

E-booklet

Save Our Seas



**Dear reader,
this e-booklet contain
6 educational workshops
made by 29 marine enthusiasts
on the Training Course
Save Our Seas
held in Murter, Croatia from
1st to 9th of September 2017.**

**The following e-booklet
is meant to serve as open-source material to
youth trainers/youth workers and other
educators to use when including current
environmental topics into their projects and
workshops. The 6 workshops are
“ready-to-use”**







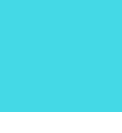



**as they are or they can be generators
of further ideas, they can be adapted,
or some parts of them can be used isolated.**

**We hope SOS e-booklet will be useful
and will inspire you in your future work!**

**Feel free to ask for more info if needed
or to share the results of using
SOS e-booklet with us!**

**Argonauta`s team
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Imprint

This publication was created by Argonauta association. The Training Course Save Our Seas was organised and hosted Argonauta association with support of 8 partners. The project has been funded by the Erasmus+ Programme of the European Union.

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Thanks

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About project

International Training Course Save Our Seas (SOS), was held in Murter, Croatia from 1st to 9th of September 2017. The international training course brought together 28 marine enthusiasts from Greece, Italy, Spain, Portugal, Turkey, Latvia and Croatia, who have exchanged experiences and views connected to the marine environment topic, as well as ways of linking formal education (actual facts, scientific methods, research) with non formal education (e.g. games, presentations, workshops). The main topics, such as unsustainable fishing, pollution, climate change, ocean acidification were included in this project because of close relationship with the aims of the EU's Marine Strategy Framework Directive adopted by all Member States.



The specific objectives of project

- gather youth trainers to better understand the relationships between pressures from human activities and climate influences and their effects on marine ecosystems worldwide
- encourage youth trainers and 9 POs to use the latest science facts in developing new non – formal environmental education methods and tools
- foster usage of non-formal learning methods in youth work by developing new educational workshops disseminated worldwide with e-booklet
- connect 9 POs working with youth and environmental issues so they can exchange their knowledge how and create new quality international partnerships inside Erasmus+
- develop training skills of youth trainers to act after project as trainers for Erasmus+ projects and in their own communities
- ensure development of mentorship in 9 POs between experienced trainers and junior trainers
- strengthen youth impact in climate change global issues having educated youth trainers act as multipliers



About partners:

ARGONAUTA was founded in 2005, and it is based in town Murter at the Island of Murter (Croatia). Strategic direction and goals in period 2017-2020 are:

- Conservation of natural, environmental and cultural heritage
- Encouragement of civil activism and multi-stakeholder cooperation with the aim of improving the quality of life
- Social entrepreneurship.

Trough out activities that encourage civic engagement Argonauta plans to continue work on activism in the community by organizing and taking part in international youth projects and hosting/sending volunteers through European Voluntary Service etc.

Argonauta organisation is designing and implementing about 6 - 8 different project per year, all projects are in connection with Vision and Mission of the organization.

VISION: Satisfied people as a part of an active community that manages its own resources with the respect of sustainable development principles.

MISSION: Contributing to sustainable development of the community through conservation and promotion of heritage, encouragement of civil activism and multi-stakeholder cooperation and development of social entrepreneurship.

BIODIVERSA is a non-profit grass-roots environmental NGO, conformed by a group of nature-lovers who dedicate part of their lives to preserve, defend, study, or simply enjoy nature. Biodiversa's aim is to preserve and protect nature and the environment by fostering its knowledge and appreciation.

Mission: To preserve nature and the environment through education and awareness raising.

Vision: A planet in which humans live in harmony with nature.

Biodiversa organizes educational projects and campaigns of local, autonomic, national and international scope, aimed at reducing the environmental impact of our participants, their social circles and the organizations they represent. In particular, Biodiversa organized several training courses on ecological footprint reduction, transition communities, "ruralization" and connection with nature.

RADI VIDI PATS is more than 10 years old organization. It has started as an association that works with European youth mobilities and specially topics related environmental education, heritage protection and social inclusion. Sustainability, alternative and DIY life style is their core goal, and bicycling is main tool in communication with the society, especially youngsters. Recently they have started working with youngsters in NEET situation (Not in Employment, Education or Training); which is rather a new field for them. Although socially disadvantaged youngsters have always been around and they have always been open for them and tried to involve them, they made first project running for the past 12 months that is designed especially for them. Nevertheless, environmental topics will always be important to them and they are eager to become partners with new organizations working in this field, therefore gaining new experiences and knowledge and widening their horizons.

AKDENİZ ÜÇÜNCÜ GÖZ EĞİTİM VE GENÇLİK DERNEĞİ (3rd eye association of Mediterranean) was founded in 2009 in order to protect the wild and natural life with the local community and youth in and around Mersin. They care about sea turtles which leave their eggs on the coast of Mersin and are under the risk of extinction. They act as an EVS coordinating organization in Mersin (sending and hosting volunteers), give training course to youths, build up awareness and European citizenship by volunteering. The organization is promoting international and intercultural values, youth initiatives and projects in the local community.

They are environmental coastal association which is working with youth in the local community. They want to share gained knowledge about working with youth and also hear from others what they can do better. Also they hope to form new partnerships and strengthen the existing partnership. They have been organizing EVS project with outdoor activities and organizing activities included education through sports and youth exchange projects. They have organized 20 EVS projects as a coordinator and hosting organization and hosted more than 300 volunteers.

About partners:

ONDA VERDE is a youth association founded in 1996 and a non-profit organization located in Vila Nova de Gaia (Portugal), aimed on promoting sustainable development through protection and enhancement of the environment, building heritage and the conservation of nature. The main activities of the Association are to support the environment and environmental education, organizing exchanges with youth from various countries, outdoor activities, workshops, conferences and seminars related to environmental and social issues. The Organisation is active in Erasmus+ programme, has long experience in hosting EVS volunteers and participated and organized in more 100 projects. It is a member of National Federation of Young Associations and Portuguese Confederation of Associations of Environmental Defence. Since 2002 they have implemented both in Porto- Portugal and in neighbouring countries several projects. The organization has over 900 members, so it's easy to recruit participants for the events and they have experts members of youth policies. In their organization they are running ambient education. Ecology and environment are very important for them.

MPA PUNTA CAMPANELLA was established in 1997. Park's goals are environmental protection and monitoring, environmental education, sustainable tourism and local development. The Park's regular activities include:

ENVIRONMENTAL MANAGEMENT

nautical activities to clean the sea bottoms and to collect garbage;

beach activities during the Cleaning Days (coordination of the volunteers and raising awareness about the pollution of the environment)

ENVIRONMENTAL MONITORING

monitoring of the Posidonia prairies, fish stock, sea turtles, nesting of the Gabbiano Corso. Collect and creation of data.

ENVIRONMENTAL EDUCATION

Hosting and working with the Centre of Environmental Education of the Region of Campania, MPA carries out campaigns of training and information within educational institutions, public and private organizations.

ACTIVITIES TO PROMOTE ECO-TOURISM

activities for children and teenagers, films and documentaries about the environment, conferences, excursions.

OFFICE WORK AND INFOPOINT: data bank of environmental connections; development of the monitoring; support in the communication and organization of national and international public events

ECO-TOURISM PROJECT "THE BAY AT THE END OF THE PATH", in collaboration with Fund for the Italian Environment and Marea Outdoor Association.

OPE, a group of 100 young volunteers, promotes ecoclubes in Portugal. The mission of OPE is to work for youth development for the environment, civil society and the quality of life. Activities are directed to promote the organization of awareness activities for local communities about the importance of their participation in solving problems that affect their quality of life and stability of ecosystems; enhance communication mechanisms between ecoclubes in order to facilitate the exchange of experiences and information; build partnerships and promoting team spirit between the OPE and other organizations; publicize ecoclubes activities to other existing organizations through various media and initiatives; promote experience and intercultural exchange among young people in the OPE, through participation in national and international exchanges, training courses and other different formal and non-formal activities. Ecoclubes are an international network of young people in partnership with several organizations, working with the local community in solving social and ecological problems.

ARCHIPELAGOS - Institute of Marine Conservation is a Greek non-profit, non-governmental organization founded in 2000. Archipelagos is committed to researching and defending the biodiversity of the Greek seas and islands, as well as of the NE Mediterranean region overall. Archipelagos' work focuses on a combination of multi-disciplinary scientific research with efficient conservation work, in which the local communities share an active part. This work creates a strategic foundation that enables and strengthens Archipelagos' campaigns at a local, national and EU level, to defend the rich biodiversity of the eastern Mediterranean from the impacts increasingly threatening it.

ELIX - Conservation Volunteers Greece - is a non-governmental not-for-profit organization, promoting, since 1987, voluntary service and education. Main goal is the personal development of individuals as citizens of the world, through active participation. Environmental protection, cultural heritage conservation, culture promotion and social service are the main thematic fields of voluntary projects. ELIX works with people from different cultural, social and ethnic backgrounds, willing to live, learn and work together as a team. The ELIX staff has many years of experience in the youth field and in the European project writing within the Erasmus + financing lines and projects. All the ELIX staff have been participants in the Youth in Action Programmes, especially training courses like this one, which gives them a different insight in the topic. ELIX is an organization with 29 years of tradition of organizing different volunteering projects. The staff is multicultural, multilingual, traveled a lot and eager to support their participants.

LET'S SAVE ENERGY

BY DESPINA, ULDIS, SERAFIM, VASCO

AIM

To show that changes can happen in our world and ourselves.

OBJECTIVES

Knowledge:

Participants will explore alternative ways for energy production, discover the effects of wasting energy and understand the importance of a new way of thinking and acting towards energy usage.

Skills:

Participants will learn to analyse the energy spillages/inefficiencies of a real-life venue.

Attitudes:

Participants are expected to adopt more environmentally responsible decisions in terms of their personal energy usage.



Paper, post-it, markers, pens, eco-labyrinth sheet. Facts about energy.

Computer, speaker, projector.

Additional materials on:

<https://goo.gl/dJzss8>



Target group:

General public,
18+, with
previous
knowledge on
different energy
sources.

Size:

From 8 to 30
participants.

Additional notes and references

- The journey of electrical energy:
<https://www.youtube.com/watch?v=-ZBNNcczmDM>

SESSION
DESCRIPTION



1 h 30 min

5 min

Energy, what about it?

In the first activity participants are invited to write down thoughts about energy, every thought in a post-it, to make a collage about energy and what comes to our mind when we think about it.

Where does this energy comes from? – Impacts and benefits

Each participant will receive an A4 sheet divided in 2 parts: Benefits and Impacts, and one of the following topics: Biomass, Hydrogen, Oil, Nuclear power, Geothermal power, Wind, Solar, Wave energy. Participants think about the topic and write down some benefits and impacts (about 1-2, depending on their knowledge on the subject). When finished, each participant passes his/her sheet to the person on his/her left, and writes down benefits and impacts of this new topic. After 8 switches, a sheet with the first topic will come back to each participant, and he/she will see what others have added. After that, each participant will present the topic he/she first got, its benefits and impacts, included those added by the others.

15 min

Journey of the energy (video)

Participants are invited to watch an informal video that shows the life cycle of electric energy and the importance of using it with care.

10 min



15 min

Energy facts – trends

Participants are divided in 2 teams. The facilitators read 20 facts about the environment, global warming and climate change. Both teams have to decide if each fact is true or false. For each correct guess, the team collects a point.

20 min

Green inspectors. (Evidences and suggestions)

The participants are invited to search and find energy wastes in a local place in a period of 10 minutes. When they finish, they have to discuss about this evidences, what can be done and make suggestions.

Eco-labyrinth

This game challenges participants to find the correct path (marked with red crosses in the handout) in a board composed by squares. The squares that do not belong to the correct path contain either a consequence of Global Warming, a cause of Global Warming or an Attitude which is beneficial to the global climate. If a participant steps on square out of the path, he/she must tell something about the concept that is written on that square and start again from the beginning.

Evaluation - Five fingers

Each participant is asked to briefly share:

- 1 thing he liked about this session (thumb up) and why
- 1 thing that made him/her think (index finger on the head) and why
- 1 thing he/she disliked about this session (middle finger up) and why
- 1 thing that he/she found difficult (ring finger is difficult to separate from the others) and why
- 1 other small thing that he/she would like to add about this session (small finger)

What did
you like?

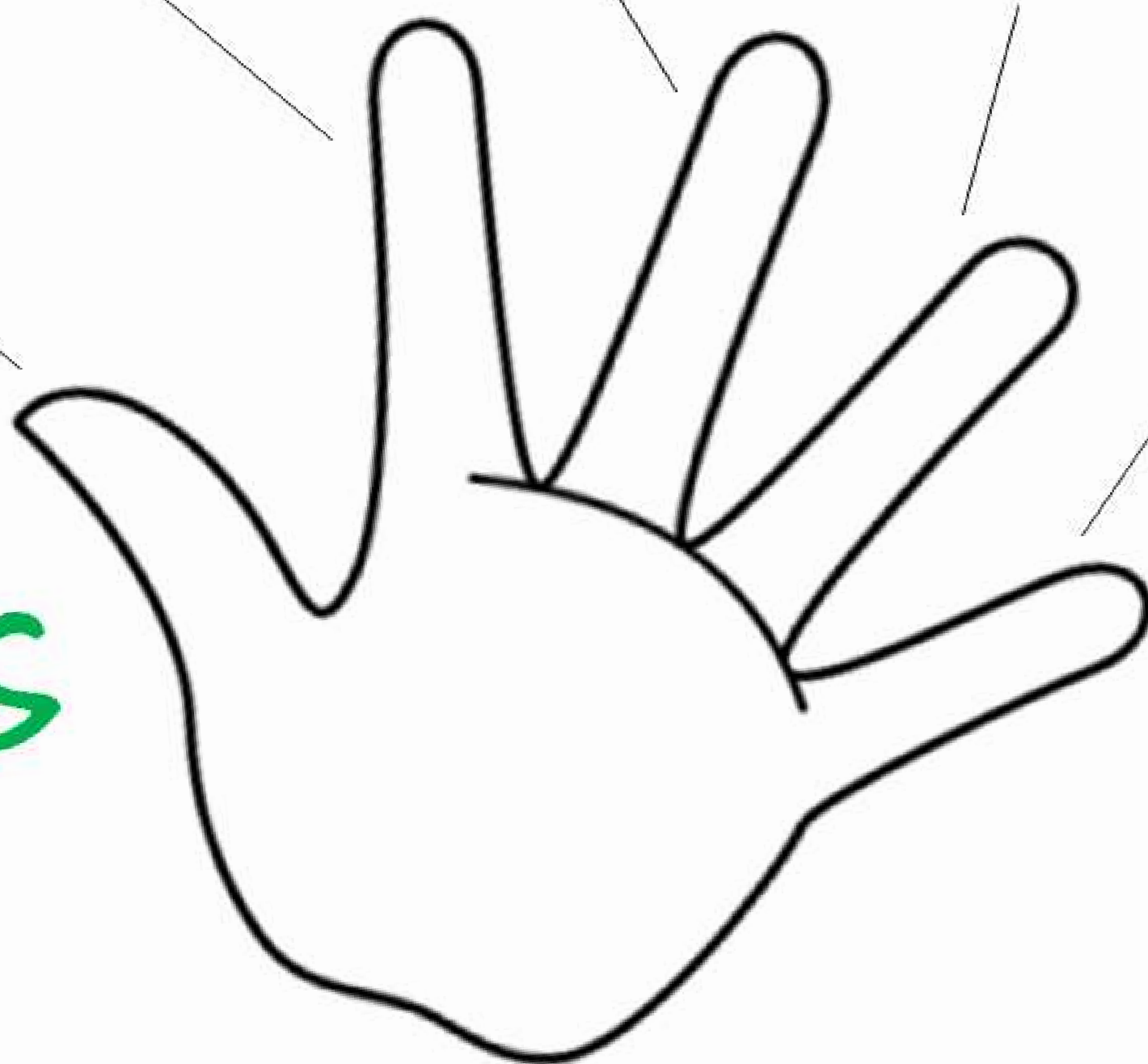
What made
you think?

What you
didn't like?

What do you
find difficult?

Small
things.

THE 5
FINGERS





Source of energy	Benefits	Impacts
Biomass - Biomass is a renewable source of energy.	New employment - Renewable? Maybe - substitution - Reduce trash - burning - recycling	Impacts - ? costs of production - CO ₂ - cutting the trees - reducing biomass
Hydrogen - H ₂ + O ₂ = H ₂ O	Benefits - Environmentally friendly - Clean energy - accessible - Diversity of use	Impacts - ? - consolidating it
Oil - Oil is a non-renewable source of energy.	Benefits - moving faster - industry - most of the time cheaper	Impacts - pollution (area) - disruption of species - pollute because of CO ₂ - with more oil, more pollution - Pollution in air and sea
Ocean waves - Ocean waves are a renewable source of energy.	Benefits - use for electricity - clean energy - free - 24 hours a day producing - big competition of energy	Impacts - sound pollution from machines that collect energy - decreasing for animals
Solar - Solar is a renewable source of energy.	Benefits - Free - you can store it and use it later - CAUSE: PUT ALMOST EVERYWHERE - HOT WATER FOR TAKING	Impacts - Expensive to get - equipment is expensive - materials are used as well as space - the panels have a short lifetime
Wind - Wind is a renewable source of energy.	Benefits - MAKE ON LAND OR IN WATER - renewable energy - no more fossil fuels - less pollution	Impacts - BIRDS CAN'T ORIENTATE IN AIR - landscape alteration
Geothermal - Geothermal is a renewable source of energy.	Benefits - Renewable energy - practical applications - always in the land - Free energy	Impacts - needs big plants & expensive energy - it's risky - costs



CHALLENGING CHANGE

BY ADRIANA, AMAYA, SIMONA, MARINA

AIM

Inspire people to change some of their habits which are harmful to the environment.

OBJECTIVES

Knowledge:

Participants will learn/discover different negative impacts of certain daily habits. Participants will learn what steps are required in order to achieve change (through the video).

Skills:

Participants will reflect on their own habits and learn how to modify them. They will acquire a compromise and learn to plan on how to keep it.

Attitudes:

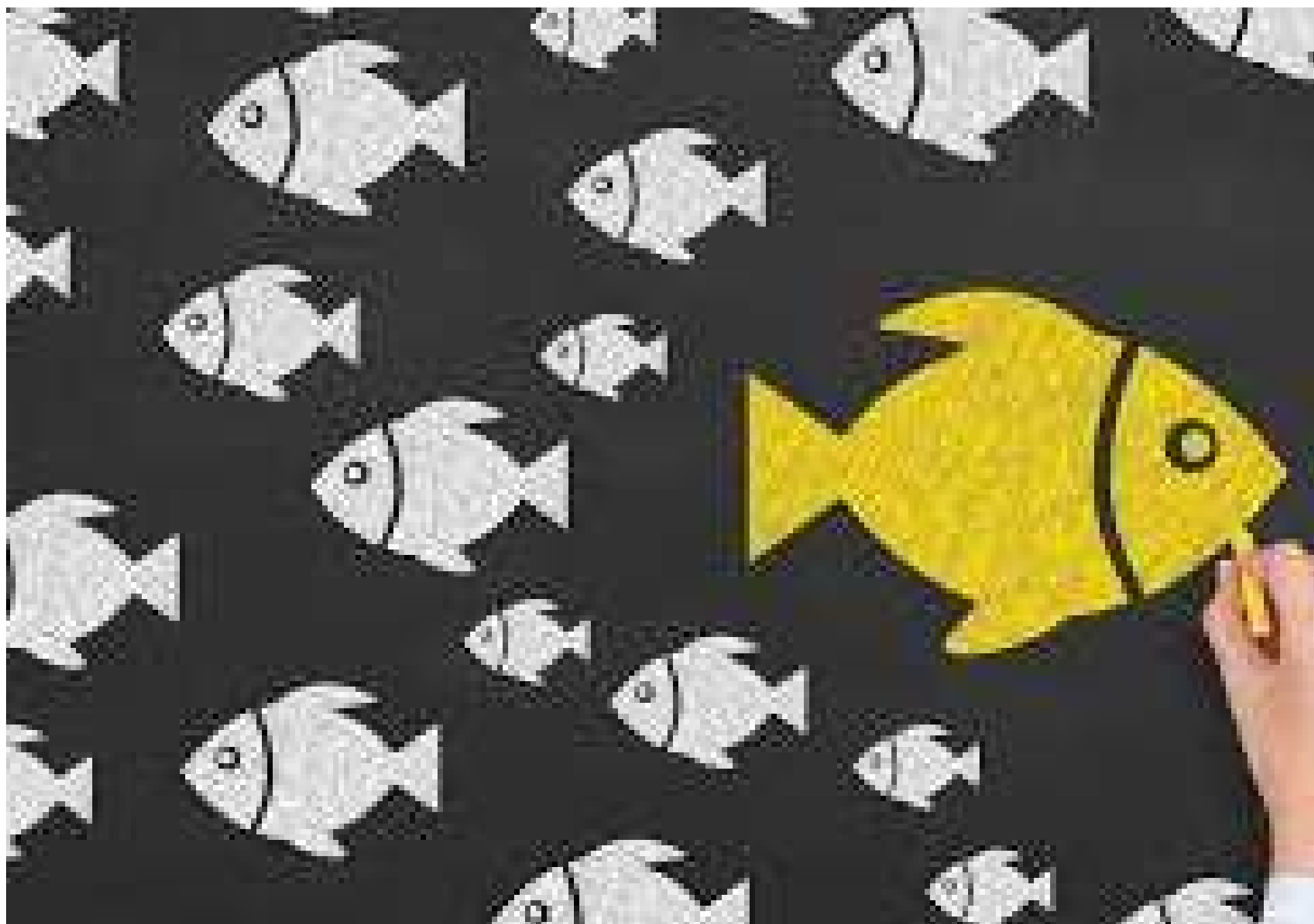
Participants will develop more empathy with the marine environment (through the blindfold activity). They will acquire motivation to modify some of their negative habits.



Blindfolds, paper, post-its, markers, pens, “I promise to” sheets (one per participant), “21 days to make a habit” sheets (one per participant), dixit cards. Computer, speakers, projector.

Additional materials on:

<https://goo.gl/dJzss8>



Target group:

General public,
age 16+,
any
background.

Size:

15 participants
maximum
(if more, the
blindfold activity
should be done
split in groups of
15 people
maximum).

Additional notes and references:

The Story of Change:
<https://www.youtube.com/watch?v=olQdYXCKUv0&t=17s>

SESSION
DESCRIPTION



1 h 30 min

5 min

12 min

25 min

Introduction - what to change?

Participants are invited to think about life in a marine environment, and come up with at least 3 things that have a negative influence on the marine environment and life in it.

Marine experience - blindfolded

Transition to come back to reality

Exercise about habits

Explanation: We have a grid showing 4 destructive habits in the column headers: large energy consumption, use of plastic, purchase of non-local food, use of polluting/toxic cosmetics). We also have a list of some of the consequences of the previously habits: CO2 production, consumption of fossil fuels, soil degradation, waste of water, consumption of non-renewable resources, unpredictable consequences in distant countries, encouraging the use of pesticides, plastic pollution, water pollution, consumption of water resources, BPA chemicals in the blood, negative influences on eco-systems. Participants are invited to fill the grid by placing the right consequences under the right place. (15min)
Feedback. The results are presented and trainers make corrections if needed. (10min)

use of plastic

plastic pollution

encouraging the
use of pesticides

water pollution

consumption of fossil fuels

CONSUMPTION OF NON-RENEWABLE
RESOURCES

purchase of non
local food

CO2 production

NEGATIVE INFLUENCES ON ECO-SYSTEMS

unpredictable consequences
in distant countries

large energy
consumption

BPA chemicals in
the blood

soil degradation

WASTE OF WATER

consumption of water resources

use of
polluting/toxic
cosmetics

SESSION
DESCRIPTION

7 min

The Story of Change - Video

The Story of Change urges viewers to put down their credit cards and start exercising their citizen muscles to build a more sustainable, just and fulfilling world.

20 min

Habit activity

Explanations: invite the participants to get into pairs. Each participant shares with his/her pair a negative habit and a proposed way to overcome it/change it. The other listens while taking notes about the habit and the proposed solution. Participants are invited to share in a plenary one or two things that they want to change in their lives.

8 min

I promise...

Each participant receives a sheet of paper where he/she is invited to write down his/her promise (compromise) and is asked to sign it.Each participant should receive a sheet of paper to fulfill it in order to achieve some good habit/s in 21 day. To make it more promising, participants should receive a diploma where they will write their promises and signed it

8 min

Follow up

Explanation: Invite participants to share on Facebook photos or posts to prove they are keeping the promise. When they reach their goal they are invited to make another promise and invite a friend to do the same.

5 min

Evaluation

Each participant is asked to take a Dixit card that represents how he/she feels after the workshop and explain why. This should bring out useful information towards the evaluation of the success of the workshop.



PEOPLE WITH BLINDFOLDED EYES

Participants are wearing a blindfold

/Sounds of waves/

You are sitting on the beach, you can feel the wind in your hair, on your face, and hear the sound of the waves. Now you stand up, and start walking until you feel the waves touching your feet. The water is cold, but it feels good. You like this sensation, you continue walking towards the sea. Now you take a deep breath and you dive.

/Deep sea soundscape/

You can breathe under the water, and you start listening to every sound around you. You can see the sunshine dance under the surface of the water.

You are a person, you are a mermaid, you are a fish, you are part of the sea and you can move and explore.

You enjoy the noise of the algae movement, notice the sound of the sand.

And suddenly you hear a little voice...and you can understand this language!

FISH: Follow me, I am Saam the fish. If you want I can show you some things.

Look here. This is the rock where my parents met! Just a few meters to the right you can see all my little brothers.

They are still living in the Posidonia nursery. I'm so excited to meet them! Hello guys!

/hanging slices of paper resembling Posidonia leaves are passed gently by participants faces/

I was there when I was a little fish, I was protected and I had a lot of food when I lived there, but now I'm an adult fish. I hope that my kids will have the same opportunity. I hope that posidonia will be there for ever...

Come on Human-fish you are so slow!

Stretch out your hands, in front of you, but be careful!

/touch participants hands with something hard/

Do you feel it or it was too fast? It was my friend "Helòna" the greek turtle. She told me that she's running to reach the perfect place to nest, under the sand of a beautiful Greek beach.

Follow me deeper, here you can see one of my favorite places, in your language it's called "coral reef". Here in the coral reef there are a lot of colors, plants, many kinds of animals and I usually meet my friends here (there is a lot of food also!)

/let participants touch some stone/

Say hello to Donzella, the Italian ornate wrasse, and there is the old Pulpo, he arrived here when he was only a few weeks old, but he still continues to tell stories about his country, Spain... Now he's trying to hide himself, but we can see him.

Let's go to the open sea. I go there when I want to be alone, in silence...

Sometimes I can hear the voices of whales, their songs are so beautiful... but it can be dangerous to be here, you know there are a lot of fishes bigger than me...

Oh look there! There's a stock of Portuguese Sardinhas, they move all together to protect themselves from predators, they are very smart little fishes!

Now it's late for me, I have a date with my fish friend in deeper water, and I can't be late!

Goodbye human friend!

**Now you are alone, in the open sea, and you
need to emerge and breathe.**



THE SHARK SHOW

BY AGGELINA, NURIA, FRANCESCA, DAINA

AIM

Introduce participants to sharks from an environmental and cultural perspective.

OBJECTIVES

Knowledge:

Participants will discover and learn about the role of sharks in the ecosystems.

Participants will understand the process of shark finning.

Skills:

Participants will learn social skills while playing games.

Attitudes:

Participants break stereotypes of dangers of sharks.

Participants understand the influence of fishing industries.

Overall competences addressed:

The ability to analyse information and raise awareness about current events within fishing industries and its effects on ecosystems.



Additional notes and references:

What if there were no sharks:

<https://www.youtube.com/watch?v=tAzzkDQFPeo>

Shark fin soup – National Geographic:

<https://www.youtube.com/watch?v=mCqPXhhxZIg>

<http://sharkopedia.discovery.com/>



Recycled cardboard, string, aluminium foil, papers, scissors, tape, pens. Blindfolds, aluminium fins, stick, drawing of shark, 7 red and 7 blue fins, Quiz. Computer, speakers, projector.

Additional materials on:

<https://goo.gl/dJzss8>

Target group:

Kids, youth and people with young spirit, any cultural and educational background.

Size:

From 10 to 30 participants.

SESSION
DESCRIPTION



1 h 30 min

35 min

Introduction - what is Shark show

The rules of the game are explained:
The shark show is made up of questions, games and videos. Participants are divided in 2 teams which stand facing each other. There is a stick on the floor between them.
When a question is asked, participants rush to get the stick. The first one to have it in his/her hands will have the opportunity for his/her team to give an answer to the question first. If the answer is not correct the turn goes to the other team. For each correct answer the team gets 10 points. For each game, the winner team gets 20 points. (5 min)

Part 1.

Questions

How long have sharks existed for? How many teeth do great white sharks have throughout their life time? How many senses do sharks have? (5 min)

Game: Blind shark

Description: One person of the group is a shark, the rest are fishes. Both have to choose a sound that their animal makes. All of them are blindfolded. While the shark has to catch the fishes (by touching them), the fishes have to try to survive (not to be touched).
The facilitator starts to clap and, with each clap, all participants step forward, with every step they must also do the sound of their animal (fish or shark). When a fish is touched by the shark, it becomes a new shark and the game continues.
Every time there are more sharks and less fishes.
The last fish to survive wins and the points are given to his/her team.
(The aim of the game is to pay attention to the importance of the senses and to make participants aware of the amazing senses that sharks have).
(15 min)

Questions (10 min)

- How far can they hear their prey?
- How far can they smell their prey's blood?
- What is the largest shark and how long can it grow?
- What do whale sharks eat?
- How many people are eaten by sharks each year?
- How many sharks per hour are killed by humans?
- Do sharks like human meat?



SESSION
DESCRIPTION

25 min

Part 2.

Questions

Shark finning. Do you know what is shark finning? (5 min)

Video: Shark Fin Soup

Game: Find the fin

Description: There is a big piece of paper where a shark is drawn. The shark has 7 fins. There are 7 red fins and 7 blue fins hidden inside and outside of the training venue. One team has to look for 7 blue fins, and the other has to look for 7 red fins. When they find all the fins they have to stick them in the drawing. The first team who sticks all the fins of their colour in the shark wins.

(The aim of the game is to pay attention to how small fins are compared to the whole body of a shark, and be aware of the big amount of waste that is produced in the shark finning). (10 min)

Questions

What percentage of the shark’s body is used for human consumption? Are fins nutritious? Are they tasty? How much does a shark fin soup cost? (5 min)

Part 3.

Questions

How many shark species are there?
Why do you think that sharks are important for the ecosystems? (5 min)

Game: Food web

Description: This is not a competition game, so there is no winner. One of the participants will play the role of a shark, two of them will play marine turtles, and the rest will pretend to be sea grass. Seagrass will be moving in waves, with both arms up.

The shark and the turtles swim between the sea grass. The turtles eat the sea grass and avoid being caught by the shark. The shark wants to catch the turtles. Every time that a turtle touches one of the people that is sea grass, he/she has to put one arm down. When touched twice, they die and fall down.

After 5 minutes the game is over and we repeat it, but this time without a shark.

Plenary debriefing:
What happened during the first performance? What happened during the second? What conclusions can we extract?

(During the first performance we see that turtles eat few sea grass because they are more concentrated in escaping from the shark. During the second performance all the sea grass is eaten in seconds because the turtles don't have a predator to escape from).

The aim of the game is to see how important sharks are in the ecosystems, not just because they balance populations by predation, but also because intimidation has a strong effect on the behavior of their preys and this also conserves other important parts of the ecosystems like sea grass.

20 min

10 min

Video: What If There Were No Sharks

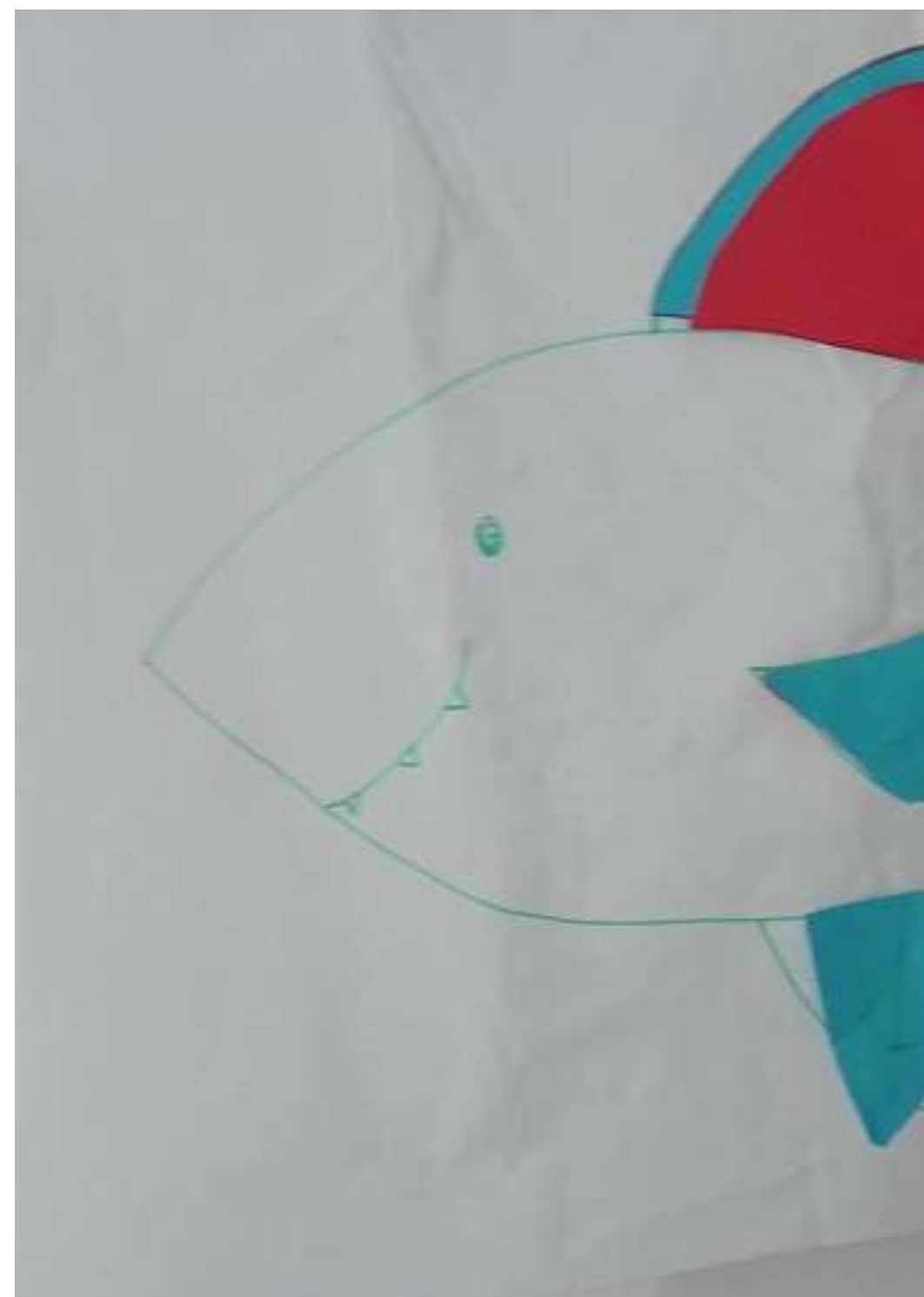
Plenary conclusions

Evaluation

Evaluation: the measuring lines.

There are 3 measuring lines drawn on a flipchart: learn-o-metre (measures how much the workshop made you learn), replic-o-metre (measures replicability/usability of the activity in your own context), fun-o-metre (measures the fun you had during the workshop). Each participant is invited to put a vertical mark on the place of the metre which represents his/own measure of each quality. The middle is neutral, right is high (represented by a + sign), left is low (represented by a minus sign).

STOP
FINNING



INVASIVE SPECIES IN OUR SEAS

BY MIRANDA, LAURA, PAULA, GÜRAY

AIM

To create an awareness and generate knowledge on marine life and the impact of invasive species.

To help participants find their own role in the group.

To stimulate creativity.

OBJECTIVES

Knowledge:

Participants will discover and familiarize themselves with the topic of invasive species.

Skills:

Participants will be able to perform before others on stage. They will improve their communication skills.

Attitudes:

Participants are expected to be socially and morally active towards national and international values such as environmental protection.

Overall competences addressed:

The ability to base educational praxis on sound conceptual and theoretical foundations in order to support learning processes of diverse groups of people.



Additional notes and references:

Background reading:

Colley, Hodgkinson, Malcom (2003): Informality and formality in learning
Chisholm (2007): Rediscovering the learning continuum: renewing education for democracy. Plenary keynote at the EU Lifelong Learning and Youth in Action Programmes 2007-2013 Launch Conference

Fennes, Otten (2008): Quality in non-formal education and training in the field of European youth work.

Helpful Information About Invasive Species:

<https://www.livescience.com/topics/invasive-species>

https://www.sciencedaily.com/news/plants_animals/invasive_species/

<https://www.nwf.org/Wildlife/Threats-to-Wildlife/Invasive-Species.aspx>

http://www.panda.org/about_our_earth/species/problems/invasive_species/

<http://www.imo.org>

<http://www.videsvestis.lv>



List of 40 words, map of the world, guiding questions for the working groups (quiz), pictures of invasive species for the map, 2 leaflets with instructions for each role, board and board markers for collecting the points. Two laptops (one per team) or one laptop and a projector.

Additional materials on:

<https://goo.gl/dJzss8>

Target group:

General public,
any age,
any background.

Size:

From 10 to 30
participants.

SESSION
DESCRIPTION



1 h 30 min

20 min

Introduction

The session will consist in 3 educational games. Participants will be divided into two teams (“The INVADERS” and “The RESIDENTS”). One “life” will be given to the team who wins each game. At the end of the session, after the 3 games are played, the team with more lives will win. “Will we survive? Or will we go extinct?”

Game: Mimicry game – “Guess the word”

There is a basket containing 40 small folded papers. There is a word related to the marine environment written in each of the papers (see attached document for the list of words).

- Rules of the game:
- 1. One participant of each team will be given a word. His/her task is to explain the word to his/her team using only gestures (speaking is not allowed). He/she only has one minute per word. When the minute is over, he/she can try with another word. After the second one, it’s the turn of another participant to describe another word.
 - 2. The team gets a point for each word guessed correctly.
 - 3. The total duration of the game is 15 minutes.
 - 4. The team with the highest score will be the winner.

“If the residents win we will continue to live, otherwise we will let the invaders begin their invasion”.

SHARK
SWORDFISH
CRAB
TURTLE
SHRIMP
JELLYFISH
KILLER WHALE
BALLOON FISH
DOLPHIN
SCUBA DIVING
SEA ANEMONE
SEAL
MERMAID
CLAMS
LIGHT HOUSE
LOBSTER
OYSTER
TRAWLING
WHALE
CORAL



SEA URCHIN
STARFISH
OCTOPUS
SEAHORSE
SQUID
RAY
POSIDONIA
SEA CURRENTS
BALLAST WATER
PLANKTON
OVERFISHING
FISHERMAN
SAILING BOAT
MUSSEL
BAYWATCH
FISHING NET
ANCHOR
SEA CUCUMBER
SEA SHELL
ALGA

35 min

Quiz

PowerPoint presentation containing a quiz with 22 questions (see attachment). The questions are intended to give participants information about invasive species around Europe.

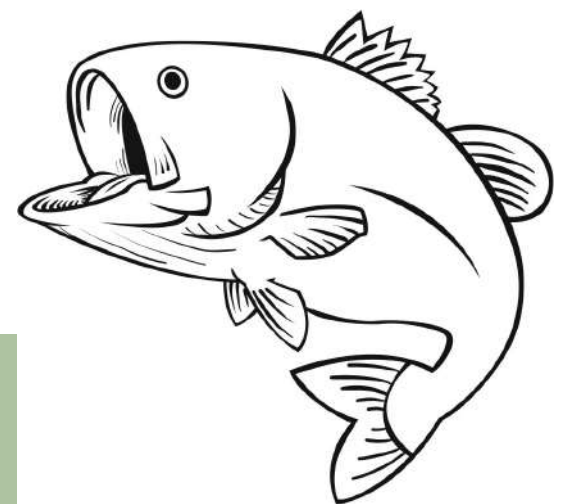
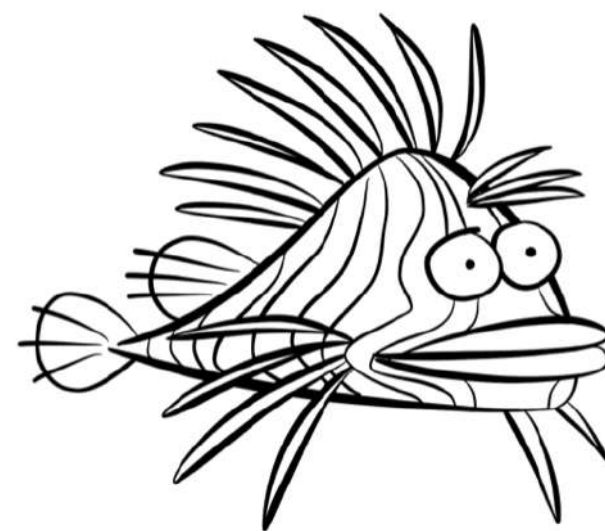
The quiz questions are multiple choice. The teams first read the question and hold up the letter of their choice: A, B or C (each letter corresponding to an answer for the question, as in the porwerpoint presentation).

The trainer collects the points in a flipchart. It's one point per correct answer. The team with the highest score will be the winner and will receive one "life".

There is a world map activity also included in the quiz: after a participant answers a question correctly, he/she will be asked to draw in a world map a line with the origin and the destination of the invasive species mentioned in the question. There will be small pictures/drawings of each species available to stick on the destination.

(The facilitator will provide extra information if needed).

This part of the session may announce the winner of the whole session if the winner of the first game wins again. If there is a draw, the third game will decide the ultimate winner. The third game will be played in any case.



Role playing

In this short play the participants will be given roles to act on stage. There are five roles:

1. Rabbit fish (*Siganus luridus*)
2. Dream fish (*Sarpa salpa*)
3. Posidonia oceanica
4. Suez Canal
5. Caulerpa taxifolia

Each role comes with a set of instructions on how to act/what to do on stage, according to the natural behaviour and situation of each species (see attachment).

Participants distribute the roles among themselves as they want. They have 10 minutes to prepare a performance which sends a message about the topic.

Each team performs. The facilitators chose the winner according to three criteria:

1. Accuracy of each role and its performance;
2. Team work and importance of each participant in the performance;
3. Creativity.

30 min

5 min

- What have you learned?
 - What specific information about invasive species have you learnt through these games?



BEACH POLLUTION

BY ANA, HENRIQUE, ARKIN, MANUELA

AIM

For participants to learn what are the top 5 litter that pollute our beaches. For participants to discover the reaction that volunteers have when they pick litter from a beach.

OBJECTIVES

Knowledge:

Participants will learn some useful information about types of beach litter and why beaches need to be clean for the future generations.

Skills:

Participants will be able to explain the advantages of a clean beach.
Participants will be able to raise awareness and sensibility around the topic of marine litter.

Attitudes:

Participants will develop an attitude of awareness and prevention towards littering the environment, particularly beaches.

Overall competences addressed:

The ability to identify the problem of littering in our beaches, react and solve it successfully.



Additional notes and references:

Dear Future Generations: Sorry
<https://www.youtube.com/watch?v=eRLJscAlk1M>

Background reading:
<https://www.youtube.com/watch?v=eRLJscAlk1M>
<https://www.teachervision.com/creative-writing/life-sea>
<https://ypte.org.uk/factsheets/sea-pollution/polluting-the-seas>



Quiz, PowerPoint presentation, litter collected from a beach, post-its, colored paper, paper, pens.
Computer, speakers, projector.

Additional materials on:

<https://goo.gl/dJzss8>

Target group:

General public,
any age,
any background.

Size:

Up to 30 participants.

SESSION DESCRIPTION



1 h 30 min

20 min

Energiser

Each participant writes on a post it the three first words that come to their mind. Then each one of them receives an object that was collected during a beach cleaning action. Each participant is invited to create a story related to the object including the 3 words chosen before.

30 min

Introduction

Input: powerpoint presentation about beach cleaning action (experience sharing). Main problems and main solutions in our coasts.
Game: rank the main problems in our coasts from 1 to 5 in order of importance.

20 min

Buzz quiz

Participants are divided in 2 groups. They are asked 16 questions on marine litter. After each question, the answer is revealed and some further information given, so participants can learn from each question.

10 min

Closing video

Participants watch a video which explains the reasons why we should modify our attitude towards the environment towards a more environmentally friendly behaviour.

Plenary discussion – reactions on the video.

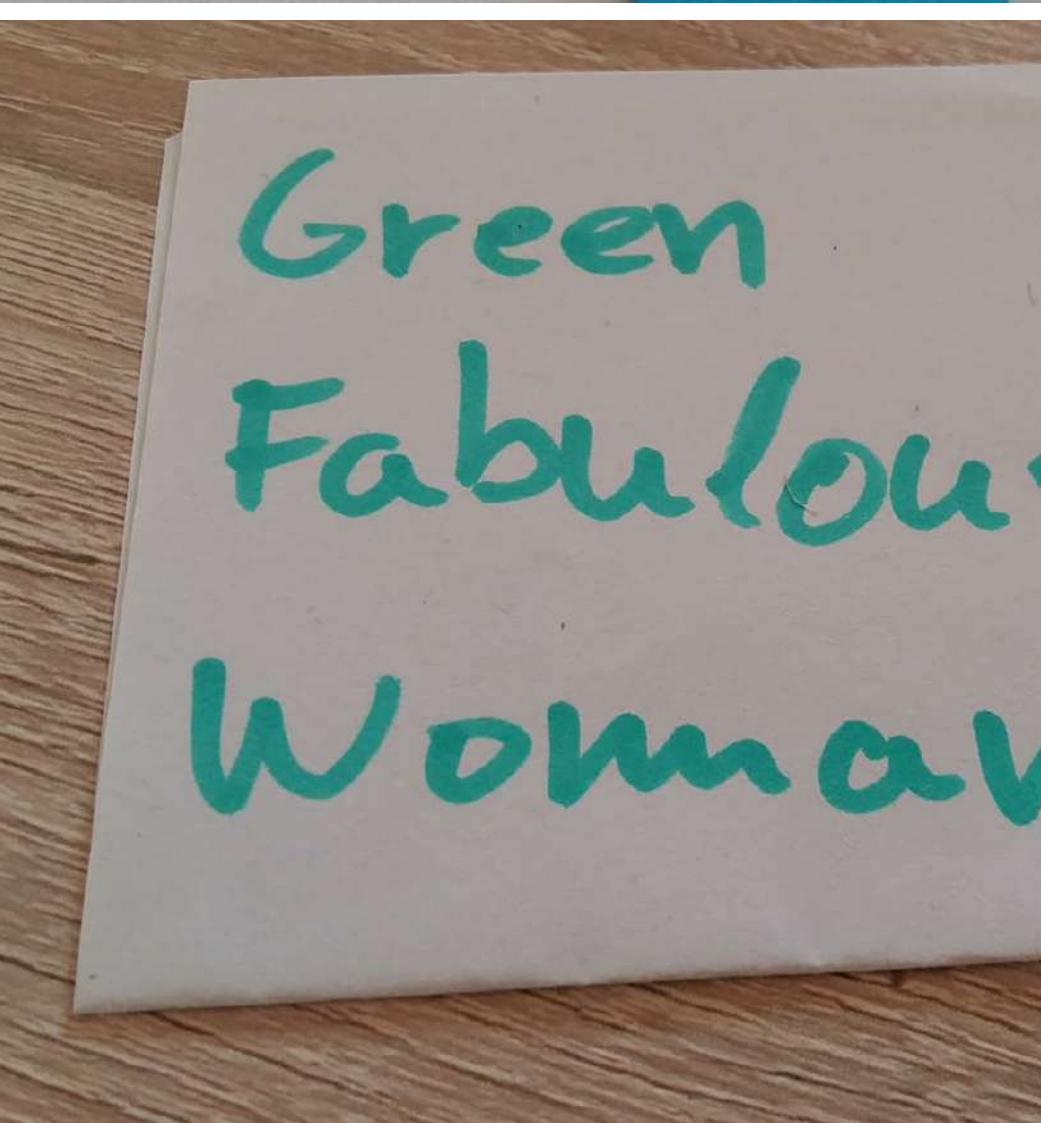
10 min

Evaluation

Participants are asked to write down what they found useful and what not in this session and why.



From sea to plate...



MARINE POLICY, SHIP GARBAGE AND HOW PLASTIC AFFECTS THE ENVIRONMENT AND OUR DAILY LIFE

BY JOANA, SEYHAN, FILIP, ELZA

AIM

To learn about “Ship garbage policy”, what’s the policy and reality;
For participants to analyze their own behaviour and habits that include use of plastics, and learn that plastic ends up at the oceans and seas.

OBJECTIVES

Knowledge:

Participants will learn about the content of ship garbage policy, the 6 different categories of pollutants that fall under the regulation, and will learn data about the impact of cruises on marine pollution.

Skills:

Participants will learn to research a European convention and turn it into a role they can represent.

Participants will learn how to categorise ship pollutants into the six official categories.

Attitudes:

Participants are expected to acquire awareness on the impact of plastic overuse, and as a result reduce their own use of plastic.



Flipcharts, papers, pen, 8 envelopes with questions, sheets with Annexes 1-6, Facts about pollution, pdf or printed version of The Management of Ship-Generated Waste On-board Ships – EMSA-OP-02-2016.
Computer, speakers, projector.

Additional materials on:

<https://goo.gl/dJzss8>



Target group:

General public, 16+,
any background.

Size:

From 6 to 26 people

Additional notes and references:

Garbage Management -- Marpol Annex V:
<https://www.youtube.com/watch?v=oRXXKoXjhq8o>
Midway:
<https://www.youtube.com/watch?v=dALgXvrg3hI>

SESSION
DESCRIPTION



1 h 30 min

25 min

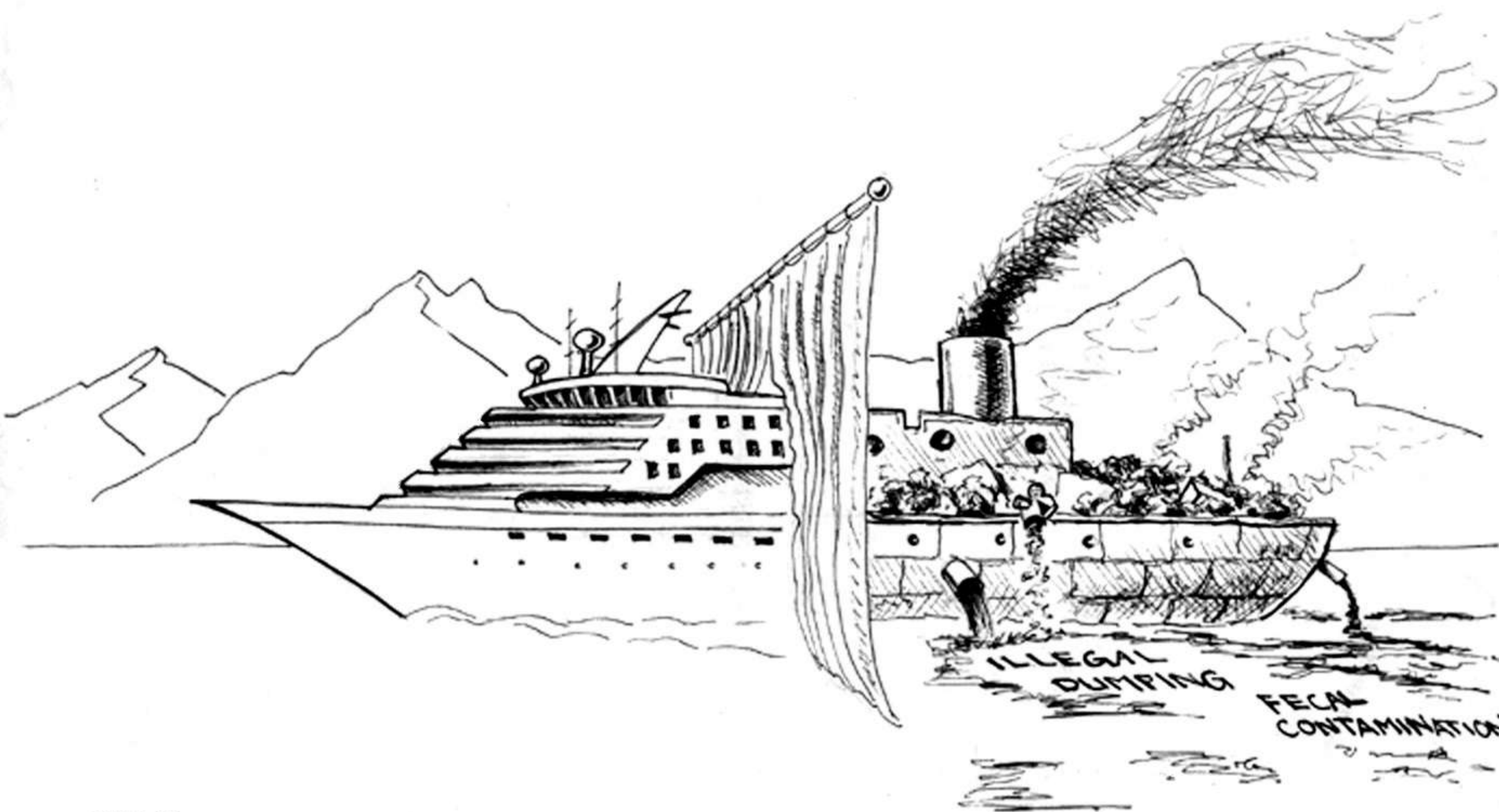
Part 1.

The floating cities

Participants are invited to think of all activities that take place onboard ships and the pollutants that those activities cause (in this case we chose cruisers as the biggest ships, with a lot of activities that cause pollution), and write them down. (10 min)

After that, participants will be asked to categorise the pollutants they wrote into six categories, explaining what characterises each of the 6 categories. When finished, they will be asked to turn over six papers with the six categories of pollutants that need to be prevented, according to the MARPOL convention 73/78. Participants will compare their assumptions with the ones established in Annex 1-6 (Annex I - Prevention of pollution by oil & oily water, Annex II - Control of pollution by noxious liquid substances in bulk, Annex III - Prevention of pollution by harmful substances carried by sea in packaged form, Annex IV - Pollution by sewage from ships, Annex V - Pollution by garbage from ships, Annex VI - Prevention of air pollution from ships). (7 min)

To have a better insight into these different categories, participants will get six examples of pollution and six facts that they will be asked to link to each category. The facilitator will unveil the correct correlations and elaborate on them for further input. (8 min)



35 min

Part 2.

We are MARPOL 73/78

This is a research task where each participant will get his/her individual subject of investigation. One will be the Marpol convention and the others will be its Annexes from 1st to 6th. Participants will have 15 minutes to research on their role (what they stand for, why it is important, what method they use...). Each participant will have 2 minutes to present his/her role (first MARPOL, then Annex I, Annex II...).

Participants will then watch a video about garbage management. The video provides information on how to comply with the revised MARPOL Annex V regulations regarding garbage collection, processing, storage, disposal and record-keeping using the Garbage Record Book.

Part 3.

Video

Participants are invited to watch a video about the impact of plastic litter on sea-birds. They will learn about the enormous amount of plastic that can be found in the sea, and that boats contribute to it 20%. (3 min)

A plenary debate with impressions will follow.

Question hunt

Participants will be divided in 2 teams. Each team's task is to find 4 envelopes (each should lead to another) which contain questions they need to answer (15 min).

The teams present to each other the answers to the questions. (5 minutes)

Evaluation - pizza slices

There is a pizza with slices drawn on a flipchart. Each slice corresponds to one of these questions, which are written in the outside of each slice:

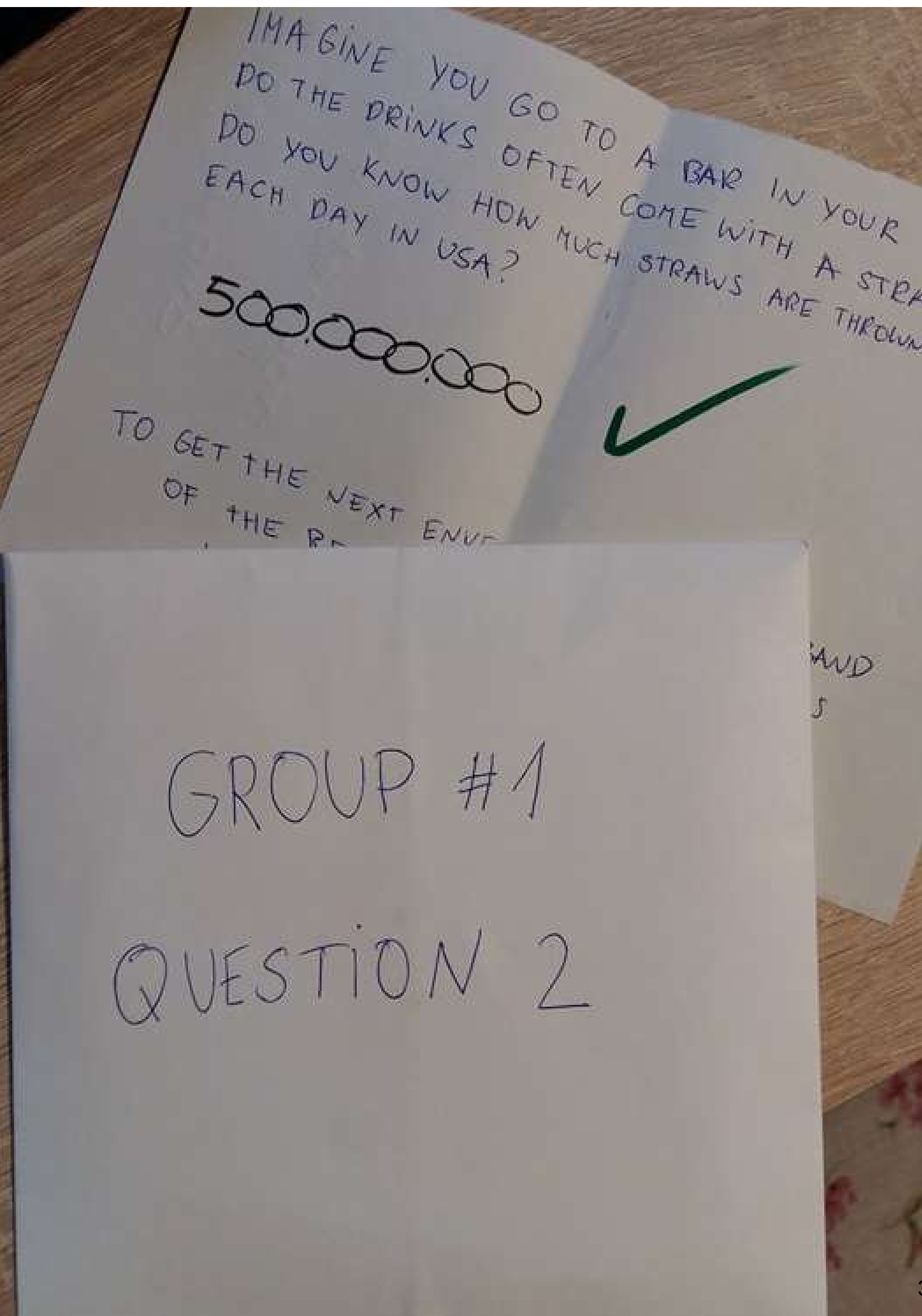
- How much have you learned?
- How much of what you learned will you use for your work in your organisation?
- How did you find the time-management of the different activities?
- How much fun did you have?

Participants are asked to draw a dot on each slice, the closer to the center, the more positive the evaluation. (2 min)

Participants are asked to share their strongest impressions in a brief evaluation plenary.

25 min







Changing lives. Opening minds.



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"Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2014-2020. Education, training, youth and sport can make a major contribution to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade and to support the implementation of the Europe 2020 strategy for growth, jobs, social equity and inclusion."

Source: Erasmus+ Programme Guide

http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_en.pdf

More about the Erasmus+ Programme:

http://ec.europa.eu/programmes/erasmus-plus/index_en.htm

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