negotiation can be either made more complex or taken out. It depends on the time available and the group dynamics.

## RESOURCES:

The original activity: <https://geoec.files.wordpress.com/2013/10/worldof100.pdf>

## COMMENTS:

There are too many numbers and a lot of information being passed to participants, some might not be able to follow. Some participants can get really angry and shocked. The original activity was made in 2005, so while the numbers are pretty close to current realities, they are outdated. Also because the activity is originally for 100 people, in the adapted version, for 30, some aspects are difficult to achieve



## TOXIC BUCKET CHALLENGE

AGE GROUP: 12

KEYWORDS: Nature, pollution, team building, safety, environment

TIME: 30 min

NUMBER OF PARTICIPANTS: Minimum 6, maximum 10 in a group, but it can be done in parallel groups as a contest

### PREPARATION:

You need to be in a forest, or somewhere outside with uneven terrain. Use the 30 meters of rope to make a 1 meter wide, 10-12 meter long path in the forest, make sure to choose uneven groups and at least 1 tree and 1 tree stump in it. It can be straight or curved. Put the bucket of water outside of the easiest end, which has less complications and all the materials around it.

### DESCRIPTION:

Explain the participants that a factory dumped a very dangerous, radioactive waste product in the middle of the forest and that they are a team of engineers and workers, divided 30-40% as engineers and 60-70% as workers. They are tasked to take the bucket in a safe place which is at the end of the path you made. They have 15 minutes to achieve this. The engineers have the role of devising the strategy, but they can only touch and work with the 1 pen and 1 blank paper and can give instructions to the workers, who can only follow instructions and cannot speak. While being transported the bucket has to stay always inside the path and the participants can not step inside it. If they break these rules they need to start again from the beginning. If the bucket spills out they can try again. Have reserves of water to refill the bucket if needed.

Allow the participants to try this several times, but after the time will have elapsed sit down around the bucket and do a debriefing. Focus first on realizing what happened, then on how the participants felt in their roles, how did the others' behavior made them feel. Ask if anything was learned.

### VARIATIONS:

This can be done with 1 group or with more groups. You can devise it as a competition, either in parallel if the resources are available, or one after the other, but without allowing groups to see each other. If there is enough time, it's up to you to decide if you stop them after exactly 15 minutes, or if you give them more time so that they can fulfill the task.

### OBJECTIVES:

The activity is meant to work on team building, to test leadership roles, how a group works under stress, but also to raise awareness on environmental issues

### TOOLS NEEDED:

30 meters of rope, 3 pieces of 1.5 meters of same strong rope, 1 bucket full of water (preferably made to look dirty with natural things like beetroot, soil, etc.), elastic that can stretch across the neck of the bucket, but no more than that, 1 pen, 1 white paper, 4 carabiners (if available, but it's ok without them either) and things not needed (e.g. plastic bottles) to be put in a stack to confuse. Duplicate all of these if more groups participate.



# ECOLOGICAL FOOTPRINT



## RESOURCES:

Asociația de Tineri din Ardeal - office.ata@gmail.com - They devised it.

## COMMENTS:

The tension among the workers and engineers can heat things up so facilitators are required to manage this. The easy solution is to:

- 1) put 3 or 4 of the carabiners around the elastic or directly the ropes
- 2) tie the rope on the carabiners,
- 3) stretch it in all  $\frac{3}{4}$  directions
- 4) put it around the neck of the bucket
- 5) Lift it and transport it

NB: going past the tree only requires to pass the rope to a person on the other side of the tree and passing the bucket on one of the sides of the tree. (Image)



# ECOLOGICAL FOOTPRINT

## SPIDERWEB OF LIFE

AGE GROUP: 15 +

KEYWORDS: Environment, globalisation, health

TIME: 60 min

NUMBER OF PARTICIPANTS: 5 - 15

PREPARATION:

Prepare the space and the yarn according to the group size

OBJECTIVES:

To learn about the interdependency of living and non-living things

To develop the ability of working cooperatively and critical thinking

To foster respect for the intrinsic value of life

TOOLS NEEDED:

A ball of thin string or strong wool

DESCRIPTION:

This activity is divided into 3 parts: part 1 – building the web of life; part 2 – its destruction; part 3 – a brainstorming activity on actions to protect the environment.

### Part 1

1. Ask participants to stand in a circle.
2. Explain that they are to build a model of the web of life.
3. You start. Hold the ball of string in your hand and name a green plant, for instance a cabbage.
4. Hold onto the end of the string and throw the ball to someone across the circle. They catch it! There is now a straight line of string between the two of you.
5. This person has to name an animal that eats cabbages, for instance, a caterpillar. They then hold onto the string and throw the ball to a third person across the circle.
6. This third person has to think of an animal that feeds off caterpillars, for instance, a bird, or if they know one, they can say a species of bird, such as a thrush. They then throw the ball to a fourth person.
7. Continue the activity so that the ball of string passes back and forth across the circle until you have created a criss-cross mesh that represents the "web of life".

### Part 2

8. Now ask each participant in turn to give a specific example of what is damaging this web of life, (for instance, motorways being built over farmland, overfishing or burning fossil fuels). After having spoken, they let the string go.
9. When everyone has spoken, ask participants to look at the heap of tangled threads lying uselessly on the floor. Tell them that this will be our world if we do nothing, but it doesn't have to be like this; there are simple things that we can all do to rescue something out of the present situation.

### Part 3

10. Invite participants in turn to make a promise to take a simple, practical action to rescue the world. For example, to save electricity by shutting down their computer rather than leaving it on stand-by, eat less meat or fly less.
11. As each person makes a promise, they pick up a thread at random from the floor.
12. At the end, look for a minute at the new web and point out that it isn't the same web as they



# ECOLOGICAL FOOTPRINT

had before; it is too late for that; true recovery is impossible because extinctions are irreversible.

## Debriefing and evaluation

Start with asking how participants felt first seeing the web destroyed and then creating the new one. Then go on to talk about the issues involved and what needs to be done to protect the environment.

What did you feel as you saw the web gradually being destroyed?

Was it easy to name animals and plants in different food webs? How good is people's knowledge of natural history?

Does it matter to you if, for instance, polar bears become extinct in 10 years time?

How did you feel as you saw the new web forming?

Was it easy to think of personal actions that reduce our impact on the environment?

How effective are individual actions?

Whose responsibility is it to protect the environment? The UN, governments, NGOs, individuals?

The balance of nature is very complex and it is not easy to predict what the global consequences of any particular action will be. How then is it possible to make decisions about how we use the earth's resources? How should decisions about how to use a resource be made? For example, whether to cut down a forest so that the land can be used for growing crops? The people who gain their livelihood from the forest will suffer at the expense of those who make a profit from the agriculture. There is a principle of equity at stake.

Article 1 of the International Covenant on Economic, Social and Cultural rights states that "all peoples may, for their own ends, freely dispose of their natural wealth and resources." Does this mean that people have a right to damage the environment?

We rely on our environment to provide us with food to eat and clean air to breathe. Without a healthy environment we could not live. It is a condition for life. Do we therefore have a paramount duty to respect the environment that limits our rights to use it (in the same way that we have a duty to respect rights and freedoms of others, which limits our own rights as

## VARIATIONS:

In part 2, when you ask participants to give specific examples of what is damaging this web of life, take a pair of scissors and for each example make one cut in the string web. Gradually the web gets destroyed and at the end all you have at your feet is a heap of useless string. The destroyed web is a very powerful image and the global situation is indeed depressing, but it is important that people do not feel helpless in the face of the task ahead. It is therefore essential that you leave time to follow up with at least a short brainstorming activity or discussion about the progress that is currently being made to protect the environment.

## RESOURCES:

<https://www.coe.int/en/web/compass/web-of-life>

## COMMENTS:

This activity works best with between 10–15 people. If there are lots of participants, run the activity in several groups.

Each food chain should illustrate actual or possible relationships: for example, grass – sheep – humans; or plankton – whales; or plankton – herrings – pigs (pigs are often fed fishmeal) – humans – tigers! Remember that when an animal dies, bacteria decay its body, and the minerals released are taken up by other green plants. Thus the cycle of life begins over again. Billions and billions of such cycles interlink to make the web of life.



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Try to get participants to think of as many different food chains as possible. Think about examples in woodland, forest, mountain, moor land, marsh, pond, river and marine habitats. You may need to intervene by saying something like, "now the minerals get washed to the sea and get used by marine phytoplankton (plant plankton)". Or, for example, to move from a marine ecosystem to a terrestrial one you may have to say "now the seagull that ate the shore crab flew inland to scavenge over farmland where it died". If a participant cannot think of the next link, suggest they may ask others in the group for suggestions.

In part 2, the first few times participants let go of the string will not make much difference because the way the threads criss-cross over each other will hold the web more or less together. However, as more people let go you will be left with a heap of useless thread lying on the floor surrounded by a circle of people standing helpless.

In part 3 in the debriefing, you will have to be prepared for some controversial answers to the question "what is damaging the web?" Some people, for instance, vegetarians, may say that people eating meat damages the web. You should acknowledge the point of view and ask the other participants for their opinion. However, be careful not to enter into a big debate at this stage; finish the activity first and then return to it at the end in the debriefing and discussion.

Try not to get bogged down in the discussion, but keep to the aim of the activity, that is, the effect of human activity on the environment.



## EXPEDITION TO PLANET AMALTHEA

AGE GROUP: 16

KEYWORDS: Sustainability

TIME: 60 min

NUMBER OF PARTICIPANTS: + 8

OBJECTIVES:

Understanding that natural resources are not unlimited, practicing creative problem solving

TOOLS NEEDED:

PREPARATION:

### DESCRIPTION:

This activity starts with a story the facilitator is telling to the group. We put the group into a future story in the middle of the 21st century. By that time, the drinkable water resources will have run out almost completely on the Planet Earth. The Earthlings (people who live on the Earth) believe that drinkable water only runs from the tap or can be drunk from plastic bottle, other sources are unknown. The only chance for the Earthlings to survive if they try to find the solution of this problem in another galaxy. Therefore they decided to send an expedition to the Amalthea Galaxy.

First they recruit scientists (more or less half of the group, so you can ask who volunteer to be part of that team) and half of the group remain on the Earth and hope that the expedition will bring the solution for this burning problem. The two groups get different instructions (preferable if there are 2 facilitators, but if it is impossible, then give them the instructions written down on a paper).

Instruction for the staying Earthlings: you feel sad that you had to say goodbye to your friend and loved ones. You are anxious about your future and you can not do anything else, just to wait. You try to find answer for the questions: What will happen with them, what if they do not come back home and can not find the solution? **\*\*Before meeting with the other group:\*\*** Due to the lack of water you intake, the speed of your talking slows down. There is 5 second between every words you say out loud. You are really excited about hearing the news that the expedition will come back to the Earth soon.

Instruction to the scientists: You are spending 1 month in different galaxies and finally you arrive to Planet Amalthea where you meet friendly aliens. You can tell them what is happening on the Earth and they help you with the solution. The solution is that the rainwater is drinkable, but only in that case if you boil it first, then cool it down. In any other way, it is poisonous to death. The aliens also say that there will be many other environmental challenges in your future and start thinking about how to find solution or stop exploiting the Planet. You have to promise to give these messages to the Earthlings. You are really excited to travel back to communicate this message to the others, but for a month you can not talk, write or draw, but you can use sounds and movements of your body.

The two groups meet and try to pass the message and understand what is the message of the aliens.



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Reflection:

How was it to be part of the group who can not do anything just wait or in the other one that risk lives, but trying to find solutions?

How was it to sense thirtness and connect it with the environment?

What do you think, what can you do to reduce or stop be part of the exploitation of this Planet?



# ECOLOGICAL FOOTPRINT

## GARBAGE DINNER

AGE GROUP: 10 +

KEYWORDS: Sustainability, food waste

TIME: 45 min

NUMBER OF PARTICIPANTS: 6 +

OBJECTIVES:

Understanding the scale of wasted food in a household, collect creative ideas for reusing existing ingredients in the kitchen

TOOLS NEEDED:

PREPARATION:

Collect packages of ingredients of a typical dinner (for example, pasta, tomato sauce, packed cheese, packed drinks and so on)

DESCRIPTION:

Ask the participants to name their favourite dinner dish. Some can say it out loud, the others can just write down in a piece of paper. Next step, ask them to collect all the ingredients what they would need to prepare that food. The following step is to ask the participants to think about the packaging of those ingredients.

You can introduce what is your favourite dinner, what the ingredients are and demonstrate with the prepared packaging, how much waste is `produced` by making one dinner. Try to choose those type of ingredients that are commonly used and crazily overpacked.

You can ask the participants, what do they think, when they see this pile? After a plenary sharing of different opinion, you can ask the participants what do they think it's the way this packaging waste pile can be reduced? Collect ideas and ask participants to try out one of those in the next week.



# ECOLOGICAL FOOTPRINT

## HUMAN DIRT

AGE GROUP: 10 +

KEYWORDS: Sustainability, pollution

TIME: 60 min

NUMBER OF PARTICIPANTS: 4 +

OBJECTIVES:

Discover the human impact on nature and find a solution to reduce waste

TOOLS NEEDED:

Paper, colour markers or pencils

PREPARATION:

Create a cosy, inspiring atmosphere where participants can draw freely

DESCRIPTION:

Ask participants to take a piece of paper and colour pencils and draw water and air - the way they imagine it. Give them 6 minutes for this activity and you can encourage them to go into details, use more colours, etc. You can put some relaxing music.

Create groups of 4-5 and ask the participants in the small groups to sit together and show the drawings to each other. There is no need for explanations, you should just give them 2-3 minutes to watch and observe each other's images. Ask the groups to have a short 5 minutes discussion about why do plants, animals, and people need clean water?

After this, ask each participant to turn out from their small group and continue individually (if possible in a way the others can not see what they draw)

Ask the question: What happens if the water we use, the air we breathe in gets dirty? Do you know of any plants, animals, or people that got sick because of dirty air or water?

Now, please continue your drawing and add a representation of how the humans make water and air dirty? You have 10 minutes for this exercise.

After the 10 minutes have passed ask the small groups to come together again and show each other the drawings and allow them to discuss what they see in the drawings.

Invite the group in a plenary session and ask them how do they feel. What were the most shocking parts of the drawings or the discussion? (This discussion can go as long as you want to, but be aware of the timeframe)

Have a 15 minutes brainstorm about what we can do in our daily life to reduce water and air pollution.



# ECOLOGICAL FOOTPRINT

## BIO-ACTIVITY

AGE GROUP: 12 +

KEYWORDS: Role play, ecological footprint, deforestation, fish hunting

TIME: 10 - 15 min

NUMBER OF PARTICIPANTS: 8 - 30

### TOOLS NEEDED:

At least 3 different sets of flashcards with expressions taken from a certain topic of ecological footprint. One set should contain at least 15 cards. Example of a topic: ecological footprint category – forest area: bird nest, trees (name specific types), animals living in forest (owl, bear, etc.), ecological waste that is produced in the forest (owl pellet, ...), humans affect on forest (deforestation, building activity, etc.)

### DESCRIPTION:

Form groups of 4 or 5 participants. Each group should choose a volunteer, who starts the activity. The group should be handed the set of flashcards which are placed in one place. The volunteer picks a card from this stack and acts or mimes the expression on the card to the others. Important: without any sound. The others try and guess what they are shown. As soon as somebody has the right answer (they should say the exact words that are on the flashcard), they become the next person to act or mime after having chosen a new card. Whichever group can act or mime the most expressions in a given time, wins.

### Debriefing and evaluation:

Sit down with each of the groups and ask them what the common theme or topic for their flashcards was and how this is connected to ecological footprint. Ask or tell them more about the topic and the connection between these items.

### VARIATIONS:

We can classify the cards according to their level of difficulty, and can prepare really difficult cards for the more advanced participants.

### RESOURCES:

[www.waza.org](http://www.waza.org) , [www.eaza.net](http://www.eaza.net) , [www.izea.net](http://www.izea.net)

### COMMENTS:

Using flashcards is a great way to introduce a topic which you would like to talk about later as participants not only hear the words, but understand them on a deeper level thanks to acting them out.

### OBJECTIVES:

To make participants talk about a specific aspect of ecological footprint by giving them the vocabulary and ideas that they might not know.

### PREPARATION:

The preparation of flashcards is the most important aspect as you can make the exercise as easy or as difficult as you choose. You should keep in mind when choosing the expressions for the flashcards that one set should form a coherent topic, based on which participants can discuss later the topic.



## NATURE SCAVENGER HUNT

AGE GROUP:

KEYWORDS:

TIME: It depends on the list, 30 min - 4 hours

NUMBER OF PARTICIPANTS: Ideally 3 groups, with 3 - 8 people (min. 1 group, max. 6 to discuss/debate the results)

OBJECTIVES:

A walk in nature with guided attention. It is a good opportunity for any age to keep one's eye peeled and to discover the interesting facts and associations in nature

TOOLS NEEDED:

Worksheet, natural environment

PREPARATION:

Forming groups, distributing worksheets, defining the activity area

DESCRIPTION:

Every group has to search the tasks listed on their worksheet. The number of tasks used in the activity depends on the time you have. Usually 10-20 tasks can be completed in an hour.

Examples for tasks:

- Something which leans towards the sun
- Something that hides from the sun
- Something that can become a cloud
- Something which tells you that the wind is blowing
- Something that is formed after the rain
- An animal sign, which in tradition forecasts the weather
- An unsuitable place while thunderstorm
- A place where you can cool down
- Feather
- A seed blown by the wind
- Exactly 100 of something
- Maple/sycamore leaves
- Spine (Not prickles!)
- Bone
- Natural tree-hole
- A potentially good material for bird nests
- Signs that suggest the presence of animals
- Anthill
- Burrows of animals that live (mostly) underground
- Three different seed
- Camouflaged insect (or other animal)
- Something round
- A piece form an egg
- Something sharp
- Something fuzzy
- A piece of fur
- Five pieces/kinds of garbage thrown by people
- Something utterly straight
- Something beautiful



# ECOLOGICAL FOOTPRINT

- Something that has no role in nature\*
- A bitten leaf (Don't you bite it!)
- Something which makes sounds
- Something white
- Something important in nature\*
- Something that you think it is similar to you
- Something soft
- Something that collects the energy of the sun
- A big smile
- (We have more tasks, if this activity will be chosen)

\*Tricky task, in nature everything has its own role, except for what's introduced by people.

The task should be completed by collecting, taking pictures or simply by explaining. At the end the results will be discussed together, to share experiences, feelings.

## VARIATIONS:

The list of tasks can be done on one time but if the groups are together for more days, ex. in camps, it can be sorted on categories (weather, nature's gains, animal sign etc.) and accomplished on a longer time.

The search for the tasks can be made during a trip or the participants scatter from a given point.

## COMMENTS:

Defining the search area: we have to be careful not to get someone lost. Usually this tasks can be found in a small area. In groups formed by older participants it might happen that someone will not be willing to take part in the activity.



## POLAR BEARS AND THE ICE

AGE GROUP: 12 +

KEYWORDS: Polar bears, habitat, global warming, role play

TIME: 15 - 20 min

NUMBER OF PARTICIPANTS: 8 - 30

TOOLS NEEDED:

Non-slippery surfaced pieces of cloth, for example made from a rubber like material, cut into a piece on which one can stand with two feet.

OBJECTIVES:

To show participants through role play what effect we are having on different species through our own actions.

PREPARATION:

Prepare the pieces of cloth in advance in the amount of participants. The exercise follows the rules of the activity called Musical Chairs, however it is used to explain a natural phenomenon.

DESCRIPTION:

The leader places pieces of cloth on the floor, so that each player has one piece. Players are the polar bears; each player stands on a piece of cloth which becomes his or her hunting area, the ice-floe.

The players start hunting on a previously agreed signal among the floe, i.e. they step off it and start moving. While they are doing it, the leader removes one or two pieces of ice-floe. On a new signal, the participants have to find an ice-floe for themselves, i.e. they step on the remaining ice-floes. Whoever cannot find an ice-floe, must leave the activity. The activity can continue until only one or two ice-floes are left. The leader should make sure to place the remaining pieces of cloth apart from one another.

Debriefing and evaluation:

The most important part happens after the activity as this is the time to discuss the phenomenon of global warming and our ecological footprints effect on different species in the world. Participants' attention should be drawn to the fact that there is a naturally happening tendency of global warming that has happened before. However, their attention should be drawn to the fact that we as inhabitants of the Earth are responsible and do a great deal to slow this down. Brainstorm together what you could do to prevent this from happening in your own personal life or in the community you live in.

RESOURCES:

[www.waza.org](http://www.waza.org) , [www.eaza.net](http://www.eaza.net) , [www.izea.net](http://www.izea.net)

COMMENTS:

Without debriefing this exercise is only an energizer, which can be used freely, however, it makes more sense to use this to draw participants attention to a certain topic.



# ECOLOGICAL FOOTPRINT

## WATER - HOT AND COLD

AGE GROUP: 10 +

KEYWORDS: Sustainability, water

TIME: 25 min

NUMBER OF PARTICIPANTS: 6 +

OBJECTIVES:

Understanding that water, as a natural element, is all around us and drinking water is more valuable than we think

TOOLS NEEDED:

PREPARATION:

Prepare 3 half litre glass bottles filled with water

DESCRIPTION:

Start the activity with a question about water: What is the natural element that a living creature can't live without after 3 days? ... Let's make a list with the ways we use water every day. What do we know about water?

Then ask one participant to go outside to become the water detective while we hide the glass of water?

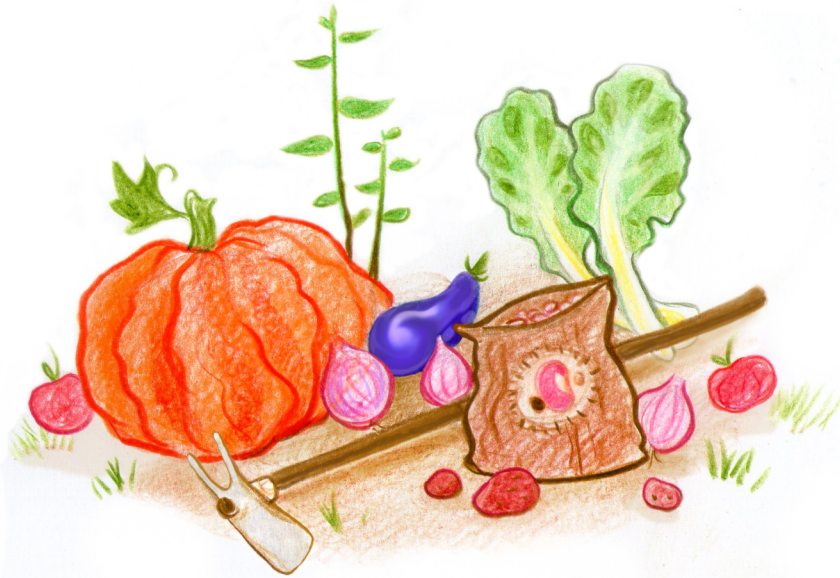
Hide the glass of water somewhere in the room (can be out of sight). Ask the water detective to return to the room and as they walk around the room ask the rest of the group to call out "cold," "warm," "warmer," and "hot" as the detective gets closer to the hidden glass. Repeat as necessary.

You can use this activity to discuss/demonstrate the fact that even though we cannot see it, water is actually all around us. Water is also used to make the things around us in the room, and to help us keep alive the things we see outdoors. Ask the participants: Can you look around the room and find an object that was made with water or needs water? ... Let's make a list with the ways we use water every day.





# FOOD SOVEREIGNTY



Food sovereignty is a human right to have access to healthy, environmentally consciously produced food for anyone. Collectively communities, states or alliances have the right to define their own directions and political focuses for their agriculture and food production. Food sovereignty promotes local agriculture, in which peasants and people who want to produce their own food get access to land, water, seeds and loans connected to agriculture.

The movement started by Via Campesina, an alliance of small scale farmers, in 1996. They assert that "the people who produce, distribute, and consume food should control the mechanisms and policies of food production and distribution, rather than the corporations and market institutions that they believe have come to dominate the global food system".

The right of the farmers is that they produce the food they choose to and the right of the consumers is that they have the free choice of consuming food, knowing who and how is that food produced.

It is essential that we understand how our food is produced, what kind of social and environmental impact it has. It is also essential to see the links between certain food producers and distributors, to have access to accurate information and to have the freedom to choose the food we want to spend our money on.

Food sovereignty is an important element of several movements and influential groups and activities, such as the Slow Food movement, Agroecology or Permaculture.

## COFFEE CHAIN ACTIVITY

AGE GROUP: +15

KEYWORDS: Food, footprint, equity, local products, fair trade

TIME: Allow 120 minutes for the whole activity, 15 minutes for the quiz

NUMBER OF PARTICIPANTS: minimum 15, but preferably 30, as this activity is designed for five groups of up to six participants each. The groups are coffee farmers, coffee exporters, shipping companies, roasters, retailers.

PREPARATION:

Separate the groups of chairs in circles that are themselves in a large circle facing the Flipchart.

DESCRIPTION:

1. Ask the pupils whether any of them drink coffee, and if so, why. Is it because they like the taste, or are there other reasons? Brainstorm the reasons why people might drink coffee. These could include the fact that it helps wake them up, the smell, social reasons (companionship, atmosphere of coffee bars). See if you can get pupils to recognise that marketing, advertising and image are powerful factors.

2. Give them the coffee quiz, and ask them to do it in pairs. Go through the answers and briefly discuss arising issues. Is there anything that really surprised them? Why?

**Quiz – 15 minutes:** Ask pupils how much do they know about coffee. Test them with this quiz.

1. Can you name three countries where coffee is grown?

2. Where does coffee originally come from?

- a. Ethiopia
- b. Brazil
- c. Costa Rica
- d. Colombia

OBJECTIVES:

This activity puts participants in the positions of people who are involved in the coffee trade.

Who benefits and who loses from trade? Is this fair?

To help participants to think about the actors in different parts of the coffee trade

To develop their understanding of world trade

To encourage them to think about issues of global justice

TOOLS NEEDED:

A bag of instant coffee, a copy of the role-card sheets for each group, and a copy of the grid, without the figures in the 'Actual proportion' column, drawn on to a whiteboard or large sheet of paper and displayed so that everyone can see.

3. Which language does the word 'coffee' come from?

- a. French
- b. Amharic (the language of Ethiopia)
- c. Spanish
- d. Arabic



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4. How many people in the world (including families and children) depend on growing coffee to live?

- a. 5 million
- b. 25 million
- c. 50 million
- d. 100 million

5. When did the first coffee house open in the UK?

- a. 1652
- b. 1750
- c. 1893
- d. 1914

6. What effect does drinking a lot of coffee have on people?

- a. It makes them hungry
- b. It keeps them awake
- c. It stops them from putting on weight
- d. It makes them aggressive

7. How much of the world's coffee is consumed in coffee-producing countries?

- a. 22 per cent
- b. 36 per cent
- c. 50 per cent
- d. 75 per cent

8. Which country consumes the most kilograms of coffee per person?

- a. Italy
- b. France
- c. Finland
- d. USA

9. About £37 billion worth of coffee is sold in shops worldwide. How much of this money goes back to developing countries?

- a. £19 bn
- b. £11 bn
- c. £8 bn
- d. £5 bn

10. What did Brazil produce in 2001?

- a. A new blend of coffee
- b. A new breed of coffee bush producing twice as many coffee cherries
- c. A coffee-flavoured soft drink
- d. A coffee-scented postage stamp

## Answers to the coffee quiz:

1. Coffee is grown in Brazil, Colombia, Vietnam (the three biggest producers), Indonesia, India, Mexico, Guatemala, Uganda, Ethiopia, Peru, Nicaragua, El Salvador, Costa Rica, Jamaica, Dominican Republic, Rwanda, Burundi, Angola, Kenya, Côte d'Ivoire, Thailand and many other countries.

2. Coffee is thought to have originated in the highlands of Ethiopia 1000 years ago.

3. The word 'coffee' comes originally from the Turkish Kahveh which comes from the Arabic word Kahwa (meaning 'that which prevents sleep').

4. About 25 million families – 100 million people – depend on coffee to live.

5. The first coffee house in the UK opened in 1652 in London.

6. Coffee keeps people awake.

7. 22 % of the world's coffee is consumed in the countries that produced it.

8. Finns consume the most coffee per person (11.01kg).


9. Of the £37 bn worth of annual coffee sales, developing countries receive only £5 bn. The rest goes to those who market and sell the coffee to us.

10. In 2001, Brazil produced a coffee-scented postage stamp.



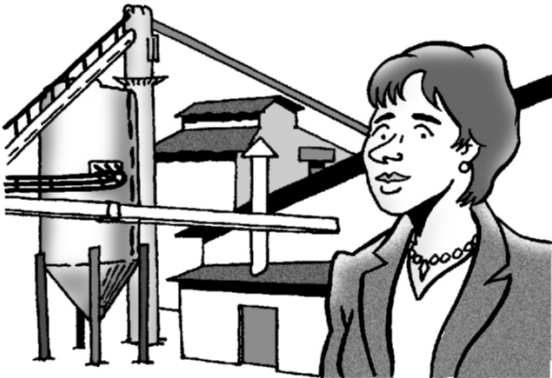
# FOOD SOVEREIGNTY

3 Give the 5 groups these role cards:




**Coffee farmers** - You live in a rural part of southern Uganda. You have about two acres of land, which you farm. Your main source of income is growing and selling coffee. You plant the coffee trees, and weed the ground around them so the coffee doesn't have to compete with other plants. The trees require a lot of regular work and attention to keep them properly pruned, so they will bear fruit well. You harvest the coffee 'cherries' by hand when they are red and ripe. You dry them in the sun and sell them to visiting buyers. The money you earn from the coffee is essential to pay for your children to go to secondary school and to pay your family's medical bills. Every fifteen years you need to buy seedlings to replace old trees. The seedlings take four to five years to grow big enough to produce cherries.

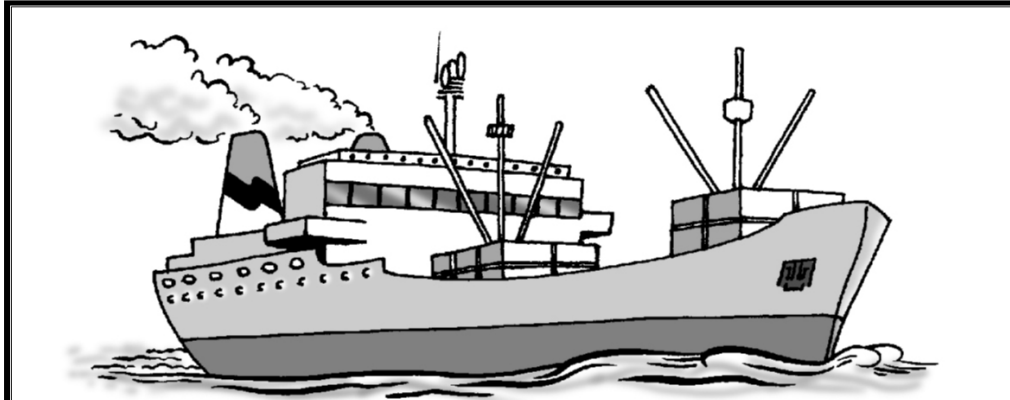
**The Roasters** - You buy the green coffee beans from a shipping company and mix the different varieties of bean to get a blend. You roast the beans and process them to make 'instant' coffee, then package it into jars and sell it to retailers. It is a very competitive business, so you have to spend a lot of money to advertise your brand to the public and to provide attractive packaging. You constantly need to invest money to improve the taste of your blend and keep ahead of the competition.



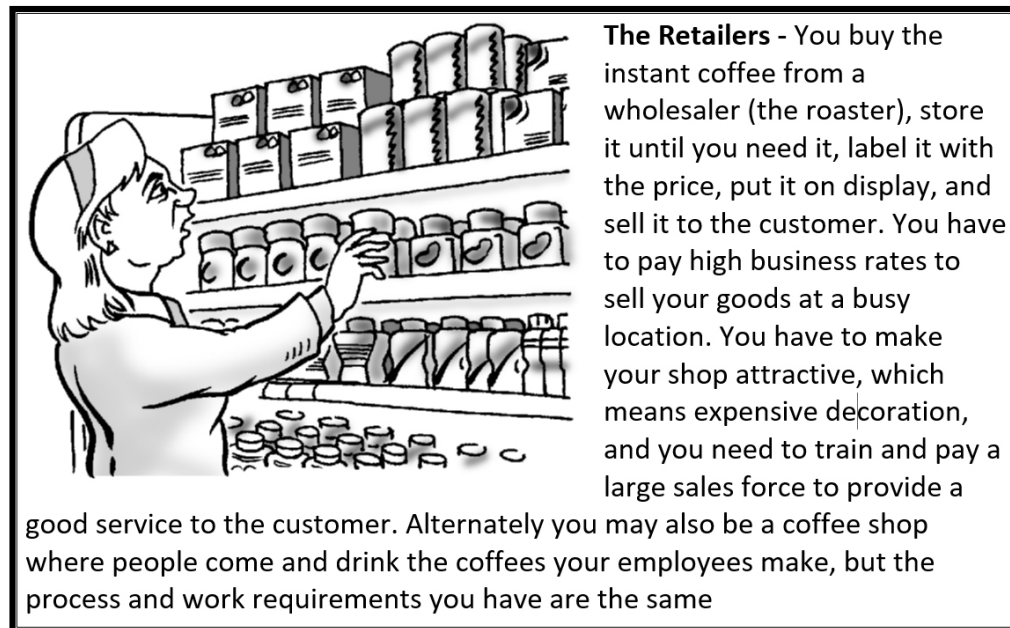
**Coffee exporters** - You visit the farmers to buy their coffee. The farmers are scattered over a wide area, so you have to pay for transport and fuel to go and collect their coffee 'cherries'. You then process them to extract the 'green' beans, pack them in bags, and transport them to the coast, where you sell them to a shipping company. Uganda is landlocked, so you have to pay high rail-freight charges. The market for coffee is unpredictable, and so you sometimes have to pay to have your coffee stored. You also need money to renew and repair the expensive machinery in the factory and to pay skilled people to operate it.



# FOOD SOVEREIGNTY



**Shipping companies** - You buy the bags of green coffee beans from the coffee exporter, load them on to your ship, and transport them to the EU or US, where you sell them to coffee roasters. You have to pay highly skilled personnel to operate your ships. There are risks involved, and you have to take out insurance for the ships and the cargo, as well as paying for fuel. You also need to pay fees for using the ports, and taxes for importing coffee.



**The Retailers** - You buy the instant coffee from a wholesaler (the roaster), store it until you need it, label it with the price, put it on display, and sell it to the customer. You have to pay high business rates to sell your goods at a busy location. You have to make your shop attractive, which means expensive decoration, and you need to train and pay a large sales force to provide a

good service to the customer. Alternately you may also be a coffee shop where people come and drink the coffees your employees make, but the process and work requirements you have are the same

## Introductions - 10 minutes:

4. Explain to the 5 groups that they are part of people who are involved in the process that brings coffee from a bush in Uganda to their breakfast table. Give the role cards out, so that the participants in each group all have the same one.

5. Ask the group to read their cards. Give the groups five minutes to think about their role. How do they feel about it? What sort of problems do they think they might face? What strengths do they have as a group?

Initial Discussions - 15 minutes

6. Now hold up the bag of coffee. Tell the group that this bag costs 3 Euros in the supermarket. Ask the groups to discuss how much of the selling price they should get. (This should not be a



# FOOD SOVEREIGNTY

discussion about how much the participants think people do get, but rather about how much is due to them for the work that they do.)

7. Ask each group to tell you and the other groups how much they think they should get. Encourage them to justify their claim. Record each amount on the chart in the 'Initial proportion' column.

## Negotiations - 30 minutes:

8. Add up the amounts and you'll find that they are likely to total quite a lot more than 3 Euros! Now ask each group to negotiate its position, until all groups reach a total of 3 Euros. Why do they feel they should be paid this amount? Is there any group that is generally felt to be getting away with too much? Encourage participants to engage with each other – but without violence! Set a time limit of negotiations for 30 minutes and always remind the participants that time is running out and they should focus on the important matters.

Towards the end of negotiations insist that the stock exchange is closing, if they do not reach the needed price of 3, the financial consequences on the next days will be harsh. This is both to stress the gravity of the situation but also to make them understand the urgency,

9. When agreement has been reached, record each negotiated amount on the chart in the 'Negotiated proportion' column.

10. Finally, announce the actual proportions at each stage of the production process, by revealing the last column.

|           | Initial proportion | Negotiated proportion | Actual proportion |
|-----------|--------------------|-----------------------|-------------------|
| Farmers   |                    |                       | 0.05 €            |
| Exporters |                    |                       | 0.09 €            |
| Shippers  |                    |                       | 0.18 €            |
| Roasters  |                    |                       | 1.93 €            |
| Retailers |                    |                       | 0.75 €            |

Ratios calculated in November 2004 based on information from the International Coffee Organisation and other industry sources



# FOOD SOVEREIGNTY

## Debriefing and discussion - 40 minutes:

11. Although it's just an activity, The Coffee Chain Activity is likely to raise powerful feelings. Participants need to have the chance to reflect on what has happened and how they feel about it. While they are still in role, ask each group to describe what happened from their perspective. Why do they think this was the case? Is there anything they can think of that they could do to improve the situation?

12. Now bring the participants out of role and broaden the discussion, asking everyone what they feel can be done about unfair trade. Point out that, in real life, the farmers would not be able to negotiate with the shippers, roasters, and retailers. This is part of the problem for the farmers: their bargaining power is very limited, compared with the large transnationals which market and process the coffee. The TNCs have huge resources, plus access to technology, information and transport. Farmers are usually isolated individuals who have to accept the price they are offered.

The main points to draw out of the discussion are:

- Coffee farmers get a very small share of the overall profit, even though they work very hard.
- This is a complex problem, but there are solutions. Farmers should be paid a fair price for their coffee.

## VARIATIONS:

Note that this role play is based on a simplified version of the coffee supply chain. In real life the chain splits into many parts and can split in different ways, depending on the origin of the coffee and which roaster buys it. Some farmers dry their own coffee, while some sell the cherries to traders; some roasters own coffee plantations. We always did the activity like this, but probably variations are possible. The quiz can be skipped, for example.

## RESOURCES:

The activity was adapted for us, from this more complex process:

<https://www.tcdsb.org/Board/NurturingOurCatholicCommunity/Documents/Coffee%20Chain%20Game.pdf>

## COMMENTS:

The facilitator needs to be a good manager of the negotiations and a good time keeper because the negotiations get very heated and tend to take forever. We use a microphone made of paper which has the role of only allowing the person holding it to talk. This makes sure that only one group speaks at a time. Also when negotiating groups need to delegate 1 speaker, not all can talk at the same time.



# FOOD SOVEREIGNTY

## HOW MANY KILOMETERS IS MY BREAKFAST?

AGE GROUP: +15

KEYWORDS: Food, footprint, equity, local products, supermarket, economy

TIME: 4 hours: 1 for shopping, 2 for sorting, researching data and 1 for conclusion and reflections

NUMBER OF PARTICIPANTS: 15 - 40

### PREPARATION:

Participants need to be in a city or a village. Divide the group into as many groups as your event has days of activity left, until it ends. So, for example, if you are on day 1, and your event has 6 days, you divide into 5 groups for the 5 remaining days. If you are on day 3 of a 7 day event, you divide into 4, etc. If you have only 1 day, divide into 5. Give each group an equal amount of money, which can be of your choosing, it should be enough for 1 breakfast for the whole group. For example you can give 50 euros for a group of 30 people, so 250 euros for 5 days. Have as many tables as groups.

### DESCRIPTION:

1. After dividing and giving them the money, inform them that they have 1 hour to use the money to buy breakfast for themselves for 1 of the next days. The facilitator can even specify that group 1 buys breakfast for the next day, group 2 for the one after that, etc.
2. Wait for them to buy the food and come back with it, instruct them to unpack it on one of the tables.
3. Give them 2 hours to analyze all the food each group bought, from where these were purchased, where they were grown, created, packed and shipped. By the end of the activity each group should have concrete, factual information on all these aspects.
4. In 30 minutes, present the results, while the facilitator or an assistant notes down on a visible flipchart paper, white/black board or projected EXCEL sheet, for each group: How many kilometers did each individual type of food travel. Where was it bought from, what kind of shop? Then, after each group presented the information, the kilometers are added up per group, and then for all the group. The group with the least kilometers is congratulated, or even awarded symbolically. The final result, in kilometers, is the number of kilometers all the food bought had to travel to get to our table.
5. Then, in at least 30 minutes, we do a debriefing where we focus on showing participants how their shop shelf choices impacts the environment and communities. Here the facilitator can ask questions like: What connection is there between how many kilometers food travels until being eaten, and the environment? How accurate are our results? Is there a connection between where you buy the food and the final results in kilometers? What are its flaws? For example if on

### OBJECTIVES:

To make the target groups understand where the foods present in different kind of shops (local market, local shop, shop, supermarket, hypermarket, etc.) come from and how their shopping choices affects the environment and communities.

### TOOLS NEEDED:

Money and tables depending on the size of the group.



# FOOD SOVEREIGNTY

a label it says that a walnut chocolate was made in Germany, did it only travel from one factory in Germany, or did it actually travel from where its ingredients, cocoa, walnut, milk, etc. were grown? Who chose what in each group? What did you base your choices on? Eating habits, price, proximity of the shop, possibility of choices, the way the product looks, etc.? How do you feel about what you bought? Is it enough or too much? Will you enjoy eating it?

## VARIATIONS:

1. If the event lasts 1 day, or there is no event just this 1 off occasion, or food cannot be bought in advance, one can start the activity in the morning, divide the group in 4, 1 for the first dish of lunch, 1 for the 2 nd dish and dessert, 1 for the snack breaks of that day and 1 for the dinner. And then make the whole activity of the debate include the preparing, cooking and eating of the food also.
2. One can instruct each group to buy according to certain criteria. Like one only from local market, the other only from small shops, the other only from supermarket. Or 1 only vegan food, 1 only vegetarian, 1 any type, etc.
3. Many other aspects can be changed, based on the age of the group, the time that is available and the owned resources, etc...

## RESOURCES:

We came up with it but it could exist in some variations, somewhere...

## COMMENTS:

We advise to instruct participants not to buy bread, as they could buy too much, not enough or it might not stay fresh by the end of the activity. Time can maybe not be enough but this depends on the time management of the facilitator.



# FOOD SOVEREIGNTY

## SEASONAL BINGO

AGE GROUP: Any

KEYWORDS: Seasonal food, group game, competition, strategy game

TIME: From 30 to 60 min. depending on the size of the group

NUMBER OF PARTICIPANTS: + 6

PREPARATION:

The host of the game needs to know when vegetables and fruits are in season and have a list of at least 60 items

OBJECTIVES:

Make people think when vegetables and fruits are in the season, input for further discussion

TOOLS NEEDED:

List of vegetables and fruits and an A3 paper for each group that is divided into 12 parts that represent the 12 months. You can prepare or ask the groups to do so.

DESCRIPTION:

Methodology: small groups of 2-5 participants compete.

Divide participants into groups of min. 3 and max. 6 per group. Explain the game in a plenary, so that everyone can hear the same instructions. Ask the teams to choose a team name for themselves. Each team will receive a sheet of paper divided into 12 months (prepare, or ask the teams to make it). The host will read the names of vegetables and fruits. Teams need to decide in which month they think that that vegetable or fruit is seasonal. They need to write it into the month part on the paper they have received. They can write one item only once on their paper, which cannot be moved to another month in the meantime. They get a point if they collected 5 vegetable or fruit names at a month. They have to say "bingo", after which the host stops and the bingo team needs to read it aloud, so that everyone can hear. The host checks whether the list is correct. If yes, the bingo team will receive a point. The game continues till the next collection of 5 is announced. The team that gets the most points will win. A seasonal gift is a great idea to show appreciation.

VARIATIONS:

It is good to start with a discussion about what is seasonal, why this is important and what social and environmental impact we cause by choosing seasonal or non-seasonal food on our plate.



# FOOD SOVEREIGNTY

## SEED TO PLATE

AGE GROUP: Any

KEYWORDS: Seasonal food, food tasting, increase mindfulness, slow food

TIME: From 30 to 60 min. depending on the size of the group

NUMBER OF PARTICIPANTS: +2

TOOLS NEEDED:

A plate of healthy, seasonal, local food - variations

OBJECTIVES:

Deepen consciousness connected to tasting and eating good food

PREPARATION:

It is ideal to play this game as part of lunch or dinner, so get prepared with food you wanted to provide anyway to the participants. The best is to have 2 or more dishes, but in a small proportion.

DESCRIPTION:

Methodology: working in pairs, working with sensation

Activity: The activity is literally conscious eating, but in a directed way. Prepare the tables where participants will eat their food, so that at least two people could easily talk to each other, but there will be maximum 5.

Participants will get the food and the host of the activity will drive them through different questions for short discussions. Once they get their first dish, the host asks them not to start eating immediately, but let different sense organs work. How does it smell? What do you like in how it looks like? Can you name what ingredients this meal has? Give yourself time to discover, then slowly and consciously taste it and eat it. Participants who share one table can share their discoveries and experiences.

Start the second dish with the same process, and then imagine how the ingredients were produced. Who could be that person who grew this food for you? What needed to be done till this meal was served for you? Share with your table friends.

Before the third dish, stop for a minute and try to listen to your body: does it like the food you have put in it, why or why not? What will the third dish do to your body? How can every ingredient your support your life and provide good nutrition? From now on, the Host can let the discussions at the tables open.

VARIATIONS:

Great reflection can be done after this activity - about sensations, slow food and conscious food choices



# FOOD SOVEREIGNTY

## BIRD FEEDER

AGE GROUP: 12 +

KEYWORDS: Feeding, birds, food chain, help

TIME: 60 min

NUMBER OF PARTICIPANTS: 1 to 25

### PREPARATION:

All the materials should already be placed on table to be ready to use. Explain to the participants that it's important that bird

feeders are used only during wintertime. They have to be refilled periodically with seeds. Only those can place a bird feeder in their garden, window, who have the responsibility to refill it every time it's needed. Birds will get used to the bird feeder and if they will find it empty on a harsh wintertime it could cost their lives.

### DESCRIPTION:

We prepare bird feeders by re-using different materials. We can work in teams or, if there's enough material, each participant can prepare a bird feeder.

Plastic bottle or milk box: we remove the paper from the plastic bottle. We cut a window 10 cm in height on the bottle's side and fill the bottle's bottom with seeds. We tie the neck with a string to hang it to a tree.

### Debriefing and evaluation:

Talk to participants about the responsibility it entails to feed an animal that usually lives in wild life. You can tie this topic into the topic of how we as humans are responsible for taking care of nature: plants and animals, which we would like to use to feed ourselves. If this is an ongoing group reflect on the state of bird feeders regularly with the participants, to make sure that they don't forget about them. As well as this, you can ask participants to pair up and keep each other accountable for the bird feeders.

### VARIATIONS:

Mesh bag: Create small holes on the mesh bag. we mix fat with seeds and we make a dumpling which we place into mesh bag. We tie it together and hang it on a tree. Through the small holes of the bag birds will eat the greasy seeds.

### RESOURCES:

<https://www.youtube.com/watch?v=7yV6V6rtpyc>

<https://www.youtube.com/watch?v=Op0IAlGDDkI>

<https://www.youtube.com/watch?v=VgWhQu-6iqY>

### COMMENTS:

Most people are enthusiastic in the beginning of such projects, but if birds will not visit the feeders, they will surrender easily. For birds, the feeder's refilling is a matter of life and death.



# FOOD SOVEREIGNTY

## FISHING GAME

AGE GROUP: 12 +

KEYWORDS: Fish hunting, decreasing resources, famine

TIME: 15 - 20 min

NUMBER OF PARTICIPANTS: 6 - 8

TOOLS NEEDED:

Medium room or outside

OBJECTIVES:

To energize participants before dealing with the topic of food sovereignty in depth.

PREPARATION:

Make sure to create empty space for participants to run around.

DESCRIPTION:

Two participants are the fishermen; the rest are the fish. The two fishermen run tightly together in the field of scattered fish and try to catch them one by one. Those who are captured will also become fisherman, and now they are running in triplets after other fish. At one time they may even have 2-3 fish in their "net"! The number of fishermen is always increasing, the fish's situation is getting harder. The chain of fishermen must not break away from the playing field.

Debriefing and evaluation:

Participants can be asked to reflect on the decreasing number of fish and the real life equivalent of this phenomenon.

COMMENTS:

If you wish to play another round, the last two fish remaining should be the two fishermen at the beginning of the next activity.



# FOOD SOVEREIGNTY

## FOOD WEB

AGE GROUP: 12 +

KEYWORDS: Food web, dependence, connection, food chain

TIME: 30 min

NUMBER OF PARTICIPANTS: 8 - 15

### PREPARATION:

The trainer prepares the animal-cards. Either by writing the name of different animals on

small pieces of paper, or by collecting and printing the pictures of the animals. The animals should be able to be put into a food chain (so no one will be left out). We recommend to use species from your own country.

### OBJECTIVES:

To show the complex relations between animals and the necessity for each of them to exist, their dependence on each other and the complex system that they create and function in. To make participants understand that their actions affect these system and as a result will be affected by the changes.

### TOOLS NEEDED:

Clews of string, animal-cards

### DESCRIPTION:

The group forms a big circle. Everyone gets an animal card. The leader hands the end of the string to a producer (plant) and asks: "Who will eat him/her?" The leader can help with different questions. If he/she answers, the string will be carried to the mentioned herbivore. We go through the different levels of the food chain. The top predators will be decomposed by the decomposers. The inorganic materials will be used by plants and the circle begins again. One participant can hold the string as many times as they are mentioned. We do it until every member will take part in the food chain. At the end a tight web of string is formed, which symbolises the balance of nature. Let's see what happens if we remove a species - a certain participant releases the string. The balance breaks. With the disappearance of each species, the web loses its strength and its role.

### Debriefing and evaluation:

This exercise shows the complex relations between animals. The trainer can lead a discussion about how it is similar among humans – even though we don't eat each other, there are complex hierarchies among us as well. Let the participants reflect on the actions of humans, how they affect this balance, and what could be done to keep this balance in place.

### VARIATIONS:

You can introduce role play to the exercise: At the first stage, the participants don't show their cards openly, but act as the animal and that's how they have to figure out their food chain.

### COMMENTS:

There might be some species that participants are not familiar with. You should be ready to help them out and point them in the right direction as to what each participant of the animal food chain usually eats.



# FOOD SOVEREIGNTY

## WITHOUT A FRIDGE

AGE GROUP: + 10

KEYWORDS: Food, footprint, equity, impact, globalization, locality

TIME: 45 min

NUMBER OF PARTICIPANTS: 8 - 20

TOOLS NEEDED:

Pens and papers

OBJECTIVES:

To explain the history of our food system and to give an example of solutions to create a simpler and more local food system

PREPARATION:

No big preparation is needed, just sit in a circle and make sure everyone has a pen, a paper and something solid to write on

DESCRIPTION:

Background information:

80 years ago, there were no fridges in the average household in Europe. A German engineer, Carl Paul Gottfried von Linde, invented a method for cooling ammonia in 1876. The Linde procedure, however, was not usable in the kitchen, due to its toxic effects on food. It was not until 1930 that a household fridge was invented. It was produced in the US and Cuba, and was introduced in Europe after the Second World War (1945).

The facilitator tells the following to the group:

"Let's travel back to the time of your great-grandparents. Form small groups and answer the following questions:

What would you miss if nobody had a fridge?

How did your great-grandparents survive without a fridge? What kind of lifestyle did they have?

What and how did they eat?

How would you adapt your lifestyle and food planning if you didn't have a fridge?"

Write down your ideas and present them to the other groups. Write down all the questions you want to find an answer to. Instead of internet research, call up and ask the oldest persons you know. After all the groups present their answers, try to answer the new questions that came up in plenary.

To close the activity, ask the participants:

How did our lives change after the invention of the fridge?

What are the negative aspects of this technology?

RESOURCES:

[http://www.youthoftheworld.eu/wp-content/uploads/2018/04/CVO\\_Global\\_Education\\_Youth\\_Work.pdf](http://www.youthoftheworld.eu/wp-content/uploads/2018/04/CVO_Global_Education_Youth_Work.pdf)



# FOOD SOVEREIGNTY

## HEADQUARTERS VS. INGREDIENTS

AGE GROUP: 12 +

KEYWORDS: Food, footprint, equity, impact, globalization

TIME: 60 min

NUMBER OF PARTICIPANTS: 5 - 15

### PREPARATION:

The facilitator draws, or hangs up a world map. Each participant brings one (or more) label from a food product from home. Don't brief the participants beforehand what the discussion will be about!.

### DESCRIPTION:

1. Ask the participants what they think a "headquarters" is. Let them brainstorm different aspects (or ideas), and just correct them if they are off track with their answers. Ask them to look at the labels they brought with them and ponder the following questions:

Which ingredients are named?

Where do these ingredients come from? Guess and write down on the post-its the ingredients and countries of origin, without internet research.

Where is the headquarters of the factory producing your product?

What do you think is the distance between the headquarters and the place where most of the ingredients come from?

2. Form small groups to research the previous questions on the internet. Use one kind of pin to show regions where ingredients come from, and another kind of pin to indicate cities where the headquarters are based.

How wrong were your guesses? What did you find out?

3. Discuss the locations of the pins over the world map and the following questions. What do you see?

Where do you think (most) of the profit goes?

### RESOURCES:

[http://www.youthoftheworld.eu/wp-content/uploads/2018/04/CVO\\_Global\\_Education\\_Youth\\_Work.pdf](http://www.youthoftheworld.eu/wp-content/uploads/2018/04/CVO_Global_Education_Youth_Work.pdf)

### OBJECTIVES:

To describe the global food supply chain and identify global flows of money and ingredients

### TOOLS NEEDED:

internet connection, food labels, world map (if available), two kinds of pins, paper or post-its.



# LAND ART



Land Art is an expression created by the artist Robert Smithson, an initiative that took place in the United States in the 60s and 70s. However, this style has persisted to this day. Land Art is a current that uses materials and natural landscape as the basis for its creations. The movement seeks to take art from museums and from a normal context. Most Land Art works are provisional or left at the mercy of natural elements, such as rain, erosion, wind, any change in the environment. The best known work of modern earth art is Spiral Jetty (1970) that Smithson created in Great Salt Lake of Utah. Land Art works often use both abstract and nature designs. The most used forms are usually the line, the spiral, the circle and the square, even three-dimensional geometric shapes. Sometimes, the forms are those of nature itself, that is, of the materials that are used and that are not manipulated in excess.

The purpose of Land Art is the indissoluble connection between the work of art and the landscape in which it is located. Land Art is usually built with materials such as stone, rock, branches, water, along with other natural elements, as well as pigments and ropes. In the context of this guide, we want to present Land Art as a beautiful way to express your creativity, your feelings and your "love" for mother Nature.

In this context, we would like to mention Andy Goldsworthy as one of the world main references in Land Art. The picture you can see above and illustrates this chapter, is inspired by his amazing work, "Rowan leaves laid around hole".

## THE PUPPETS OF THE FOREST

**AGE GROUP:** From 8 to 12 years

**KEYWORDS:** Theatre, creativity, nature, crafts, group work, consensus, imagination, puppets

**TIME:** 60 min

**NUMBER OF PARTICIPANTS:** 6 +

**TOOLS NEEDED:**

The first part of the activity will be carried out on the outside and the second one in interior with tables and chairs. As materials: natural fiber rope such as sisal or hemp. Tools: Saw, pruning shears, punches. Buckets, baskets, one per group, to collect the materials. A theatre of puppets, can be a large frame with a fabric (optional)

**OBJECTIVES:**

With this activity we want to show that we can do many things without buying materials, but only using the materials that we find in nature, and some little rope and wit that we already have. Teamwork is important because they will have to invent a story and its characters, and they will have to agree on it.

**PREPARATION:**

Choose a place or a route where we can find a wide variety of natural materials.

**DESCRIPTION:**

You gather the whole group and divide it in smaller groups of 3 and give them 5 minutes to gather and think or invent a story about the fantastic characters who inhabit the nature. The story has to be 5 minutes long at most. After having the history clear, you will take a walk in the forest and with your group you will go collecting materials that you will use to create the characters (puppets). You'll give them 20 minutes for this part.

You return to the interior space and there, with the rope and the tools, begin to create your puppets. You will have 15 minutes and then 5 minutes to setup the story. You'll assemble the theatre if you have it and the groups will go on to represent their stories one by one. All the others are the audience.

To close up the activity, organise a discussion about their thoughts on what happened.

**VARIATIONS:**

The natural setting can be different from a forest. Instead of puppets you can do the same thing but making costumes and acting people not puppets. The theme of the story you have to tell can be another one.

**RESOURCES:**

[www.redtedart.com/kids-crafts-stick-man/](http://www.redtedart.com/kids-crafts-stick-man/)  
[www.redteart.com](http://www.redteart.com)

**COMMENTS:**

You can carry more materials like glue, paints, natural plasticine (made out of flour and water), but it is interesting to use rope and what you can find and that should be all your material. It helps if you give them the theme of the story they are going to tell.

## THE FOREST OF SENSES

AGE GROUP: 10 +

KEYWORDS: Perception, trust, artistic expression, orientation, collage

TIME: 60 min

NUMBER OF PARTICIPANTS: Minimum 6 people

TOOLS NEEDED:

The activity will be done outside, in a forest, we'll delimit a large space but without losing sight of it. As materials: A4 papers, glue and wax paints. Something to cover your eyes.

OBJECTIVES:

It is an activity in which we work the confidence, perception and observation that we have of nature beyond what is seen and the identification of tree species and artistic creativity using materials from the forest preparedness: have clear and L Route you will make and the space you choose in the forest to carry out the activity

PREPARATION:

DESCRIPTION:

You take a little tour to the forest area where you will do the activity. Once there, you give 3 minutes to walk freely and recognize the place where you are, then you put them in pairs and decide who is the one who covers his/her eyes first (the blindfolded) and who will be the guide. When everything is ready, the guide takes a walk around the place trying to disorient his/her blindfolded mate. The guide has only for approx 5 minutes for this. The guide will then choose a tree and lead his/her mate to it. The blindfolded has 5 minutes to memorise the features of the tree, using all his/her senses, excepting the sight. When time will have elapsed the guide will catch the blindfolded and take him/her back to the starting point of the activity, where s/he will remove the blindfold and will have to recognize the tree. For this they will have 5 minutes. If s/he can't, the guide will tell him/her what was the tree.

Then they have change their roles and do the same. Once that both have finished, you will give a sheet of paper to each participant and paints to go to the tree and draw the crust putting the paper against the painted trunk so that the shape of the bark of the tree will come out. Collect materials that you find throughout the forest in order to make a collage with the drawings of the background crust. Do that for 15 minutes.

Once you have finished you get together with the rest of the group. If there are more than 10 people, have them discuss with each other in sub-groups of 5 people. Talk about the way you have felt having your eyes covered, letting someone guide you and having to use only the other senses to recognize the trees. This mustn't take more than 3 minutes per person.

VARIATIONS:

Instead of making a collage you can ask that each participant make an artistic intervention in his/her tree with the materials s/he finds in the forest or in the natural space where s/he is. It can be organised in some other space in nature that is not a forest and you can do only the first part omitting the artistic part.

COMMENTS:

The activity works best when done quietly, invites people to listen to the sounds of the forest and look to connect with the place where it is. If the group is not known it is better to do the activity after having worked with know each others and trustworthy dynamics.



## THE EXPECTATIONS AND MOTIVATIONS TREE

AGE GROUP: 12 +

KEYWORDS: Expectations, Motivations, Emotions, Reflection, Mood

TIME: 30 min

NUMBER OF PARTICIPANTS: Minimum 5

### PREPARATION:

To prepare the activity, you need to find a natural area: river, forest... with at least enough natural elements to create a natural collage (sticks, leaves, stones, flowers, feathers...) You will also provide natural string and scissors. In this case, as they will create a natural collage, each individual might choose other natural elements around the area.

### OBJECTIVES:

Usually, when we organize a course (for example an Erasmus + course) we need to evaluate the expectations that bring each one to this event as well as we need to reflect daily on the day. The aim of this exercise is exactly that: to evaluate the Expectations and the Motivations of each individual that comes to a course or a session and to reflect on the day. In this case, I have chosen an original way to evaluate, using natural elements that you can find around the place where you are: leaves, stones, sticks, flowers, clay...

### TOOLS NEEDED:

Pieces of wood, leaves and string. elements from nature

### DESCRIPTION:

You will divide the big group in smaller groups. For that, you can divide the group according to the next exercise: You will choose different types of leaves with a different shape. You can cut each leaf in small pieces and give a piece to every person. They will create groups according to the type of leaf they got. Instead of leaves, you can choose a flower, or any other original element. After that they will create in small groups a natural Collage, where each individual will participate bringing the next elements:

- Something that represent her/his expectations and motivations
- Something that represent why she or he is here at that moment
- Something that represent what does she or he bring to the course
- Something that represent what does she or he would like to bring home" (learnings)

At the end, each small group will have a little time to share the conclusions and the general points with the big group and show the others their groupal collage.

### VARIATIONS:

You can reflect on the day creating an individual collage that tell the group about the feelings during the day and the activities

### RESOURCES:

This is an activity created by Estefanía Bravo Román (Medra Association) and Lila (Tandem NGO). Is inspired by the experience of both.

### COMMENTS:

We experienced this method during the Ecotrainers course in Biofalu, april 2018. It was a beautiful experience as each group represented their expectations and motivations in a tree.



## SOUNDS OF NATURE

AGE GROUP: 10 +

KEYWORDS: Nature observation, cooperation

TIME: 20 min

NUMBER OF PARTICIPANTS: Minimum 4

OBJECTIVES:

Paying attention to each other, practicing leadership and trust

TOOLS NEEDED:

Blind folders or scarfs.

PREPARATION:

DESCRIPTION:

Participants work in pairs. One of them is blindfolded. The other one will be the leader for 5 minutes. S/he has to lead the blindfolded person with a sound. This sound must come from the nature, could be an animal, an element like wind or anything else). This sound is the only tool the leader can use and the task is to lead the other person from point A to B. The distance and the difficulty of the route (stairs, other objects on the way) can be decided by the facilitator. The more complicated the surface, more challenging and deeper is the experience. After 5 minutes the roles should be switched and now the other one chooses his or her sound of nature and uses it to lead his or her pair to C. The facilitator needs to be present and pay attention to avoid falling and physical harm of the blindfolded people.

Reflection: Great possibility to discuss how do we sense our surroundings, what sounds do we discover in the nature.



## PICTURES WITH PLANTS

AGE GROUP: 12 +

KEYWORDS: Plants, creative work, nature picture, collecting

TIME: 60 min

NUMBER OF PARTICIPANTS: 1 - 25

### PREPARATION:

This exercise is partially indoor and outdoor. It should be done in a location where natural resources are in abundance, so that participants can collect the needed resources. If this is not available the resources should be collected in advance and given to the participants to choose from.

### DESCRIPTION:

Each participant gets a sheet of paper, and glue, and they are asked to go out into nature and collect different natural items, which then they are going to use to create a piece of art. At least 20 minutes should be given for collecting these items. They should aim to collect a variety based on the diversity, colour and composition between habitats and other characteristics. These items should be obtained without damaging the plants. The rest of the activity, approx. 30 minutes are used to create the piece of art.

Debriefing and evaluation:

The rest of the time, approximately 10 minutes should be used to create an exhibition where each of the participants has given a title to their picture, and exhibited it for everybody else to see. Participants reflect on each other's work by going through the room and reflecting on different aspects of the picture.

### VARIATIONS:

This exercise can be done in small groups instead of individuals. For this create a small group of 4-5 people, and give them a larger piece of paper, so they create a common piece of art. Ask them to do this silently, waiting for each other to add to the picture, as if to create a silent piece of art from the resources. After the piece of art is born, you can continue with the exhibition, and later ask the participants to reflect on the work in the group. Whether it was easy or hard to do it silently. What affected their work? How would their work be different if they had done it alone.

Another variation is to draw the participants attention to certain aspects of nature, where the piece of art is concentrated around this theme. E.g. 1. Produce a record of the variety of colour within a habitat, or the variety of shades. It is interesting to see what range of greens is available. 2. Collect only leaves in different shades and use these to create a picture of animals that might live in that area.

### COMMENTS:

We recommend to collect only small pieces of plants, the best dead parts as these are the easiest to stick to paper and also are not likely to damage nature when collecting them.

### OBJECTIVES:

To show the great diversity of plants, which are illustrated by differences between their leaves, flowers, fruits and seeds.

To explore the various aspects of flowers, fruits, seeds in greater detail and to create art using natural resources.

### TOOLS NEEDED:

Paper, glue, collected leaves, flowers, fruits, seeds from nature

## OWL PELLET ANALYSE

AGE GROUP: 12 +

KEYWORDS: Piece of art, owl pellet, collecting bones, creative work

TIME: 60 min

NUMBER OF PARTICIPANTS: 1 - 30

### PREPARATION:

Owl pellets are undigested parts of the owl's prey (mainly composed of the small mammals' hair and bones), which they cannot digest so they regurgitate it as small hairballs. These can be found in different places where

owls are nesting, roosting, in church towers, attics of old building, farms, houses, etc. These can be collected by the leader in advance, or can be done together with the participants. Keep in mind that this might take a whole day, and you still should be aware of where to find owl pellets (forests, owl habitats in cities are a good starting point). The rest of the activity can be done on the same day or later.

### DESCRIPTION:

Participants can work individually or form pairs or groups. Everyone gets 1-3 owl pellets and tools for dissection. Each participant will dissect the pellets, and clean the bones using the toothbrush. They have to accomplish the following tasks:

- Finding different jaws and skulls (shrews, mice, voles have different type of teeth, bird bills).
- Finding different bones of small mammals: pelvic bone, forelimb, scapula, rib, vertebrae, fibula, tibia, femur

After identifying the bones there are several variations that can be done with the dissected bones:

- They can build a small mammal skeleton scale-model by gluing the bones on a paper
- They can create jewellery (necklaces, bracelet) using bones and beads.

### Debriefing and evaluation:

Participants should be asked after they are ready with their pieces of art what they experienced in the beginning of touching the bones, what feeling did they have. How it changed during work, and how they view the piece of art that they have created?

### VARIATIONS:

Owl pellets can be collected together during a field trip.

### OBJECTIVES:

To fight fear and disgust, understanding the digestive system of owl, developing creativity and patience

### TOOLS NEEDED:

Owl pellet (usually Long-Eared Owl but any kind of pellet can be used), rubber glove, toothbrush (used ones are good as well), newspapers, medical tweezers (optional), surgical mask (optional), pictures of bones/small mammals' skeleton, glue (optional), beading wire (optional), beads of different colours.



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## RESOURCES:

<https://www.youtube.com/watch?v=V9azuEjnlQs>

[https://www.youtube.com/watch?v=2dvX7j7\\_xpk](https://www.youtube.com/watch?v=2dvX7j7_xpk)

[https://www.rspb.org.uk/Images/Owlpellets\\_tcm9-133500.pdf](https://www.rspb.org.uk/Images/Owlpellets_tcm9-133500.pdf)

## COMMENTS:

Procuring the owl pellet could be hard for inexperienced people, but asking a person/institution who is working in conservation could help.

The hair from the pellets must be thrown away right away.

If we are working outdoors the wind blows away the hair and bones from the table.

Some pellets contain only one kind of bones (ex. wintering Long-eared Owls usually feed upon voles) so it could be frustrating if one team will find something more “interesting” than the others.



## ATTRACTING THE FOUR ELEMENTS

AGE GROUP: 12 +

KEYWORDS: Piece of art, four element, connection to nature

TIME: 45 min

NUMBER OF PARTICIPANTS: 4 - 20

PREPARATION:

Prepare the equipment for creating the piece of art.

OBJECTIVES:

To draw attention to nature, to tune the subject

TOOLS NEEDED:

Colour pencils, paint, newspaper cutters, glue, scissors, yarns, large posters, twisting needles, or tweezers

DESCRIPTION:

Participants should be divided into small groups of 4-5. Each of the groups is given a topic from the four elements with the instructions: use any of the creative material at your disposal to create a piece of art representing "What does fire / water / air / earth mean to us as a group?" They are given the opportunity to use objects from nature, but also you can restrict them to a certain type of material (e.g. clay). Give them sufficient time to create the piece of art, at least 30 minutes.

Debriefing and evaluation:

At the end of the work, we are organizing an exhibition of the works, where the participants can look at each other's art, while the creators present the ideas behind the piece of art. Meanwhile, others can ask the artists about the exhibited work.

VARIATIONS:

Use a variety of tools. This exercise can be done with any kind of natural element.

COMMENTS:

Creating groups can be done by handing out a piece of cut-up picture to each of the participants. The participants will find their group by putting the picture together. This picture can already be the picture of one of the four elements.



## RESPECT WILDLIFE

AGE GROUP: 15 +

KEYWORDS: Nature observation, respecting nature

TIME: 1'5 - 3 hours

NUMBER OF PARTICIPANTS: Minimum 4

TOOLS NEEDED:

OBJECTIVES:

Raising awareness on respecting wildlife

PREPARATION:

Find an area where you can find wildlife, it can be a bigger park, but better a forest or any other natural area. Visit this place before this activity and explore how wildlife is presented there. Travel to a city park containing wildlife, a wildlife viewing area, or show pictures or slides of wildlife.

DESCRIPTION:

Ask the group why loud noises and quick movements are stressful to wildlife. Ask if there are particularly sensitive times of the year for wildlife. Have someone explain how they can tell if they are too close to wildlife. Have someone explain how wildlife survives very cold winters or very hot summers.

Have the group observe the wildlife in the area and list things that might disturb each type of wildlife. Have them list the things they could do to minimize their impacts to wildlife.

Have each of the participants share their observations and things they would do to minimize disturbing wildlife and or wildlife habitat. Discuss the negative effects if they did not observe these precautions with wildlife. Discuss ways to view wildlife without harming them. Encourage the group to observe wildlife from a distance (to include the use of binoculars) so the wildlife are not scared or forced to flee.

Remind them to always be kind to wildlife.

RESOURCES:

Center for Outdoor Ethics (<http://www.Int.org/training/>)



## REFRESHING RAINDROPS

AGE GROUP: Any

KEYWORDS: Nature observation, energizer

TIME: 10 min

NUMBER OF PARTICIPANTS: At least 2

TOOLS NEEDED:

Paper, glue, (outdoor)

OBJECTIVES:

The plants show a great diversity of forms illustrated by differences between their leaves, flowers, fruits and seeds

PREPARATION:

Choose a nice and quiet place. An area in the forest or grass could be an option. If you decide to do it indoors, make sure you have enough space for everyone to be comfortable

DESCRIPTION:

Great energizer or tune for nature related activities. Ask participants to form pairs. One of the members of the pairs turns back and closes his or her eyes. The other one gently touches his/her back and the facilitator gives instructions of a rainstorm.

"We are on a really hot Summer day, it is really dry and makes everyone tired and lazy. Now, you can smell that some rain is coming. Let your nose embrace this smell. Slowly some raindrops arrive."

Now the one who is touching the back of the other starts to imitate these initial raindrops on the others' back. It is preferable if you as a facilitator show yourself how does it look like. Take a position so everyone can see you.

"The storm is slowly coming, there are more and bigger raindrops and some wind noise is around. And here is the really heavy rain, many drops are falling ... etc."

Make the group really go into this Summer shower. There is a really intense part, when the rain slowly gets weaker and weaker and then stops.

The pairs change their roles among themselves and now the similar storm is coming and the same or similar process is led by the facilitator.



## OUR NATURAL WORLD

AGE GROUP: From 15

KEYWORDS: Nature observation, system thinking

TIME: 15 - 20 min

NUMBER OF PARTICIPANTS: Minimum 4

TOOLS NEEDED:

Papers, markers, colour pencils

OBJECTIVES:

Discovering our relationships to natural world

PREPARATION:

Choose a nice and quiet place. An area in the forest or a place covered with grass could be an option.

DESCRIPTION:

Begin the activity by an excursion to an outdoor setting such as a park, forest, river, or countryside. Give each participant a piece of paper and a pencil. Invite them to draw three columns with the titles:

"Things in Nature"

"Things We Have in Common"

"How It Helps Me"

Invite participants to observe their environment. They must find objects in nature and tell how they are like that object. Make sure they consider less noticeable things such as air, soil, sun.

For example:

Tree. We both have an outer layer to protect us (bark/skin). A tree gives me oxygen.

Soil. We both contain minerals. Soil helps grow my food.

Ant . We both need shelter. They are fun to watch.

Invite participants to share one or more of their connections. Help them to discover that this personal connection is where a commitment to land stewardship begins.

RESOURCES:

Center for Outdoor Ethics (<http://www.Int.org/training/>)



## NATURE KALEIDOSCOPE: OBSERVE OUR LIVING SPACE

AGE GROUP: Any

KEYWORDS: Nature observation, outdoor, change point of views, cooperation, trust

TIME: 14 minutes for working in pairs + 15 minutes to share the experience (depends on the size of the group, 1 or 2 min per person)

NUMBER OF PARTICIPANTS: + 4

PREPARATION:

Access to walk around outside

OBJECTIVES:

Observe and discover our surroundings and the natural environment. See it with a different eye.

TOOLS NEEDED:

Plain A4 size paper, or newspaper, or any paper folded in a shape of a tube or kaleidoscope and a scarf or something to blindfold

DESCRIPTION:

Ask participants to get prepared to go outside (if they are inside) and choose a pair they will work with and provide them with a paper kaleidoscope. Person A will be first the leader and direct the blindfolded person B to a place that A wants to show to B to observe with the kaleidoscope. Person B can see only through the kaleidoscope, the other eye is blindfolded. Person B is telling person A what s/he can see. They stay 10-20 seconds in one observation point and move on. There are 6 minutes to walk and show around and then they change. In the plenary session we discuss how the observation went and what were the differences in discovering our surroundings between this way and our usual way in our often speedy life.

RESOURCES:

Center for Outdoor Ethics (<http://www.Int.org/training/>)



## LEAVES TRANSFERS

AGE GROUP: +5

KEYWORDS: Plants, art, leaves, nature

TIME: 30 min + Preparation

NUMBER OF PARTICIPANTS: Any

TOOLS NEEDED:

Papers, plants, kneading roller or similar

OBJECTIVES:

Transfer the plants and leaves shapes into the paper

PREPARATION:

You need plants, leaves or flowers to transfer to the paper. The preparation of the activity is basically going for a walk on a sunny day and collecting all the vegetal material you can need. It's always better to do this with the participants, so they can decide what plants do they prefer and to be able to enjoy a walk around nature.

DESCRIPTION:

Once you have all the plants you want to use, and have all the other materials needed, you choose one plant/leaf/flower to start. Put a white paper on a smooth, clean and hard surface and place the plant on it so that it is well extended and its shape and its different parts are clearly appreciated. Cover the plant with another white paper and roll the kneading roller over it, making pressure so that the plant releases the sage and the liquids it contains. You have to do it carefully to avoid the papers or the plant moving in the process. Once you can see the plant on the paper, separate them and remove the vegetable remains with care to not blur the drawing. You can use the transfers to study the anatomy of the plants, to make a botanical collection of a specific place, or as decorating papers. Once the paper is dry, you can even paint over it, write, or play making variations with paint or collage to create landscapes or new forms of plants.

COMMENTS:

Try to avoid collecting the plants when they are wet. Also scape from fruits or very liquid plants as succulents. Young children may need help with the kneading roller and do not always achieve the results they are looking for, it is better to take enough plants to be able to do a plenty of tests.



## GUERRILLA GARDEN

AGE GROUP: + 16

KEYWORDS: Garden, city, intervention, community gardens, food sovereignty, art.

TIME: At least 3 hours

NUMBER OF PARTICIPANTS: Minimum 2

### PREPARATION:

In this activity the preparation phase is fundamental. The guerrilla group must keep their plans secret, much of the impact of this action lies in surprise. The group must previously decide on which space to intervene. Unused landscape areas are recommended, such as roundabouts, small squares, and abandoned garden spaces. It is important to take into account the size of the space, the works you want to do, the time you can take and the number of people who will participate, to plan the action. It is always easier to achieve a very visible and evident work in a small space, too large spaces can be difficult to cover and the results are less appreciable. The night when the action is going to be done, the tools and the necessary materials must be prepared, the work distributed and the times calculated. It may be a good idea to have a paper with the design of what you want to do, with the content and measurements of each area.

### DESCRIPTION:

The night chosen to carry out the action, everything must be carried out according to the plan. You must stay in the place at a pre-arranged time, with everything you need, and transform the chosen space in a garden in the shortest time possible. You can create areas of flowers, aromatic plants, small fruits such as strawberries, raspberries or blueberries, or vegetables of different types. You can play with the space in many different ways: putting plants of different heights and sizes; taking into account the colors and seasons; creating forms with labyrinths, terraces, etc. Once the work is finished, the space will be left clean and collected, ready for it to be discovered by walkers the next day.

### VARIATIONS:

The guerrilla garden does not have to be carried out at night (although it is more fun because it has a more secret command air), it can also be done during the day and, if the project is large, it can be done in several consecutive days or nights. The main idea is to do it very fast so that the result is attractive, impressive and unexpected for those who contemplate it. It can be considered as a living space project that transforms with time, as a collective garden for the community, as an ephemeral artistic work that nature will mold at will, or like many other things.

### COMMENTS:

It is very important to have clear how long the work will take you and what is the plan to follow. A well done preparation phase, and some previous experience, will make it much easier for you to take the tools and start working .

### OBJECTIVES:

Intervene in an area of the city and turn it into a garden. Without prior notice. At night. Transform radically a space to be another the next day

### TOOLS NEEDED:

Gardening tools, small plants, seeds, bulbs and a forgotten place where could grow a garden



## CONNECTION TO THE SURROUNDINGS

AGE GROUP: Any

KEYWORDS: Icebreaker, getting to know each other, nature connection,

TIME: 15 minutes for walking outside + 15 minutes to share (depends on the size of the group, 1 or 2 min per person)

NUMBER OF PARTICIPANTS: Minimum 2

OBJECTIVES:

It is simple getting-to-know-each-other introductory game designed to make people better sense their surroundings, natural environment and their connection to that.

PREPARATION:

Look for a comfortable outdoor place

TOOLS NEEDED:

DESCRIPTION:

Ask participants to get prepared to go outside (if they are inside) and ask them to walk around and discover the natural environment in a more careful way, paying attention to what they see, what they like and whether they feel some kind of connection or not. This exercise is individual. Ask the participants to bring back 1 piece of nature from their walk. Something that they find any connection with, a symbol or even a reflection of themselves. Draw their attention that this piece has to be something that, by being taken, does not harm any living species (do not tear, break, etc). After coming back from the walk, bring everyone in a circle and ask them to present the piece s/he brought and to tell why s/he has chosen that piece (answering the starting questions).

In the plenary session, you can emphasize the fact that we are part of nature, it is part of us, separation does not exist (only in our mind, etc).

VARIATIONS:

What to do with these pieces? 1. Participants can take them with themselves. 2. You can create a symbolic altar with candle light and a nice table cover and ask participants to place their nature pieces on it. It can remain in the training room during the whole training time and you can come back to it at the end of the training. You may also use it as a closing, evaluating exercise (What have you learned about your piece? Has your the connection to it changed? How do you see yourself in it? etc)

Also if there is a bigger group, over 25 participants, introduction can be in small groups (of 4 or 5) and ask the groups to list at least 5 things that were common in their intro.



## BRING YOUR FEELINGS TO YOUR CREATIVITY

AGE GROUP: +8

KEYWORDS: Emotions, meditation, visualization, awareness .

TIME: About 60 min

NUMBER OF PARTICIPANTS: Minimum 2

TOOLS NEEDED:

A quiet place with a comfortable floor to lie down during the visualization. Maybe some yoga mats around to lie down would be great. Blankets to cover if you need it, pillows to lie down and feel comfortable. You can choose an outdoor or indoor setting for the visualization and for the second part, an outdoor setting like a forest or a beach, with resources to create a natural intervention

OBJECTIVES:

The aim is to get deeper in yourselves and get to know yourself better. Through the visualization, you are going to connect with difficulties that you have and step forward that difficulties. It might also connect you with how you feel at this moment of your life. The second part of this exercise is to turn this visualization into an intervention in nature, to bring your spontaneity to this precious moment and share with others your feelings.

PREPARATION:

Bring the group to a comfortable setting and make sure you control the timings. Also be flexible if you need to extend one of the parts of the activity. Prepare yourself for the reading, calming down and try a steady voice.

DESCRIPTION:

Firstly, you will read the Visualization:

"Loosen the arms ... the forehead ... the eyes ... the jaw ... the throat ... the nape ... the shoulders ...the arms ... the hands ... the chest ... the stomach ... the belly ... the back ... the pelvis ... the buttocks ... the genitals ... the legs ... the feet ....

You breathe quietly. Your whole body is loose, if there is any part tense, try to take the Breathe in there and loosen it. Visualize the area of the throat .... try to open it ..

Visualize the navel area ... breathe through the navel.

We have an open throat and breathe through the navel ...

We are in a meadow. How am I? sitting, lying, standing...

I look at the meadow. How is it? I look at it, I touch it ... does it have grass, earth, stones? What temperature is it? Hot, cold ... Is the climate wet or dry? Is it nice or am I uncomfortable?

I look myself... What do I wear? ... How do I feel in this place?

I look far away and see a path. I go down on it. How is it? .... does it have curves or is it straight? ... How do I feel my feet when walking?

The road leads to a forest. We enter the forest: how is it? How do I walk through the forest? Is it easy to cross it or do I have difficulties? Does it have trees ... roots ... stones ... mud...? What do you hear? I look up ... what do I see? Can I see the sky or do I see the tree branches? ... What temperature is it? ... how do I find myself going through the forest?

The forest ends and we see a house. How is it? Of what size is it? What form? ... of What color is it? ... does it have any windows? ... How many doors does it have? ... I approach the entry door.

We entered inside. Before entering, I hear noises coming from within. how are they? Do I recognize them? What does it smell like? ...

I enter the room and I meet my personalities: how are they? Together, separated ... standing,

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sitting, lying down ... How many are they? How do they look like? What are they wearing? Market Stall?

I choose three of them, which ones? I give them names. I stay with them. How do We look? How do I feel with them? Do I feel the same with each of them?

We have to go. We said goodbye.

I leave the house. Deep breath. Little by little you begin to move the fingers of the hands. The toes ... you recover your breathing rhythm. And when you want you can open your eyes, take a few deep breaths in and contact again with the room."

After the visualization, it is time to go outdoors (if you are not) and feel free to walk around and create a natural intervention that reflect for you the experience you went through. Maybe, you just want to reflect something specific from the visualization. Or maybe you want to represent something you overcame with this exercise... This is a free moment for you, to find your creativity. Anything is welcome here.

At the end of the activity you can share in pairs thoughts or any feeling, if you want to, or just write in a piece of paper what you have experienced.

## VARIATIONS:

You can modify the ending part, depending on how you feel the energy of the group. If you think it has been very intense and someone doesn't want to share anything, is totally fine. Be ready for that and allow emotions to come. Create a safe atmosphere for everyone. Maybe you want to give them pieces of paper and some colours, or maybe painting with natural pigments is also a good thing to implement.

## RESOURCES:

Visualization adapted from Cartografía de las Emociones (Gestalt course, runned by Flavia and Bea in Escanda, February 2015). The second part of the exercise is Estefania Bravo's adaptation to her experience at courses and in life.



## CREATE SMALL GROUPS BY USING NATURAL ELEMENTS

AGE GROUP: Any

KEYWORDS: Nature observation

TIME: 5 min

NUMBER OF PARTICIPANTS: Minimum 4

OBJECTIVES:

Making small groups by using natural materials, providing small connection to natural elements

TOOLS NEEDED:

Choose any natural material you can use

PREPARATION:

Choose what material you want to work with

DESCRIPTION:

The activity is a short, simple exercise. Distribute different materials to the participants and they have to find the same material, pattern, etc and to form groups according the materials.

The materials can be: different coloured little stones, different leaves - color or shape. You can cut the leaves in two twain (if thy are big enough) so that the groups need to find the pieces of the same leaf and put them together. The same you can do with any other materials - wood, stones, leaves, feathers etc.

VARIATIONS:

1. Participants must not talk to each other.
2. If the materials can be told apart one from another only by touch, the activity can be carried



## WORKING WITH SYMBOLIC OBJECTS

AGE GROUP: +15

KEYWORDS: Symbols, objects, creativity, reflection

TIME: 5 to 120 min

NUMBER OF PARTICIPANTS: 4 to 40

TOOLS NEEDED:

Make sure that there are plenty of found objects or materials needed so that participants can easily find things to work with

OBJECTIVES:

Working with symbolic objects can be a therapeutic tool through which the youth can explore various personal moments which impacted them. In this way they can analyze more those experiences and “digest” them through exploring the emotions and conceptualizing the learning.

PREPARATION:

Make sure that the atmosphere is safe and serene before instructing youth to do this activity

DESCRIPTION:

There is a strong connection between our hands, hearts and heads. By making symbolic objects with our hands we can explore our feelings and thoughts in ways that are not available to our verbal capacities.

The symbolic objects created by someone may offer deeper insights and can connect him/her with hidden memories, emotions and thoughts which wouldn't have been brought otherwise into his/her everyday consciousness.

There are different ways for making symbolic objects. Some of them can be working with clay, modelling fimo, using natural objects.

Making symbolic objects using natural elements is a contemplative practice through which a person can experience a mindfulness process. By using different natural objects a person can explore, understand and integrate much better her/his thoughts, emotions and values.

Working with the hands and creating symbolic objects could be seen also as a relaxing activity which will generate a positive state of mind. Whatever is the reason for using this method, it is important to integrate it in a learning context that can be beneficial for those involved in the process.

VARIATIONS:

Symbolic objects can be used as a closing or evaluation oriented activities at the end of a deep learning process. In this way the participants can integrate much better the experience and the competences gained throughout the process

RESOURCES:

<https://www.salto-youth.net/tools/toolbox/tool/tools-and-methods-for-eco-centric-youth-workbooklet.1969/>



## NATURE MACHINE

AGE GROUP: +15

KEYWORDS: Nature, communication, abilities, team-building

TIME: 60 min

NUMBER OF PARTICIPANTS: 10 to 16

TOOLS NEEDED:

Rope (around 10 m), 3 - 8 blindfolds

OBJECTIVES:

Practicing communication and problem solving

PREPARATION:

Remind to be careful when walking blindfolded.

Remove stones and sharp objects from the ground.

Instruct how to move, when blindfolded.

Observe safety of the blindfolded participants.

DESCRIPTION:

The aim of the activity is to build a machine from rope and natural materials, like branches, sticks, stones, etc. The activity includes 3 teams of engineers, managers and workers. There should be around 6 - 8 workers and 2 - 4 engineers and managers. Each team has the task to construct a part of the new machine. Each group is highly specialized. The engineers draw the plan and present it to managers. Their jargon is so complicated; they communicate without words or drawings when they are conveying information to managers. Managers have to direct the workers in the constructing of the machine. Workers can't see the plan, have to listen to managers and construct machine from available materials. Workers have to wear eyes protection (blindfolds) for construction process. Only workers can touch materials.

At the beginning engineers should get information, how machine will look like (equilateral triangle with 2 kinds of natural materials in the middle, like wood, stone etc.). Tolerance for equal length of triangle sides is +/- 20 mm. Engineers should agree on instruction and then pass it to managers without words and drawings. Managers need to agree about the strategy and have to direct blindfolded workers into building the machine. At the end engineers check the result by measuring sides of triangle.

For debriefing do an active reviewing in 4 stages: facts, feelings, findings, future. Examples of questions:

Facts: The story of what has happened, the objective situation, teams involved

Feelings: What have you experienced? How do you feel in this situation? What did the situation do to you?

Findings: What meaning can you give to the situation? What can you learn out of it? Is it similar to other situations? Express underlying assumptions, emotional schemes, theory in use.

Future: What do you want to apply? What do you need to implement? What's important? What alternatives are generated out of the experience? What can you reframe and how? What can we do together?



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## VARIATIONS:

Depending on the group, there's a possibility to build more complicated machines.

## RESOURCES:

<https://www.salto-youth.net/tools/toolbox/tool/outdoor-academy-manual-of-educational-program-for-youth-groups.2368/>

## COMMENTS:

Pay attention to what engineers are expressing while they are informing the managers and to the managers' engagement when they are directing the workers.



## NATURE SCAVENGER HUNT

AGE GROUP: +12

KEYWORDS: Exploration, observation, aspects of nature, surroundings

TIME: 30 min - 4 hours

NUMBER OF PARTICIPANTS: 4 - 30

TOOLS NEEDED:

Worksheets with the list of observable objects, forest or any type of observable natural environment

OBJECTIVES:

A walk in nature with guided attention. It is a good opportunity for anyone to discover the deeper more detailed items in nature.

PREPARATION:

Participants should be divided into pairs, or groups of max 5 people. Each of the pairs receives the worksheet with the list of items that they can look for during their walk in nature. The area should be clearly stated where the participants are expected to look for the items on the list.

DESCRIPTION:

Every group has to search for the items listed on their worksheet. The number of items used in the activity depends on the time that you have set in the beginning. Usually 10 - 20 tasks can be completed in an hour.

Examples for tasks:

Something which leans towards the sun

Something that hides from the sun

Something that can become a cloud

Something which tells you that the wind is blowing

Something that is formed after the rain

An animal sign, which in tradition forecasts the weather

An unsuitable place while thunderstorm

A place where you can cool down

Something white

Something important in nature\*

Something that you think it is similar to you

Something soft

Something that collects the energy of the sun

A big smile

\*Tricky task, in nature everything has its own role, excepting what's introduced by humans.

The task should be completed by collecting, taking pictures or simply by explaining. Let participants know that it is perfectly okay to just wander around in nature. The aim of the exercise is to notice things that they usually don't pay attention to. The list is just an inspiration.

Debriefing and evaluation:

The exercise ends with participants returning and explaining their experience in nature. How this walk was different from other walks they took in nature. They can be asked to share their experiences, and feelings. What they have learnt, and how they are going to differently notice things when they go for a walk next time.



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## VARIATIONS:

The list of tasks can be done all at once, but if the groups are together for more days, ex. in camps, it can be sorted on categories (weather, nature's gains, animal sign etc.) and accomplished on a longer time. The search for the tasks can be made during a trip or the participants scatter from a given point.

## COMMENTS:

Defining the search area: you have to be careful not to get someone lost, or not let participants wander off too far away, as it affects the length of the exercise. Ask them to return when they notice that half of the given time is up. Usually this task should be done in a smaller area. In groups formed by older participants it might happen that someone will not be willing to take part in the activity.









This guidebook was a collective work done with effort and dedication during the end of 2018 and the beginning of 2019 in different places of Europe.

We all hope you have found it useful



