

# HANDBOOK

## FOR YOUTH WORKERS

IN URBAN GREEN AREAS

DG EAC Erasmus+  
CESIE  
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## 1. GROUND

### 1.1. Project overview

“GROUND – Green re(connection) in urban districts” was a project within the Erasmus+ framework, Key Action 1, Mobility of youth workers, which provided an 8 days long training course implemented from 22nd to 29th July 2023 at “Eco Villaggio Fiori di Campo” in Marina di Cinisi (Palermo).

The project brought together 35 people coming from 10 different European countries (Belgium, Bulgaria, France, Iceland, Italy, Luxemburg, Portugal, Romania, Spain, Sweden).

The purpose of GROUND was to **increase the competences of youth workers in nature-based environmental education**, to promote active participation, inclusion, youth empowerment and engagement, especially in disadvantaged urban areas. The main objective of the project is to provide youth workers with the skills and methodology that will allow them to exploit publicly available green spaces in the city to create connections between youth and natural spaces with the intent to (re)connect them to environmental issues.

GROUND touches on the above-mentioned topics taking into consideration what the European Environment Agency (EEA) states about publicly available green spaces. They only represent on average 3% of all urban areas. This percentage varies across the different countries and within countries and proves to be significantly lower in Southern Europe. At the local level, in the most disadvantaged areas of European cities, access to publicly available green spaces is even more complicated, especially in the city of Palermo where the peripheral districts have the lowest percentage of green spaces. The EEA highlights social **inequalities in accessing green and blue spaces across European cities** which are creating unequal abilities for youth to understand the value of a well-kept environment and grapple with environmental issues.

### 1.2. The target group

The training addressed **the youth workers, trainers, teachers, individuals** who work regularly, either as professional or as volunteers with young people. They resort to a large scope of activities of a social, cultural, or educational nature that are shaping a socialization environment outside of youth’s school and family.

The training was in line with the Council’s commitment **to provide learning opportunities for youth workers** so that they can transmit knowledge and skills to young individuals that will prepare them to be active citizens involved in the green transition and take actions that are favorable for an environmentally sustainable society.

The indirect target group, which will benefit from the project by transfer of knowledge, was composed of **youngsters living in disadvantaged European urban areas** in which the youth workers operate and where green spaces are scarce. Youth workers, after having gained the necessary tools are the ones who will support young people in disadvantaged urban areas to connect with green spaces available in the city they live in. Reaching the objective, to make Europe climate neutral by



2050 through a green transition, relies on supporting young people to care of the environment since a young age. By being exposed to nature, through environmental learning and socialisation, children and young people grow up shaping their way to treat the environment (UNICEF). Nature-based form of activities increase the amount and variety of natural elements young persons are exposed to, which simultaneously provide environmental benefits in youth. Benefitting from natural spaces within the city is crucial to the development of youth and to how they relate to issues that affect their community.

Therefore, by bringing young people from disadvantaged urban areas closer to green spaces, trained educators can foster youth's sense of agency to make a real difference in the green transition within the community. Youth workers have the necessity to gain new methodologies that will allow them to connect non-formal education and the exploitation of green spaces.

For what concerns Italy, it should also be noted that, usually, a **strong sense of belonging is created within neighborhoods**, which tends to limit the movement of people living there to other parts of the city, especially in Palermo in which public transportation is not very reliable. There was not a limit to the participants' age on the contrary, the **participation of people with different ages had been promoted** in order to enhance the intergenerational dialogue, which definitely took place. Partners also selected participants keeping a gender balance of people involved.



Figure 1 - GROUND international group



### 1.3. Objectives

The objectives of GROUND were:

1. To **develop social and civic competences** of young people through non-formal and informal learning concerning environmental issues. This objective will be achieved by providing youth workers with tools that will allow to engage young people. Youth workers will organize activities using non-formal education in an urban natural environment.
2. To provide youth workers with **new methodological knowledge** when working with young people on environmental issues. This results in fully exploiting green urban spaces available in European cities to implement activities that will connect youths from disadvantaged neighborhoods to the principles of environment sustainability and green transition.
3. To raise awareness of youth workers in using environmental education as a form of active citizenship for young people.
4. To **encourage the green transition** by giving young people from disadvantaged city areas access to educational activities related to environment. The purpose behind this objective is to encourage young people to access green areas of the city, not necessarily nearby the place they live in.

The training allowed the participants to learn work practices and the possibility of enriching their network of organisations for youth work. Also they increased their awareness in using environmental education as a form of active citizenship for young people, encouraging the green transition by giving young people from disadvantaged city areas access to educational activities on environment. Eventually, the youth workers and professionals that attended the training course, developed social and civic competences concerning environmental issues through non-formal and informal learning, to use specifically with young people.

## 2. Methodologies used

### 2.1. Non-formal education

Non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, sports clubs and community groups where young people meet, for example, to undertake projects together, play games and discuss. Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing. The youth pass is the tool that all the participants used to self-certify the gained knowledge.

Non-formal education should also be: voluntary, ideally accessible to everyone, an organised process with educational objectives, participatory, learner-centred, about learning life skills and preparing for

active citizenship, based on involving both individual and group learning with a collective approach, and organised on the basis of the needs of the participants.

Formal, non-formal and informal education are complementary and mutually reinforcing elements of a lifelong learning process<sup>1</sup>. All the above-mentioned elements had been addressed during GROUND training.



Figure 2 - Non-formal education activity

## 2.2. Orienteering

Orienteering may play an important role in creating inclusive communities. Orienteering activities, especially suited for young citizens, **allow people to explore their city discussing different elements** that characterize it, thus **reinforcing the sense of belonging** to those places. The challenge is understanding how to foster dialogue, sharing and active participation through these kinds of activities. Orienteering is proven to be a very engaging activity in which the aim is to complete a defined path, going through multiple checkpoints using just a small set of instrument to orientate. Usually, Orienteering takes place in **nature-based environments**, but it can also be practiced in the urban setting. The race may be **individual or collective** and starts with the delivery of a race map in which the control points are highlighted.

Orienteering is therefore a **sport suitable for everyone**: it helps experienced athletes to achieve a competitive result or amateurs to live an adventure outdoors. Sport is an essential component of the psychophysical development of the human being and also plays a fundamental role in building cohesive communities and inclusive societies. Orienteering is not only a race but a real 'mental gymnastics, which requires concentration, a careful reading of the topographical map and the ability

<sup>1</sup> Council of Europe

to orient yourself in the middle of nature or in the streets of the city to reach control points or 'lanterns'.

Orienteering activities usually provide innovative methods to encourage the participation of young people with fewer opportunities to try sport activities promoted within communities. Through outdoor activities, youth groups are invited to reflect on social inclusion issues while discovering the



Figure 3 – Orienteering in Palermo | Villa Giulia



Figure 4 – Orienteering in Palermo

urban and the natural environment, stimulating participants in developing **problem solving, decision-making, leadership and teamworking, increasing self-confidence.**<sup>2</sup>

### 2.3. Digital storytelling

Digital storytelling consists of organizing digital content following a structure that has a narrative path. The final result is a story built thanks to the use of a multimedia format such as video, audio, text, maps, images and more. Storytelling is a powerful way to use in the learning process. Good stories do more than create a sense of connection. They build **familiarity and trust**, and allow the listener, or reader, to jump into the story allowing them to be more eager to learn. Good stories can contain multiple meanings and they are capable of capturing the viewer's attention, fixing information in their minds and creating personal bonds. People who can tell stories hold a powerful tool for influencing the behavior of others. A success story should be: **simple, stimulating, distinctive, authentic and memorable.**

To create an effective story, it is essential to consider some elements:

<sup>2</sup> [www.orientproject.eu](http://www.orientproject.eu)



- the purpose of the story
- the reason why you want to share it
- your audience characteristics
- the way to build the message
- which channels to use

Storytelling helps youngsters to **share experiences and explain events and phenomena**, while **stimulating their communication skills and emotions**. Moreover, this methodology helps them to **reflect, organize and memorize information about their own life story** including some details about their past, their cultural heritage and social-cultural background to give continuity and be aware of that.

Storytelling involves community peer-to-peer building through the collectivisation of personal experiences and personalisation of collective experience, to **raise awareness about a sensitive topic**, like gender-based issues, migration, etc. The purpose is to **construct the personal identity** through emotions and networks of meanings, while focusing on mutual understanding and being reflected in the others' experiences.<sup>3</sup>

Nowadays people are constantly connected to the internet, and they are exposed to new content at a surprising speed, viewing and listening to news stories of any kind.

Digital storytelling is one of the most used means for young people to communicate their experiences. Specifically, they prefer **short forms of digital media production**, for example using platforms like TikTok or Instagram, sharing different aspects of their lives, using creativity and originality.

In the field of education, storytelling allows one to explain elaborated concepts simply, while, within the marketing field it is used to attract the client or the user focusing on emotions.

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<sup>3</sup> [www.cesie.org/media/kite-fighters-toolkit-en.pdf](http://www.cesie.org/media/kite-fighters-toolkit-en.pdf)

In GROUND project, digital Storytelling methodology has been developed in the shape of **video storytelling**, enriched with texts, images and links.



Figure 5 - Experiencing 3 senses with trust

### 3. The training course - Activities to connect young people to the nature in urban areas

#### 3.1. Connecting to nature using 3 senses

CONNECTING TO NATURE USING 3 SENSES	
<b>TIMING</b>	30 min – 2 rounds (15 min per round) + 20 min debriefing
<b>GROUP SIZE</b>	2+, even number
<b>MATERIAL</b>	Cloth bands (to cover eyes)
<b>SETTING</b>	Outdoor, natural environment
<b>OBJECTIVES</b>	<p>The purposes are:</p> <ul style="list-style-type: none"> <li>• to experience the natural environment by using 3 senses: smell, touch, hearing</li> <li>• to increase the trust among peers</li> </ul>
<b>DESCRIPTION</b>	Step 1

Participants get into pairs: one person in the pair is the leader and one is the experimenter.

### Step 2

The experimenter has to be blindfolded.

### Step 3

The leader guides the experimenter into a feeling experience, helping her/him/them to discover natural elements.

The experimenter uses only 3 senses to feel the natural environment around him/her/them, touching, hearing and smelling.

**Rules:** the leader is not allowed to speak but she/he/them can communicate using contact and sounds.

After 15 minutes, the pairs switch the roles

## RECOMMENDATIONS

Make sure that everyone is comfortable with the idea of being blindfolded and being touched by another person. Ask the participant in the role of leader to demand permission.

The activity should finish with a debriefing. Below are suggestions for discussion:

- How do you feel?
- What are the emotions you experienced?
- Did you have difficulties in trusting your mate?
- Which was the toughest part? The easiest?

## LEARNING OUTCOMES

Participants learn:

- how to value the environment, embracing it;
- that mutual trust is the foundation of good relationships;
- to discover and feel the natural environment using other senses





Figure 5 - Experiencing 3 senses and trust in nature

## 3.2. Escape the park

### ESCAPE THE PARK – CARBON FOOTPRINT

<b>TIMING</b>	3 hrs
<b>GROUP SIZE</b>	6+
<b>MATERIAL</b>	<ul style="list-style-type: none"> <li>• Instructions to build the game<sup>4</sup></li> <li>• Presentation card<sup>5</sup></li> <li>• Toilet paper tubes * number of participants</li> <li>• Papers with key findings * number of participants</li> <li>• Worn Clothes (T-shirts, jeans, sweaters) *3</li> <li>• Trash bags 1*for each team</li> <li>• Needle and thread</li> </ul>

<sup>4</sup> See Annex I

<sup>5</sup> See Annex II

	<ul style="list-style-type: none"> <li>• Tape</li> <li>• Stickers</li> <li>• Empty plastic bottles *9</li> <li>• Empty shampoo &amp; shower gel bottles *9</li> <li>• Plastic bags *15</li> <li>• Old toothbrushes *5</li> <li>• Plastic cotton buds *20</li> <li>• Old plastic sponges *5</li> <li>• Flipcharts</li> <li>• Invisible ink pen – 1*for each team</li> <li>• Dictionary</li> <li>• Sticky tape</li> <li>• Paper planes *5</li> <li>• Paper boats *5</li> <li>• Wool</li> <li>• String</li> <li>• Cars and trucks toys</li> <li>• Label paper</li> </ul>
SETTING	Outdoor Natural environment - Park
OBJECTIVES	<ul style="list-style-type: none"> <li>• To increase awareness about disposable items to foster cooperation among peers</li> <li>• To exploit urban green spaces through non formal education</li> </ul>
DESCRIPTION	<p><b>Step 1</b></p> <p>Game preparation: see Annex 1</p> <p><b>Step 2</b></p> <p>Participants have to resolve enigmas to open each island “padlock” (that means they can go to the next level).</p> <p><b>Islands description</b></p> <p><b>TOILET PAPER TUBE – TOILET PAPER CONSUMPTION:</b> On this island, there are toilet paper tubes hidden and hung around with key findings about toilet paper consumption. On these key findings there are letters and numbers in bold. Numbers are in bold to mislead the participants, in reality they need to take into consideration only the bold letters. Each bold letter corresponds to a number that will be found on a scale with all letters of the alphabet and their equivalent numbers.</p> <p><b>CLOTHING – FASHION INDUSTRY:</b> For this island the group needs a pile of clothing, like a small landfill. On some of the clothing constituting the pile there will be numbers written (sewed, with tape, or written on an attached label or the existing one)</p>

**PLASTIC BOTTLES – PLASTIC WASTE:** Each of these plastic item and their 'zero plastic' equivalent hide a number. The sum of the number found on one of the plastic items and one of the zero waste items will give you the number of years needed for each item to decompose.

**THE COW - FOOD SYSTEM:** This one has to be made with the help of an invisible ink pen and a dictionary. Text and images are on different flipcharts hung around. Some numbers are written with the invisible pen, and some words are underlined. These words will have to be found in the dictionary. On the page of these words, participants find some numbers, the sum of which enables participants to open the padlock.

**PLANE – TRANSPORTATION:** For this island there are paper ships and boats hanging around with three of both having one of the digits of the total % written with the transparent ink

## LEARNING OUTCOMES

Participants learn:

- how to exploit outdoor green spaces to engage young people
- the impact of individual and group actions/consumption choices on the environment
- to foster a dialogue about climate change and individual and group actions for tackling climate change



Figure 6 – Escape the park: plastic and fast fashion islands





Figure 7 – Escape the park: transportation island

### 3.3. Orienteering

#### ORIENTEERING GAME IN THE CITY

<b>TIMING</b>	2 hrs
<b>GROUP SIZE</b>	Min 4 participants (if more, more teams can be created)
<b>MATERIAL</b>	Orienteering map <sup>6</sup> (1 per team) Photocamera / mobile phone Compass (optional)
<b>SETTING</b>	Outdoor venues (City centers, parks)
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To increase group work, creativity and cooperation among participants</li> <li>• To allow participants to discover a new city</li> </ul>
<b>DESCRIPTION</b>	<b>Step 1</b> Give the participants the maps and the compass (optional)

<sup>6</sup> The orienteering map is a city map where some signs are interted. Please see this reference to see examples:  
<https://www.learnorienteering.com/maps.html>

## Step 2

The participants start the game, reaching the first control point on the map

## Step 3

Once the participants reach the control points they have to take a picture to prove they reached the place.

### LEARNING OUTCOMES

- Being able to navigate through the city centers without using digital maps.
- Cooperating with the team



Figure 8 – Orienteering debriefing

## 3.4. Digital storytelling in urban spaces

### DIGITAL STORYTELLING

<b>TIMING</b>	5 hrs
<b>GROUP SIZE</b>	4+
<b>MATERIAL</b>	<ul style="list-style-type: none"> <li>• Smartphone – At least one per team</li> <li>• Flipchart</li> <li>• Pens</li> <li>• Papers</li> <li>• Post-it</li> <li>• Markers</li> </ul>
<b>SETTING</b>	Public park, green urban area
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To discover the methodology of storytelling</li> <li>• To exploit urban green spaces</li> </ul>

<p><b>DESCRIPTION</b></p>	<ul style="list-style-type: none"> <li>• To bring young people closer to nature</li> </ul> <p><b>Step 1</b> The first part includes the theory of storytelling.<sup>7</sup> Participants learn how active storytelling can be used as a powerful tool to spark interest, stimulate debate and foster understanding of complex environmental issues.</p> <p><b>Step 2</b> Give the participants an overview of how to use the Instagram editor and Cup Cut editor to produce content.</p> <p><b>Step 3</b> The participants are asked to create a story following the storytelling techniques. Then participants put into practice the theory learnt: they are divided into smaller groups to work on creating one video for each group. Participants have to write, act and record the video using their smartphones. Trainers will facilitate the group work by providing support and suggestions to the group. Then each group present the video concept, showing the final product to other groups. All videos created during this activity can be published on the social media.</p>
<p><b>LEARNING OUTCOMES</b></p>	<p>Participants learn:</p> <ul style="list-style-type: none"> <li>• The importance of safeguarding the environment and taking care of the urban green spaces.</li> <li>• To use digital tools to create engaging content</li> <li>• To use creativity to ideate new content</li> </ul>

<sup>7</sup> See paragraph 2.3 of this document





Figure 9 - Storytelling in nature

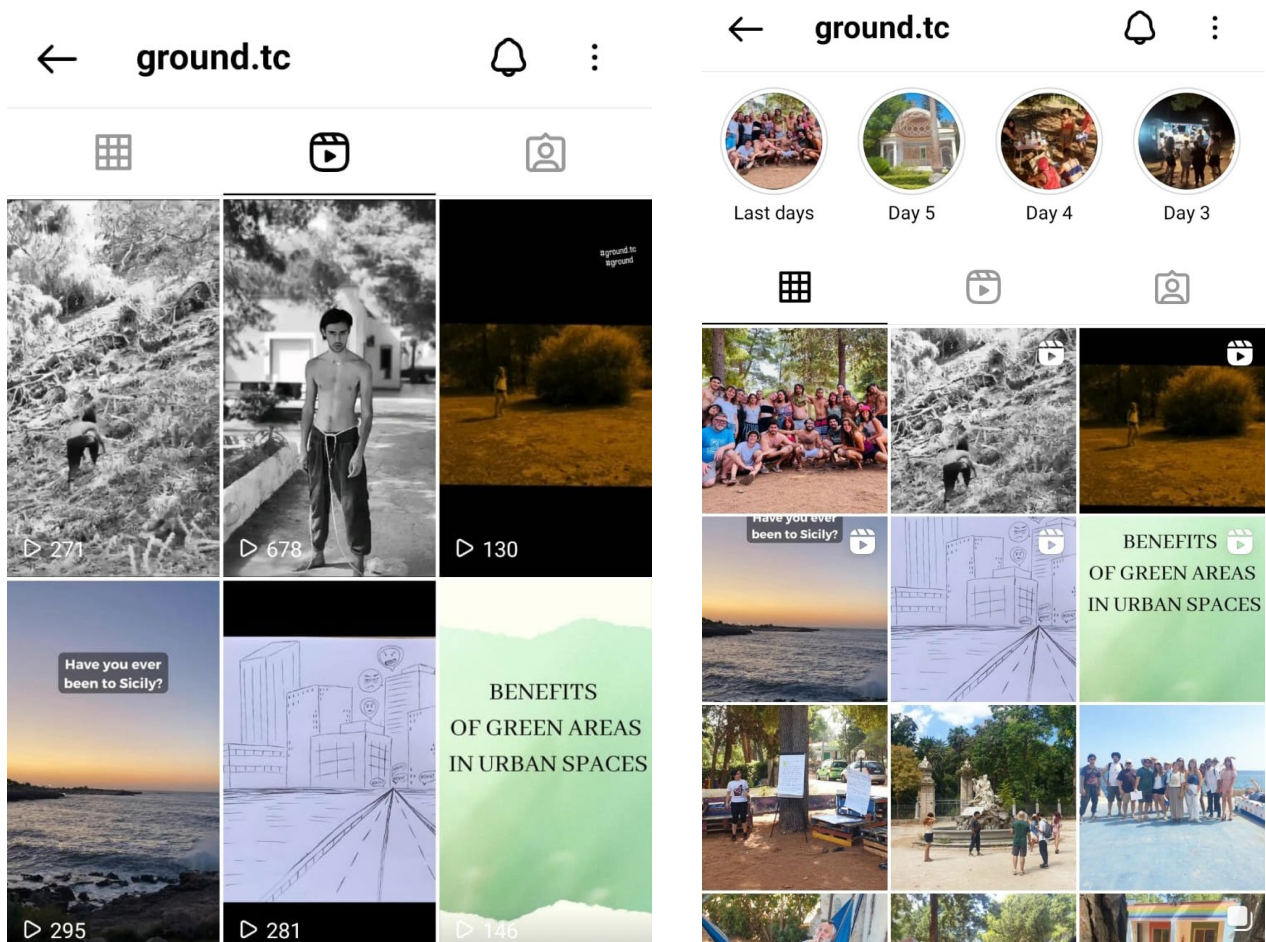


Figure 10 – Ground in Instagram – Reels published

### 3.5. My place on Earth

#### MY PLACE ON EARTH

TIMING	60 min
GROUP SIZE	6+
MATERIAL	<ul style="list-style-type: none"> <li>• Papers 1*each participant</li> <li>• Pencils 1*each participant</li> <li>• Mat 1*each participant</li> </ul>
SETTING	Outdoor Natural environment, public park, urban green area
OBJECTIVES	<ul style="list-style-type: none"> <li>• To connect with nature</li> <li>• To experience the urban green space</li> </ul>
DESCRIPTION	<p><b>Step 1</b> Give 1 A4 paper sheet and a pencil to each participants.</p> <p><b>Step 2</b> Participants are invited to freely choose a spot they like</p> <p><b>Step 3</b> After finding a spot where they feel comfortable, ask the participants to observe their surroundings, listening to the sounds they can hear. Participants are then encouraged to touch, smell and feel, expressing their feelings and emotions. They can write and draw, using the paper in creative ways, using natural elements.</p> <p><b>Step 4</b> Participants leave the place and take a walk to see other participants' places, trying to understand and feel different emotions.</p>
LEARNING OUTCOMES	<p>Participants learn:</p> <ul style="list-style-type: none"> <li>• To listen to their emotions</li> <li>• To listen to the natural environment</li> <li>• To step in others' shoes</li> </ul>



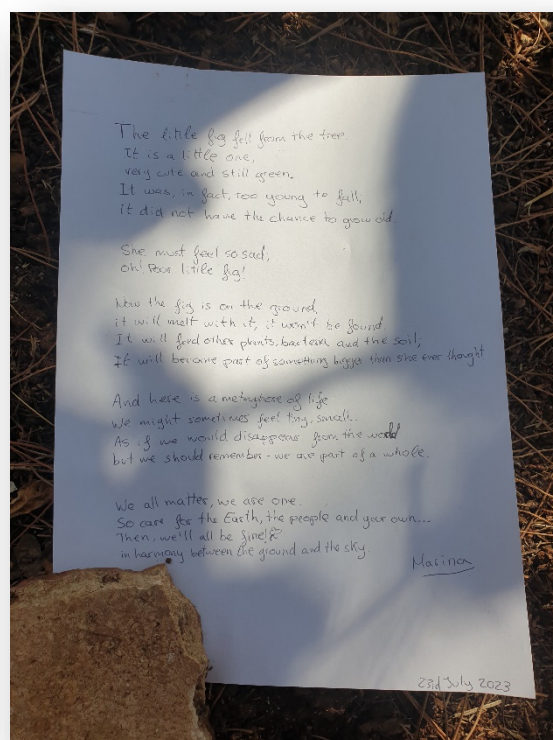
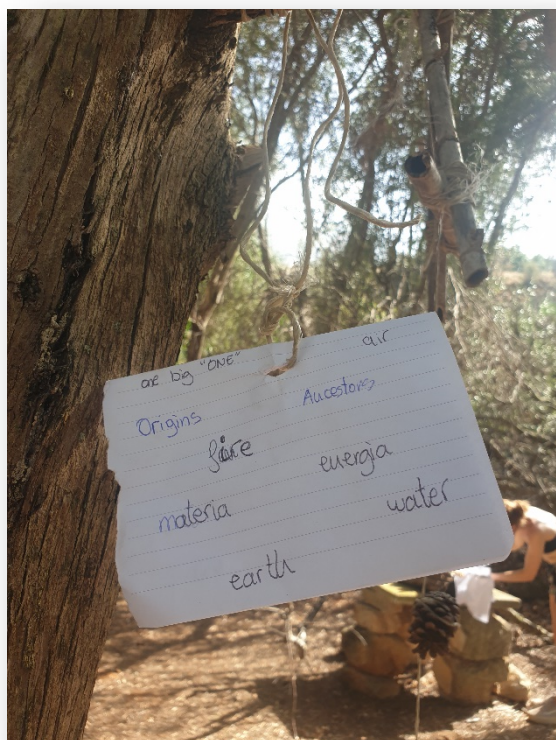


Figure 11 – My place on earth

### 3.6. Ice-breaking activities

#### KARATEKA-BEAR-HUNTER

<b>TIMING</b>	15 min
<b>GROUP SIZE</b>	6+ (even number)
<b>SETTING</b>	Large venues
<b>OBJECTIVES</b>	To break the ice creating an informal and nice environment
<b>DESCRIPTION</b>	<p><b>Step 1</b> The participants are divided into pairs</p> <p><b>Step 2</b> The couples stand back-to-back</p> <p><b>Step 3</b> When the facilitator says "Go!" the participants have to turn quickly toward the other person and mimic a gesture between Karateka, Bear or Hunter. Karateka beats Hunter, Hunter beats Bear, Bear beats Karateka. When a person is defeated, leaves the circle. The winner is the last person to remain in the circle.</p>



	PERSONALITY GROUPS
TIMING	15 min
GROUP SIZE	15+
SETTING	Indoor / Outdoor
OBJECTIVES	<ul style="list-style-type: none"> <li>To set the mood by expressing personal preferences regarding different topics</li> <li>To create a strong bond between participants that can discover elements in common</li> </ul>
DESCRIPTION	<p><b>Step 1</b> The facilitator calls 3 groups – i.e. MORNING PERSON – NIGHT PERSON – JUST DEPENDS ON HOW MUCH COFFEE I HAD – pointing 3 different directions.</p> <p><b>Step 2</b> Each person chooses, depending on his/her/their preference, the direction to follow. At this point, participants are divided into groups of affinities. Other examples can be:</p> <ul style="list-style-type: none"> <li>CAT PERSON – DOG PERSON – NO ANIMALS PERSON</li> <li>BEACH PERSON – MOUNTAIN PERSON – STAYING COZY INSIDE PERSON</li> <li>COFFEE PERSON – TEA PERSON – JUICE PERSON</li> <li>INSTAGRAM PERSON – TIK TOK PERSON – NEITHER OF THOSE PERSON</li> <li>WINE PERSON – BEER PERSON – NON ALCOHOL PERSON</li> <li>CINEMA PERSON – PARK PERSON – MUSEUM PERSON</li> <li>SPORT PERSON – FILM PERSON – BOARD GAMES PERSON</li> </ul> <p>Let people discuss their choice a little bit, before keeping going with the following statements.</p>

	NAME THAT TUNE!
TIMING	15 min
GROUP SIZE	6+
MATERIAL	Speaker, papers, pens
SETTING	Outdoor
OBJECTIVES	The goal of this activity is to enhance teamwork through musical knowledge.

DESCRIPTION	<p><b>Step 1</b></p> <p>The group is divided into smaller groups. Each group has a different spokesman/woman for each song.</p> <p>The facilitator has to play 10 seconds of each song, then stop the music and let the groups discuss for 15 seconds, then writes down the answer on the paper. The difficulty of the songs increases gradually.</p> <p>Below is an example of the playlist to use:</p> <ol style="list-style-type: none"> <li>1) Twist and shout – The Beatles</li> <li>2) Smells like teen spirit – Nirvana</li> <li>3) Dragostea Din Tei – O-zone (România)</li> <li>4) Bohemian Rhapsody – Queen</li> <li>5) La vida es una tombola – Manu Chao</li> <li>6) In the end – Linkin Park</li> <li>7) Mas que nada – Sergio Mendez (Brazilian portuguese)</li> <li>8) Je ne regrette de rien – Edith Piaf (France)</li> <li>9) The final countdown – Europe (Swedish)</li> <li>10) Obsession – Aventura (Espana)</li> <li>11) Billie Jean - Michael Jackson</li> <li>12) Tu vuo fa l'americano – Renato Carosone (Italy)</li> <li>13) Somebody that I used to know – Gotye (Belgium)</li> <li>14) Girls just wanna have fun – Cyndi Lauper</li> <li>15) Alors on danse – Stromae (Belgium)</li> <li>16) Take me to church – Hozier</li> <li>17) Killing me softly – FuGees</li> </ol> <p>The purpose of the game is to guess the tune using musical knowledge and teamwork</p>
RECOMMENDATIONS AND TIPS	<p>Select tracks according to the group members, taking into consideration age, background, interests, etc.</p>

### STOP-WALK!

TIMING	10 min
GROUP SIZE	6+
MATERIAL	Music speaker
SETTING	Large venues
OBJECTIVES	To create a nice atmosphere, creating a competitive and fun environment

DESCRIPTION	<p><b>Step 1</b></p> <p>The facilitator gives the participants easy instructions that they have to follow.</p> <p>The instructions can be:</p> <p>WALK - STOP</p> <p>SIT - JUMP</p> <p>CLAP – SPIN</p> <p>YELL – QUIET</p> <p>RIGHT - LEFT</p> <p><b>Step 2</b></p> <p>The facilitator then communicates to the group that the meaning of the words changes: the participants, for example, have to walk when they hear the command “stop”, or sit, when they hear the command “jump” and so on. Every participant who failed to follow the command properly leaves the circle, until only one remains in the circle: the winner.</p>
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## 4. Conclusion

### Expectations and contributions

The group in the GROUND project was very heterogeneous. People from different backgrounds took part in the training course. Different backgrounds mean also different **expectations**, as shown in the Pre-evaluation questionnaire.

Here it is some expectations of the participants:

- *To learn more about nature-based activities to implement with youth in my country, as well as new non-formal training methodologies to use in my projects and training;*
- *To exchange with foreigners about the different initiatives/organizations that bring young people closer to nature in their country;*
- *I expect to improve my skills and knowledge relating to non-formal education and how to use relevant methodologies to transfer skills and knowledge on issues such as sustainability, as well as to meet people with different experiences and insights to exchange with.”*

Talking about individual **contribution** to group work, a few answers were the following:

- *I think my greatest contribution can be working with images and also with scenic tools;*
- *My contribution might be ideas and problems on growing things in the northern hemisphere and finding out how to involve others in the community;*
- *I'm very people-oriented - I mediate a group conversation and keep the good vibes going. During the Winter semester, I went on an Erasmus+ exchange abroad, and this sparked my love for exploring the world by connecting with new people at such events as this training course. I am a good listener and know how to manage and work in a team;*
- *While I would not call myself an expert on the topic(s) covered during the Training Course, I have a broad overview of issues such as sustainability and social justice, as well as some*



*knowledge of non-formal education through my work and volunteering activities with which I think I can contribute to knowledge exchanges during the Training Course;*

- *I've run several YE and TC sessions, so I'm familiar with group dynamics. I can be a good ally when it comes to energising when necessary, or calming things down when they're not. I'm also specialised in intercultural communication and can offer related activities.*

As it is possible to notice from the above-mentioned statements, the contributions and expectations differ a lot, and this is certainly a challenge the group had to face.

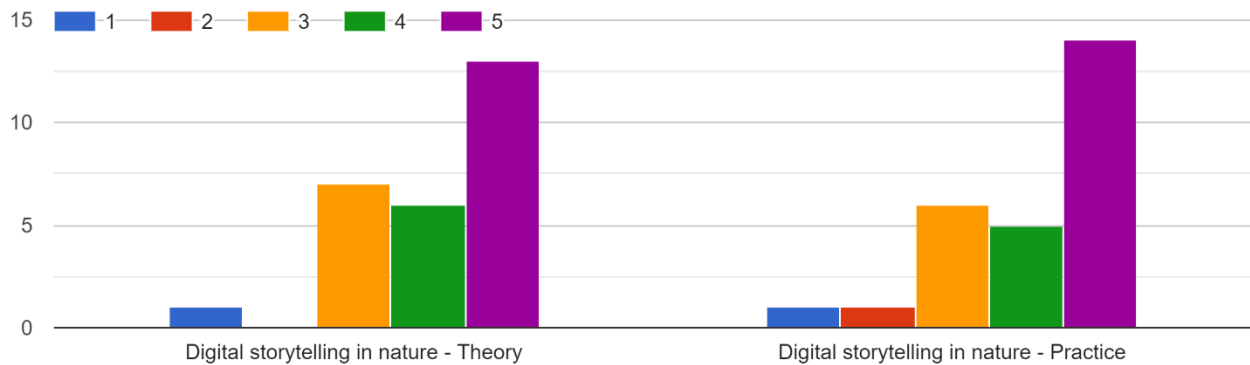
In this regard, were these expectations fulfilled? Here are some comments from the final questionnaire:

- *[The expectations] have been fulfilled through energizers, activities, débats and gatherings;*
- *Yes, better than expected;*
- *My motto is to expect the worst, and hope for the best. Nothing of the worst happened, and I got more than I hoped for. Friendship, experience, learning, sharing, enjoying the sea and the forest, brainstorming and creative activities were really helpful and I believe we truly learned something about how to help others connect with, and cherish nature!*
- *Definitely. I had the opportunity to meet incredibly talented people which inspired me to continue deepening my personal and professional path in this field of youth work. After this training, I am full of inspiration, creativity, good energy, open mindset and perspective to see better the point of the other person;*
- *Thanks to all the activities and workshops but above all thanks to all the people who made this experience so precious;*
- *Somewhat not but then in another way they exceeded my expectations.*

### Final evaluation

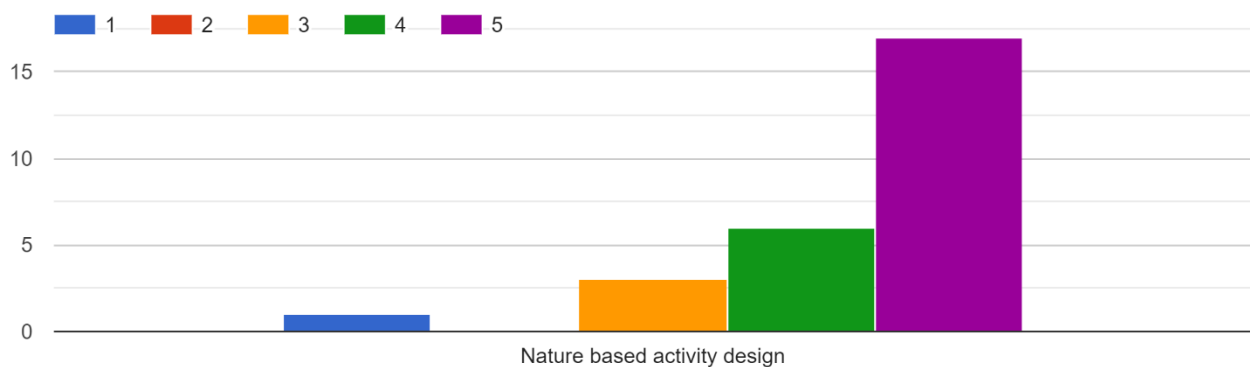
The final evaluation showed that one of the activities that participants enjoyed the most was “Digital Storytelling”, which represented a great exercise of creativity applied to Digital Media Content, but also teamwork to create the Reel to be published on Instagram. Time management was crucial during this activity because coordinating different ideas and concepts within a restricted framework as a Reel is surely a great challenge.

How would you rate from 1 (the lowest) to 5 (the highest) the activities during DAY#6?



Another activity that the group appreciated was the “nature-based activity design” activity where the participants had to design their own activity, to be proposed to the rest of the group.

How would you rate from 1 (the lowest) to 5 (the highest) the activities during DAY#7?

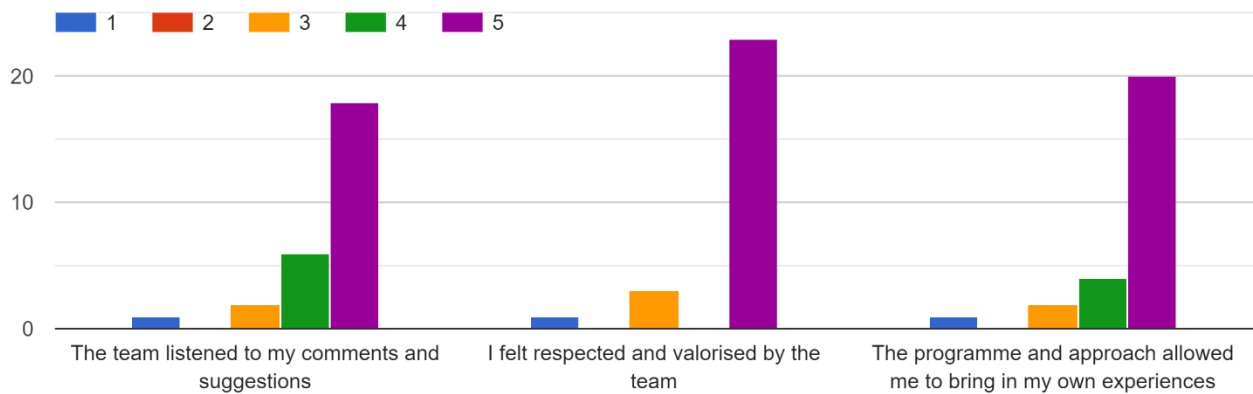


Something that had a huge impact during the time spent in Fiori di Campo has surely been the correlation between **group dynamic** and individual contributions:

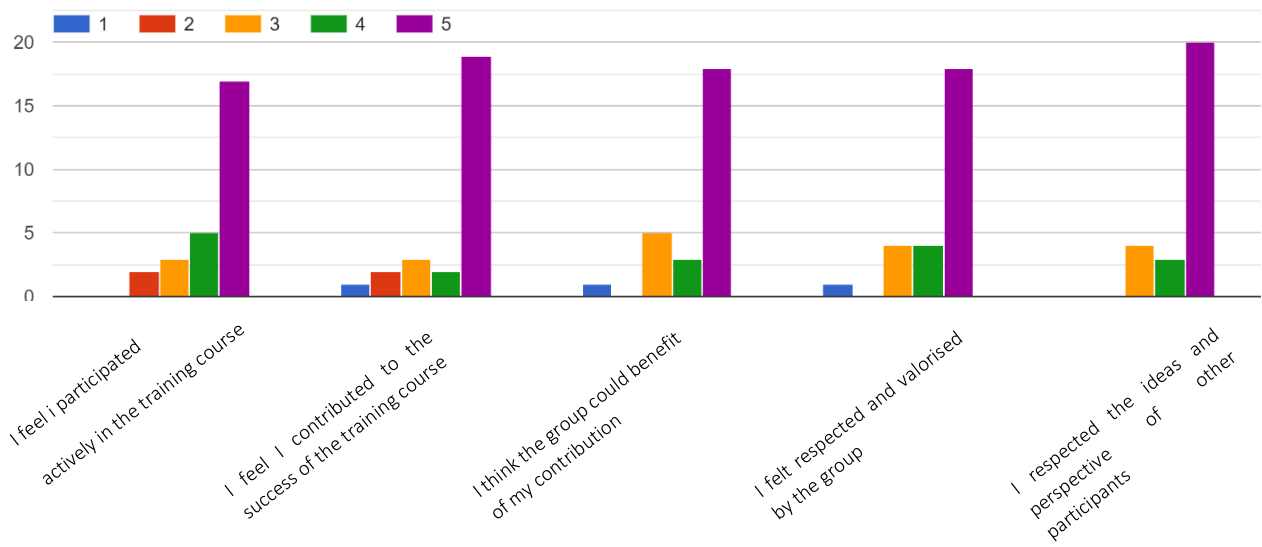
- The activities were very effective in creating a strong group identity, although misunderstandings and tensions could have been avoided through reflections on definitions and concepts such as climate change, nature, sustainability, and inclusivity (incl. reflections on power dynamics)! However having a group that held and worked together overall created a good learning atmosphere;*

- *Ability to create synergy in the team even when the topic doesn't belong to my preferred/strongest ones;*
- *Creating a sense of unity, dynamising the group, feedback and ideas. Contributing to the excellent flow of the training and group cohesion;*

How would you rate from 1 (the lowest) to 5 (the highest) the team and the working atmosphere?



How would you rate from 1 (the lowest) to 5 (the highest) the level of participation?





It is possible to say that synergies were the focal point of these types of activities, whose objective is to create a sense of community within the European cities, exploiting green urban areas in the best possible way, with a particular focus on young people with fewer opportunities.




THANK YOU ALL!

## 5. Annexes

### 5.1 Annex I

Island Name	enigma to resolve	hint	result
TOILET PAPER CONSUMPTION	$\_ + \_ + \_ - \_ + \_ - \_ + \_ - \_ =$ secret number	$1 + 2 + 3 - 4 + 4 - 5 + 5 - 5$  The following numbers refer to the number of each toilet paper roll on which the bold letters are. Each bold letter refers to a number. The equivalent between letters and numbers can be found on the cardboard where there are all alphabet letters and their equivalent numbers.	(1) Toilet paper is used by only 30% of the world's population and yet its environmental toll is massive. Indeed, In Canada's boreal forests, whose tree mass represents a sink of 12% of the world's total carbon, over 11.312 billion hectares have been felled in just 20 years. It is more than 80% of the forest's wood that goes directly to the production of toilet paper. (2) China uses over 4 billion miles of toilet paper each year – which is more than any other country in the world. (3) The average Portuguese person uses 643 miles of toilet paper in their lifetime – more than any other nationality. (4) It takes 31 million trees each year to supply the U.S with toilet paper. (5) Stretched out, the UK's annual toilet paper usage would reach Mars and back – when Mars is at its furthest point from Earth.  SECRET CODE: C+C+P-U+S-M+M-E=5+5+14-9+6-7+7-13=0008 kg
FASHION INDUSTRY	1) <i>Dress</i> – Carbon emissions – Fashion industry represents $\_ \%$ of global emissions of CO <sub>2</sub> , the equivalent of total carbon emissions emitted by all EU countries.  2) <i>Tank top</i> – Clothes are bought because they are trendy, but the industry is making sure that trends are not long-lasting so that consumers get rid of it after they have worn it a few times. As a consequence, a piece of clothing is only worn an average of $\_$ times before it is dumped.  3) <i>Tee shirt</i> – Water consumption – To make just one t-shirt about $\_ \_$ litres of water are needed. This is enough for one person to drink for $\_ \_ \_$ days. Moreover, a single load of washing uses between 50 and $\_ \_$ litres of water.  4) <i>Jeans</i> – Dyeing and finishing – the processes by which colour and other chemicals are applied to fabrics – are responsible for $\_ \%$ of	<i>It feels like looking for a needle in a haystack?... Pssst... dressmakers used their needles to support you in your quest.</i>	1) <i>Dress</i> - Fashion industry represents 10% of Global emissions of CO <sub>2</sub> , the equivalent of all carbon emissions emitted by all EU countries.  2) <i>Tank top</i> - Clothes are bought because they are trendy, but the industry is making sure that trends are not long-lasting so that consumers get rid of it after they have worn it a few times. As a consequence, a piece of clothing is only worn an average of 7 times before it is dumped.  3) <i>Tee-shirt</i> - To make just one t-shirt about 2,700 litres of water are needed. This is enough for one person to drink for 900 days. Moreover, a single load of washing uses between 50 and 60 litres of water.  4) <i>Jeans</i> - The processes by which colour and other chemicals are applied to fabrics – are responsible for 3% of global CO <sub>2</sub> emissions as well as over 20% of global water pollution.  5) <i>Socks</i> – Clothing in the landfills - Of the 6 million tonnes of textiles that EU consumers discard every year, only a

	<p>global CO2 emissions as well as over __ % of global water pollution.</p> <p>5) <i>Socks – Clothing in the landfills</i> - Of the __ million tonnes of textiles that EU consumers discard every year, only a quarter is recycled. That's equivalent to __ garbage truckloads of clothes being burned or buried in landfill every minute.</p>		<p>quarter is recycled. That's equivalent to 60 garbage truckloads of clothes being burned or buried in landfill every minute.</p> <p>SECRET CODE: <math>10 + 7 + 2700 + 900 + 50 + 60 + 3 + 20 + 6 + 60 = 3816</math></p>
PLASTIC WASTE	See cardboard with equation	be attentive to the number of each plastic element that surrounds you.	<p>number of each element hidden in the scenery:</p>  <p>SECRET CODE: <math>(5 \cdot 40) + (10 \cdot 100) - (9 \cdot 50) - (5 \cdot 100) + (15 \cdot 10) - (9 \cdot 50) + (20 \cdot 25) = 4450</math></p>
FOOD SYSTEMS	<p>underlined words:</p> <ul style="list-style-type: none"> <li>- photosynthesis</li> <li>- combustion</li> <li>- atmosphere</li> <li>- dioxide</li> </ul>		<ul style="list-style-type: none"> <li>- photosynthesis (1154)</li> <li>- combustion (6)</li> <li>- atmosphere (4)</li> <li>- dioxide (429)</li> </ul> <p>GHG beef (99) GHG cheese (24) GHG coffee (29)</p> <p>SECRET CODE: <math>1154 + 6 + 4 + 429 + 99 + 24 + 29 = 1745</math></p>
TRANSPORTATION	Ships produce __ % of all greenhouse gas emissions from transport in the EU.		Ships: ships produce 13.5 % of all greenhouse gas emissions from transport in the EU.






	<p>Aviation represents __. __% of all greenhouse gas emission from transport in the EU.</p> <p>The CO2 emissions of all flights departing from European airports reached ____ million tonnes in 2019, which was __% more than in 2005.</p> <p>Road transport represents __% of all greenhouse gas emissions from transport in the EU.</p>		<p>Aviation: Aviation represents 14.4% of all greenhouse gas emission from transport in the EU.</p> <p>The CO2 emissions of all flights departing from European airports reached 147 million tonnes in 2019, which was 34% more than in 2005.</p> <p>Road transport: road transport represents 71% of all greenhouse gas emissions from transport in the EU.</p> <p>The code is an inversion of all digits that make up the sum of all percentages.</p> <p>13.5 + 14.4 + 147 + 34 + 71 = 279.9</p> <p>SECRET CODE: 9972</p>
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FINAL CODE: 9972 + 4450 - (8 \* 1745) + 3816 = 4278

## 5.2 Annex II

Escape in the Park – Cards to print

Toilet paper



Green re(connection) in urban districts

Lightning struck the hull of the boat, scattering its entire cargo of toilet paper...

Do you know how many kg of toilet paper is consumed, in average, by one person every year?

Find your teams' 5 toilet paper tubes that were scattered around the boat. Read well and in the right numerical order each toilet paper tube' key letters to discover how many kg of toilet paper is consumed, in average by one person every year. The answer will enable you to discover the secret number.


\_ + \_ + \_ - \_ + \_ - \_ + \_ - \_ = SECRET CODE

N.B: Make sure you only take toilet paper of your assigned colour.

SECRET CODE: \_ \_ \_ \_



## Plastic

 **GROUND**  
Green re(connection) in urban districts ▾

It seems like the anger of Posseidon brought a sea of 'plastic to Fiori di Campo.

Do you know how long it takes for each of these elements to decompose in nature?

Use the calculation on the cardboard to find the missing number for each of these products:

Plastic bottle – A plastic bottle takes an average of \_\_\_ years to decompose.

Plastic bag – A plastic bag takes an average of \_\_\_ years to decompose.

Toothbrush – A plastic toothbrush takes an average of \_\_\_ years to decompose.

Plastic cotton buds – Plastic ear cleaning buds take an average of \_\_ to decompose.

Shower gel bottle – A shower gel bottle take an average of \_\_ years to decompose.

Disposable cutlery – A single piece of disposable cutlery takes an average of \_\_ to decompose.


Plastic straw – A single plastic straw takes an average of \_\_ to decompose.

The secret code is the result of the calculation.

SECRET CODE: \_\_\_\_\_



## Transportation



Green re(connection) in urban districts

**HURRY UP HURRY UP** otherwise we will miss the boat for tackling climate change!  
Do you know the impact of transportation on climate change?

People, cultures, cities, countries, and continents are all linked via transportation. It is one of the most important cornerstones of modern society and economy, allowing manufacturers to sell their goods globally and visitors to experience new areas. Access to vital public services, such as education and health, is also ensured through transport networks, leading to a higher quality of life. Connecting rural places to transit helps to strengthen the economy by providing employment and sharing wealth.

However, there is a disadvantage to our existing transport model. The transportation industry has a significant detrimental influence on the environment. Transport accounts for around 25% of total EU greenhouse gas (GHG) emissions.

Ships produce \_ \_ \_ % of all greenhouse gas emissions from transport in the EU.

Aviation represents \_ \_ \_ % of all greenhouse gas emission from transport in the EU. The CO2 emissions of all flights departing from European airports reached \_ \_ \_ million tonnes in 2019, which was \_ \_ % more than in 2005.


Road transport represents \_ \_ % of all greenhouse gas emissions from transport in the EU.

The numbers missing to know the percentage of greenhouse gas emissions from different transports are sailing, flying and driving around.

The secret code is an **inversion of all digits that make up the sum of all percentages**.

SECRET CODE: \_ \_ \_ \_

## Food



# GROUND

Green re(connection) in urban districts

You might be really hungry after this night of tempest... Let see if you are one smart cookies because here is a hard nut to crack about a hot potato!

Nowadays, the link between food production and greenhouse gases (GHG) is known by the many. More than a quarter (25 to 30 percent) of global greenhouse gases emissions stem from our food systems.

As we know you are hungry we prepared you a savoury recipe to find the secret code. It is an atypical recipe for a delicious potion. Follow the instructions and you will soon be able to taste it.

1) read attentively all the flipcharts and find the four unexpected underlined ingredients. List them up below:

✱

✱

✱

✱

2) find them in the recipe book.

3) take a lightened look: the required quantity for each ingredient is highlighted on the respective page (take good notes of these quantities).

5) add the GHG emissions of a kg of beef.

6) sprinkle with the GHG emissions of a kg of grated cheese.


7) pour in the GHG emissions of a kg of coffee grounds.

If you took good care at **adding up** quantities, you should be ready to degust the delicious secret code.

SECRET CODE: \_ \_ \_ \_



## Fast fashion



Seems like overnight it rained jeans and socks! Roll up your sleeves and get ready to discover the environmental impact of fast fashion.

1. *Dress – Carbon emissions* – Fashion industry represents \_\_% of global emissions of CO<sub>2</sub>, the equivalent of total carbon emissions emitted by all EU countries.
2. *Tank top* – Clothes are bought because they are trendy, but the industry is making sure that trends are not long-lasting so that consumers get rid of it after they have worn it a few times. As a consequence, a piece of clothing is only worn an average of \_ times before it is dumped.
3. *Tee shirt – Water consumption* – To make just one t-shirt about \_\_\_\_ litres of water are needed. This is enough for one person to drink for \_\_\_ days. Moreover, a single load of washing uses between 50 and \_\_ litres of water.
4. *Jeans/trousers/shorts- Dyeing and finishing* – the processes by which colour and other chemicals are applied to fabrics – are responsible for % of global CO<sub>2</sub> emissions as well as over \_\_% of global water pollution.
5. *Socks – Clothing in the landfills* - Of the \_ million tonnes of textiles that EU consumers discard every year, only a quarter is recycled. That's equivalent to \_\_ garbage truckloads of clothes being burned or buried in landfill every minute.

Take a closer look at these clothing to find the numbers that are meant to fill the gaps of the following key findings.

Once you have found all missing numbers that were dumped in the landfills, make the addition of all numbers to find the code of the padlock.

SECRET CODE: \_\_\_\_

# Partners



**CESIE**

*Italy, Coordinator*



**Propósito Inadiável-Associação para Costumes Futuros**

*Portugal*



**OUT OF THE BOX INTERNATIONAL**

*Belgium*



**Asociatia Tineret Sakura**

*Romania*



**CATRO BULGARIA**

*Bulgaria*



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*Iceland*



**Associacio La Xixa Teatre**

*Spain*



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**Co-funded by  
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Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Project number: 2022-3-IT03-KA153-YOU-000097357