

A photograph of a forest with tall trees and a red tent pitched on the ground. The tent is partially obscured by a tree trunk in the foreground. The forest floor is covered with dry leaves and green undergrowth. The background shows more trees and a clear sky.

# S.U.P.

SUSTAINABLE PATHS FOR BETTER  
RURAL MOUNTAIN COMMUNITIES

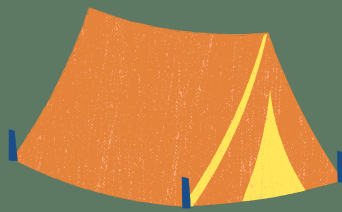
## S.U.P. BOOKLET

A SMALL GUIDE FOR BETTER RURAL MOUNTAIN COMMUNITIES



Co-funded by  
the European Union





# INTRODUCTION

The following Booklet is the report from the Youth Exchange "S.U.P." held in Lama dei Peligni (Italy) by the association 01 21 Aps, from 28th of July to 02th of August 2022. Here we have collected all the information, rules and tips for writing a quality Youth Exchange Project, developed with participants during the 6 days. We hope these results can be useful for you too, for writing your own Youth Exchange following quality and sustainables paths!







# WHAT' S.U.P.?

S.U.P. is an Youth Exchange aimed to:

- Promote lifelong and transversal learning of young people from rural areas, to contribute to their awareness, creativity and empowerment in the European debate.
- Affirm the potential of rural areas for the creation of new models of life, sociality, and community, more in line with the needs of new generations.
- Help young participants to open up to new professional and training perspectives.
- Create a network of young volunteers and organizations operating in the rural mountain context



# Our Partners



Italy

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Spain

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Lithuania

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Portugal

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Greece

# WHAT IS A YOUTH EXCHANGE?



Youth Exchanges allow groups of young people from at least two different countries to meet and live together for up to 21 days. During a Youth Exchange, participants, supported by group leaders, jointly carry out a work programme (a mix of workshops, exercises, debates, role-plays, simulations, outdoor activities, etc.) designed and prepared by them before the Exchange.

Youth Exchanges allow young people to: develop competences; become aware of socially relevant topics/thematic areas; discover new cultures, habits and life-styles, mainly through peer-learning; strengthen values like solidarity, democracy, friendship, etc.

The learning process in Youth Exchanges is triggered by methods of non-formal education.

The rather short duration makes the involvement of young people with fewer opportunities appropriate; as such a Youth Exchange offers an international mobility experience in the safety of a group with the possibility of having an adequate number of group leaders to take care of the participants.

A Youth Exchange can also be a good setting for discussing and learning about inclusion and diversity issues. Youth Exchanges are based on a transnational cooperation between two or more participating organisations from different countries within and outside the European Union.

The following activities are not eligible for grants under Youth Exchanges: academic study trips; exchange activities which aim to make financial profit; exchange activities which can be considered as tourism; festivals; holiday travel; performance, tours.



**Erasmus+ Programme Guide Ver. 2**  
**26/01/2022 pag.136**



**Video: <https://youtu.be/myhRLRrV8Io>**





# NON FORMAL LEARNING



Organized (even if it is only loosely organized), may or may not be guided by a formal curriculum. This type of education may be led by a qualified teacher or by a leader with more experience. Though it doesn't result in a formal degree or diploma, non-formal education is highly enriching and builds an individual's skills and capacities.



Continuing education courses are an example for adults. Girl guides and boy scouts are an example for children. It is often considered more engaging, as the learner's interest is a driving force behind their participation.



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# OUR EXPERIENCE

## ACTIVITIES

### Icebreakers



#### THE NAME GAME

**Purpose:** socialisation, breaking the ice, learning the names of other participants in a fun way.

**Description:** created a circle, a volunteer says his name and an adjective starting with the same letter. The person next to him repeats the adjective and the name spoken before his turn and then says his name followed by an adjective. And so on until the circle of people is complete.

#### URRÀ!

**Purpose:** socializing of different groups, getting to know each other

**Description:** We divide the participants into several groups. Each group prepares a crazy cheer or a greeting. They can use the props around them if they wish to (we are in the nature, so tree leaves, branches, balls, etc.)







# Energizer



## THE COUPLE BREAKS UP!

**Purpose:** transmitting positive energies in the group; breaking the ice; awakening activity

**Description:** the group divides into pairs and forms two rows. One person is left alone, at the beginning of both rows. This person shouts: "The last pair breaks up!", the last pair separates and runs off in different directions. The person who is alone has to take one of the 'runners' to become part of a pair; they position themselves at the beginning of the lines. The person who is left stands at the front of the lines and shouts: "Last pair breaks up!". If the pair, after splitting up, rejoins before the individual takes one of them, the pair has won and can take their place at the beginning of the lines. In this case the individual must stand at the front again and try again with another pair.



## WAKE UP IN THE WOODS

**Purpose:** to awaken the body and mind of young people; to reactivate the group; to introduce the Exchange

**Description:** the group, led by the group leaders, familiarises themselves with the natural environment of the camp. Halfway through, there is a break in which the group leaders welcome the young people and officially introduce the week of the Exchange.





# LISTENING TO THE TREES

**Purpose:** to strengthen trust and team spirit among the young participants; to stimulate the use of senses other than sight; to promote connection with nature.

**Description:** the participants are divided into pairs; one person of the pair leads the other, blindfolded, into the grove adjacent to the Convent, and makes them hug and touch a tree for a few minutes. At this point, the blindfolded person is made to move a few metres away and the blindfold is removed. She is then brought closer to the trees and asked to guess which one was her tree.







## RAIN AND THE UMBRELLA

**Purpose:** to awaken the body and reactivate the group.

**Description:** A group leader tells participants to choose two people, but not to tell anyone who they are. He then explains that the first person represents the rain and the second person represents his umbrella, and that the aim of the game is to position oneself so that the second person acts as the participant's umbrella. Since everyone in the room chooses someone, it creates a chain reaction and a lot of energy among the participants.



## ROCK-SCISSORS-PAPER

**Purpose:** to encourage each other, energise the group and strengthen team spirit.

**Description:** In the beginning, each participant plays Chinese rock-paper-scissors individually against a random rival. The loser has to go behind his winner, in line, and encourage him in subsequent competitions. When someone wins against a group, the whole group joins their row. In this way, several snakes are formed, and at the end of the game the winner has the whole group behind him.





# WORKSHOP

## THE YOUTHPASS OCTOPUS

**Purpose:** to give information about learning competences and Youthpass; reflection

**Description:** a small paper octopus is constructed. The concept of "competence" is introduced through the key words: knowledge, skills, attitude. Three pieces of paper with "knowledge, skills, attitudes" written on them are placed on the head, on a tentacle and on the heart of the octopus. The eight key competences are introduced on green cards placed on the octopus' tentacles. In groups, participants reflect on the learning outcomes and write them on post-it notes, which are then stuck on the tentacles representing the relevant key competence. An explanation by the groups on their answers follows. Then a group leader introduces the Youthpass.



## EIGHT KEY COMPETENCES





# SUSTAINABILITY POSTCARDS



**Purpose:** to introduce the sustainability goals of the 2030 Agenda; to stimulate participants' reflection on these issues and their interconnection; to present the sustainable practices adopted during the Exchange.

**Description:** participants are divided into four working groups (chosen randomly), and each group is given four sustainability postcards, representing the UN Sustainable Development Goals. A group leader starts the activity with the question "What does sustainability mean?", written on the blackboard. The groups begin to reflect on the meaning of sustainability in relation to the postcards they have been given. Once the reflection is complete, each group presents their ideas in turn. Once the rounds are complete, a group leader introduces the 2030 Agenda, its keys to understanding it, and what actions have been encouraged in the project to be in line with these goals.





## DIGITAL TOOLS FOR MORE SUSTAINABLE COMMUNITIES

**Purpose:** to inform young people about the use of digital tools useful for good daily sustainability practices; to encourage the use of such tools during the Exchange

**Description:** participants are divided into four groups, each led by a group leader with a smartphone on which a "sustainable application" will be downloaded, i.e. Green Apes, Junker, Drinkstop and Ecosia. Each group will learn how to use their app, and after 20 minutes will have to explain to the rest of the participants its purpose, functions and how it could be used during the Exchange.



<https://www.ecosia.org/?c=it>



<https://www.junkerapp.it/>



<https://www.greenapes.com/>



# ORIENTEERING

**Purpose:** To stimulate orientation in nature and familiarise oneself with the mountain environment; to get to know the basic principles of cartography; to deal with an environmental guide.

**Description:** The participants are divided into four groups and given an orienteering map of the Majella National Park. An environmental guide explains the basic principles of reading a map. After practising with the help of the guide, the participants carry out a small orienteering relay race around the Convent. At the end of the race, the participants are reunited with the guide, who explains to them what it consists of and what the route of an environmental hiking guide is.





## ERASMUS+ AT YOUR FINGERTIPS

**Purpose:** to promote knowledge of the Erasmus+ Programme among participants; to deepen the key points of KA1; to strengthen teamwork and communication skills of participants.

**Description:** the participants are divided into four groups (chosen randomly), after which a group leader briefly presents the main keys of the KA1 of the Erasmus+ programme. Each group is then given words to discuss, brainstorm and find the connection between them. At the end of the presentation each group reflects on the KA1 proposing a project idea



## SLOW IS BETTER: WHICH TOURISM FOR MOUNTAIN COMMUNITIES?

**Purpose:** to make young people aware of the need to renew unsustainable tourism models, in favour of new opportunities, professions, more eco-friendly tourism services for mountain communities, such as mountain huts; to stimulate participants' critical thinking.

**Description:** participants are divided into four groups (counting from one to four). Each group, led by its group leader, should reflect, discuss and then answer the following questions: "What comes to mind when you hear the word 'tourism'? What is sustainable tourism for you? How could this concept be integrated into your community?" At the end of this phase, the groups present their thoughts to all participants. Material: pens; notebook S.U.P.





# MOUNTAINS WITHOUT BARRIERS: JOELETTE COURSE

The workshop aims to raise the young people's awareness on the topic of mountain accessibility for people with reduced mobility; it also provides the young people with concrete skills for accompanying with joelettes, including certification. This is followed by a short reflection on mountain accessibility for people with fewer opportunities.





# PRACTICING JOËLETTE





## INTERACTIVE ACTIVITY IN THE NATURE MUSEUM

Visit to the Natural History and Archaeological Museum and the Botanical Garden of Lama dei Peligni and a workshop with an expert in the Germplasm Bank, to introduce young people to the Centre's research and preservation work.

The Plant Biodiversity Conservation Centre for Abruzzo, located in the facilities of the 'Michele Tenore' Botanical Garden and the Germplasm Bank (Maiella Seed Bank), carries out ex situ conservation activities of wild species (rare and/or threatened with extinction and endemic), local varieties and populations of agricultural interest and the wild progenitors of cultivated species.

The Conservation Centre therefore aims to safeguard the plant diversity of the territory as a whole, aware that it represents its most authentic expression in both biological and cultural terms. It proposes to act in synergy with other institutions, companies and citizens within the framework of conservation and enhancement programmes that can guarantee the survival of all plant entities at risk.





## BETTER (RURAL) MOUNTAIN COMMUNITIES

**Purpose:** To stimulate the conception of new ideas regarding rural and mountain communities by working together as a group; to strengthen communication and presentation skills.

**Description:** Young people are divided into four groups (chosen randomly) and are given one poster per group. Participants have 30 minutes to create a mind map of ideas for new sustainable growth perspectives for rural and mountain communities, considering the following macro-areas: "youth activism, conscious local consumption, tourism, job perspectives". At the end of this phase, each group presents their concept map to the rest of the participants.



## TIME TRAVEL GAME: EMPLOYABILITY IN RURAL AREAS

**Purpose:** to make participants reflect on their professional aspirations; to stimulate the creation of long-term, medium-term and short-term goals; to discuss employability in rural and mountainous areas. **Description:** the participants stand in a circle and are each given a pen; on their S.U.P. notebooks they write down how they imagine their profession in ten years' time and where they imagine they will work. Each person takes the floor and explains his or her choice. Then the participants are asked, based on their choice, to write down where they will be and what they will be doing in five, two and one year's time. After sharing the participants' answers, a guided discussion is initiated, contextualising their answers and career paths in the context of youth development and employment in rural and mountainous areas.





## S.U.P. OLYMPIC GAMES

**Purpose:** to stimulate teamwork and imagination

**Description:** The participants are divided into national groups, representing their country in the Erasmus+ Olympics. Each group will have to invent two new sports for the Olympics, explain them and demonstrate them to the rest of the participants. Once the rules and conduct of each proposed sport are clear, the Olympics will begin.







# REFLECTION MOMENTS

## FEAR - MOTIVATION - EXPECTATION

**Purpose:** to find out what participants fear, what do they anticipate during the exchange and what motivated them to be part of the project.

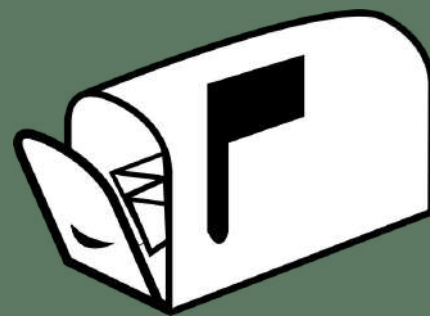
**Description:** Participants gather in their national groups. 3 posters and markers are distributed to each group parts and they are instructed to think together about the following things and write them down: fear, motivation and expectation. On the "fear" poster, participants write about their fears for the exchange. For "motivation" participants write their motivations about participating on the exchange. For "expectations" participants write about what they think they will get from the exchange, what they expect from it. When they finish writing, every group tapes their sheets onto the posters and presents their thoughts.



FEAR	MOTIVATION	EXPECTATION
MEDO	MOTIVAÇÃO	Expectativa
BAIMĒ	MOTIVĀCIJA	LŪKĒŠČĪAI
MIEDO	MOTIVACION	EXPECTATIVA
ΦΟΒΟΣ	KINHTRΟ	ΠΡΟΣΔΟΚΙΑ
PAURA	MOTIVAZIONE	ASPERATIVA
" DAY 2 "		



## THE LETTERBOX



**Purpose:** to make young people reflect on the day's experiences; to share their thoughts with the rest of the group

**Description:** A letterbox is placed in the centre of a circle and each participant is given a sheet of paper and a pen. The young people have 10 minutes to write down some thoughts about the day they just had, their experiences, the skills they acquired through their activities, and to evaluate the progress of the Exchange. Each participant anonymously pads out his or her paper. Once the box is filled, the sheets are randomly taken out and read aloud by participants in turn. Once the reading is complete, a group leader begins a guided reflection, based on the sentences written by the young people.

## FREE EXPRESSION



**Purpose:** to give young people a short session to reflect creatively and privately on their day

**Description:** each participant on his/her S.U.P. Diary freely expresses thoughts, reflections, notes, in any form (writing, drawing, comics, with colours etc.). This diary will not be shared with the group, but will remain with the young people to facilitate their final evaluation of the Exchange.



## THE WORLD AROUND ME, THE WORLD WITHIN ME

**Purpose:** to reflect on the day's experiences; to stimulate the young participants' observation of the landscape and introspective analysis.

**Description:** the young people are arranged in a circle. A group leader starts the reflection, evaluating the day and sharing his or her emotions, using three words to represent them, drawing on the natural elements around them. The young participants follow, clockwise.







# SELF-EVALUATION



## FILLING IN THE YOUTHPASS

**Purpose:** to help young people in self-assessment of acquired competences and in filling in the Youthpass

**Description:** participants are divided into groups and each group leader starts a presentation explaining the steps and procedures needed to fill in the Youthpass. At the end of the presentation a guided discussion takes place in which participants are invited to ask for clarification in relation to Youthpass. Then the young people are given the materials to fill in the certificate.

## IMPRINTING

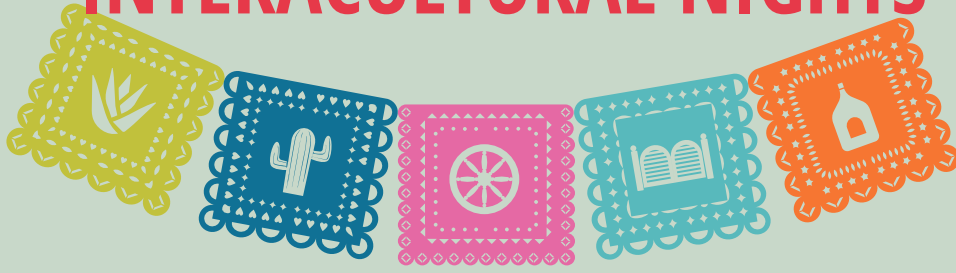
**Purpose:** to evaluate the quality of the Exchange from the point of view of the young participants

**Description:** The young people stand in a circle and, on their S.U.P. notebooks, copy their handprints, writing respectively: on the thumb what they liked about the mobility action; on the index finger what they would like to improve; on the middle finger what they didn't like; on the ring finger a memory they will take back home with them; on the little finger what they missed, or what wasn't explained well. After jotting down their answers, they should share their thoughts with the rest of the group.





# INTERACULTURAL NIGHTS





# BEST ECO PRACTICES OF THE WEEK

*Clean Up*





going→  
**ZERO**  
WASTE



*Compost*





# S.U.P. TEAM





# THANK YOU

## CONTACTS



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