



SUMMER

Eco-wednesdays

Argonauta's educational program for
children





NOTES



from the authors

Eco Wednesday is a programme organised by the Argonauta Association every summer, co-financed by the funds of Šibenik-Knin County. Over the course of eight workshops, held every Wednesday, we explore ecological topics related to their everyday lives. Our goal is to use non-formal education to raise children's awareness of current environmental issues and show them how they can already take action. More broadly, we also aim to help them learn about their surroundings, discover the beauty of nature, and develop useful skills.

This summer, we decided to try a new method of non-formal education by using a storyline. We believe that following a specific story each Wednesday would capture the children's attention, give them a purpose for learning, and encourage them to come back each week. The story follows Ana the Pirate, a foreign pirate looking for efficient and capable eco-sailors. Every Wednesday, she challenges the children to test their abilities and learn new skills.

To bring the story to life, we organised role-playing activities, with one of us dressing up as the pirate every two weeks. We noticed a significant increase in participation and enthusiasm each time Ana appeared.

By the end of the programme, we could clearly see that the children had a lot of fun while learning. In order to share our work with other teachers and NGOs that share our values and objectives, we decided to create this e-booklet summarising our workshops. You will also find a list of all the resources and materials needed to carry out the activities.

We sincerely hope that this manual will be useful to you and inspire other educational initiatives in favour of our planet.

Ona Jorge and Naelys Pret-Gueguen, ESC volunteers





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CUTTING CARBONS



Introduction to the ecowednesday 15min	Material
The pirate arrives, presents herself and explains the programm of the eco-wednesdays	Pirate costume
Guided discussion 10min	Material
The goal here is to lead the kids to think that: The solution is trees because they catch the pollution in their branches and help clean the air. Continue the guided discussion on what are the required materials to plant trees? Lead the kids to think that: To grow, trees need first the seeds then water and good soil. When they have given this answer it is possible to switch to the other activity.	





CUTTING CARBONS



Blinded guess 10min	Material
Here, the pirate says that she has some material with her but she can't remember what is what so she will need their help to guess. For that there will be 5 boxes in front of the kids, each one hiding a specific material. The kids will have to come one by one, put their hand in the boxes, touch without seeing the material and try to guess which one is the good material. They shall not speak to each other. When everyone has done it the facilitator asks boxes by boxes if they think it is the correct material and what it is. And she/he reveals the answers. Once the kids have noticed the water and the soil. It is possible to move on to other activities.	• Five carton boxes • Five different material (shaving mousse, water, soil, sand, eggs) plates to put inside bring bottles • Soil for planting • Wet wipes





CUTTING CARBONS



Special ingredient 10min	Material
The pirate suddenly remembers a secret recipe to make the tree grow faster and stronger. For that they need to add a magical ingredient called biochar. The pirate explains that : Biochar is a secret ingredient that has to be mixed with normal ingredients (soil) to help the tree grow. It creates Terra preta. So here after the short explanation on what biochar is, the kids will come one by one to take some biochar, one hand per person and add it to their pots. It must be something a little bit mystical. When they all got some, they go back to the table and we move on to the other activity.	• Biochar • Yogurt pots





CUTTING CARBONS



Planting seeds 10min	Material
The kids already have their pots and some biochar in it. Now the facilitator will distribute them some soil and the first stepp will be to mix the biochar with the soil, like in the secret recipe. Then, the second step will be to plant the seed in the middle of the pot and add some soil on top. And finally the kids will have water to complete it.	• All the planting material • Seeds
Conclusion	Material
To conclude the pirate asks the kids to repeat what they have learned (the three sentences) and then take a group picture with the kids, their pots and the pirate.	





CUTTING CARBONS





TEMPERATURE REDUCTION

and greening of surfaces



Introduction to the Eco	Material
The facilitator welcomes the children and introduces today's adventure. The facilitator explains that the pirate Ana could not come today, but she has sent them a special letter with a mission. The letter explains that Ana has travelled through many towns and cities and noticed that some places were much hotter than others. She saw that roads, roofs and stone surfaces became very hot under the sun, while parks and gardens with trees, plants and grass felt much cooler. Ana asks the children to help her discover why some places are hotter than others and how plants, trees and different surfaces can help make towns cooler and greener. The activity starts with a short guided discussion led by the facilitator to discover what the children already know about heat, plants, trees and different surfaces.	Pirate letter (printed or designed in parchment style)





TEMPERATURE REDUCTION

and greening of surfaces



True or false: cool city edition 15min	Material
The facilitator explains that the children are going to play a True or False game about trees, parks and cities. One side of the room is the Owls' House and the other side is the Crows' House. The children listen to each statement and move to the side they think represents the correct answer. After each statement, the facilitator briefly explains the correct answer and introduces a simple fact about temperature, plants or urban spaces. Statements: 1. Trees can help keep cities cooler. → True 2. Grass gets hotter than black asphalt. → False 3. Plants provide shade and homes for animals. → True 4. Adding more trees can help people during hot days. → True 5. Roofs covered with plants are called green roofs. → True 6. Parking lots are usually cooler than parks. → False 7. Trees give us shade on sunny days. → True 8. Flowers make the air hotter. → False 9. Parks usually feel cooler than streets with lots of concrete. → True 10. We should cut down all the trees to keep cities cool. → False	• QuestOwl sign/house • Crow sign/house • Statement cards



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TEMPERATURE REDUCTION

and greening of surfaces



What Feels Hotter? 10 min	Material
The facilitator introduces different materials and explains that they have been placed in the sun for a few minutes. The children will take turns gently touching each material and describing how it feels. They then identify which material feels the hottest and which feels the coolest. Afterwards, the facilitator leads a short discussion: • Which materials were hotter? • Which were colder? • Why do you think that happened? The goal is to help children understand that different surfaces absorb and retain different amounts of heat. Dark surfaces and some artificial materials can become very hot, while grass and plants generally remain cooler.	• Black paper • White paper • Stones • Sand • Grass / small plants • Plastic objects • Metal objects





TEMPERATURE REDUCTION

and greening of surfaces



Heat Detectives 15 min	Material
The facilitator explains that something important has happened in Murter: some areas can become very hot, and the children are going to become Heat Detectives to investigate. Each child receives a magnifying glass and two types of stickers: - Blue sticker = cool place - Red sticker = hot place The children walk around the outdoor area and carefully observe different places. They look for areas that feel warmer or cooler and place the corresponding sticker there. They are encouraged to observe whether the area is in direct sunlight, under a tree, covered by grass, surrounded by concrete or made from another type of surface. At the end, everyone looks at the stickers together and discusses what they noticed. The goal is to help them identify the connection between shade, vegetation, surfaces and temperature.	- Magnifying glasses - Blue stickers - Red stickers





TEMPERATURE REDUCTION

and greening of surfaces



Our tiny green city 10 min	Material
Using colors, carton, paper, nature element and other material the children can build a mock up of their mini-city, with the goal of adding trees, green roofs, gardens, shade, and more. Afterward, they are asked to reflect on what they have created: • What did they do to keep the city cooler? • Do you have any of these things in your city?	• Paper • Glue • Color paper • Nature element • Strings • Carton • Cotton
Conclusion	Material
Repeat the three phrases to remember: Plants are like 'natural air conditioners.' / Dark surfaces without plants get hotter./ We can all help create greener spaces.	





TEMPERATURE REDUCTION

and greening of surfaces





FAST FASHION



Guided discussion 10 min	Material
"Who is wearing clothes today?" "Where do clothes come from? Do they grow on trees?" "Who has ever worn clothes from an older brother, sister, cousin, or friend?" (Raise your hand if yes!) "Who has a favorite T-shirt or dress that they wear again and again?" "What should we do if our clothes are too small? Should we..." "...throw them straight in the bin?" (Make a silly face.) "...give them to someone else?" "...use them for dress-up or cleaning?" "What do you think happens to all those clothes when people throw them away?" "This has a special name. It's called fast fashion. Can everyone say 'fast fashion'?" Lead the kids to the definition of fast fashion. <u>Fast fashion is when lots of clothes are made very quickly, people wear them only a few times, and then throw them away. This creates a lot of waste and pollution, which is not good for our planet.</u>	picture of clothing waste in nature





FAST FASHION



Clothing Hunt 10 min	Material
The pirate has discovered that clothing waste can be found everywhere, even here in Murter. While exploring the area, she spotted 20 pieces of clothing that have been left behind and needs our help to collect them. Ask the children to carefully search around the designated area for the hidden clothing items. Once they find a piece, they should bring it back to the meeting point.	• 20 pieces of clothing
Create Your First Letter Using Fabric Scraps 30 min	Material
The facilitator explains that sometimes clothes become damaged or are no longer worn, but that doesn't mean they have to be thrown away. Instead, we can give them a second life by using them in creative ways. Invite the children to use the fabric pieces to create the first letter of their name (or another chosen letter).	• pieces of clothing • glue • letter on carton • other natural elements





FAST FASHION



Conclusion 10 min	Material
Take a group photo with the children and their artwork. Before finishing, review with them the definition of fast fashion and the solutions they have identified to reduce clothing pollution.	





ANIMALS AND PLANTS OF MURTER



Introduction	Material
The facilitator welcomes the children and introduces today's adventure. The facilitator explains that Pirate Ana could not come today either, but she has sent them another letter with a new mission. In her letter, Pirate Ana explains that she has been sailing around the beautiful island of Murter and has discovered many treasures—not the kind hidden in chests, but the amazing plants and animals that live on and around the island. She saw tall pine trees, colourful flowers, buzzing bees, singing birds, tiny lizards warming themselves on the rocks, crabs near the sea and fish swimming below her ship. However, a strong wind blew away her Nature Explorer's Guide, and now she cannot remember where all these animals and plants live. The children are invited to become Nature Explorers and help Pirate Ana rediscover the amazing flora and fauna of Murter. The activity starts with a short guided discussion led by the facilitator to discover what the children already know about the animals and plants found on the island.	Pirate letter (printed or designed in parchment style)





ANIMALS AND PLANTS OF MURTER



Who Am I? 15 min	Material
The facilitator explains that the children are going to play a game called 'Who Am I?' The children are divided into pairs. Each child receives a picture of an animal or plant that lives in Murter. They must keep their card secret and not show it to their partner. One child acts like the animal or plant using only their body. They cannot talk or say the name of the species. They can move, crawl, fly, swim or pretend to grow, depending on what is shown on their card. The other child tries to guess the species. Once they guess correctly, they switch roles. After both children have had a turn, they can find another partner and continue playing. The goal of the activity is to help children recognise and remember different animals and plants found in Murter through movement and play.	- Picture cards of Murter species: - Snail - Seagull - Fish - Octopus - Crab - Lizard - Sea turtle - Dolphin - Bee - Butterfly - Pine tree - Olive tree - Lavender - Posidonia oceanica





ANIMALS AND PLANTS OF MURTER



Habitat Relay Race 15 min	Material
The facilitator explains that the children are going to take part in a relay race. The children are divided into small teams. Around the activity area, four different habitats are displayed: the Sea, the Rocky Coast, the Mediterranean Forest and Scrub, and Meadows and Open Areas. Each team receives a pile of picture cards showing different animals and plants from Murther. When the facilitator says 'Go!', the first child takes one card, runs to the habitat where they think the species belongs, places it there and then runs back to tag the next teammate. The relay continues until all the picture cards have been placed. At the end of the game, the facilitator checks the answers together with the children and discusses where each species lives. The goal is to help children understand that different plants and animals need different habitats and ecosystems to survive.	• Four habitat signs/posters: ◦ Sea ◦ Rocky Coast ◦ Mediterranean Forest and Scrub ◦ Meadows and Open Areas • Picture cards of animals and plants





ANIMALS AND PLANTS OF MURTER



Red or Green? 10 min	Material
The facilitator explains that the children will now think about how people can affect nature. Each child receives two cards: one green and one red. The facilitator reads different actions that people sometimes do in nature. If the children think the action is good for nature and helps protect animals, plants or habitats, they hold up the green card. If they think the action is harmful to nature, they hold up the red card. Actions: ● Throwing plastic into the sea ● Feeding wild animals ● Picking up litter ● Planting a tree ● Breaking tree branches ● Stepping on Posidonia ● Using a reusable water bottle ● Recycling ● Walking on flowers ● Watching animals from a distance ● Leaving rubbish on the beach ● Saving water ● Chasing birds or lizards	● Green cards ● ● Red cards ● ● Action cards (optional)





ANIMALS AND PLANTS OF MURTER



Red or Green? 10 min	Material
The facilitator explains that the children have now learned about many different animals and plants living in Murther, and it is time to get creative. Using paper rolls and different craft materials, each child creates their favourite species. They can choose an animal or plant that they learned about during the workshop, or they can invent their own species. The children are encouraged to use their imagination and decorate their creation with wings, fins, leaves, legs or any other features they think their species needs. The facilitator can show an example at the beginning, but the children are free to create their own ideas.	• Paper rolls • Coloured paper • Paint • Brushes • Glue • Child-safe scissors • Markers / crayons • Recycled materials • Decorative materials (leaves, string, etc.)

Conclusion	Material
The facilitator asks the children to remember some of the animals and plants they discovered during the workshop and where they live.	





ANIMALS AND PLANTS OF MURTER





THE PLASTIC CONTINENT



Introduction 10 min	Material
The introduction starts with the review of everything the kids have learned so far. The facilitator repeats the sentences that have been said during the previous workshops and the kids raise their hands if they know about it. Then she asks the children if they have ever noticed plastic or any unusual rubbish in the sea while they were swimming. She explains that if they haven't seen any rubbish in the sea yet, that's actually good news—it means the sea where they swim is relatively clean. However, many seas and oceans around the world are polluted. To help them understand this, invite each child to come to the "ocean box" and pick out one item. Together, they will sort the objects into four categories:	• List of all the things they have learned so far • Box of the ocean • Pictures of animals in it • Shells • Plastic items • Pictures of the plastic continent.



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THE PLASTIC CONTINENT



- Living species
- Natural objects
- Organic waste
- Plastic

Once everything has been sorted, discuss what they found. Which category had the most items? Were they surprised by the amount of plastic? The goal is to emphasize the conclusion that plastic pollution is one of the biggest threats to our oceans and the animals that live in them.

The conclusion will be the definition of the plastic continent.

The Plastic Continent is a very large area in the ocean where lots and lots of plastic has gathered together. The water carries plastic from many different places and brings it all to the same spot, creating a giant floating pile of plastic.

This plastic continent can be very dangerous for the animals because they can find themselves trapped, with no escape.





THE PLASTIC CONTINENT



Don't get catch challenge 10min	Material
Sadly, this ocean of plastic is harming marine life. To understand how serious the problem is, the children will need to imagine what it feels like to be one of the animals living in these polluted waters. The children stand in a circle, holding hands. A hula hoop is placed over the arms of two children. The goal is for the group to pass the hula hoop all the way around the circle as quickly as possible without letting go of each other's hands. The facilitator plays music while the children pass the hula hoop around the circle. When the music stops, the game freezes. The child who is inside the hula hoop at that moment is out of the round and moves to the middle of the circle. The game continues until only few players remains. We continue the activity with a reflexion.	• 2 hula hoops • Music box





THE PLASTIC CONTINENT



Save my turtle (10min)	Material
One turtle is caught in plastic waste. To save her, the children have five minutes to collect all the rubbish and place it inside one of the hula hoops. However, they must go one at a time, because my turtle is very scared of people. By moving quietly and taking turns, they can help rescue her without frightening her even more.	• A toy turtle • Plastic trash
Pirate promise 10 min	Material
We all sit in a circle, and to finish to sensibelize the kids, each of them will make a Pirate Promise while holding the pirate sword. Each child says one thing they promise to do to help protect the environment. For example: "I promise to always pick up litter when I see it." After this the pirate give them an apprentice diploma.	• Pirate sword • Little diplomas





THE PLASTIC CONTINENT



Conclusion (10min)	Material
The facilitator explains to the kids that some of her friends are very scared of the plastic continent, and she needs them to reassure them, share ideas and positive messages. The idea is to lead the children to explain what they have learned today, that yes it is very big, and yes plastic can harm the animals but if we work together even little actions can have a bigger impact. Take a group picture saying you can do it for the pirate friends.	





THE PLASTIC CONTINENT





MARINE ECOSYSTEMS



Introduction	Material
The facilitator welcomes the children and introduces today's adventure. The facilitator explains that Pirate Ana could not come today either, but she has sent them another letter with a new mission. In her letter, Pirate Ana explains that while sailing around the beautiful waters of Murter, she decided to dive beneath the surface to discover the underwater world. During her dive, she found shells of many different shapes and sizes, rocks covered with life, green Posidonia moving with the waves and many creatures hiding between them. However, she noticed something strange: some shells were empty, while others were homes for small sea creatures. She started wondering how to tell them apart, why animals need these places and what happens when people take things that belong to the sea. The children are invited to become Marine Explorers and help Pirate Ana discover the secrets of shells, the animals that live in the sea and the importance of protecting marine ecosystems. The activity starts with a short guided discussion led by the facilitator to discover what the children already know about shells and the marine environment.	• Pirate letter (printed or designed in parchment style)





MARINE ECOSYSTEMS



Find the Shell Pair! 15 min	Material
The facilitator explains that the children are going to play a memory game called 'Find the Shell Pair!' 🐚 The children are divided into small groups. Each group receives 16 cards showing eight different types of shells. There are two cards of each shell, but all the cards are mixed up and placed face down. One by one, each child takes a turn and turns over two cards. If the two cards show the same shell, the child has found a match and can keep the pair. If the cards are different, they must be turned face down again, and it is the next child's turn. The children are encouraged to remember where they have seen each shell so they can find the matching pair later. The goal of the activity is to help children observe, recognise and remember different shell shapes and species through a fun memory game.	• Shell picture cards • Eight different shell species • Two cards for each species (16 cards per group)





MARINE ECOSYSTEMS



Move Like a Sea Animal! 10 min	Material
The facilitator introduces a quick movement game called 'Move Like a Sea Animal!' 🐟 The facilitator shows the children a picture of a marine animal. The children must move like the animal shown on the card. 🐟 Fish → Swim 🦀 Crab → Walk sideways 🐙 Octopus → Move your arms like tentacles 🐢 Sea turtle → Swim slowly 🐬 Dolphin → Jump 🐚 Shell → FREEZE! The facilitator can show the cards faster and faster to make the game more challenging and energetic. The goal is to help children recognise different marine animals while keeping them active and engaged.	• Picture cards of: ◦ Fish ◦ Crab ◦ Octopus ◦ Sea turtle ◦ Dolphin ◦ Shell





MARINE ECOSYSTEMS



Can I Take It? 15 min	Material
The facilitator explains that the children are going to investigate what should and should not be taken from the sea. In front of the children, there is a box representing a small piece of the ocean floor. Inside the box, there are different things that can be found in the marine environment. Some shells are empty, while others contain a picture representing an animal that still lives inside them. There are also rocks, Posidonia and rubbish. One by one, the children put their hand inside the box and choose one object without looking. After taking it out, they have to decide which container it belongs in. 'I CAN TAKE IT' → Objects that can be removed safely, such as rubbish. 'LEAVE IT IN THE SEA' → Living animals, shells with animals inside, Posidonia, rocks and other natural elements that are part of the ecosystem. After each decision, the facilitator briefly discusses why the object should be removed or left in the sea. The goal is to help children understand that everything in a marine ecosystem has a role and that we should respect the homes of marine animals.	• Box representing the ocean floor • Empty shells • Shells with pictures of animals inside • Rocks • Posidonia (fallen/dry material only) • Rubbish / plastic objects • 'I CAN TAKE IT' container • 'LEAVE IT IN THE SEA' container





MARINE ECOSYSTEMS



Marine Animal Picture Frame 20 min	Material
The facilitator explains that the children have learned about different animals and elements found in the sea, and now they are going to create something special to remember them. Each child creates their own 'Marine Animal Picture Frame!' 🐟🌊 Each child receives a cardboard picture frame with an image of a marine animal placed in the middle. Their mission is to decorate the frame and transform it into the habitat or home of their chosen animal. The children can use empty shells, small rocks, recycled paper, cardboard, pieces of rope, Posidonia and other recycled materials to decorate their frames. They can glue materials, draw, paint and create their own decorations. The goal is to encourage creativity while helping children think about the different habitats that marine animals need.	• Cardboard picture frames • Pictures of marine animals • Empty shells • Small rocks • Recycled paper • Cardboard pieces • Pieces of rope • Posidonia (fallen/dry material only) • Other recycled materials • Glue • Markers / crayons





MARINE ECOSYSTEMS



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ENDANGERED SPECIES IN THE ADRIATIC

Introduction & Initial Energizer	Material
The facilitator introduces Pirate Ana's letter. During her journey around the Adriatic Sea, she noticed that some animals are becoming harder to find and may be in danger. The children become Adriatic Wildlife Detectives and their mission is to discover which animals need help, what dangers they face and how they can be protected. To start, the facilitator reads different statements. One side of the room represents TRUE and the other FALSE. The children jump to the side they think is correct. • There are octopuses living in the Adriatic Sea. → TRUE • You can easily see all the animals that live in the Adriatic Sea. → FALSE • Some animals in the Adriatic Sea are endangered. → TRUE • Pollution can be dangerous for marine animals. → TRUE • Plastic, fishing and boats can sometimes harm marine animals. → TRUE • Endangered animals could disappear. → TRUE • Throwing rubbish into the sea does not hurt marine animals. → FALSE • We can help protect animals by keeping the sea clean. → TRUE	• Pirate letter (printed or designed in parchment style) • TRUE sign/poster • FALSE sign/poster • Statement cards





ENDANGERED SPECIES IN THE ADRIATIC

Adriatic Wildlife Detectives 20 min	Material
The facilitator hides 15 clues around the area. Each child receives a Detective Passport with the five endangered species. There are three clues for each animal. The children search for the clues and decide which animal each clue belongs to. They write the clue numbers next to the correct species in their passport. SLoggerhead Sea Turtle – <i>Caretta caretta</i> • I have a hard shell and four flippers. • Jellyfish are one of my favourite foods. • I leave the sea to lay my eggs on sandy beaches. Mediterranean Monk Seal – <i>Monachus monachus</i> • I am a marine mammal with whiskers and flippers. • I rest and have my babies in quiet sea caves. • I am very shy and avoid places with lots of people. Bottlenose Dolphin – <i>Tursiops truncatus</i> • I have a long, beak-like snout and a curved dorsal fin. • I breathe through a blowhole on top of my head. • I use clicks and whistles to communicate and find my way. Yelkouan Shearwater – <i>Puffinus yelkouan</i> • I am a seabird with dark feathers on my back and a pale belly. • I spend most of my time flying and feeding over the sea. • I make my nest in rocky places and on islands, often inside a burrow. Dusky Grouper – <i>Epinephelus marginatus</i> • I am a large fish with a thick body and a big mouth. • I live near rocky reefs, caves and underwater rocks. • I have a dark brown body covered with small pale spots.	• 15 clue cards • Detective Passports • Pencils





ENDANGERED SPECIES IN THE ADRIATIC

<i>Find the Dangers 15 min</i>	<i>Material</i>
<i>Each child receives a picture of an Adriatic Sea scene containing the five species discovered in the previous activity.</i> <i>The picture contains both natural elements and hidden dangers. The children must find and circle the dangers and identify which animals could be affected by them.</i> <i>At the end, the facilitator discusses the different threats with the children.</i>	• Printed Adriatic Sea scene • Pencils / crayons

<i>Build a Safe Home 20 min</i>	<i>Material</i>
<i>The children are divided into five groups, with each group receiving one endangered species and a large piece of cardboard.</i> <i>Their mission is to create a safe home for their animal. They receive cards with different elements and must decide which ones should be included and which ones could be dangerous.</i>	• Large cardboard sheets • Pictures of the five species • Element cards • Glue • Markers / crayons





ENDANGERED SPECIES IN THE ADRIATIC

Endangered Animals Photo Gallery 15 min	Material
For the final creative activity, each child creates a picture of their favourite endangered animal from the workshop. Once finished, all the creations are displayed together to create an Endangered Animals Photo Gallery.	• Paper / cardboard • Markers / crayons • Coloured paper • Glue • Decorative materials

Conclusion 5 min	Material
The facilitator asks the children what they have learned about endangered animals, the dangers they face and how we can help protect them. The children have successfully completed their mission as Adriatic Wildlife Detectives. A group picture can be taken with their creations to send to Pirate Ana.	





MARINE ECOSYSTEMS



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FISHING METHODS



Introduction yes and no game 10min	Material
The facilitator asks questions and if the answer is YES the kids go to the right and if it is NO, to the left. • Do you eat fish? • Do you have a family that fishes? • Have you ever gone fishing? • Do you know how people fish the fish you buy in the supermarket? Now let's explain: There are very small boats with very few fishermen in it and they use mainly fishing rods, then you have bigger ones that use small nets and then you have giant ones that use enormous nets. Opened questions: Did you know that? Do you know if it is good for the environment?	• Image of the different fishing methods and the sizes of boats



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FISHING METHODS



Oh no bycatch 15min	Material
The facilitator explains that fishing boats cannot see what is hiding in the sea when they use their nets. Their goal is to catch as many fish as possible. Then she asks the kids: But are there only fish in the sea? What other animals live there? Can fishing be dangerous for them? Let's find out! She places four bags of different sizes in front of the kids. And explains that they represent fishing nets, and let each child choose one. One by one, they reveal what is inside. Surprise! There are many different animals—and even plastic. Now let's think: What do we actually fish for? What do we eat? Do you eat turtles? No? Let's put them back in the sea. Do you eat octopus? Yes? Keep it in the bag. Do you eat dolphins? No? Back to the sea. Do you eat jellyfish? Yes? Keep it in the bag.	• Plastic bags • Fishes and other animals



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FISHING METHODS



Dance like a fish 5 min	Material
So now that let's do the fish dance. The facilitator plays music on the box and as long as the music lasts the kids dance the fish dance and when the music stops the facilitator announces one of the animals we have seen and the kids have to mimic it.	• Music box
Conclusion 5min	Material
Ask the kids to explain what they have learned today and if it is correct the pirate will give them a present. Indeed if their answer is good it means that they are ready to become very good eco-pirate and the pirate can then share her treasure with them. Take a group picture in front of the treasure.	• Pirate treasure





FISHING METHODS





FISHING METHODS



Dance like a fish 5 min	Material
So now that let's do the fish dance. The facilitator plays music on the box and as long as the music lasts the kids dance the fish dance and when the music stops the facilitator announces one of the animals we have seen and the kids have to mimic it.	Music box
Conclusion 5min	Material
Ask the kids to explain what they have learned today and if it is correct the pirate will give them a present. Indeed if their answer is good it means that they are ready to become very good eco-pirate and the pirate can then share her treasure with them. Take a group picture in front of the treasure.	Pirate treasure





THANK YOU FOR READING!

We wish you a nice
implementation of the workshops!



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ABOUT WIN PROJECT AND EUROPEAN SOLIDARITY CORPS

Argonauta is a part of the European Solidarity Corps (ESC).
In this capacity, they host two volunteers for one year as part of the ESC
PROJECT "Volunteering in Murter - WIN." This initiative aims to promote
environmental awareness, community development, and solidarity by enabling
ESC volunteer activities on the island of Murter.

The ESC WIN activity comprises high-quality community solidarity tasks,
created based on a thorough study of the needs and opportunities for
volunteering within the local Murter community.

These tasks address local societal challenges while enhancing the personal
skills of volunteers, the social impact of the involved organizations, and the
overall well-being of the Murter community.

The European Solidarity Corps (ESC) is a European Union program aimed at
strengthening solidarity in various fields, such as helping disadvantaged
people, providing humanitarian aid and committing to health and
environmental causes both within the EU and beyond.





ABOUT ARGONAUTA

ARGONAUTA, founded in 2005, is a non-governmental, non-partisan, and non-profit organization.

Today, it operates both locally and regionally, aiming to support the sustainable progress of the community. This is achieved through the conservation and promotion of heritage, the encouragement of civic engagement (particularly among the youth), fostering collaboration across various sectors, and fostering the growth of social entrepreneurship.

To know more about Argonauta's activities, check our web page, the Facebook page and Instagram profile;



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