

# EUROPEAN SCHOOLS FOR A LIVING PLANET



## 1. The Ecological Footprint: consumption and global effects

The target of this topic is to show the link between lifestyle and nature.  
The Ecological Footprint as a measure allows us to calculate human pressure on the planet.



## 2. The Danube: Europe's lifeline

The Danube crosses borders not only transporting freight and passengers but also tradition and history. The river brings with it the responsibility to protect its waters.



## 3. Active Citizenship get active and motivate others

Encourage young people to build up their mind and see their possibilities to contribute to a socially and environmentally friendly planet earth.

- **For teachers:** active citizenship and our role as adults in youth environmental projects  
“What am I to do?”
- **For youth:** getting active - youth environmental projects “What can I do?”



## 4. How to work with the media

The goal of good media work is to reach as many people as possible  
and to draw their attention to your topic.



## 5. Project Management

A well structured project with defined steps and goals helps your students  
to realise the school project in the best way.





# 1. Introduction

The methodical approach presented below can be used as a starting point for projects dealing with the topic of the Ecological Footprint.

## Goals of Footprint-projects

**The main targets of a school Footprint project can be the following:**

- Clarification of the Footprint-concept
- Establishing a personal relationship and motivation for individual actions
- Encouraging the student to re-evaluate and question individual consumer behaviour
- Demonstrating solutions and keeping small/reducing the personal Footprint

**The methods are listed in three sections:**

- Personal position: where am I, in which direction does the world move?
- Get Active! – Journey to the solutions
- Experience sustainability – Nature sensitisation and plays

## 2. Background information

### 2.1. Short definition of the Ecological Footprint

The ecological footprint is an indicator and a measuring unit for our consumption.



The idea behind this concept is that every human being uses a certain area – the surface of the earth – that is his/her Ecological Footprint (in the following EF). Everyone uses agricultural area for nutrition, area for a home, area for the streets, area where the rubbish has to be stored, area where the cotton for the clothes grows and so on. Everyone needs a certain area for living. Some people use more, some people less.

**My EF indicates how much area I need based on my consumption of natural resources.** This of course depends on my

lifestyle and can be calculated for a person as well as for a nation or the whole world's population per year. The EF is an indicator of sustainability and shows that human actions exceed ecological borders. The fact is that the productive surface of the earth – its biological capacity – is limited. Furthermore it is also a fact that humans are exploiting the Earth's natural resources.

The concept of the Ecological Footprint was developed 1994 by the Canadian William E. Rees and the Swiss Mathis Wackernagel.

### 2.2. Biodiversity – the base

Biodiversity is more than the number of species. The term was coined at the World Conservation Congress in Rio de Janeiro in 1992. At that time member countries founded the Convention on Biological Diversity (CBD) with the aim to protect biodiversity on earth and to stop its loss by 2010. Because of this reason the year 2010 was nominated as the year of biodiversity. Our planet consists of a various number of living spaces, so called habitats, with an immense variety of living organisms that again differ genetically. More than 1.8 million species are scientifically known; these are connected with their habitat as well as among each other and together they build complex ecosystems. Hence the term biodiversity consists of three levels: habitat, species and genes. **Biodiversity is the base of all life. It is the source of all the natural resources that mankind need for living.** Due to intense use of the land (e.g. forest clearings, monocultures) on the one hand, and renouncement of traditional agricultural practices (pastures) on the other hand, biodiversity is declining worldwide. We are all consumers of the landscape and thus of natural resources; we must be aware of the fact that our decisions in everyday life have great influence on biodiversity. The Footprint as an instrument is not able to measure the loss of biodiversity but through showing the exploitation of the Earth's natural resources it indirectly refers to it.

► see method **Favourite place** e.g.

### 2.3. Biocapacity

We have only one planet. Its capacity to support a huge diversity of species, humans included, is large but fundamentally limited. When human demand on this capacity exceeds what is available, we erode the health of

the Earth's living systems. Ultimately, this loss threatens human well-being.

Biocapacity is influenced both by natural events and human activities. Climate change, for instance, can decrease forest biocapacity as drier and warmer weather increases the potential for fires and pest outbreaks. Some agricultural practices can reduce biocapacity by increasing soil erosion or salinity.

Humanity's demand on the planet's living resources, its EF, now exceeds the planet's regenerative capacity by about 30 per cent. This global excess is growing and as a consequence, ecosystems are being run down and waste is accumulating in the air, land and water. **If we continue with business as usual, by the early 2030s we will need two planets to keep up with humanity's demand for goods and services.** But there are many effective ways to change!

## 2.4. Sustainability

On March 20, 1987, the United Nations Brundtland Commission gave the most widely quoted definition of sustainability and sustainable development: **"sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."**

In the context of our topic: the Ecological Footprint is an indicator of sustainability. It shows that human actions nowadays are not sustainable or 'future-capable' at all.

If humanity has the will, it has the way to live within the means of the planet while securing human well-being and the ecosystems on which this depends. While technological developments will continue to play an important role in addressing the sustainability challenge, much of what needs to be done is already known and solutions are available today: e.g. clean energy generation and efficiency based on current technologies can provide us with the energy we demand with major reductions in associated carbon emissions, cities can be designed to support desirable lifestyles while simultaneously minimizing demand on both local and global ecosystems, empowerment of women can slow or even reverse population growth. Above all we need a new way of thinking. We need to see ourselves as a part of the whole, as a part of the planet Earth, recognizing that everything we do, positive or negative, has an impact on the rest of this planet.

## 2.5. Four Areas of the Footprint

**The biggest part, about 34% of all resources we use for nutrition.** About 80% of those resources are used for meat and animal products. The animals we keep for food production exceed the weight of all wild living vertebrates by 20 times. They are a bigger producer of greenhouse gases than traffic. One kilogram of beef has the same EF as a flight of ca. 150 km, 60 kg of fruits or 2400 km on the train. Organic agriculture reduces the footprint by 25–50%.

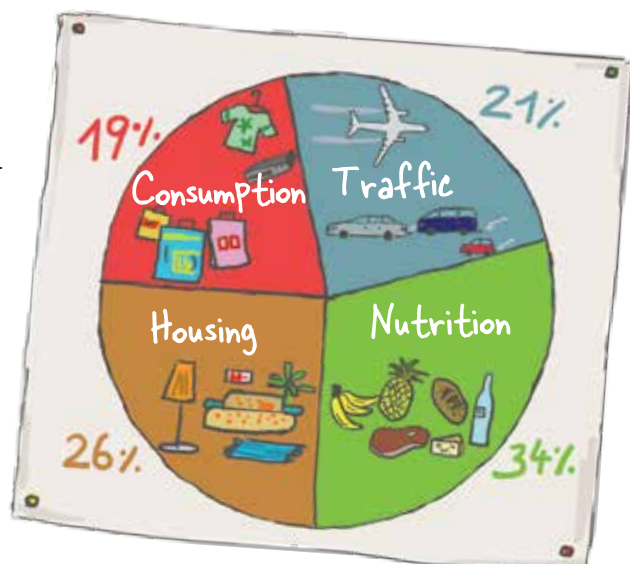
**About 26% of our EF we use for housing.** This means not only the area and resources to build a house but 90% of it is for all the energy we use in the house for electrical devices and heating.

**Traffic makes about 21% of our EF.** The absolutely biggest part is from cars and aeroplanes. A train ride has a footprint about 20 times smaller than a flight and about 10 times smaller than a car ride of the same length.

**The last 19% of our resources we use for consumption** (except for food). Even if it is not the biggest part, it may be the area where it is the easiest to reduce as consumer goods need lots of resources (one personal computer needs 1.8 tons of raw material to be built) and are often easy to reuse.

## 2.6. Global consequences

Biocapacity is not evenly distributed around the world. In a globally interdependent economy, people increasingly use ecological capacity from afar. When China imports wood from Tanzania, or Europe imports beef from cattle raised on Brazilian soy, these countries are relying on biocapacity outside of their borders to provide the resources being consumed by their population.





Overexploitation and depletion of natural resources may result in permanent loss of ecosystem services, increasing the likelihood of a country's dependence on imports from elsewhere and foreclosing future development options. In contrast, careful management of biocapacity allows countries to maintain their options, and provides insurance against future economic and environmental shocks. In 1961 almost all countries in the world had more than enough capacity to meet their own demand.

In a world of surplus, uneven distribution of biocapacity raises political and ethical questions regarding the sharing of the world's resources. The gap between rich and poor is getting bigger and bigger. 25% of the people own 75% of all resources. Everyday 100,000 people starve to death because of poverty. At the same time, amounts of money that could easily make them survive are used for luxury consumer articles. 218 million children are working. Every year 10 million hectares of productive land are turned into desert. Industrial nations (20% of all people) produce 10 times as much greenhouse gas than all the other countries together.

**“Our freedom to choose any lifestyle, ends where our lifestyle cuts down the freedom of others to live a life in human dignity.”** (Pekny)

► see methods [Global Cake](#) and [Global Buffet](#)

## 2.7. Solutions – Conscious acts on the individual and collective level

Everybody should ask him/herself: what consequences do the activities of my everyday life have? We might not always realise but we are very powerful in this globalized world since our actions have global consequences; for example every time I consume meat, throw away a plastic bag, fly on the airplane or accelerate the car – these actions have effects and are therefore not independent from the rest of the world – I am responsible for the consequences; this fact should influence our choices.

**It is impossible not to produce any footprint at all but with a conscious lifestyle we can satisfy our needs and reduce our footprint at the same time.**

**The following ideas are only a selection of possible steps towards a sustainable way of living and everybody can choose what he or she is willing to do:**

- Reduce consumption - buy less in general
- Re-use products – do not throw away food and other stuff

- Repair products
- Recycle products
- Choose local, seasonal, organic and fair trade-products
- Consume less meat and animal-products
- Clever housing – consume less energy and water (turn off stand-by, turn off the light, ...)
- Use the bicycle instead of the car whenever possible
- Take public transport instead your car
- Renounce flying
- ...

### **Actions together with friends:**

- Exchange/sharing-circles (for clothes, books, CDs, knowledge,...)
- Collective garden
- Car sharing
- ...

## 2.8. Life satisfaction

The media and advertising try to make us believe that we need more and more goods to be happy. Their message is: the more products we own the happier we must be. Various studies prove the opposite.

The Happy Planet Index (HPI) is an innovative measure that shows the ecological efficiency with which human well-being is delivered around the world. It is the first ever index to combine environmental impact with well-being to measure the environmental efficiency with which, country-by-country, people live long and happy lives. The global HPI shows that we are still far from achieving sustainable well-being and puts forward a vision of what we need to do to get there. The Index doesn't reveal the 'happiest' country in the world. It shows the relative efficiency with which nations convert the planet's natural resources into long and happy lives for their citizens. The nations that top the Index aren't the happiest places in the world, but the nations that score well show that achieving long, happy lives without over-stretching the planet's resources is possible. The HPI further shows that around the world, high levels of resource consumption do not reliably produce high levels of well-being, and that it is possible to produce high well-being without excessive consumption of the Earth's resources. It also reveals that there are different routes to achieving comparable levels of well-being. **The Global HPI incorporates three separate indicators: ecological footprint, life-satisfaction and life expectancy.**

We should not lose sight of the fact that economic growth

is just one strategy to achieve well-being and, in terms of natural resources, a demonstrably inefficient one. Rather than pursuing growth at all costs, even if detrimental to well-being or sustainability, leaders should be striving to foster well-being and pursue sustainability, even if detrimental to growth. (see [www.happyplanetindex.org](http://www.happyplanetindex.org))



**In Bhutan a ministry of happiness takes care of the well-being of the population.** The so called Gross National Happiness (GNH) is a Buddhist concept that tries to indicate the living standard of a society in a holistic, humanistic and psychological way.

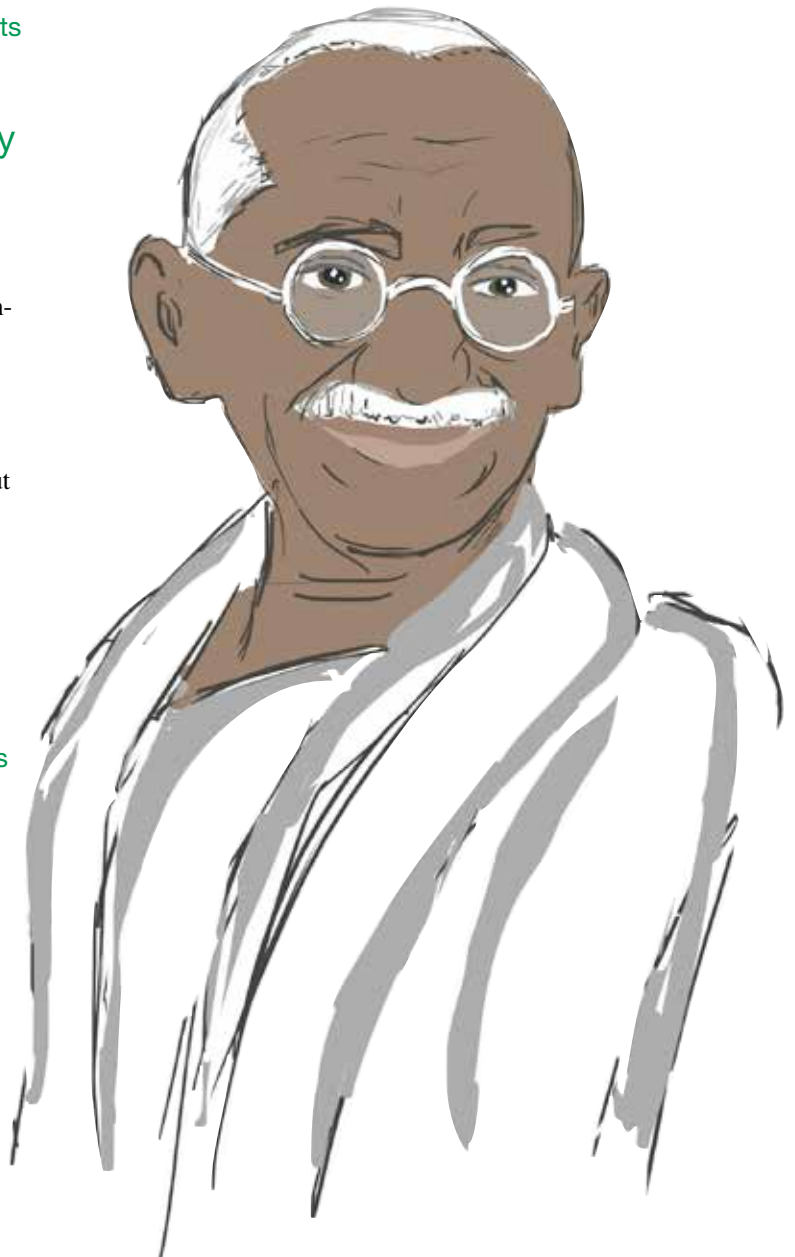
► [see method Happy moments](#)

## 2.9. Inspiration – Change of Society and thus human actions

Everyone is in some way influenced by family, friends, neighbours and the society around him/her. Everyone tends to follow some actions of people in his/her environment; we need to set positive examples and demonstrate good living by ‘stepping lightly on the earth.’ If I only inspire 1 person per year to act in a sustainable way and to do the same, thus awakening the aspiration in another person to live more consciously and responsibly, in about 33 years the whole world’s population could be convinced, since 233 results in over 9 billion people. The impulse for a change was set by only one person!

**“Be the change you want to see in the world.”** (Ghandi)

► [see Get Active-methods](#)





### 3. Personal position: where am I, in which direction does the world move?

The aim of the methods described in this part is to reflect the student's own needs, to raise awareness of global environmental as well as social problems and to create a setting for productive discussions. The top priority of these exercises is not initially knowledge transfer but the interaction between the pupils and the exchange of thoughts and experiences. The participants should find their own orientation and build up their own opinions.

#### 3.1. To take a stand

**Aim:** Visualisation of different opinions within a group

**Method:** A placard with a statement lies on the floor in the middle of the room. It invites you to take a stand, to show opinion and position.

Possible statements could be:

- A different/fair world is possible.
- It makes sense that people care about their ecological footprint.
- It makes sense to get involved with something/ to get active.
- Our consumer society will never change.
- I have to renounce a lot of things to have an ecological lifestyle/a small footprint.



The participants stand as close to the poster as they agree with the statement. If they do not agree at all, they move far away from it, if they approve of what is written on the paper they take a position close to the placard. After everyone has found his/her position, the teacher comments on the allocation; "It seems that most of you believe..." or "... that only a few pupils don't agree..." The participants can tell why they took a certain position and what their opinion is. A discussion in one or more groups can follow the assembly, while everyone leaves their shoes on the point where they stood before. This method is useful to start discussions and conversations. During or after the discussion it is possible to move the shoes, if someone feels like changing their opinion. Note that peer pressure can affect the result of the assembly.

**Material:** placards

**Duration:** 15 min +

### 3.2. Provocative statements – Productive murmuring-groups

**Aim:** Initiation of exchange of ideas and views, informative discussions in small groups

**Method:** As an introduction to conversations on deeper questions, provocative statements or a provocative text that brings up questions of principle can be suitable. The statements can be discussed in small ‘murmuring-groups’ of 2 or 3. Afterwards an exchange of thoughts in the whole class is possible.

Examples for such provocative statements could be:

- Everyone has the right to own a car.
- Everyone has the right to own a mobile phone as well as a computer.
- Everyone has the right to own 15 T-Shirts and 10 pairs of Jeans.
- Everyone is entitled to go on vacations in the Caribbean once in a year.
- Everyone is entitled to own a house with a garden.

A further form of conversation that ensures that pupils discuss the statements above is the ‘World-Café’ – a method that is described below)

**Material:** Provocative statements/text

**Duration:** 10 min +

### 3.3. Happy moments

**Aim:** Showing that our happiness does not depend on material things

**Method:** This line-up-exercise shows that material things are only very seldom involved in moments of happiness. It is a sensitisation for the consumption of resources and consumer goods on a personal level. An approximately 20 m rope can be placed on the floor or an imaginary line defined between two objects (door and window).  
Instruction: “Think of a happy moment in your life! Think of how many consumer products were involved in that moment. Now move to the point on the rope/line between ‘no material goods at all’ and ‘many material goods.’”

After everyone finds his/her place along the line the teacher can sum up the result (e.g. “Interesting! Almost everyone needs only a few material things to feel happy”). The pupils can share their happy moments if they like and afterwards the class can discuss topics like happiness, consumption and the satisfaction of needs.

**Material:** optional 20 m rope

**Duration:** 10 min +



### 3.4. Choosing pictures

**Aim:** Finding out about attitudes towards global trends, exchange of different opinions

**Method:** This method is a survey of personal attitudes towards global trends. Various pictures from magazines etc. are lined up on the floor. The pictures should show different facets of the world; special places, landscapes, like a rainforest, a dry meadow with a lot of blooming plants, mountains and lakes, biodiversity, rare species, alternative energy, bicycles, love and photographs showing problematic human actions like deforestation, contamination, nuclear power plants, cars and traffic, smog, environmental catastrophes and poorness. As an introduction the teacher can ask the pupils to think about the year 2019 while they walk around. The pupils pass by the photographs in a circuit (in a row), without talking but observing what they feel and think when they see the various pictures. Afterwards they can exchange the feelings they felt during the exercise – hopes and/or worries – in small groups first and then together in the class. It is important that the teacher knows how to deal with the emotions of the pupils and that he/she is prepared to react adequately.

**Material:** 30 – 40 pictures out of magazines etc. (+/-)

**Duration:** 30 min +

### 3.5. Concluding open sentences

**Aim:** Reflexion of feelings towards recent global trends

**Method:** This is a method to reflect thoughts, opinions, and mental states in the face of current global trends. Some participants may have an optimistic view of the future, some may have doubts and worries concerning current global trends. A couple of incomplete sentences considering the present and prospective developments are written on the board or a sheet/flip-chart. First everyone works alone and completes the open sentences. Afterwards an exchange of personal results can take place in small groups. 'Future-factory: Two faces of the world' (method described below) can follow this method.

Examples for incomplete sentences:

- I think the conditions in our society will ...
- I believe that the environmental situation will...
- I think of the world, which is waiting for the children and the youth, and it seems...
- If I think of the next generation...

**Material:** 3 sentences on the blackboard/flip chart

**Duration:** 15 min

### 3.6. Dialogue in silence

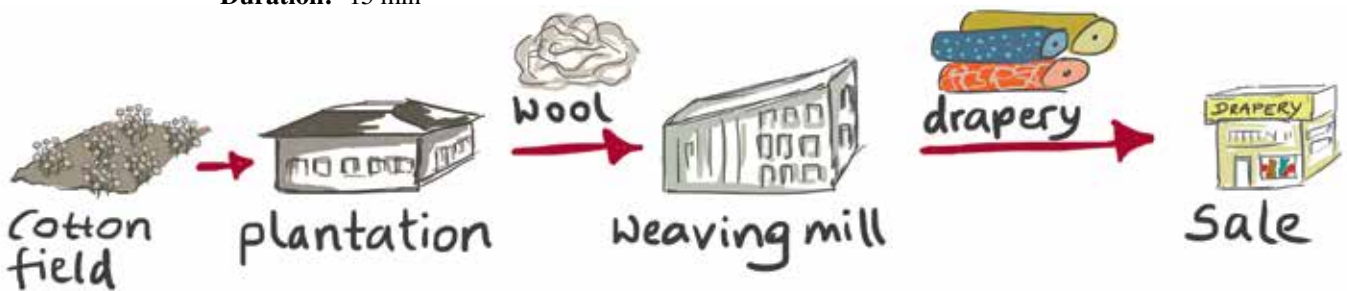
**Aim:** Visualisation and collection of opinions without peer pressure

**Method:** This exercise makes opinions visible. Small groups of approximately 5 pupils get a pen and a placard with a question or a statement in the middle of it. All participants write down their association to the topic in the middle, one after the other. It is possible to refer to something that the others wrote and to comment on the statements of the others. After the pupils write down their thoughts, they discuss the results in the group and finally present them shortly to the rest of the class.

- The future of the world/Earth...
- Equal distribution is...
- Does it make sense to get involved with something/to get active?
- Responsibility for the next generations?
- Happiness is...

**Material:** placards, pens/markers

**Duration:** 15 min



### 3.7. Linking-ready-go

**Aim:** Awareness raising for the connection between our consumption and biodiversity

**Method:** Electricity comes out of the socket-outlet, food from the supermarket or the restaurant, cars from the car dealer... in everyday life we forget that all the resources we need require some land area to be produced. This game visualises the product chains and the connections. The participants get together in small groups. Every group gets a package of stirred cards. On the cards different parts of a product chain are written, including the impact of a product on nature. After a signal from the teacher, every group has to put the cards into the right order showing the problem circle of each product. The cards can be tied up to a rope with some pegs. The groups merge together again; the diverse product chains are presented and discussed by the participants.

**Materials:** Cards with parts of different product chains (e.g. bread-supermarket-bakery-farmer-field-poppy, bed-furniture store-furniture distributor-cabinet maker-forest-woodpecker; pork meat-butcher-meat salesman-agriculture-field with soy beans-sloth; chocolate-sweetshop-market of candies-chocolate factory-coca plantation-orang-utan; t-shirt-fashion boutique-clothes distributor-clothes factory-cotton field-tiger, newspaper-shop-print shop-paper factory and sawmill-forest-owl,...) rope and pegs.

**Duration:** 15 min +



### 3.8. World Café

**Aim:** Give a place to share opinions and listen/learn from each other. Give everybody the chance to say what he/she thinks (and thus find out what he/she thinks) about important topics. Find out about the diversity of opinions.

**Method:** Students sit together in groups of 4–8 people at tables. On each table there is a big sheet of paper and pens. Each table has a host that welcomes, gives a short introduction and if needed takes notes in order to present afterwards what the table talked about. Each group has about 15–30 minutes to talk about a given theme, after that time there is a change of groups and themes. After about three themes the whole group meets together where the table hosts tell everybody what has been talked about, and everybody can tell what was important for them or what touched them most.

**Possible themes:**

- Everybody has the right to own a car.
- Everybody has the right to a healthy environment
- What do we know about the consequences of our actions.
- How do we want to live (house, car, holidays...)?
- What am I responsible for, what am I not responsible for?
- The world does not seem to be fair, what do we think about it?  
Can we use more than our share? What is our share? What is fair?
- Is it worth it to do something as a single person, when so many and whole companies do so much worse? What does each person have to do, what does society have to do?

**Material:** Tables for 4–8 people. A big sheet of paper for each table, suitable pens (optional: a bell to tell that time is over, tape to make a wallpaper out of the sheets).

**Duration:** 45–60 min

### 3.9. Global Cake

**Aim:** Show the distribution of the world (25% of all people use 75% of all resources)

**Method:** Another way to show this distribution is to make a circle with rope and ask all participants to enter that circle. It should be big enough that everybody can nicely find a place inside, but not too big. Then 25% of the circle is divided from the rest with sticks, and  $\frac{3}{4}$  of the people asked to enter that small part.

After that we talk about the situation. How did it feel to be so close? It might have been nice in the beginning, but what does it really mean for the people that don't have enough (global) space and thus resources to live?

**Material:** a long rope and two sticks

**Duration:** 5 min



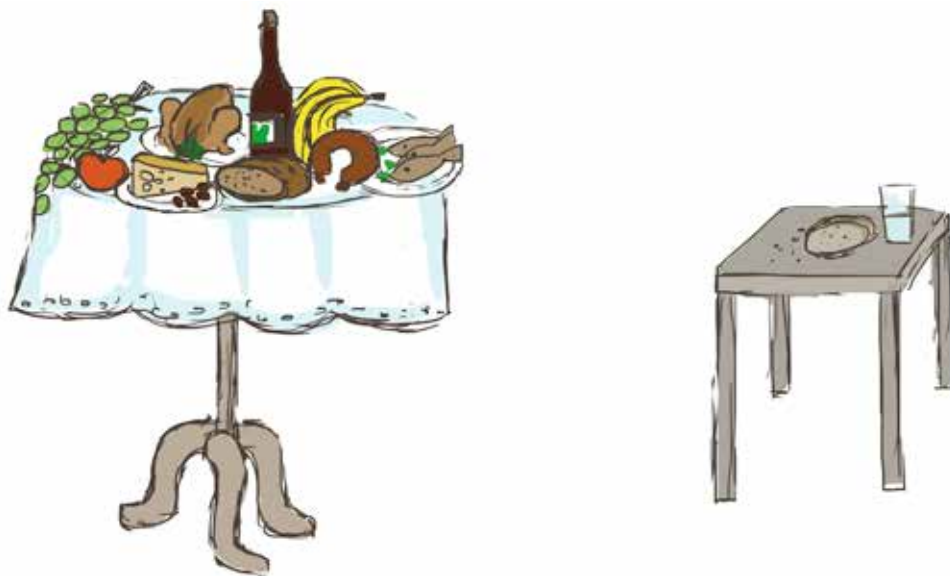
### 3.10. Global Buffet

**Aim:** Show and let participants experience in a very concrete way the distribution of the world (25% of all people use 75% of all resources).

**Method:** Before the break all participants can pick a card, without seeing what is written on it. 25% of the cards have the text “congratulations, you have been born rich” and 75% of the cards have the text “sorry, you have been born poor.” Half of the room where the participants spend their break is nicely prepared for the rich (including nice refreshments, drinks, cookies, fruits, decoration, etc...) and the other half is prepared as simply as possible (e.g. just water and dry bread). The participants have to spend the break on the side that is written on their card, they can see each other, but are not allowed to communicate or share between the groups.  
Only after the break they get to know why it was like this and are given the opportunity to talk about it and tell how they experienced it and how they felt.

**Material:** Small cards to divide the groups, Refreshments for the break.

**Duration:** Break + 10 min



### 3.11. The two faces of the world

**Aim:** A creative and personal examination of the future and our own hopes, dreams and fears.

**Method:** When we think about the future we have both hopes and fears. Alone or in groups the students can express them by creating posters with “the future face of the world,” the sad face of the world and the happy face of the world.

**Material:** Paper, coloured sheets, nature Materials, newspapers and magazines, rubbish, pens, glue...

**Duration:** 30 min



## 3.12. Footprint conference

**Aim:** Show diversity of the interests of different groups. Strengthen the ability to understand other points of view. Searching for creative solutions. Active and flexible thinking.

**Method:** Divide participants in groups (school, politicians, consumers, NGO's, industry and commerce, media). Each group gets a preparation sheet and has time to prepare for the conference. If a group needs further help, the sheets with ideas can be distributed. Make sure to give the groups time to create their own ideas before distributing the idea-sheets for further inspiration.

At the footprint conference all groups meet and decide together what is going to be done in their school/ town/land to reduce their ecological footprint. All groups should agree with the result. It is useful to have a presenter who gives everybody the opportunity to talk and to stay with the theme.

**Material:** Preparation sheets and Idea sheets. (both you find following).

**Duration:** 30–60 min

### Preparation sheet for the School

You are the pupils of the town.

Prepare what you want to say at the footprint conference.

- What could be your motto for your school to lower the ecological footprint?
- What did you do in your school to lower the footprint of the town?
- What do you want to do more in the future?
- What do you need from others to be able to reach this?

### Preparation sheet for the Politicians

Please put yourself in the situation of the politicians of your town. Your task is to structure the life in the town. You can support things or introduce rules in the town.

Prepare what you want to say at the footprint conference.

- What could be the motto for the town to reduce its ecological footprint?
- What have you already done to lower the footprint of the town?
- What do you want to do more in the future?
- What do you need from others to be able to reach this?

### Preparation sheet for the Media

Please put yourself in the situation of the journalists in your town. You make TV programmes, radio programmes, write newspapers...

Prepare what you want to say at the footprint conference.

- What could be your motto to reduce the ecological footprint in the town?
- What have you already done to lower the footprint of the town?
- What do you want to do more in the future?
- What do you need from others to be able to reach this?

### Preparation sheet for the Industry and Commerce

Please put yourself in the situation of people who work in industry and commerce. You trade and produce things. You want to do business and you also want to save the environment and lower your footprint.

Prepare what you want to say at the footprint conference.

- What could be your motto to reduce the ecological footprint in the town?
- What have you already done to lower the footprint of the town?
- What do you want to do more in the future?
- What do you need from others to be able to reach this?

### Ideas for the Media

- Announce a competition for the best ideas among newspaper readers.
- Write an article about the ecological footprint.
- Start an information campaign about FSC-wood.
- Show reports on local TV about people practising good and innovative solutions.
- Interview politicians about the ecological footprint.
- Write a series about different marks of quality.

### Ideas for the School

- Start a biological buffet at school.
- Announce that no tin-cans are to be used at school.
- Lay out a pond and care for it together.
- A campaign called "bike instead of car" (also for the teachers).
- Use energy saving light bulbs.
- A project dealing with the footprint as a part of education.
- Give talks about the environment.
- Arrange an exhibition about the ecological footprint.

### Ideas for the Politicians

- More busses/trams in town so that people don't need their own car.
- More parking places for bikes in the town.
- Announce a competition for the best ideas about traffic/transport.
- Improve the sewage plant of the town.
- Support people that want to have their own compost heap.
- Support solar energy.
- Support projects for the environment (e.g. a nature reserve)
- Support small shops with regional products.
- Support markets where farmers can directly sell their products.
- Put the river in the town back into a natural state.
- Prepare division of rubbish and make recycling possible.

### Ideas for the Consumers

- Buy regional products.
- Buy biological products.
- Buy fish with an MSC certificate.
- Buy regional fish.
- Eat less meat.
- Prefer fair-trade products where possible.
- Buy wood with an FSC certificate.
- Don't buy any products/earth that contains peat.
- Repair broken things instead of throwing away and buying new.
- Use public transportation instead of a car.
- Use recycled paper.
- Try to avoid rubbish.
- Separate and recycle your rubbish.

### Ideas for the NGO's

- An exhibition about the ecological footprint.
- Projects that save nature in the town. (e.g. plant bushes/trees, lay out a pond, save amphibians at the roads).
- Inform the politicians.
- Write articles to the newspaper and inform the media.
- Visit schools and inform the pupils.
- Support school-projects.
- Collect money for projects that save nature and the environment.

### Ideas for the Industry and Commerce

- Reduce amount of waste.
- Use modern energy saving techniques.
- Follow the environmental laws.
- Use the newest filters.
- Save water.
- Donate financial support to environmental projects.
- Look for good solutions together with NGO's.
- Lower prices for energy-saving devices, higher prices for environment-destroying devices.
- Promotion week for biological products in the supermarkets.
- Inform their employees about the ecological footprint.
- Put areas not needed for production back to nature.
- Turn off lights during non-working period (night) in shops and offices.



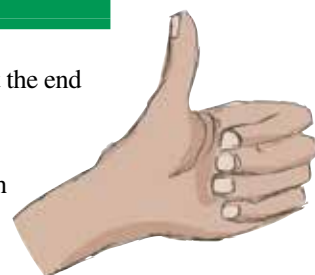
## 4. Get Active! - Journey to the solutions

To face all the negative global trends we have to see possibilities to deal with them. The seed of all change is perception and the process of getting active starts with comprehension. That gives us motivation for wanting to change something. The following methods help to realise that there are plenty of ways for showing action, also on the individual level.

### 4.1. Good Luck

**Aim:** Increase the attention and concentration of the group. Good as a beginning or at the end of a session (why not before every time spent on the project?).

**Method:** The participants stand in a circle. They reach their right hand into the circle with their thumb to the top. The group leader says “good luck” (or any other word that relates to the theme). While saying the word he/she turns the head and the thumb to the left and thus passes the word on. The participant standing on the left side does the same (says the word, turns the head and the thumb to the left) and so the word is passed on through the whole group until it comes back to the group leader.



Variation 1: time can be taken and tried to be improved.

Variation 2: each participant can also say his/her name instead of the same word, as a sign that everybody is present and working together on the same task.

**Material:** none

**Duration:** 5 min

### 4.2. Progressive brainstorming for individual action

**Aim:** Supporting to achieve a concrete action out of an abstract general target

**Method:** This creative method helps to find ideas about how to change abstract goals into concrete individual actions. The pupils get 3 sheets of paper and 15 minutes to work by themselves; in the first 5 minutes everyone writes down on the first placard some aspects/areas that she or he thinks would be important for a ‘better’ future. In a second step, the participants choose two or three areas they personally find the most important from those they collected before and write down on the second paper various actions that people could take to create a better future.

It is important that the participants only choose aspects and actions they are really interested in. Finally the pupils write those actions on the third sheet of paper they feel the most attracted by; now it is important to think of actions he or she would be willing to undertake in the next 14 days in the chosen areas; something that makes sense, that is legal, realisable in two weeks, fun and pleasurable. It is also important that the pupils don’t feel pressure to act or feel stressed to realise their actions. At the end everyone can present his/her ideas.

Some suggestions for individual actions: to write an article for the student newspaper, create a placard to inform other classes, a speech at home with family and friends, to collect more information for oneself, to go shopping with awareness, activities at various NGOs...

**Material:** A3-sheets/pupil, pens

**Duration:** 30 min +

### 4.3. Theatre

**Aim:** A creative way of handling the theme, express thoughts and communicate with others. Groupwork.

**Method:** The students create a play with the footprint as a theme. They can choose themselves how they want to do this.

**Material:** none

**Duration:** at least 30 min

### 4.4. Exhibition

**Aim:** Pictures often motivate more strongly than words and make people look. Transporting information and feelings to the viewers. A creative way to reflect and deal with a theme for the exhibitors. Chance to share with others what we found out and made. Raise the public awareness.

**Method :** Create an exhibition of different pictures, it can be photographs you took, paintings you made or collages from natural materials or newspapers or a combination of those. Along with the pictures you can give short information related to the art. Maybe you start the exhibition with an opening day on which you offer e.g. a biological buffet, a talk, additional information or autographs of the exhibitors.

**Material:** Depends on the objects you want to show. E.g. paper, colour, camera, natural materials, newspapers, glue, pencils. A place to have the exhibition.

**Duration:** At least one hour. More time might be needed depending on where the exhibition takes place.



## 4.5. School – Newspaper

- Aim:** Informs the readers about the ecological footprint and different possibilities to be active. Gives the writers possibility to express themselves and deal with the theme in a creative way.
- Method:** Can be distributed in and outside of school. Gives the pupils the chance to independently look for information and to disseminate that information. Maybe you can ask some local company (that is aware of the environment) to finance the printing in exchange for an advertisement.  
The pupils can also ask a local newspaper that already exists if they can write contributions for them about the ecological footprint.
- Material:** Information for the articles. Possibility to copy or print the newspaper.
- Duration:** At least one hour to write. Additional time to coordinate and print and distribute.



## 4.6. Interview

- Aim:** Learn from each other. Get other people involved. Practice social skills.
- Method:** You ask people who are older than you what has changed in the environment since their youth. Maybe you can use the interviews for an exhibition or a newspaper.
- Material:** pencil and paper (if you want to write down the answers)
- Duration:** 1 hour

## 4.7. Footprint-Day

- Aim:** Creative handling of the topic. Giving information and impulses to others, getting them not only to know but also to experience.
- Method:** Organise a footprint-day in your school or village. Maybe with an exhibition, footprint-games, theatre, biological buffet, petitions, search for participants, music or a disco. You can use many of the ideas in this book to compose your own personal footprint-day.
- Material:** See the different ideas that you want to realize.
- Duration:** Depends on what exactly you do. If a whole footprint-day is too much to organize, you can also pick just one action that you invite other classes or people in the village to do, e.g. the students go in groups of two or three to each class of your school and organise a world cafe workshop there. Or you make a footprint-week with one action each day.

## 4.8. Lower the ecological footprint of your class

- Aim:** Experience that one person can change a lot. Feeling like a group.  
Concrete methods to lower the footprint.
- Method:** At the beginning the class counts how big their average footprint is. Together you consider what each of you can do to lower this footprint. Try to follow these goals and find new ones. In regular intervals you count the average anew, to see how it lowers.
- Variation for ambitious classes: With a questionnaire you count the ecological footprint of the whole school. Then you consider how you can lower it. Give talks in other classes, make a poster to be hung at school, make an information table, make it possible to buy ecological food for the break, show potential ways to recycle rubbish (use every paper on both sides...).
- Material:** Computer to find out the individual footprints.  
Information about how to lower the footprint.
- Duration:** One person needs about 15 minutes to find out their personal footprint.  
Time to find average, to find possibilities to lower, and to check how the footprint is changing during a longer period of time.

## 4.9. Look for participants

- Aim:** Lower the ecological footprint by concrete actions. Spread the news.
- Method:** Think about what can concretely be done to lower the ecological footprint in your area. Each pupil or group choose one of these actions and try to get as many people to sign a list saying that they will undertake this action at least for a certain time (the time of the project or one year...). Possible actions can be: to always turn off the stand-by when you are not using your electrical devices, to take a shower instead of a bath, to take the bike to school/work instead of car or bus, to reduce the consumption of meat, to use energy saving light bulbs.
- Everybody meet regularly and share how many participants they have already found and what are helpful ways of finding new ones. Maybe you can count how much the ecological footprint lowered through all these actions. Or you organize a party, exhibition or theatre for all the participants at the end.
- Material:** Paper and pencils. Information about the footprint.
- Duration:** 1 hour to prepare. Additional time to find participants.



## 4.10. Concrete project at school

**Aim:** Concrete project to lower the footprint. Do something together as a group.

**Method:** What can we do in our school that lowers the footprint? E.g. Organise an organic buffet, start a compost heap, recycle the rubbish, check if the lights are turned off in empty classrooms, consider if we need lights in the classroom during the day, sell fair-trade products in the teachers room, lower the room temperature (even one degree saves a lot of energy), use energy saving light bulbs, plant trees/bushes/grass in the yard or garden, make a garden for butterflies or frogs.

**Material and Duration:** Depends on project.

## 4.11. Realised projects

**Aim:** Learning from each other, sharing each other's ideas.

**Method:** Read about realised projects on: [www.foralivingplanet.eu](http://www.foralivingplanet.eu)

**Material:** Internet on a computer

**Duration:** Individual

## 5. Experience sustainability - Nature sensitisation and plays

Nature is not only our provider of resources, it also offers us recreation and pleasure, and more than that, it is the base of life. With the following exercises we try to perceive and experience nature around us, to feel as part of it and experience its value through our senses. However, experiences of nature are not enough – for taking real actions an internalisation of nature and of global problems as well as motivation is necessary. These methods can be used before we approach the concept of the Ecological Footprint as well as during a project.

### 5.1. Favourite place

**Aim:** Raising awareness of nature, creating personal emotions, good access to a project

**Method:** The participants are asked to bring to school a photograph of their favourite place in nature. The class can sit in a circle and the pictures are put on the floor. The pupils tell the others about their favourite place, why they like it there, what the place looks like, how they feel being there. (Older pupils or those who forgot to bring a photograph can imagine their favourite place with closed eyes and afterwards describe it to their colleagues.) The teacher can act as a reporter asking which animals live in these places, how is the relation of the pupil to nature and if that influences the choice of their favourite place. This method can be a good access to a project.

**Material:** own photograph

**Duration:** 15 min +

### 5.2. Slideshow

**Aim:** See the beauty in nature

**Method:** All participants get a slide frame. In this frame everyone can create a composition out of natural materials which they find in the nearby environment (parts of leaves, flowers, wood, etc.). Afterwards a slide show is simulated; everybody lies down on the ground (or stands/sits in a circle) and holds the slide against the sky/the light. Then the participants pass around their slides, one by one until everyone sees all of them and holds his/her own slide again.

**Material:** Frames for the slides

**Duration:** 15 min





### 5.3. Relay

**Aim:** Show potential of action to reduce the footprint in a playful way. Support ambition. Show that reducing the footprint is fun and goes quickly.

**Method:** A relay (on time) with obstacles for two or more groups.  
The obstacles should be a task that leads to a reduced footprint.  
(Easier to prepare if a small break is made after each task).

Examples for tasks:

- Change a common light bulb in a lamp for a light bulb that saves energy
- Put on one or more pullovers (instead of turning on the radiator)
- Collect prepared rubbish (in nature) and then sort it (to make recycling possible)
- Biking (instead of going by car or by bus)
- Further tasks can be added according to the circumstances and your imagination.

**Material:** depends on the tasks e.g.: common light bulbs and light bulbs that save energy and a lamp, one or more pullovers, bike, rubbish ( plastic bottle, paper, glass, something organic...)

**Duration:** 15-20 min

### 5.4. Blind trail

**Aim:** Exercise the sense for natural details

**Method:** The participants follow a rope for a certain distance with blindfolded eyes. Silence and receptiveness are very important during this game. The road will need to have been already constructed in advance by the teacher. For creating the trail, a site that offers a lot of exciting experiences should be chosen. The route should not be visible from the start. It can be prepared creatively by changing the height of the cord. Especially in the wood the blind trail can be very effective. An exciting trail could be: you go along a path in the shadow; you climb over a tree trunk covered by moss; you continue on a sunny path where bees are buzzing or birds singing; you get into the wood again, you crawl under a branch of a tree and feel the dry leaves on the wet floor under your hands. The trail can be even more exciting if you fix some small bags on the rope with interesting objects to touch inside (a rough and a smooth stone, fresh and dry leaves, beans or dry wood, empty shells, snail-shells, sand, etc.) and/or film canisters, filled with something that smells strongly (flowers, pepper and other spices). A knot in the rope can signal if there is something interesting close by, something to smell or a coming obstacle. During preparation it is important to decide which side the participants are going to follow on. At the end the teacher can ask the participants to guess how long the trail was – usually they overestimate the length of the road. Besides seeing how all their senses are required, the participants are going to be inspired a lot. They get a sense for natural details.

**Material:** 50 m rope, blindfolds, grope-bags, film canisters with diverse content

**Duration:** preparation + 30 min

## 5.5. The Gordian knot

- Aim:** Make participants think about what can be helpful to finding a solution to complicated problems, being careful, let everybody take part, trial and error, good communication, solve one thing at a time, teamwork.
- Method:** Everybody stands in a circle, closes their eyes and reaches with their hands in front of them. Without opening their eyes each hand has to grab exactly one other hand. When this is done, everybody can open their eyes and the aim is to turn the knot into a circle without letting the hands loose at any time. After that the participants can talk about what helped them to dissolve the knot (speed, communication...)
- Material:** none
- Duration:** 10 min

## 5.6. Experience nature with all senses

- Aim:** Bigger awareness and fascination for the diversity and beauty of nature.
- Method:** Participants are sitting in one or more circles or rows and get blindfolded. Different things are given out. Each participant can take his/her time to experience what is given out and then passes it on to the next. If possible without words and talking, so that everybody can concentrate on himself/herself. Relaxing music can be played softly.  
If possible you can do this outside using all of nature instead of collected materials in a bag.
- Material:** Boxes or bags with different natural materials that are interesting to smell, hear, taste and touch. (optional: soft, relaxing music, and a way to play it)
- Duration:** 20 min

## 5.7. Excursions

- Aim:** Fascination for the beauty of nature, getting an insight into sustainably acting companies.
- Excursions to special, unique sites in nature, national parks etc. or even to companies and factories that serve as good examples (fair trade, organic, innovative) are inspiring alternatives for schoolwork, especially with a preparation and a review afterwards.



## 5.8. One, Two or Three

**Aim:** Pass on information in a playful way. Check what the class knows in a non-test situation (this game can be done with the same questions at the beginning and at the end of the project). Repetition of the learned. Increase attention and concentration in the group.

**Method:** Questions are given, each with three alternative answers. Each participant decides which is the right answer and shows his/her decision through his/her position. If you have enough space, the positions can be three different places, pointed out in advance. Other examples for positions might be: sit on the floor – stand in front of your seat – stand on your seat. When each of the participants has decided on an answer, the right answer is said, and if needed explained with additional information.

Variation 1: play in groups; the group has to agree on one answer.

Variation 2: for a given amount of right answers the class gets beans that they can grow together in a pot in the classroom.

Is also suitable for example for your footprint day.

**Material:** appropriate questions (examples given below, needs to be adapted to the age of the students and the theme you are working with).

**Duration:** 5–30 min

### Examples:

**How many different species (animals and plants) are known to science?**

- 1) *1.7 million*
- 2) 6 billion
- 3) 200,000

**What do you call a way of life that will not destroy the world?**

- 1) *sustainable*
- 2) recessive
- 3) efficient

**In what unit is the ecological footprint measured?**

- 1) football fields
- 2) Kilometres
- 3) *hectares (global ha)*

**How many hectares are available for every person in the world?**

- 1) 5.3 hectares
- 2) *2.1 hectares*
- 3) 8 hectares

**How big is the average ecological footprint in your country?**

(put in alternatives according where you come from)

**What is the abbreviation for the mark of quality for wooden products?**

- 1) *FSC*
- 2) MSC
- 3) NLP

**Which exercise book keeps the footprint the smallest?**

- 1) *books from recycled paper*
- 2) books from wood-free paper
- 3) books that have been bleached without chlorine

**Which is the best way to bring your lunch to school?**

- 1) in aluminium foil
- 2) in plastic foil
- 3) *in a plastic box*

**What is the best for the footprint to paint with?**

- 1) felt pens
- 2) coloured pencils
- 3) *coloured pencils out of FSC-wood*

**What is the best way to get to school?**

- 1) let your parents drive you by car
- 2) *on foot or by bike*
- 3) by bus or tram

**If you are cold at home in winter, what makes the footprint the lowest?**

- 1) turn on the heating (even more)
- 2) take a shower (takes just a few minutes)
- 3) *put on another pullover*

**You enjoy working/playing at the computer, what do you do when you are done?**

- 1) let it run, you never know when you will need it again
- 2) shut down the computer
- 3) *turn off even the stand-by function/unplug the electrical connection*

**How do you get fresh air in your house in winter?**

- 1) better not, as the heating is on
- 2) *open the window widely for a few minutes*
- 3) leave the window open just a bit while you are not at home

**You want to go out and your favourite trousers are still wet after washing, what do you do?**

- 1) put them quickly in the drier
- 2) hang them on the radiator, which is heating anyhow
- 3) *put on different trousers*

**How much CO<sup>2</sup> is naturally in our air?**

- 1) 0,3%
- 2) 5%
- 3) 10%

**How much energy used is fossil energy?**

- 1) ca. 50%
- 2) *ca. 90%*
- 3) ca. 30%

**You need a drink for school, what do you bring?**

- 1) a purchased drink in a bottle
- 2) a purchased drink in a can
- 3) *water that you filled at home from the tap*

**You want to throw a birthday party for your friends. What do you cook for them?**

- 1) schnitzel
- 2) schnitzel from biological meat
- 3) *pasta with vegetables*

**Which problem causes the biggest changes in the climate?**

- 1) genetic technology
- 2) *CO<sup>2</sup> emissions because of burning*
- 3) reduction of biological diversity

**Of all commonly eaten fish, how much is threatened?**

- 1) ca. 10%
- 2) ca. 90%
- 3) *ca. 50%*

**You are thirsty, what is the best solution for the ecological footprint?**

- 1) *you drink water out of the tap*
- 2) you buy a recyclable bottle
- 3) you buy a non-recyclable bottle

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# 1. Introduction

Great rivers like the Danube connect people and cultures. They demand exchange and debate. Further, rivers and wetland areas provide valuable services for people. The Danube and its tributaries are lifelines of the Danube basin which must be preserved for coming generations.

Rivers know no political borders and thus intervention of people in the Danube basin affects all its inhabitants. The basic principle “act together and with a sense of responsibility” is truer today than ever: the Danube basin has a common past; whether it has a sustainable future depends on how we act today.

## 2. Background information

The Danube is the second longest river in Europe after the Volga. It is 2,780 kilometres long and spans Europe from east to west. It has 120 major tributaries and many more minor ones; therefore, it drains an enormous catchment area. The Danube flows through 10 countries, takes water from a further eight countries and thus connects 18 countries and 81 million people.

The International Commission for the Protection of the Danube River (ICPDR) was established in 1998 by all the Danube states. The aim of the ICPDR is to implement the Convention on the Protection of the Danube (see below) and to support international cooperation of the Danube states. The final goals are to cooperate on fundamental water management issues and to take all appropriate legal, administrative and technical measures to maintain and improve the quality of the Danube River and its environment.

The Convention on the Protection of the Danube was signed on June 29, 1994, in Sofia, Bulgaria and came into force in October 1998. The main objective of the Danube River Protection Convention (DRPC) is to ensure that surface waters and groundwater within the Danube River Basin are managed and used sustainably and equitably.

### **This involves:**

- the conservation, improvement and rational use of surface waters and groundwater
- preventive measures to control hazards originating from accidents involving floods, ice or hazardous substances
- measures to reduce the pollution loads entering the Black Sea from sources in the Danube River Basin

Another important legal instrument and a basis for improvements is the EU Water Framework Directive.

► [see point 5. links and further information](#)

## 3. The Danube Box – helps to get active



One protects and values what one understands. So the ICPDR had the idea to develop an interactive teaching material, which should be translated into any language spoken in the Danube Basin. The main concern is to help people to understand the river in all its diversity and to see people as part of the river ecosystem.

The Danube Box intends to support teachers throughout the Danube basin to sensitise children to the natural and cultural resources of the Danube and to raise awareness about the protection and sustainable development of this treasure.

The materials are intended to be exciting and inspiring for teachers and students alike. It supports teachers in designing their teaching comprehensively and through inter-disciplinary projects. It not only contains factual and expert knowledge, but also pictorial material, copyable worksheets, introductions to role-play, games, indoor and outdoor activities, and cultural articles (such as tales, legends and recipes). The Danube Box teaching units are based on the principles, methods and teaching objectives of modern environmental teaching and education for sustainable development. They needn't be exclusively used with the Danube itself in focus; most of the methods refer to any river or can be easily adapted.

► [see Danube Box: Introduction](#)

## 4. Methods

### 4.1. “Separation game”

**indoor**

**Aim:** Division of the group in pairs of 2 with a game approaching the topic Danube from an unexpected angle

**Method:** We use names of well known persons with connections to the Danube to find our counterpart in this game. Every group member gets a card with a name on it. The participants try to find the person with the same name, by shaking hands with the other group members and greeting using the name written on their card in their language.  
For example: “*Elias Canetti, nice to meet you.*”  
When two participants with the same name written on their card meet, they have reached the goal, stop shaking hands and form a group of 2.

**Material:** a set of cards corresponding to the number of participants, (for a group of 30 there will be 15 different names, each name will be written two times on two different cards) Examples for names: Elias Canetti, Matthias Corvinus, Maria Theresia, Traian, Boban Markovic, etc.

Variation of the game: Instead of names of persons one can use the name of famous cultural events or pieces of music, or towns, or plants and animals or dishes linked to the Danube.

**Duration:** 10 minutes

### 4.2. Interview

**indoor**

**Aim:** to find an emotional approach to rivers, to reflect on feelings provoked by rivers and share experiences with the group

**Method:** The participants are in groups of 2. One person interviews the other person. The topic is: “*My childhood impressions of the river. Memories of unforgettable experiences.*”  
After about 10 minutes the partners change roles. The one who has been interviewed will now become the new interviewer. The topic stays the same. After another 10 minutes everybody starts to draw a picture showing the impressions and memories of the other person’s childhood.

An exhibition is arranged. The pictures are fixed on both sides of a rope that crosses the room from one wall to another at a height of 1.5 metres. The whole group is invited to enjoy the exhibition. Who feels like presenting the impressions and memories of the partner is welcome to do so.

**Material:** paper to draw, paper to make notes, pencils, colouring pencils, a rope (10 metres), something to fix the drawings on the rope

**Duration:** 30 minutes



### 4.3. The “corner game”

#### indoor

**Aim:** enable physical movement, gather information about the group, create consciousness within the group

**Method:** The facilitator poses questions and asks the participants having the same answers to gather in one corner of the room.

The facilitator poses the questions in a way to get at least 2, but not more than 4 different kinds of answers. For each type of answer the facilitator indicates an area or corner of the room. Once the group has split up in 2–4 groups the facilitator can get more information by asking more specifically.

*Does your favourite childhood place at the river still exist as you remember it?*

(Yes/No/Partly)

*Is the water of your river cleaner now than in your childhood?*

(the same/ less clean/ cleaner)

*Have you already been by boat/ship on the Danube?*

*Have you spent holidays along the River Danube?*

(Danube/ another river/ the Black Sea)

*Has the dimension of floods changed in the last 20 years?*

(More intense/less intense/the same)

etc.

**Material:** no material needed, but space for the group to move

**Duration:** 10–15 minutes

### 4.4. The Danube Connection – simulating processes

#### Outdoor/ in a big room indoor

► See Danube Box: chapter 5.1

**Aim:** to experience the region as a whole and 3 different aspects as examples for connections that rivers constitute (floods, migration of fish, water pollution)

**Method:** The participants get a map of the Danube river basin and a (preferably blue) rope that represents the Danube.

In a first step the group is asked to create the river Danube as it actually flows through Europe, from Germany to the Black Sea, making distinct curves along its way that reflect topographical circumstances. When the River Danube is set on the ground (the rope is put on the floor), the second step follows.

The participants position themselves depending on their region/country of origin.

Together we can discuss the position of countries, where there are common borders along rivers, connections and distances.

Now 3 more, shorter ropes are offered by the facilitator. They represent important tributary rivers like Sava, Tisza and Prut. The facilitator gives background information, e.g. the role of tributary rivers.

2–3 volunteers take a short rope and form the tributary river connecting it with the river Danube where it actually flows into the River Danube.

In the next step everybody positions themselves along the Danube or a tributary river and takes the rope representing a river in one hand. Where the Danube is the border between 2 or 3 countries, two or three persons stand facing each other. This occurs between Slovakia and Hungary, Croatia and Serbia, Serbia and Romania, Bulgaria and Romania, and the Ukraine and Romania. The Danube forms the border for a few kilometres between Moldova and Romania, Austria and Germany, and Slovakia and Austria. Now the simulation of processes can start.

The facilitator tells a story: *“Nothing comes from nothing. The water in the river Danube is brought in by about 300 different rivers from the whole Danube region. But there are big differences throughout a year. During periods of low water the outflow of the Danube into the Black Sea is 1,610 cubic metres per second. During high water it is 15,540 cubic metres per second. Almost 10 times as much.*

*In the winter months of January and February the water levels are lowest in the upper course of the river Danube. Down from Budapest and especially between Rumania and Bulgaria the Danube is covered by ice.”* The group is asked to simulate the low water levels (e.g. by holding the rope down at the level of the knees) and the frozen Danube.

*“In spring the snows in the Dinaric Mountains and the Carpathians start melting. Flood waves going down the Sava, Tisza and Prut Rivers enter the Danube and lead to high water levels downstream.”* The participants indicate rising water levels by raising the rope high up in the air. As the flood wave goes by the ropes are lowered again.

*“Until the point where the Morava discharges into the Danube, the Danube is heavily influenced by the Alpine glaciers. For this reason the Danube reaches its highest monthly flow in the upper course only in July. When the Alpine glaciers melt in July, the flood wave goes down the whole Danube River to the Black Sea.”*

*“In autumn a Beluga starts to swim from the Black Sea upstream, in order to spawn.”*

A hula hoop symbolising the fish enters the game, swimming up the Danube. The participants have to jump through the ring without taking their hand off the rope. *“At the Iron Gate hydro dam the Beluga can’t pass through. Then a project is realized and the dam becomes passable. The Beluga continues until the dam of Gabčíkovo in Hungary. After 2 months of spawning somewhere in the Danube it returns to the Black Sea.”* When the fish passes a person, the person jumps through the wooden ring and passes it further down.

*“Then suddenly an accident at the Tisza River happens. Poisonous substances enter the river and flow downstream.”* A symbol of toxic waste is passed downstream. We talk about the accident and its consequences. *“As time goes on the water dilutes the poison. It is taken to the sea, the last station of the journey.”*



We end our simulation with a hopeful message: *“A water drop needs 4 weeks from the springs in Germany down the whole Danube River to the Black Sea. Fresh and clean water is always coming from the springs. If we stop polluting, the rivers will be clean soon and the Black Sea can recover; an advantage for all of us.”*

**Material:** 1 15–20 metre (blue) rope, 3 3–5 metre ropes, at least 1 map of the Danube Region, an 80 cm hula hoop, a symbol for toxic substances

**Duration:** 30 minutes

## 4.5. Many people speak many languages

**indoor**

► see Danube Box: chapter 5.1

**Aim:** Learning about languages in the Danube river basin, making it evident that other languages are also spoken in your own country.

**Method:** The class is divided in smaller groups of about 5 or 6 students. Each group gets a set of small cards, on which the various names of the Danube are written. The children discuss together what kind of languages they see and try to find out on the poster where the people live and who speak them. Encourage the children to tell the class what other languages they have heard. They recognise that even in their own country various languages are spoken. They learn that there are people in every country who have different mother languages. They hear that their own language is used in other countries and then guess which country it might be.

These are the different ways that the word “Danube” is spelt in languages used in the Danube basin:

German: Donau ■ Hungarian: Duna ■ Croatian: Dunav ■ Macedonian: Dunav ■  
Serbian: Dunav (Дчнав) ■ Bulgarian: Dunav (Дчнав) ■ Russian: Duna (Дчнай) ■  
Ukrainian: Dunaj (Дчнай) ■ Slovakian: Dunaj ■ Romanian: Dunăre ■  
Albanian: Danub ■ Turkish: Tuna.

Further possibilities:

What does “child” or “water” or “school” mean in the Danube languages? With the aid of dictionaries, draw up a list of vocabulary words that are important for children and are related to the Danube. Translate them into some of the neighbouring languages. The pronunciation can be tried out together. These words, too, can be written on small cards and stuck on the Danube poster. A vocabulary list for the words “child”, “water” and “river” can be found on the CD-ROM.

**Material:** a set of small cards with the various names of the Danube for each group of students, poster from the Danube Box

**Duration:** 10 minutes

#### 4.6. “When the water rises... it creates life.”

**indoor**

► see Danube Box: chapter 5.2

**Aim:** Opening action to draw the student’s attention to the subject of floods/ to show beforehand that flooding rivers are principally natural

**Method:** Write the following three names on the blackboard, eventually add pictures of the three species, if they are unknown by the children, and encourage them to find out what they have in common:

Carp

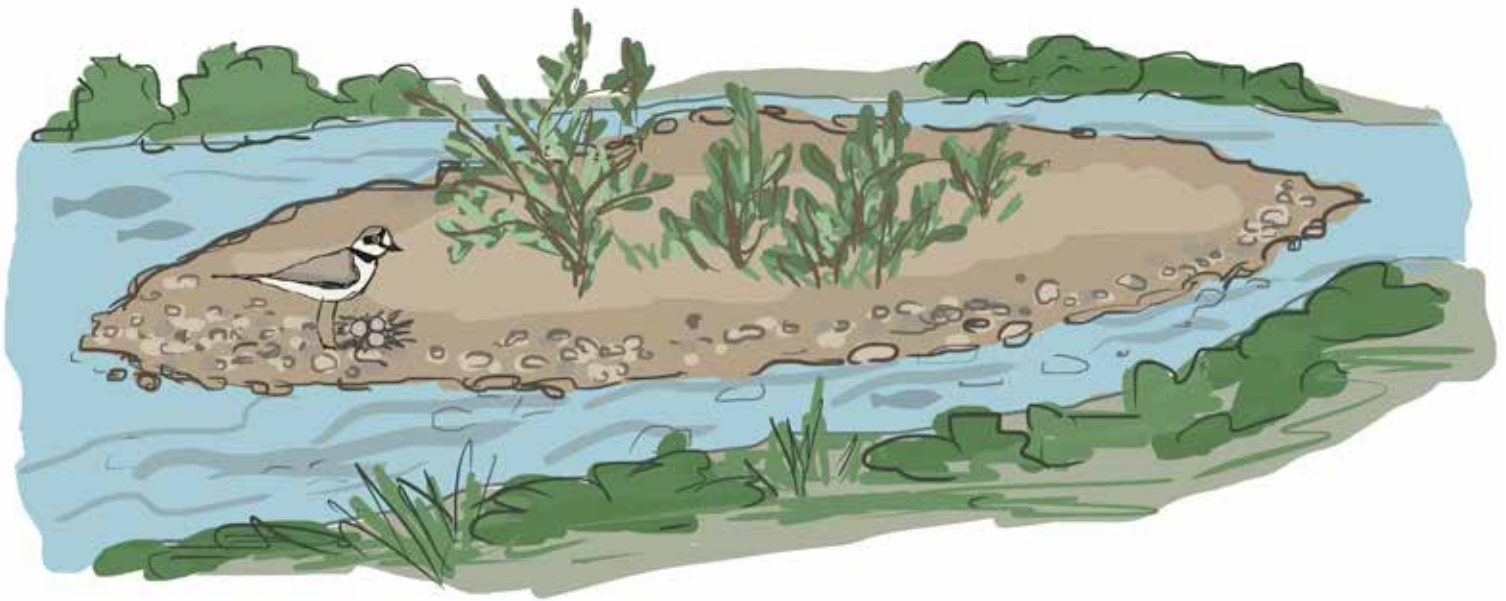
Kingfisher

Little ringed plover

**Solution:** All three animals need floods in order to live. Carp use flooded meadows as a breeding area, kingfishers need steep faces of soil where they can dig holes for their nests, as only floods can form them, and the little ringed plover lays its eggs between the pebbles on new islands bare of vegetation, built by the latest flood. What the children learn from this short action: Floods are natural occurrences. Some animals need flooding to survive.

**Material:** Papers or blackboard with the three names on it, pictures of the three species

**Duration:** 5 min





## 4.7. Brainstorming “All about floods”

### indoor

**Aim:** Collecting material and ideas related to the subject

**Method:** Everyone writes down what occurs to him or her when he or she thinks about floods – each idea on one self-adhesive Post-it. Teachers may limit the number of Post-it notes every student gets. After that, teacher and students try to sort and group the collected ideas according to different aspects. For example:  
floods: important to nature  
floods: how they come into existence  
floods and man: adaptations to floods/examples to learn from (today/ formerly)  
floods and man: damages (avoidable/hardly avoidable)

**Material:** writing materials, self-adhesive Post-It notes

**Duration:** 20 min

## 4.8. Water retention – how wetlands store water

### outdoor

► see Danube Box chapter 4.6

**Aim:** Get to know how wetlands act as water retention areas and thus help to minimize the damage of floods

**Method:** This game is best played in a park or garden where dry leaves are left on the site. The class is divided into groups of 4–5 students who each receive a wooden frame. The groups are assigned to collect fillings for the box that will give it maximum water retention capacity. They shall build a “wetland” which holds back as much water as possible. After a limited amount of time the boxes are each placed on the rims of two chairs. A plastic bowl is arranged below each frame so that water can drip into the bowl. All frames with the chairs on their sides are arranged in a line. By call of the teacher a given amount of water is poured into each “wetland”. After some time the amounts of water which passed through the different “soils” are compared. The group with the least quantity of water having passed through wins.

After the competition the capacities for water retention of different materials and their interactions are discussed.

**Material:** 2 or 3 wooden frames 50 x 50 cm, height: 20 cm, bottom consisting of a metal grid/ screen with a maximum width of 1 cm (fence for rabbits or similar); 2 or 3 large plastic bowls; 4–6 chairs; soil and underground material like garden soil, sand, gravel, plant material like grass, leaves, straw, moss; bucket, watch showing seconds

**Duration:** 40 min



## 4.9. Rivers need space

### Outdoor

► See Danube Box chapter 4.6

**Aim:** to experience that floods are natural occurrences, to see what factors have an influence on floods (type of rainfall, the space a river has, land use, ...) Students learn: Floods are minimised by woodlands and meadows when they act as inundation areas.

**Method:** In the schoolyard or in front of the school two full watering cans (or buckets of water) are emptied simultaneously onto a natural surface where water can seep away. One watering can (or bucket) is emptied very quickly, the other slowly. Where the watering can (bucket) was emptied quickly, a small flood can be observed. In contrast, the water from the watering can (bucket) that was emptied slowly has time to enter the ground and seep away. The children see that if water can be held back and the runoff can be slowed down, floods tend to be less severe.

Two more watering cans (or buckets) are emptied, one in an open area so the water has space to spread out, the other in a narrower place, for example a channel limited by two planks. It can be seen that where the water has space to flow, it spreads out and the water level is lower. The same amount of water in a narrower place leads to a higher water level. The children see that if rivers have space to spread out, floods are less severe. They discuss where rivers can spread out without causing damage.

**Material:** 2 watering cans (or buckets) full of water, 2 planks

**Duration:** 15 min

## 4.10. Woods preventing floods

outdoor

► see Danube Box: 1.2

**Aim:** creation of a poster to visually see how and why woods hold back more water than woodless areas like fields.  
The students experience that people have an influence on the severity of floods via different forms of land use. Students learn that when it rains in a wooded area, only half as much of the water flows directly into streams and rivers as it does if the rain falls in a woodless area.

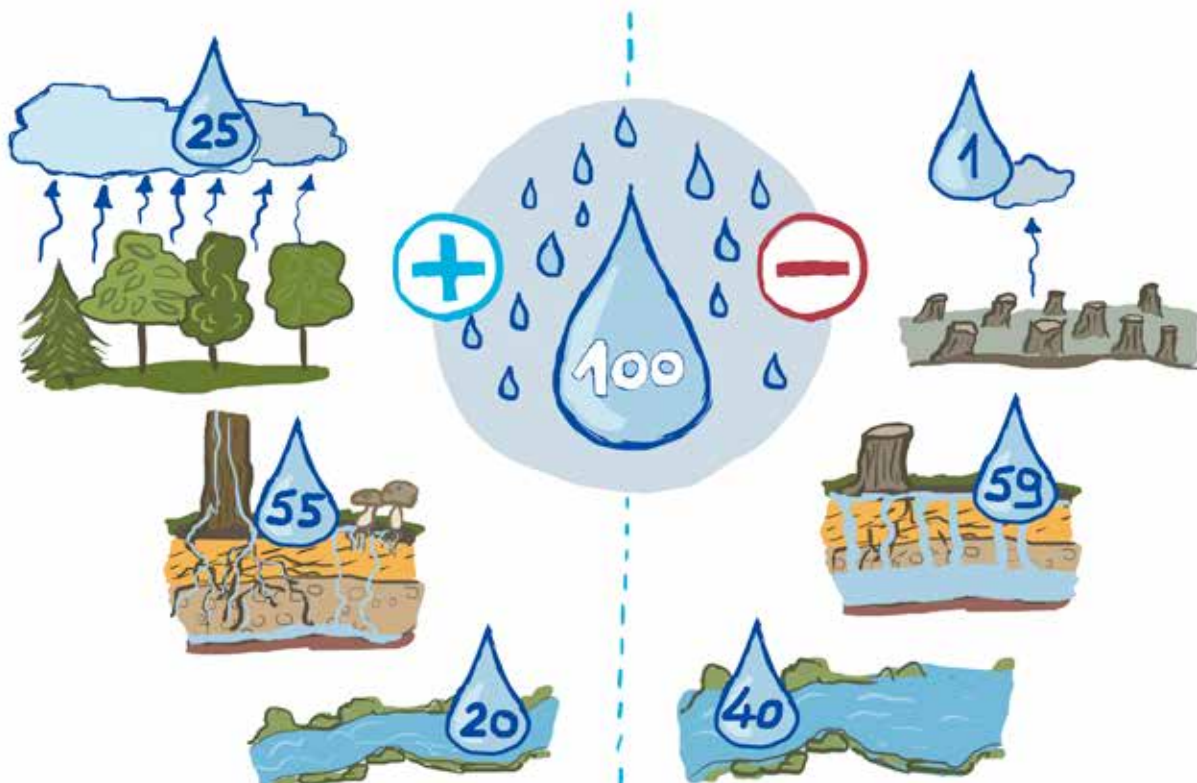
**Method:** The children think of a wood with big trees. Each child draws its wood in the rain, and also the roots of trees, on a piece of paper. Together the children consider what happens to the raindrops that fall onto the trees. With support, the children find out which different paths the drops of water take. The teacher gives the exact numbers of raindrops. The students draw the respective number of raindrops in their drawing and can show where they flow to with arrows.

On a second piece of paper students draw a field without trees. The class discusses together what has changed for the raindrops if they fall on a woodless area. It is explained that now no more water evaporates from the trees and through the trees. As a result the flow-off rises. Again the students with the help of the teacher draw the respective number of raindrops in their drawing and can show where they flow to with arrows.

Basic Information: Rainwater that falls over a wood takes five different routes.

Almost before it arrives, some of the water evaporates from the surface of the tree trunks, branches and leaves.

25 out of 100 raindrops thus go straight back into the air. Another 20 raindrops remain on the ground surface and run directly into streams or rivers. The rest, 55 out of 100 raindrops seep into the woodland floor.



There, some of the rainwater is absorbed by the tree roots, transported to the leaves and is then released into the air as water vapour. The rest of the rainwater collects under the earth as groundwater or some of it comes back to the surface through springs.

If there is no layer of trees, rainwater cannot evaporate from the surface of the trees. If there are no trees, no water is absorbed by tree roots and evaporated through the leaves. More water seeps into the earth and the groundwater level rises. Without woods, the run-off on the surface of the soil increases. In this case 40 out of 100 raindrops run directly into streams and rivers. This means: The amount of rain that runs into streams and rivers doubles when there are no woods.

Thus treeless areas, like deforested areas or arable farm land in the catchment areas of rivers, result in a higher water table and heavier floods in rivers.

**Material:** sheets of papers for drawings, material for writing/painting/drawing, a poster

**Duration:** 30–45 minutes

#### 4.11. “Kim game” - The Danube is much more than just ...

**indoor**

**Aim:** to show the many aspects/functions of the Danube or rivers in general;  
either to start or to finish a lesson

**Method:** A group of objects are arranged on a white blanket and covered up with another blanket. The students gather around the arrangement. For only a few seconds the covered objects are revealed to the audience by two helpers. The students have to remember the number of objects and the things they have seen. After removing the covering cloth the students are asked to remember what they have seen. Two students get one object and within a short time of app. 5 min they think about it and its role for the Danube (or rivers in general). After that the class comes together. One after another they tell the others about their ideas. Teachers can add information if needed.

##### **Examples of objects related to the different roles/functions of the Danube or a river in general:**

- glass of drinking water (bodies of groundwater in alluvial floodplains)
- box of matches or newspaper (poplar product of floodplain forests)
- fishing net (natural resources as basis for people's living)
- feather (habitat of wildlife)
- toilet paper (river as recipient for wastewater)
- vegetable (water for agricultural purposes – irrigation)
- flip-flops or bath towel (rivers as recreation areas)
- piece of coal (rivers as waterways for transportation)
- battery charger (running water – a source of energy)
- raisins (riverine landscapes – the origin of plants man uses, like hop, grapes, ...)
- sponge (Riverine Forests are wetlands that store/hold back water)
- thread of green wool (rivers are a lifeline and serve as an ecological corridor linking habitats)
- piece of soap (rivers purify water and thus serve as natural waste water treatment plants)
- name plate (rivers give names to villages/towns ...)



- coat of arms with fish, water, ships etc. on it (rivers provide identity)
- Aspirin (rivers are a source for medicine: the healing substance of Aspirin was found in the bark of willow trees)
- Can of caviar (symbolizes the economic value of fisheries, the abundance of fish in natural rivers – the threat of unsustainable activities: overfishing and habitat destruction have brought sturgeons to the brink of extinction)
- wicker-basket (natural resources of riverine landscapes can be used sustainably – e.g. willow trees in floodplain forests)
- musical instrument (inspiration for the creation of art / e.g. music, cultural expressions/ festivities etc.

**Material:** Objects related to the functions of the Danube (or a river in general), one object for app. two students, two big blankets

**Duration:** 30 min +

## 4.12. Owls and crows

**indoor/outdoor**

► see Danube Box chapter 3.3

**Aim:** Revision of the subjects learnt by having a lot of fun at the same time; teachers get an overview of what students have understood

**Method:** The children play an instructive game of catch. The class divides into two groups, the owls and the crows. Owls are often considered to be wise and crows to be insidious birds. The two groups stand in a playing field facing each other on the centre line (the field can be marked out with ropes or cloths). The game leader now makes a statement about something the children have learnt about the Danube in a previous lesson, for example, “The Danube connects 18 countries”. If the statement is (like this one) true, the crows run to their end of the playing field, where they are safe. The owls attempt to catch them first. If a statement is false like “The Danube flows into the Red Sea,” the crows attempt to catch the owls. The children who have been caught change groups. Before making a new statement the previous one is briefly explained.

**Possible statements in the owls and crows game are:**

- In protected areas you can simply throw rubbish away (false)
- Floods are a catastrophe for the kingfisher (false).
- Beavers live on fish (false).
- Storks nest in trees (true).
- Protected areas are also recreation areas for people (true).
- Tuna is the Turkish name for the Danube (true).

Note, that it is not easy to decide quickly in which direction to run even if you know the correct answer. But it's a lot of fun.

**Material:** ropes, clothes or something similar to mark the playing field.

**Duration:** 15 min +

## 5. Links and further information

**www.wwf.panda.org**

**www.icpdr.org:** all information on the subject of the Danube, on the work of the ICPDR and the different Danube countries, also recent activities and a lot of background information

### **Danube Box**

**www.danubebox.org:** information about aims and ideas, news and activities around the box in several countries, competitions, download of handbook, poster, family cards or CD-Rom in the following languages: German, English, Hungarian, Bulgarian, Romanian, Bulgarian, Czech (in the order of edition) Further languages, amongst them Serbian and Ukrainian, are in planning.

The box in Serbian language is under preparation (ready by summer 2013).

The Romanian Danube Box online: [http://www.mmediu.ro/pagina\\_copiilor.htm](http://www.mmediu.ro/pagina_copiilor.htm)

The Print Version can be ordered at the Ministry of Environment & Forests, Water Department:  
[ana.drapa@mmediu.ro](mailto:ana.drapa@mmediu.ro)

The Czech version can be downloaded at: <http://www.uprm.cz/aktivita/danube-box/>

A print copy of the Danube Box in Bulgarian can be ordered at the Bulgarian Environmental Partnership Foundation, Ms. Martina Popova, [mpopova@bepf-bg.org](mailto:mpopova@bepf-bg.org)  
Tel./fax: 02 9515479, 9515446 <http://bepf-bg.org/> <<http://bepf-bg.org/>>

The Hungarian version is available for downloading on [www.danubebox.org](http://www.danubebox.org) and also on [www.danubebox.hu](http://www.danubebox.hu) (where additionally information about Danube Box online competitions can be found).

**www.danubeday.org:** platform for all activities with articles, information and photos around the 29th of June, when every year people and students celebrate this day in all Danube river basin countries.

### **Black Sea Box**

**www-blackseabox.org:** the educational set aims to support teachers from elementary schools in the entire Black sea region. It is available for downloading in English and Turkish language.

Introduction to the EU Water Framework Directive

[http://ec.europa.eu/environment/water/water-framework/info/intro\\_en.htm](http://ec.europa.eu/environment/water/water-framework/info/intro_en.htm)



# For teachers:

## Active Citizenship and Our Role as Adults in Youth Environmental Projects

### “WHAT AM I TO DO?”

## 1. Getting Active!

It's one thing to learn about the environment and to find out if something is wrong with it, but what good does it do, if you don't do anything about it?

Don't just sit there: **get active!**

We know that teachers have a lot to do, so how can they ever find the time to get their students active and is this just an extra thing? One answer may be to consider what students miss out on if they don't have the opportunity to try this type of learning – it's real world learning! To get started, one might want to know: What are the steps to get started? How does one support a project? What examples are out there? These questions will be answered in this tutorial in due time, but first, we'll provide a little background on active citizenship and why we should do it.

Active citizenship in the classroom is a growing practice in many parts of the world and it gets its strength because it empowers students to take an active role in their future and the world around them. It develops a host of hard and soft skills that students need in our ever-changing world: leadership, teamwork, coordination, public outreach, communication, organization, meeting facilitation, talking to adults, meeting with politicians, and project planning, just to name a few. These skills also support learning and class spirit. A group that can plan, implement, and reflect on a project can use those abilities in the classroom and beyond. Active citizenship is learning for life!

### 1.1. Why active citizenship?

Education for citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage

in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action. They play an active role in the life of their schools, neighbourhoods, communities and wider society as active and global citizens.

Citizenship encourages respect for different national, religious and ethnic identities. It equips pupils to engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in our own community, state, and country. Pupils begin to understand how society has changed and is changing in their own country, Europe and the wider world.

Citizenship addresses issues relating to the environment, social justice, human rights, community cohesion and global interdependence, and encourages pupils to challenge injustice, inequalities and discrimination. It helps young people to develop their critical skills, consider a wide range of political, social, ethical and moral problems, and explore opinions and ideas other than their own. They evaluate information, make informed decisions and reflect on the consequences of their actions now and in the future. They learn to argue a case on behalf of others as well as themselves and speak out on issues of concern.

Citizenship equips pupils with the knowledge and skills needed for effective and democratic participation. It helps pupils to become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world.<sup>1</sup>

### 1.2. How to integrate active citizenship in the classroom

There are many ways to integrate active citizenship into the classroom. It does not have to be a stand-alone class,

but instead can easily be integrated into many different subjects from science, languages, writing, art, history, etc. Many of the methods don't require a great deal of restructuring of the curriculum. Here are some examples of ways to build in active citizenship and develop skills that can be used in action projects.

- 1) Hold debates, in small groups and whole-class discussions, topical and controversial issues, including those of concern to young people
- 2) Develop citizenship knowledge and understanding (what it means to be a good citizen) while using and applying citizenship skills (negotiation, speaking out, organization, etc.)
- 3) Have students identify skills that they need to become active and find experts who can offer that type of training
- 4) Work individually and in groups, taking on different roles and responsibilities
- 5) Participate in both school-based and community-based citizenship activities
- 6) Participate in different forms of individual and collective action, including decision-making and campaigning
- 7) **Work with a range of community partners**
- 8) When addressing political problems and issues take into account legal, moral, economic, environmental, historical and social dimensions
- 9) Take into account a range of contexts, such as school, local, regional, national, European, international and global, as relevant to different topics
- 10) Use and interpret different media, including the internet, both as sources of information and as a means of communicating ideas
- 11) Make links between citizenship and work in other subjects and areas of the curriculum.

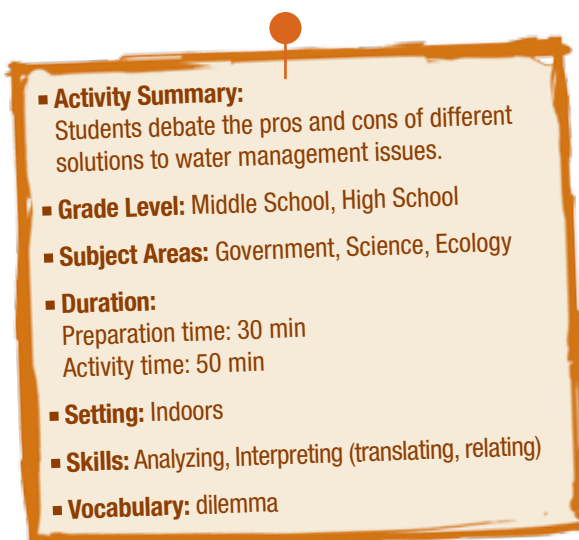
We would like to stress point number 7, work with community partners, as an excellent way to extend a project and increase its flexibility beyond the school. Finding a good partner(s) can open many possibilities. For example,

there are many youth organizations or environmental organizations that have access to funding not available to schools and who have more time outside of the school hours to work with young people. Teaming up with another organization can also be a great way to work on a pre-existing project. Again, we encourage you to have the students play an active role in searching out and arranging these partnerships.

### 1.3. Activities to encourage active citizenship

**Here are a few activities that you might use in the classroom.**

#### 1.4. ACTIVITY: The Big Dilemma: What to do!? <sup>2</sup>



- **Activity Summary:**  
Students debate the pros and cons of different solutions to water management issues.
- **Grade Level:** Middle School, High School
- **Subject Areas:** Government, Science, Ecology
- **Duration:**  
Preparation time: 30 min  
Activity time: 50 min
- **Setting:** Indoors
- **Skills:** Analyzing, Interpreting (translating, relating)
- **Vocabulary:** dilemma

#### **Objective:**

Students will:

- determine reasons why managing water resources can create dilemmas.
- identify, analyze, and select actions related to a water resource dilemma.

#### **Materials needed:**

Dilemma cards (can be laminated for multiple uses)

#### **Background:**

Everyday we are faced with dilemmas and decisions to make, some big and some small. Some dilemmas may



seem rather easy and straightforward at the outset, but soon we realize how complex they are. In this activity, students will examine different water management dilemmas and the complexities within.

A dilemma is a problematic situation that requires a person to choose from two or more alternatives, each of which can produce desirable or undesirable effects. Managing natural resources, especially water resources can present dilemmas. Often these dilemmas involve conflicts between what one wants to do versus what one believes should be done. For example, taking a nice long hot shower is relaxing; however, taking a shorter warm shower conserves resources and is better for the environment!

Complaining about a new project that will impact a favourite natural area is easy, while writing letters or lobbying against it means a commitment and action. How do we make decisions? When we do, what considerations do we take in? Decision-making and problem solving are vital skills to have in active citizenship. While confronting dilemmas may not be easy, the experience of deliberation helps people deal with similar conflicts in the future.

## PROCEDURE

### ■ Preparation

You may want to introduce various group communication and leadership skills prior to this activity. Discuss and test out different decision making processes.

### ■ Warm up

You are at a party with a friend who has been drinking and now says that he's ready to leave. You can tell that he's had too much to drink, but he tells you to get in the car. He won't let you drive and all of your friends are watching you and telling you that it's okay. What would you do? (or use a similar dilemma that students can relate to)

Tell the students that this is a dilemma. Ask them to list reasons why it is a dilemma. Have them describe approaches that they have used to resolve similar situations. Discuss with them that managing water resources can also be a dilemma and that over the next class period that you'll be exploring different dilemmas.

See if they can identify any dilemmas when it comes to water resources in their area (seeing someone they know throw trash in the water, diversion of a favourite creek, etc.)

### ■ The Activity

Divide the class into small groups and give each group one or more Dilemma Cards. Provide the groups with the following instructions:

- One member of the group (the reader) selects a card and reads the situation aloud. Group members identify reasons why this situation is a dilemma.
- The reader presents the list of options to the group. Group members discuss the situation and decide what to do and why. They must select one of the available options or identify an alternative course of action. One approach to making a decision is to rate each option. Rank them on a scale of 0–10, with 0 being total disagreement and 10 being total agreement. A rating of 5 equals “no opinion” or “needs more information.”

### ■ Wrap up

Have each group choose a spokesperson and report on their dilemma(s) to the class. Have he/she identify why it is a dilemma and identify the course of action favoured by the group. They should describe the considerations involved in making their decision. Ask the class to evaluate the option that was selected, and if applicable, provide alternatives that might be better. Ask them afterwards if they think that going through this process might influence decisions they make regarding water resources in the future. If so, how?

### ■ Extensions

Have students research real life dilemmas in their community and bring in varying perspectives on the issue.

Invite experts on the issue to come in and talk with the students. Invite several of them to a panel discussion where students can ask them various questions. Experts might include a resource manager, environmental representative, industry representative, politician, or a local homeowner.

## DILEMMA CARDS!

Here are a few examples to get you started.  
You will probably want 10–12.

**For additional examples see:**

[www.iacad.org/download/pw/](http://www.iacad.org/download/pw/)

DilemmaDerby\_Iowa\_Dilemmas.pdf

### Dilemma 1:

**You've just changed the oil in your car. You know the hazards when oil seeps (gets) into the ground water, yet you are in a hurry to get to a sporting event. How will you discard the used oil?**

- 1) Put it in the back of the garage.
- 2) Place it in a garbage can to later bring to the city dump.
- 3) Pour it on the ground somewhere out of sight while no one is looking.
- 4) Burn it.
- 5) Take it to a place that will properly dispose of it in your area.
- 6) Other?

### Dilemma 3:

**You and a friend are hiking in the mountains and you see someone dumping a large container of dark liquid into a shallow stream. What will you do?**

- 1) Go over and ask what is going on.
- 2) Run home and call the police.
- 3) Wait until the person leaves, then investigate by smelling and feeling the liquid.
- 4) Take down the license plate number of the nearby truck and report the situation to the fire department.
- 5) Other?

### Dilemma 2:

**You are the mayor of a city which has an area that often floods in high water. A company wants to build houses on the floodplain. The houses will have a great view of the river, will be close to local businesses, and will encourage wealthy people to move to the area. You must make the final decision on the developer's request. Which option will you choose?**

- 1) Inform the developer no building will be allowed.
- 2) Let the developer build in the flood area.
- 3) Insist that the developer elevate the houses on piles of gravel in hopes of avoiding flood damage.
- 4) Instruct the developer to find an alternative building location out of the floodplain.
- 5) Other?

### Dilemma 4:

**You are the governor of your state. Many streams are drying up because water is being used (diverted) for industrial and agricultural uses. This has resulted in fish kills and low water levels. Furthermore, people who use the river (fishermen, tourism groups, and kayakers) have complained about the lack of water. Industry and agriculture are major sources of income for your state, but you are also trying to increase its reputation as a beautiful, natural tourist destination. What action will you take?**

- 1) Ask water users to stop using water.
- 2) Locate and publicize other rivers around the state where people can fish and kayak.
- 3) Establish a committee to study the problem.
- 4) Propose constructing a dam and reservoir to store water for release when needed.
- 5) Buy out the water users so they will have to move to new locations.
- 6) Other?



## 1.5. ACTIVITY: So Many Perspectives

- **Activity Summary:**  
Students analyze public values toward water issues to help them evaluate approaches to managing water resources
- **Grade Level:** Middle School, High School
- **Subject Areas:** Government, Environmental Science
- **Duration:**  
Preparation time: Part 1: 20 min  
Part 2: 10 min  
Activity time: Part 1: 50 min  
Part 2: (2) 50 min periods
- **Setting:** Indoors
- **Skills:** Gathering information, Organizing information, Applying (decision making)
- **Vocabulary:** values, advocacy, water-related issues

### Objective:

Students will:

- recognize that people have differing values regarding water resource management issues
- evaluate strengths and weaknesses of proposed solutions to water resource management issues.
- describe purposes of diverse advocacy groups and summarize their similarities and differences.

### Materials needed:

Reference material relating to one or more water issues (magazines, newspapers, internet articles/website, videos, news, flyers, organizational brochures/newsletters, etc.)  
Flipchart paper and markers or blackboard/whiteboard

### Background:

It's important to be able to analyze an issue in order to make an informed decision and solve problems. Environmental issues occur when differing values converge regarding resource management strategies. Because there are often so many differing viewpoints, most issues are not easily solved.

In order to find, propose and implement solutions, we often need to understand others' values which are deeply seated in their upbringing, culture, family, and social and physical environment.

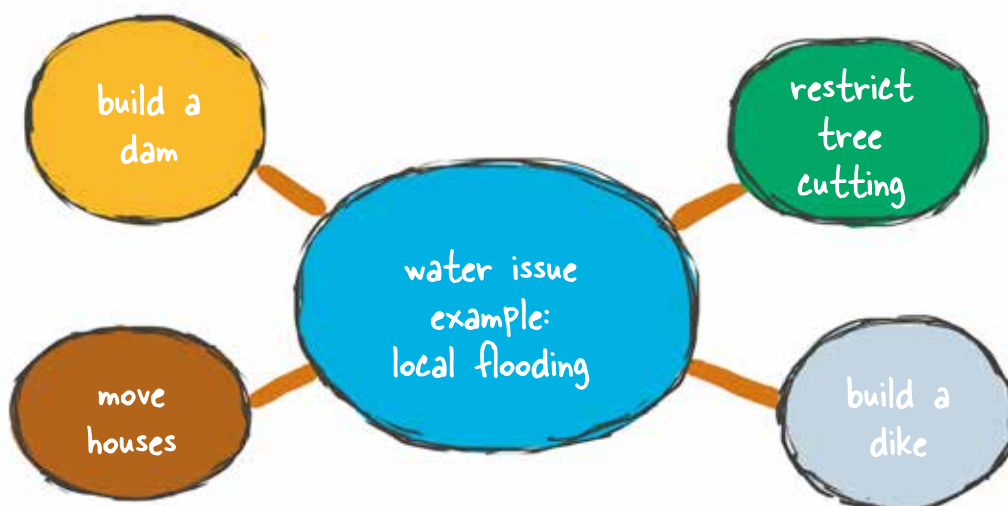
When making decisions about environmental issues, one should not only look at one side of the issue, but try to understand where others are coming from. What values do they have, which are shared and which are different.

Often times people gather together (organize) with similar opinions to push one way or another on a particular issue. These groups are often called advocacy groups. They may be small grassroots organizations or very large powerful groups. Many of these groups work on several different levels from education and outreach to lobbying and political action.

### PROCEDURE

#### ■ Warm up

Ask students to identify and describe a current or well-known public issue (any topic: smoking in public places, skate parks, teen curfews, etc). Discuss issues common to students' lives or present a scenario that demonstrates the complexities of an issue. For example, students could role-play an adult trying to get another family member to take shorter showers. Students should appreciate that issues arise because people have differing views about a situation.



## ■ The Activity

### Part I

- 1) Discuss several problems concerning water quality and/or quantity. Assign or have students select a local water resource issue. Internet sites, news articles, etc can be made available for reference.
- 2) Have students describe the cause of the issue, determining if it was a natural or human-made occurrence. Or it could be combination of the two. People build in flood plains, drain wetlands, and straighten rivers and when a natural flood occurs, there are many deaths and much property lost.
- 3) Determine whom this issue affects (stakeholders). Discuss the values of each of the people or groups involved.
- 4) In the centre of the board or piece of paper, write the title of the water resource issue and circle it.
- 5) Brainstorm or discuss potential solutions to the issue. Write solutions on the board around the circle enclosing the issue statement. Circle each solution; these are called “prospective solutions.”
- 6) Have students evaluate each solution, listing pros and cons under each. They can consider any number of different considerations: costs, time, resources, environmental impacts, jobs, wildlife, recreation, social uses, cultural values, etc. Ask them:
  - Might a proposed solution benefit some people, while making the situation worse for others?
  - Might a proposed solution actually create more problems in the long run?
- 7) Have students rank the solutions. Have them take their own values into consideration and be able to explain their decisions.

### Part II

- 1) After students have created a “prospective solutions” diagram for an issue, discuss the different viewpoints. Ask them if they think certain advocacy groups would support one solution over another.

- 2) See if the students can assign a local, state, and/or national advocacy group to each viewpoint. They can do some research on the different groups to learn more about them.
- 3) In small groups, they can prepare a class presentation about a different advocacy group. Include in their presentation about the success of the group. What are the group’s major accomplishments? What are its weaknesses? Can students agree with the perspective of the group? What do they agree with/disagree with?

## ■ Wrap up

Discuss experiences that they have with different advocacy groups: what do they know about their work? Discuss the pros and cons of aligning with an advocacy group. Have any of them gotten involved with one? What was their experience?

## ■ Extensions

This activity can be completed with a role-play in which students role-play people with different perspectives. They can either choose a specific perspective to represent or be assigned one.

You could even have them role play a certain event:

- public hearing before a water resource committee
- televised debate between differing groups
- meeting between differing groups trying to come to a joint solution

## 1.6. Additional Resources on Active Citizenship

**For additional resources on integrating active citizenship into the classroom, please visit the following:**

Project WET (Water Education for Teachers)

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

Institute for Citizenship:

<http://www.citizen.org.uk/index.html>

**Here's a video on a teacher implementing an active citizenship project in the classroom:**

<http://vimeo.com/29849003>

This film was made by QCA/QCDA during the launch of the revised secondary curriculum for Citizenship educa-



tion in 2008. It represents excellent teaching and learning in the subject as supported by ACT, the subject association for teachers of Citizenship. The classroom teacher, Dawn Terry, helps her students explore human trafficking

as an aspect of human rights. Students then take their learning to a new level. The work exemplifies not only the exploration of key Citizenship education concepts but also students taking informed and responsible action.

## 2. Getting involved in a youth action project

### 2.1. Adult roles and leadership models

Getting students involved in action projects requires many of the skills mentioned above but also a solid grasp of project management which we will describe below. It is also important that you consider your role as an adult supporter in the project. There are many different types of leadership roles that adults can play in an action project. Use the diagram below to identify the important characteristics of an adult supporter of a youth action project.

**Design the perfect adult supporter of a youth action project!**




*What characteristics should one have?  
– write and illustrate the skills and qualities*



## 2.2. Different adult roles for youth action projects

Adults can play different roles when it comes to working with youth on action projects.

Use the following table to fill in the advantages and disadvantages to each adult supporter model.

Different models	Advantages	Disadvantages
 <b>“traditional”</b> Adult leads & Youth follow		
 <b>“the team”</b> Adult & Youth work as team		
 <b>“hands off”</b> Youth lead & Adult supports (as necessary)		



## 2.3. Allow youth to take the lead!

A 1993 poll in the US of over 10,000 children in grades 4–12 found **that young people prefer after-school activities where they choose what they will do**. The survey also found that kids want to work on environmental problems to help improve their communities, but **they want to be in charge of deciding how**.

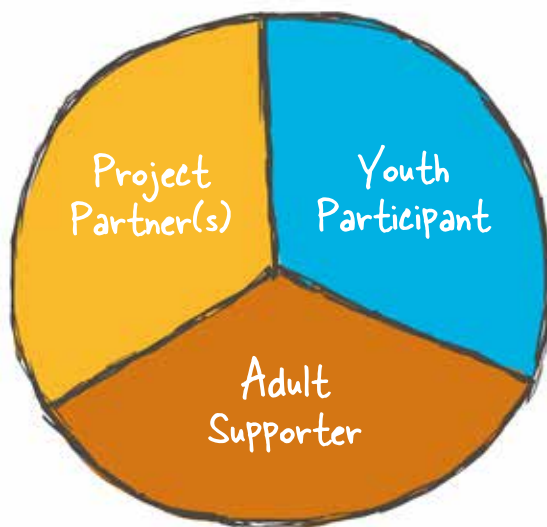
Think about ways to help young people take the lead. Here are some simple steps so that they can make their own decisions about how to act and what to act on.

## 2.4. Project roles

### Role of Youth Participant

Youth participants should:

- Investigate local environmental issues
- Talk to experts about issues and possible projects
- Choose a project based on their research that matches their own interests and skills
- Plan how to carry out their project
- Complete the project and celebrate success



### Role of the Adult Supporter

The more young people plan and manage their own projects, the more they learn. Your role is not to be an expert on all environmental issues, but to be a coach and mentor of young leaders. Follow your own judgment about when to urge the group on, when to hold them back, and when to comfort them and help pick up the pieces.

As a youth project adult supporter, you should **assist** the group:

- Find and contact experts in the community, including project partners
- Manage the project, and keep your group true to its timeline
- Act as a guide who monitors and encourages rather than directs
- Create opportunities that foster an environment for learning
- Empower young people to be active stewards of the environment
- Help participants think through plans, recognize flaws, and make adjustments
- Support young people when they make mistakes
- Applaud young people when they succeed

**“Allowing youth to make mistakes and even fail can be a hard thing to watch as an adult, but it’s an important learning process for youth.**

- **Are you willing to allow the group to make mistakes?**
- **How can you help them through times of difficulty?**

**A critical mistake could lead to great de-motivation and even break the group up, but if handled in a supportive manner could bring the group closer together.”**

(Nathan Spees, WWF)

### Role of Project Partners

Work with a local youth organization or natural resources expert(s), local “project partners” who can help plan and assist with the project. You may already have one or more partner organizations that are helping out. If not, help the students identify and contact an organization in the community or region.

Groups or organizations that might be interested in working as project partners could be:

- Youth organization
- Natural resources organization (federal, state or local)
- Environmental organization
- Religious group
- Hunting or fishing association
- Agricultural group
- University institute

## 2.5. Engaging Youth as Leaders – Seeing Youth as Resources<sup>4</sup>

Young people today need to know they're needed. They need to experience the power of making a difference about something they care about. They need to feel hope that something can be done about the many problems they see around them. Young people have much to offer when asked. They have unique and powerful capacities for creativity, enthusiasm, energy, humour, intelligence and caring. In the past decade, the grass roots youth service movement has shown that kids can address the great issues facing our world: violence, hunger, illiteracy, disease and environmental problems.

**Young people are eager to help.**

## 2.6. Tips for Involving and Empowering Youth

The key to successful youth service projects is involving young people in developing, planning, organizing and evaluating projects. Through such involvement, they learn more and work better. The youth service movement has learned much from young people themselves about how to involve them as community resources.

**Consider the following strategies:**

- 1) Build a good team of young people and adults. Use team building games and activities. Check out this website for ideas: [www.wilderdom.com/games](http://www.wilderdom.com/games)
- 2) Involve youth in setting realistic goals.
- 3) Arrange opportunities for young people to reflect on, learn from and apply lessons from their experience. See below for some ideas on how to do reflection.
- 4) Acknowledge the skills, knowledge and experiences young people already have.
- 5) Give specific skills training or information as needed to help your group move the project ahead. Local experts, colleagues, or older students can help.
- 6) Ask older students or program veterans (including college students) for help.
- 7) involve youth as leaders who have never before had the chance to lead.
- 8) Define and maintain accountability; group members must do what they promise.
- 9) Set responsibilities at appropriate levels. Too high, and failure is guaranteed. Too low, and kids will be bored.
- 10) Model behaviours you expect from young people. Expect the same from all staff and volunteers.

*Cairn, 1992*

## 2.7. Reflection Tools

### Journals

Use focused questions which help youth to think about their experiences. For a few minutes at each meeting, have them answer these questions in a project notebook. Besides helping participants process experiences as they go, these journals will also be very helpful in telling others what the group did.

### Group Discussions

Use small and large discussions to help participants learn from the project. Get comfortable. Encourage everyone to contribute. Ask open ended questions: "What?" "Why?" and "How?" Clarify that the purpose of the discussion is not to expose personal things or to attack others, but to get on the table various aspects of the project (positive and negative) that should be discussed.

### Other Means of Reflection

Any time young people think about what they are doing in order to tell others, they are reflecting.

- Create a poster, display or sculpture for public display.
- Make a short skit or video.
- Speak to community groups or officials about the issues your class is working on.
- Write an article or letter to the editor for the local newspaper.
- Write a project report.

*Cairn, Rich. 1992. Engaging Youth as Leaders of Youth Service Programs. Generator: Journal of Service-Learning and Youth Leadership, Vol. 12, no. 2, page 24. National Youth Leadership Council, 1910 W. County Rd. B, St. Paul, MN 55113 (800) 366-6952.*

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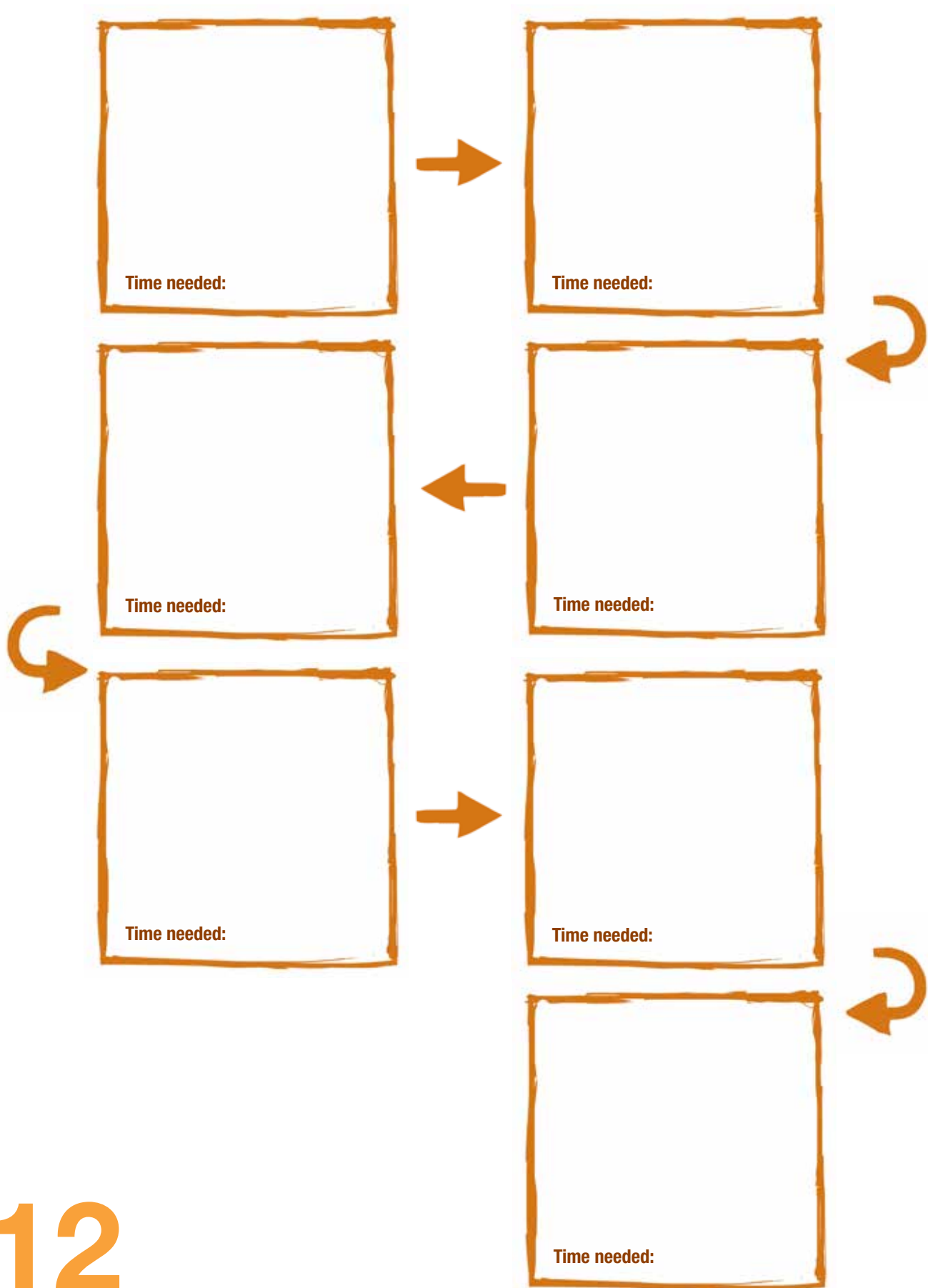
## 2.8. Getting Started – Be Prepared!

It's important that before students engage in action projects that they have gone through the appropriate steps to get ready ... that's why project management skills are important!

## 2.9. Project Development & Management

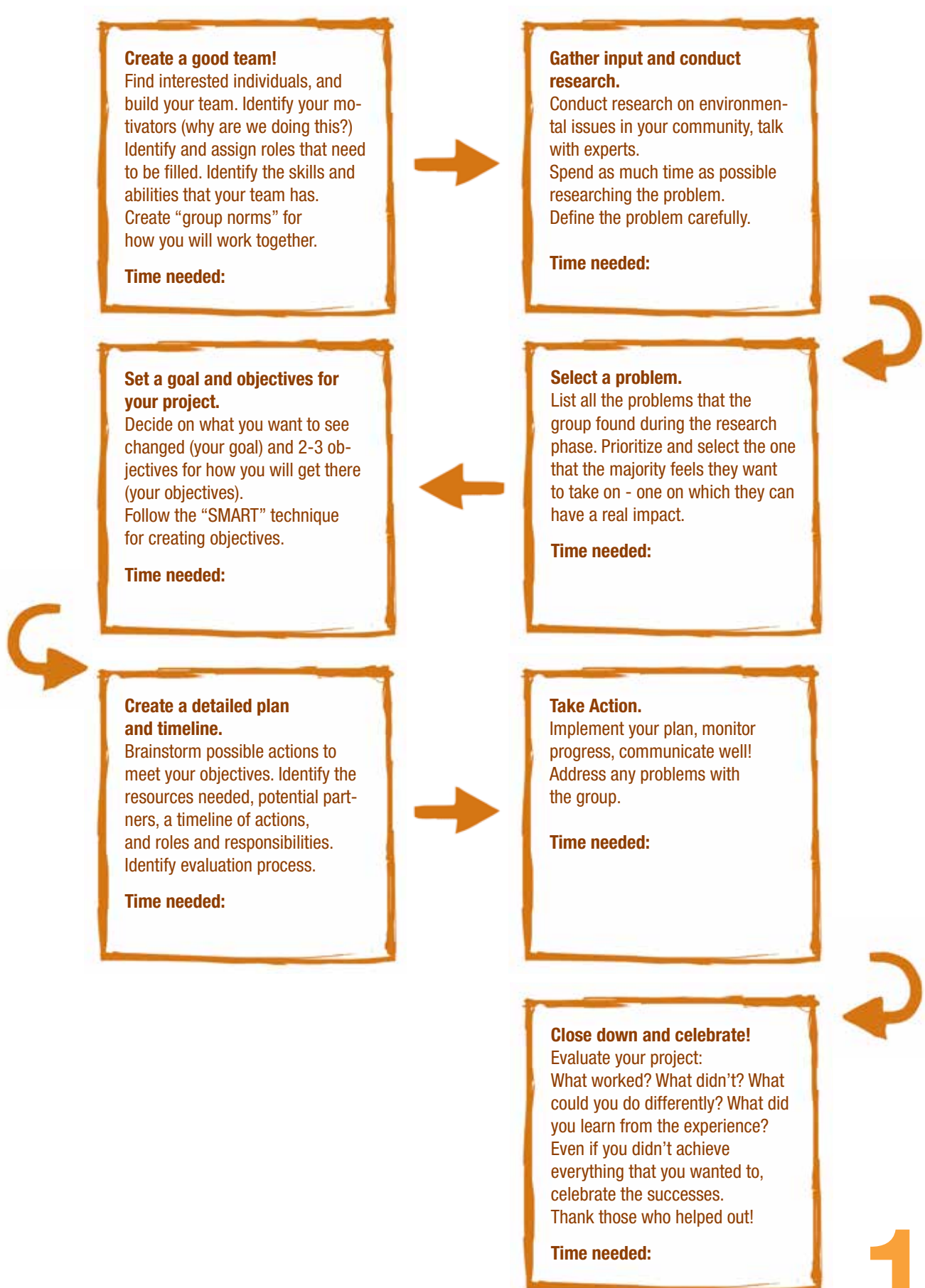
Project development and management are important skills to have when addressing environmentally related issues and they can be developed and learned especially through training and experience. There is lots of existing literature on the topic and we encourage you to find resources in your area. One organization that you might find useful is your Youth in Action office [http://ec.europa.eu/youth/index\\_en.htm](http://ec.europa.eu/youth/index_en.htm). We will provide a succinct summary of project development and management there.

Before we give you too much detail, try to think for yourself what you believe the steps are for developing, implementing and evaluating a project.





Here are some of our suggestions and thoughts for project management..



### 3. Bibliography

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**For youth:**  
Getting Active –  
Youth Environmental Projects  
**“WHAT CAN I DO?”**







# For youth:

## Getting Active – Youth Environmental Projects

### “WHAT CAN I DO?”

## 1. Getting Active!

It's one thing to learn about the environment and to find out if something is wrong with it, but what good does it do, if you don't do anything about it?  
Don't just sit there: **get active!**

### 1.1. What is Active Citizenship?

Active citizenship is a growing practice in many parts of the world and it gets its strength because it empowers you to take an active role in your future and the world around you. It develops a host of hard and soft skills that students need in our ever-changing world: leadership, teamwork, coordination, public outreach, communication, organization, meeting facilitation, talking to adults, meeting with politicians, and project planning, just to name a few. These skills also support learning and class spirit. A group that can plan, implement, and reflect on a project can use those abilities in the classroom and beyond. **Active citizenship is learning for life!**

### 1.2. Why active citizenship?

- 1) Education for citizenship equips you with the knowledge, skills and understanding to play an effective role in public life.
- 2) You take part in decision-making and different forms of action.
- 3) You play an active role in the life of your schools, neighbourhoods, communities and wider society as active and global citizens.
- 4) It encourages respect for different national, religious and ethnic identities.
- 5) It helps engage and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in our own community, state, and country. You begin to understand how society has changed and is changing in your own country, Europe and the wider world.
- 6) It addresses issues relating to the environment, social justice, human rights, community cohesion and global interdependence, and encourages you to challenge injustice, inequalities and discrimination.
- 7) It helps you to become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in your communities and the wider world.

## 2. Getting involved in a youth action project

### 2.1. Different leadership models

Getting a project started means being a leader.

There are many different forms of leadership. What type of a leader are you?

Use the diagram below to identify the important characteristics of a leader.

**Design the perfect leader for a youth action project!**

What characteristics should one have?  
– write and illustrate the skills and qualities






**Now look at your list...**

Where are your leadership strengths? What are your weaknesses? How can you build on any that you are lacking?



2.2. How will you lead?

There are many different types of leaders...  
Here are two simplified examples. See if you can identify advantages and disadvantages of each.  
Do you have another leadership style/model that works best for your community or peers?

Different models	Advantages	Disadvantages
<div></div> <div><b>"dictator"</b> One person leads and makes all descions.</div>		
<div></div> <div><b>"the team"</b> Everyone works as a team, shares decision making responsibilities, asks, etc.</div>		
<div></div> <div><b>Other?</b> Are there other models you might use?</div>		

## 2.3. Project roles

It is important to talk with your team and teacher about the roles that everyone has so that it is clear who's doing what and what is expected. Here are some points that you might want to discuss.

In a youth led project,

### Role of Youth Participant

Youth participants should:

- Investigate local environmental issues
- Talk to experts about issues and possible projects
- Choose a project based on your research that matches your own interests and skills
- Plan how to carry out your project
- Complete the project and celebrate success

### Role of the Adult Supporter

As a youth project adult supporter, you should **assist** the group:

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Groups or organizations that might be interested in working as project partners could be:

- Youth organization
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- Environmental organization
- Religious group
- Hunting or fishing association
- Agricultural group
- University institute

## 2.4. How to Involve, Motivate and Empower Other Youth

The key to successful youth projects is involving others in developing, planning, organizing and evaluating projects.

**Here are some strategies you might use:**

- 1) Build a good team of young people and adults. Use team building games and activities. Check out this website for ideas: [www.wilderdom.com/games](http://www.wilderdom.com/games)
- 2) Understand project management: how to start, run and close a project.
- 3) Set realistic goals for yourself: not TOO big, but not TOO small.
- 4) Have your team reflect on, learn from and apply lessons from your experience. See below for some ideas on how to do reflection.
- 5) Acknowledge the skills, knowledge and experiences your team already has. You may want to conduct a “skills survey” of your team at the beginning of the project.
  - Do a brainstorming of “What CAN we do?” and “What are our strengths?”
  - You may want to look up the SWOT method to do this. (Google it)
- 6) Find or provide specific skills training or information as needed to help your group move the project ahead. Find local experts, colleagues, or older students who can help.
- 7) Involve other teens who have never before had the chance to lead.
- 8) Define and maintain accountability; group members must do what they promise.
- 9) Set responsibilities at appropriate levels. Too high, and failure is guaranteed. Too low, and kids will be bored.
- 10) Model behaviours you expect from your peers. Expect the same from all partners and team members.

*Cairn, 1992*



## 2.5. Reflection Tools

### Journals

For a few minutes at each meeting, write down answers to some pre-determined questions in a project notebook. Besides helping your team process experiences as they go, these journals will also be very helpful in telling others what you did.

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Use small and large discussions to help the team learn from the project. Get comfortable. Encourage everyone to contribute. Ask open-ended questions: “What?”, “Why?” and “How?” Clarify that the purpose of the discussion is not to expose personal things or to attack others, but to get on the table various aspects of the project (positive and negative) that should be discussed.

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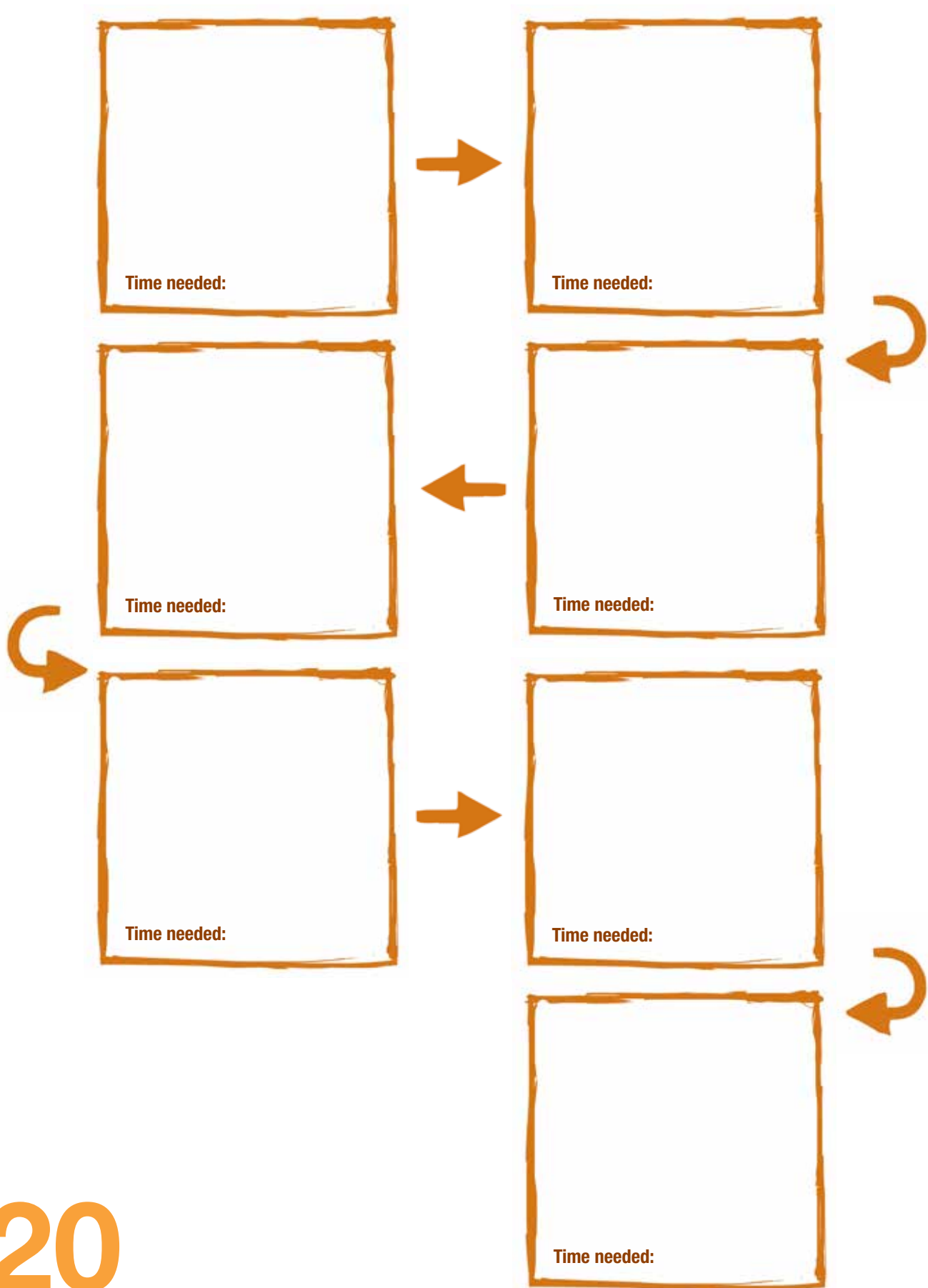
It's important that before you engage in action projects that you have gone through the appropriate steps to get ready. Project management is an important skill to have. Take a look at the following pages to get some ideas of what to do!

## 2.7. Project Development & Management

Project development and management are important skills to have when addressing environmentally related issues and you can develop and learn them especially through training and experience. There is lots of existing literature on the topic and we encourage you to find resources in your area. One organization that you might find useful is your Youth in Action office [http://ec.europa.eu/youth/index\\_en.htm](http://ec.europa.eu/youth/index_en.htm).

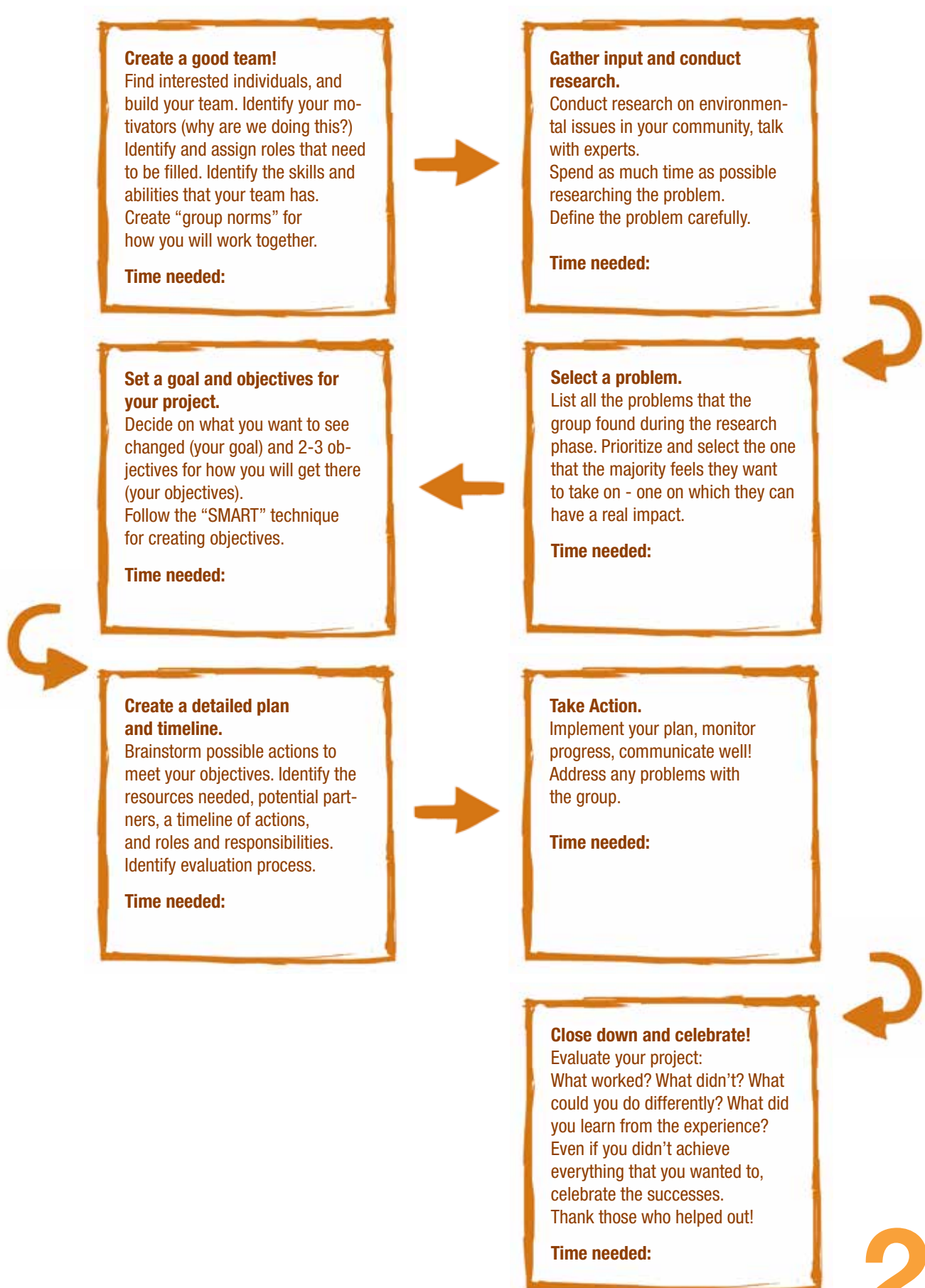
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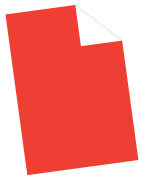
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# 1. Definitions: Public Relations – Media Relations

## Public relations (PR)

is the practice of managing communication between an organization and the public (i.e. employees, customers, stockholders, voters, competitors and the general population).

- **goal:** establish and promote a favourable relationship with the public (public understanding and acceptance).
- **good PR:** lessens the gap between how an organization sees itself and how others outside the organization perceive it.
- deals with issues rather than specifically with products or services
- publicity that does not necessitate payment (i.e. advertising)

### INSTRUMENTS

#### external communication

- media relations
- print-products (customer/membership magazine, image brochure, flyer, billboard, company report, etc.)
- events (exhibition, open house, party for customers, etc.)
- electronic media (homepage, newsletter, etc.)
- political PR (lobbying)

**internal communication** (intranet, newsletter, employee newspaper, company outing, etc.)

## Media Relations

is the act of involvement with various media for the purpose of informing the public of an organization's mission, policies and practices in a positive, consistent and credible manner.

- refers to the relationship that a company or organization develops with journalists, while public relations extends that relationship beyond the media to the general public
- **goal:** maximize positive coverage in the mass media without paying for it directly through advertising.

### INSTRUMENTS

- indirect communication: press release, feature story, fact sheet, press kit

- direct communication: press conference, press trip, interview

## 2) Why get your story into the media?

- 1) Widespread media coverage is by far the quickest, cheapest and most effective way to reach the people you want to hear your message. A local newspaper is read by thousands. A national news programme is watched by millions. Even the most committed person distributing leaflets cannot reach so many in such a short time.
- 2) Publicity reaches a far wider audience than advertising generally does. Your story might even be picked up by the national media, spreading the word about your project all over the country.
- 3) Most important: publicity has greater credibility with the public than advertising. Readers feel that if an objective third party – a magazine, newspaper or radio reporter – is telling your story, you must be doing something worthwhile.

## 3) What is the media?

The media refers to a wide variety of publishing formats. These include:

- newspapers: daily/weekly, local/regional/national, free/paid
- magazines
- radio: national and local services
- TV: national/local

## 4) How do I get my story into the media?

### Define your story!

#### What do you want to say?

Before you contact a journalist, ask yourself some basic questions about your project.

- Try to write down the basics of your message in one or two short sentences.
- Imagine your audience asking: “Why are you telling me this? Why is it important?” Keep in mind: You are talking to someone who knows nothing about the issue.
- Try to remember what first grabbed you about the issue. What made you so concerned in the first place?

### Why are you telling people?

What exactly do you want people to do after they have listened to your story? Whenever possible, your communications should contain a clear call to action. This could be joining your group, sending a letter, boycotting a product, donating money or attending a public event.

## Find out who the media is!

- Find out which papers, radio and TV channels cover your local area (local newsagents, local library, WorldWideWeb).
- Find out the names and contacts of the key journalists in your area.

## Find out how the media works!

- Every media organisation works on a deadline. Find out when they are.

## Know what they want!

### What makes a good story?

- news – special, uncommon, surprising
- current
- regional/local interest, key ingredient is involving local people or local personalities
- high relevance: important for as many media consumers as possible

### Think in pictures:

- Journalists need **photos** to illustrate their articles. If you want journalists to write about your project – provide printable photos or offer the journalist a photo opportunity.
- **Events/activities:** think of interesting photo/film opportunities for print and TV journalists. If you want print journalists to write about your event/activity although they haven’t been there – make good photos yourself.

### Be nice to the journalists e-mail account:

- Copy your information directly into your mail. Don’t send attachments if the journalist doesn’t require it. Journalists get hundreds of mails per day. They don’t have the time to open attachments.
- Send photos only if the journalist requested them.

### Be reachable:

Journalists don’t have a lot of time.  
If they need information, they need it now.

## How does the media get to know about your project?

Once you have worked out what you want to say and who the media contacts are, decide on the best way to get your message out. So, how are you going to tell them about your project?

### press invitation

- if you want journalists to advertise or take part at your event
  - ▶ format + content, see page 3
- send one week before event at the latest (consider deadlines of your regional media)

### press release

- if you want to inform journalists about an event that took place already
  - ▶ format + content, see page 3
- send on the day of the event, no later than 10 a.m. (if it is an evening event – send next day)

### offer a radio/TV interview

- if you want to go more into detail

▶ tips for radio/TV interviews see page 4

**All news organisations have a “news desk” or equivalent.**

This is the central clearing point for press releases. If the news organisation is big enough, consider sending a copy of your press releases to the news desk as well as to a named journalist.



## 5) How to write a press invitation

### Format:

- Use A4 paper
- Use a large, clear typeface (Arial or Times New Roman; 11pt)
- Put the words “press invitation” in large type at the top. If it is a visual event write “press invitation / picture opportunity”.
- Keep it short. Information describing the event no longer than 15 lines. All in all no longer than one page.

### Answer the 5 Ws:

- **WHO** is organising the event (Name of your school, class etc.)?
- **WHAT** kind of event is it (school festival, theatre play, street action, etc.)?
- **WHERE** does the event take place? Give clear address with map if necessary.
- **WHEN** does the event start? Give information about the event’s programme: start/end time of the event; when will be time for interviews/photos/TV shoots
- **WHY** are you organising the event? (present outcomes of your project, inform about an issue, a nature conservation activity, etc.)
- **Interview partner:** Tell who the journalist can talk to at the event.
- **Contacts:** Give contacts of a person who can answer questions concerning the event and can help with organizational questions - name, position, telephone, mobile, e-mail
- Tell what the event is about and why the journalist shouldn’t miss it (special guest, funny action, etc.) Don’t give too many details, so that the journalist still needs to get there.

## 6) How to write a press release

### Format:

- Use A4 paper
- Use a large, clear typeface (Arial or Times New Roman; 11pt)
- Put the words “press release” in large type at the top
- Keep it short. One page is best, two pages is OK, three pages is too long.

### Text:

#### 1) **Headline/Subheading**

- first finish the text, then make up headline and subheading
- think up a short, active headline (witty if possible)
- subheading (optional) gives a short summary

#### 2) **Lead in** – first paragraph after headline and subheading (bold)

- Location and date of press release, e.g. Vienna, 21. October 2009
- Answer 5 Ws: Who, What, When, Where, Why
- Include a quote from the key person

#### 3) **Running text** – tell the rest of the story (expand how and why)

- most important facts at the beginning – less important facts at the end
- 1 topic / paragraph
- title links – optional

#### 4) **Contact details** –

- make yourself available
- Give a named person and all their contact details and check that the contacts can in fact be contacted.
- Name, position, telephone., mobile, e-mail

Don't wear blue or green clothes if the interview is recorded in the studio.

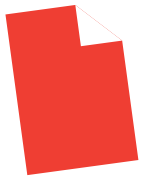


## Text tips

- **think of your target group**  
(local/regional/national media)
- **active instead of passive phrases**  
(active: Our project supports a local nature conservation group; passive: A local nature conservation group will be supported by our project).
- **use simple words** (avoid jargon).
- **short sentences**
- **spell out abbreviations**
- **give objective information**, reduce self-marketing
- **give facts**  
bad: Many people visited the event  
good: 5,000 people visited the event
- **make numbers tangible**  
bad: The size of the rainforest is eight million hectares  
good: The size of the rainforest is eight million hectares;  
this matches the size of Austria.

## 7) Tips for radio interviews

- **Most important:** Know what you want to say. What is your message? Write it down, read it out loud and count the time. It should not be longer than 30 seconds.
- **ask in advance** to which programme you are invited and who will be invited as well.
- **talk slowly, clearly and loudly** (enough)
- **short and clear sentences**
- **use terms everyone can understand**  
(no technical terms)
- **talk in pictures**
- **don't refer to previous sentences**  
("As I already said before ...")



## 8) Tips for TV interviews

Same as for radio interviews plus:

**don't look in the camera, always look in the interviewer's eyes**

### **clothes:**

- don't wear patterned clothes such as checked pattern or narrow lines (Moiré effect, flickering)
- don't wear blue or green clothes if the interview is recorded in the studio (green/blue box)

## 9) What do we need from you?

WWF will work with the media for the "European Schools for a Living Planet" initiative. In order to be able to give journalists the information they need, we need your help.

**Please inform us about planned activities (e.g. school festival, theatre play, street actions)!**

**tell us early enough = 2 weeks in advance**

**tell us about your activity – short info, approx. half a page**

- **WHO** is organising the event ?  
(your class only, together with partners, etc.)
- **WHAT** kind of event is it ?  
(school festival, theatre play, street action, etc.)
- **WHERE** does the event take place?  
(country, city, clear address)
- **WHEN** does the event take place?  
Start/end time of the event; basic information about the event's programme; when will be time for interviews/photos/TV shoots
- **WHY** are you organising the event?  
(present outcomes of your project, inform about an issue, a nature conservation activity, etc.)
- **Contacts:** Give full contacts of a person (e.g. your class teacher) who can answer questions concerning the event – name, position, telephone number, mobile number, e-mail
- **Interview partner:** Tell who the journalist can talk to at the event

- **Tell what the event is about and why the media shouldn't miss it** (special guest, funny action, etc.)

**Please send us high quality photos from your activities!**

**Do not send photos in word documents (quality loss).**  
Send them as attachment.

**Journalists need printable photos!**

Requirements:

- resolution: 300 dpi
- size (min): 15 cm (width) x 10 cm (height)
- JPEG or TIFF

**Make your photos lively:**  
action instead of group photos

WHO  
WHAT  
WHERE  
WHEN  
WHY



**WWF** *for a living planet*



**ERSTE Stiftung**

**Press Release – sample**

## **School environment initiative: Students from ten countries introduce eco-projects**

**Vienna, 4 June 2010** – The concluding event of a WWF and ERSTE Foundation international school environment initiative took place in Vienna today. Under the title “European Schools for a Living Planet - Taking Action Together for Europe’s Environment,” pupils and teachers from ten European countries implemented nature conservation projects. The activities ranged from street events and theatre performances to exhibitions and “pupils-teach-pupils” campaigns. Even a river museum was founded. The award for the best project – a nature camp week in Austria - was presented to the Ćeakovec High School from Croatia. “With European Schools for a Living Planet we particularly want to show students possibilities to get active, to express their opinion in public and to motivate others to take action,” said Barbara Tauscher, leader of WWF Austria’s environmental education programme. “For us, the students’ overwhelming commitment is the best acknowledgement of the project.”

School classes from Austria, Bulgaria, Croatia, the Czech Republic, Hungary, Romania, Serbia, Slovakia, Slovenia and the Ukraine responded to WWF’s call to stand up for Europe’s environment and future. For eight months the 11 to 17 year old students worked on their eco-projects addressing the topics “Danube – Europe’s lifeline” and “Ecological Footprint.” They did research, discussed with decision makers, went on nature expeditions and gave interviews for local newspapers, radio and television stations. The project ideas and their realization were completely up to the pupils’ creativity. Teachers supported their pupils only as project coaches.

For the concluding event one teacher and one pupil from each class travelled to Vienna to present their nature conservation activities in a colourful project bazaar. A school class of 11 to 15 year old students from the High School in Ćeakovec, Croatia, won the competition with their activities addressing the topic “Ecological Footprint.” Under the heading “Grandma’s Apples,” they explored their important local apple production and ways consumers can reduce their ecological footprint by buying local products. The project team investigated the existence of old, domestic apple varieties, analyzed the origin of products offered in shops and markets and conducted street-tastings and surveys. The students presented the project results, amongst others, in several Croatian print, TV, radio and online media and at an Austrian college of education in the context of an international teachers’ seminar.

In addition to education experts, this year’s jury also consisted of teachers from European Schools first round in the school year 2008/2009. For them, a mentor-workshop was organized. In the future these experienced European Schools teachers will act as advisors to their successors. “Our goal is to establish a cross-national teachers’ network,” explains Tauscher, “in the long run we want to achieve that the teachers, after attending the European Schools initiative, initiate eco-projects on their own.”

“Young people have the power to shape the future, so we should all encourage them to care for the environment and to constantly search for creative solutions for improvement. This is why ERSTE Foundation supports the ‘European Schools for a Living Planet’ cross-border initiative, and we are very impressed by the



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commitment shown by both students and their teachers,” states Boris Marte, Member of the Board of ERSTE Foundation. “Supporting education means taking Europe’s future seriously. Imparting sensitivity for ecological issues within an international project is a sustainable experience for the young people as well as for their teachers.”

This year, the school environment initiative “European Schools for a Living Planet” was held for the second time. The starting signal was given at a one-week pupil-teacher academy in October 2009 in Austria. Through workshops and outdoor actions, WWF experts introduced pupils and their class teachers to the project topics and presented tools for project implementation. The progress of the nature conservation projects could be watched and commented on via a publicly accessible interactive weblog [www.foralivingplanet.eu](http://www.foralivingplanet.eu). There the school classes kept project diaries, posted pictures and videos about their projects and had the opportunity to exchange experiences.

**Contact:**

Lisa Simon, WWF Austria press officer,

Tel.: +43-1-48817-215, Mobile: +43-676-83488-215, e-mail: [lisa.simon@wwf.at](mailto:lisa.simon@wwf.at)

ERSTE Foundation, Communications: Maribel Königer, Jovana Trifunovic

Tel.: +43 50100 15105, E-mail: [press@erstestiftung.org](mailto:press@erstestiftung.org)

**WWF**

The World Wide Fund for Nature (WWF) is one of the world’s largest and most respected independent conservation organizations. WWF has a global network active in over 100 countries with almost five million supporters. WWF’s mission is to stop the degradation of the earth’s natural environment and to build a future in which humans live in harmony with nature, by: • conserving the world’s biological diversity • ensuring that the use of renewable natural resources is sustainable • promoting the reduction of pollution and wasteful consumption. Further information: [www.wwf.at](http://www.wwf.at)

**ERSTE Foundation**

ERSTE Foundation is active in the Central and South Eastern European region. Together with its partners, it creates a hive of activity for common good. Founded in 2003 it began its work two years later by developing its three programmes Social Development, Culture and Europe. ERSTE Foundation is the legal successor of the 190-year-old “Erste oesterreichische Spar-Casse”, the first Austrian savings bank. Its two commitments are based on these historical roots: as the major shareholder ERSTE Foundation safeguards the future of ERSTE Group as an independent company and invests its dividend to support the common good. This makes ERSTE Foundation a unique institution of this kind and size in Central and South Eastern Europe. [www.erstestiftung.org](http://www.erstestiftung.org)



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## **Press Invitation- Sample**

# **WWF ranks countries' efforts to protect the Baltic Sea**

**Stockholm, 25 August 2009** - For the seventh consecutive year, WWF is arranging the Baltic Sea Seminar, a recurring event within the Baltic Sea Festival, the classical music festival hosted by SR Berwaldhallen with the world-renowned conductor Esa-Pekka Salonen as Artistic Director. This year, the seminar will take place on Wednesday, 2 September in cooperation with the Swedish Presidency of the EU and the Embassy of Finland in Stockholm. Finland's Foreign Minister, Alexander Stubb, and Sweden's Minister of European Affairs, Cecilia Malmström, will both be participating in the seminar, in the presence of H.M. King Carl XVI Gustaf and H.R.H. Crown Princess Victoria.

The Baltic Sea is still one of the most threatened seas in the world. If we are to succeed in saving our common sea for the future, we desperately need to work across countries, sectors and departments to achieve an integrated sea use management – a holistic perspective where all sectors are involved and where all countries in the region work jointly together. How this can be achieved and how the EU's Baltic Sea Strategy can contribute to this goal is this year's theme for the seminar.

WWF will present the 2009 Baltic Sea Scorecard, which will assess the readiness of Baltic Sea countries to achieve a more integrated management of the Baltic Sea and highlight the opportunity to be a model for others to follow.

The "Baltic Leadership Award" will be presented by H.M. King Carl XVI Gustaf and H.R.H. Crown Princess Victoria.

**When:** Wednesday, September 2, 2009, 11:30 (sandwiches will be served)

**Where:** Embassy of Finland, Gärdesgatan 11, Stockholm, Sweden

### **WWF Baltic Leadership Award and the 2009 Baltic Sea Scorecard, presented by:**

- Lasse Gustavsson, Secretary General, WWF Sweden
- Liisa Rohweder, Secretary General, WWF Finland
- Åsa Andersson, Programme Director, Swedish Nature and Baltic Sea Programme
- Pauli Merriman, Programme Director, WWF Baltic Ecoregion Programme

### **Mandatory registration no later than Friday, 28 August to:**

- Marie von Zeipel, Press Officer, WWF Sweden, + 46-8- 624 74 03, +46-70-629 10 77
- Cita Högnabba, Press Councillor, Embassy of Finland, +46-8-676 67 00, +46-708-43 99 97  
(for interviews with Alexander Stubb)

## 10. E-stories. Getting your projects into New Media

### What are New Media?

**New Media** represent all means of transmitting information with the help of digital technologies, mostly web-based. They are called “New” by contrast with “Traditional media” eg. television and radio programs, newspapers, magazines or paper-based publications, although the separation is not rigid, since most media outlets have websites, forums, Facebook pages etc

New Media include Internet, multimedia, computer and phone games and applications. When talking about Public Relations, New Media usually mean **Internet-based media**, such as websites, portals, Wikis, forums, weblogs, newsletters, mailing lists, YouTube channel, webinars, Yahoo Messenger (status) etc As publics are migrating away from Traditional Media, one saying started to be used more and more often in the field of Public Relations: “If you are not online, you don’t exist”.

An important component of New Media is the set of **Social Media** that play an ever growing role in communicating with the public. As a contemporary thinker<sup>1</sup> put it “the revolutions of the XXI century are no longer called according to the ideas they fight for, eg. Human Rights revolution, but according to the media channel used for spreading those ideas eg. Twitter revolution, Facebook revolution etc” Social Media facilitate social interaction, namely creation and exchange of user-generated content. The best Social Media for your organization are the ones that you and your publics use the most eg. Facebook, Google +, Hi5, Twitter, LinkedIn etc

### Why are New Media special?

- **Accessible** – one can get the info anytime, anywhere (with the appropriate device and an internet connection), for free (mostly)
- **Interactive** – no clear distinction between authors and readers, they switch roles. New Media users can comment, have input, ask questions, vote.
- **Social** – can create communities around the content.



### Why use new media communication?

- **Mostly free**
- **Anyone can do it**, as long as they have an internet connection and the right devices
- **Timely**. Can be used even during the event and can receive instant response
- **No intermediaries**
- **Various possibilities** to send out information: text, photo, video etc
- Can **collect the public’s input**: comments, votes, doodles, online documents etc
- **Your public already IS there**, especially if you deal with young audiences

### Why are new media special?



## Tips for efficient New Media communication

- **Know your public!** Find out on which sites and social media channels your audiences spend their time. And send your messages on those channels.
- **Content is king!** When sending a message, think more about what your readers want than about what you want from them. Make your message relevant, interesting and memorable.
- **Keep it short and simple!** When online, the readers' attention span is very limited. Make your messages
  - short
  - organized (good title and introduction paragraph, highlight key phrases, use bullets)
  - visual (use photos, illustrations, videos)
- **Make your reader's life easy!** Always put yourself in the reader's shoes. Make the information accessible: friendly website, use hyperlinks with definitions, maps or references, send automated updates
- **Involve your public!** Whenever possible, start a conversation, ask for help or advice, ask for opinions, ask for input (eg. your idea, your favorite video, the book you found most useful for etc), create polls, create FB events etc
- **The faster the better!** Send out timely information, live updates are encouraged.
- **Be constant!** Make sure you don't let your publics forget you, try to create a reading habit.
- **Get organized!** If you decide to use New Media to communicate your project and engage your public, it is important to take the task seriously and not to assume that "oh, it's easy, we'll do it sometime" or that "my colleague will do it". Some tips to make your New Media communications run like a Swiss clock:
  - Have New Media responsables eg. Martha can post on the blog, Ivan makes sure that the -Facebook page is alive, Maria is good with photo and video editing
  - Get them access to all necessary accounts
  - Plan your communication:  
When you organize an event – send information before the event (one week, one day ...), during the event and after the event (photos, event conclusions, ask for feedback, create a new event...)  
During "regular" times – establish a certain frequency for sending messages and stick to it. Around important events like holidays – send adapted messages to your readers. Create a genuine community!





## Our team's (New) Media communication toolkit

In order to get organized, you may find it useful to write down the most important things to keep in mind. We are happy to offer one possible frame that you can turn into your team's communication toolkit.

### Communication channels

Think of the people that you want to get your messages and establish your communication channels according to the media that they use

Our publics are:	They use these New Media:
ex. <b>School colleagues</b>	ex. School website, Facebook, School projects mailing group
ex. <b>ESFALP colleagues</b>	ex. ESFALP Facebook, ESFALP blog, emails

### Communication team

Who in your team will make sure that your public is informed about what you do?  
You may even think of getting external advice, from a PR expert, a journalist etc

Name:	Role:
ex. <b>Maria</b>	ex. Blog. Makes sure an article is published every two weeks

## Communication calendar

If you plan, you will not be taken by surprise or ... forget to communicate. Think ahead when are your main events, when are vacations and holidays and set reminders in your calendar eg. Google calendar

### 1) Regular times – regular updates

Channel:	When:	Who:
ex. Facebook	every week, on Tuesday	Gabriel
ex. blog	every first week of the month	Maria

### 2) Holidays

Holiday * What to do:	When:	Who:
Christmas * design Christmas card	Two weeks before Christmas	Ivan
Christmas * send Christmas card by email, facebook	December 20th	Maria & Daniel



### 3) Your team events

#### NAME AND DATE OF THE EVENT:

ex. River cleanup, Eco fair

#### Before the event:

What:	When:	Who:
Create Facebook event and invite all contacts	One week before	Ioana
Send an invitation by email to all people interested and also on school yahoo group	One week before	Victor

#### During the event:

What:	When:	Who:
Ex. post photos on Facebook page, send Tweets about main surprises or points of discussion, advertise your blog etc		

#### After the event:

What:	When:	Who:
Ex. post photos and videos on blog, send photos and a thank you note to your guests by email, keep the Facebook page alive etc		

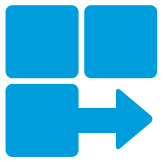


This type of planning is important and recommended for every kind of communication you want to use for your project! (not only New Media)

Be creative & courageous!

Ex. You can make flyers that look DIFFERENT, they may be round, or look like leaves, or be painted on a piece of wood

Ex. If you create posters, don't put them only in your school. Think of all the places where your colleagues are and put your posters there, as well: on the way to school, in the favorite bar, in the bus station.



# 1. Introduction

If you are here (at ESFALP), you obviously want to do something positive in your community and for the environment... but you are not alone! There are others who can help you and it's too difficult to do everything on your own, so it's important to get others involved!

It can be a big challenge to work effectively with a team (i.e. your class) and for many people it is something new (taking a leadership role and developing a project).

In order to effectively develop and run such a project, it is important to understand how to manage such an undertaking!

information on how to run one because maybe it's new to you).

## “How can learning about project management help me?”

It helps with...

- Planning and reaching your project goals.
- Making it run smoothly and keeping quality high.
- Your budget and keeping track of money.
- Identifying risks and finding ways to reduce them.
- Keeping track of your project and documenting your work.
- Making it understandable for others and getting out your message.

So, let's start from the very beginning...

## “What is a Project?”

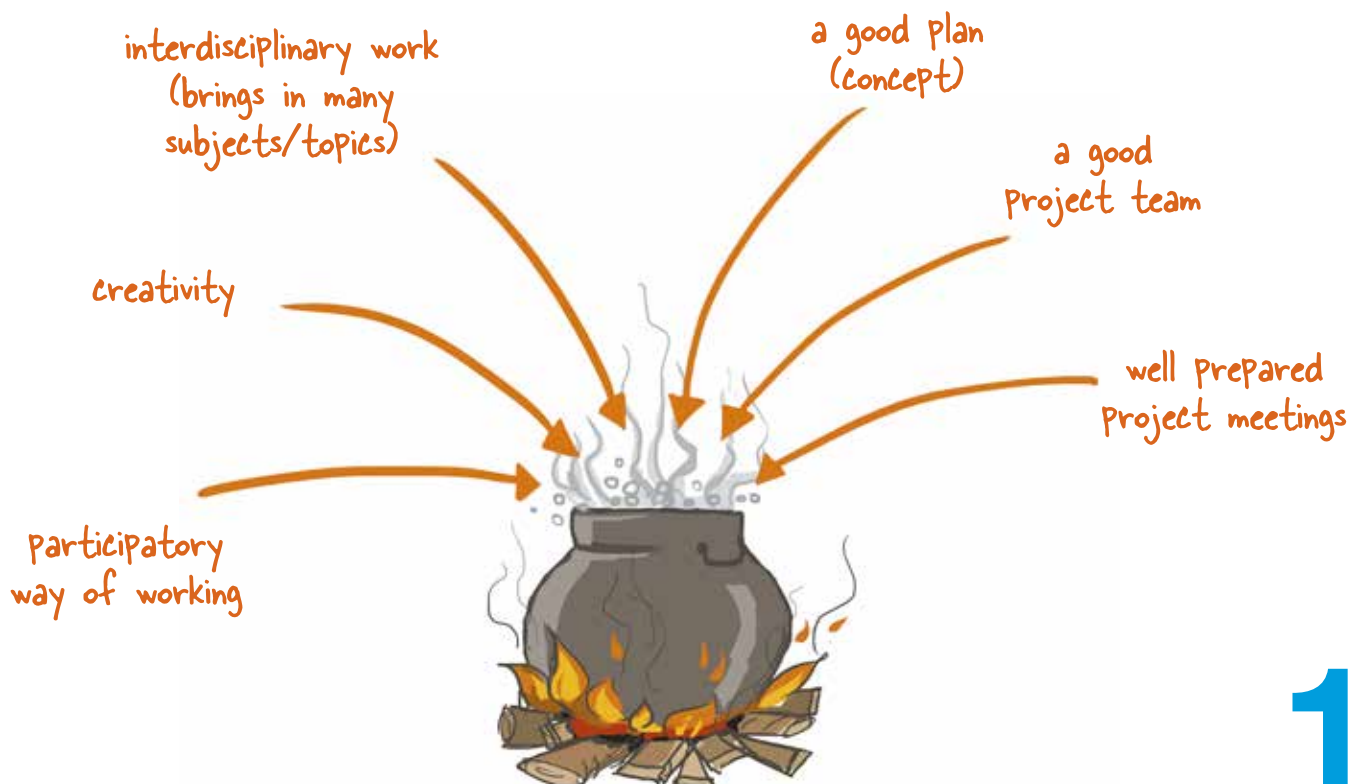
Projects...

- are trying to “do something” or make a change.
- have a start and an endpoint.
- can last hours or months or years.
- are NOT routine, they are special and unique (that's why it's good to have some background

# 2. Ingredients for the magic potion “school project”

This guide will give you some good ideas on how to run your project, but it doesn't have all the solutions and there is no EXACT (step by step) way to manage a project because every one is unique and different: the situations in your country, region, community, school, or in your class may be very different from the next person.

But we want to offer you some important ingredients for a successful project:

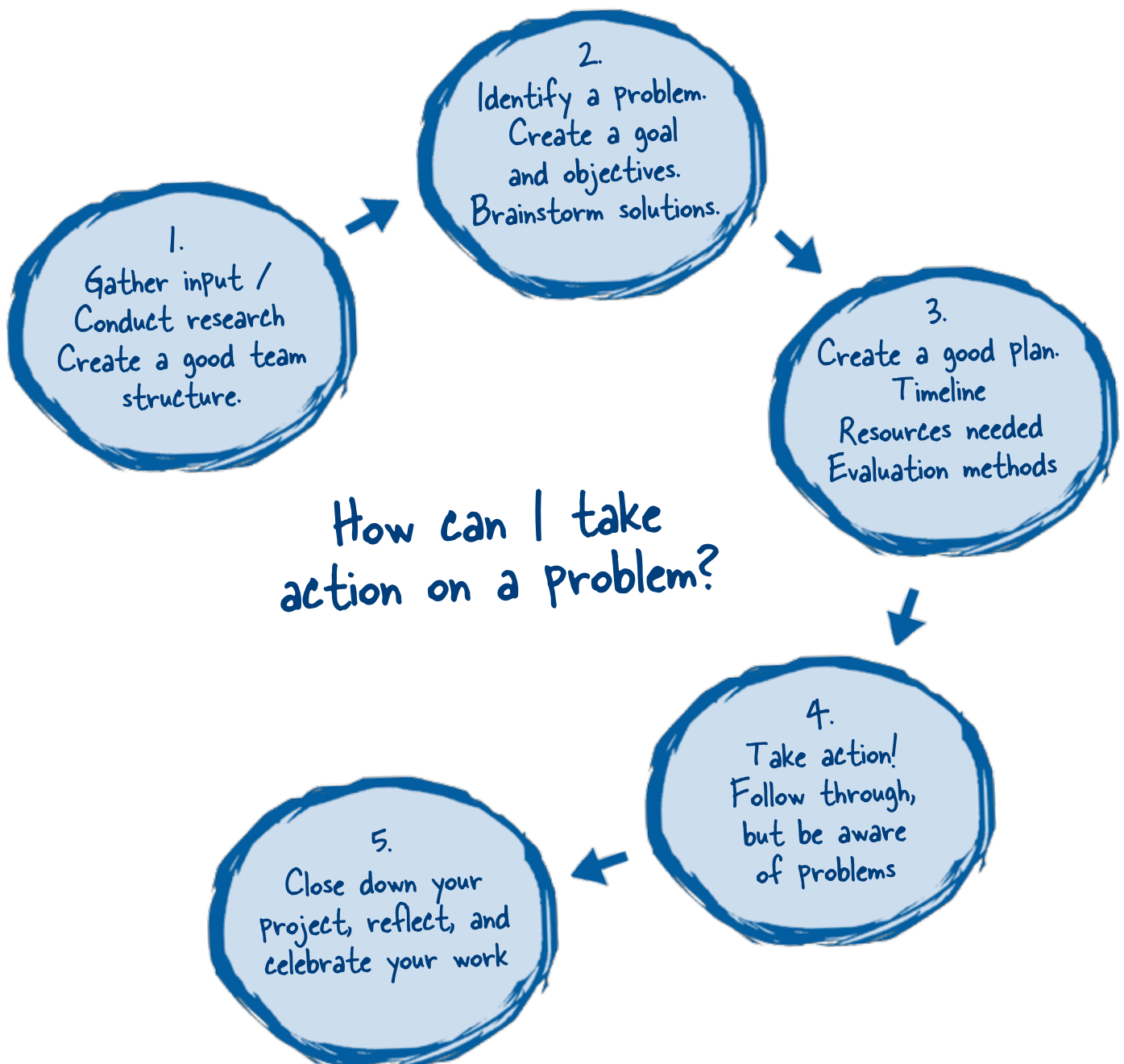


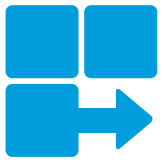
### 3. The five phases of a project

- 1) **Phase One:** Before you get started!
- 2) **Phase Two:** Generating ideas
- 3) **Phase Three:** Detailed planning
- 4) **Phase Four:** Implementation
- 5) **Phase Five:** Closing Phase

#### Important!

The phases may overlap and are often interconnected. For example, it may be that during implementation you have to do some more planning in order to react to changing conditions. This should reflect the changes mentioned above for the flow of a project.





### 3.1. Before you get started!

#### 3.1.1. Input, input, input!

We interviewed a lot of people to get a better idea of what we wanted to do!

Before you can identify an important problem in your community and develop an action project, you need to gather some information!

Do as much research as you can. Where can you gather this background information as to the pressing/main environmental issues in your community? ... observations, ...through interviews with experts or local citizens, ...talking with the mayor, ...from your teacher, ...the internet, ...newspaper articles, ...etc.

Once you have gathered some ideas... then you need to pick one to focus on!

► See the “How to prioritize ideas” section in Phase 2

#### 3.1.2. Create a strong team – the social structure of a project

We decided that Maria would take the lead and help run the meetings at first... then we decided on the committees after we finished the plan.

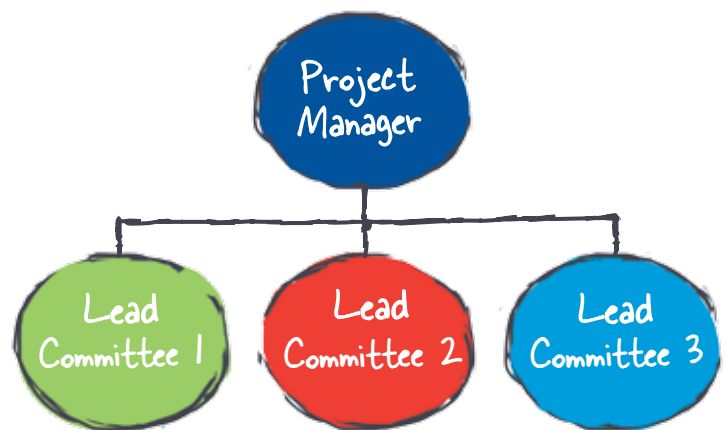
Early in the process, you should start to think about the social structure of the project.

There are many ways to form a team that will work on the project, but in most cases you usually have one person act as a Project Manager. He/she has the “big picture” in mind and is ultimately responsible for the whole project.

He/she guides the team in the decision-making process and helps to keep everyone “on track.” The project manager may delegate responsibilities for major parts of the project to “leads” or committee heads from the project team.

#### “How do we motivate others to get involved?” ...the participatory approach!

Do you want others to get involved and stay involved in the project? If yes, then you need to involve them. No one likes only being told what to do.



#### In your school projects you will have to find the best way to define leadership roles and responsibilities.

There are a few main questions you should ask your group:

- Who should be the project manager? (teacher, student, or co-chair)
- How many people will be involved in our project? (the whole class or only a few students)
- Is it helpful to set up a small core team (like the diagram above shows)?
- When are the other team members (for example the whole class) involved in decision-making?

#### In a participatory project you should:

- Gather input and ideas from all team members.
- Discuss the concept with the team
- The team should decide who takes responsibility for what activity. In this process talents and preferences of team members should be taken into consideration.

► see Handout 1: The “Big WHY”

### 3.2. Generating ideas... choosing a project goal and starting your plan!

#### 3.2.1. Project Ideas: “So, what are we going to do?”

We identified several possible local problems after our initial research and then chose one “to focus on the river in our community” through a moderated brainstorming session.

After you have completed Phase 1 and gathered some general background information as to the environmental conditions and problems or opportunities in your community ... you are ready to start your action project.

**The starting point for a project can be:**

■ **A specific problem:**

What specific problem have you identified?

How can your project help to solve the problem?

■ **A special occasion:**

It is, for example, Earth Hour, Earth Day, World Water Day, or International Danube Day, and you want to create a specific project around this event.

#### **Methods for finding ideas: BRAINSTORMING!**

How can you use the participatory approach to come to a decision? Try group brainstorming! There are many techniques for brainstorming ... too many to list.

Try googling “brainstorming techniques” to find ideas that work best for you!

#### **There are a few important rules for brainstorming to stick by:**

- 1) Focus on quantity: The goal is to identify lots of ideas (even crazy ones)
- 2) Withhold criticism: So that the ideas really flow!
- 3) Welcome all ideas ... even “off the wall” ones
- 4) Combine and improve ideas

#### **Sorting through the ideas: PRIORITIZATION!**

**How do you get your list of good ideas down to one great idea and make sure that everyone is involved?**

Sometimes, people just do a quick vote – show of hands ... but there are other techniques too.

#### **“3 dots”**

Once you’ve got a long list of ideas, give everyone 3 stickers (dots) to place next to their three favourite ideas.

#### **Consensus forming:**

If there are differences of opinions, take the time to let people voice their opinions. If you don’t, you might get some team members who are disappointed or even upset at the process! Find out why they feel the way they do ... maybe they have some good arguments ... try to come to a solution that everyone can agree to.

#### 3.2.2. Planning an action project checklist

At this point, it is a good idea to start using the **checklist for planning an action project**. It will walk you through the steps to creating a great project and plan!

**As you go through the checklist, you will answer a number of important questions:**

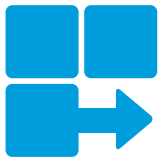
- Who is joining the project?
- How much time do we have?
- When should the project be completed?
- What are the costs?
- What resources are available?
- Who can support us?
- Is there infrastructure (existing projects/organizations) we can use?
- With whom do we want to collaborate?

► see Handout 2: Action Project Planning Checklist

#### 3.2.3. Develop a goal and objectives for your project

#### **We decided on the goal:**

“To improve the image of the local river in our community.”



### “What is the difference between a project goal and an objective?”

A goal is something that you want to happen in the future. Goals are broader and more “big picture.”

**By defining a clear goal you will find answers for two questions:**

- What do I want to do with my project?
- What is the situation I desire at the end of my project?

#### Try Mind Mapping!

The goal of the project is placed in the middle of a sheet of paper and all around it you arrange ideas for reaching it. Group those that belong together into clusters so that you can clearly see patterns and identify some common ideas.

Objectives are more specific and will help you get to your goal. They have a clear starting point, a certain timetable and an ending point.

#### Develop S.M.A.R.T. objectives!

Your objectives should follow the SMART principle:

- 1) **Specific:** Your objectives should be precise, easy to understand, not abstract
- 2) **Measureable:** You should be able to evaluate your objectives
- 3) **Attainable:** Your objectives should be able to be reached.
- 4) **Relevant:** Your objectives should support you reaching your goal. Are they strategic – the best way to get you to where you want to go?
- 5) **Time-bound!** All objectives should have a date and timeframe. Pay attention to your timeline and keep the team on track! Make sure that the dates and tasks are clear!

**To reach our goal:** “To improve the image of the local river in our community,” we came up with 3 objectives:

- 1) **Improve the natural beauty of the river**  
(3 actions within the next three months).
- 2) **Educate others as to the river’s importance**  
(10 school visits in September).
- 3) **Develop a petition to give to the local government**  
to develop and enforce stricter water pollution regulations (before October 14th).

## 3.3. Detailed Planning

### 3.3.1. Create a detailed action plan

After you have defined your project goal and objectives, it’s time to start adding the “meat” to the bones of the project! This is where you will create the detailed **action steps** (also called **tactics**) of what you will do.

#### Try a “Work Breakdown Structure”:

Write all the activities on Post-it notes and stick them to a wall or blackboard. This helps you remember ideas, you can then rearrange them whenever you want, and you can add more stickers to it with the names of who is responsible.

**TIP: Use different coloured sticky notes!**

#### Timeline, Milestones and Responsibilities:

After you choose the best ideas to reach your goal and objectives, you now need to bring the activities into a timely order. As a result you will have your project **timeline** ready.

Now, you can define your **milestones**. Setting milestones are important to monitor your progress. They help you to adjust your programme planning in case of any unforeseen changes.

As you write down your plan of milestones with your project team, make careful notes about who will be **responsible** for the milestones.

#### Example:

Action step	Who?	By when?
Design a flyer about the river	John & Susan	December 3, 2010

#### Risk analysis:

This would be the right point to do a risk analysis: Don’t be too pessimistic but try to imagine what potential risks might turn up during your project. It is important to consider external risks as well as possible problems that could turn up within your team. Make a list of these risks, try to do an estimation of probability and finally think about prevention measures.

For the risk analysis, go through your milestones and activities and think of possible reasons for failure. Also try to define under which circumstances you will fail to reach your overall goal of the project. What are your most important milestones and activities? What are the most likely risks that could occur? How could you react to them?

If you are aware of the risks you will surely be better prepared to react if something unforeseen happens.

### 3.3.2. Other important parts of your plan

#### Financial planning:

“How much will our project cost? Are there any other materials that we can get as donations?”

Your financial planning should consider any expenses (costs) and income (any money you might raise). This part depends a lot on the size of the project. It’s important to think about “sponsors” who might be able to support your project through donations as well as financial support.

#### Stakeholders

“Who can help us? Who are we targeting?”

Identify any people or organizations that can help you implement your project.

Who are the most important people that you want to influence? Make a priority list with the names and think of how you best can involve/influence these people with your project.

### 3.3.3. Make a concept and project overview

**Your concept or project overview will include:**

- 1) Project title
- 2) Project motivation
- 3) Project goal and objectives
- 4) Target group or audience
- 5) Project team
- 6) Timeline
- 7) Costs and financing
- 8) Partners, supporters, sponsors...

## 3.4. Implementation

### 3.4.1. Getting started!

If you’ve gotten this far, you’ve already come a long way! Congratulations – now comes the fun part: getting to work on your project.

#### Meetings with the project team

Whether you started the planning process with the whole project team or in a small core group, it’s important to inform and involve all of the project team members. Having meetings can either be a great opportunity to do this or a nightmare! Learning some simple facilitation (moderation) skills can help save you from a lot of frustration. We recommend getting some additional training and finding some suggestions online for moderating meetings!

#### Always be prepared!

One way to prepare for your meetings is called the “Coverdale Matrix” and you can use it for all meetings.

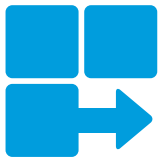
#### Start by answering the following questions:

- Name of the meeting:
- Day:
- From/Until:
- Where:

#### Now write out the answers to the following points:

Objectives of the meeting	Why
What do we want to reach with this meeting (e.g.: Team-building for the project team)	What has happened before? Why are we meeting today? What will happen afterwards?
Outputs	With
Name the specific results: We want to go home after this meeting with (e.g.: a list of activities or a decision concerning the next steps...)	Write the names of all participants here
Agenda	Conditions of success
List every topic and record the duration of every point on the agenda, including breaks	What is necessary to reach the objectives and results of the meeting?

Using this process (matrix) helped us a lot. We were organized and the group understood why we were meeting. So, we decided to use it for every project meeting.



### 3.4.2. Actions – Updates and regularly scheduled project meetings

It is very important that during implementation you always check that you are still on track with your plan – be sure that what you are doing is consistent with what you were planning in advance. If you notice that you can't reach your milestones you have to react:

- talk about the problem in your team,
- be honest and look at mistakes,
- take responsibility, and
- find a solution together.

**Finding a solution can mean:** Fix the problem to get back on track or change your project planning in a way that you can still reach your goal...

Just remember that nobody is perfect and adjustments are often normal and necessary. Just stay aware of the big picture so that you can reach your project goals!

**Suggestion:** Try to have regular team meetings where you give feedback and check if you are on the right path.

## 3.5. Closing phase

**At the end of your project, take time for the three last steps:**

### 3.5.1. Project evaluation

Get the feedback from your team and partners, analyse if you really reached all your goals. Try to understand why you may not have reached them. Remember: Only goals that are formulated in the “SMART” way can be evaluated.

### 3.5.2. Documentation and final report

Already through planning and implementation you should have done a proper project documentation (photos, protocols of meetings, collection of material produced...). This documentation now will help you to write your midterm and final report. The final report is important for you to have a look back at what happened, as well as for your future; you can show potential partners that you are able to successfully implement a project.

### 3.5.3. Celebrate!

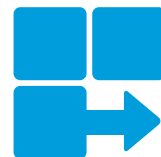
Don't forget to have some kind of celebration at the end of your project. You and your team did a great job; you designed and implemented a project. Celebration is important to recognize your accomplishments, to say thanks to those who helped, to come to the closure of your project and to be ready to move on to the next one.



## Handout 1: The BIG Why! Our motivation for change!

It's important to have a sense of personal direction and general understanding of certain factors before you jump into a project. It helps you build support from the ground up and have these discussions with the group to get everyone on the "same page."





## Handout 2: Action Project Planning Checklist \*

If you want to create positive change in your school, community, or region, there are several key steps to consider before you get started. This guide will help you organize yourself and walk you through the process to address an environmental problem in your community.

### Steps to get you started...

#### 1) What's the problem you hope to address?

- Think about the environmental issues in your community, based upon input you have collected from experts, teachers, and your own personal knowledge.

List those problems here:

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- From this list, identify one or two main problems that you and your partner would like to address:

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#### 2) What can you DO about the problem?

- Think about some possible projects you could implement to address this problem.

List them here:

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- Narrow this list down and describe the project you would like to implement:

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**3) What is the GOAL of your chosen project? What do you hope to accomplish?**

(Write a simple sentence that describes your goal.)

Our goal is to...

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**4) What are some objectives for your project?**

(See our “Helpful hints” for making SMART objectives in the handbook.)

Objectives:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**5) Create Your Action Plan & Timeline** (see next page):

Now, break down your project tasks or different action steps you will take to accomplish your goal and objectives.

Objective 1:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

Objective 2:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

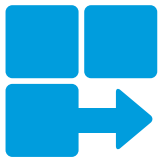
**6) Take Inventory:** what resources do you need to accomplish your project?

Think about other organizations/people that can help, and materials or services you will need.

People/Organizations that can help us:

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Materials we need:

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Technical Expertise or Services we need:

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**Timeline:**

Once you have identified the actions for reaching your goal, you need to create a realistic timeline for your project. A timeline tells the Who, What, and When. Set a start date and an end date for the project, and then work backwards so you know when to plan each action leading up to your goal. A written timeline provides everyone in your group with a clear understanding of what is going to happen and what is expected of each person. You can change a plan once it's written!

## Action Project Timeline

Action Step	Who	Start Date	End Date
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Objective 1:


Objective 2:


\*\*\*Create your own timeline! Add more or less lines, objectives, etc.\*\*\*

## Some additional things to consider:

**7) Evaluation:** How will you evaluate success of your project?

Write two questions you can ask yourself to measure your success:

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**8) Promoting your Project & Sharing your Message:**

If nobody knows about your project or your accomplishment(s), your impact may not be as great as it could be. What will you do to promote or publicize your project?

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**What is your Message** if a reporter interviews you or someone asks you about your project?

Describe WHY you are doing it:

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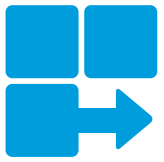
**9) Celebration:** How will you recognize the people who helped with the project and celebrate success?

List here:

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## Overview of Project Plan

After you have finished with the work above, fill in the blanks below!

Step	Description
What is the <b>TITLE</b> of your project?	
Which <b>PROBLEM</b> will your project address/impact?	
What is your <b>MOTIVATION</b> to take action?	
What is the <b>GOAL</b> of your project?	
What are your <b>OBJECTIVES</b> to reach your goal?	1) 2) 3)
Who is/are your <b>TARGET GROUP(S)</b> ?	
What are the main <b>ACTION(S)</b> that you will take to reach your goal?	► See Action Plan Timeline Page 11
What is the <b>TIMELINE</b> of your project?	► See Action Plan Timeline Page 11
What is your main <b>MESSAGE</b> ?	
How will you <b>CELEBRATE</b> ?	
How much will it <b>COST</b> ?	

Sketch your project team's structure:

