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# Training Manual

# WATER MATTERS

## Building Skills for Youth Workers in Environmental Conservation

Erasmus+ Training Course
2025-1-DE04-KA153-YOU-000299995

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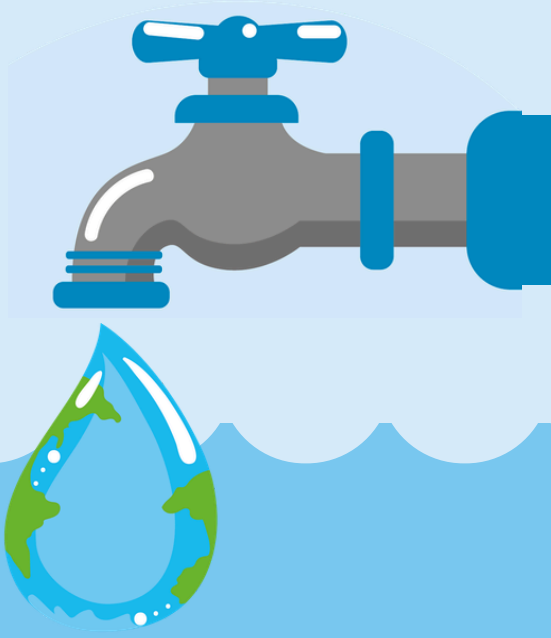



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# INTRODUCTION

This training manual is designed to equip youth workers, educators, and community leaders with the knowledge and skills to design and implement educational activities focused on environmental conservation, water sustainability, and eco-citizenship among young people. It draws directly upon the experiences, workshops, and best practices developed within the "Water Matters" project, a collaborative European initiative aimed at promoting the responsible and sustainable management of our water resources. The "Water Matters" project addresses the critical need for environmental conservation by empowering youth workers. It is an Erasmus+ Training Course designed to strengthen the capacity of youth organizations and workers to address pressing environmental challenges, with a special focus on water sustainability, pollution prevention, and community engagement.

This training manual represents the direct output of our collaborative work and serves as an introduction to our methodology. During our training course activity held in Stuttgart, Germany, from June 1 to June 9, 2026, we engaged in fruitful discussions and practical co-creation sessions with 30 youth workers and project leaders representing six partner countries: Germany, Romania, Turkey, Serbia, Italy, and Bulgaria. Together, we explored innovative ways to create highly engaging, non-formal training activities for youth. Recognizing the urgency of global climate and water crises, we chose to formalize these practical methods—ranging from water audits to interactive simulation games—into a replicable guide.

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# INTRODUCTION

Every icebreaker, workshop, and evaluation tool included in this manual was experienced, tested, and refined by the participants themselves during the mobility, ensuring that they are highly field-tested, culturally inclusive, and ready for immediate deployment.

A training manual is a structured, practical, and transferable methodological guide designed for professionals in non-formal education, including youth workers, trainers, and NGO coordinators. Its primary purpose is to capitalize on the collective knowledge generated during a project to facilitate its widespread replication. This module serves as a "turnkey" toolkit, offering step-by-step instructions (objectives, materials, duration, step-by-step facilitation, and debriefing questions) so that any youth organization can independently implement these workshops. It is designed to be highly flexible and adaptable to different group sizes, age ranges, or local realities. By documenting these high-quality educational practices, the manual ensures that the positive impact of the "Water Matters" initiative extends far beyond the duration of the official funding timeline, providing a lasting open-source resource for environmental education across Europe.

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# ABOUT THE PROJECT

The global ecological crisis demands immediate, structured, and proactive civic responses. According to alarming data from the World Health Organization (WHO) and UNICEF, billions of people worldwide still completely lack access to safely managed drinking water, while clean aquatic ecosystems are rapidly vanishing due to chemical runoff, microplastics, and mismanagement. The Erasmus+ Training Course project, **Water Matters: Building Skills for Youth Workers in Environmental Conservation** initiative stems directly from this necessity. By bringing youth workers from the partner countries and translating complex scientific realities into practical, non-formal educational methodologies, this project empowers participants to confront water challenges, prevent pollution, and champion community-based conservation across Europe.

Main Objectives

- Build Capacity: Equip youth workers with hands-on environmental tools and non-formal methodologies.
- Raise Awareness: Increase young people's understanding of their personal and regional water footprint.
- Develop Projects: Support the local design and implementation of community water protection campaigns.
- Foster Networking: Establish strong, long-term international partnerships among European youth organizations.

Target Groups:

- Youth workers and trainers
- Local communities

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# THE TRAINING MANUAL

I — Weekly Activities

II — Community workshops

III — Water Matters Projects

IV — International projects

# I — Weekly activities: Icebreaker

## Activity 1 : The Water Name Game

- Duration : 15 minutes
- Group size : Any
- Materials Needed: None
- Objectives : Memorize participant names, lower barriers, and introduce the water theme in a lighthearted, personalized manner

- **Preparation steps:**

1. Gather all participants to stand in a large, clear circle

- **Activity flow :**

1. The first participant states their name followed by a personal, water-related habit or preference.

↳ *Example: "I am Luca, and I prefer swimming in lakes rather than running."*

2. The next person in the circle must first repeat the names and water facts of the three previous participants before introducing themselves.
3. Continue around the entire circle until everyone has spoken.

# Activity 2 :  Water Bingo

- Duration: 20–30 minutes
- Target Group: 10–30 participants
- Materials Needed: Smartphones with internet access, a main projector screen or board to display the access link/QR code
- Learning Objectives: Break the ice, map the experiences and profiles of the group, and subtly introduce the themes of lifestyle choices, water habits, and environmental awareness

- **Preparation steps:**

1. Create a bingo online
2. Each participant has access to the bingo

- **Activity flow**

1. Participants must mingle and talk to each other to find people in the room who match the specific statements on the Bingo grid.
2. When someone confirms a statement is true for them, write their name inside that specific box.

↳***To ensure full group interaction, each participant's name can only appear once on a single Bingo card.***

3. The first person to fill out their entire grid must shout "BINGO!" to stop the game.

# ➜ Bingo template example


You can create your own bingo cards from the **myfreebingocards.com** webpage according to their project needs

# Activity 3 : Drops Become an Ocean – Building Our Water Network

- Duration: 45–60 minutes
- Target Group: 15–30 participants
- Materials Needed: Large paper cut-out water drops, colored markers, balls of string/yarn, flipchart paper, tape.
- Learning Objectives: Foster trust, map collective strengths, address shared challenges in youth work, and initiate group problem-solving.

- **Preparation steps:**

1. Distribute one large paper water drop to each participant.
2. Instruct them to clearly write down their name and organization.

- **Activity flow**

Step 1: Individual Reflection (10 min)

Each participant has  to write down:

- One strength you bring to the group
- One challenge you want help with during the training
- One thing you hope to contribute this week
- One thing you hope to gain from the training

Step 2: Find Connections (10 min)

Participants move around the room and reading each other's drops. They have to seek out peers who share a similar challenge, possess a complementary strength, or express a matching project interest.

Step 3: Team Challenge (20 min)

1. Divide the participants into mixed-country working groups of 5–6 people. Read aloud the following crisis scenario:

***Crisis Scenario: "Imagine your home region is facing a sudden, severe water sustainability crisis. The primary river providing 90% of your daily freshwater supply has just been heavily polluted by industrial runoff. Using only the collective strengths written on your group's water drops, design a rapid, youth-led community initiative to address this issue."***

2. Give the groups 20 minutes to co-design their initiative and 5 minutes to sketch a concise visual poster or diagram outlining their action plan.

Step 4 : Ocean Gallery & Debriefing

1. After each group presents their initiative, place all posters around the "ocean" created from the connected drops.

2. Key Debriefing Questions

- Which specific strengths appeared most frequently within our group?
- What surprised you the most about the expertise available in this room?
- How did cultural and professional diversity help your group design more innovative solutions?
- How can this newly established network continue to support your local work after the training?

# I— Weekly activities : educational Workshops

## Activity 1 : Where Is Water in My Day?

- Duration: 15 minutes
- Target Group: 10–30 participants
- Materials Needed: Any
- Learning Objectives: Reflect on their own consumption patterns

- **Preparation steps:**

1. Participants have to find a pair

- **Activity flow**

Step 1:  Small reflection

1. Ask the following question:

**"Think about everything you used in the last 24 hours. Where did water play a role?"**

↳They usually mention drinking, showering and cooking

2. Then ask:

**"What about your coffee? Your clothes? Your phone? Your lunch?"**

3. Introduce the concept of virtual water (hidden water embedded in products)

↳Virtual Water: All You Need To Know | What Is Virtual Water I Water Scarcity | DataBaaz | IndiaSpend

# Activity 2 : The Water Behind Products Challenge Activity

- Duration: 40 minutes
- Target Group: 10–30 participants
- Materials Needed: Cards with products and their water footprint
- Learning Objectives: Define and internalize the concepts of direct, indirect, and virtual water footprints

- **Preparation steps:**

  1. Create small groups of participants
  2. Each group recieves cards of differents products and their water footprint (hamburger, t-shirt, pair of jeans, coffee, chocolate...)

- **Activity flow**

  1. Teams rank them from lowest to highest water footprint.
  2. Afterward reveal approximate figures and discuss.

  Possible discussion questions:

  - Which products surprised you?
  - Why is virtual water difficult to see?
  - How can we explain this concept to young people?
  - You can even place product images on tables for a more visual experience.

# Activity 3 : Water Footprint Calculator Activity

- Duration: 30-40 minutes
- Target Group: 10–30 participants
- Materials Needed: Cards with products and their water footprint
- Learning Objectives: Define and internalize the concepts of direct, indirect, and virtual water footprints

- **Preparation steps:**

1. Each participant has access to the footprint calculator with a smartphone or laptop

- **Activity flow**

Step 1: Individual reflection (15 min)

1. Participants complete the calculator individually.

↳ Water Footprint Calculator

Ask them to record:

Total water footprint/ Household water use/ Diet-related impacts/Consumption-related impacts

- Step 2: Reflection in Small Groups (25 min)

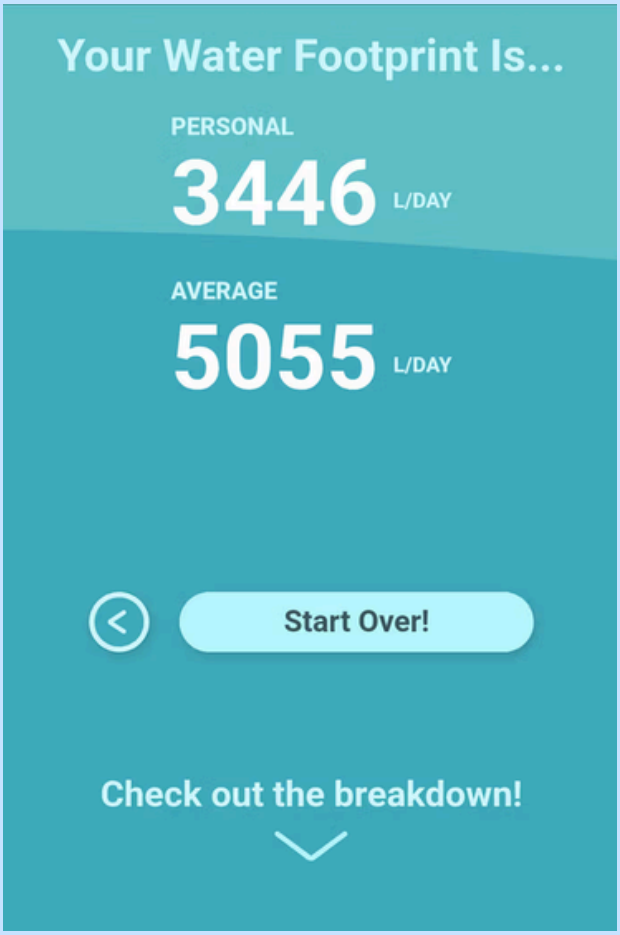
1. Questions:

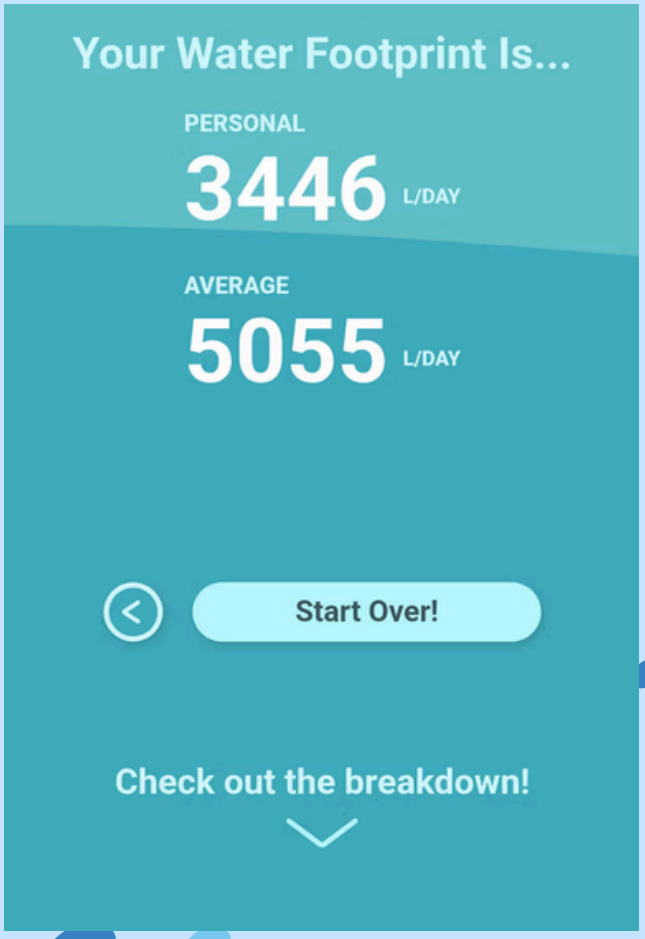
Were you surprised by your result?
Which category contributed most?
What habits influence your footprint the most?
Which changes seem realistic?

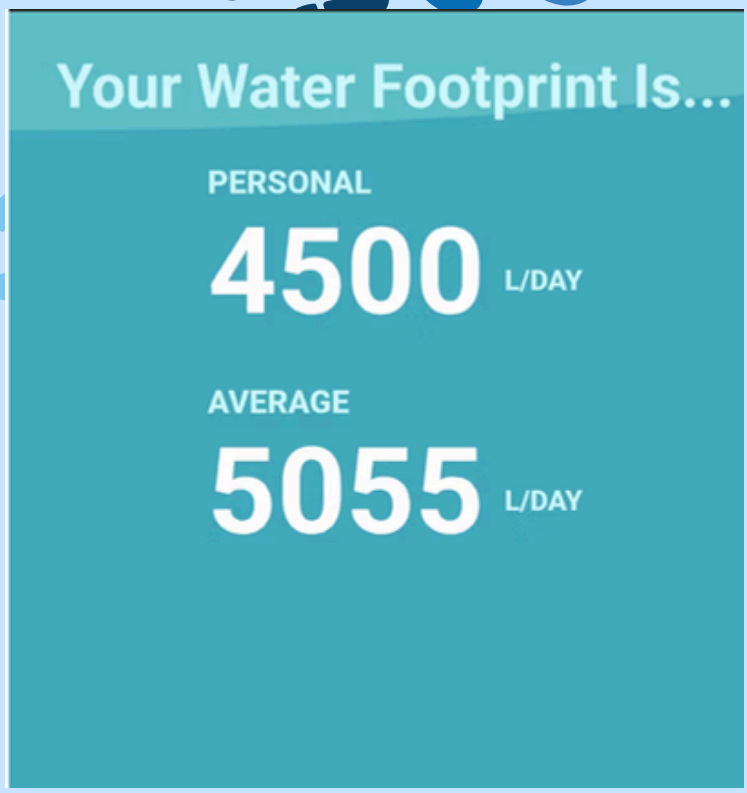
2. Ask groups to identify:

- 3 surprising findings
- 3 practical action

## ➜ Some results of our  activity :



# Activity 4 : The Human Water Footprint Line

- Duration: 45 minutes
- Materials Needed: Any
- Learning Objectives: Critically analyze personal consumption habits and Western lifestyles

- **Preparation steps:**
  1. Create a clear physical spectrum line across the floor of the main training hall
  2. Clearly mark one physical end of the room as "Highly Sustainable " in the middle “Needs Improvement” and the polar opposite end as "less Sustainable"

- **Activity flow**
  1. The facilitator will read a series of lifestyle, behavioral, or professional statements aloud.
  2. After each statement, participants move to the point on the line that honestly reflects their personal habits, values, or professional stance.
  3. Once the group settles after a statement, the facilitator will interview 1–2 volunteers at different positions on the line, asking them: "Why are you standing exactly there?"

## ➜ Statements example:

🌍 Everyday habits
- I drink coffee every day ☕
- I take long showers when I'm tired 🚿
- I buy bottled water regularly

👕 Consumption & lifestyle
- I prefer repairing things instead of replacing them 🔧
- I often buy things I don't really need
- I try to buy local products when possible

🌱 Environmental awareness
- I actively try to reduce my environmental impact
- I feel confident explaining sustainability topics
- I sometimes feel overwhelmed by climate issues

💧 Water & food connection
- I eat meat almost every day 🍔
- I try to reduce my meat consumption
- I rarely think about how food affects water use

🤝 Work & youth engagement
- I work with young people regularly
- I have created educational activities or workshops
- I feel confident engaging youth in discussions

*Facilitator Note: Keep the pace fast and dynamic. Do not let individual arguments stall the movement; move quickly to the next statement to keep the energy high.*

# Activity 5 : Water in Our Countries

- Duration: 45 minutes
- Materials Needed: Flipchart papers, colored pens.
- Learning Objectives: Contextualize water management challenges across the 6 partner countries and address global water inequality and economic dependencies

- **Preparation steps:**

1. Separate participants into their respective national country groups.

- **Activity flow**

Ask each national team to discuss and map out three specific pillars:

- One local water reality (e.g., geographic factors, local rivers, general infrastructure).
- One critical water challenge (e.g., severe pollution, microplastics, agricultural waste, droughts).
- One successful environmental practice or campaign currently running in their country.
- Each country group takes turns sharing their story with the rest of the room.

*Important Limitation: Teams must format their findings as a short, engaging story or narrative rather than a dry statistical analysis.*

# II — Practical Tools & Interactive Exercises

## Activity 1 : Water Workshops

- Duration: 45 minutes
- Materials Needed: Copies of the standardized Workshop Design Template, flipcharts, markers, timers.
- Learning Objectives: Direct application of acquired knowledge into immediate youth work practice; develop program-design and pitching skills.

- **Preparation steps:**

1. Form mixed-nation teams of youth workers.

- **Activity flow**

1. Each team has to co-create a 30-minute localized, educational youth workshop focused on water conservation.
2. Groups must formalize their design using the following structural template:

- **Strict Workshop Criteria:**

1. Designed specifically for a target demographic between 13 and 25 years old.
2. Must use non-formal learning principles (highly interactive, zero static lectures).
3. Low-cost and easily deployable using standard, accessible materials.
4. Directly applicable within their home youth centers or local schools.

# ➜ Framework example

**Group Name:** **Activity Developed By:**

| Step | Guidelines and Instructions | Details to Fill In |
|---|---|---|
| **1. Activity Title** | Choose a descriptive and engaging title for your activity. | |
| **2. Activity Description** | - Provide a brief overview of the activity's purpose, goals, and intended outcomes. | |
| **3. Learning Objectives** | - Define clear and measurable objectives for the activity. What should participants learn or gain from it? | |
| **4. Target Audience** | Identify the specific group of young people the activity is designed for (e.g., vulnerable youth, minority groups). | |
| **5. Needs Assessment** | List the needs, challenges, or issues that this activity aims to address within the target audience. | |
| **6. Methodology** | - Select suitable tools and methods for the activity (e.g., role-play, group discussion, creative expression) that align with peace education goals. | |

# ➜ Framework example

| | | |
|---|---|---|
| **7. Activity Flow** | - Outline the sequence of steps for the activity, including how participants will be engaged and guided through the learning process. | |
| **8.Materials and Resources** | - List the materials, resources, or props required to conduct the activity effectively. | |
| **9. Duration** | - Estimate the time needed for each segment of the activity (e.g., introduction, main activity, debriefing). | |
| 10. **Evaluation Methods** | - Describe how you will assess the effectiveness of the activity and measure participants' learning outcomes. | |
| 11. **Inclusivity and Accessibility** | - Consider how to make the activity inclusive and accessible to all participants, regardless of backgrounds or abilities. | |
| 12. **Reflection and Discussion** | Include prompts or questions that encourage participants to reflect on the activity's impact and implications for promoting peace. | |

# TAKE A STEP FORWARD: WATER EDITION

A role-play activity on water access, consumption, sustainability and inequality

## Overview

Participants receive different role cards and silently move forward when a statement is true for their role. By the end, the physical distance between participants makes visible how water-related opportunities and choices are shaped by income, infrastructure, geography, health, work, public policy and climate change.

- Group size : 20 participants
- Duration : 60-75 minutes
- Material : Role cards (one per participant), a list of statements for the facilitator, open space with enough room for 15-20 small steps forward and tape or masking tape to mark the starting line
- Learning objectives : Explore water inequality and our interconnected systems to foster critical thinking on collective responsibility and iIdentify actionable solutions for sustainable water use across communities, institutions, and daily life

## • Preparation steps:

1. Print and cut the 20 role cards from Appendix 1. Fold them and place them in a hat or envelope.
2. Read the statements in Appendix 2 and select 18-22 that best fit your time and group. You can also adapt examples to the local context.
3. Prepare a safe open space. Mark a starting line. Make sure participants who do not want to move physically can participate by raising a hand or moving a marker instead.
4. Review potentially sensitive roles. Make clear that participants are playing a role, not representing their own identity or personal story.

## Activity flow

1. Set the frame (5 min): Introduce the theme of water sustainability; request silence and non-judgment.
2. Distribute roles (3 min): Hand out private role cards; ensure they remain confidential.
3. Get into role (7 min): Have participants reflect on their character's daily water access, worries, and agency.
4. Line up (2 min): Align participants shoulder-to-shoulder; remind them to act as their role, not themselves.
5. Read statements (20–25 min): Read prompts one by one; participants step forward only for "yes" answers, pausing to observe the emerging gaps.
6. Freeze the image (3 min): Have participants silently observe the final distribution and the distance between them.
7. Come out of role (3 min): Have participants "shake off" the persona, share their real names, and reform the circle.
8. Debrief (20–30 min): Discuss observations and feelings first, then reveal role cards.

## Facilitator Notes

- Tone: Keep it serious but light; gently redirect nervous laughter.
- Privacy: Focus on roles and systems; avoid probing for personal stories. Sensitivity: Address themes like poverty or disability respectfully, avoiding stereotypes.
- Inclusion: Provide alternatives for non-mobile participants, such as tokens or assistance.
- Engagement: If movement is uniform, use structural statements to increase visible distance.

## • Debriefing questions

- How did it feel to step forward? How did it feel to stay still?
- At what point did you notice distance between people?
- Did anyone feel frustrated, guilty, invisible, powerful or powerless? Why?
- Understanding the roles
- Can you guess some of the roles? What clues did you use?
- Which roles had the most control over their water situation? Which had the least?
- Was it easy or difficult to imagine the role? Where did your assumptions come from?
- Water, inequality and sustainability
- What kinds of inequality became visible: income, location, gender, health, legal status, education, climate, infrastructure?
- Which statements were about basic access to water, and which were about lifestyle or consumption?
- Who consumes the most water directly? Who is most affected by water scarcity or pollution?
- What is the difference between individual responsibility and systemic responsibility?
- Action
- What could young people realistically change in their school, organisation, workplace or community?
- What should local authorities, companies, farms or institutions do differently?
- What is one water-related habit, campaign or policy idea you would like to take forward

# ➜ Appendix 1: Role cards for participants

| | |
|---|---|
| 1 | You are a university student living in a city dormitory. Water is included in your rent, and you rarely think about how much you use. |
| 2 | You are a young farmer in a dry rural area. Your family depends on rainfall and an old irrigation system that often breaks. |
| 3 | You are a 24-year-old working in a car wash. Your employer uses a lot of water every day, but you have little influence over workplace practices. |
| 4 | You are a young person living in an informal settlement on the edge of a city. Your household shares an outdoor tap with several families. |
| 5 | You are a 29-year-old engineer working for the municipal water utility. You understand the system, but budgets and politics limit repairs. |
| 6 | You are a young entrepreneur selling reusable water bottles and promoting tap water where it is safe to drink. |
| 7 | You are a 21-year-old from a flood-prone village. Your family has lost furniture and documents during two floods in the last five years. |
| 8 | You are an international volunteer staying in a hostel. You are environmentally aware, but you are not familiar with local water issues. |
| 9 | You are a young parent with a baby. You need safe water every day for drinking, cooking, washing and cleaning bottles. |
| 10 | You are a 26-year-old living in an apartment with leaking pipes. The landlord delays repairs, and the water bill keeps rising. |
| 11 | You are a refugee/asylum seeker in temporary accommodation. You do not control where you live, and access to privacy and hygiene is limited. |
| 12 | You are a 19-year-old climate activist. You know a lot about droughts, floods and water justice, and you speak at public events. |
| 13 | You are a young person with a disability who needs accessible bathroom facilities. Public spaces often do not meet your needs. |
| 14 | You are a 27-year-old restaurant manager. Your workplace uses water for cooking, cleaning and dishwashing, and customers expect high standards. |
| 15 | You are a student from a wealthy family living in a house with a garden, pool and several bathrooms. |
| 16 | You are a young woman in a rural household where women usually collect water and manage washing, cleaning and cooking. |
| 17 | You are a 23-year-old factory worker in a textile plant. You have heard that the industry uses and pollutes a lot of water. |
| 18 | You are a young person living near a polluted river. People avoid swimming there, and fish have disappeared. |
| 19 | You are a local councillor responsible for youth and environment. You can propose policies, but you depend on votes and budget decisions. |
| 20 | You are a homeless young adult. Finding safe drinking water, toilets and showers is a daily challenge. |

# ➜ Appendix 2: Questions

1. You can drink water from the tap at home without worrying about your health.
2. You have enough water every day for drinking, cooking, washing and cleaning.
3. You can take a shower whenever you need or want to.
4. You do not worry about the price of your monthly water bill.
5. Your home has a private, safe and accessible toilet/bathroom.
6. If water is cut off, you know who to call and expect the problem to be fixed quickly.
7. You can easily buy or carry bottled water when tap water is not safe.
8. You have reliable information about whether local water is safe to drink.
9. You have the time and energy to think about reducing your water consumption.
10. You can afford water-saving devices, repairs or efficient appliances.
11. You have influence over how water is used in your workplace, school or household.
12. Your daily life is not seriously affected by droughts, floods or water restrictions.
13. You can participate in public discussions or decisions about local water management.
14. You feel that local authorities would listen if you complained about water pollution or poor service.
15. You can choose food, clothes and products without worrying much about their hidden water footprint.
16. You do not need to spend significant time collecting, carrying or searching for water.
17. You can maintain personal hygiene with dignity in your daily life.
18. Your income or legal status does not limit your access to clean water and sanitation.
19. You can enjoy rivers, lakes, pools or the sea safely for leisure.
20. You are not exposed to dangerous chemicals or polluted water through your work or neighbourhood.
21. You can avoid buying single-use plastic bottles most of the time.
22. You have the knowledge and confidence to explain why water conservation matters.
23. You can recover quickly if a flood, drought or water contamination problem happens.
24. Your future plans are not threatened by water scarcity, climate change or environmental degradation.
25. You can take action on water sustainability without risking your job, housing, safety or social acceptance.

### Optional second round: strengths and resources

After the first debrief, you may run a shorter second round using the same roles. This helps participants notice that people facing difficulties may also have knowledge, resilience and community skills.

- You have practical knowledge about saving water because you have had to manage with very little.
- You understand how climate change affects everyday life, not only from the news but from experience.
- You know how to organise neighbours, friends or colleagues around a common problem.
- You can explain why water is connected to dignity, health and human rights.
- You have ideas for low-cost solutions that do not depend on expensive technology.
- You know which institutions, companies or decision-makers should be held accountable.

Source note: Method adapted from the Council of Europe Compass manual activity “Take a step forward”: https://www.coe.int/en/web/compass/take-a-step-forward. The water-related roles, statements and debrief questions in this document are newly adapted for this session

# STAIN FIGHTERS ACADEMY

A practical and creative workshop on reducing water consumption through clothing care and upcycling.

## Overview

An interactive three-part workshop designed to learn how to reduce their daily water use. Participants discover how to optimize washing machine efficiency, master eco-friendly manual stain removal to avoid unnecessary washing cycles, and learn textile upcycling techniques to prevent clothing waste.

- Group size : 25 participants
- Duration : 45-55 minutes
- Material :Toothbrushes, toothpaste, soap, t-shirts, acrylic paint, scissors, bleach, brushes, and a flipchart or whiteboard
- Learning objectives : Optimize efficiency with daily water consumption, master eco-friendly techniques for clothing care and stain removal and understand the environmental impact of textile waste management

## • Preparation steps:

1. Gather simulation materials (toothbrushes, soap) and stained t-shirts
2. Prepare the textile upcycling stations with scissors, brushes, and acrylic paint.
3. Organize the workspace to facilitate sub-group collaboration and practical demonstrations

## • Activity flow

1. Daily Habits & Awareness (10 min): In pairs, participants simulate brushing teeth or washing their face/hands while timing themselves, followed by a discussion on simple ways to reduce water consumption.
2. Stain Removal Challenge (10 min): Split into 5 groups, each team receives a stained t-shirt and collaborates to find the best manual method to remove the stain, reducing unnecessary washing machine use.
3. Demonstration & Best Practices (20 min): Practical eco-friendly stain-removal techniques are demonstrated alongside tips for efficient washing machine use to save water.
4. Upcycling Workshop (15 min): Participants creatively transform t-shirts with permanent stains to show how they can be reused instead of thrown away, promoting sustainability.

## • Facilitator Notes

- Clarity & Demonstration: Explain instructions clearly and demonstrate them practically to overcome any language level or background knowledge barriers.
- Inclusivity: Use mixed groups to encourage cooperation and the sharing of diverse experiences, adapting tasks so everyone can contribute according to their skills.
- Safe Environment: Maintain encouraging team dynamics where participants feel confident proposing ideas and putting themselves out.

## • Debriefing questions

- Learning & Surprises: What is one thing you learned today that you did not know before? Which stain-removal tip or technique surprised you the most?
- Skills & Challenges: What was the most useful skill you practiced? What was your biggest challenge, and how did you overcome it?
- Behavioral Change: Has this workshop changed the way you think about stained or damaged clothes? What is one clothing-care habit you plan to change after this session?
- Pride & Outcomes: What are you most proud of achieving or creating today? Which activity did you enjoy the most and why?
- Sustainability Lens: How did the upcycling activity help you see new possibilities for clothes that cannot be restored to preserve resources? What is one thing from today you will use in your everyday life?

# ART BY THE CANDLELIGHT: ZERO-WASTE EDITION

Creative, eco-friendly, and electricity-free workshop on water conservation.

## Overview

Participants create collages from recycled materials by candlelight. With no screens or electricity, this collaborative workshop raises awareness about water-saving habits, reduces the activity's environmental footprint, and fosters intercultural cooperation.

- Group size : 35 participants
- Duration : 45 to 60 minutes
- Material : Recycled materials (newspapers, magazines, packaging), scissors, glue, markers, LED candles, flipchart
- Learning objectives : Identify at least 3 daily actions to save water, understand the impact of reducing, reusing, and recycling. and create a strong visual message (water-related problem + solution)

- **Preparation steps:**

1. Collect and sort recycled materials and creative tools.
2. Set up a space suitable for group work (tables or floor).
3. Dim the lights and set up LED candles to create the atmosphere.

## • Activity flow

1. Introduction (5 min): Theme presentation (water scarcity, energy sobriety). Quick round on daily waste.
2. Brainstorming (5-10 min): In sub-groups, list concrete solutions to save water at home.
3. Challenge Launch (5 min): Candlelight collage instructions (1 problem, 1 solution, 1 slogan). Role assignment (drawer, writer, presenter).
4. Creation (20-25 min): Making the poster by candlelight using salvaged materials.
5. Gallery & Pitches (10-15 min): Exhibition of works and presentation by each group (5-min pitch on their message and recommendations).
6. Closing (5 min): Circle sharing of a concrete and immediate individual commitment.

## • Facilitator Notes

1. Safety: Absolute priority to LED candles. If real candles are used, strict attention to paper and glue.
2. Inclusion: Emphasize visuals (drawings, symbols) to overcome language barriers. Offer roles adapted to everyone's abilities.
3. Posture: Focus on message clarity and teamwork, not artistic performance.
4. Sharing: Encourage participants to share water management traditions from their culture or country of origin.

## • Debriefing questions

- Eco-actions: What habit learned today will you adopt immediately?
- Awareness: How does art help people understand environmental issues?
- Sobriety: What is the link between an electricity-free format and the concept of sustainability?
- Cooperation: How did your group integrate and respect everyone's ideas?
- Equity & Peace: How does water conservation promote peace and equity between communities?
- Retrospective: Which slogan or message from another group struck you the most?

# SMART DISHWASHER LOADING

An interactive team challenge to optimize appliance efficiency and reduce household water waste.

## Overview

Participants learn how to load a dishwasher efficiently so that more dishes fit per cycle, reducing the total number of wash sessions and the household water footprint. Through a hands-on loading challenge, youth discover that smart daily habits at home can save thousands of liters of water per year.

- Group size : 30 participants
- Duration : 40 minutes
- Material : lastic or foam stand-in dishes, cups, pots, cutlery sets; a dishwasher rack (or printed diagram); scoring sheet; timer; water usage fact sheet.
- Learning objectives : Explain why a half-empty dishwasher wastes as much water as a full one and calculate potential annual water and energy savings for their household.

## • Preparation steps:

1. Gather plastic or foam stand-in dishes, cups, pots, and cutlery sets.
2. Set up the dishwasher racks or position clear printed diagrams at each team station.
3. Prepare the scoring sheets, timers, and water usage fact sheets.

## Activity flow

1. Introduction (5 min): Interactive discussion on how many times a week households run the dishwasher and the water cost per cycle.
2. Demonstration (5 min): Visual, side-by-side demonstration comparing correct vs. incorrect loading layouts.
3. Team Challenge (15 min): Teams collaborate and race against the clock to load a set of dishes correctly and efficiently into the rack.
4. Scoring & Discussion (10 min): The facilitator scores each team's rack layout, reveals the winners, and discusses the results.
5. Savings Calculator (5 min): Each participant estimates their personal household annual water and energy savings.

## Facilitator Notes

1. Collaboration: The loading challenge is designed to be completely non-competitive and collaborative in spirit rather than eliminatory.
2. Inclusivity: Instructions use simple language and can be easily translated. Participants with limited mobility can comfortably take on the role of director or planner in team tasks.
3. Accessibility: The challenge is highly visual and hands-on, requiring no reading to complete the core practical tasks.

## Debriefing questions

- Household Savings: How many sessions could your household save per week by loading fully?
- Surprises: What surprised you about how much fits in a correctly loaded dishwasher?
- Energy Link: Why does it matter that heating water costs energy too?

# INTRODUCTION TO RAINWATER COLLECTION

A creative construction workshop on the water cycle and sustainable resource management.

## Overview

Participants explore the water cycle and discover how small-scale rainwater collection can reduce demand on shared water sources. Moving from theory to practice, small groups collaborate to build a simple mini-collector prototype from low-cost, everyday materials

- Group size : 30 participants
- Duration : 50 minutes
- Material : Large plastic bottles (1.5L/2L), mesh fabric/fine cloth (filter), rubber tubes or straws, scissors, tape, markers, printed "Safe Uses" cards, water cycle diagram.
- Learning objectives : DIdentify appropriate and inappropriate (safe vs. unsafe) uses for collected rainwater and construct a basic rainwater collection prototype and explain the function of each component.

## • Preparation steps:

1. Collect everyday recycled materials including plastic bottles, mesh fabric, and rubber tubes or straws.
2. Print or project clear water cycle diagrams and prepare the "Safe Uses" labeling cards.
3. Organize the building stations with scissors, tape, and markers for each group.

## Activity flow

1. Water Cycle Intro (10 min): Conduct an interactive Q&A session using a diagram to explore where rain goes and how water moves.
2. Dos and Don'ts (5 min): Short presentation and discussion on safe vs. unsafe household applications for collected rainwater.
3. Build a Mini Collector (20 min): Hands-on construction exercise where small groups collaborate to build a prototype rain harvester.
4. Label & Discuss (10 min): Teams use cards to label their prototype, specifying exactly what their collected water can safely be used for.
5. Scale-Up Reflection (5 min): Group discussion calculating how much water a real full-sized roof barrel could collect per month.

## Facilitator Notes

1. Tactile Learning: The construction activity is completely visual and hands-on, requiring no reading to ensure it is accessible to all learning levels.
2. No Economic Barriers: All building components use low-cost, recycled, and widely available materials to make replication easy.
3. Engagement: Use the hands-on building process to make abstract environmental concepts feel immediate, tangible, and personally relevant.

## Debriefing questions

- Environmental Impact: What would happen to rivers and groundwater if everyone took more water than the cycle replenishes?
- Home Application: What is one use at home where you could replace tap water with rainwater?
- Systemic View: Why is large-scale industrial water collection treated differently from home use?

# III —Pitch a Water Matter

This section showcases the innovative, community-based projects and creative educational frameworks developed by youth workers and young leaders during our international mobility.

Representing six partner countries : Germany, Romania, Turkey, Serbia, Italy, and Bulgaria; these initiatives stand as a testament to transnational cooperation and grassroots environmental action.

Designed to be highly adaptable, hands-on, and accessible, these tools serve as a practical blueprint for educators worldwide to engage youth in preserving our planet's most vital resource: **water**.

# ➜ "Pitch a Water Matter" Framework

## Overview

To support future sustainability, we decided during our project to create local projects which can be implemented under European Solidarity Corps Programme, local solidarity projects. This framework was create according to the needs of the programme to be a good tool to be able to create our local project ideas.

| | | | |
|---|---|---|---|
| **Team Name** | | **Environmental Impact** | |
| **Project Title** | | **Social Impact** | |
| **Community Problem** | | **Partners & Stakeholders** | |
| **Why Does It Matter?** | | **Resources Needed** | |
| **Target Group** | | **Estimated Budget** | |
| **Proposed Solution** | | **Implementation Timeline** | |
| **ESC31 Solidarity Element** | | **How Will You Involve Youth?** | |
| **Main Activities (with timeline)** | | **How Can It Continue After Funding? What makes this project sustainable for future? How it continues to have effects after it ends** | |
| **Expected Results** | | **3-Minute Pitch Summary** | |

Romania

# Project 1 : MAPPING SAFE WATER

## Developed by Water Guardians

### Key Info Box

**Target Audience:**
Rural youth (16-30)

**Duration:**
6 months

**Estimated Budget:**
€3,600

Materials : Water sampling vials, field transport, mapping software licenses, website development, and rural outreach materials.

### COMMUNITY PROBLEM :

Rural villages face severe seasonal water shortages and rely heavily on untested local wells. Due to aging infrastructure, tap water is often only turned on for a few hours a day.

### Why It Matters :

Safe drinking water is a fundamental human right. Unmonitored water quality directly endangers public health.

### Objectives & Solution :

Train volunteers to scientifically map safe water sources and launch a citizen-reporting platform for water supply cuts.

## Activity flow

- Month 1-2: Train rural volunteers and sample remote community water wells.
- Month 3-4: Partner with labs for assay testing and code an interactive safety map.
- Month 5-6: Host rural village town halls and launch a water-cut reporting tool.

## Expected Outcomes

Verify and digitally map safe public rural water sources and deploy a live public citizen tool to report supply cut disruptions.

## ESC31 Solidarity Element

**Inclusion:** Urban youth share technical skills to serve isolated rural areas, ensuring no community is left behind in the climate transition.

## Environmental impacts

Save thousands of liters of clean water and lower municipal supply strain.

## Social impacts

Connect students and staff around a shared green goal.

Bulgaria

# PROJECT 2: HEALTH FOR EVERYONE

Developed by Tangra Team

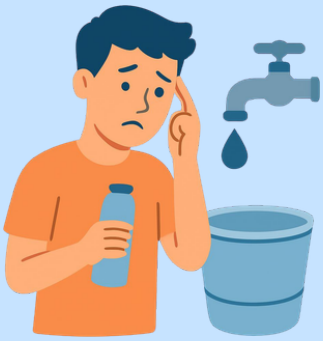
## Key Info Box

**Target Audience:**
People aged 16 to 30

**Duration:**
8 months

**Estimated Budget:**
€4,800

Materials: DIY building materials, printing equipment, and speaker/expert fees



### COMMUNITY PROBLEM :

Lack of water education; young people and the local community are unaware of the natural healing and beneficial properties of local thermal water.

### Why It Matters :

Knowing these unique properties helps complement traditional medical treatments and significantly improves public health for the entire community.

### Objectives & Solution :

Improve public health, well-being, and local sanitation by valorizing and redesigning a public water space.

## Activity flow

- Month 1-2: Visit local thermal springs and map the public space.
- Month 3-5: Purchase materials and build eco-friendly seating to beautify the area.
- Month 6-8: Host community lectures and collect public feedback surveys.

## Expected Outcomes

Transform a neglected spring into a clean, public wellness area and educate over 200 citizens on natural water healing benefits.

## ESC31 Solidarity Element

**Well-being:** Young volunteers donate time to make natural health benefits accessible to all backgrounds.

## Environmental impacts

Clean natural thermal sites and eliminate plastic waste near springs.

## Social impacts

Revitalize public spaces and give vulnerable groups free wellness access.

Germany

# PROJECT 3: THE TAP REVOLUTION

## Developed by German Team

### Key Info Box

**Target Audience:**
Citizens of Stuttgart

**Duration:**
3 months

**Estimated Budget:**
€1,800

Materials : Water testing kits, water filter pitchers, stainless steel bottles, banners, vinegar/citric aci, and printed guides

### COMMUNITY PROBLEM :

Citizens face a tough dilemma: drink very hard tap water (over 20°dH) with old lead pipe risks, or buy bottled water and ingest 130,000 microplastics yearly.

### Why It Matters :

A lack of clear awareness leads to choices that harm household budgets, human health, and the local environment.

### Objectives & Solution :

A 3-month interactive pop-up lab to encourage switching from bottled water to filtered tap water using live testing and hands-on workshops.

## Activity flow

- Month 1: Set up pop-up booths for blind tap vs. bottled water taste tests.
- Month 2: Run live testing labs for citizen kitchen tap samples.
- Month 3: Teach eco-friendly appliance descaling and hand out survival guides.

## Expected Outcomes

Move 500 households from plastic bottles to filtered tap water and distribute 300 high-quality reusable stainless steel bottles.

## ESC31 Solidarity Element

**Health Justice:** Students use citizen science to break economic barriers and ensure safe hydration for everyone.

## Environmental impacts

Lower plastic manufacturing waste and carbon transport emissions.

## Social impacts

Reduce household grocery bills and educate tenants on old pipe risks.

Italia

# PROJECT 4 : RAIN GARDEN

Developed by Italian Team

## Key Info Box

**Target Audience:**
Teenagers and young people

**Duration:**
6 months

**Estimated Budget:**
€3,600

Materials : Native plants/trees, rich topsoil, gardening tools, heavy-duty gloves, watering cans, simple drainage pipes, and educational signs.

## COMMUNITY PROBLEM :

Southern Italian regions suffer from severe droughts. The Apulian aqueduct frequently cuts water pressure to ration resources, forcing historic center families to rely on limited personal water tanks that empty quickly.

## Why It Matters :

Chronic water scarcity threatens basic human health, daily hygiene, and personal dignity.

## Objectives & Solution :

Build a youth-managed "Rain Garden" to capture, slow down, and absorb rainwater, helping the local urban soil retain natural moisture.

## Activity flow

- Month 1-2: Study local drought data and sketch a nature-based garden layout.
- Month 3-4: Run community dig days and plant climate-resilient native flora.
- Month 5-6: Install educational signage and lead public permaculture tours.

## Expected Outcomes

Complete a fully functional, youth-managed urban Rain Garden and train 12 local youth intensely in sustainable water collection.

## ESC31 Solidarity Element

**Climate Action:** Teenagers actively protect their drought-prone city, creating a permanent low-cost asset for future generations.

## Environmental impacts

Save thousands of liters of clean water and lower municipal supply strain.

## Social impacts

Connect students and staff around a shared green goal.

Türkiye

# PROJECT 5: SHOULD WE TAKE A SHOWER?

Developed by Happy Water Team

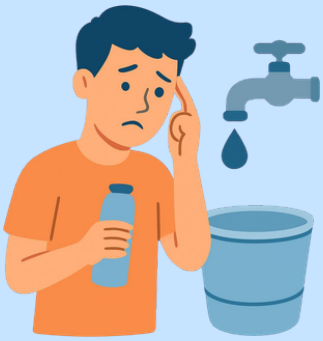
## Key Info Box

**Target Audience:**
People aged 18 to 30

**Duration:**
6 months

**Estimated Budget:**
€3,600

Materials: Practical workshop tools, internet access, and social media promotion/ad management tools.



### COMMUNITY PROBLEM :

Poorly monitored local tap water directly causes skin issues (dryness, irritation, acne) without youth knowing the root cause.

### Why It Matters :

Personal hygiene and skin health directly impact daily well-being; it is crucial to know if the water we use is fully safe.

### Objectives & Solution :

Raise youth awareness regarding the effects of tap water on dermatological health so they can build a collective community safety watch.

## Activity flow

- Month 1-2: Research tap water chemical effects on skin and design modules.
- Month 3-4: Deploy interactive dermatological testing workshops across 4 youth teams.
- Month 5-6: Record video insights and launch a viral digital campaign.

## Expected Outcomes

Launch 4 ready-to-use youth educational modules on water-skin health and reach thousands of young peers through social media awareness.

## ESC31 Solidarity Element

**Peer Support:** Volunteers tackle daily health taboos, using open knowledge to support peer well-being.

## Environmental impacts

Promote shorter, mindful showering habits to save hot water and energy.

## Social impacts

Demystify water quality health anxieties and boost youth well-being.

Serbia

# PROJECT 6 : BRIDGE THE FLOW

## Developed by Kibitz Kolektiv

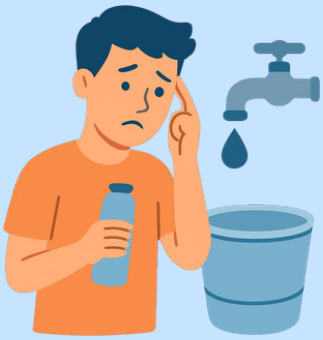
### Key Info Box

**Target Audience:**
children (10-14) and youth (15-30)

**Duration:**
6 months

**Estimated Budget:**
€3,600

Materials: Art and craft supplies, printing materials (brochures, stickers, badges), reusable water bottles, and event snacks.



### COMMUNITY PROBLEM :

Waste accumulation, flood risks, neglected public spaces, and a total lack of water management awareness around the Mesić stream in Vršac.

### Why It Matters :

Youth are entirely excluded from local environmental decision-making and have lost touch with their nearby natural water streams.

### Objectives & Solution :

A youth-led campaign using the Mesić stream as a real case study to clean up the area and reconnect citizens to public waterways.

## Activity flow

- Month 1-2: Build a gamified mobile app to map bridge waste.
- Month 3-4: Organize riverbank cleanup days and children's eco-art workshops.
- Month 5-6: Install outdoor digital art and host town official roundtables.

## Expected Outcomes

Remove visible plastic pollution along the Mesić stream channels and create a permanent youth-municipal environmental advisory group.

## ESC31 Solidarity Element

**Cohesion:** Youth unite children, elders, and artists to reclaim a polluted stream as shared community pride.

## Environmental impacts

Restore riverbank ecosystems, clear waterways, and prevent local flood hazards.

## Social impacts

Reconnect urban citizens to nature and give youth a voice in local politics.

# IV —Future Collaboration

The Future of Transnational Cooperation & Partnership Framework Sustainability knows no borders.

Moving beyond local actions, the participants collaborated to architect future international project concepts, ensuring the long-term sustainability of the "Water Matters" network.

To transform these future ideas into legal and operational realities, the network established a standardized Partnership Agreement Framework.

This tool defines shared values, roles, communication protocols, and risk mitigation strategies, offering a plug-and-play template for any organizations wishing to build strong, reliable international alliances for environmental youth work.

# PROJECT 1 : FROM SEED TO A MEAL

## EXECUTIVE SUMMARY

From Seed to a Meal is an educational and practical project designed to counteract the growing digital disconnection from nature. It encourages participants to slow down and experience the satisfaction of growing food firsthand, from planting a seed to harvesting it.

**TARGET GROUP:**

Young people who have had limited direct interaction with nature or cultivation.

**CORE PHILOSOPHY:**

"Reconnect. Respect. Grow. Share."
It emphasizes that small, mindful actions can lead to a greater awareness of environmental issues and personal responsibility

**Key Learning Objectives**

Participants will:

- Improve stress-management skills and develop healthier daily lifestyle habits.
- Strengthen self-confidence, personal development, and resilience.
- Enhance teamwork, communication, and intercultural dialogue.

**Main Activities**

- Gardening Workshops: Hands-on sessions learning the basics of growing plants from seed to harvest, which continues at home.
- Plant Communication Experiment: Growing identical plants under different social conditions (positive words/music vs. neutral treatment) to test human impact.
- Practical Manual: Creating a step-by-step replication guide for youth workers and community groups.

# PROJECT 2: MENS SANA IN CORPORE SANO

## EXECUTIVE SUMMARY

Taking place in Călimănești, Romania, Mens Sana in Corpore Sano (A Healthy Mind in a Healthy Body) is an international youth exchange initiative. The project focuses on improving holistic well-being by blending physical health, mental wellness, and intercultural cooperation.

**TARGET GROUP:**

International youth and partner organizations from Romania, Spain, Italy, Turkey, and the Netherlands.

**CORE PHILOSOPHY:**

Promoting healthy habits, self-confidence, and social inclusion through non-formal educational and recreational activities.

### Key Learning Objectives

Participants will:

- Improve stress-management skills and develop healthier daily lifestyle habits.
- Strengthen self-confidence, personal development, and resilience.
- Enhance teamwork, communication, and intercultural dialogue.

### Main Activities

- GBody & Mind Sessions: Daily morning energizers, yoga, Pilates, and dance workshops for health and self-expression.
- Creative & Strategy Workshops: Singing for teamwork and Chess for strategic thinking.
- Community & Culture: Team competitive games, intercultural evenings, and daily reflection sessions.

# PROJECT 3 : WEAR THE CHANGE

## EXECUTIVE SUMMARY

Wear the Change is an Erasmus+ Youth Exchange centered on environmental action. It critically examines the fast fashion industry and exposes its massive, hidden impact on water resources, pollution, and ecosystems.

**TARGET GROUP:**

36 participants in total, featuring national groups of 5 young people (aged 16–25) and 1 group leader (aged 25+) from Serbia, Bulgaria, Italy, France, Germany, and Sweden.

**CORE PHILOSOPHY:**

Empowering young consumers to challenge overproduction and greenwashing by adopting and promoting sustainable fashion habits in their local communities.

### Key Learning Objectives

Participants will:

- Gain deep knowledge of the connection between the clothing life cycle and water sustainability.
- Develop critical thinking regarding advertising, peer pressure, consumer culture, and greenwashing.
- Learn practical alternatives to fast fashion (repairing, upcycling, exchanging) and acquire tools to run local awareness campaigns.

### Main Activities

- Thematic Research: Mapping personal clothing habits, calculating water footprints, and conducting community surveys.
- Upcycling Workshops: Transforming used clothes and sustainable materials into new fashion pieces.
- Public Fashion Show: Hosting a final upcycled runway event with local community members to raise environmental awareness.

**IV —Future Collaboration**

# ➜ PARTNERSHIP AGREEMENT FRAMEWORK

## PARTNERSHIP AGREEMENT

**PROJECT TITLE:**

**PARTNER ORGANISATIONS / COUNTRIES:**

**CONTACT PERSONS:**

**SHARED OBJECTIVE :**

**COOPERATION METHODOLOGY :**

**ROLES IN THE PROJECT :**

**COMMITMENT STATEMENT :**

*We agree to continue developing and supporting the (name of the project) after the training. We commit to maintaining communication, sharing resources and experiences, promoting the project results, and exploring future opportunities for cooperation in the field of environmental education and sustainability*

**DATE: _____** **SIGNATURE: _____**

Jugendvision e.V

Co-funded by
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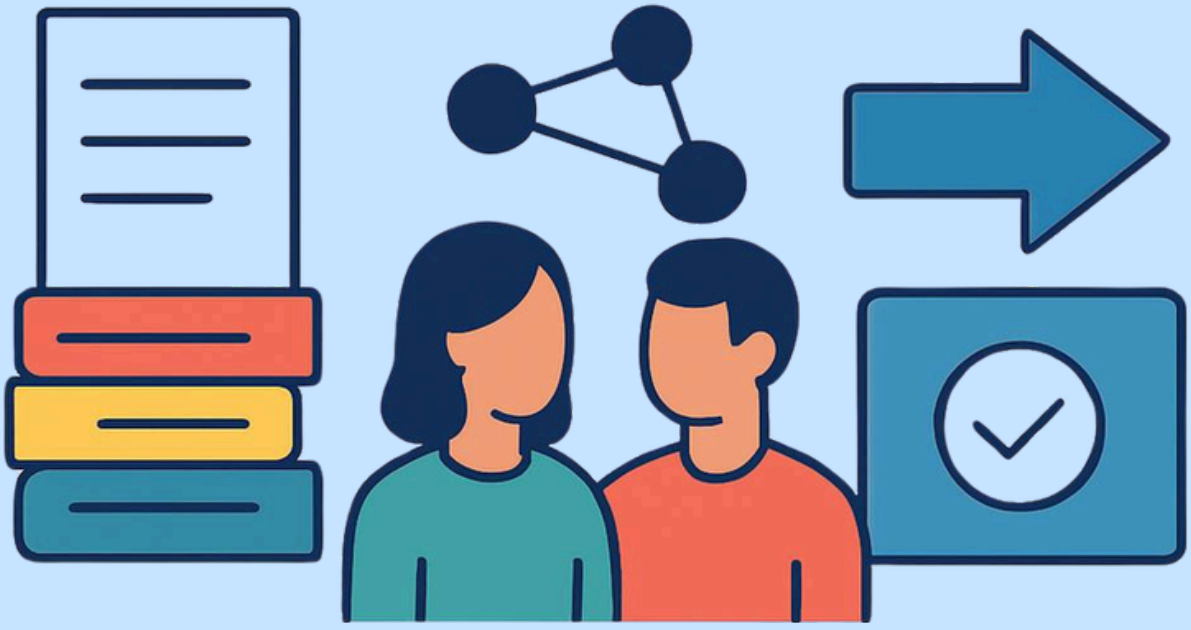
# Resources, Networking, and Next Steps



# ➜ PROJECT PARTNERS

**PROJECT COORDINATOR**

**JUGENDVISION E.V. (GERMANY)**

**KIBITZ.KOLEKTIV (SERBIA)**

**AMBIENTEEVITA_BITONTO (ITALY)**

**ASSOCIATION FOR YOU BULGARIA**

**ANKAYOUTHNGO (TÜRKIYE)**

**ASSOCIATIA YOUTH COMPETENCY DEVELOPMENT (ROMANIA)**

# ➜ CONTACT US

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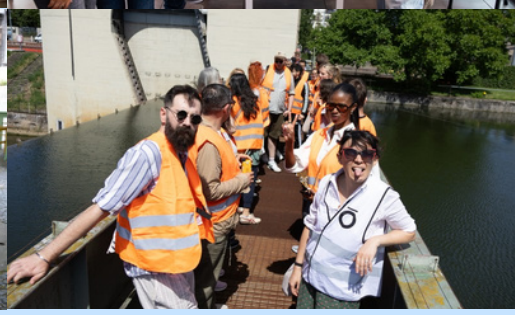

# WATER MATTERS ERASMUS+ TRAINING COURSE