



Falken Bildungs-  
und Freizeitwerk  
Hagen e.V.

# We Are In Project Toolkit



2022-1-DE04-KA153-YOU-000056922

# Introduction



The Training Course "We Are In" focused on bringing recreational practical activities to youth work. The implementing city of the project was Hagen and the dates were from 01-10 August 2022. The youth workers increased their general knowledge, experience and skills with the help of the "nature and environment," "game and gamification," and "recreation". The Project also improved the capacities of youth work and youth organizations.

The Project consisted of 36 participants who came from 6 different countries, including 3 support staff, 3 trainers, and 30 youth workers. The participating countries were Turkey, Italy, Serbia, North Macedonia, and Czech Republic.

The project achieved all of the following objectives, in particular the goals of increasing love for nature, promoting sustainable environmental practices, sharing and disseminating new and innovative practices, developing youth work and improving youth policies at international, national and local levels.

- to improve sharing and supporting active use of innovation-based practices by the youth organizations and youth workers,
- to support a nature-friendly mindset for the design of youth work,
- to design environmental and recreational natural activities that are adaptable to the needs of young people,
- to deliver new concepts on gamification and gaming to directly and indirectly involved people with non-formal and informal learning methods,
- to diversify the activities with the focus on youth work,
- to support the professional, social, and personal development of youth workers,
- to increase the capacity of youth organizations institutionally,
- to disseminate the best and good practices of sustainable environmental practices in youth work,
- to develop a creative working mentality and method in youth work,
- to contribute to youth-based policies by developing innovative and new methods,
- to create new Project ideas with youth workers to activate young people for spending their time in the most efficient and productive way,
- to develop strategies for disadvantaged youth to benefit from youth work,
- to announce opportunities of the Erasmus+ ESC, projects for young people to ensure that they are part of it.

***The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.***

# Table of Contents

- Alice in Wonderland.
- Lungs of the Earth.
- Utopia lake.
- Walk and Talk.
- Atlantis.
- Connect to upcycling.
- Finding objectives for upcycling.
- Recycling through games.
- Recycling facility excursion.
- Youth Does Not Abandon
- My food is grown, not born
- Trashical Music and Art
- One person's trash is another person's treasure
- Further from your comfort zone, closer to green zone
- Eco-Art

|              |                     |
|--------------|---------------------|
| <b>Title</b> | Alice in Wonderland |
|--------------|---------------------|

|              |                      |
|--------------|----------------------|
| <b>Topic</b> | Personal Development |
|--------------|----------------------|

## Learning Objectives

- Getting to know more about ourselves.
- Making connections about our past and present and future.
- Wondering about life in general.
- Connection with nature.
- Being in silence for a long time.
- Talking with ourselves.

|                         |                           |
|-------------------------|---------------------------|
| <b>Group Size / Age</b> | Min 1 / 13 - 30 years old |
|-------------------------|---------------------------|

|                 |                  |
|-----------------|------------------|
| <b>Duration</b> | 4 hours to a day |
|-----------------|------------------|

|                  |  |
|------------------|--|
| <b>Materials</b> | Phones, Internet, Action in bound, enough space to make a labyrinth. |
|------------------|--|

## Step by Step Implementation

Preparation in action in bound:

STATEMENTS/QUESTIONS

Every Adventure requires the first step.

- Let go of a thought that makes you tense.
- Feel The smells around you.
- Close your eyes and open your ears, how many birds can you hear?
- Whisper your biggest secret to me...
- Give me a smile (It's the second-best thing you can do with your lips)
- Go down the rabbit hole, (Follow the path till the end).
- What would you like to jump into?
- What is your craziest idea/dream? Why is it crazy? Why don't you try it? At every moment of our lives, we all have one foot in a fairy tale and the others in the abyss.

- Shout as loud as you can. I can't be back to yesterday because I was a different person then.
  - Are you happy in this modern world?
  - What does your body tell you?
  - Who are you?
  - Lie down on the ground and look at the sky.
- 
- Find a treasure in nature and bring it back with you.
  - Look around you at the wonderful landscape, take a deep breath and feel that you're alive.
  - Think about someone you love and that you have not seen in a long time, what would you tell him or her?
  - Take an envelope, take some distance and open the notes.

### ENVELOPE (prepare the questions)

Questions after the meditations:

Go out for an introspective journey. The idea is that you can use the following minutes to think about you.

Understanding you will support you in your personal and professional development. It is a moment to take your notebook/paper sheets and write down if you want to write the outcomes of your thinking.

Step 1: Go out and look around and in yourself for your space. A space where you feel comfortable, where you feel you have a connection with nature. Sit down and enjoy this space for some time.

Action: Take out paper number 1

PS: You can write in your own language.

#### Step 1

Your Space:

Think a few minutes about:

- Why is it your space?
- What do you accept in your space?
- What makes you feel comfortable in this space?

Write in your notebook your thoughts/Answers.

After you are done writing, take out paper number 2.

#### Step 2

Your Role:

You have several roles in your life, according to relationships you have with people.

How are you in the role of:

- a brother or sister.
- a son or daughter.
- a lover or partner.
- a friend.
- a worker or employed.
- a student or pupil.

If you look at those roles all together:

- Is the role different? Why?
- What role do you feel most comfortable in? or confident?

Write in your notebook your thoughts/Answers.

After you are done writing, take out paper number 3.

### Step 3

The hero in you:

- When you are in charge in a group, what impression do you make on others?
- Who sees you as a hero? For whom are you a hero?
- What hero qualities do they appreciate in you? What qualities do you appreciate in yourself?
- Where and when do you ignore or hide the hero within you?

Action: Write a special letter to yourself, more specifically the hero with you. Put your letter into the envelope and write your name and your home address on it and close it. (Put the letter in the box you will find in the activity room).

Take out paper 4.

### Step 4

Reflective sharing:

If you need a connection with somebody in the group.

## Suggestions for the Facilitator

Ask the participants to follow the written instructions in Action In bound.

Ask them to do it individually, because:

- They get to know more about themselves
- They make easier connection about past, present and future
- It is beneficial to spend some time in silence.

Ask them to keep the silence.

Ask them to Imagine that they are in a labyrinth.

The best place to do this workshop is forest, camp...

### Sources of Knowledge

Salto, <https://en.actionbound.com/>

**Title**

Lungs of the Earth

**Topic**

Environment and climate change

**Learning Objectives**

- To raise awareness about pollution
- To raise awareness about climate change and environmental friendly practises
- To learn how to plant trees and spend time in nature
- To learn the importance of forests for our society
- To learn how to create geocaching
- To improve the digital skills of the participants

**Group Size / Age**

18-30

**Duration**

1 hour 25 minutes

**Materials**

Shovels, plants, loam, gloves, watering can, water, mobile phones, internet

**Step by Step Implementation**

- The facilitator introduces the workshop with few questions (10 minutes):
  1. Why are forests important for our society?
  2. What do you think would happen when there were no trees?
  3. What is deforestation?
  4. What would you do against deforestation?
- Then she/he explains how to plant trees and plant few trees to put in in the practice (5 minutes)
- The main part starts and participants start planting trees and making a forest (40 minutes)
- The facilitator creates a space to the participants to have a discussion and share their ideas on what is the biggest barrier for planting trees and how to use the trash or leftovers of the coffee break in forest (such as lack of government support, lack of volunteers and so on) and at the same time have a coffee break with fruits and vegetables. (10 min)

- After the break the facilitator asks participants if they know what geocaching is and what are their most interesting experiences about it. (5 min)
- Then the facilitator will divide participants in 4 groups and every group will make their own cache that they will hide in the forest they made and for which they come back later when trees are big. (15 minutes)
- Facilitator closes the workshop, thanks to everyone for helping the environment and leaves a few minutes for participants to evaluate and reflect. (10 min)

1. What is necessary for the growth of a tree?
2. How long do they think it takes a tree to grow?
3. What have they learnt from the activity?
4. What were the goals of the activity?

### Suggestions for the Facilitator

The target group is young people who may never plant trees and some of them have difficulties in working outdoors so try to be more careful and patient. Participants may need an option to step out and take a break, drink some water and even eat during the activity because it is a bit tiring.

#### Annexes

In this workshop there is no need for extra resources.

#### Sources of Knowledge

<https://www.geocaching.com/play/search>





**Title**

Lake Utopia

**Topic**

Active citizenship

**Learning Objectives**

- To understand the importance of international cooperation to solve common problems.
- Enlightenment with respect to international problem solving mechanisms.

**Group Size / Age**

13+ years old

**Duration**

2 hours

**Materials**

None

**Step by Step Implementation****Activity:**

- One envisions a meeting in a multinational body of authority (e.g. the United Nations) where the only issue on the agenda is the pollution of Lake Utopia, and its subsequent extinction of fish. All the participating countries attend the meeting with the intention to solve this problem, but also to obtain a solution which is as favourable to themselves as possible.
- Each nation gives an opening address to present their views and intentions. (In this stage of the process, it may be beneficial to keep some secrets. It is up to each nation to select a negotiating strategy to suit their overall aims. (10 minutes)

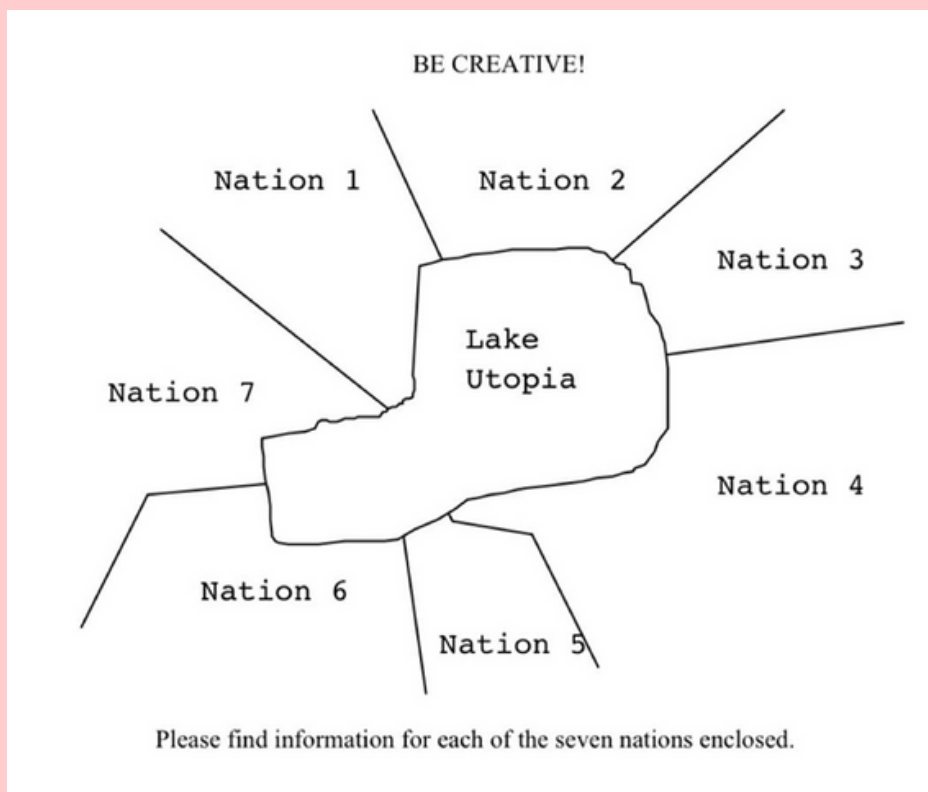
**Negotiations:**

- Each nation is allowed to initiate a limited number of negotiations, defined in advance by the leader group. To answer an initiative taken by others is not regarded as spending from this quota. In general, the number of initiatives each nation is allowed to make is lower than the number of natural negotiating counterparts. Hence, each nation must prioritize who to negotiate with in order to obtain their goals in the best manner. The sequence in which negotiations are conducted will usually also have an impact on the outcome.

- The negotiation quotas may be:
  - Nation: 123456 7
  - Number of initiatives: 452533 2
  - (There is nothing against using other quotas.)
- In this phase, the leader group does not play an active part, and can only contribute with factual information. Ensure that all nations are informed of events and announcements that occur. If desired, they may also act as "news agency", providing constant shifts in the international situation.
- If running this activity with children, don't make it too complicated.

#### Discussion:

- Each nation presents what they've achieved, and informs the others of how many negotiation initiatives they have used. Discuss the conclusion. "Why did we end up here?", "What could have been done differently to arrive at a better conclusion?"



#### Nation 1:

- Your country is self-providing in terms of fish. Economically, you are totally dependent on the rich fisheries of Lake Utopia.
- You have reason to suspect Nation 7 for using dynamite for fishing. This is illegal according to an agreement signed by all countries surrounding the lake.
- You may instigate 4 negotiations.

#### Nation 2:

- Your nation gets its earnings from fish processing industries. The fish is imported from nations 1 and 7, but mainly from nation 7. They sell you fish far cheaper than any other country, in return for your legal and diplomatic assistance. They need this assistance because they apply an illegal fishing method, namely underwater dynamite charges, killing the fish and making it float to the surface. Such fishing is illegal according to an agreement signed by all the countries surrounding the lake.
- The fish processing industry pollutes the lake very significantly, and there is more than a remote danger that life in the lake will perish. However, a cleaning plant for all this pollution is very expensive, and to pay for this, all the countries around the lake will have to pay their share.
- You may instigate 5 negotiations.

#### Nation 3:

- Yours is a rich nation, benefiting economically from your beautiful beaches at the shore of Lake Utopia. However, tourism is showing a decreasing trend, and your beach guards complain about the increasing amount of pollution and debris reaching the coast.
- You export weapons to Nation 4.
- You may instigate 2 negotiations.

#### Nation 4:

- A very poor developing country with a high unemployment rate. Some of your citizens have left the country to find work in Nation 5. This tendency seems to be increasing over time.
- Your expatriates in Nation 5 experience a lot of prejudice and discrimination. This is beginning to get violent, and you suspect the police in Nation 5 to encourage this process.
- You have large areas of untouched land along the coastline.
- A large portion of your national income is used to fund weapons import from Nation 3.
- The inner parts of the country is threatened by deforestation. If this is allowed to continue, erosion will be a big problem in a few years' time.
- You may instigate 5 negotiations.

#### Nation 5:

- Technologically advanced industrial nation.
- The immigration from Nation 4 poses a great problem for you, because your own citizens do not want them to come, and the situation is getting increasingly violent.
- Short coastline, but large waterfalls provide cheap electric power.
- You may instigate 3 negotiations.

#### Nation 6:

- Industrial nation producing fishing boats for the fisheries in the lake. Your citizens are keen environmentalists and want to preserve life in the lake.
- Sports-fishing is the favourite pastime.
- You may instigate 3 negotiations.

#### Nation 7:

- Your national economy is built on fishery. The fish is exported to Nation 2. One of the fishing methods you use is underwater dynamite charges, which is strictly illegal according to an agreement signed by every single nation around the lake. You offer large discounts on the fish you sell to Nation 2, and get legal and diplomatic aid in return.
- You may instigate 2 negotiations (>90 minutes)

### Suggestions for the Facilitator

The participants are divided into seven groups, reflecting the seven nations around Lake Utopia.

The groups should be sent to different locations on the campsite. Each of the groups receives information on their own country. The individual information sheets are enclosed. It is crucial that information does not leak from one country to another in this phase.

You can take the reflection at the end of the day.

#### Sources of Knowledge

<https://cisv.org/>



|              |             |
|--------------|-------------|
| <b>Title</b> | Walk & Talk |
|--------------|-------------|

|              |   |
|--------------|---|
| <b>Topic</b> | Environmental Issues (in individual countries and in the world) |
|--------------|---|

### **Learning Objectives**

- Create awareness about environmental issues among youth
- For the participants to learn about the environmental situation in the respective countries of the other participants
- For the participants to discuss possible solutions to environmental problems

|                         |                                      |
|-------------------------|--------------------------------------|
| <b>Group Size / Age</b> | 12 participants / young people 17-30 |
|-------------------------|--------------------------------------|

|                 |            |
|-----------------|------------|
| <b>Duration</b> | 90 minutes |
|-----------------|------------|

|                  |   |
|------------------|---|
| <b>Materials</b> | Each participant needs to have a phone, wifi (prior to leaving for the walk), a downloaded messaging app (WhatsApp), a group on the app |
|------------------|---|

### **Step by Step Implementation**

Trainer plans the route of the walk.

- **Setting up the game (10 min):**  
Trainer sends the route to participants (in case they get lost).  
The trainer explains: “We are going to do a walk and talk. I will send you 12 questions in our group. While we are walking and enjoying the nature/ city, you need to ask the others the questions. You need to ask a new person for each question. Please write down who said what in your notes app because we will share what we learnt from everyone later.
- **Walk and talk (45 min):**  
The participants go on the walk and discuss.

- **Group discussion (35 min):**

Trainer decides participants into groups using fruit salad: the participants sit in a circle and the trainer goes around saying to each participant that they are one fruit (strawberry, apple, pear, orange). All the oranges are one group, all the apples are one and so on. Each group discusses what they think the most interesting answers are. The group then chooses two statements that are the best.

### **THE QUESTIONS:**

Own country:

1. How bad is air pollution in your country?
2. Is your family's energy and water consumption high?
3. Do people in your country prefer public transport or private transport?
4. Are chemical treatments often used in agriculture in your country?
5. Are veganism, vegetarianism and a plant based diet encouraged in your country?
6. What do you do in your everyday life to help the environment?

World:

1. What are the most well-known problems associated with climate change?
2. How could plastic consumption be reduced all around the world?
3. What is your opinion on the world's water consumption?
4. Is tourism important for the world economy?
5. In your opinion, is the world's environment adequately protected? Or could something be improved?
6. What people could change to improve the environment?

### **Suggestions for the Facilitator**

It would be better if the walk is in nature.



|   |  |
|---|--|
| <b>Title</b>  | Atlantis   |
| <b>Topic</b>  | Socio-economic issues (Advantages and disadvantages of students with different financial capabilities) |
| <b>Learning Objectives</b>  |  |
| <ul style="list-style-type: none"><li>• For the Ps to become aware of the financial differences students can have and how they affect educational opportunities</li><li>• For Ps to think about different solutions to this problem</li></ul> |  |
| <b>Group Size / Age</b>   | 10 / 16-30   |
| <b>Duration</b>   | 90 min   |
| <b>Materials</b>  | Phones, wifi, messaging app, rocks (27), books,  |

### **Step by Step Implementation**

T - trainer  
P- participant

Description of the game:

The Ps are going to play a simulation of the process of getting into university as a high school senior. The game will show them the advantages and disadvantages that young people can have during the process as well as the option they have for help.

**Dividing into roles and explaining the game, sending the Ps messages (10min)**

The T says: "We are going to play a roleplaying game which will involve you playing a role that you pick randomly." The T assigns the roles to participants by asking them to pick a number from one to ten. Each number is assigned a row below. The T then sends each role the message that is for the role to their phone. The Ps play the game.

## Roles

1. Rich student
2. Poor student
3. Rich student's parent ( get 7 rocks)
4. Poor student's parent (get 5 rocks)
5. University administration
6. Testing center
7. Financial help office (have 5 rocks they can give)
8. Job opportunity (have 10 rocks they can give)
9. Government office
10. School administrator

## Messages:

- Congratulations! You are a senior in high school. You are planning to apply for university. Make sure to ask around and see what you need to do and where you can get some help!
- Congratulations! You are a senior in high school. You are planning to apply for university. Make sure to ask around and see what you need to do and where you can get some help!
- You are a proud parent of a high school senior. You will get 7 rocks (money) to help support them. You can also ask around to see if there are other ways to help your child.
- You are a proud parent of a high school senior. You will get 5 rocks (money) to help support them. You can also ask around to see if there are other ways to help your child.
- You are a university administrator. Some high school seniors will come to you. You need to ask them for papers from the government office and you need to ask them for financial support confirmation if they have it. You also need to have their testing grade. Based on all of that, decide if they get in. You can ask around and see if there are ways for the prospective students to get in.
- You are a local testing center. And there are going to be high school students who need to get tested to get into university. They need to have five books for an A. They can buy the books in the school, each book is a grade. Inform the students that they need to go to the school and inform them when the testing starts. And you can decide to give them extra time if they are not ready.
- You are the financial help center and you can provide financial help to the students applying for the university. Ask them to give you papers from the government office claiming how many rocks (money) the family has. Based on that you can decide if you want to financially help the students. You can give them 2 rocks if you decide to give them aid.



- You are the job opportunity. Students might come to you and try to find a job. Give them an interview and decide if they get the job. For the students who get the job, give them a task and you can pay them 2 rocks per one task.
- You are the government office. The students can come to you and ask you for (or about) documents and papers they need to get to the university or they can also ask you about papers needed for financial help. Make sure you'll ask them for all valuable information. Use the crap papers provided as the documents.
- You are the school administrator. You can provide student materials to students (books). Each book is two rocks. You can ask around for ways to help your students if you want. You might be asked for documents, use crap papers provided as the documents.

### **Game starts and Ps play the game (1h)**

### **Reflections (20 min)**

The T asks the Ps what the game represents and what they learnt about advantages and disadvantages of people of different financial backgrounds. Then the T asks the Ps how these disadvantages can be overcome.

### **Suggestions for the Facilitator**

Be available for the Ps to ask you questions if something is unclear during the game.



100%

**Title**

Connect to Upcycling

**Topic**

Upcycling

**Learning Objectives**

- To learn about upcycling and downcycling
- To discuss ways we already upcycle
- To get some new ideas about ways to upcycle

**Group Size / Age**

12 / 17-20

**Duration**

25min

**Materials**

phone, computer, projector, internet connection

**Step by Step Implementation****Introductio (10 min)**

1. On the board, write: \_\_\_\_ cycle

Ask the participants to guess letters to the beginning of the word. If necessary, mime up and down to make upcycle and downcycle. Ask learners to guess what these words mean. Ask the participants to give some examples. If necessary, explain what upcycling and downcycling are and give examples.

**Game (10 min)**

2. Say: "Alright, now we will play a game. I will send you a link. When you open it you will see pictures of old things and then some upcycled things. Connect the upcycled objects to what they were made of."

"You have 12 mins to match the pairs, after you finish."

## Discussion (5 min)

3. Ask the participants to give you some examples of upcycling or discuss pictures of people upcycling on Link 2.

## Suggestions for the Facilitator

If participants can not find any examples, you can share link 2 with the participants and discuss the photos which show people upcycling.

## Annexes

Link 1: <https://wordwall.net/tr/resource/34701136>

Link 2: <https://www.gettyimages.ch/fotos/upcycling>



**Title**

Finding objects for upcycling

**Topic**

Ecology, environmentalism

**Learning Objectives**

- To be more aware of the objects that we already have and that we can give them a second life.
- To think creatively.
- To teach them it's easily done and applicable.

**Group Size / Age**

5 participants / 18 – 25 years old

**Duration**

2 hours

**Materials**

Projector, laptop, internet connection, smartphones, Mentimeter, broken/non-usable objects, marker

**Step by Step Implementation**

- The facilitator prepares the game area.
  - He/she determines objects which are available for upcycling and marks them with a marker to differentiate the right object (empty jar, used bottles etc.) The objects are then hidden somewhere in the building. (30 min)
- The facilitator will introduce the topic of upcycling by creating a Mentimeter interactive presentation, so that the participants could share their assumptions and ideas about the topic. He/she will then specify what it is by giving a short presentation and examples of upcycled items. (15 min)
- After the introduction the facilitator will familiarize the participants with the upcoming game and its rules/limitations. (5 mins)
- The facilitator asks for counting to 5 to create the groups. (2 mins)
- Each group goes to the game area and starts searching for the marked objects, which are hidden. Each group has to find 3 objects. When they accomplish their task, they can return to the meeting room and brainstorm the upcycling ideas. (30 min)
- After the time limit ends, there could be a coffee break. (15 min)

- Then each group will present their objects by explaining their upcycling ideas. (15 min)
  - Each group should try to find ideas as much as they can.
- EVALUATION / DISCUSSION: Each group examines other groups' objects and ideas and tries to improve their ideas. (10 min)
  - QUESTIONS:
    - How was your experience?
    - Which upcycling ideas might be added to other groups?

### Suggestions for the Facilitator

- If you create an international group, it'll improve team dynamic and create bonding experience.
- Sending the participants in nature could also find other potential objects for upcycling from waste.
- The facilitator should also explain that each group can combine the marked objects that are found.

### Annexes

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



**Title**

Recycling through game

**Topic**

Recycling

**Learning Objectives**

- To increase the awareness about recycling.
- To improve team-work skills.

**Group Size / Age**

5 participants / 18 - 25 age group

**Duration**

2 h and 5 min

**Materials**

Gloves, trashbag, masks, hand sanitizer, smartphones, AhaSlides

**Step by Step Implementation**

- The facilitator determines three rubbish types according to their recycling process. The facilitator assigns points to each rubbish type, e.g.: (5 min)
  - A cap of bottles. (Plastic)
  - A cartoon juice / food package. (Paper)
  - Bottles. (Glass)
- The facilitator asks for ideas of the participants about recycling by using AhaSlides. (10 min)
- The facilitator teaches the concept of recycling and asks participants to share their ideas or experiences about recycling. (20 mins)
- The facilitator informs the participants about the assigned points of the rubbish types and asks them to collect rubbish. The goal is to gain as many points as possible in a limited time. (5 mins)
- The participants are divided into groups by counting to five. (2 mins)
- Each group goes outside to find rubbish which is available to recycle. (1 hour)
- Each group comes back to the meeting area and investigates their collected rubbish in order to count the points that they gained. (10 min)

- The facilitator determines points. The group with the higher score wins the game. (2 mins)
- DISCUSSION / EVALUATION: The facilitator asks for the opinions of the participants and evaluates the activity. (10 mins)
  - What are your opinions for this activity?
  - How could it be improved?
  - What should be added / removed?

### **Suggestions for the Facilitator**

- If the facilitator creates international groups, it'll improve team dynamic and create bonding experience.
- The facilitator can limit the game area in order to prevent any confusions.
- If necessary, this activity can be adapted to be less competitive to be more focused on the objective of learning how to recycle and not on the competition itself.
- This workshop can be combined with visiting the closest recycling area and taking away their collected rubbish with them.

### **Annexes**

<https://ahaslides.com>



**Title**

Recycling facility excursion

**Topic**

Recycling

**Learning Objectives**

- To learn about proper recycling.
- To raise awareness about the amount of waste we create.

**Group Size / Age**

20 participants / 18 - 30 years old

**Duration**

Approximately 2+ hours

**Materials**

Projector, laptop, internet connection, smartphones, Kahoot

**Step by Step Implementation**

- The project should take place near recycling facilities.
- The facilitator should make an appointment for the excursion and ask about the information that will be shared in order to prepare Kahoot quiz in advance. The Kahoot will be used as a tool to be sure that participants pay attention during the excursion.
- The facilitator familiarizes participants with the upcoming excursion and quiz. (5 min)
- Then the participants will relocate to the recycling facility for the excursion. The guide will explain the operation of the facility, the recycling process etc. (1 hour)
- After coming back to the meeting room, there should be a coffee break in order for the participants to regroup. During the break time, the facilitator could prepare the materials for the quiz. (15 min)
- Then the Kahoot quiz takes place. (10 - 15 min)
- EVALUATION / DISCUSSION: After the quiz the facilitator elaborates on the questions that the participants found the most challenging. Then he/she wraps up on the discussion and on the things learned. (10 min)
  - What is the most interesting thing that you have learned today?
  - How was your experience?



## Suggestions for the Facilitator

- If it is not possible to get information presented beforehand, the participants could be given free time to explore the area/city nearby in order for the facilitator to prepare the Kahoot quiz.
  - Example of questions: How many kgs of plastic is recycled in the facility per month?
- The excursion itself should be an interactive experience and the participants should be encouraged by the facilitator to ask questions.
- If necessary add a short summary before the quiz to refresh the information.
- There are no groups needed for the quiz, it should be individual.

## Annexes

<https://kahoot.it/>



**Title**

Youth Does Not Abandon

**Topic**

Re-habilitation of abandoned buildings for serving young people needs

**Learning Objectives**

To learn about stakeholder management

- To bring together young locals for a shared purpose
- To stimulate participation of youngster for solving social issues
- Team building

**Group Size / Age**

15 participants / Ages 18-30 (Balanced)

**Duration**

6 hours

**Materials**

Computers with internet connection, projector, chairs

**Step by Step Implementation**

- Energizer - "What do you put in your home?". The participant starting the game has to say the name of an object he would put in the home, the next participant has to repeat all the previous objects mentioned, adding a new one to the list. (15 Minutes)
- The facilitator starts with introducing the activity (30 minutes)
- Divide the participants in three groups of 5 people or up to the number of the group. Each group has to interview young people with different backgrounds in the local area. For instance: high school students, university students, young workers, young people with disabilities, young people not born in that specific Country. For each type of category they manage to interview the teams to get specific points. Each team will ask the interviewee to write on a used can a key word representing his/her need as a young person in terms of social activities for young people in the local area. They have to be back to the meeting point in three hours. Once back they have to present the main finding of the interviews (One and a half hours), At the end there will be a wall of cans representing the needs of the local youngster.

## Suggestions for the Facilitator

Make sure all the groups are balanced in terms of gender and age.



**Title**

My food is grown, not born

**Topic**

Preparation of a veggie burger from vegetable leftovers

**Learning Objectives**

- To teach children how to cook
- To get children see a healthy alternative of fast food
- To show children a "zero waste" recipe
- To improve their teamwork
- To improve the digital skills of the participants

**Group Size / Age**

12 participants or up to the number of group / Ages 18-30

**Duration**

2-3 Hours

**Materials**

Fully equipped big kitchen (cooker, oven, pans, wooden spoons, baking trays)

**Ingredients:** Organic vegetable smoothie (the trainers will be provided with a recipe), organic brown rice, dry breadcrumbs, fresh chives, large eggs, worcestershire sauce, garlic powder, kosher salt, freshly ground black pepper, freshly ground white pepper, olive oil.

**Step by Step Implementation**

- Energizer - Use the Skribbl.io web-based game to warm up on the topic. Divide the participants in groups of 4 or up to the number of groups. The coordinators will prepare a list of words related to healthy lifestyle and food, Skribbl.io will randomly pick a word from the list and each participant from each group will be asked to draw the word, the other participants have to guess what is being drawn. (20min)
- The facilitator starts with introducing the activity (5min)
- Brainstorming time: using "menti.com" the children will answer following questions:
  1. What is healthy food and what isn't
  2. What is zero waste cooking about (15min)

- S/he divides the group of 12 children in 3 smaller groups each with 4 children (2mins)
- The group will have to choose a "head chef" who will divide the roles in the team for every task in the whole process of cooking (2mins)
- The groups will have time to look at the recipe for the hamburgers and the step by step preparation process with pictures and divide their roles for the beginning. (10 min)
- S/he will show them the kitchen, all the equipment and explain how should they behave there and what is forbidden in the kitchen (e.g. running, using knife in a bad way etc.) (5 mins)
- S/he will tell all the groups that they can start cooking while there is still access to look at the PC/tablet for the recipe and that they can ask the facilitators for help anytime they want.
- Cooking time (approx. 2 hours)
- Eating time
- Conclusion - tell them what they learned, tell them that it is possible to make a healthy alternative of junk food and that you don't need to put the vegetable leftovers away.

### Suggestions for the Facilitator

- Make sure all the groups are divided into their roles and that each person has a role in the cooking process.
- It is possible that the children will ask for every single step during their process of cooking - help them, but on the other hand let them be free to do it how they want to. Make sure they won't use too much salt, too much pepper, too much balsamic vinegar.

#### Annexes

menti.com, <https://skribbl.io/>

#### Sources of Knowledge

<https://650food.com/2015/05/27/wasteless-wednesday-veggie-broth-burgers/>



**Title**

Trashical Music and Art

**Topic**

Music, art and ecology

**Learning Objectives**

- To increase participants' knowledge about upcycling
- To increase participants' innovative thinking and creativity
- To increase participants' ability to work in a team
- To increase participants' musical and artistic competences and capabilities

**Group Size / Age**

20 participants / 14-18 year olds

**Duration**

7 Hours

**Materials**

Tools to pick up trash: biodegradable garbage bags, surgical gloves, disinfectant, brush, water, baskets, detergent

**Step by Step Implementation**

- Energizer - The participants will be asked to sing a simple solfeggio (10 minutes)
- The facilitator starts with introducing the activity (5min)
- The trainer will divide participants into 4 groups of 5 people. (2 minutes)
- Each group will be asked to write a simple composition consisting of at least 25 measures and 5 different parts. (The trainers will help them with this task) ( 30 minutes)
- Groups will have an hour to collect trash from around the city, which they will use to try and recreate the aforementioned melody
- After an hour, the participants will return and they will start working on their melodies and parts. (90 minutes)
- Participants will present their melodies. (15 minutes)
- An hour break
- Energizer - The facilitator will show 3 slide presentation with 3 different pictures of things that include many materials (plastic, glass, paper, metal, wood) - the participants have to say what materials do the things include and how they can recycle it and also they can guess how long does it take to decompose for each material in nature (e.g. paper 4 weeks, plastic bottle 100 years) (15 min)

Participants will be split into groups as before and they will choose a sculpture that they want to create. (20 minutes)

They will go around the local area and find trash to make the sculpture. (90 minutes)

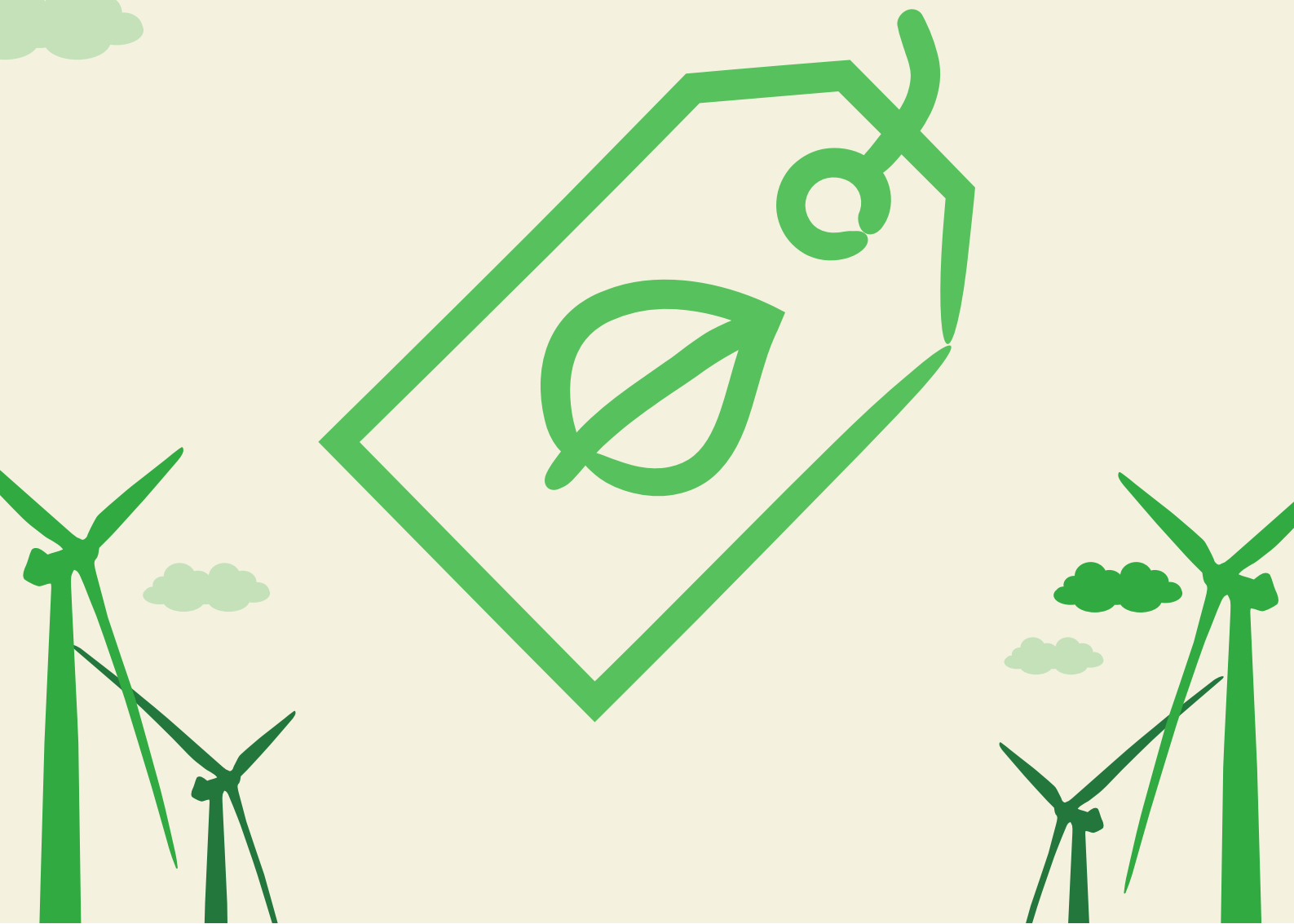
15 minutes break

Energizer - In the short group challenge, participants must organize themselves in a line according to a certain criteria (like height) without speaking. The activity promotes non-verbal communication and teamwork.

They will return and start working on creating their sculptures with the aid and supervision of trainers. (120 minutes)

### **Suggestions for the Facilitator**

Make sure that trainers have basic knowledge of music theory, help participants throughout the process of writing and creating melodies and songs, as it can be challenging, make sure each team has a laptop with the music program `Encore` downloaded.



**Title**

One person's trash is another person's treasure

**Topic**

Upcycling

**Learning Objectives**

- To boost creativity
- To spread awareness about climate change
- To improve skills of each individual
- To see a new perspective
- To support the teamwork in intercultural teams
- To provide a space for creativity and understanding

**Group Size / Age**

20 participants, 15-25 years old

**Duration**

2 hours

**Materials**

Brought by participants, basic equipment usually found at home

**Step by Step Implementation**

- The organizers start by introducing themselves and so do the participants. Then there will be a brief explanation about what upcycling is. The importance of it will be explained in examples usually found in the environment such as a waste problem. This will be done so the participants are motivated and understand the reason for joining this project. (15min)
- Each and every participant will be told beforehand to bring an item from their home for which they no longer have a use for (before coming to the project place). They will each show what they had brought with them and the facilitators or trainers will divide them into teams based on what they brought as well as the diversity of the group. The facilitators or trainers will provide the participants with basic equipment usually found at home such as sewing kits and mechanical tools. (15min)
- The participants will have some time to think about what they want to upcycle and how to do it. In ideal case every item that they had brought will be upcycled at the end of the session, but even if they do not find use for everything, it can still be considered a success. Then they will upcycle. (60min)



- At the end of the workshop, every group will present the item(s) they were capable of making that day. We then shall reflect about what has been done that day and try to encourage participants to continue with upcycling in their day-to-day life. (30min)

### **Suggestions for the Facilitator**

Having a lot of space which increases the use of creativity is important, also providing the equipment is important.



**Title**

Further from your comfort zone, closer to green zone

**Topic**

Wilderness life

**Learning Objectives**

- To improve working in a team
- To improve communication skills
- To improve time and management skills
- To develop new personal skills
- To raise the awareness of the nature and activating young people

**Group Size / Age**

15 people, 18-30 years old

**Duration**

2,5 hours

**Materials**

Found in nature

**Step by Step Implementation**

- Both the trainers and the participants will be asked to come to a meeting point in the forest. The transport should be arranged from a meeting point. (15min)
- After arriving, the trainers will introduce themselves and explain the purpose of the project. The participants will introduce themselves as well and will be divided into groups – 3 groups each consisting of 5 people or up to the number of the people in the group. (15 min)
- The goal is to build a shelter. The participants must decide on their strategy – for example one can plan, one can collect the wood, one can lead or they can all work on the same things at the same time – that is completely up to them. This should teach them how to manage their time and also improve their project management skills. They will have 90 minutes to build a shelter from what they can find in the woods. The rules are
  - Use only what you can find at the place
  - Everybody has to take part

- Comparison of the shelters, the teams will describe the different techniques that they used and we will try to conclude what they can learn from this experience. It is a game, no need to decide on winners and losers, but they should be capable of understanding what their weak and strong points were and how to possibly perform better in the future shall they encounter another situation in their lives which requires them to take on a role in society and manage to do something in a time press. They will be asked about the decision making process such as:

- a. How did you decide on which roles to take?
  - b. How did you divide the work?
  - c. What did you struggle with the most?
  - d. How did you compromise?
  - e. How did you make sure that everyone is included?
- Drive back. (30min)

### **Suggestions for the Facilitator**

Just explain to the participants how to behave in the woods – no shouting, no leaving the trash etc.



**Title**

Eco-Art

**Topic**

Making art out of natural resources

**Learning Objectives**

- To raise awareness about environmental issues
- To learn how to relax actively
- To boost creativity
- To learn how to express oneself
- To get in contact with nature

**Group Size / Age**

15 participants, 18-30 years old

**Duration**

2,5 hours

**Materials**

Flowers, spices, wood, water, soil, stones etc

**Step by Step Implementation**

- The trainers will start by introducing themselves and saying the purpose of the activity. The main goal is to realize that one can relax by not just laying on a couch but also by doing something active such as making art. One does not need to be an artist to do so, it is only important to use imagination. However there is sort of a dark side when it comes to making art as the colors and materials that are commonly used are not exactly green and environmentally friendly. The trainers will stress this out. (20min)
- An expert will come and talk about environmental issues and try to show a few different ways of living aiming to be more waste-free and sustainable. The participants will be shown how to make paint out of flowers and spices by someone who understands. (50min)
- The participants will be asked to make an art piece using only natural resources such as wood, flowers, spices etc. They will be asked to make an art piece on the topic of the environment. It can express their relationship with nature or their feelings about the environmental crisis that humanity is facing. It can be abstract, it is about concentrating on making art and being relaxed but also about getting in touch with your feelings and learning how to express them. (60min)

- We will look and explain each and individual art piece that was made. Each participant should explain the motives of their artwork and how this unusual way of making art made them feel. Each should come up with an idea of how to be more sustainable in other parts of their life outside of art. (20min)

### **Suggestions for the Facilitator**

The room needs to have a lot of light and windows, also it must be possible to boil water there when making the colors.



# Acknowledgements

**Falken Bildungs- und Freizeitwerk Hagen e.V.**  
(Germany)

**Yaygin Egitim ve Genclik Calismalari Dernegi**  
(Türkiye)

**Erasmus Force One**  
(Italy)

**Navissos**  
(Serbia)

**Association for Environmental Protection And Improvement Eko-Zhivot Kavadarci**  
(Republic of North Macedonia)

**Czech Youth Association z.s.**  
(Czech Republic)

**CONTACT US**



***falkenhagenerasmus@gmail.com***