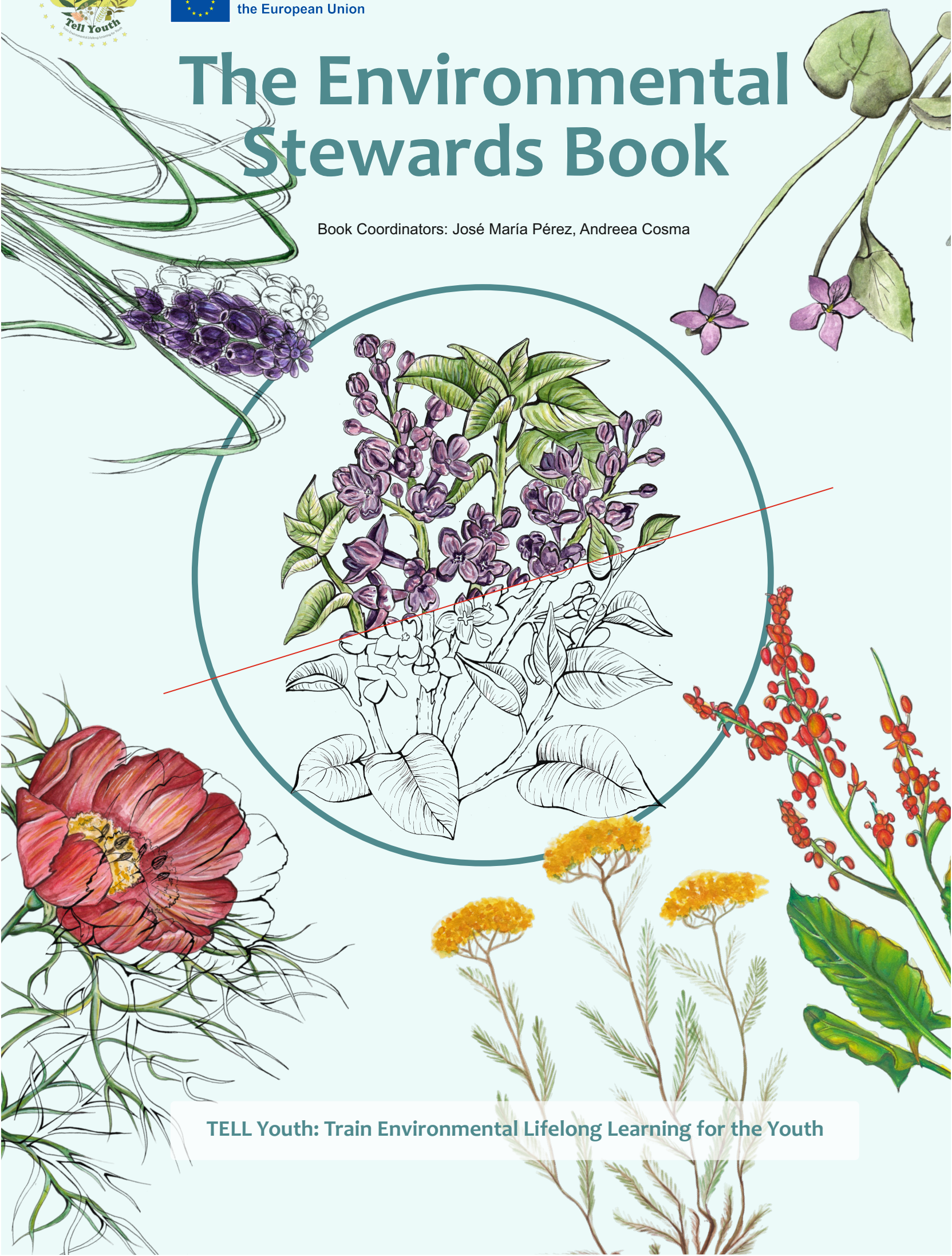




Co-funded by
the European Union

The Environmental Stewards Book

Book Coordinators: José María Pérez, Andreea Cosma



TELL Youth: Train Environmental Lifelong Learning for the Youth

COORDINATORS:
JOSÉ MARÍA PÉREZ, ANDREEA COSMA

THE ENVIRONMENTAL STEWARDS BOOK

TELL Youth: Train Environmental
Lifelong Learning for the Youth

ISBN 978-973-0-42480-5

Constanța

2025



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a project co-funded by the European Union.**

It cannot be used for commercial purposes.

**Erasmus+ Programme – KA220-YOU Cooperation Partnerships in Youth
Project No.: 2023-1-RO01-KA220-YOU-000158579**

**TELL Youth contributes to the preservation of natural heritage by digitally
cataloging plant species and actively engaging young people from three partner
countries (Romania, Greece, and France) in environmental protection through
immersive, interdisciplinary training and involvement.**

TELL Youth: Train Environmental Lifelong Learning for Youth 2023 - 2025

Coordinating Organization: Asociația House of Education and Innovation

Project Partners:

Centrul Cultural Județean Constanța „Teodor T. Burada”

Universitatea Ovidius Constanța

Social Youth Development Civil Nonprofit Society

Kentro Perivalontikis Ekpaidefsis Kalamatas

Maison de l'Europe de Nîmes - Europe Direct

Syndicat mixte des gorges du Gardon

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For more information about the project, visit:

Website: digital-herbarium.com

Facebook: @tellyouth

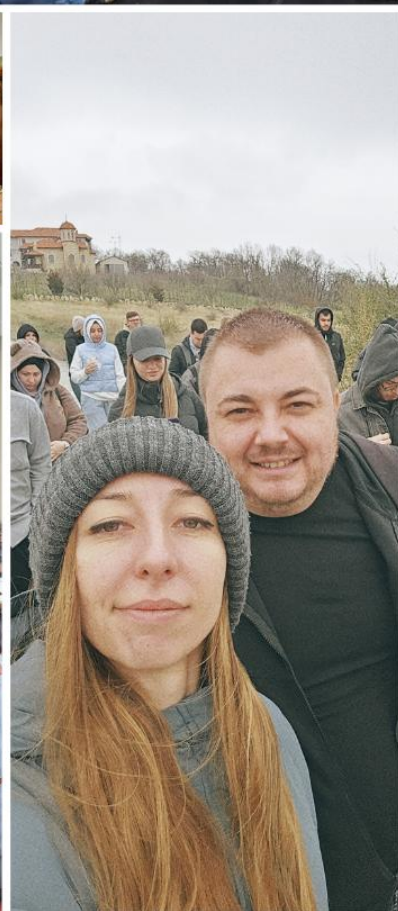
Instagram: @tellyouth

ISBN 978-973-0-42480-5



Partners







House of Education and Innovation - HEI (Constanța, Romania) is a dynamic youth NGO committed to empowering individuals and communities through education, creativity, and social innovation. HEI works to foster personal growth, civic engagement, and sustainable development by creating meaningful learning opportunities and inclusive community initiatives

The Constanța County Cultural Center “Teodor T. Burada” (Constanța, Romania) is a public cultural institution operating under the Constanța County Council, with a mission to preserve, promote, and develop local cultural heritage through educational programs, artistic events, and community engagement



CENTRUL CULTURAL
JUDEȚEAN CONSTANȚA
TEODOR T. BURADA



Ovidius University of Constanta - OUC (Constanta, Romania) is a prominent multidisciplinary institution offering a broad spectrum of academic programs at the bachelor's, master's, and doctoral levels. Recognized for its strong academic and research profile, OUC serves as a key hub for higher education in the Black Sea region, attracting students from across Romania and internationally.

Social Youth Development, K.A.N.E. (Kalamata, Greece), is a non-governmental, non-profit organization dedicated to fostering positive change through initiatives in education, youth empowerment, social inclusion, vocational training, and culture at local, national, and international levels.





The Kalamata Environmental Education Centre - KPEK (Kalamata, Greece) is one of 54 decentralized public services under the Greek Ministry of Education and Religious Affairs. It specializes in Environmental Education and Education for Sustainable Development (ESD) through non-formal, lifelong learning programs.

Maison de l'Europe de Nîmes (MdE) - Europe Direct (Nîmes, France) is a non-profit organization dedicated to raising awareness about the European Union's history, significance, and future. As a part of the Europe Direct network, MdE serves as a vital resource for citizens, offering accessible information about EU policies, rights, and opportunities.



unesco

Réserve de biosphère
des gorges du Gardon

The Syndicat Mixte des Gorges du Gardon - SMGG (Sainte-Anastasie, France) was established with the aim of safeguarding and enhancing the Gorges du Gardon as a Grand Site de France. This collaborative public body brings together 10 municipalities and the Gard Department, working in unison to protect the region's exceptional natural landscapes, biodiversity, and cultural heritage.



+100 Digitalized Illustrations

Learn the Latin names, shapes, and flowers of plants
from Greece, Romania, and France,
illustrated in watercolor by young artists.

Coloring


Enjoy the process
of bringing the black-and-white illustrations to life with color.

Online Quizzes

Scan the QR code to test your knowledge quickly and easily
by answering a few fun questions.

Activities

Explore non-formal education activities
created by youth workers, for youth workers.





LIST OF PLANTS

*Bring the wild to
life with color*

GREECE

<i>Agave americana</i>	<i>Olea europea Kalamon</i>
<i>Anagallis arvensis</i>	<i>Origanum majorana</i>
<i>Anemone coronaria</i>	<i>Origanum vulgare</i>
<i>Antirrhinum australe</i>	<i>Oxalis pes – caprae L.</i>
<i>Asparagus setaceus</i>	<i>Pelargonium graveolens</i>
<i>Calicotome villosa</i>	<i>Phlomis fruticosa</i>
<i>Cistus creticus</i>	<i>Photinia serratifolia</i>
<i>Cistus salvifolious</i>	<i>Pinus halepensis</i>
<i>Citrus aurantium</i>	<i>Pistacia lentiscus</i>
<i>Eriobotrya japonica</i>	<i>Quercus berberidifolia</i>
<i>Euphorbia paralias</i>	<i>Rosmarinus officinalis</i>
<i>Geranium pusillum</i>	<i>Salvia officinalis</i>
<i>Hedera</i>	<i>Sinapis arvensis</i>
<i>Lantana</i>	<i>Sonchus oleraceus</i>
<i>Lavandula dentata</i>	<i>Spartium junceum</i>
<i>Matricaria recutita chamomilla</i>	<i>Tagetes erecta</i>
<i>Nerium oleander</i>	<i>Taraxacum officinale</i>
<i>Ocimum basilicum</i>	<i>Thymus vulgaris</i>
<i>Olea europaea Koroneiki</i>	<i>Trifolium repens</i>
	<i>Zantedeschia aethiopica</i>



ROMANIA

<i>Achillea clypeolata</i>	<i>Muscari neglectum-racemosum</i>
<i>Adonis vernalis</i>	<i>Ornithogalum sibthorpii</i>
<i>Amygdalus nana</i>	<i>Paeonia peregrina var. romanica</i>
<i>Anacamptis morio</i>	<i>Paeonia tenuifolia</i>
<i>Arctium lappa</i>	<i>Pulsatilla montana</i>
<i>Artemisia absinthium</i>	<i>Rosa canina</i>
<i>Centaurea napulifera</i>	<i>Rumex acetosa</i>
<i>Cichorium intybus</i>	<i>Salvia nemorosa</i>
<i>Cornus mas</i>	<i>Sambucus nigra</i>
<i>Corydalis solidia</i>	<i>Scilla bifolia</i>
<i>Crambe maritima</i>	<i>Stipa pennata</i>
<i>Echium vulgare</i>	<i>Syringa vulgaris</i>
<i>Galanthus plicatus</i>	<i>Tulipa sylvestris</i>
<i>Galea lutea</i>	<i>Verbascum densiflorum</i>
<i>Hypericum perforatum</i>	<i>Viola odorata</i>
<i>Iris pontica</i>	<i>Viola tricolor</i>
<i>Melilotus officinalis</i>	<i>Xeranthemum annuum</i>



FRANCE

Allium polyanthum

Arbutus unedo

Arum maculatum

Buxus sempervirens

Calepina irregularis

Cistus albidus

Clematis flamulla

Fumaria officinalis

Genista scorpius

Globularia alypum

Hedera helix

Juniperus oxycedrus

Lamium purpureum

Laurus nobilis

Lonicera etrusca

Lonicera implexa



Lunaria annua

Narcissus assoanus

Phillyrea media

Pinus halepensis

Plantago lanceolata

Polypodium cambrium

Populus nigra

Quercus coccifera

Quercus ilex

Quercus pubescens

Rosmarinus officinalis

Rubia peregrina

Ruscus aculeatus

Smilax aspera

Taraxacum sp

Thymus vulgaris

Viburnum tinus

Greece

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ΜΑΡΙΑ ΛΙΝΑΡΔΟΠΟΥΛΟΥ

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Quiz Creator

ΙΩΑΝΝΑ ΡΑΒΑΝΗ

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Scientific Descriptions Editor

ΕΛΕΝΗ ΠΙΣΤΟΛΑ

Sketches Editor

ΓΕΩΡΓΙΟΣ ΑΡΓΥΡΟΗΛΙΟΠΟΥΛΟΣ

Special thanks to

ΣΤΥΛΙΑΝΗ ΤΣΟΜΠΑΝΟΠΟΥΛΟΥ

Contributing Artists

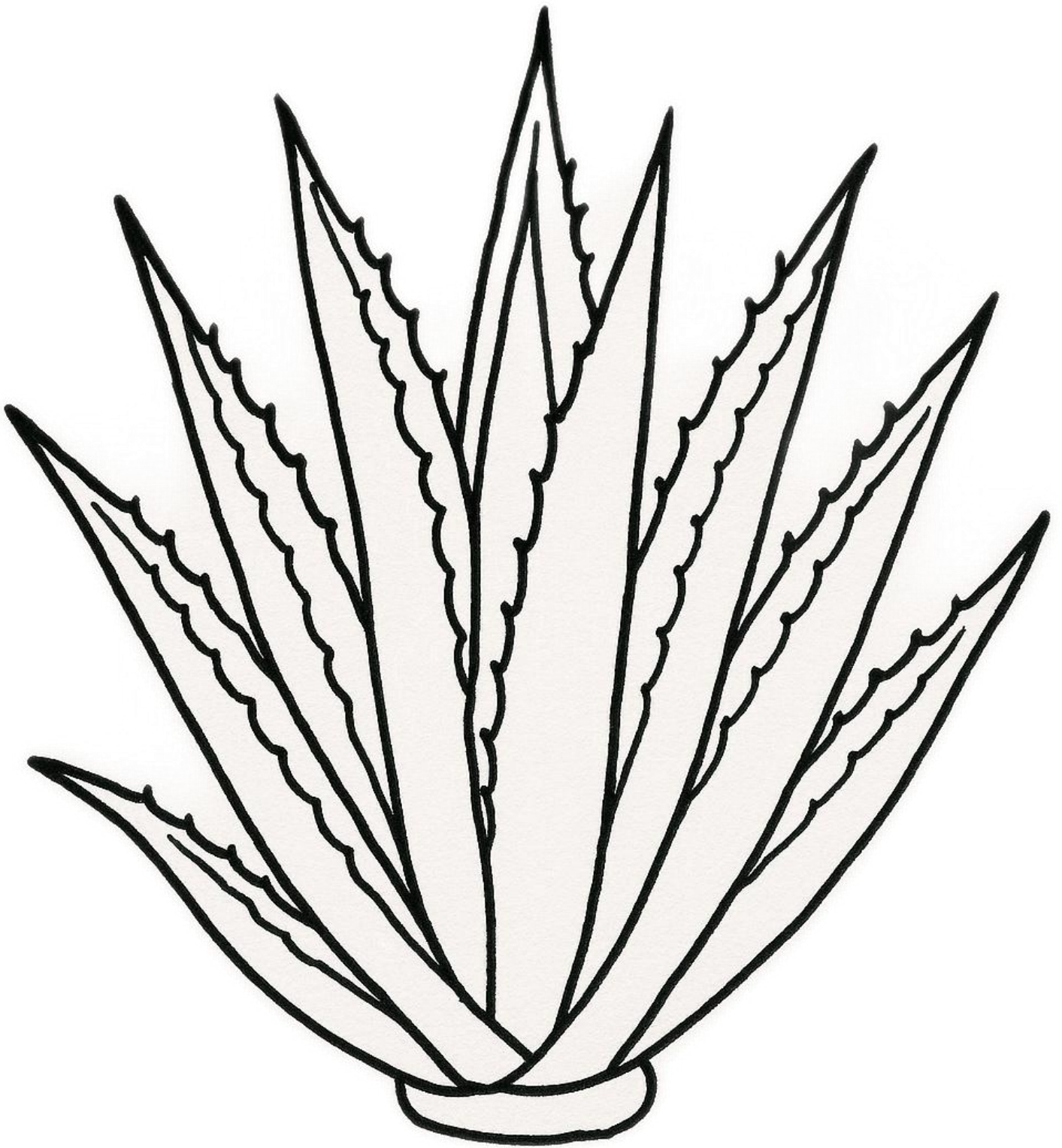
ΓΕΩΡΓΙΑ ΑΡΒΑΝΙΤΗ
ΕΥΑΓΓΕΛΙΑ ΔΕΔΕ
ΡΑΦΑΕΛΑ ΖΑΝΙ
ΦΑΜΠΙΑΝ ΖΑΝΙ
ΛΟΥΤΣΙΑΝΟ-ΔΙΟΝΥΣΙΟΣ ΜΟΪΣΑ
ΜΑΡΙΑ ΝΟΥΡΚΑ
ΜΥΡΤΕΖΑΝ ΝΤΕΜΑΪ
ΕΥΦΡΟΣΥΝΗ ΠΑΝΑΓΙΩΤΟΠΟΥΛΟΥ
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ΑΝΑΣΤΑΣΙΑ ΣΟΥΡΙΛΑ
ΘΕΟΔΩΡΟΣ ΧΩΡΑΪΤΗΣ
ΦΕΙΔΑΣ ΧΡΗΣΤΟΣ

Agave americana



Scan. Answer. Grow.



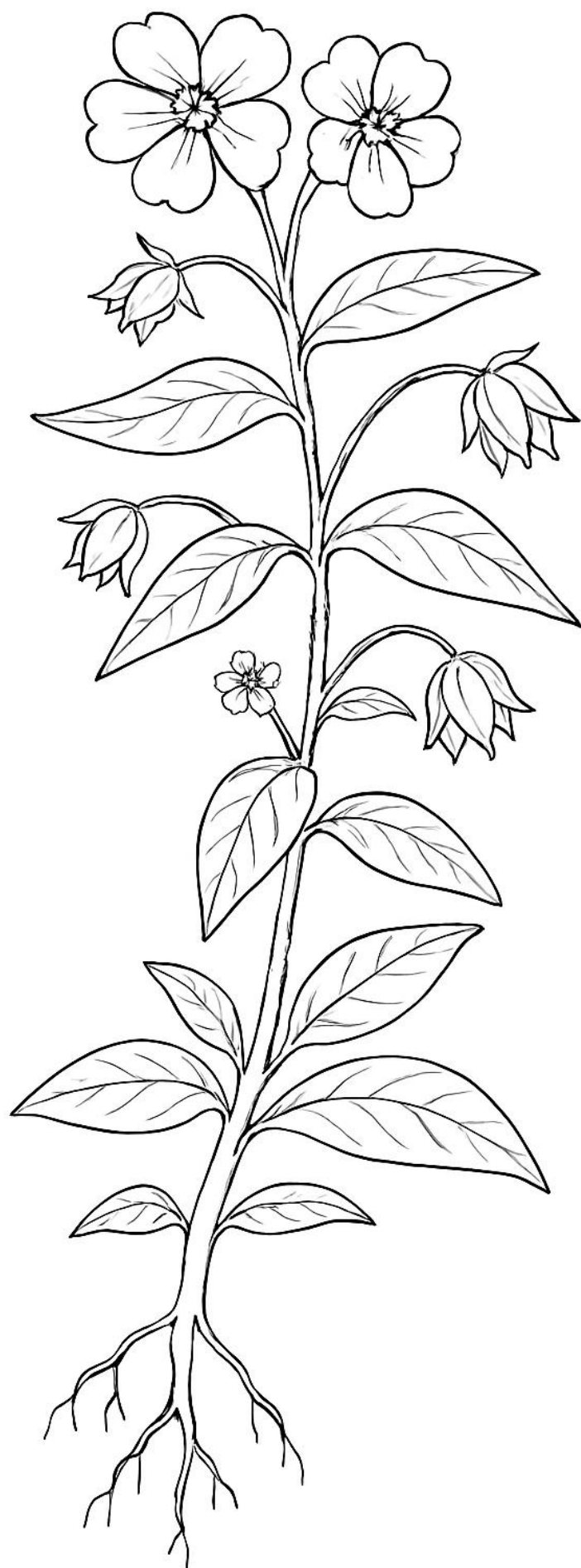


Anagallis arvensis



Scan. Answer. Grow.



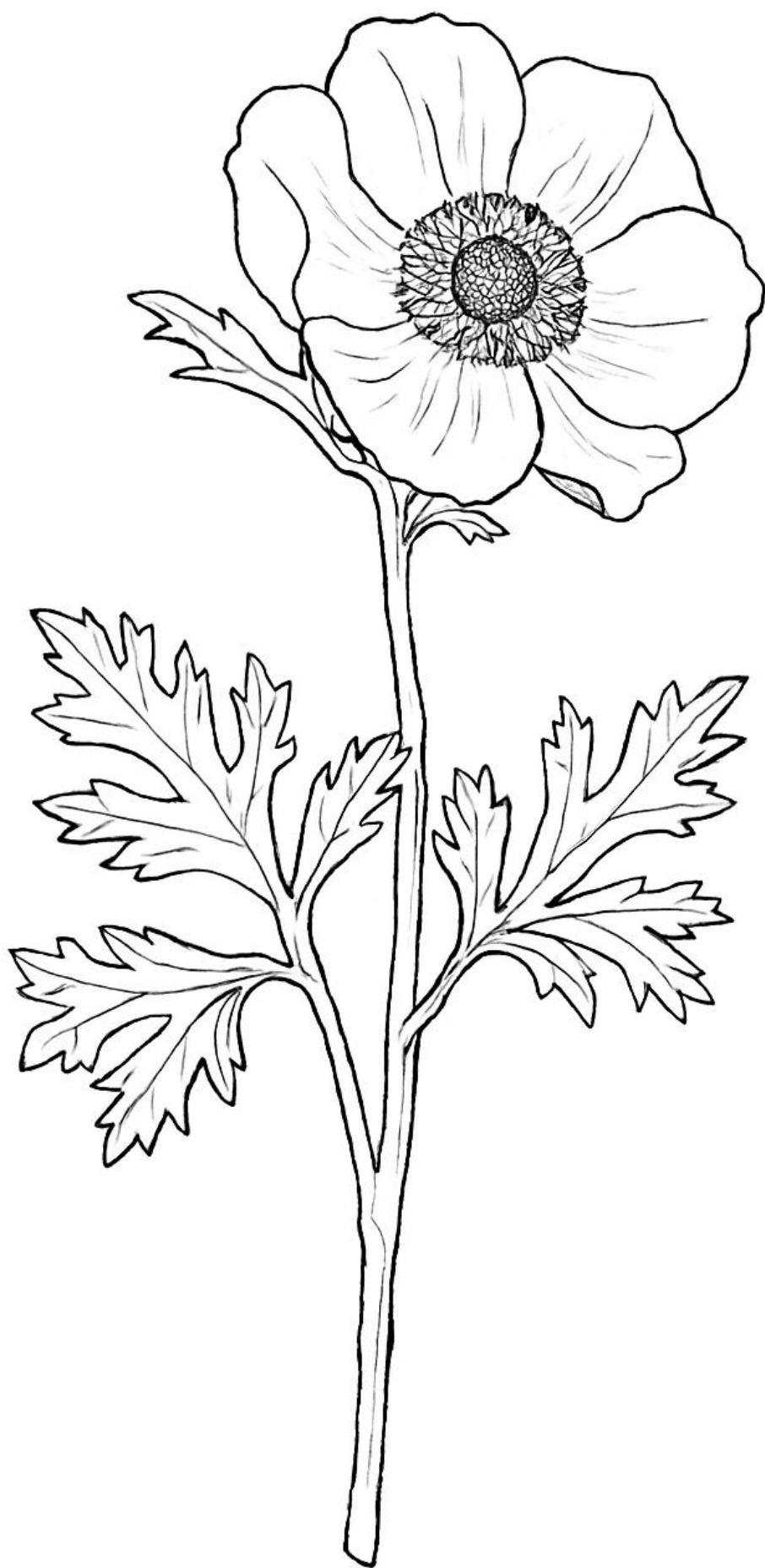


Anemone coronaria



Scan. Answer. Grow.





Antirrhinum australe



Scan. Answer. Grow.

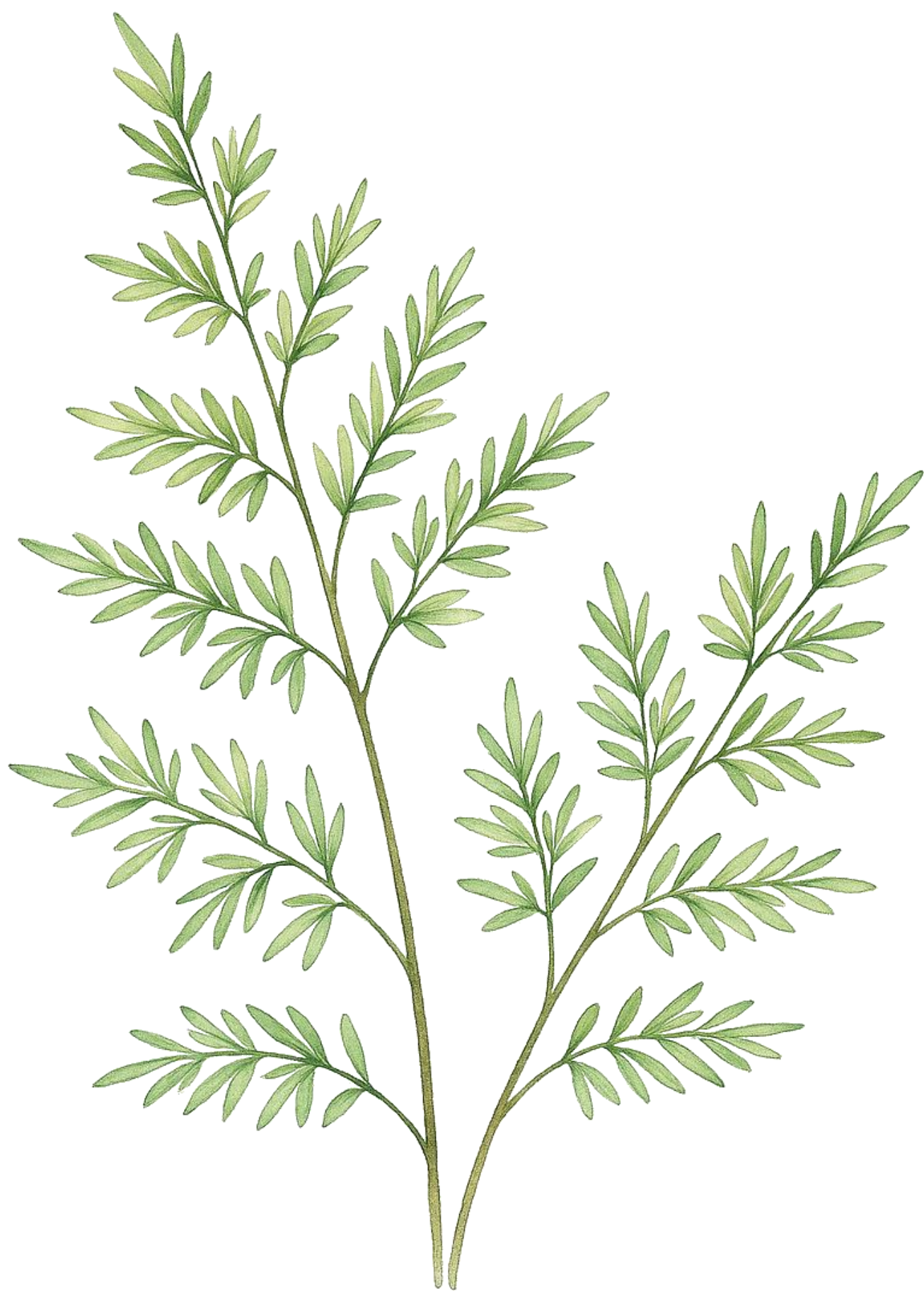


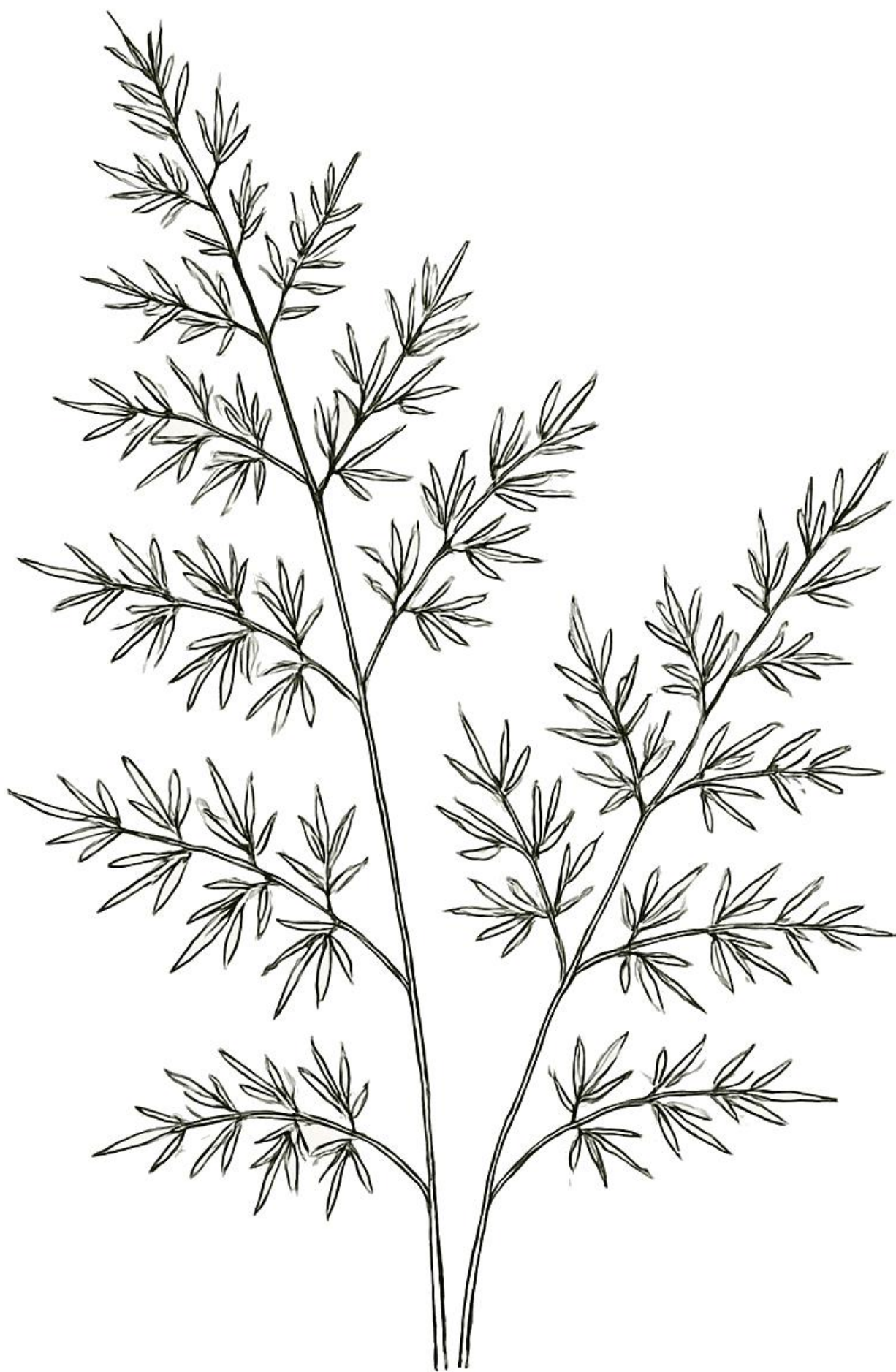


Asparagus setaceus



Scan. Answer. Grow.



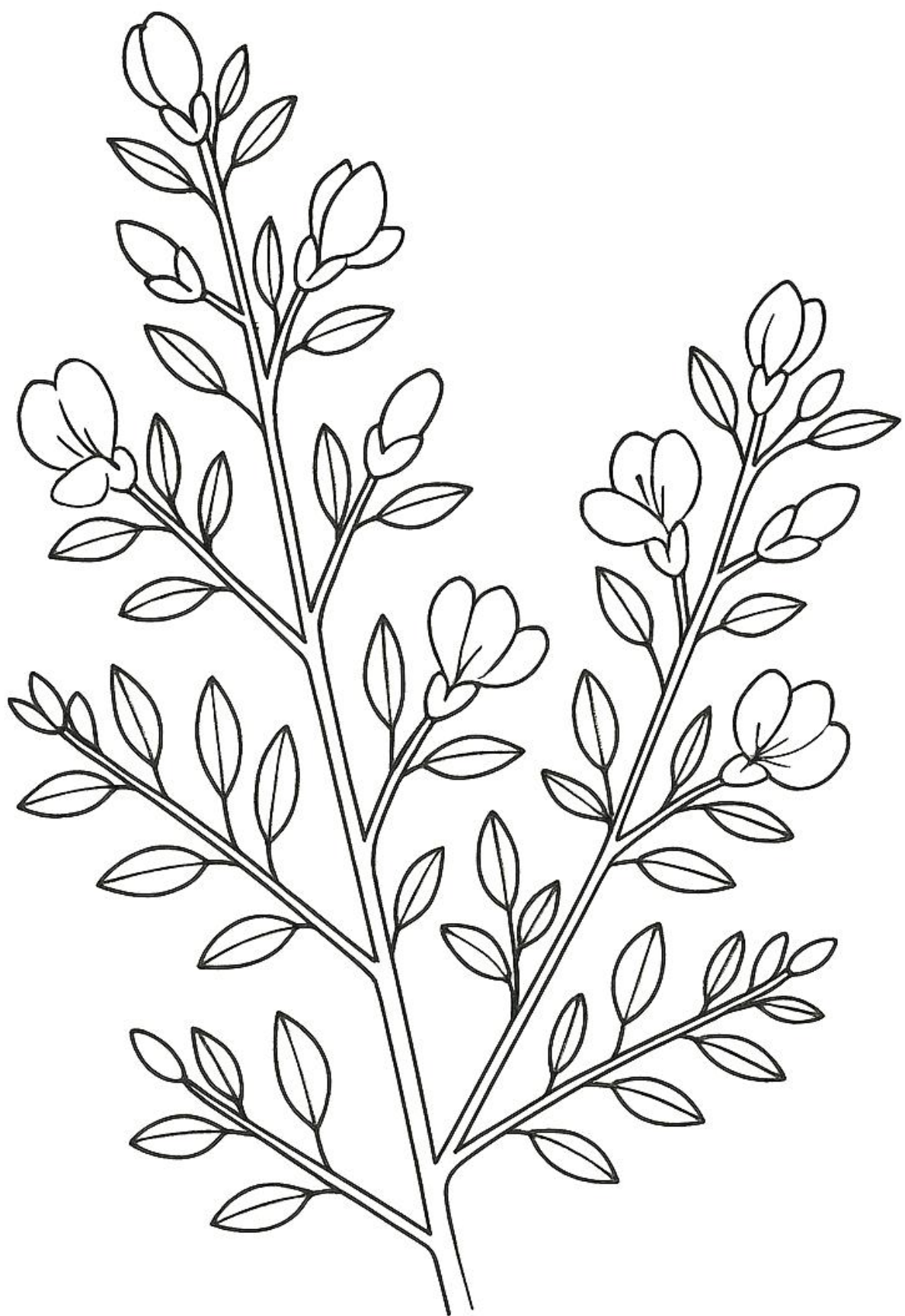


Calicotome villosa



Scan. Answer. Grow.



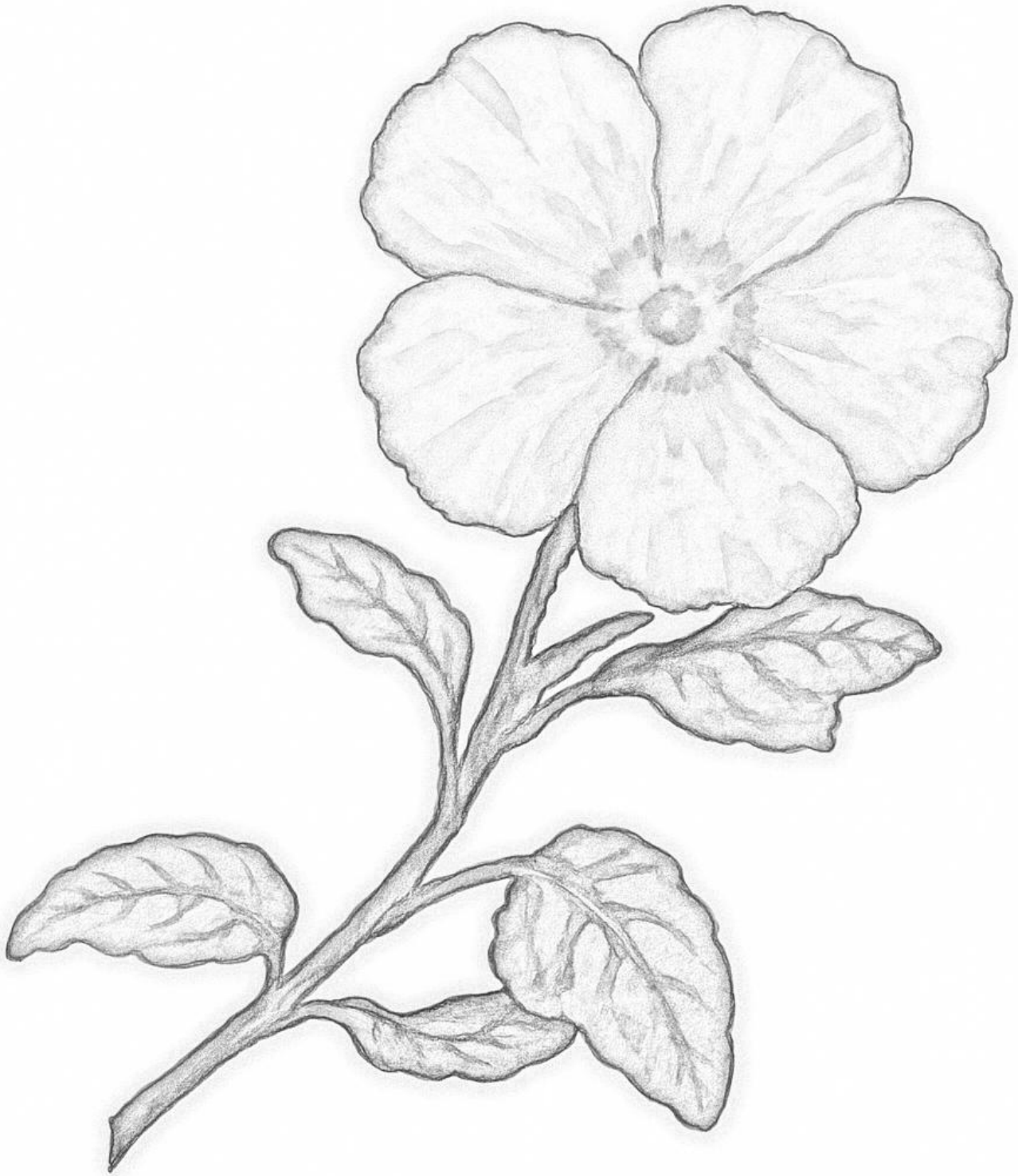


Cistus creticus



Scan. Answer. Grow.

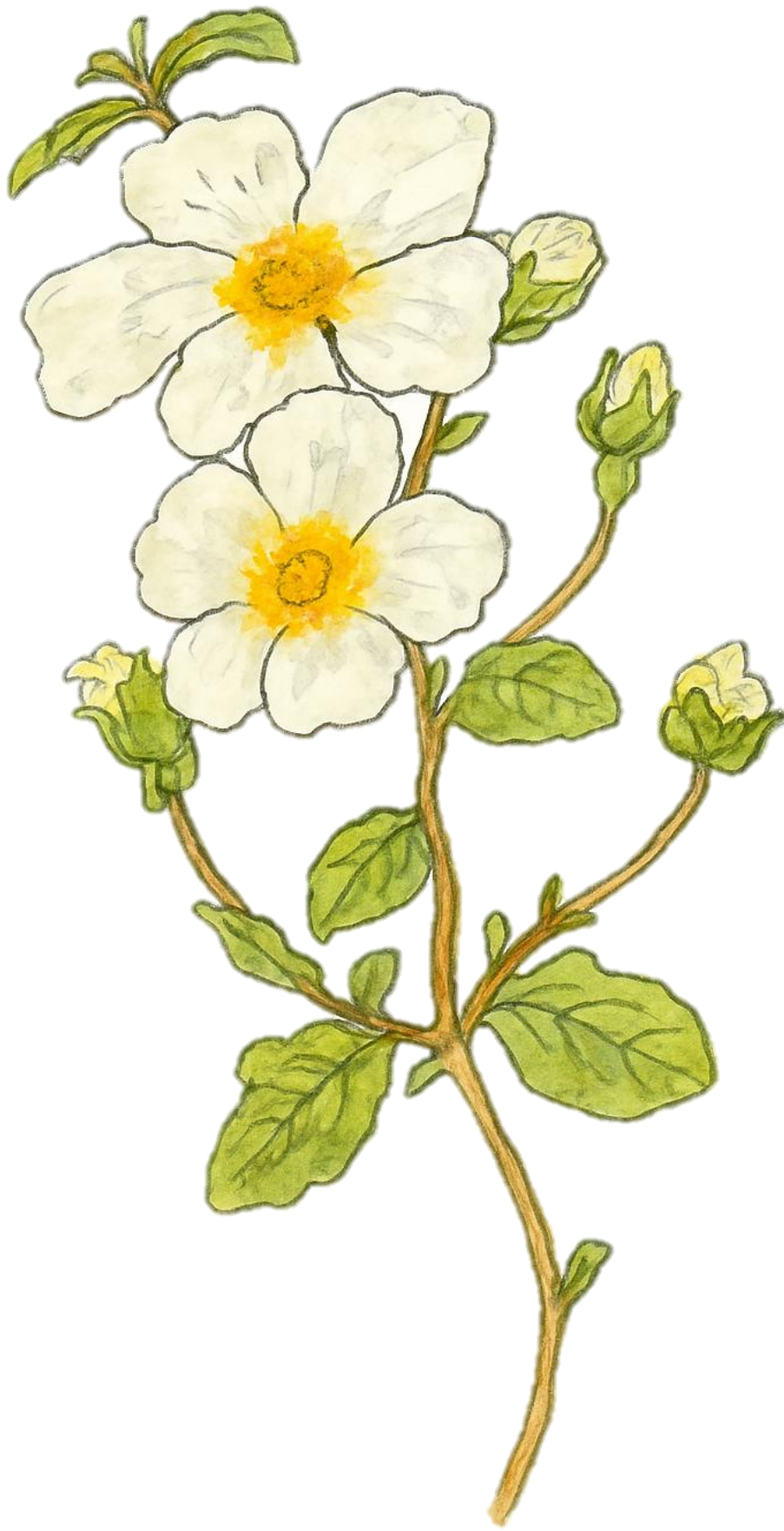




Cistus salvifolious



Scan. Answer. Grow.



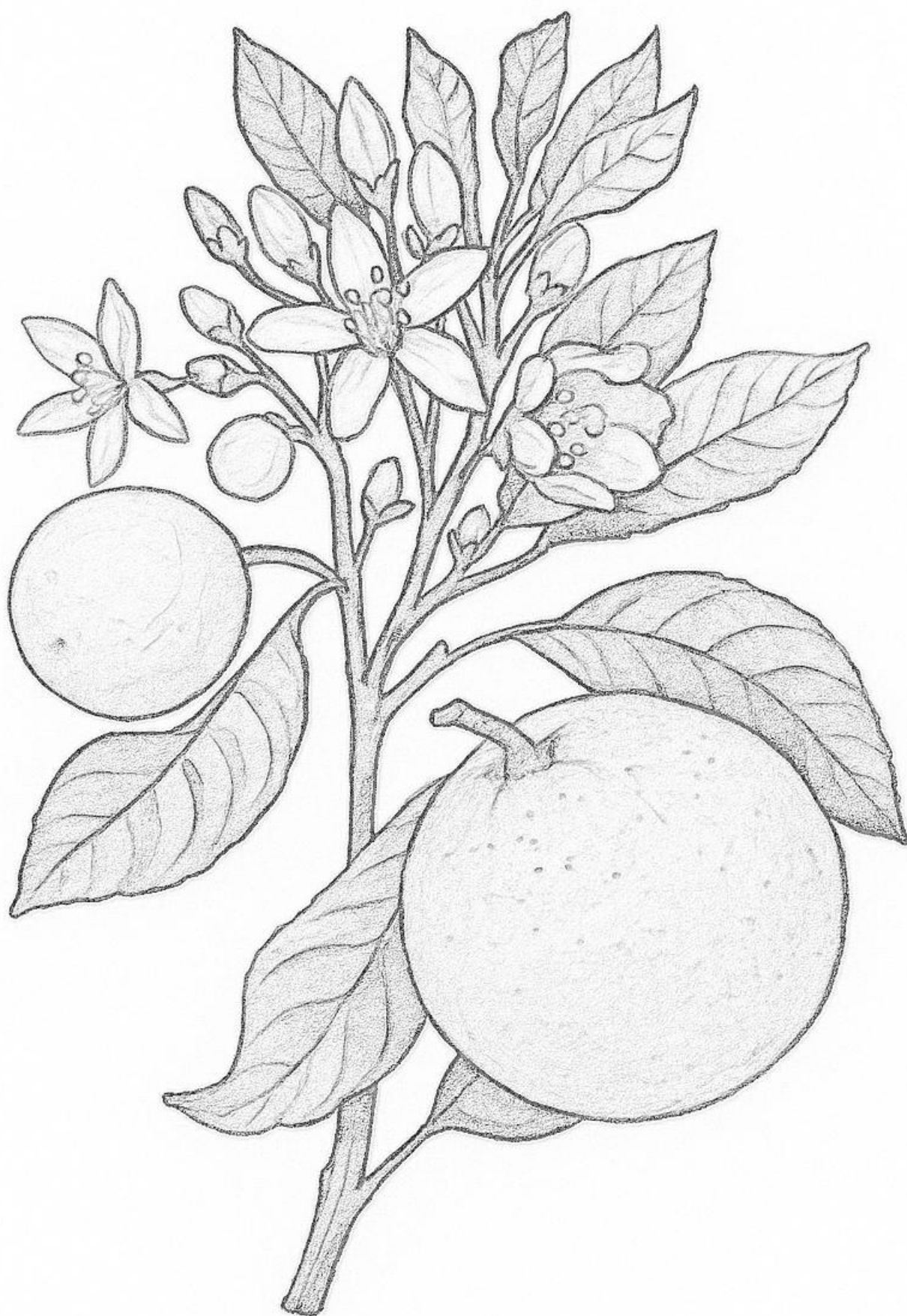


Citrus aurantium



Scan. Answer. Grow.

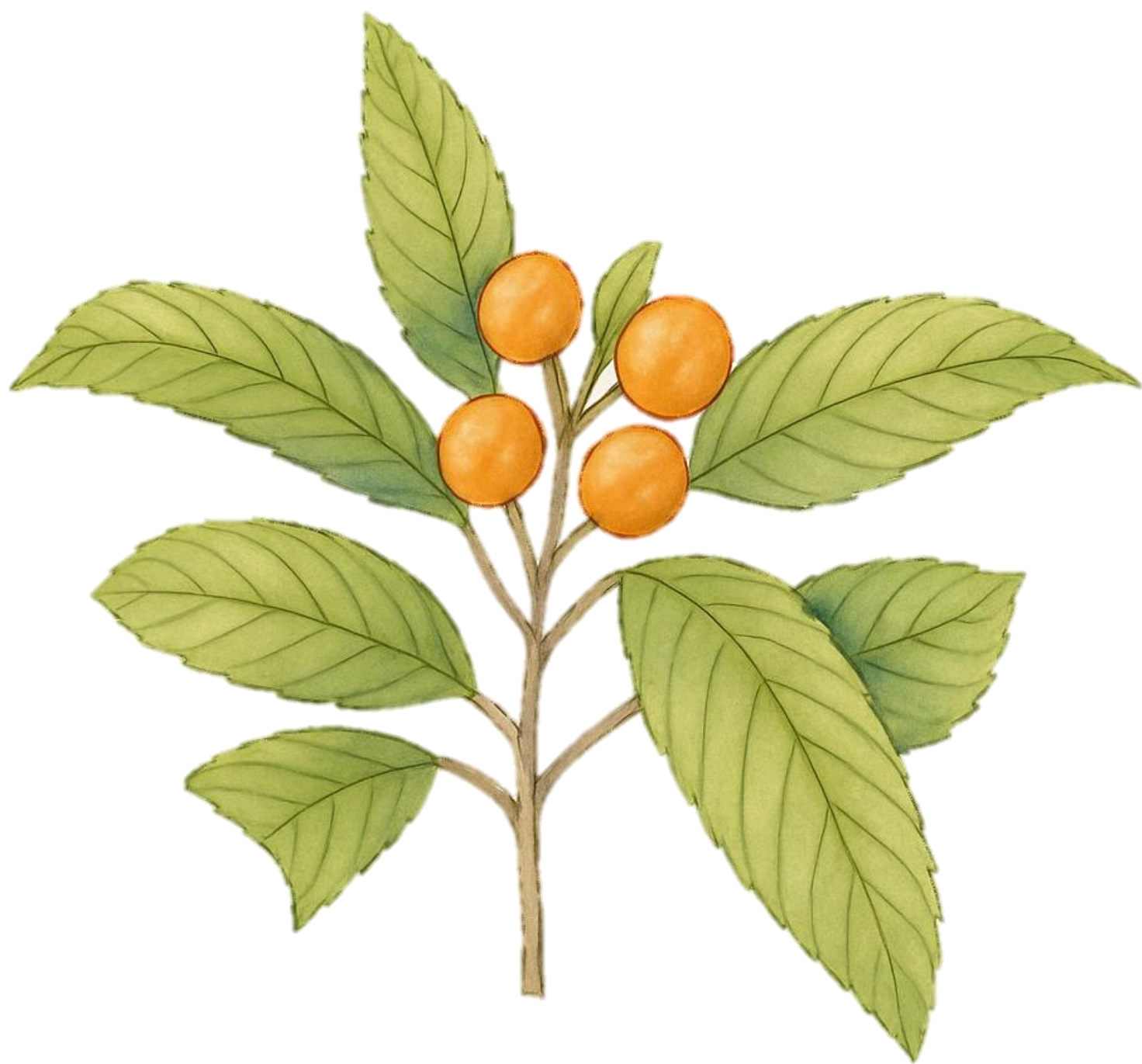




Eriobotrya japonica



Scan. Answer. Grow.



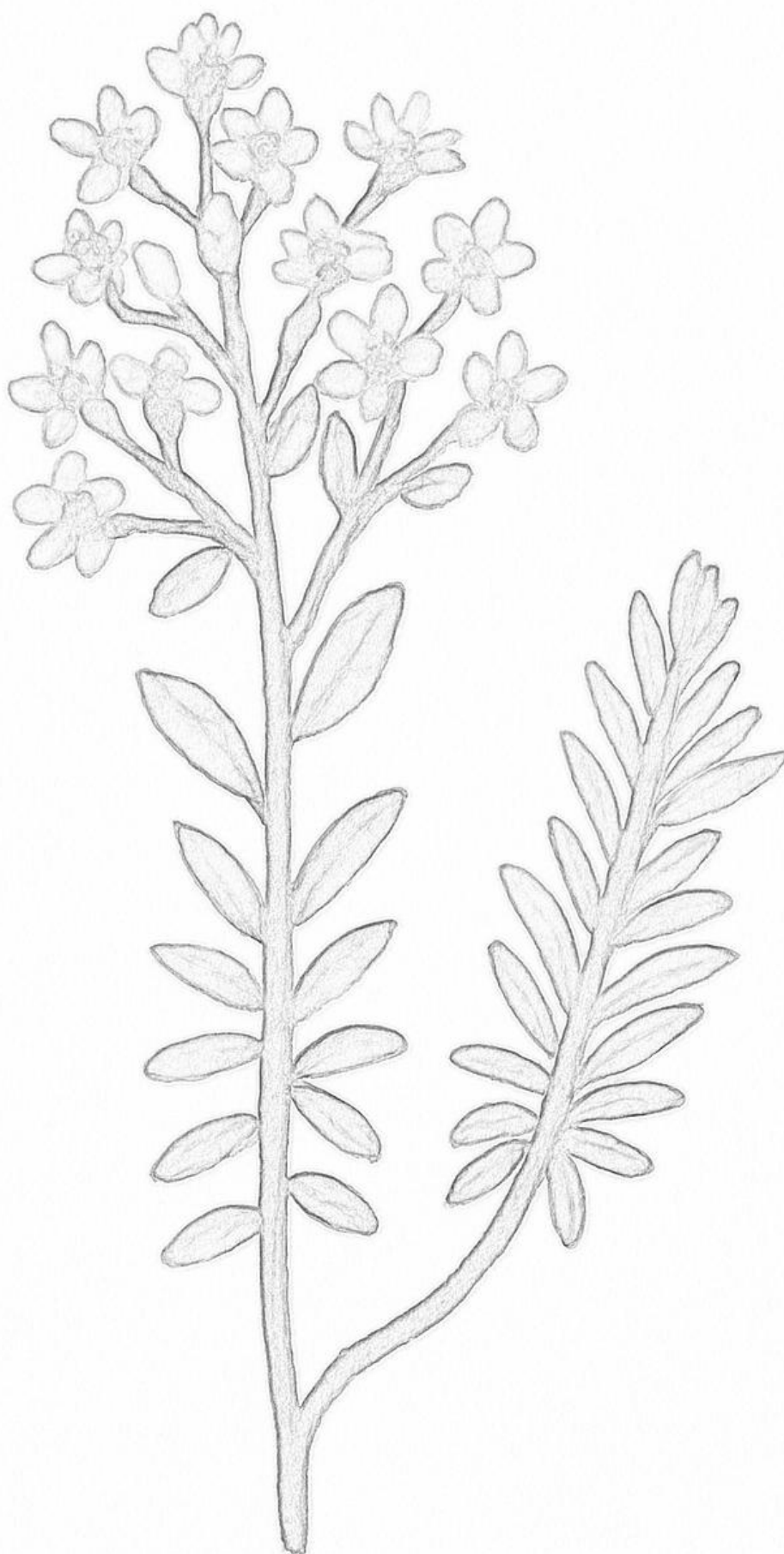


Euphorbia paralias



Scan. Answer. Grow.



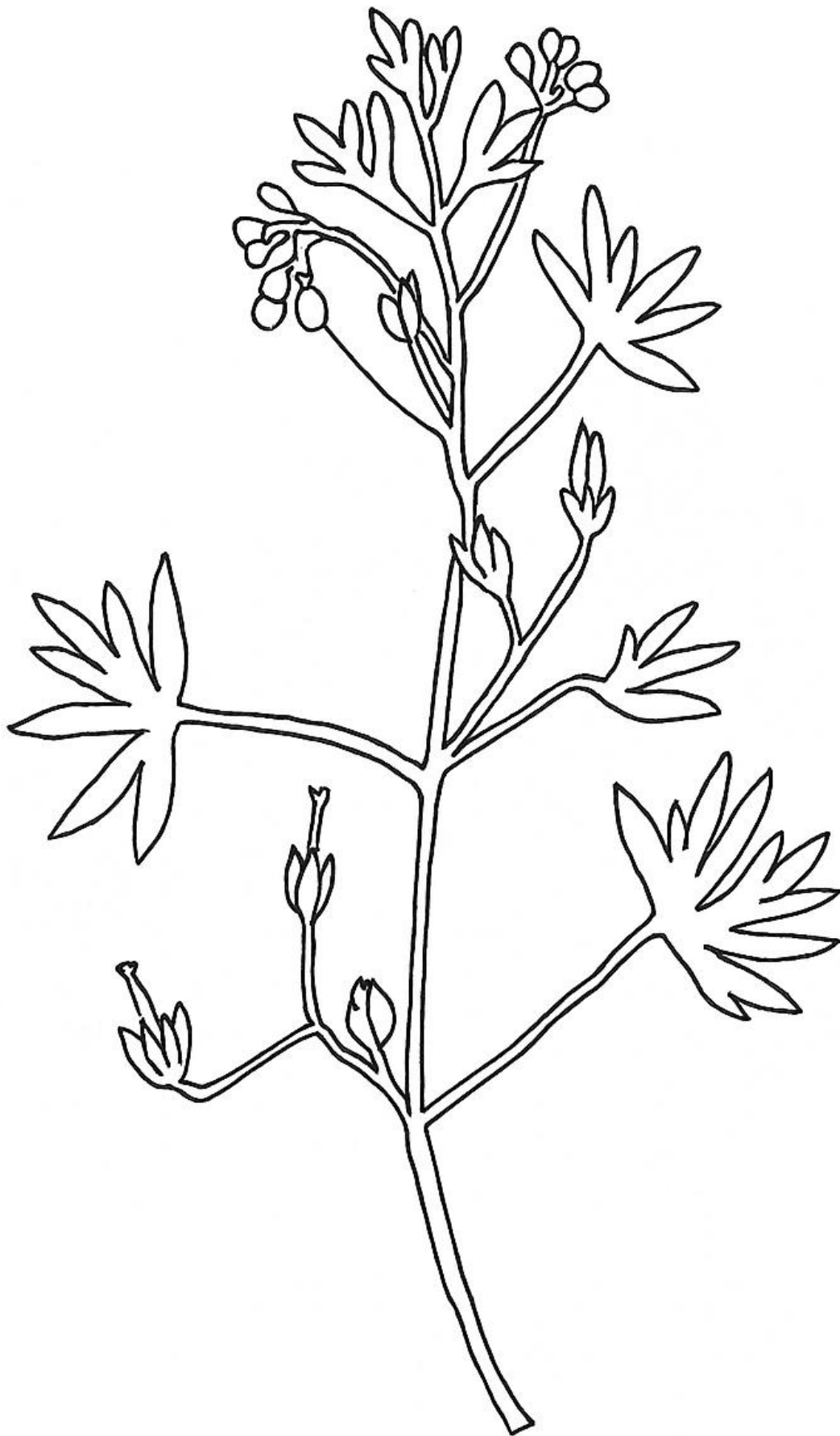


Geranium pusillum



Scan. Answer. Grow.



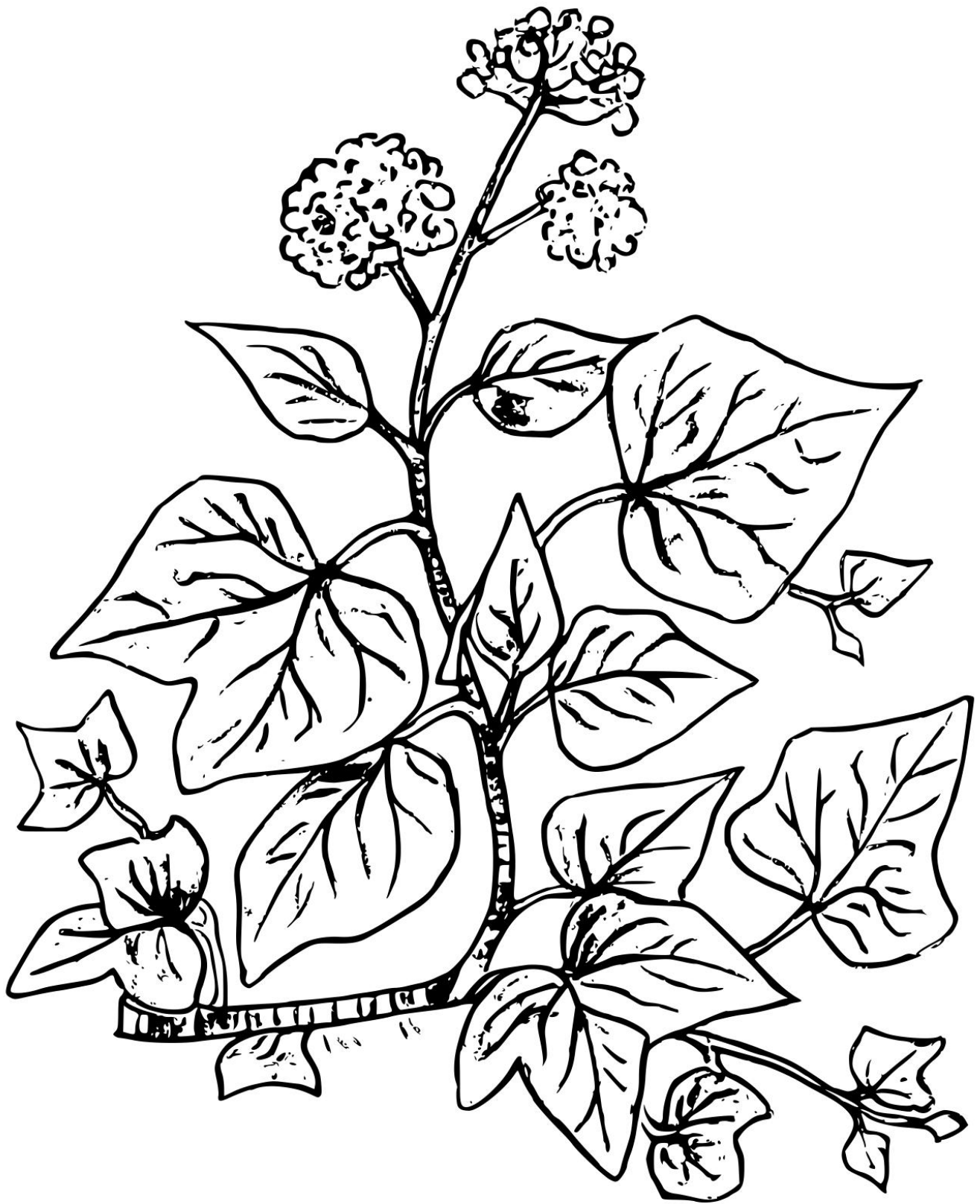


Hedera



Scan. Answer. Grow.





Lantana



Scan. Answer. Grow.



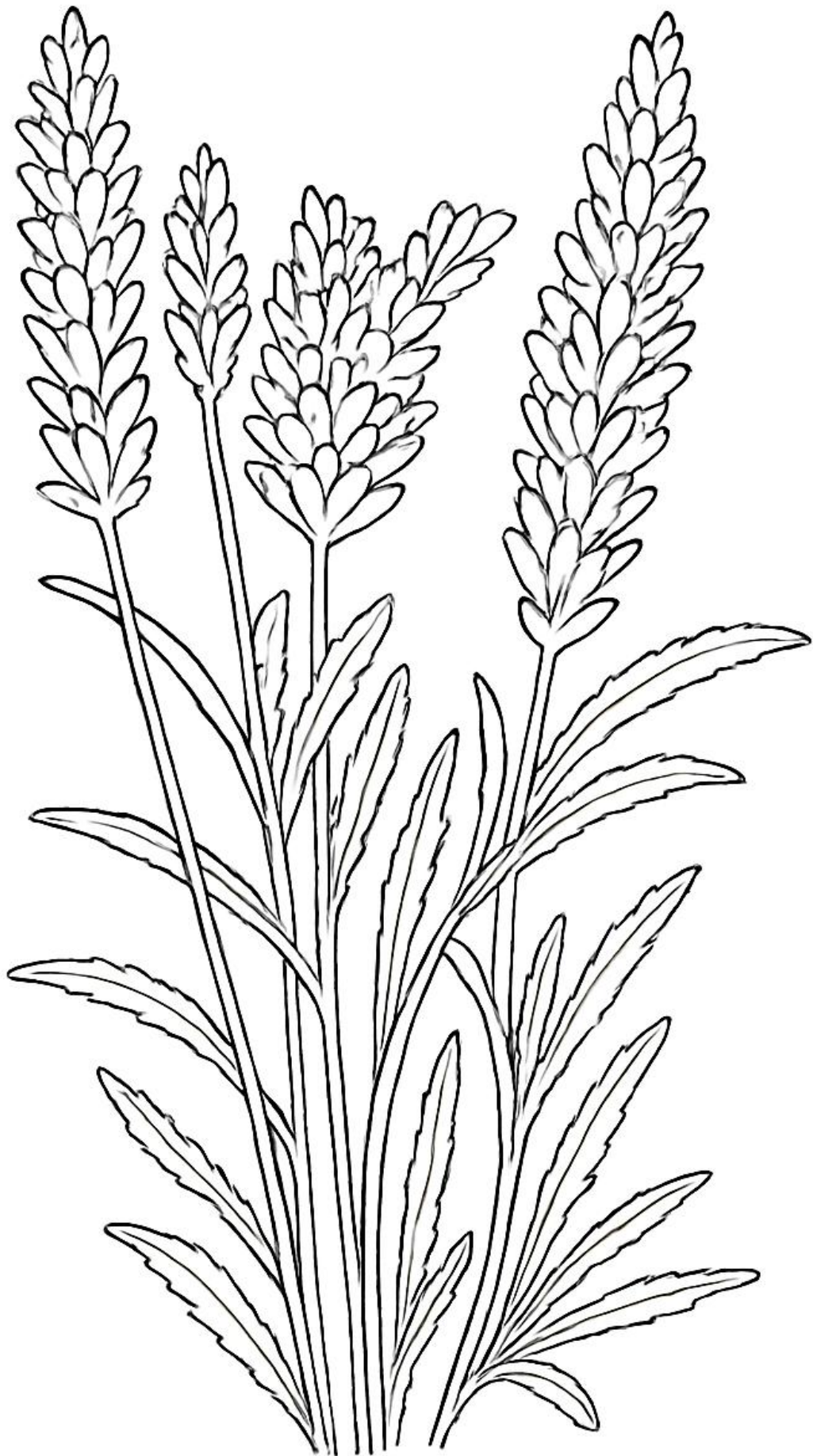


Lavandula dentata



Scan. Answer. Grow.



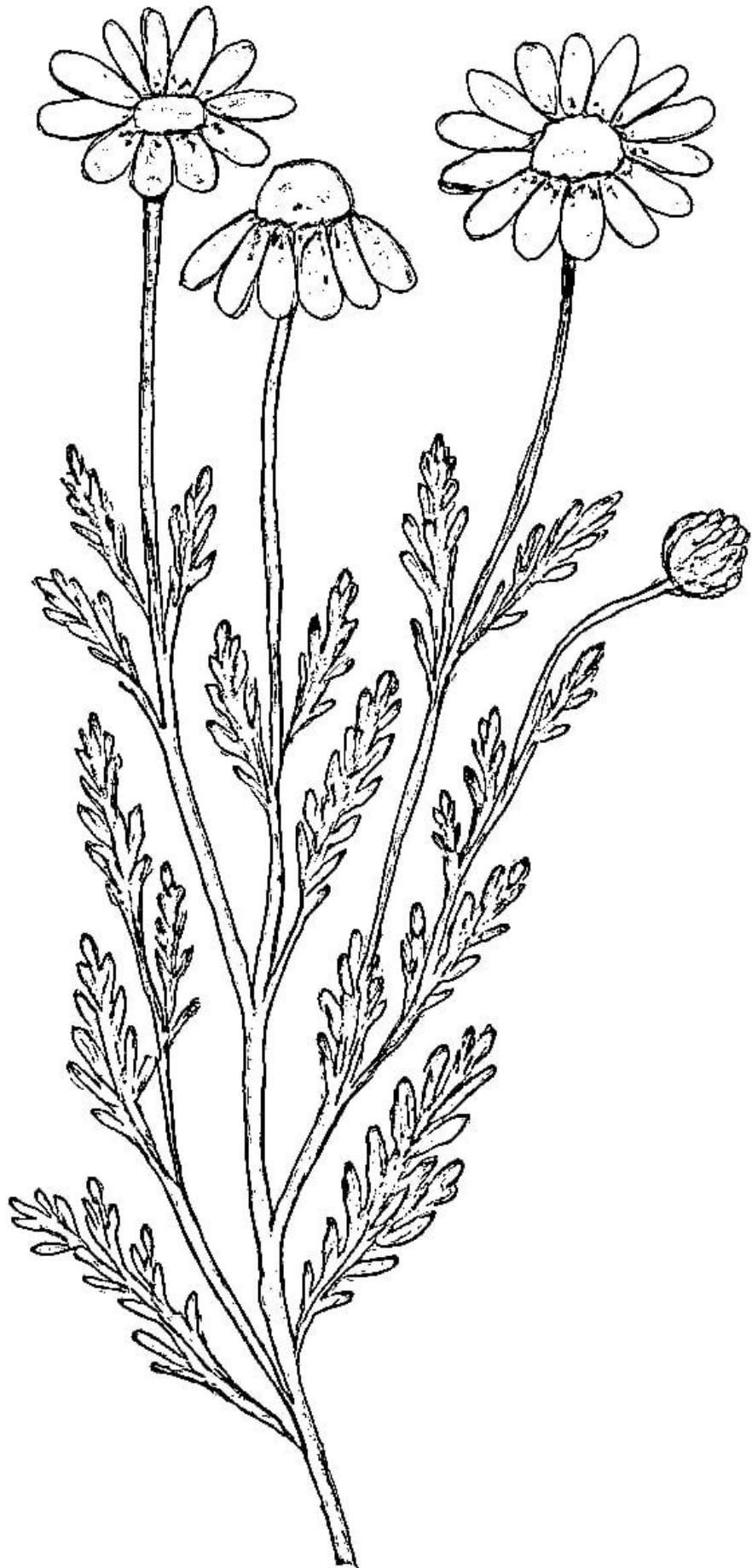


Matricaria
recutita
chamomilla



Scan. Answer. Grow.



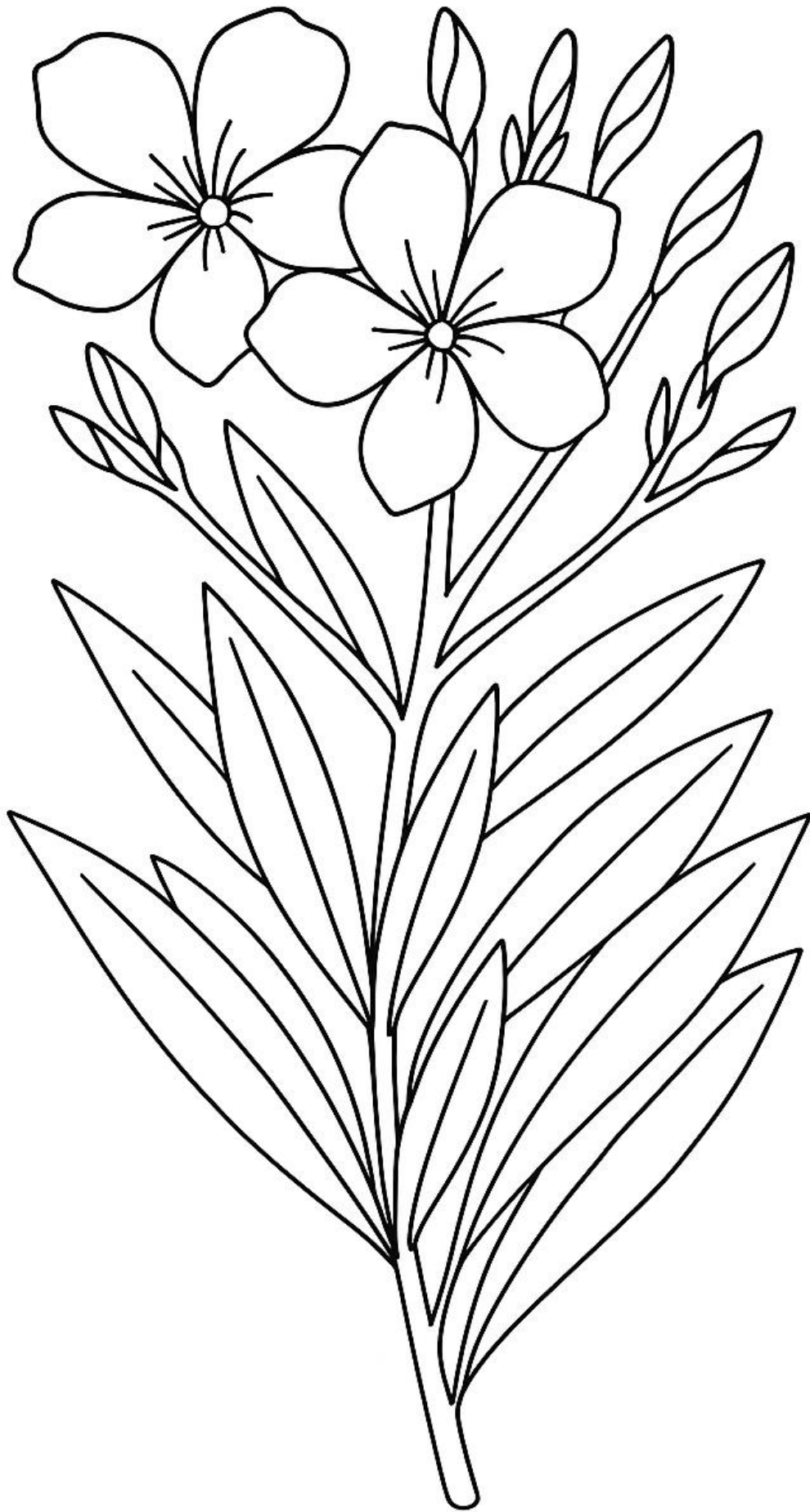


Nerium oleander



Scan. Answer. Grow.





Ocimum basilicum



Scan. Answer. Grow.





Olea europaea

Koroneiki



Scan. Answer. Grow.





Olea europea

Kalamon



Scan. Answer. Grow.





Origanum majorana



Scan. Answer. Grow.



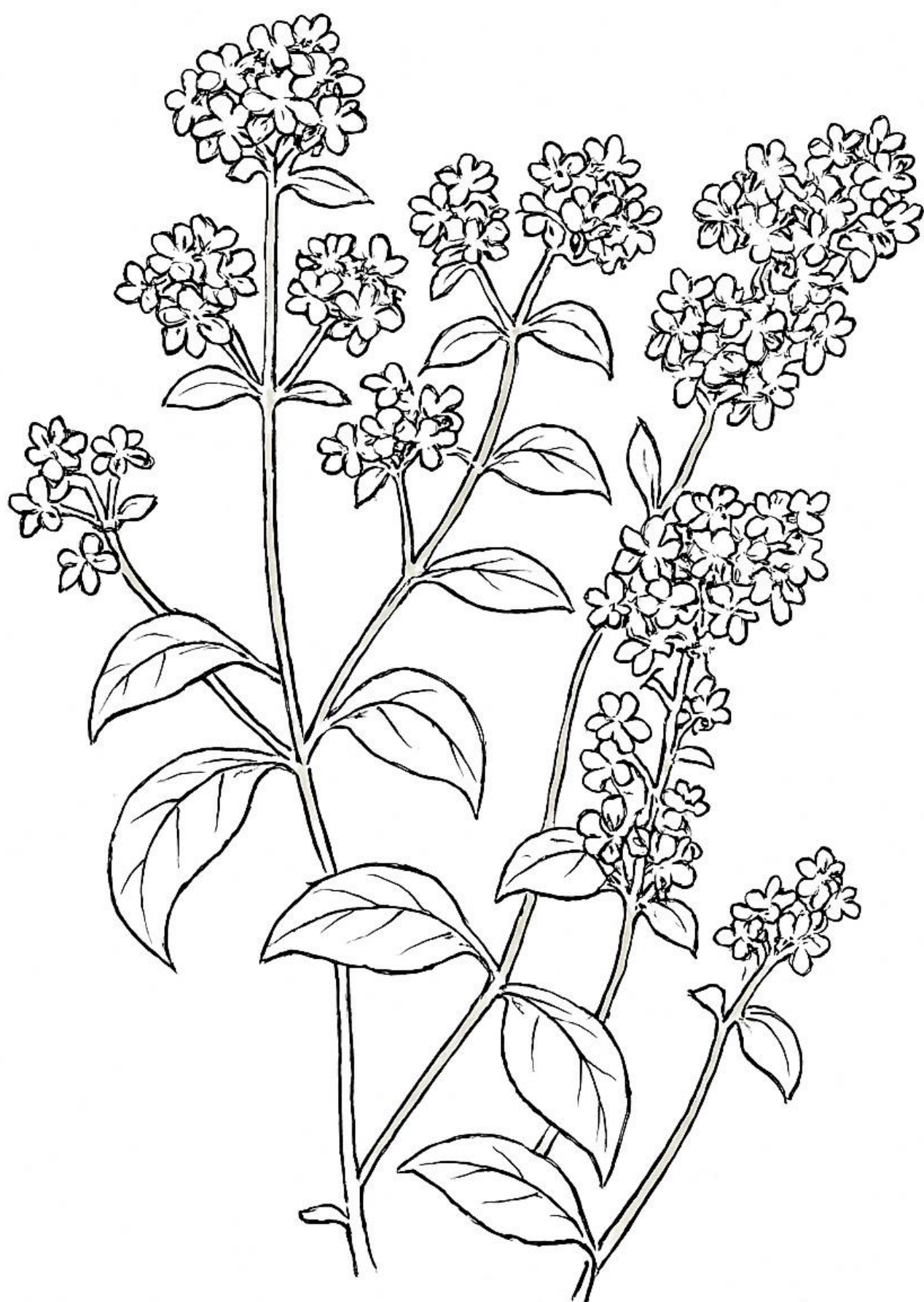


Origanum vulgare



Scan. Answer. Grow.



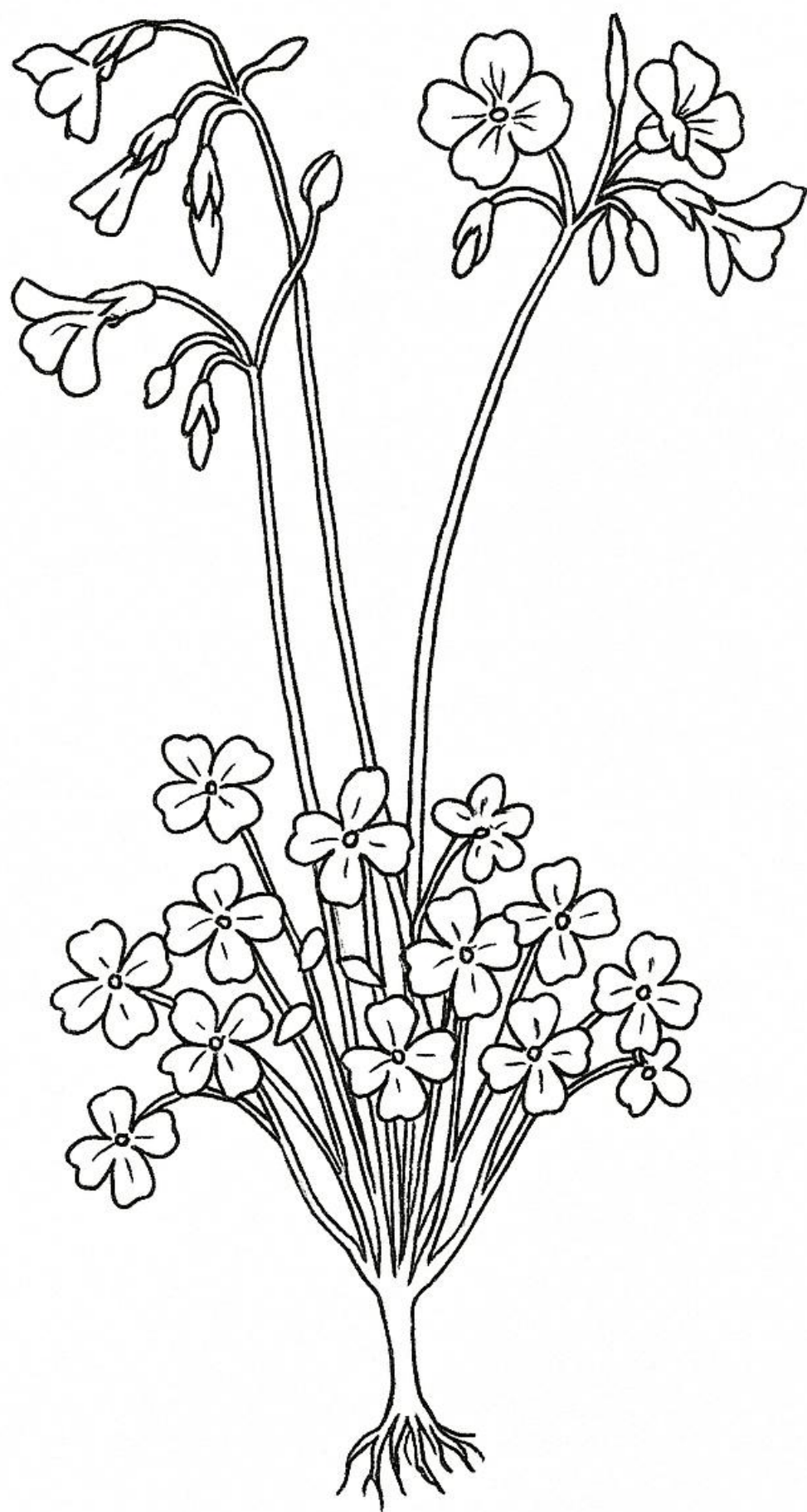


Oxalis pes – caprae L.



Scan. Answer. Grow.





Pelargonium graveolens



Scan. Answer. Grow.



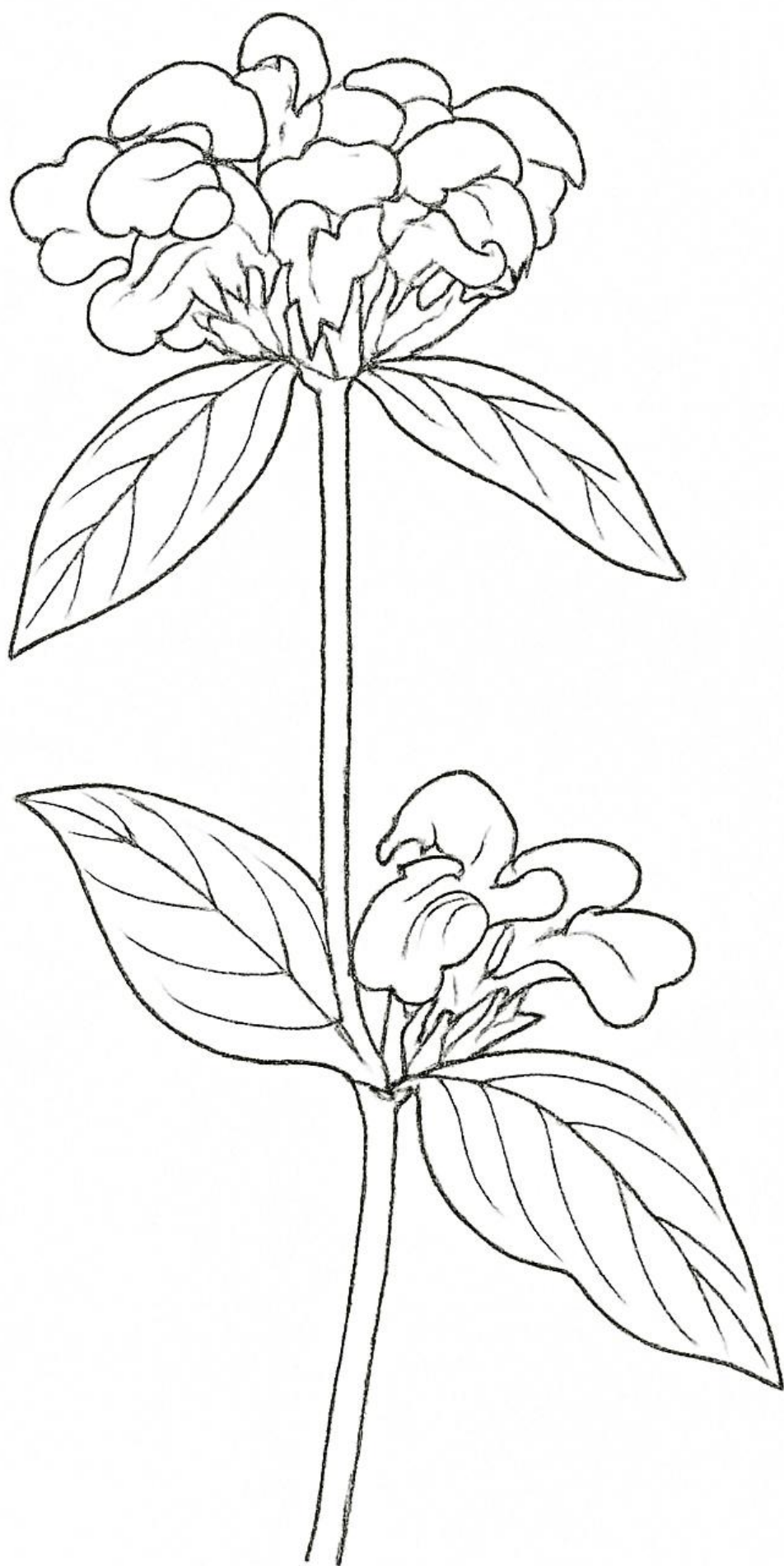


Phlomis fruticosa



Scan. Answer. Grow.



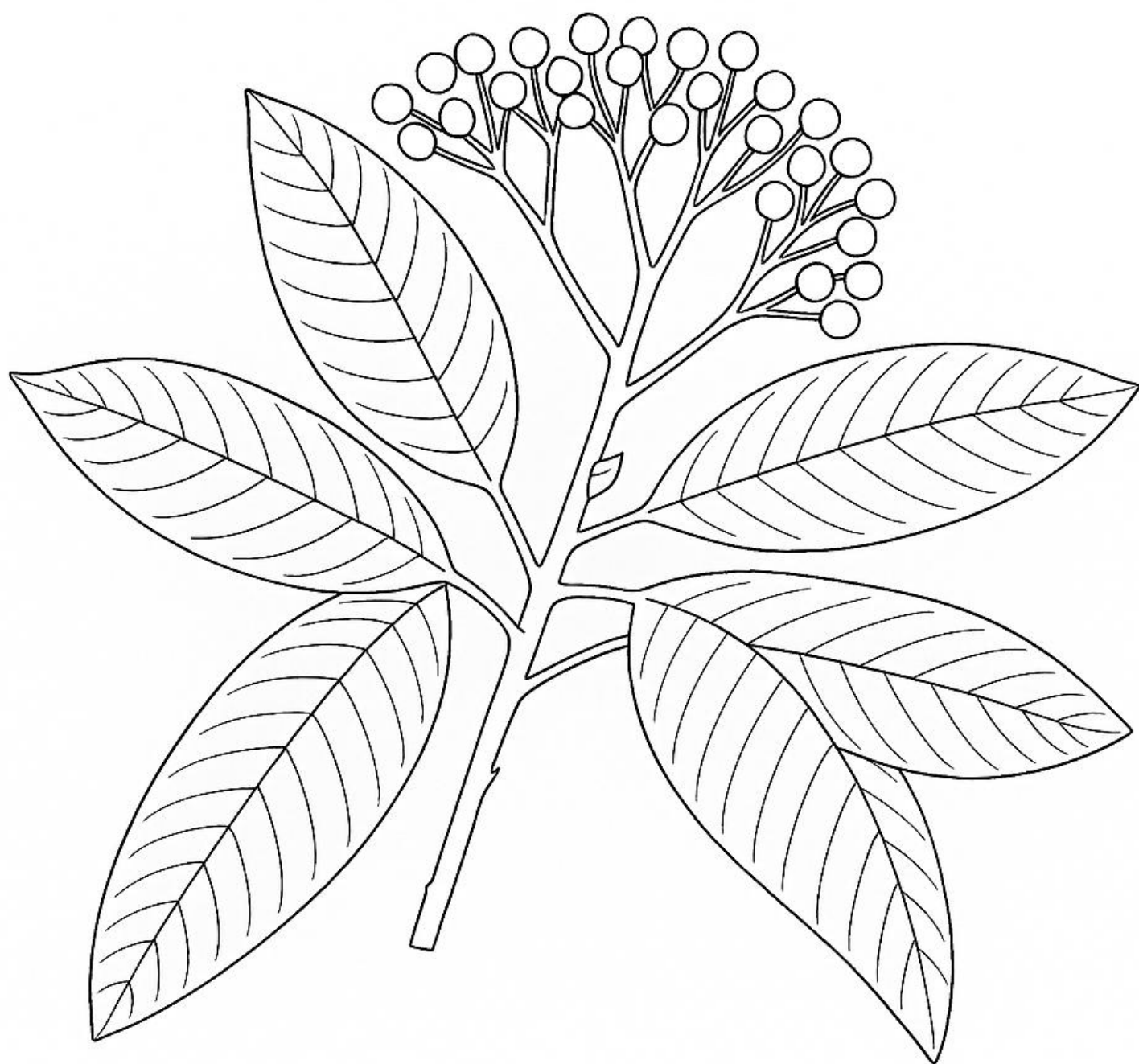


Photinia serratifolia



Scan. Answer. Grow.

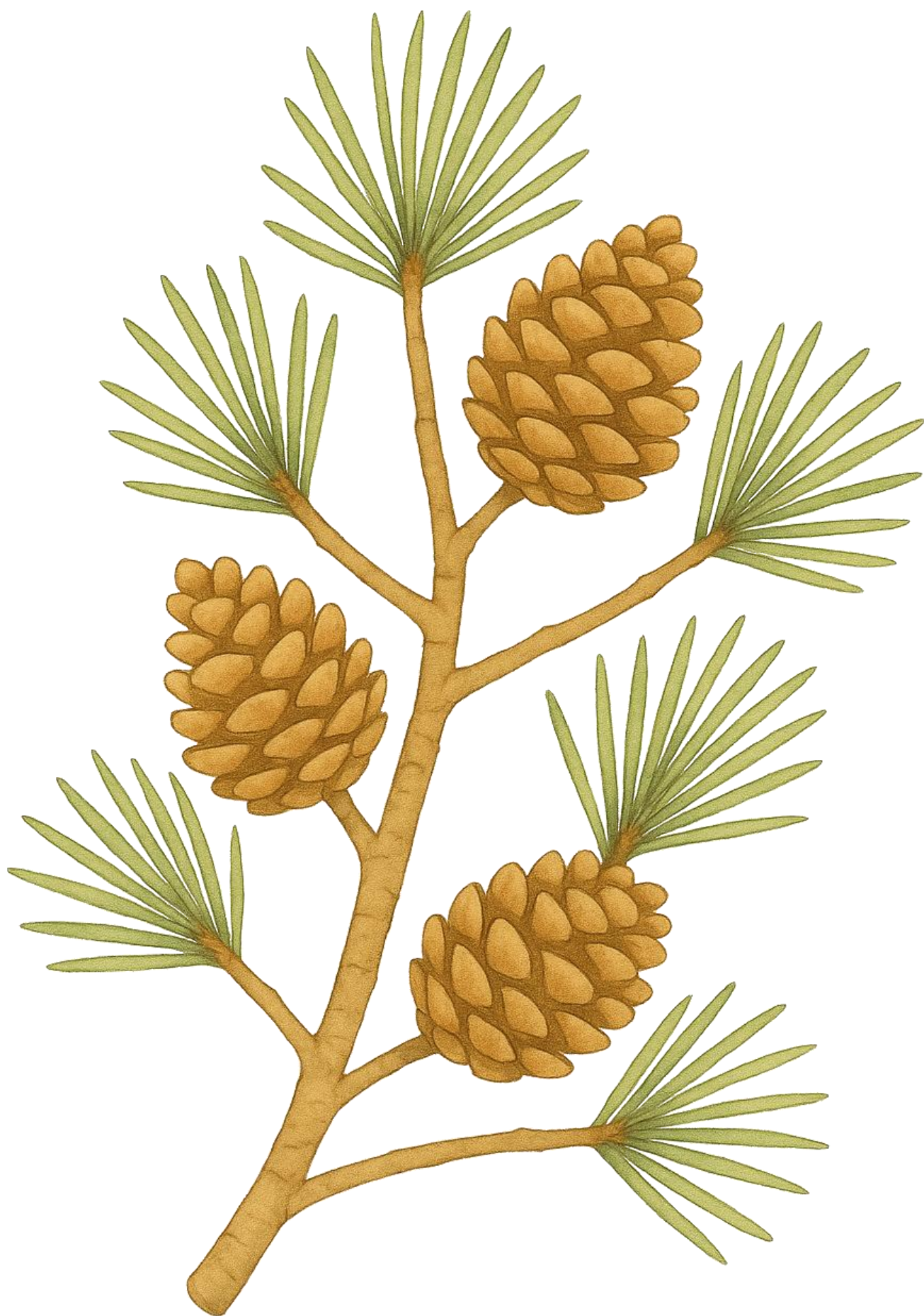


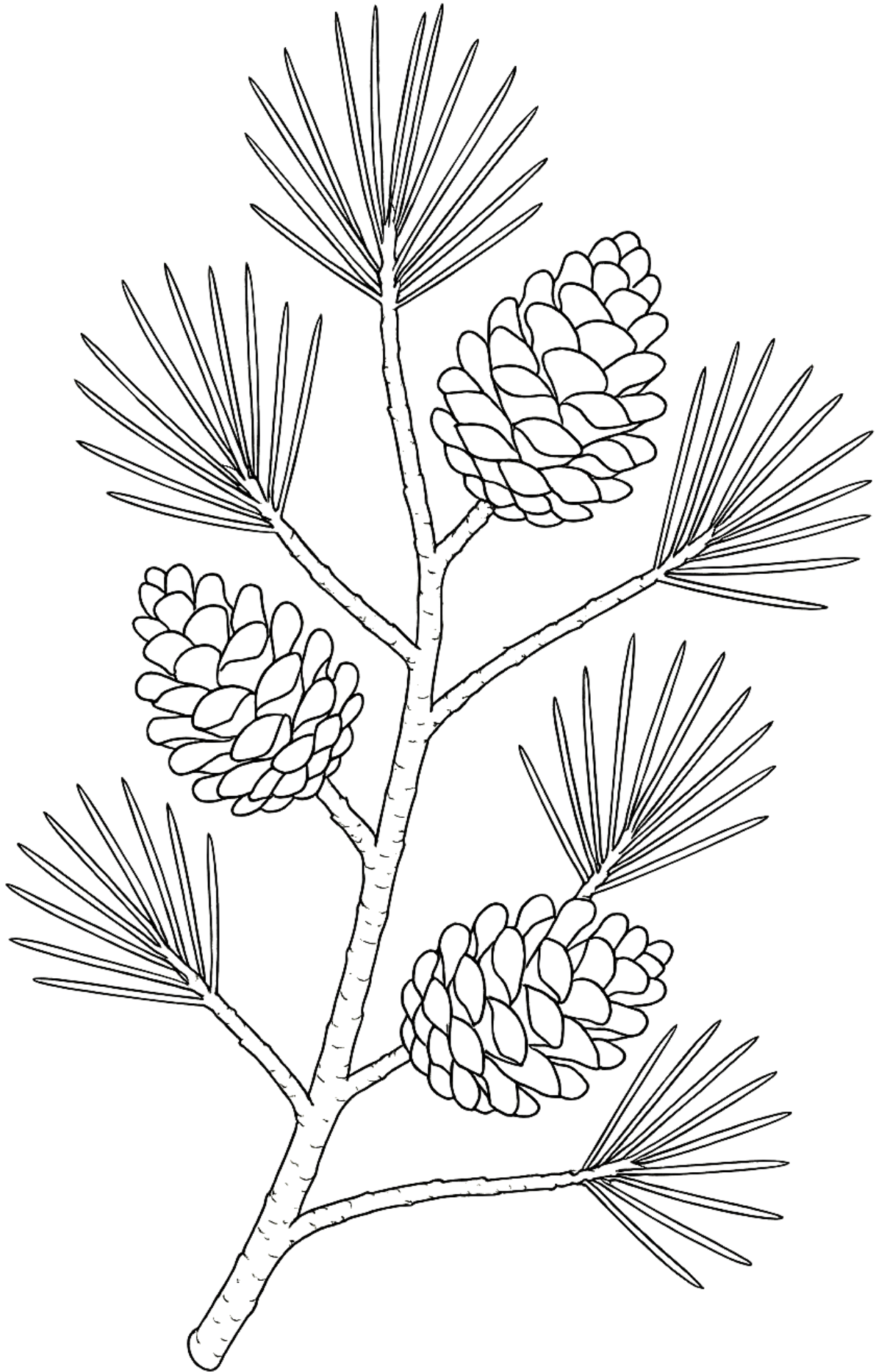


Pinus halepensis



Scan. Answer. Grow.





Pistacia lentiscus



Scan. Answer. Grow.



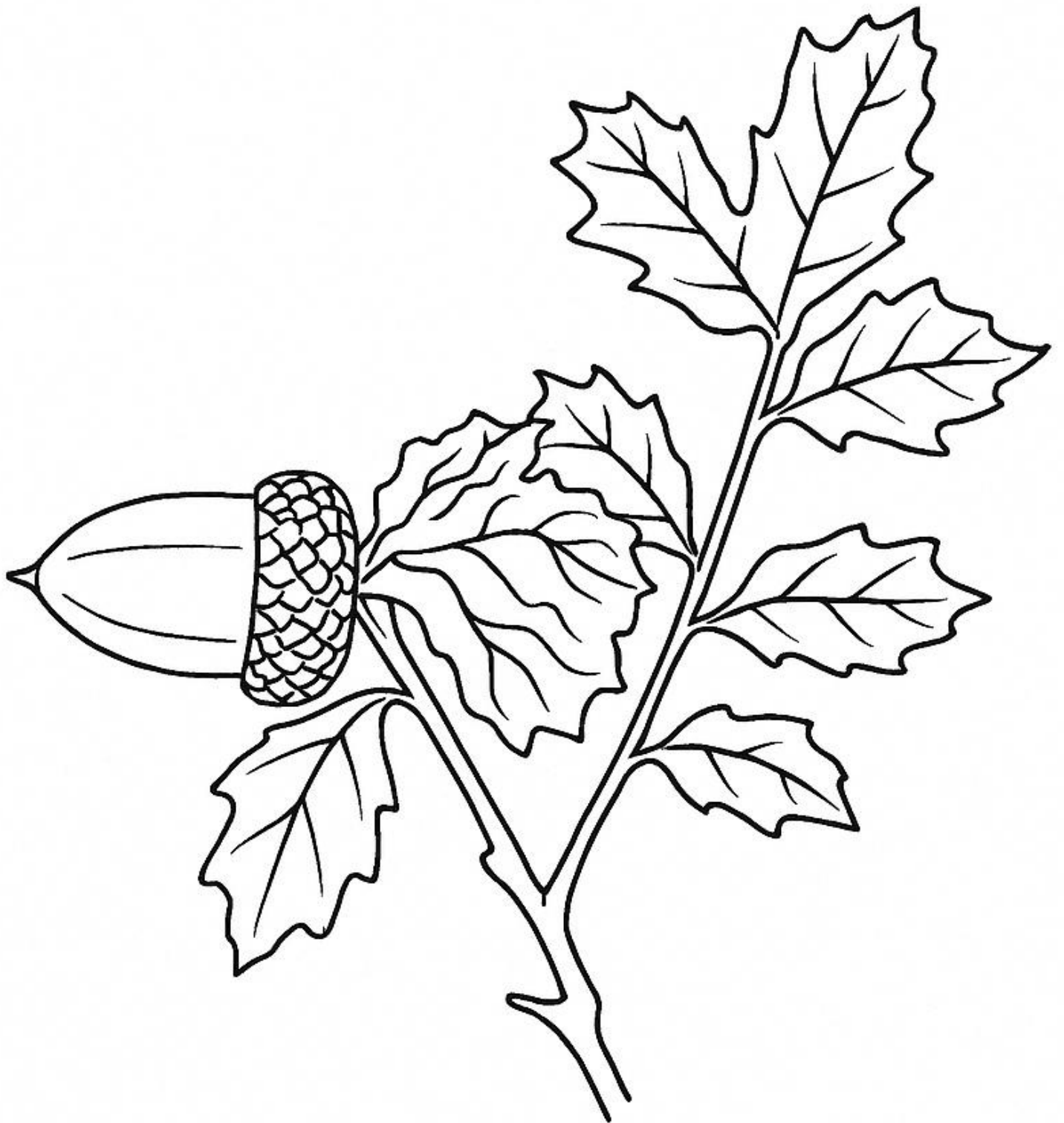


Quercus berberidifolia



Scan. Answer. Grow.



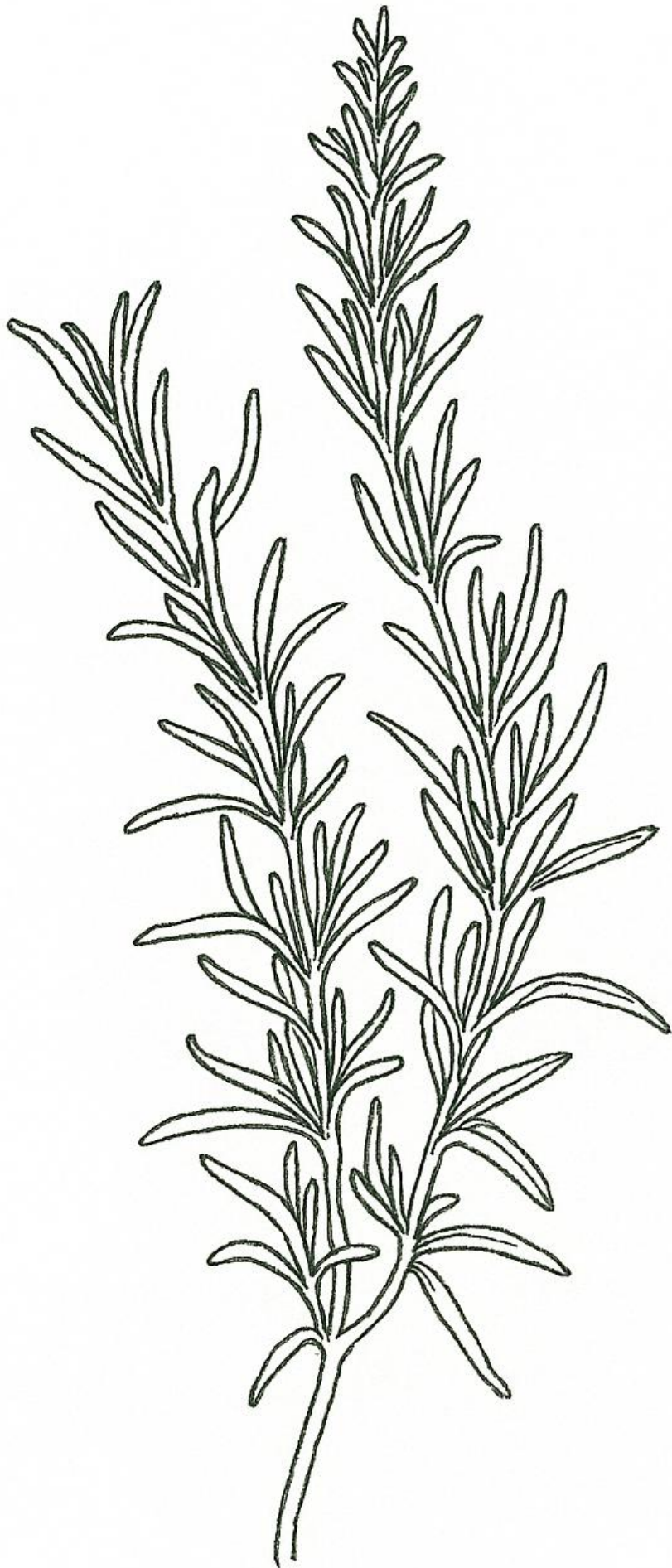


Rosmarinus officinalis



Scan. Answer. Grow.





Salvia officinalis



Scan. Answer. Grow.



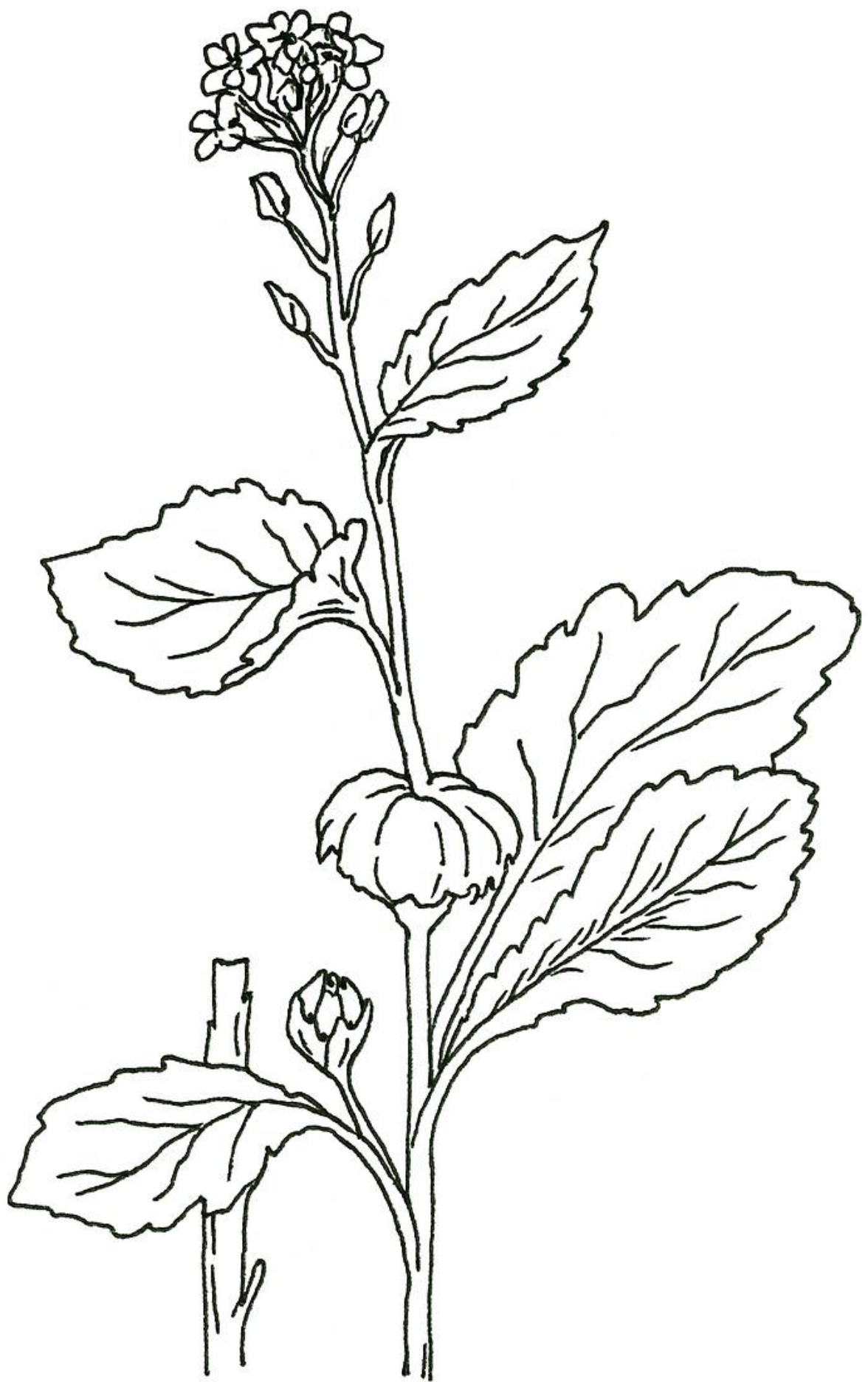


Sinapis arvensis



Scan. Answer. Grow.





Sonchus oleraceus



Scan. Answer. Grow.





Spartium junceum



Scan. Answer. Grow.





Tagetes erecta



Scan. Answer. Grow.





Taraxacum officinale



Scan. Answer. Grow.



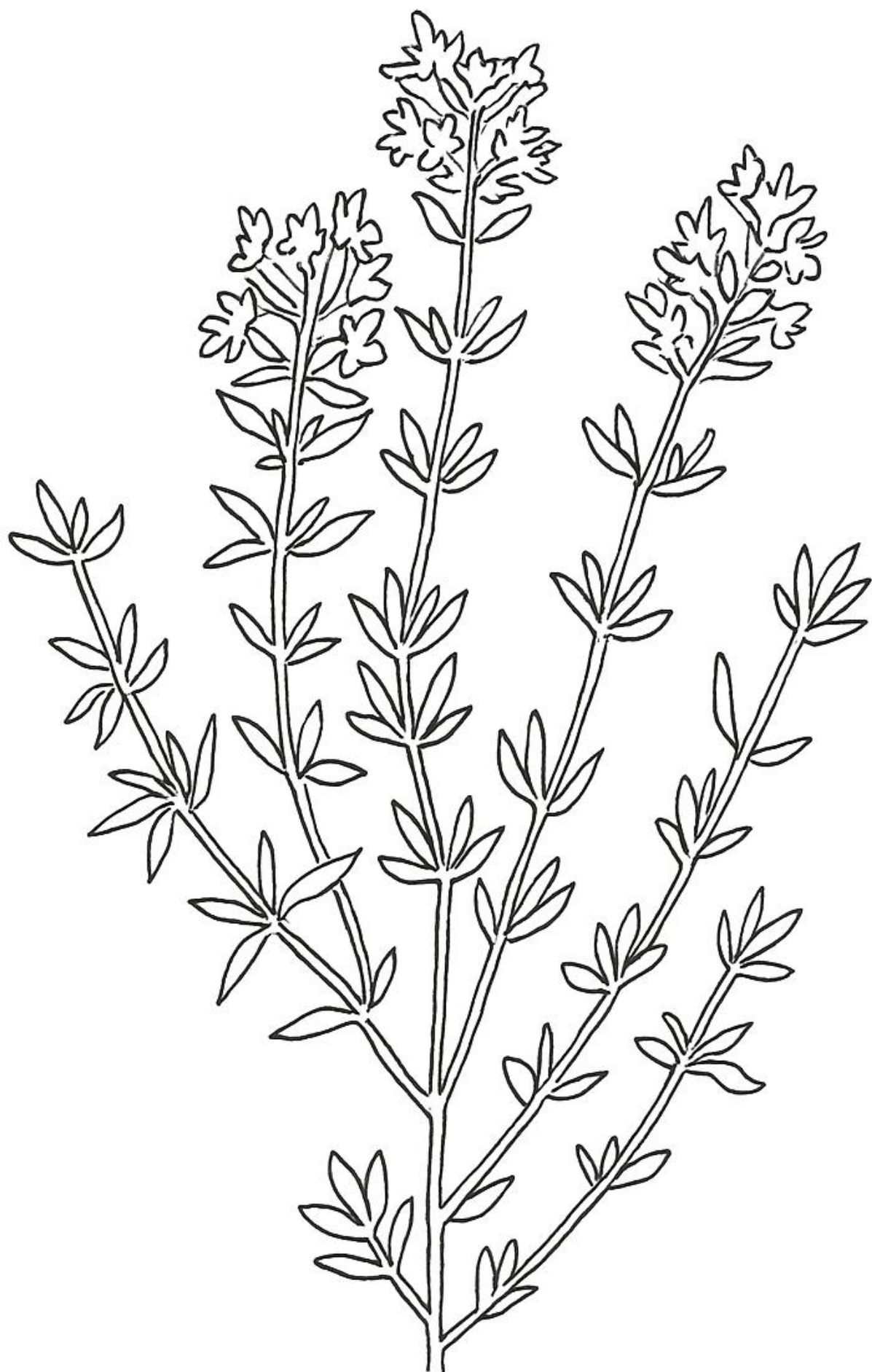


Thymus vulgaris



Scan. Answer. Grow.



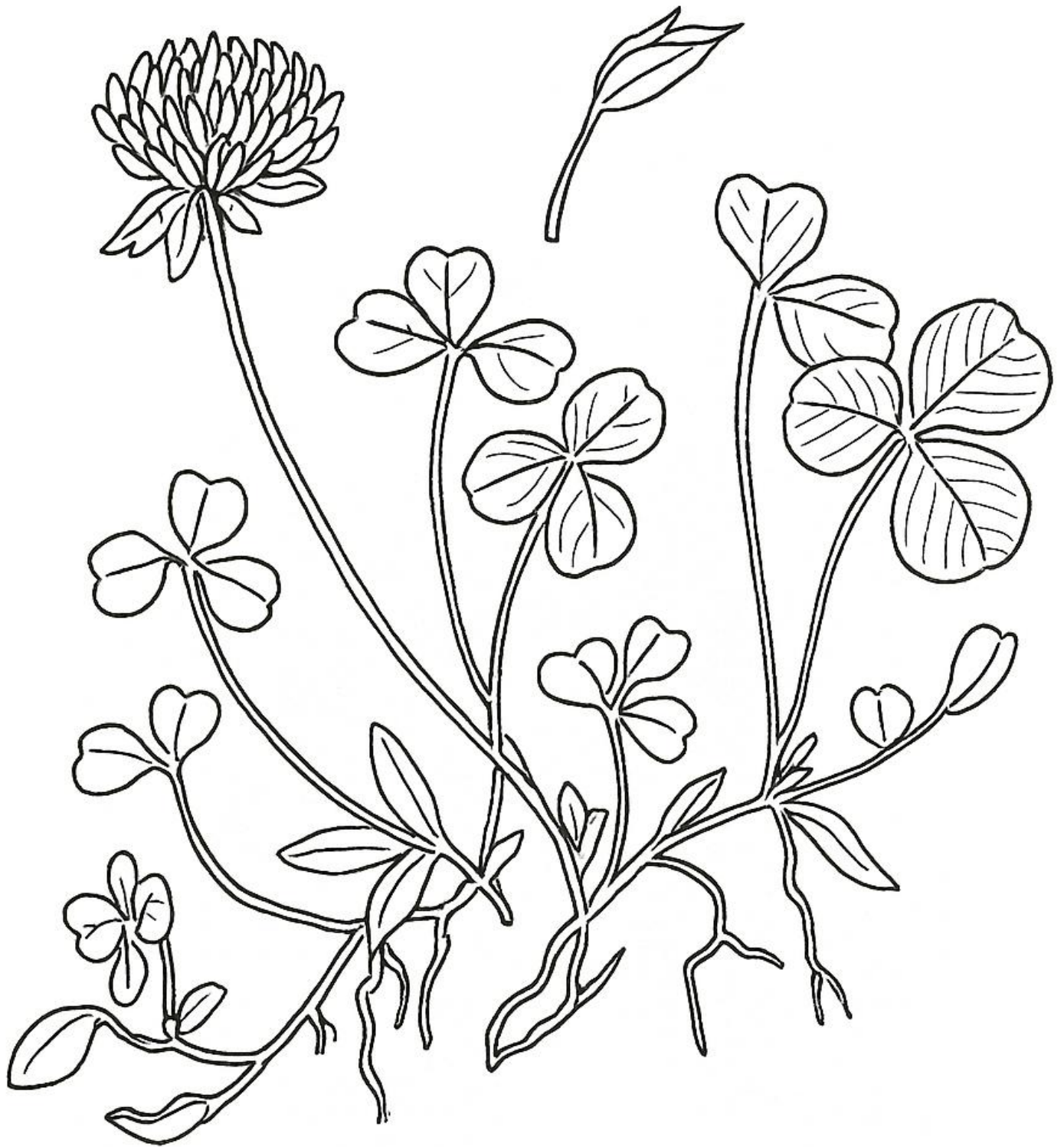


Trifolium repens



Scan. Answer. Grow.





Zantedeschia aethiopica



Scan. Answer. Grow.





Romania

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Ana-Laura Parfinov
Alexandra-Cristina Flaut
Daniyar Memedemin

Achillea clypeolata



Scan. Answer. Grow.





Adonis vernalis



Scan. Answer. Grow.





Amygdalus

nana



Scan. Answer. Grow.

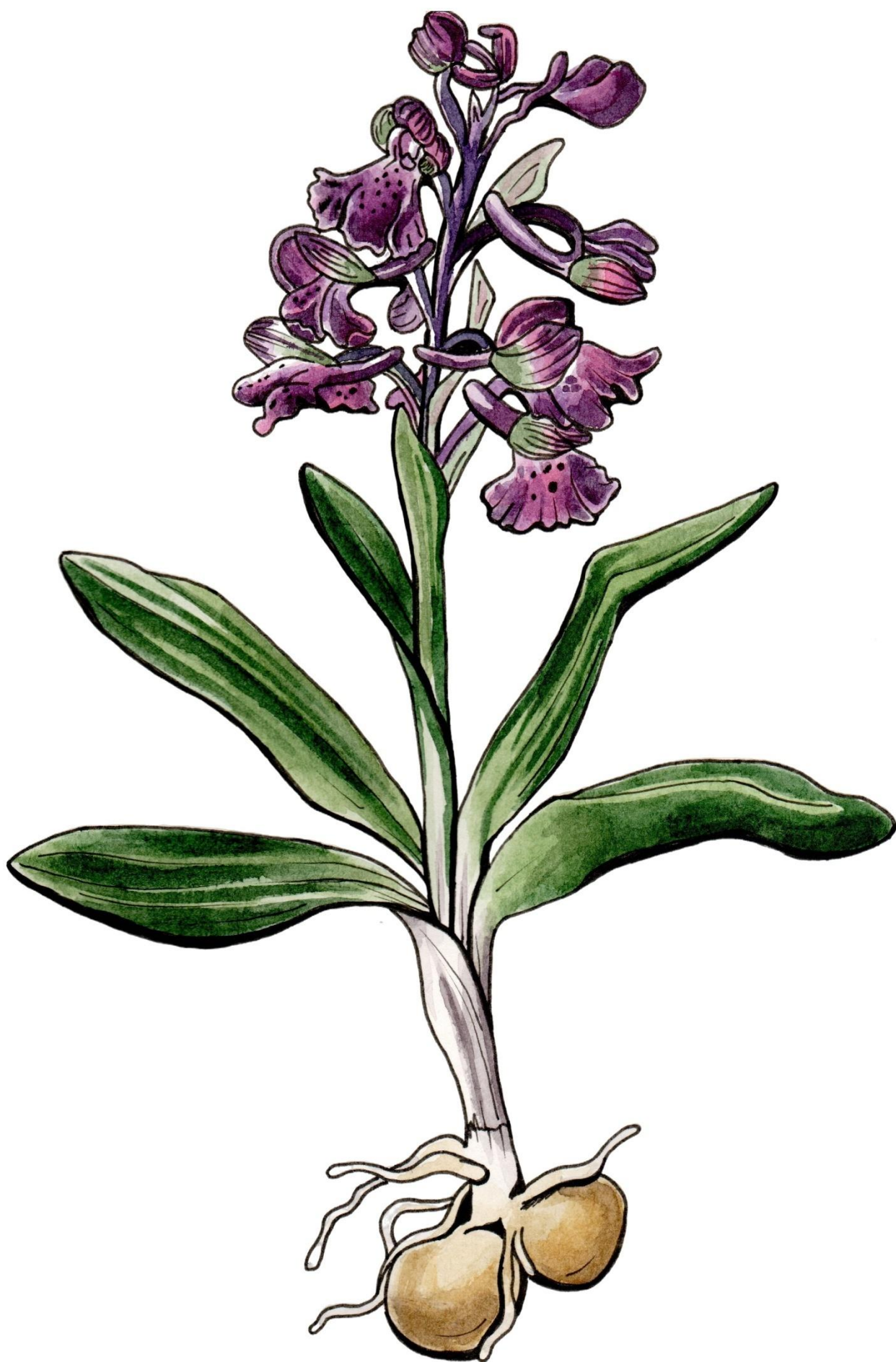




Anacamptis morio



Scan. Answer. Grow.





Arctium lappa



Scan. Answer. Grow.





Artemisia absinthium



Scan. Answer. Grow.



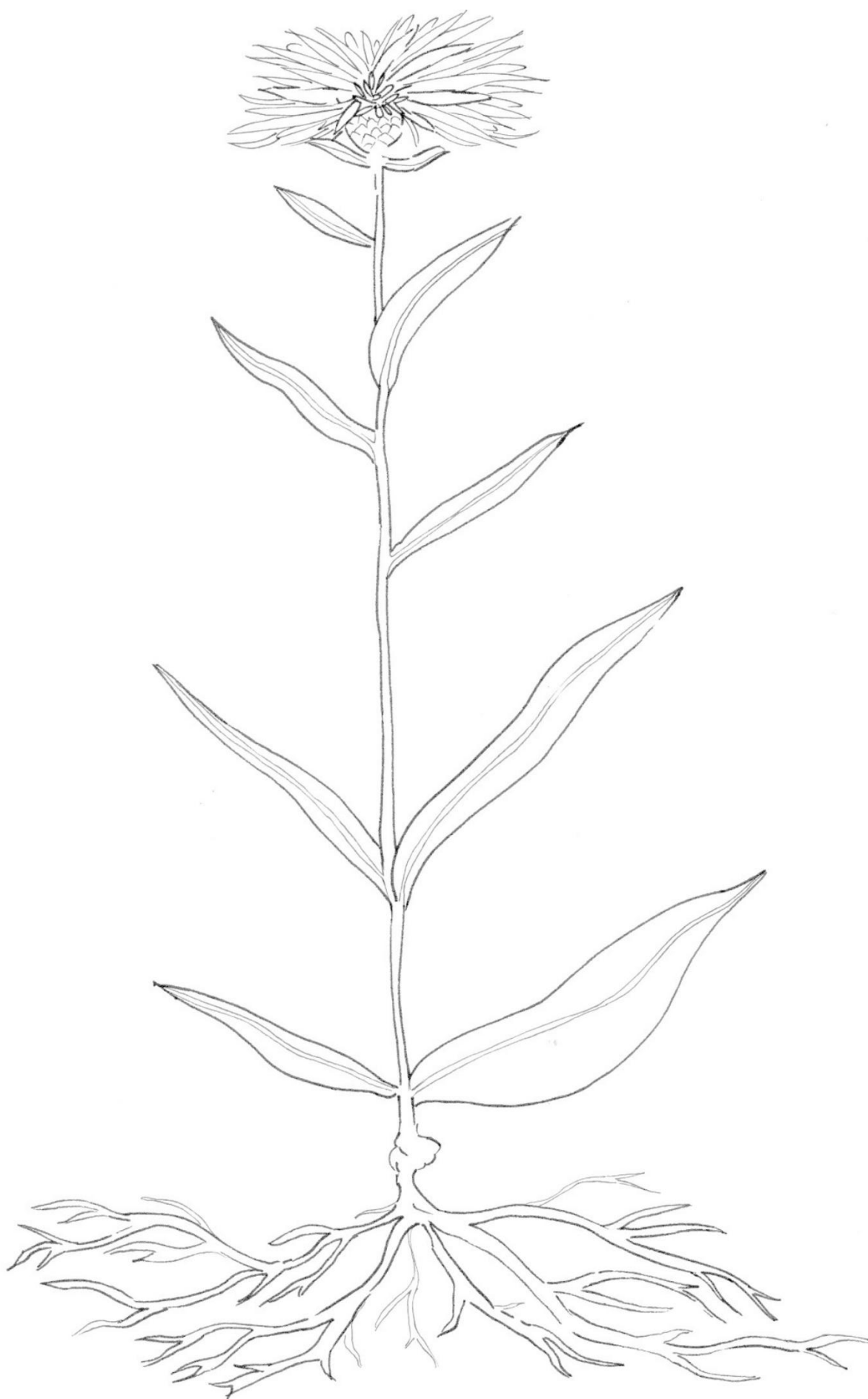


Centaurea napulifera



Scan. Answer. Grow.





Cichorium intybus



Scan. Answer. Grow.

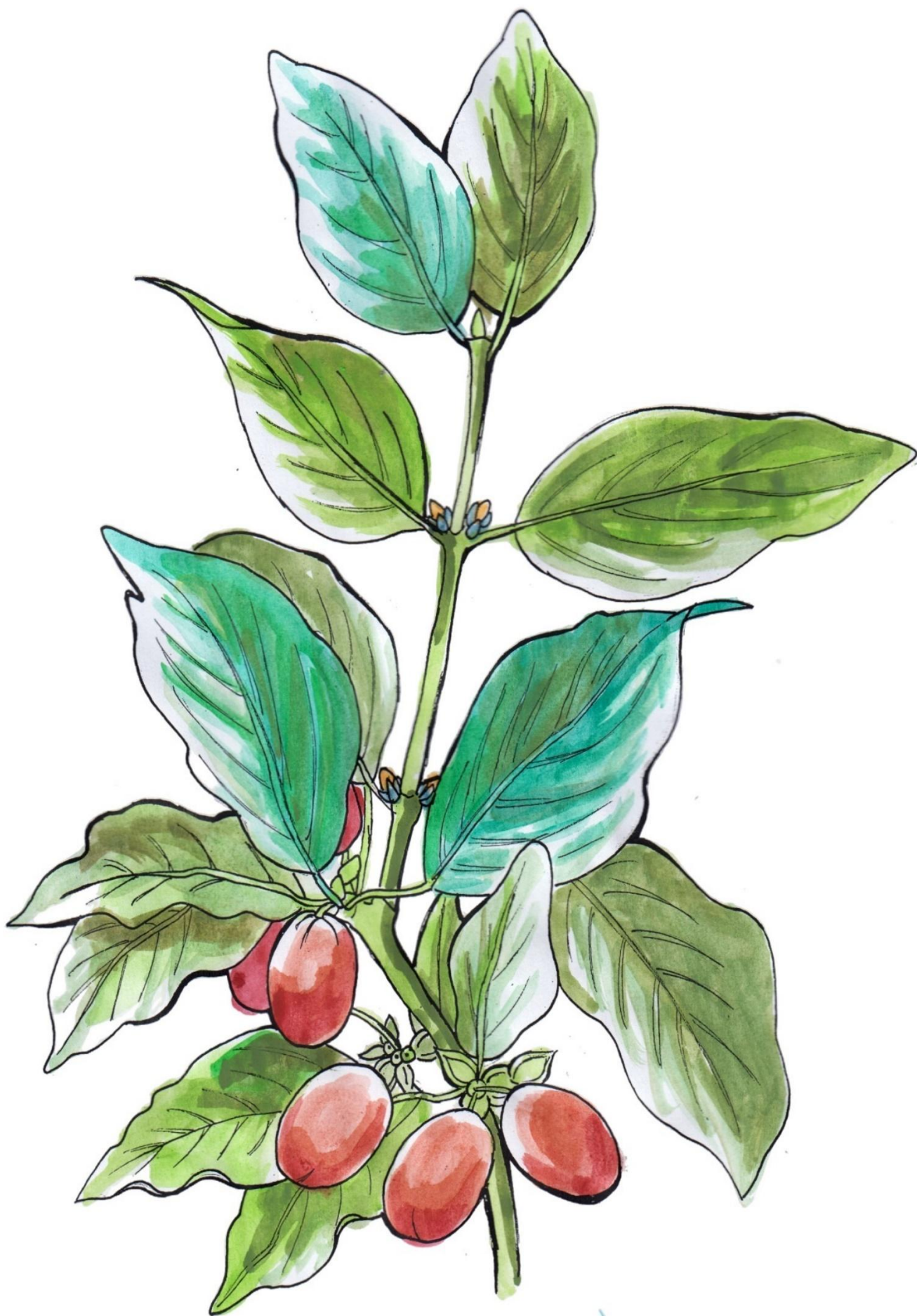




Cornus mas



Scan. Answer. Grow.

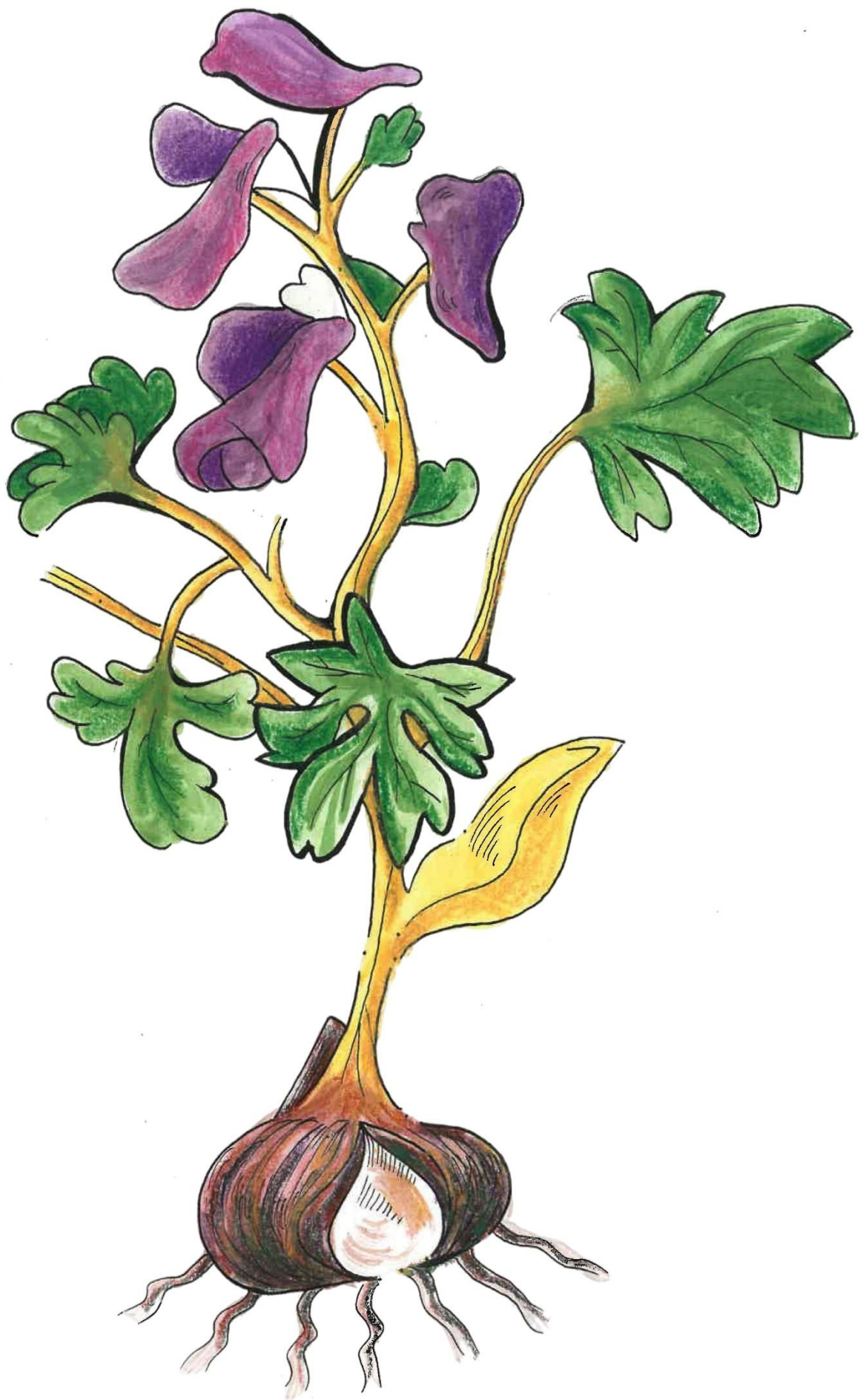




Corydalis *solida*



Scan. Answer. Grow.



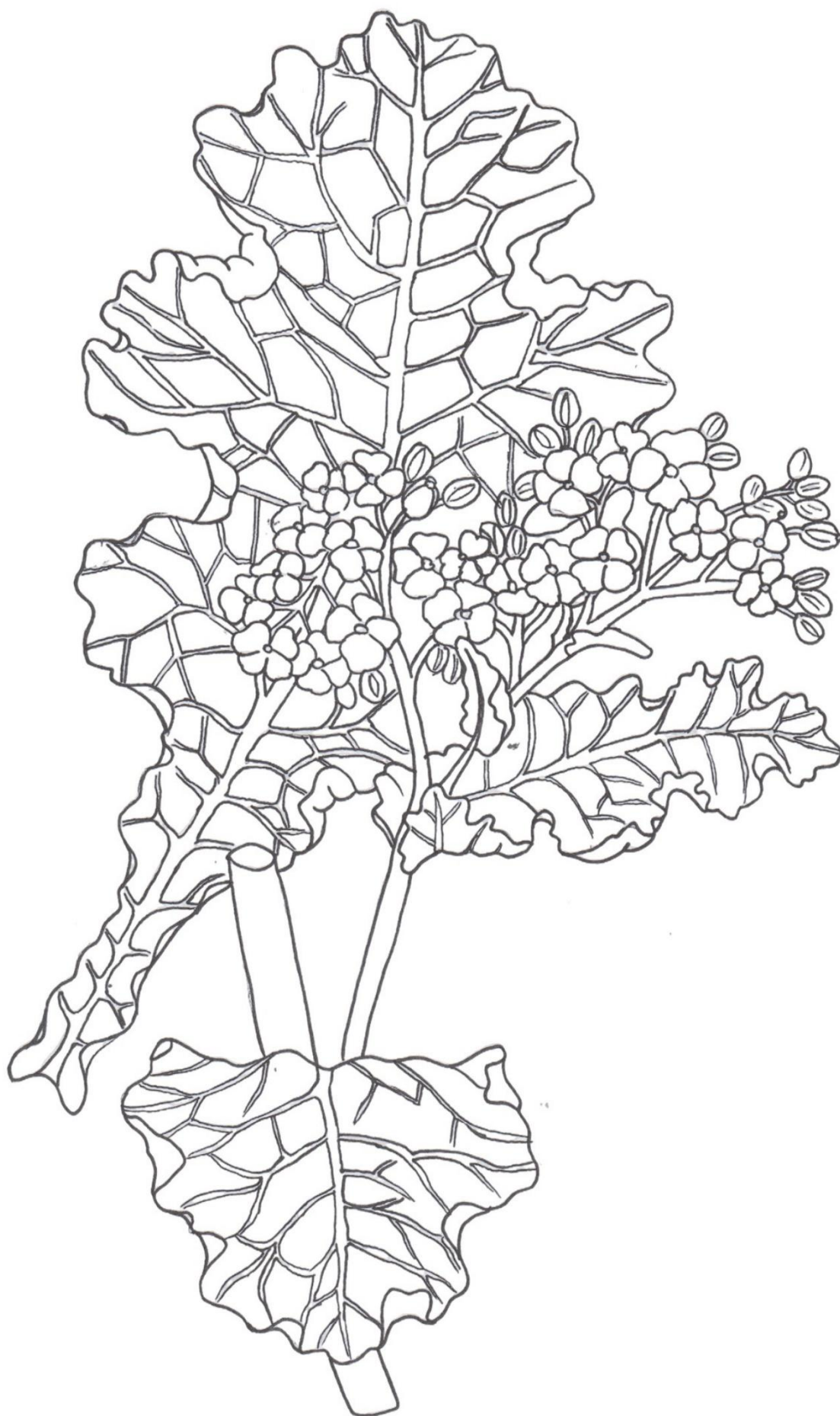


Crambe maritima



Scan. Answer. Grow.





Echium vulgare



Scan. Answer. Grow.

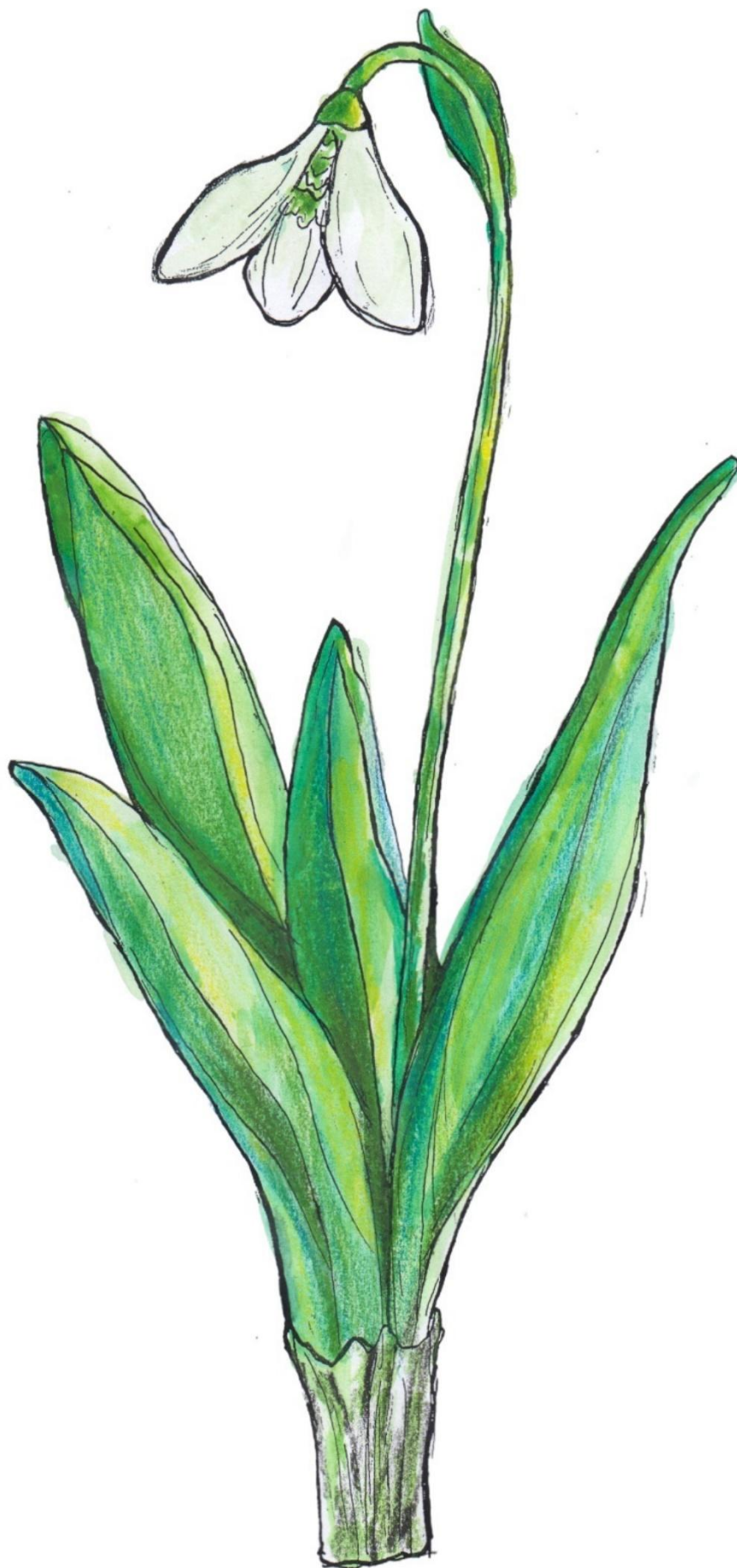




Galanthus plicatus



Scan. Answer. Grow.





Galea lutea



Scan. Answer. Grow.





Hypericum perforatum



Scan. Answer. Grow.





Iris pontica



Scan. Answer. Grow.





Melilotus officinalis



Scan. Answer. Grow.





*Muscari
neglectum-
racemosum*



Scan. Answer. Grow.



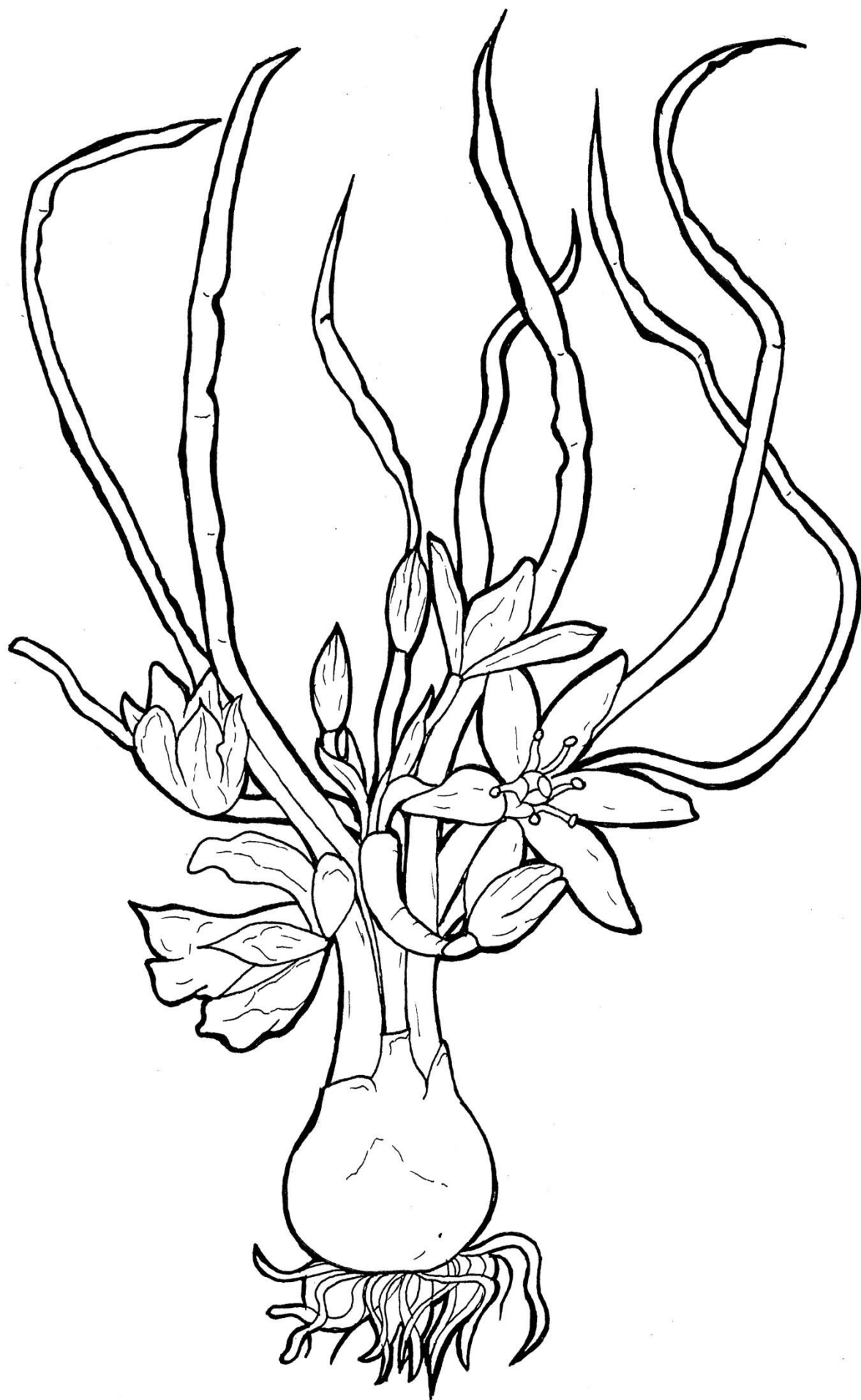


Ornithogalum sibthorpii



Scan. Answer. Grow.





Paeonia
peregrina var.
romanica



Scan. Answer. Grow.





Paeonia tenuifolia



Scan. Answer. Grow.





Pulsatilla montana



Scan. Answer. Grow.

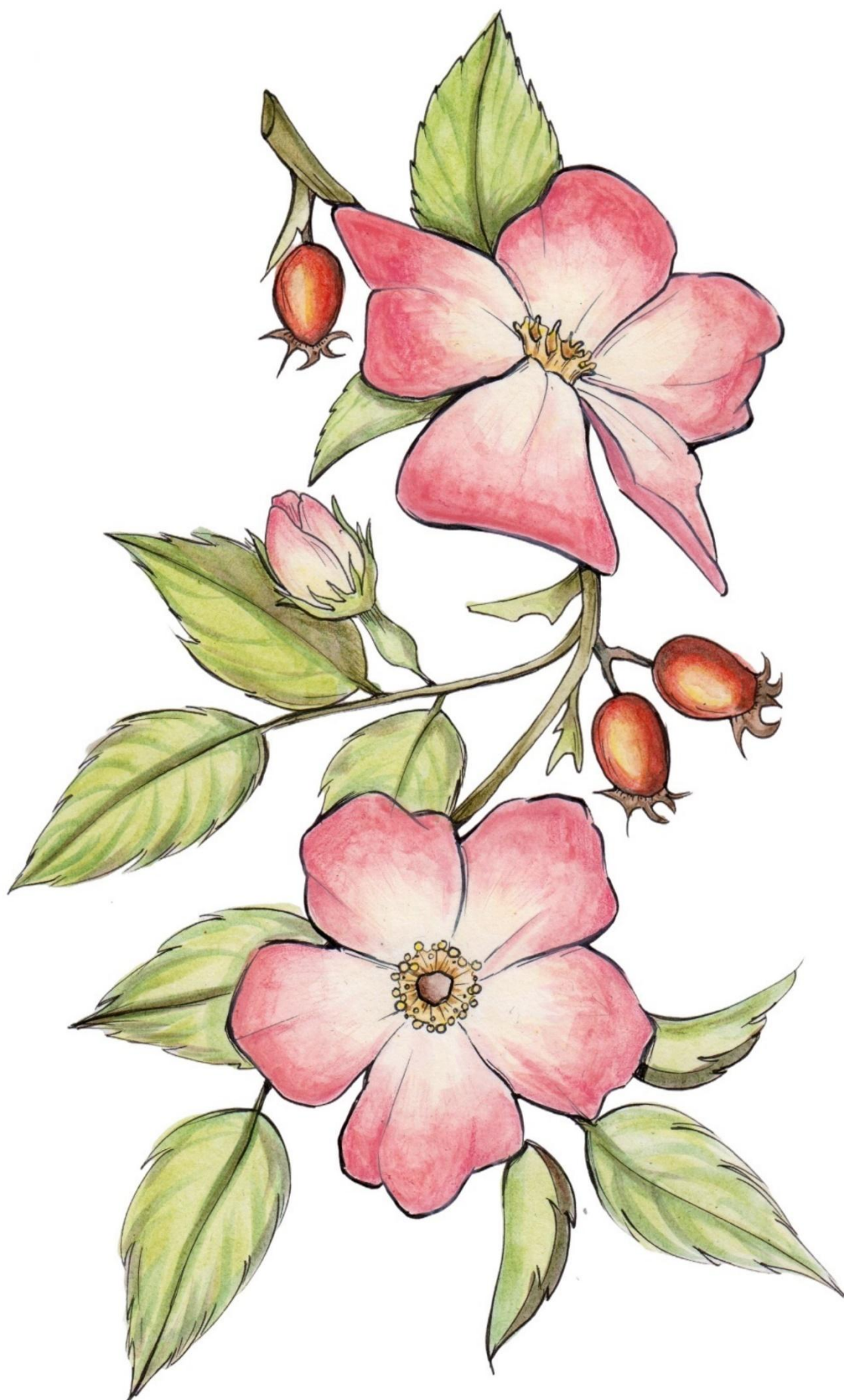


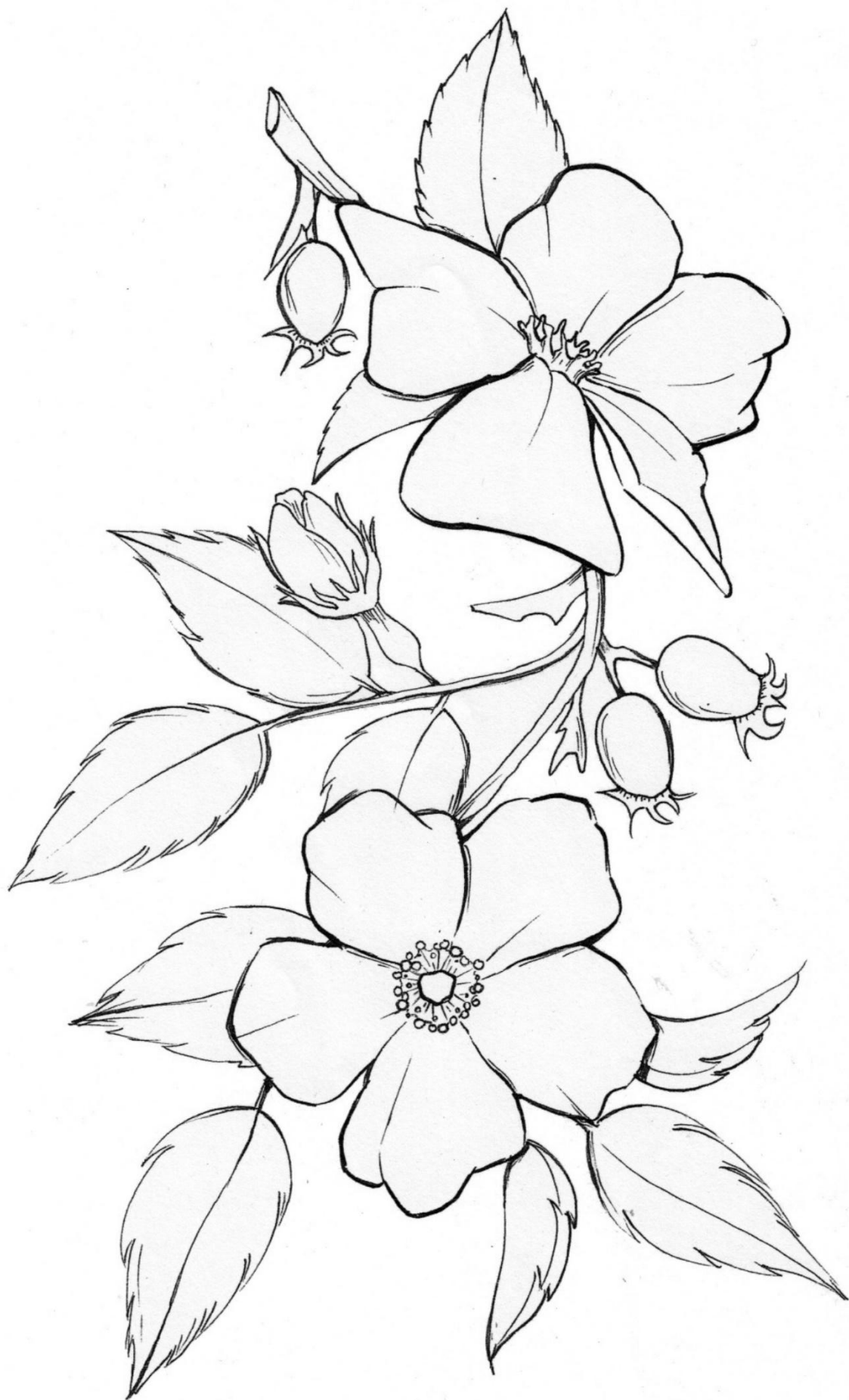


Rosa canina



Scan. Answer. Grow.

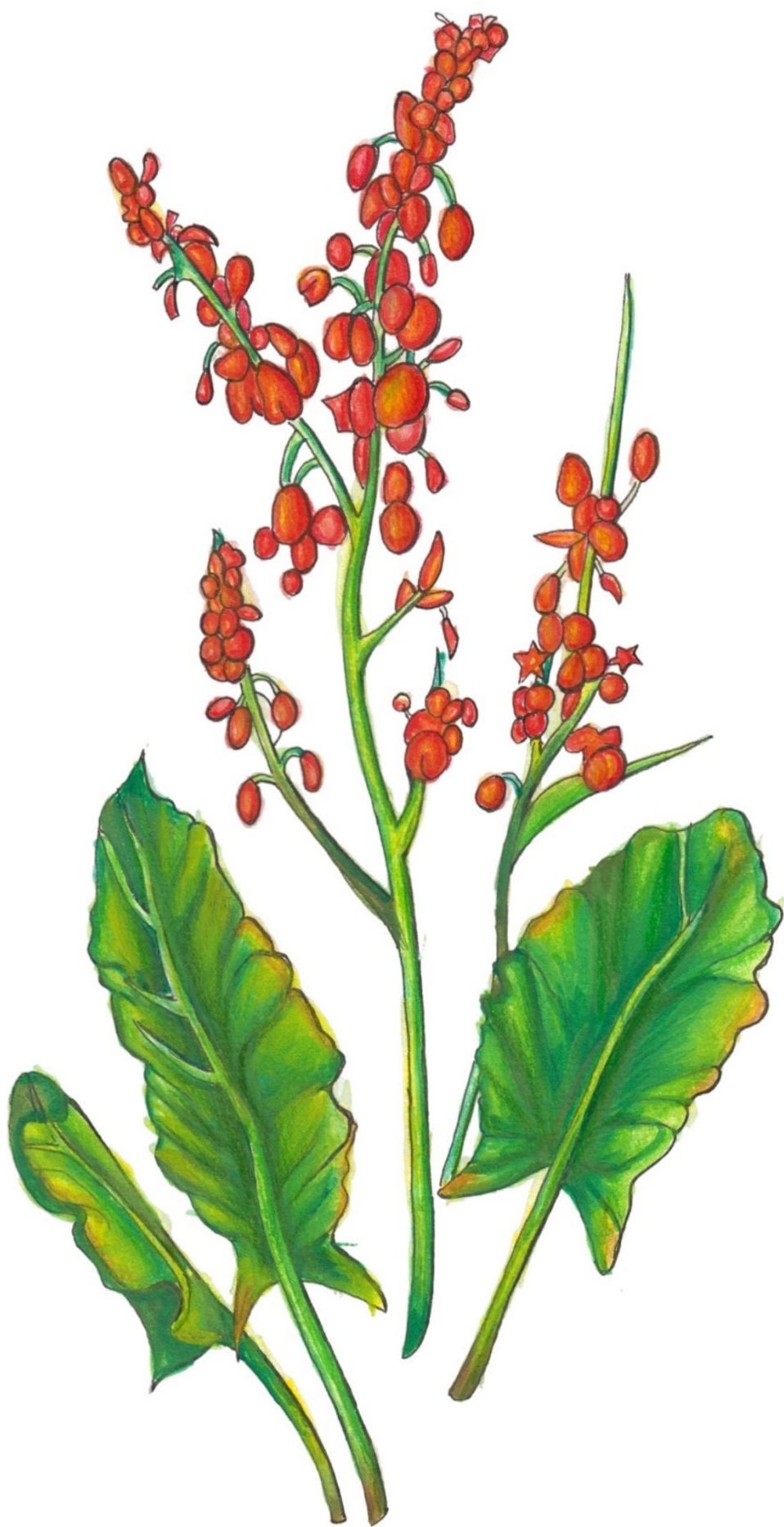




Rumex acetosa



Scan. Answer. Grow.

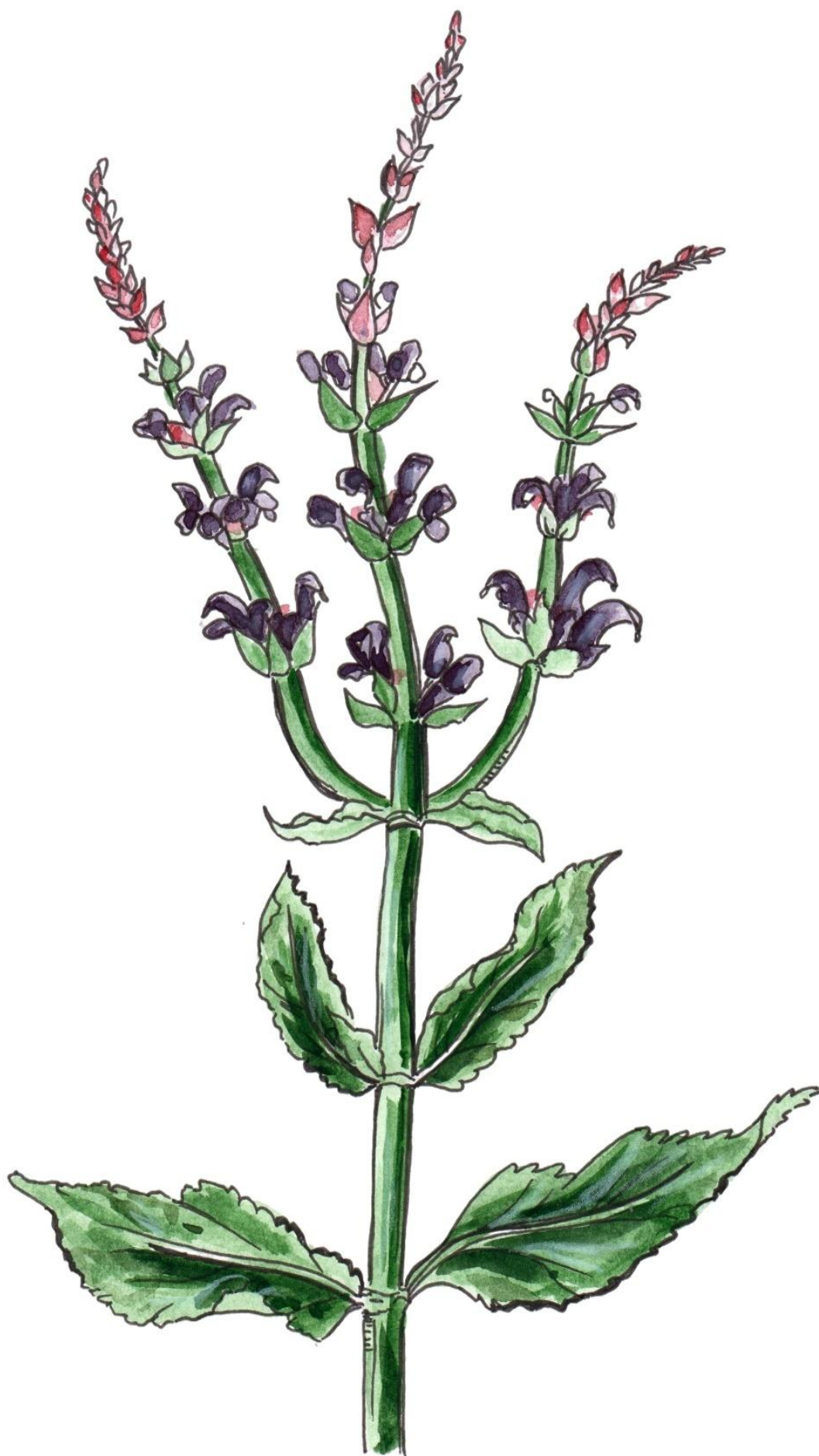


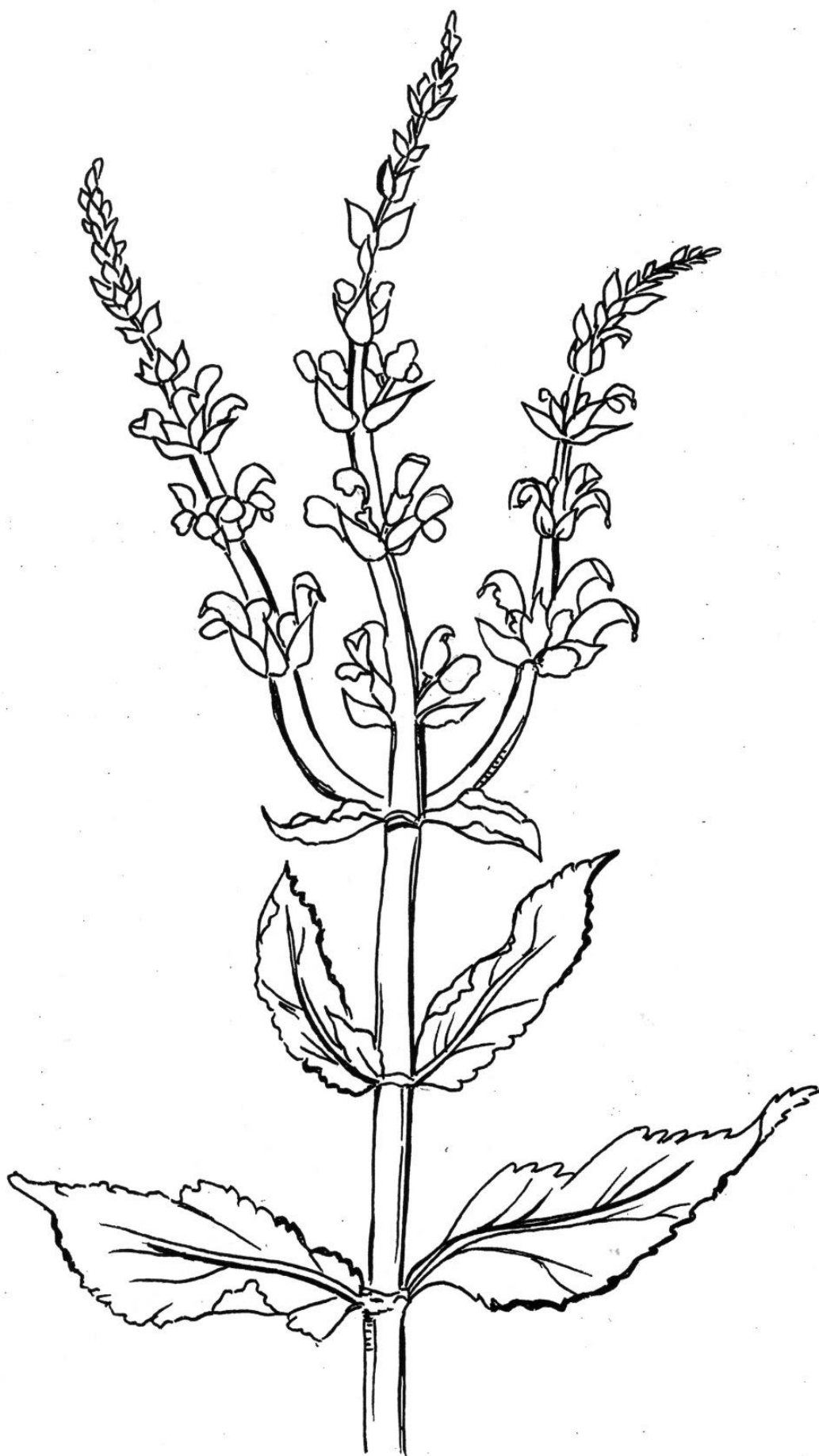


Salvia nemorosa



Scan. Answer. Grow.



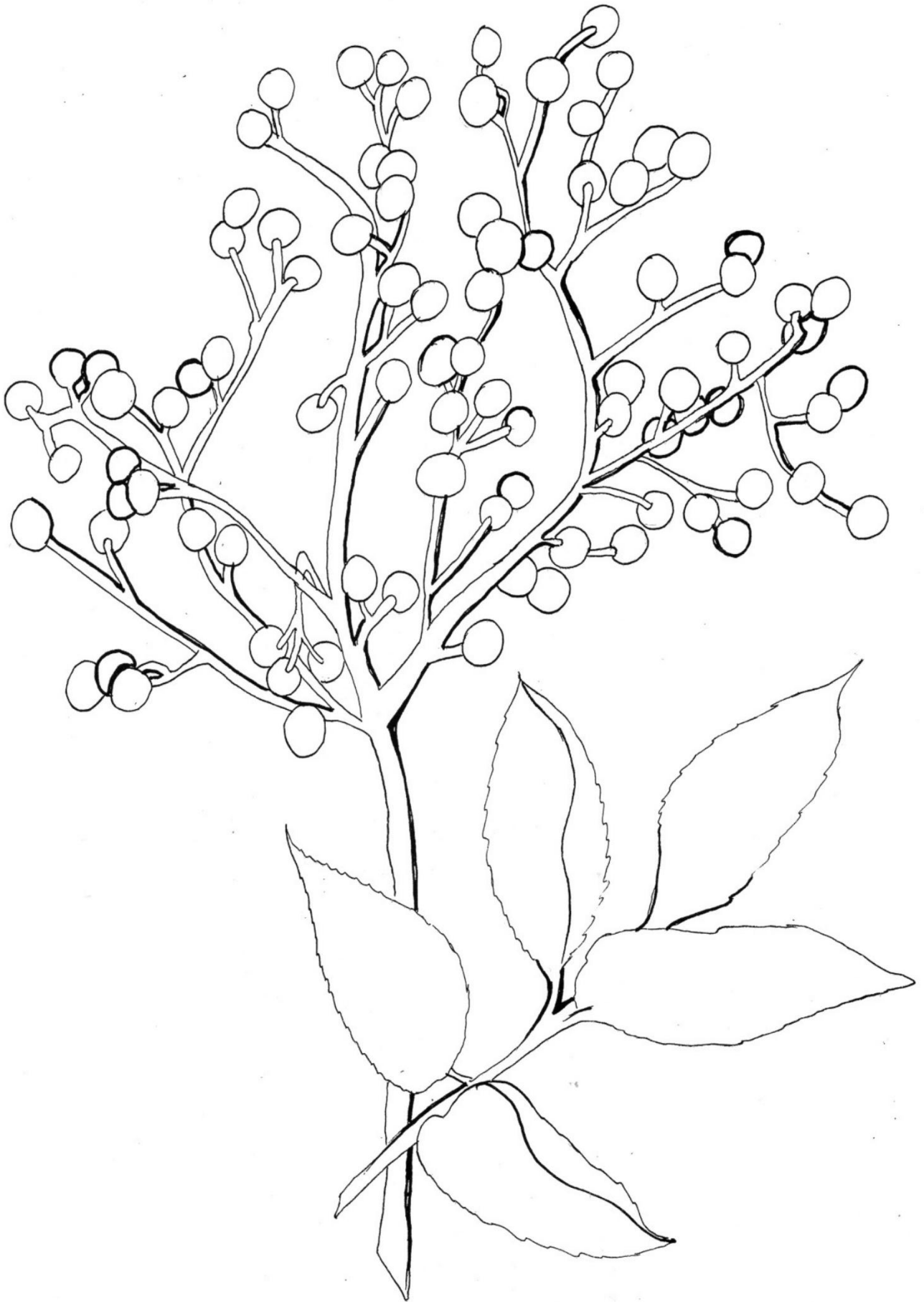


Sambucus *nigra*



Scan. Answer. Grow.





Scilla bifolia



Scan. Answer. Grow.

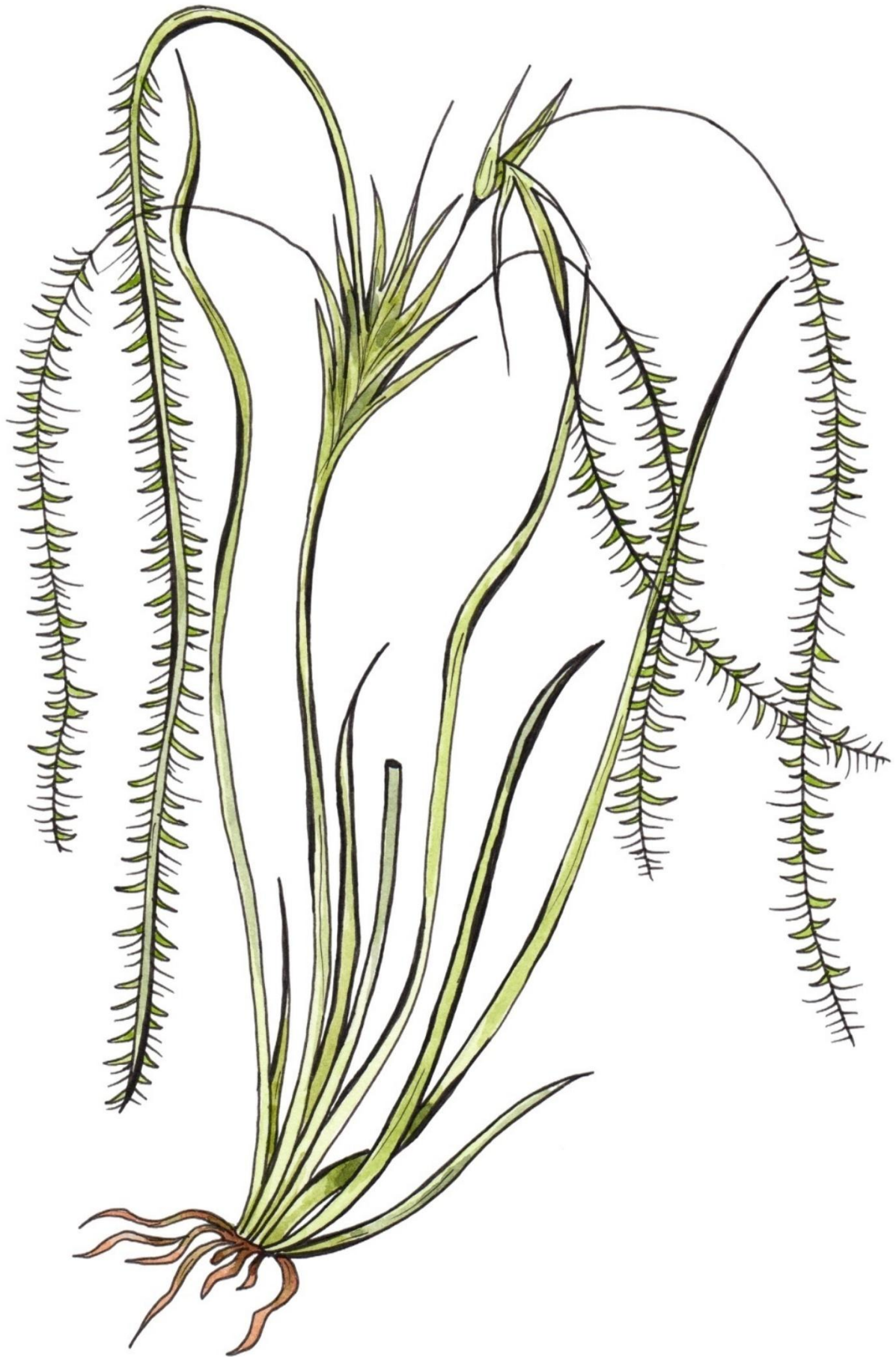


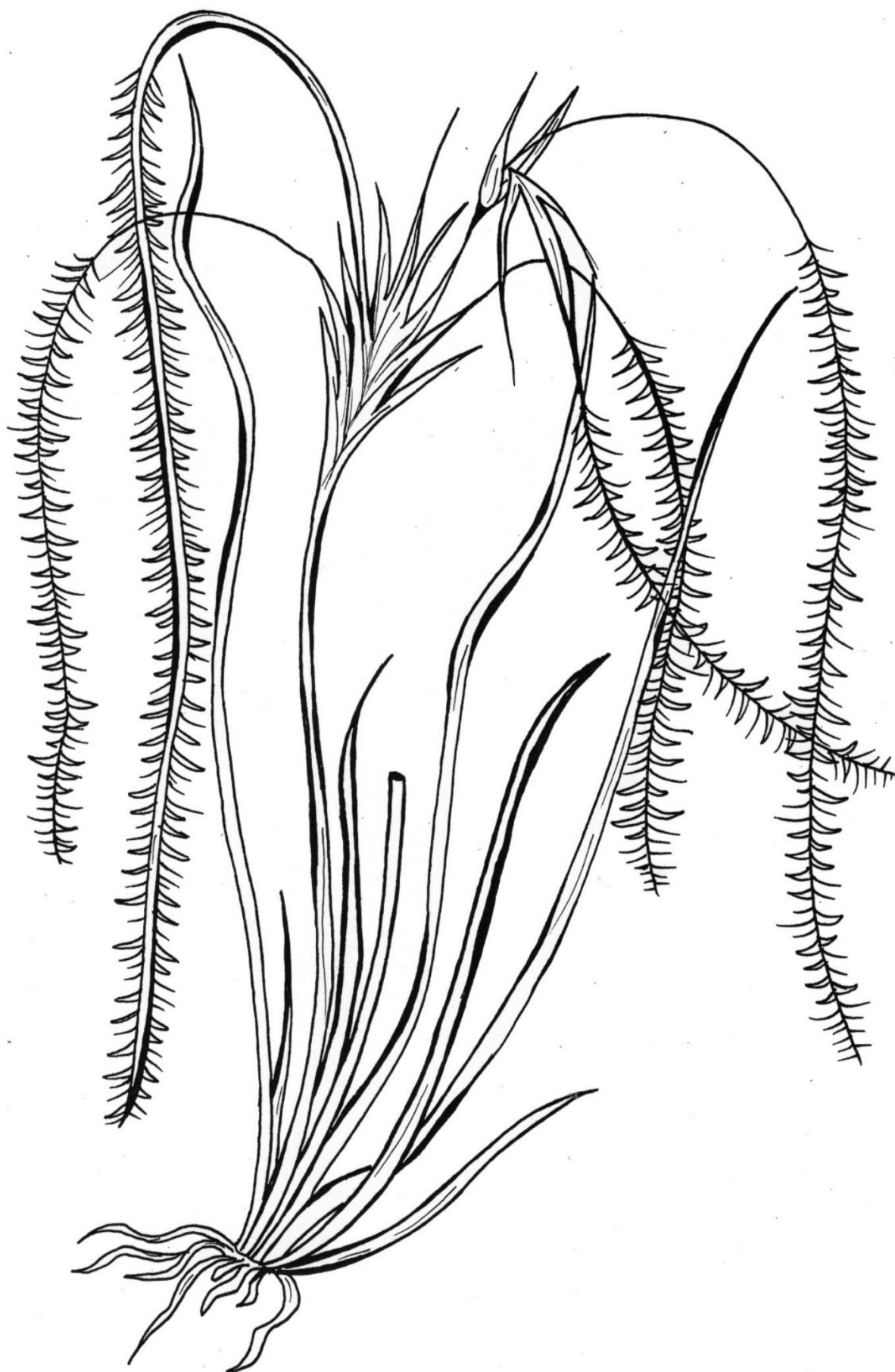


Stipa pennata



Scan. Answer. Grow.





Syringa vulgaris



Scan. Answer. Grow.





Tulipa sylvestris



Scan. Answer. Grow.





Verbascum densiflorum



Scan. Answer. Grow.





Viola odorata



Scan. Answer. Grow.





Viola tricolor



Scan. Answer. Grow.





Xeranthemum annuum



Scan. Answer. Grow.





France

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Zeyna Lo

Ella Matyas

Léa Moreau

Namia Abdou

Thelma Garzon Martinez

Séléna Nogales

Manon Quique

Gaëtan Nocq

Allium polyanthum



Scan. Answer. Grow.





Arbutus unedo



Scan. Answer. Grow.

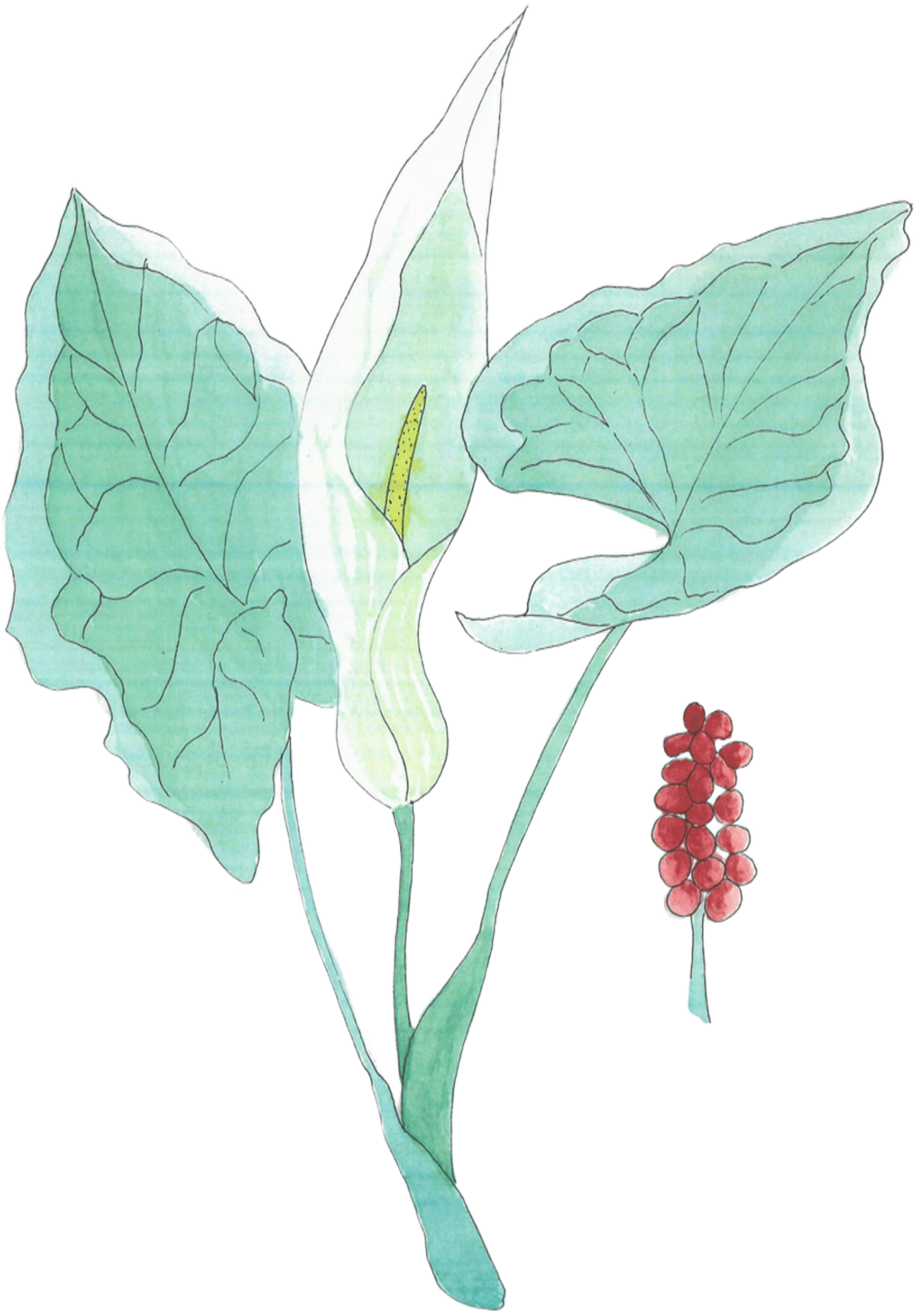




Arum maculatum



Scan. Answer. Grow.





Buxus sempervirens



Scan. Answer. Grow.





Calepina irregularis



Scan. Answer. Grow.



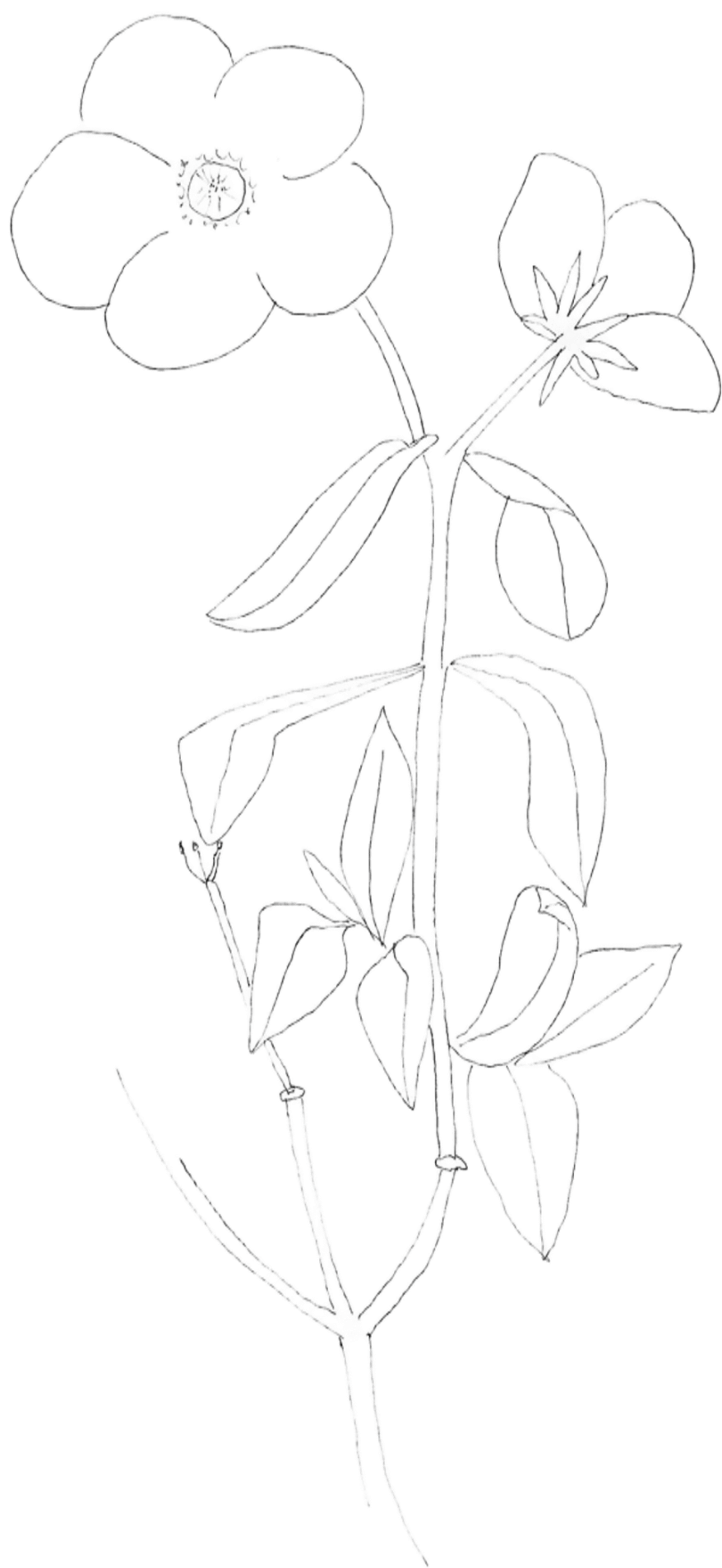


Cistus albidus



Scan. Answer. Grow.





Clematis flamula



Scan. Answer. Grow.

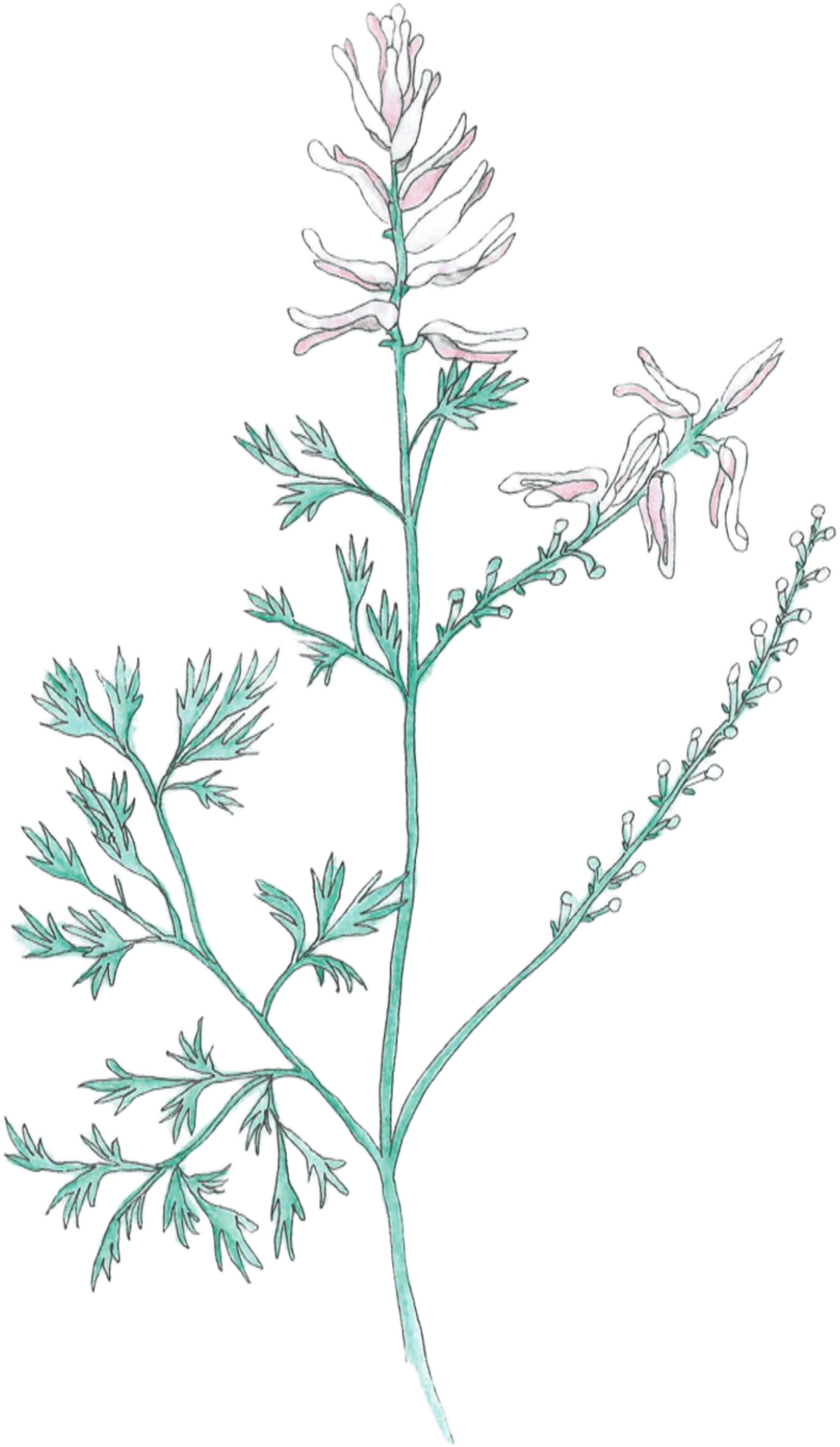




Fumaria officinalis



Scan. Answer. Grow.





Genista scorpius



Scan. Answer. Grow.





Globularia alypum



Scan. Answer. Grow.



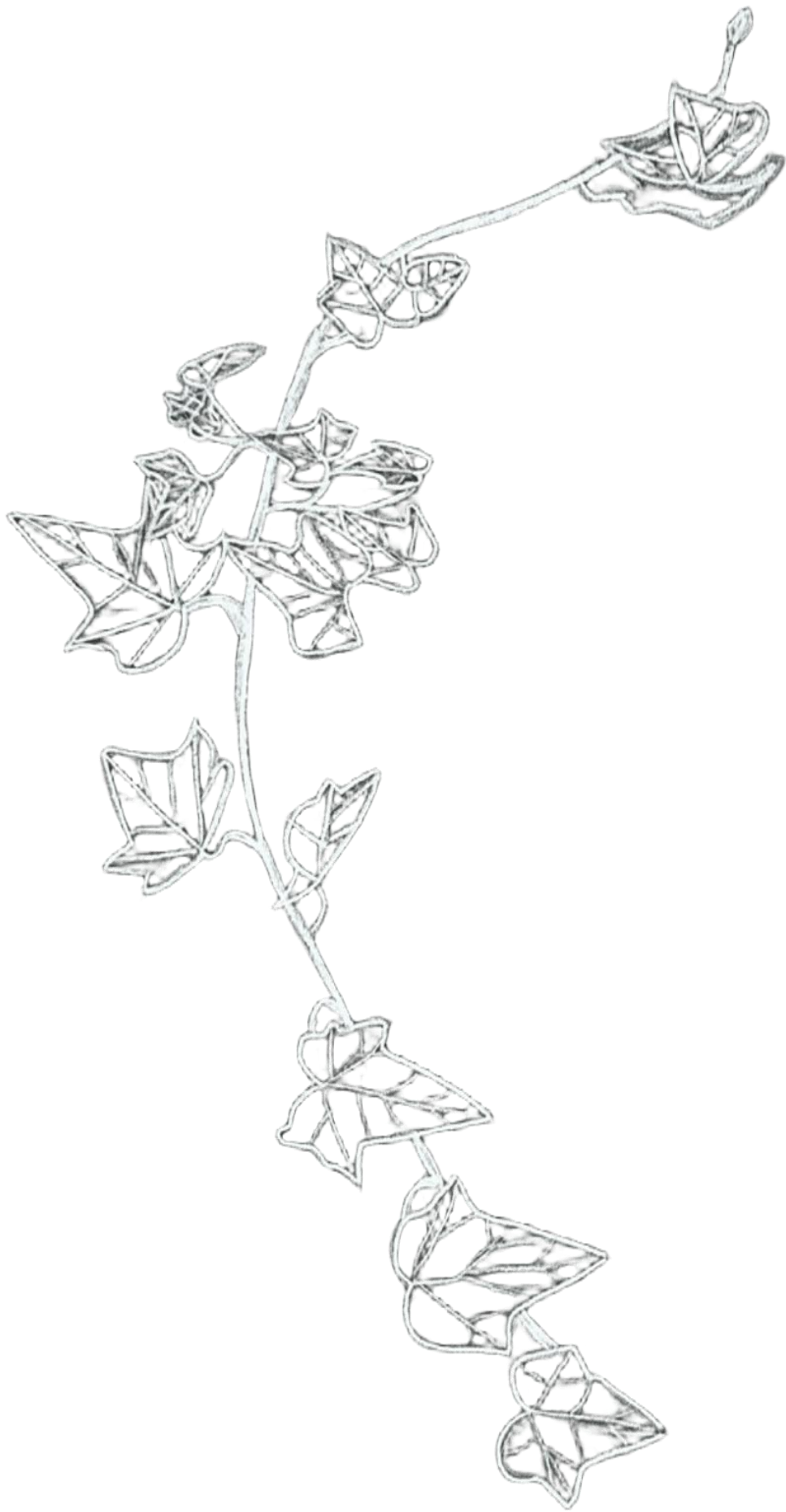


Hedera helix



Scan. Answer. Grow.

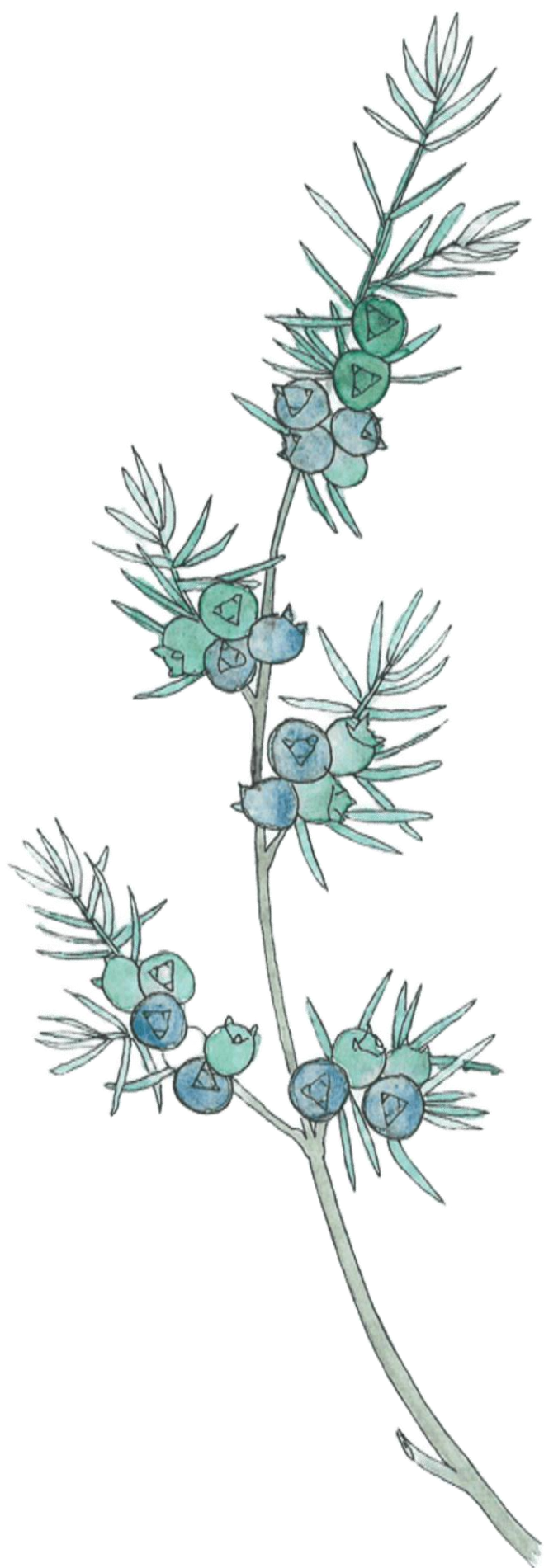


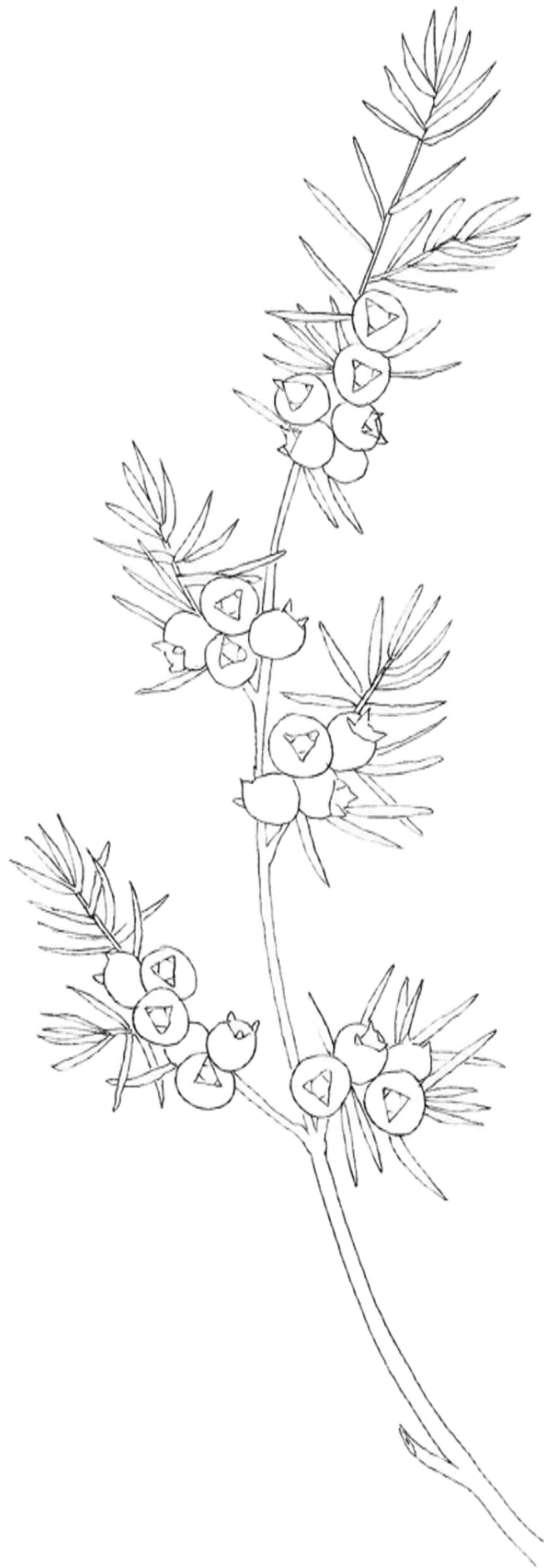


Juniperus oxycedrus



Scan. Answer. Grow.





Lamium purpureum



Scan. Answer. Grow.





Laurus nobilis



Scan. Answer. Grow.



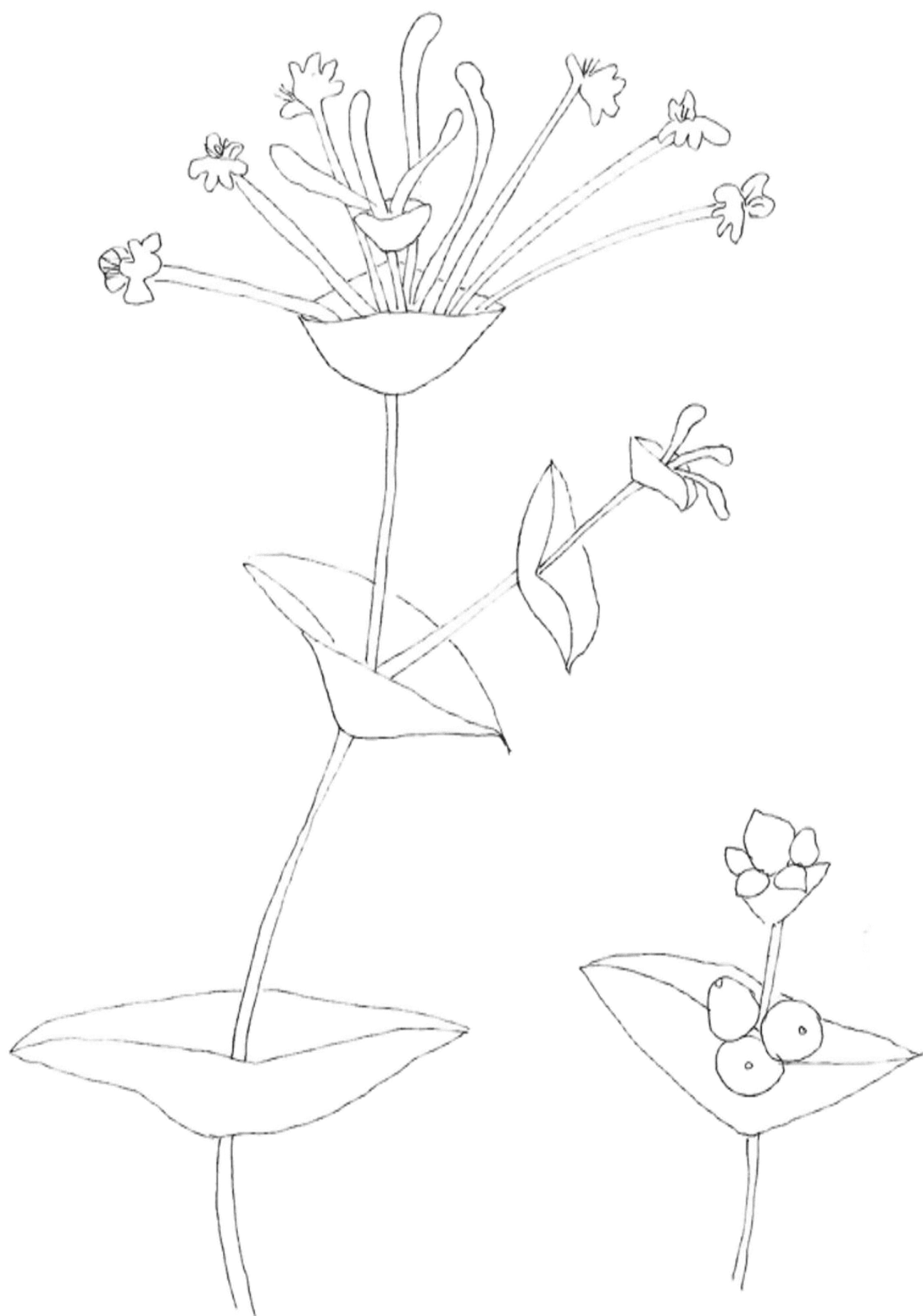


Lonicera etrusca



Scan. Answer. Grow.

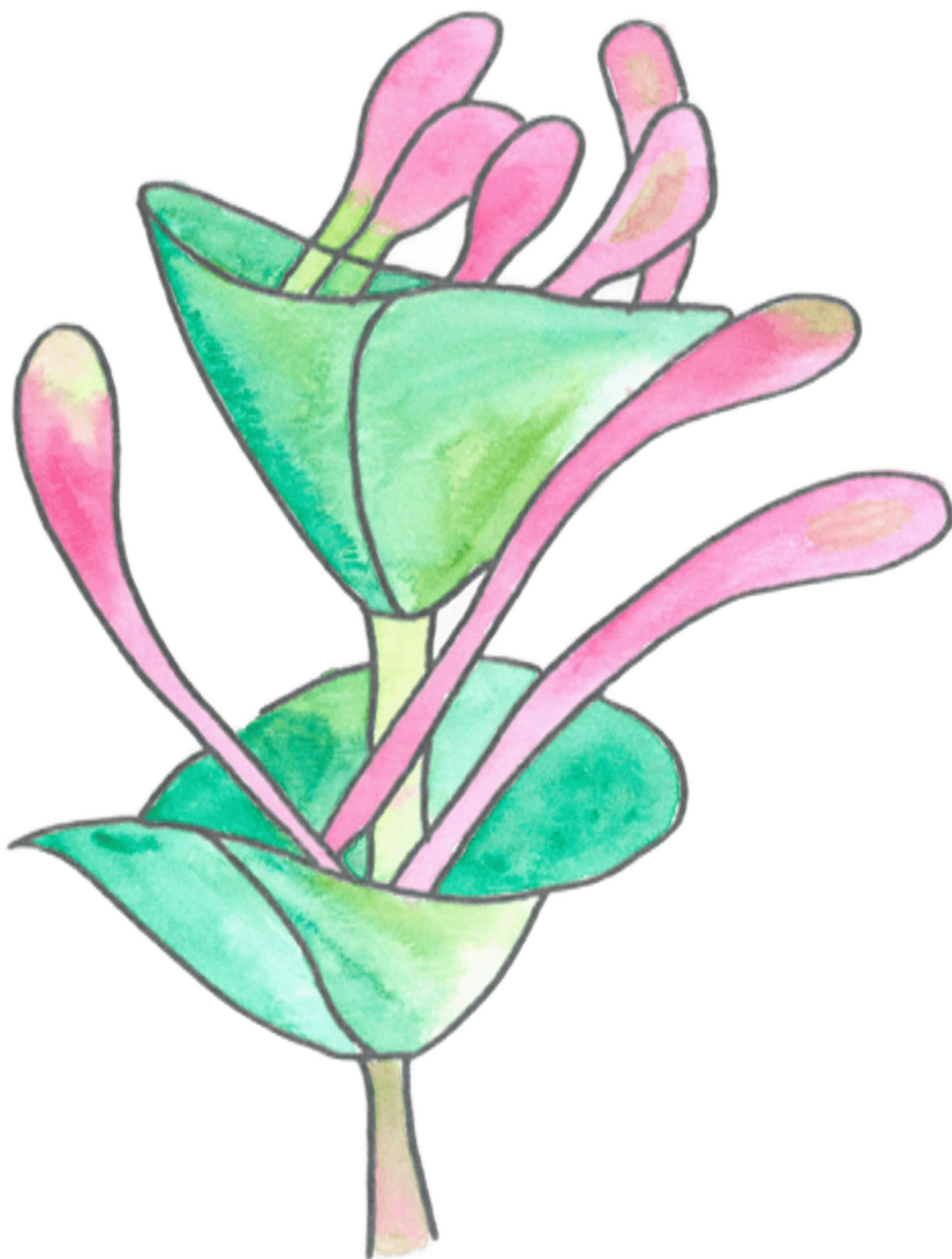


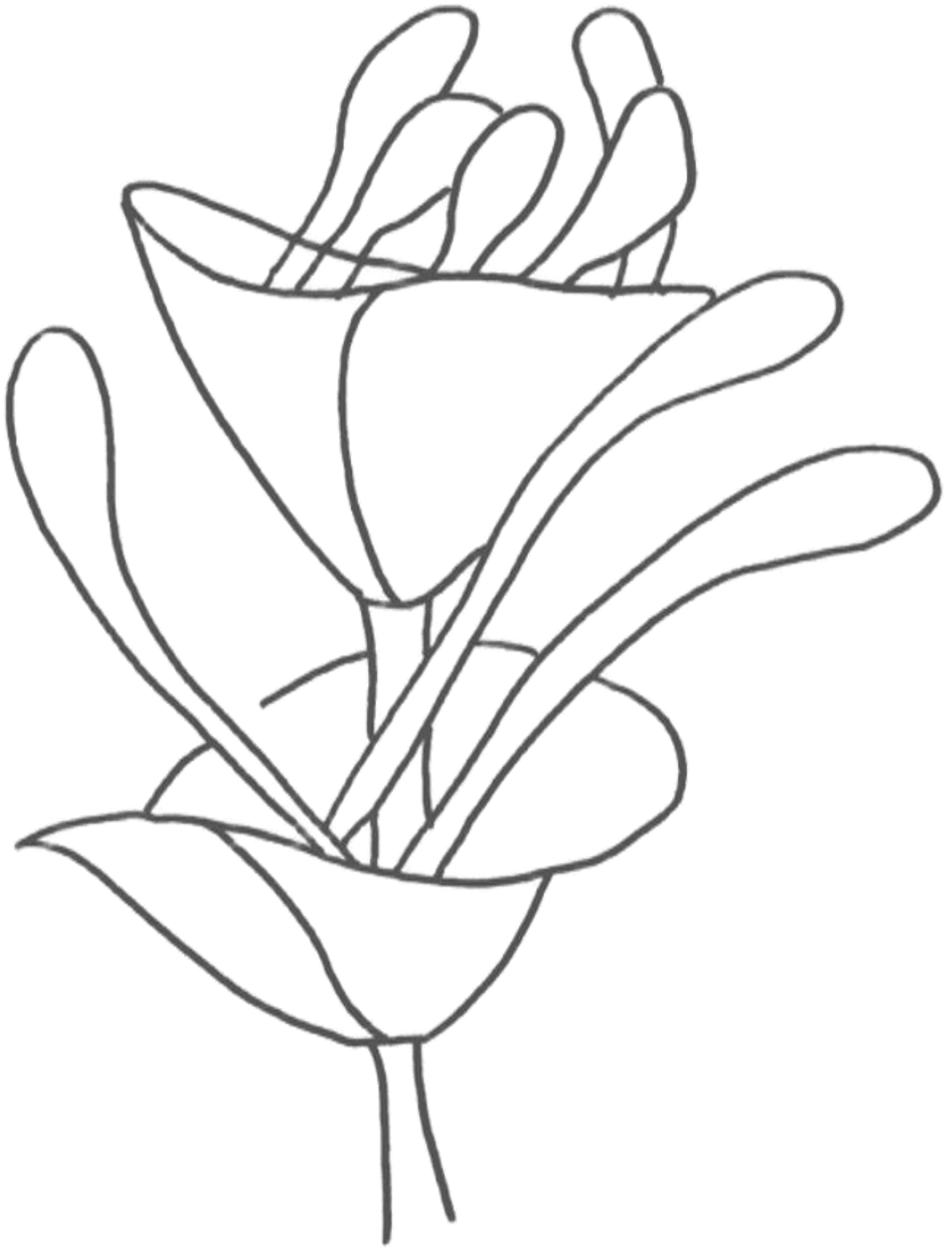


Lonicera implexa



Scan. Answer. Grow.



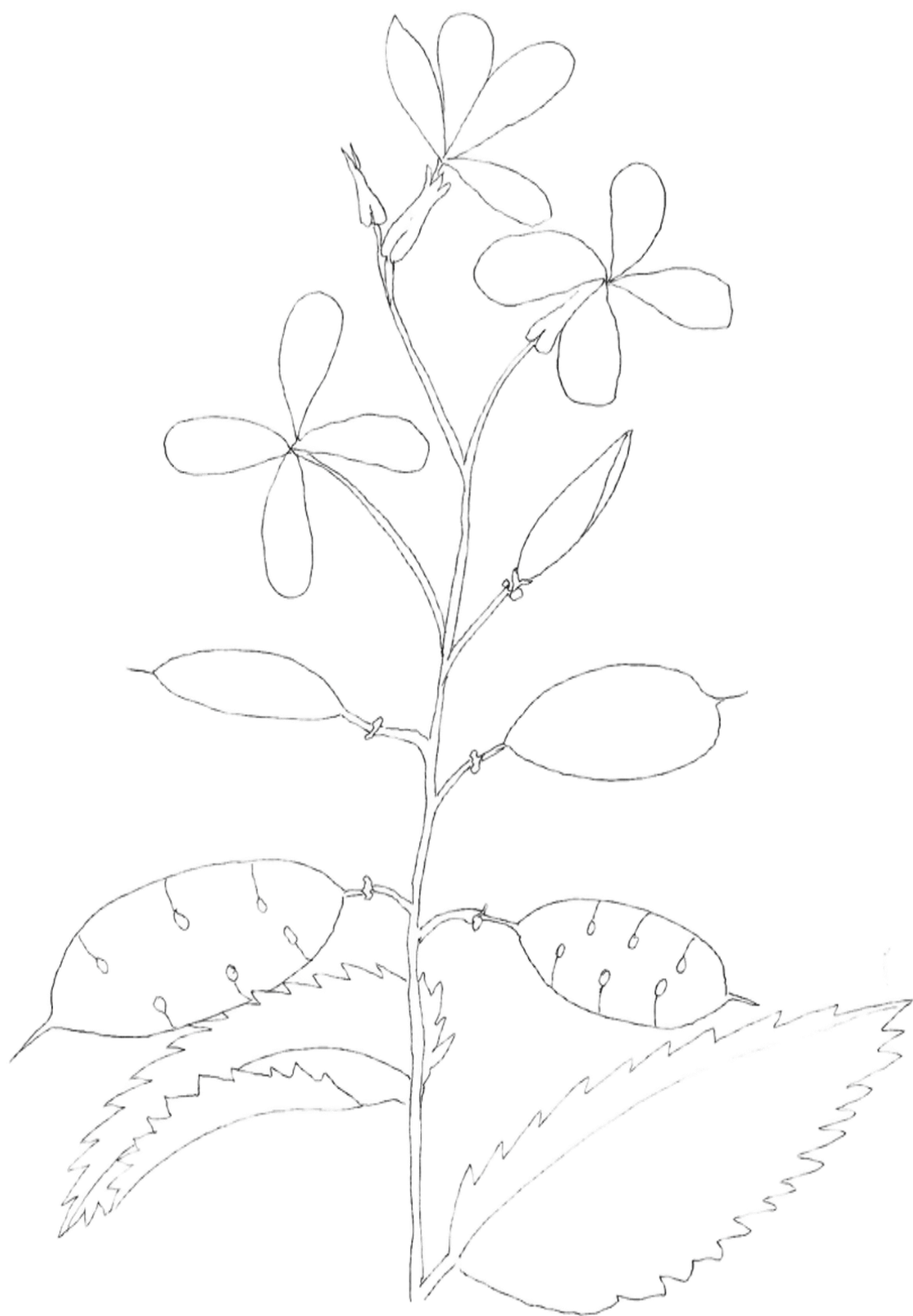


Lunaria annua



Scan. Answer. Grow.



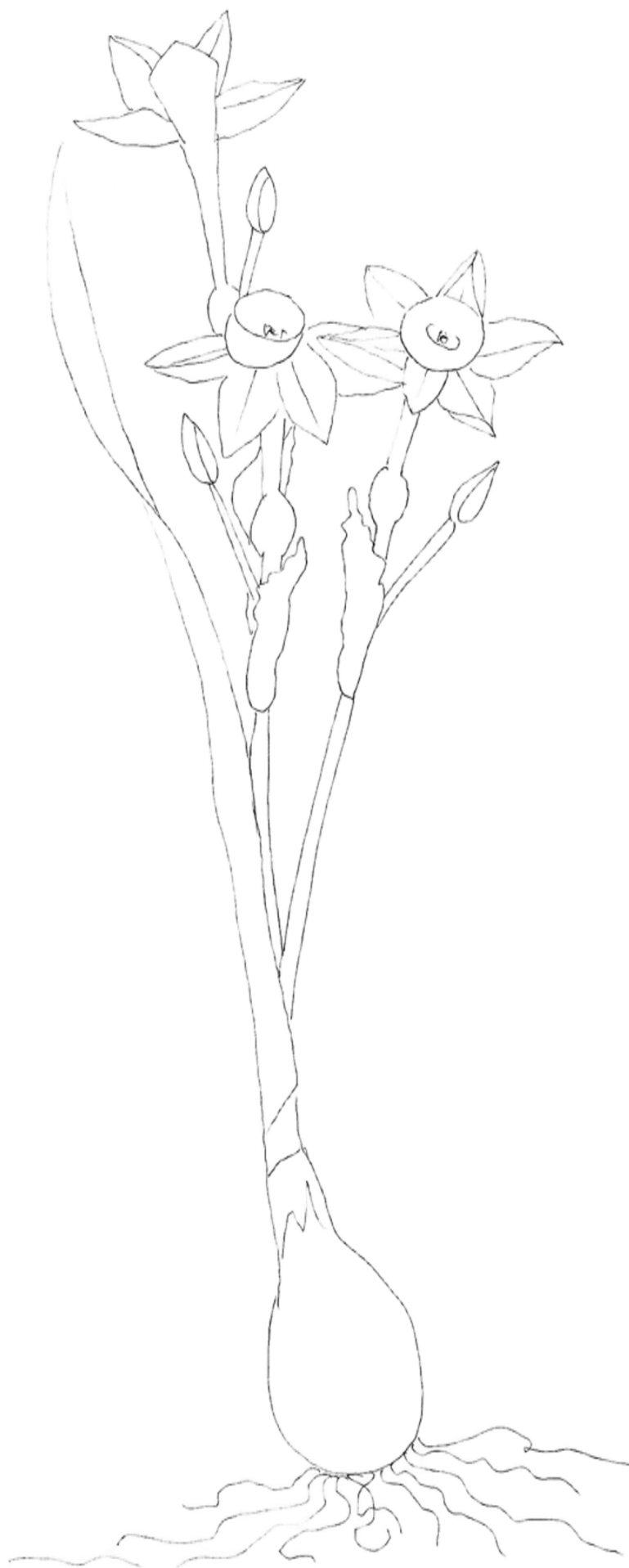


Narcissus assoanus



Scan. Answer. Grow.



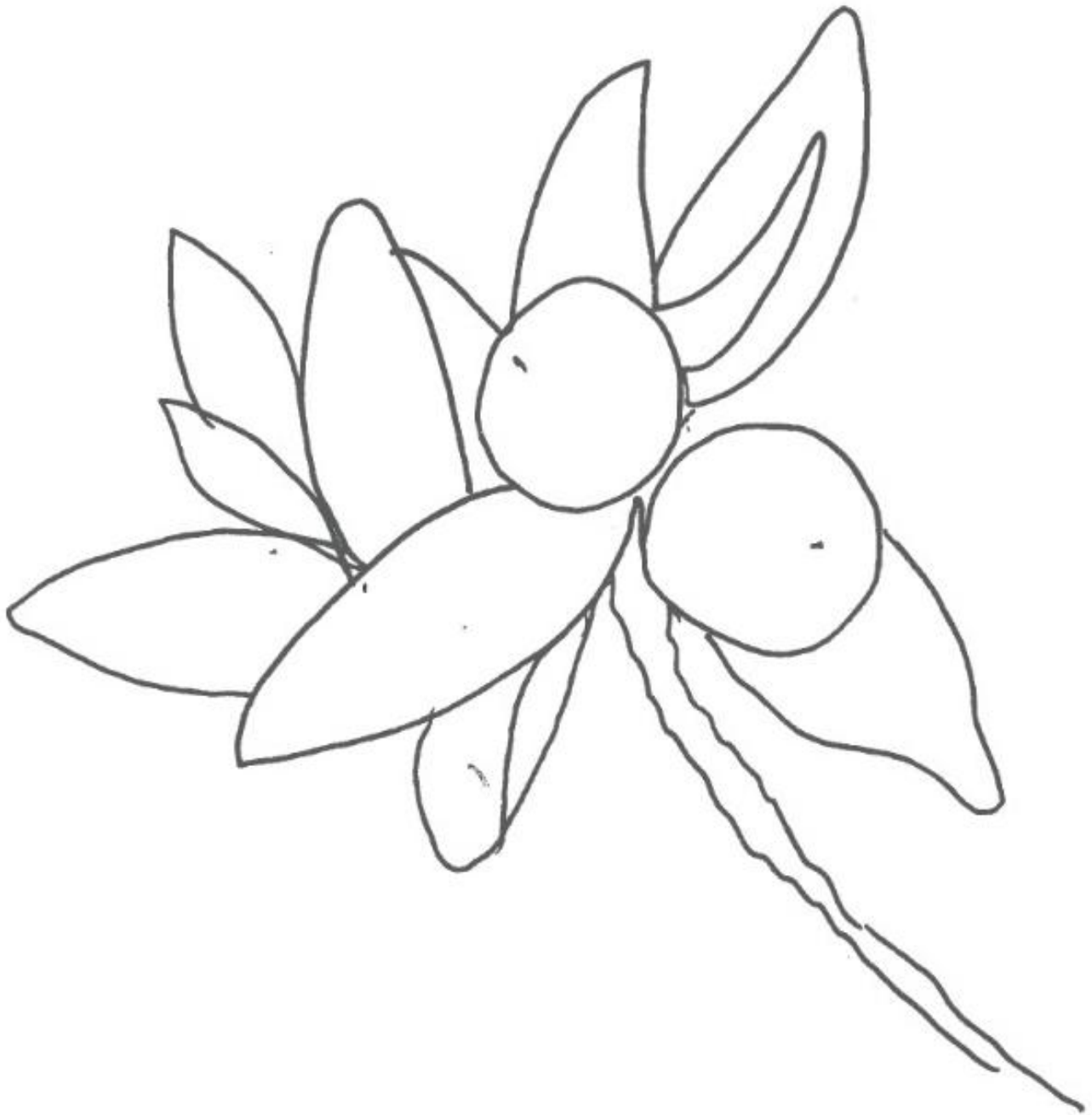


Phillyrea media



Scan. Answer. Grow.

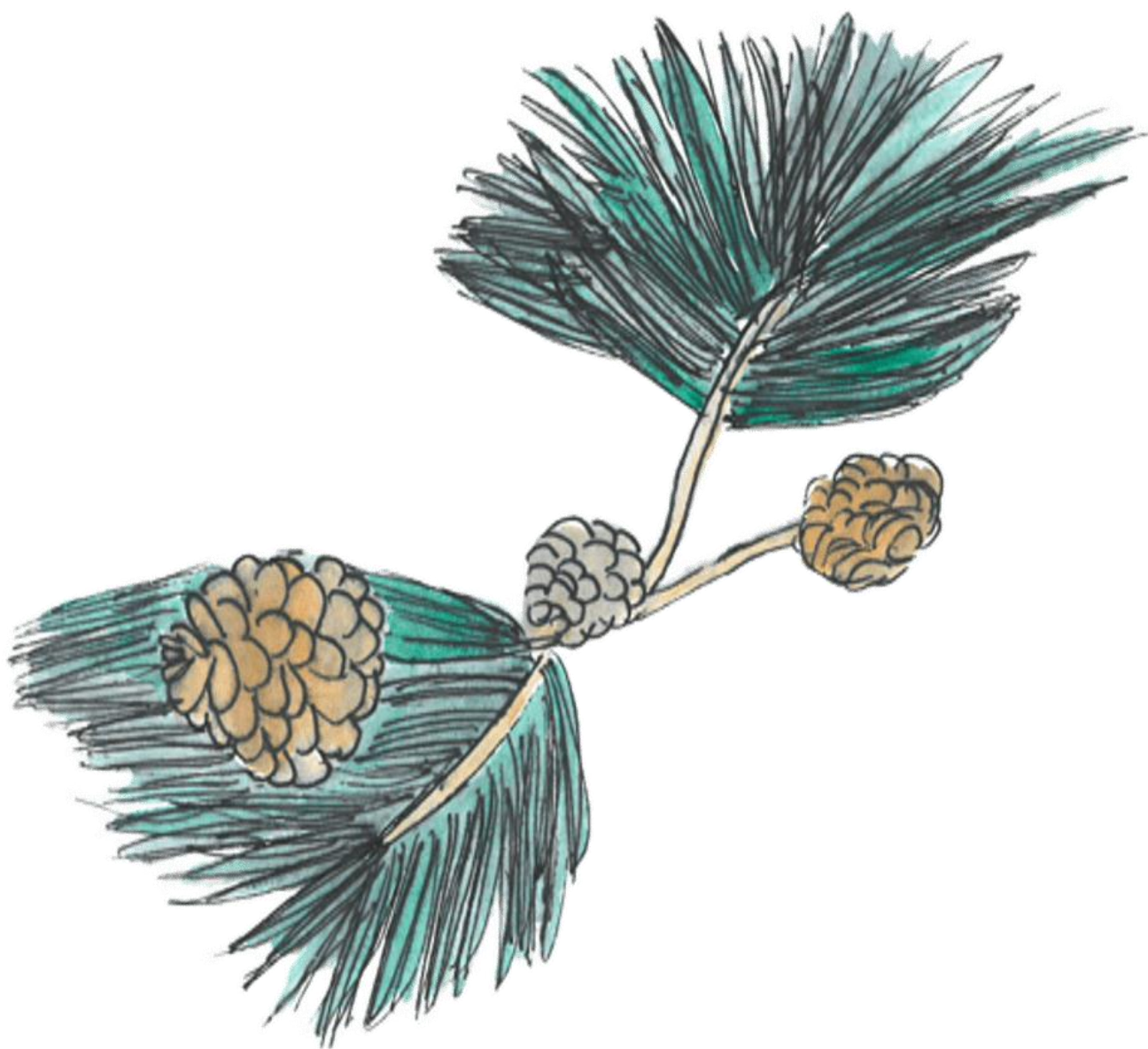


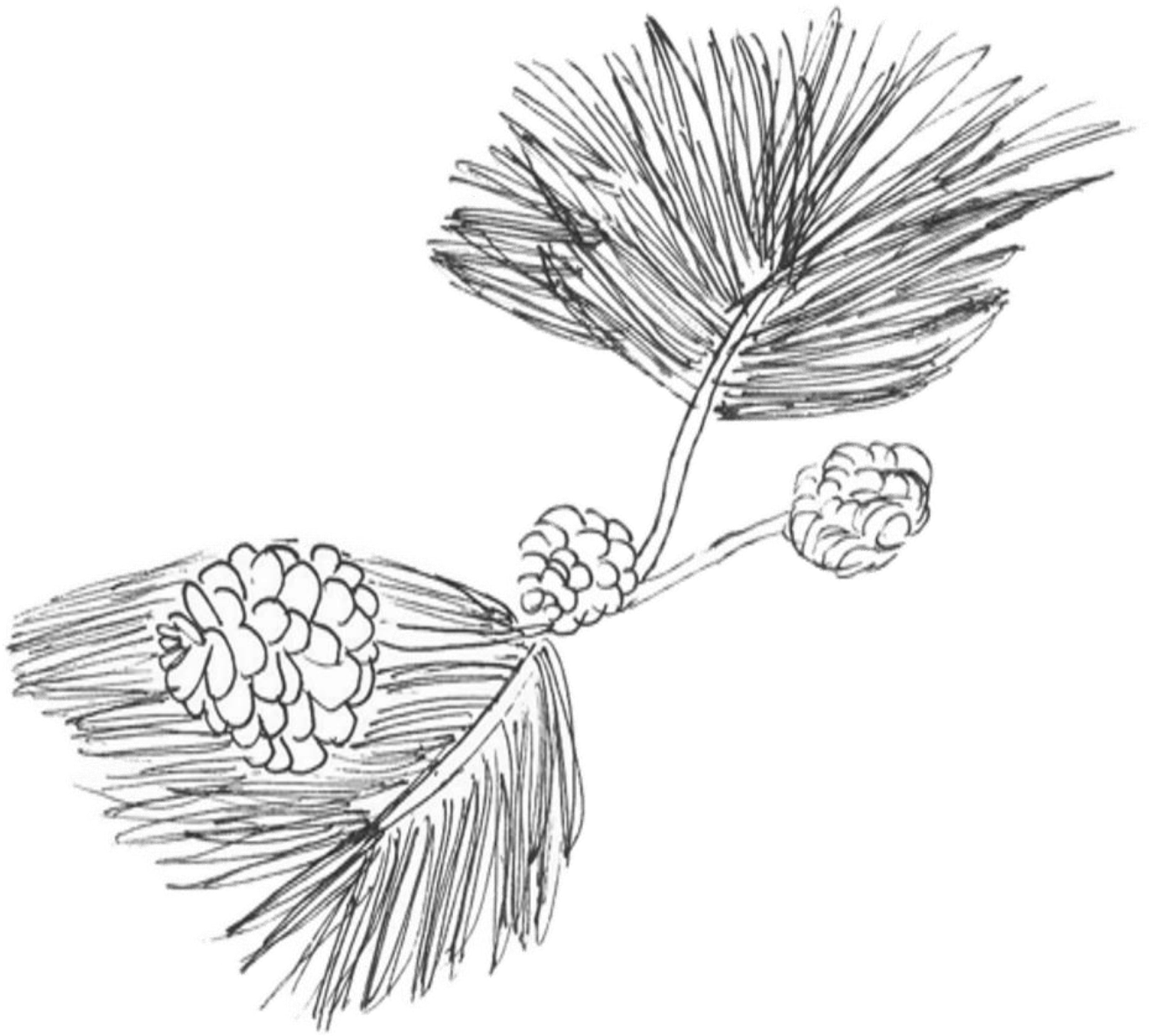


Pinus halepensis



Scan. Answer. Grow.



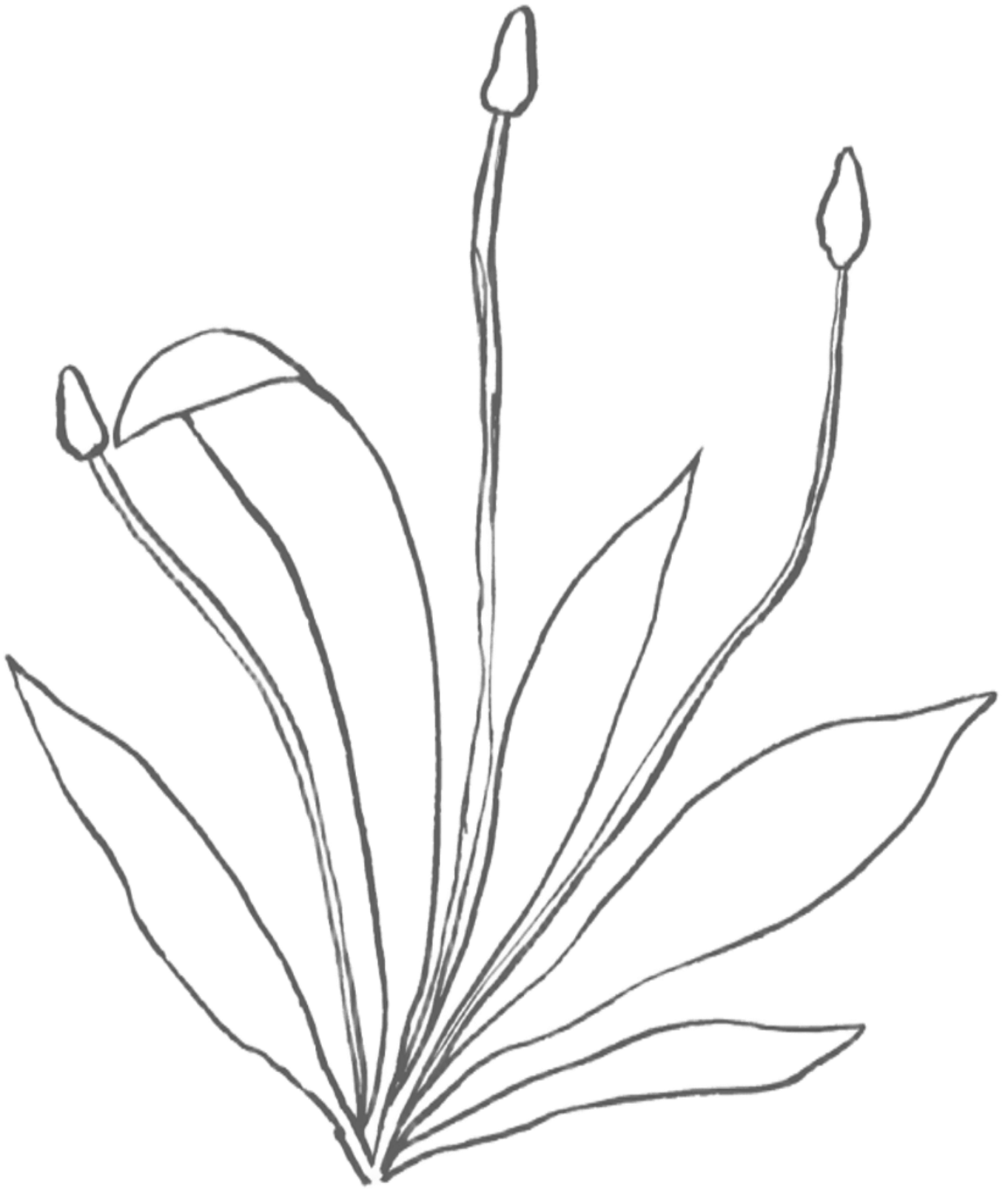


Plantago lanceolata



Scan. Answer. Grow.

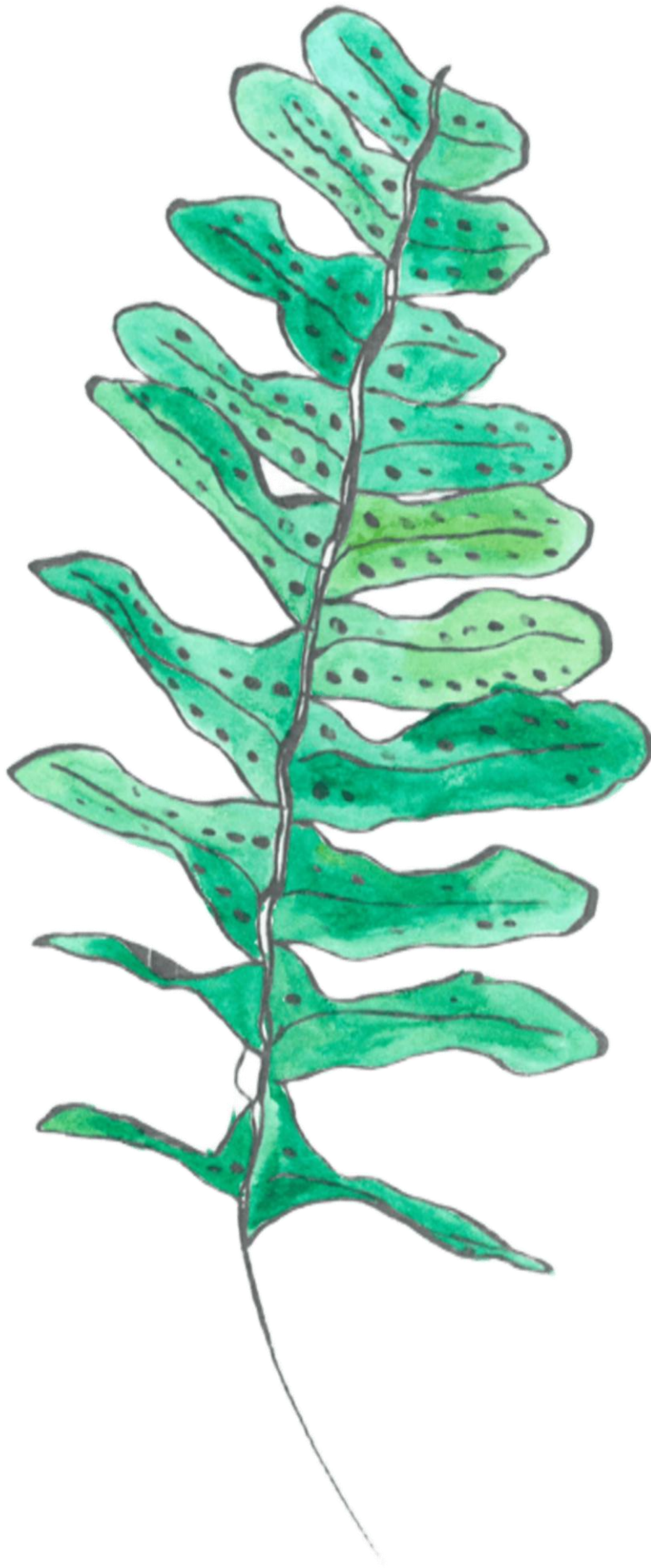


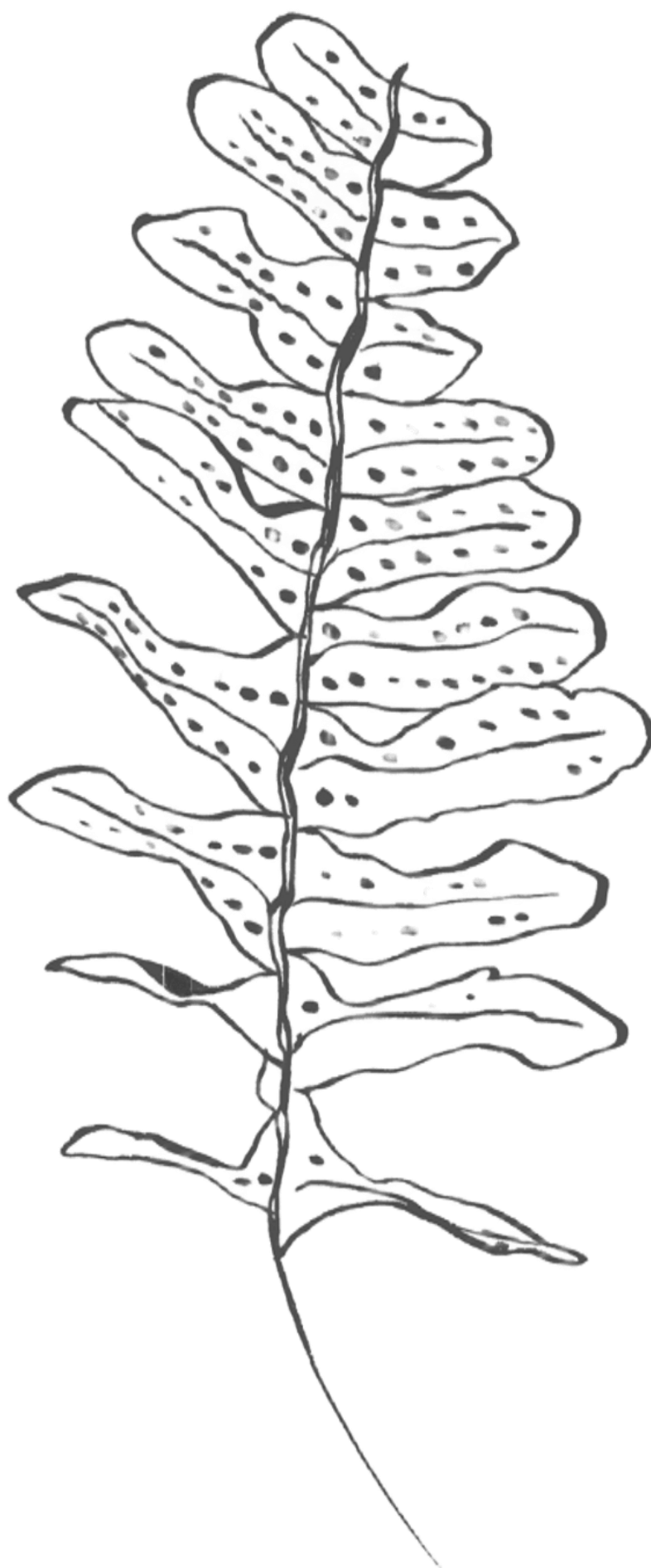


Polypodium cambrium



Scan. Answer. Grow.





Populus nigra



Scan. Answer. Grow.





Quercus coccifera



Scan. Answer. Grow.

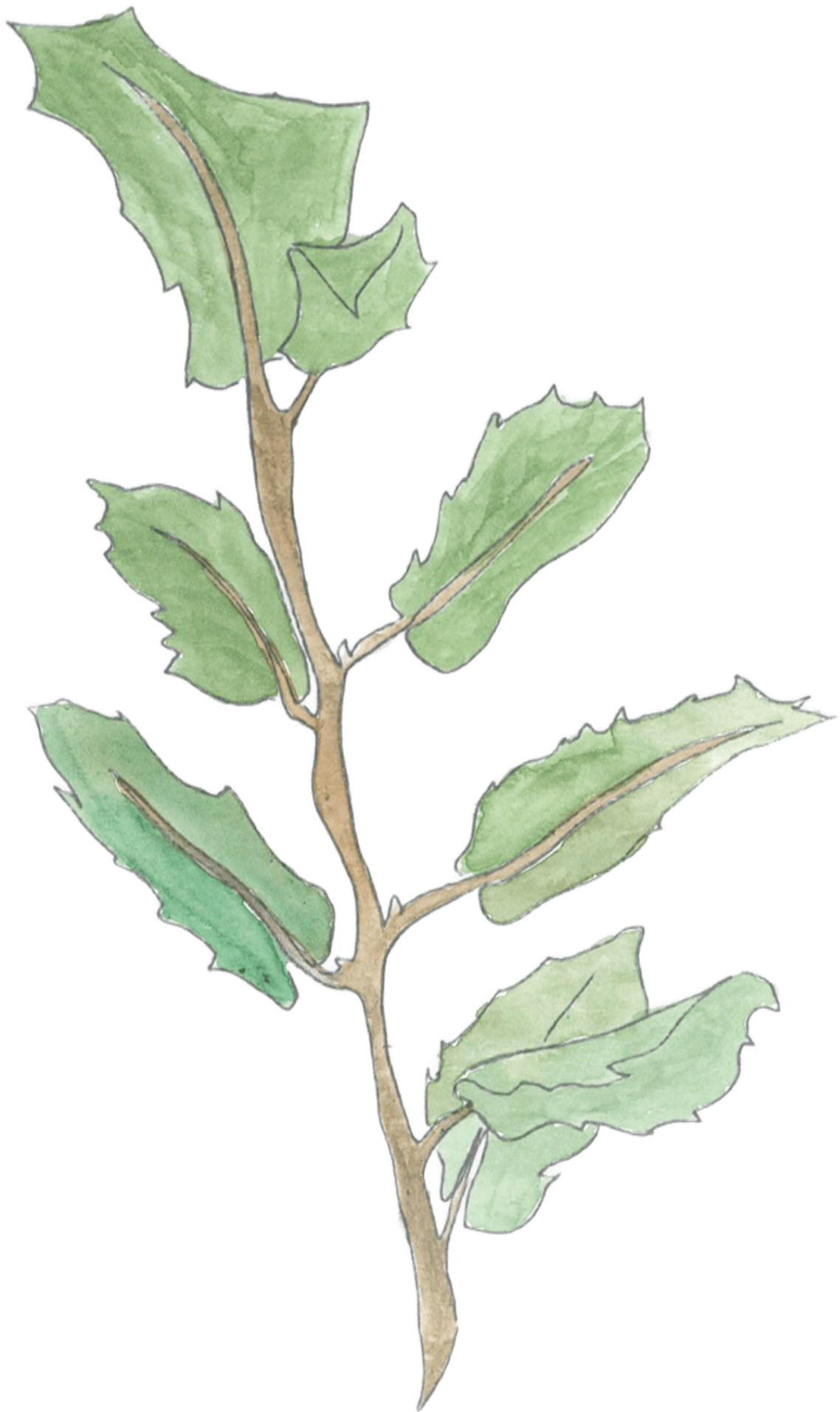


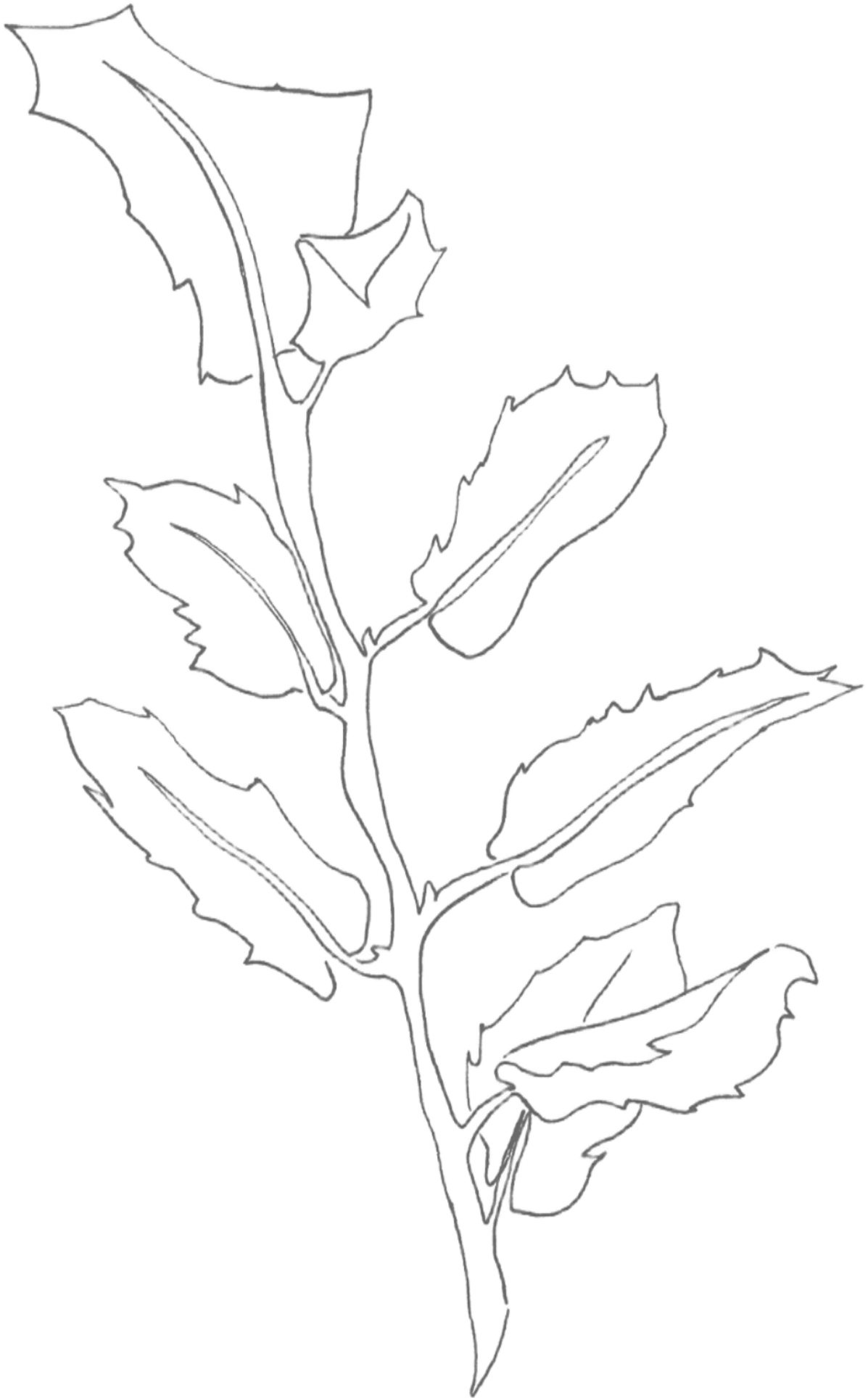


Quercus ilex



Scan. Answer. Grow.

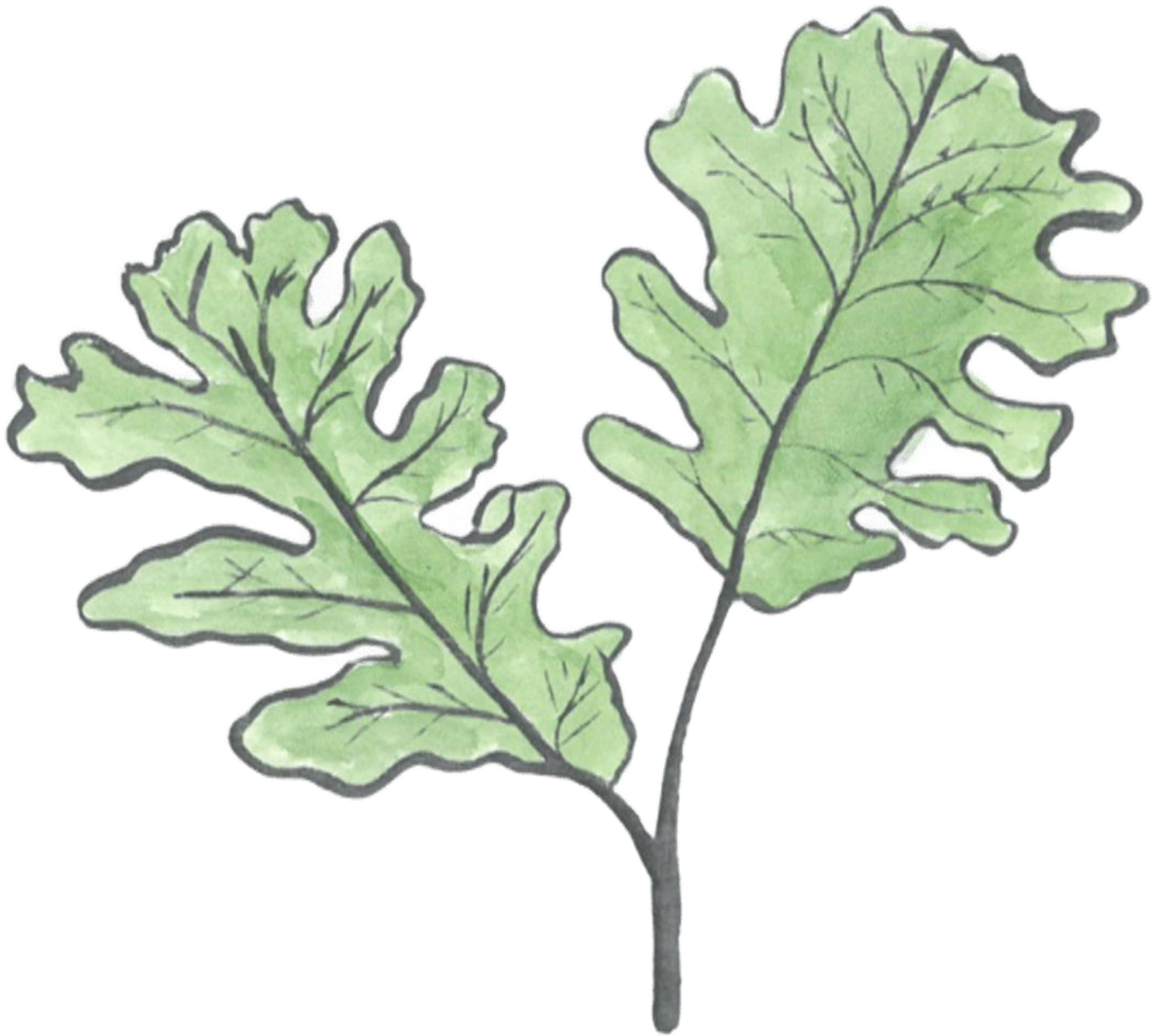




Quercus pubescens



Scan. Answer. Grow.





Rosmarinus officinalis



Scan. Answer. Grow.

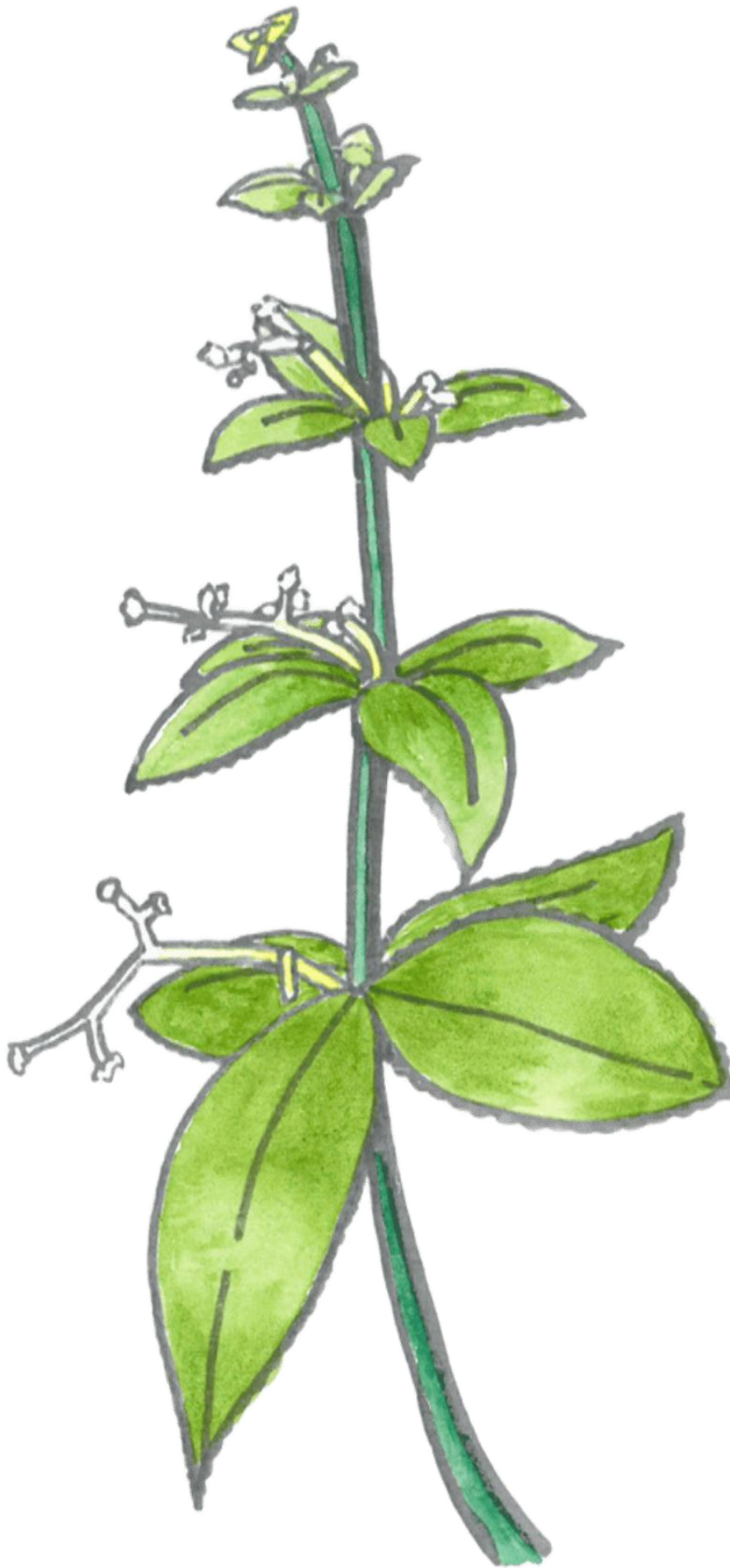




Rubia peregrina



Scan. Answer. Grow.





Ruscus aculeatus



Scan. Answer. Grow.





Smilax aspera



Scan. Answer. Grow.





Taraxacum sp



Scan. Answer. Grow.

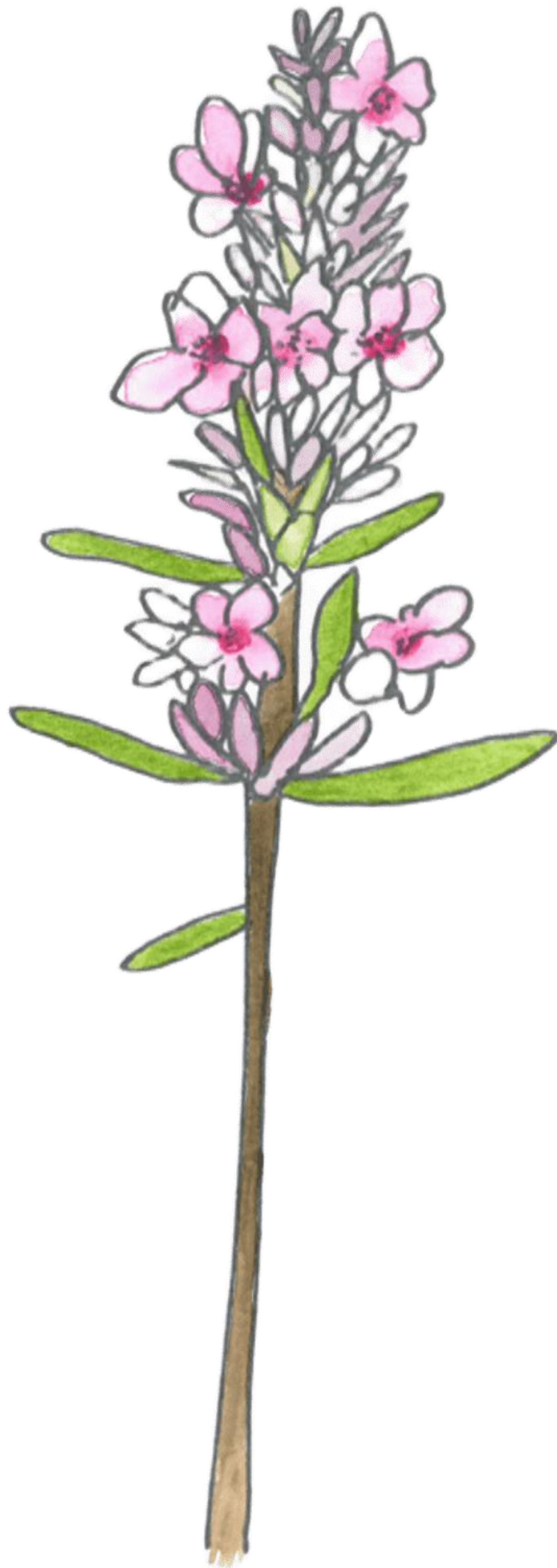


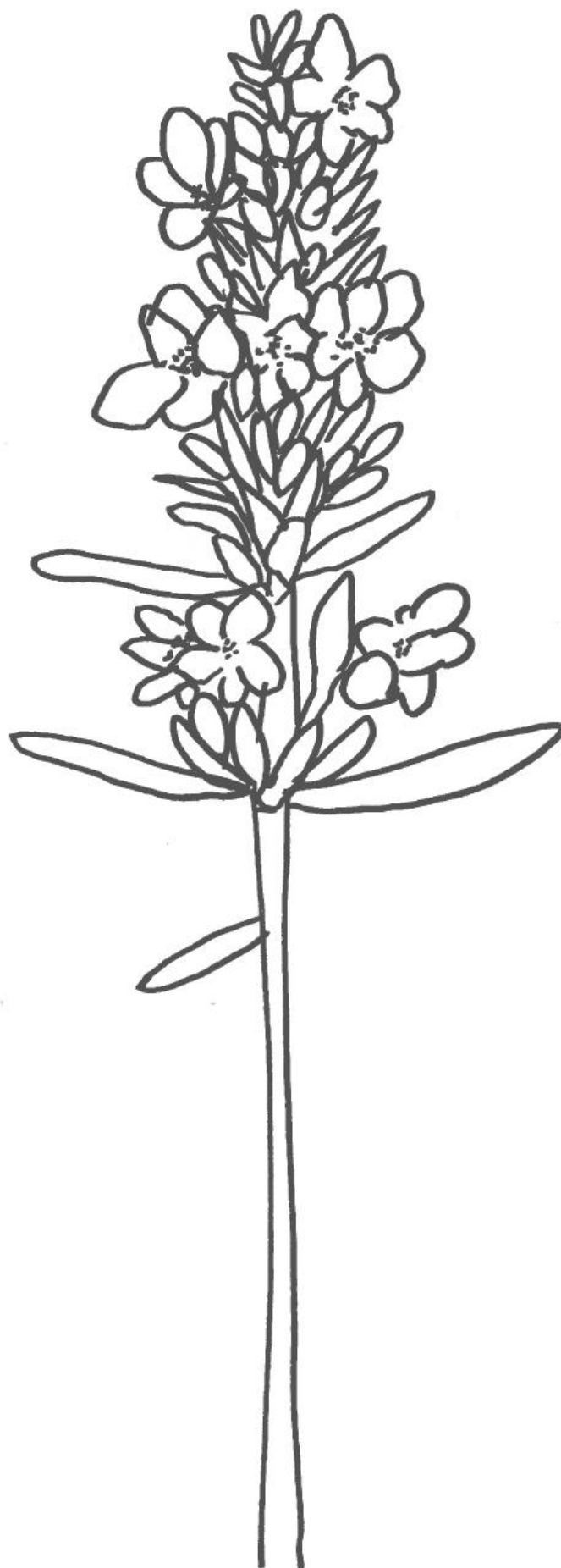


Thymus vulgaris



Scan. Answer. Grow.





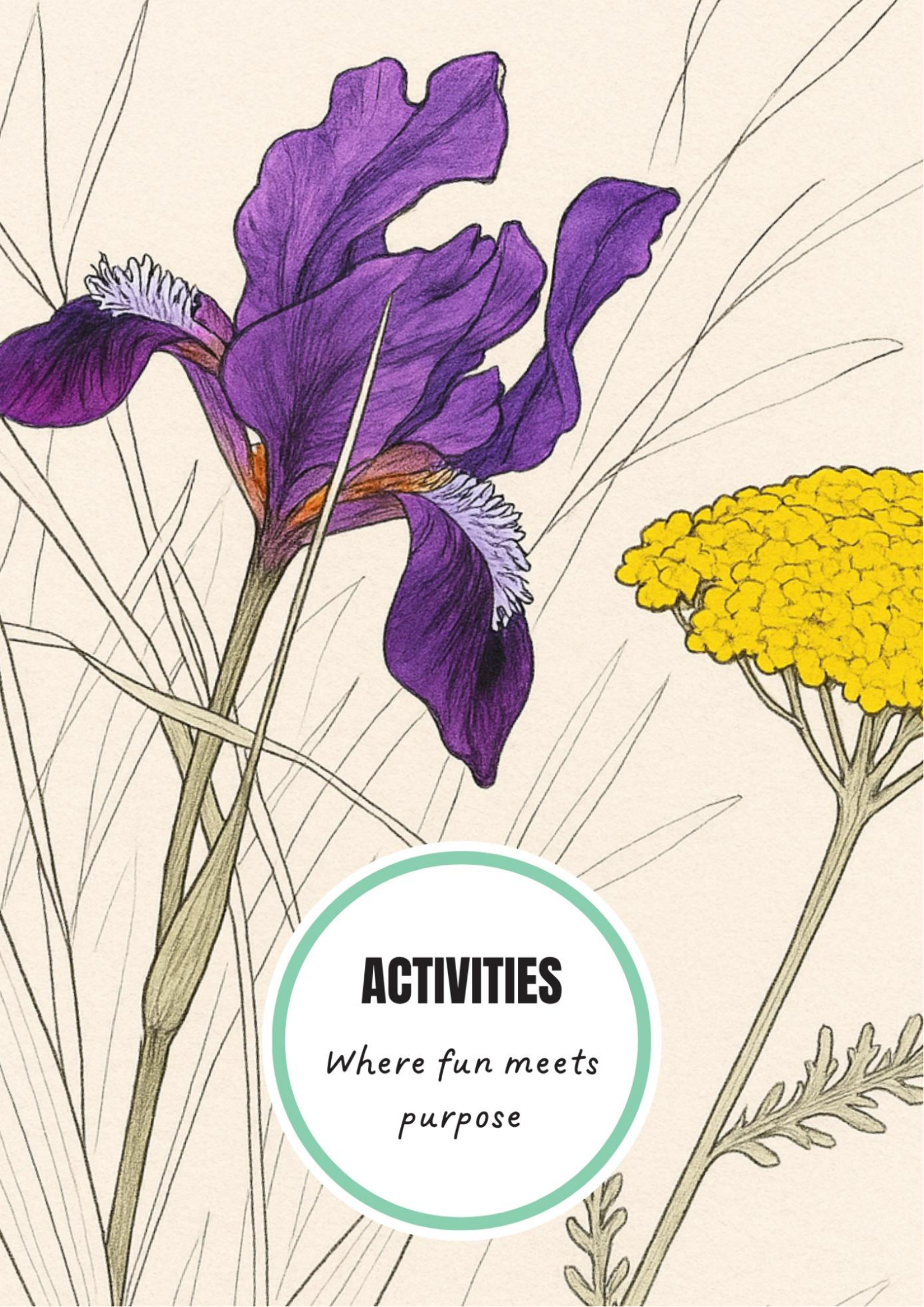
Viburnum tinus



Scan. Answer. Grow.







ACTIVITIES

*Where fun meets
purpose*

FROM PETALS TO PAGES: EXPLORING NATURE THROUGH WRITING

José María Pérez

Duration: 1.5 hours.

Number of participants: 10–20.

Materials

- Sheets of colored paper (4 colors: yellow, blue, green, pink).
- Pens, markers, colored pencils.
- Blank writing paper or notebooks.
- Illustrations or images of local/regional plants.
- A small box or container for drawing papers.

Objectives

- To foster creative writing skills through playful, randomized prompts.
- To explore and reflect on native or legendary plants from Romania.
- To introduce basic literary devices, genres, and text types.
- To encourage self-expression and imagination in writing.
- To develop feedback and critical reading abilities.

Activity Description

In this creative writing activity, participants explore local Romanian plants through a playful randomization game that inspires imagination and literary expression. The session begins with a short introduction in which the facilitator welcomes the participants and presents several legendary or lesser-known plants found in the region. Participants are then introduced to the four categories of prompts, each represented by a different color of folded

paper: yellow for plant illustrations or names, blue for literary figures (such as metaphor or personification), green for genres (like fantasy or drama), and pink for text types (such as poetry, micro-fiction, or descriptive writing). Each category can be adjusted by the facilitator depending on the group's age and writing experience. Brief explanations of each category may be provided, especially if participants are new to creative writing.

Next, participants take turns drawing one slip of paper from each color, resulting in a unique combination of four prompts. For example, one participant might receive *Tulipa sylvestris*, *metaphor*, *fantasy*, and *poetry*, while another participant might receive *Paeonia tenuifolia*, *personification*, *drama*, and *micro-fiction*. These prompts serve as the foundation for their individual creative texts. The randomized nature of the activity encourages flexibility, humor, and originality, often resulting in surprising or thought-provoking combinations.

Once all participants have their four prompts, they begin the writing phase. They use their assigned plant, literary device, genre, and format to craft a short creative piece. The writing should be brief, not exceeding one page, allowing participants to focus on the quality and clarity of their expression rather than length. Depending on the group, the facilitator can suggest participants illustrate their texts or use color and layout to enhance their presentation. This stage should not exceed 20 minutes to maintain a fast-paced, engaging rhythm.

After writing, participants exchange their stories and read each other's work. This peer-reading segment allows for informal feedback and encourages appreciation of diverse writing styles and interpretations. A few volunteers may be invited to read their work aloud, helping to build confidence and showcase a variety of creative voices. This sharing moment reinforces the collaborative, low-pressure spirit of the activity while celebrating individual creativity.

Reflection questions

Participants come together for a group reflection, either in a circle or in small groups. The facilitator leads an open discussion using the following questions:

- What plants did you know before doing this activity, and which ones did you learn about today?
- What was the most challenging part of writing with four random elements?
- How did the random prompts affect your creativity or imagination?
- How could you describe this activity through a metaphor?
- Which story or idea from a peer stood out to you the most, and why?

PLANT TREASURE HUNT

Céline Boulmier

Duration: 1.5 hours.

Number of participants: 10–20.

Materials

- Thumbnails depicting common forest plants near you (or pencils to draw them). A smartphone could also be used, but the idea is to disconnect young people from screens.
- An A4 size cardboard box.
- A transparent pouch with eyelets.
- A rope.
- Paper or fabric bags for plants harvested by young people
- A magnifying glass for a closer look.

Objectives

- To encourage participants to observe and identify local plants in their natural habitat.
- To promote sensory exploration of nature (sight, touch, smell, sound).
- To foster teamwork and collaborative learning in an outdoor setting.
- To spark curiosity about biodiversity and local ecosystems.
- To explore reasons why certain plants are rare, thriving, or absent in specific areas.
- To support hands-on learning and experiential engagement with nature.
- To inspire creative thinking through storytelling and plant-based narratives.
- To deepen participants' connection to the outdoors and the environment.
- To cultivate environmental awareness and a sense of wonder about the natural world.

Activity description

The idea is to create a visual support of ten to fifteen images representing plant elements that young people will have to find during an outing in nature: a plant, a seed, a leaf, a flower, a bud, etc. Make sure to vary these elements according to the seasons.

Before the nature outing, draw or glue pictures of several elements onto a small piece of cardboard. Laminate the sheet, stapling a transparent pocket over it, and make sure it's possible to attach it to the children's elbows or clothing with a small piece of string (this will allow them to keep their hands free to explore).

In this list, include one or more items that are more difficult to find than the others, for example a wild strawberry, or even impossible, such as a carnivorous plant or a traveler's tree. This will then allow discussion to begin by getting the young people to question the reason for this rarity (non-local plants, for example, or exotic species), but also about ecosystems, types of environments, and soils.

Take the kids to a park, ideally a forest, where there are plants. To make this a real challenge, set a time limit for the kids to find all these items and ask them to collect the items from their scavenger hunt that can be found in their bucket.

Once the allotted time is up, take stock with them using the finds collected in their bucket. Ask them what they had the most difficulty finding and encourage them to wonder or marvel at the answers. This activity can then be used to create myths or legends around the items collected during the treasure hunt.

Reflection questions

- Which plants were easy to find? Which were hard or impossible? Why do you think that is?
- Did you see anything you've never noticed before? A shape, a smell, a color?
- Why do some plants grow here and not others? What does this say about our local environment?
- Did you learn a new fact, or did you notice you see nature differently now?
- Can you imagine a legend or myth about one of the plants you found?



NATURE JOURNALISTS

Michael Stange

Duration: 1.5 hours.

Number of participants: 10-15.

Materials

- A sheet of A4 paper and a pen for each participant.
- Photo cameras or other devices that can take photos (optional).

Objectives

- To encourage a sense of connection to nature.
- To motivate young people to spend more time in nature.
- To develop skills of observation through journaling and exploration.

Activity description

Find a calm spot in nature. It can be a nearby forest, urban park or garden. If possible, take participants out of the city/town: their experiences will be stronger the further they are from urban life. Inform participants that today they will be nature journalists, and will explore a natural site. Give each participant a sheet of A4 paper and a pen. Optional: if a camera or smartphone is available for every participant, you could allow them to use these. Do not allow cameras/smartphones if some participants do not have access to them.

Once you are at the site, prepare participants for the experience by reminding them that nature is a great place to get rid of stress, or to breathe cleaner air than in a city, or to find peace and quiet. Tell them that they have about 30 minutes to explore nature, without talking to each other. They can take notes (and photos) in these 30 minutes, on the following signs of life:

- Signs of dependence (one thing being dependent on another).
- Signs of change.
- Signs of human activity.

- Something unusual or surprising.
- An animal, a vegetable and a mineral.
- Biodiversity (the wide variety of living things).
- Their feelings. 3. After 30 minutes, bring them back together and ask them to share their notes in small groups (3-5 participants).

Reflection questions

Begin by asking for answers to a few of the questions they investigated. You could ask participants to share not their own answers, but the answers of others in their small group. Then discuss some of the following questions.

- Did you enjoy the experience outside? What did you like or not like?
- Did you discover anything new or unexpected?
- Did your answers differ from those of others in your small group? Can you explain this?
- Many natural sites risk disappearing because of human activity, such as industry, agriculture, or pollution. Did anyone find any evidence of this?
- Did spending some time in nature remind you of the value of the environment?
- What role does nature play in the survival of humanity, and the planet as a whole?
- How can we make sure that nature and the environment are better defended?



MAKING A DIFFERENCE: YOUTH CAMPAIGNS FOR ENVIRONMENTAL CHANGE

Foteini Arapi

Duration: 2.5 hours.

Number of participants: 20–30 young people, divided into small groups (4–6 participants per group).

Materials

- Internet access and devices for research (smartphones, tablets, or laptops).
- Flipchart paper or A3 posters.
- Markers, pens, scissors, glue.
- Magazines or printed images for collage (optional).
- Video recording devices (phones or cameras).
- Projector or screen for presentations.
- Printed task sheets (if needed).

Objectives

- To raise awareness among young people about key environmental issues.
- To foster teamwork and critical thinking through collaborative research.
- To empower participants to create awareness materials using creative and digital tools.
- To strengthen communication skills by planning and presenting advocacy campaigns.

Activity description:

In this dynamic group-based activity, participants explore pressing environmental challenges and create impactful awareness campaigns to address them. The session begins

with a short introduction where participants are divided into small working teams. Each group receives one environmental topic: plastic pollution, food waste, deforestation, water scarcity, loss of biodiversity, or the energy crisis.

The first task for each group is to research their topic. They explore what the issue is, how it is caused, the problems it leads to, and its broader environmental and social impacts. Participants are encouraged to use reliable online sources and critically assess the information they find.

Once the research phase is complete, groups move on to planning their awareness campaign. They discuss and decide on key messages, slogans, target audiences, and possible solutions or actions that the campaign should promote. Creativity and youth-centered perspectives are encouraged.

Then, each group develops a poster to visually present the campaign and a short video that conveys their message in an engaging way. These outputs can take the form of a commercial, a social media reel, or a public service announcement. Throughout the process, teams are responsible for managing their time effectively, collaborating, and assigning tasks within their group.

At the end of the activity, all groups come together to present their posters and videos. A short discussion follows each presentation, allowing space for feedback, questions, and reflections. The session concludes with a collective reflection.

Reflection questions

To close the activity, participants gather in a circle or small groups to reflect on their learning experience. The facilitator encourages open dialogue with questions such as:

- What did you learn today that surprised you?
- How did working as a team influence your ideas and creativity?
- Which environmental issue do you now feel more connected to, and why?
- How can youth-led campaigns make a difference in your community?
- What would be your next step if you wanted to take real action?

This activity not only fosters environmental awareness but also builds essential skills in communication, teamwork, creativity, and active citizenship.

HANDOUT FOR THE ACTIVITY

PLASTIC POLLUTION

Task 1: Make research about plastic pollution.

Find out what it is. How it is created. What problems it creates. Its impact.

Task 2: Plan an awareness campaign to raise awareness on this issue and present ways to address this issue.

Task 3: Create a poster that can be used in your awareness campaign

Task 4: Create a video that can be used in your awareness campaign

FOOD WASTE

Task 1: Make research about food waste.

Find out what it is. How it is created. What problems it creates. Its impact.

Task 2: Plan an awareness campaign to raise awareness on this issue and present ways to address this issue.

Task 3: Create a poster that can be used in your awareness campaign

Task 4: Create a video that can be used in your awareness campaign

DEFORESTATION

Task 1: Make research about deforestation.

Find out what it is. How it is created. What problems it creates. Its impact.

Task 2: Plan an awareness campaign to raise awareness on this issue and present ways to address this issue.

Task 3: Create a poster that can be used in your awareness campaign

Task 4: Create a video that can be used in your awareness campaign

WATER SCARCITY

Task 1: Make research about water scarcity

Find out what it is. How it is created. What problems it creates. Its impact.

Task 2: Plan an awareness campaign to raise awareness on this issue and present ways to address this issue.

Task 3: Create a poster that can be used in your awareness campaign

Task 4: Create a video that can be used in your awareness campaign

LOSS OF BIODIVERSITY

Task 1: Make research about the loss of biodiversity

Find out what it is. How it is created. What problems it creates. Its impact.

Task 2: Plan an awareness campaign to raise awareness on this issue and present ways to address this issue.

Task 3: Create a poster that can be used in your awareness campaign

Task 4: Create a video that can be used in your awareness campaign

ENERGY CRISIS

Task 1: Make research about the energy crisis

Find out what it is. How it is created. What problems it creates. Its impact.

Task 2: Plan an awareness campaign to raise awareness on this issue and present ways to address this issue.

Task 3: Create a poster that can be used in your awareness campaign

Task 4: Create a video that can be used in your awareness campaign



NATURE PHOTOGRAPHY CHALLENGE

Ioanna Ravani

Duration: 1 hour–1.5 hours.

Number of participants: 10–20.

Materials

- Smartphones with cameras (1 per participant)
- Binoculars or magnifying glasses (1 per 4 participants)
- Optional: Notebooks for jotting thoughts or photo captions
- Internet access for uploading photos to a virtual gallery (e.g., Padlet, shared drive, or social media hashtag)

Objectives

- Build environmental and sustainability-related competencies.
- Develop observation skills through focused exploration of nature.
- Foster appreciation for biodiversity and natural ecosystems.
- Encourage creative storytelling using photography as a medium.
- Strengthen personal connection to the natural environment.

Activity description

During a walk in nature (forest, park, beach, mountains, or even an urban green space) participants are given 5 specific themes for their photo shooting and are asked to capture the ambience of a prompt:

1. **Hidden Details** – macro shots of textures, bugs, moss, for example textures on tree bark or leaves, insects on a flower or rock, moss growing in unexpected places, tiny fungi or lichen on a log.

2. **Light and Shadow** – focus on contrast and time of day, for example sunlight through leaves creating patterns, shadows stretching across a trail, silhouettes at sunrise or sunset, contrast between sunlit and shaded areas.
3. **Patterns in Nature** – spirals, symmetry, fractals for example spiral patterns in pine cones or flowers, symmetry in leaves or butterfly wings, fractal-like tree branches or rivers, repeating shapes in rock or bark.
4. **Nature & Humanity** – subtle signs of people in the wild, for example worn footpath or trail markers, a bench overgrown with plants, tree carvings or natural graffiti, litter or structures reclaimed by nature (man-made objects or buildings that have been overtaken or integrated back into the natural environment such as a rusty fence with vines crawling all over it, an old, broken-down cabin covered in moss or ivy, a concrete path cracked open with weeds growing through., a tree growing through an abandoned car).
5. **Seasons or Mood** – capture the feeling of the moment, frost or snow on leaves, golden autumn foliage, bright spring blossoms, foggy, moody skies or rain-drenched trails. In the case of spring/sunny day, bees or butterflies hovering over wildflowers, people enjoying nature — picnics, hammocks, sunbathing, reflections of the sky in lakes, rivers.

Participants could upload their photos in a virtual gallery (e.g. a padlet or hashtagging on a social media group. Next, in a reflection group session the facilitator will ask the participants questions to reflect on the activity's topics such as "Why did you take this photo?", "What caught your attention?", "What story does it tell?", "Have you observed something unexpected", "What is your favorite photo and what it means to you?", "What have you noticed during the walk that they hadn't before?".

The activity could be extended to create a mini-exhibition (printed or digital) after each participant writes a short caption or story for each photo. Moreover, the photos could be seen as a jump-off to explore Biodiversity and ecosystems, Climate (seasonal changes, heatwaves, drought), Human impact on nature (litter, land use, restoration).

Reflection questions

- Why did you take this photo?
- What details or patterns caught your attention?

- What story does your photo tell about nature?
- Did you observe something unexpected or new?
- How did using a specific “theme” influence the way you saw the environment?
- Which photo is your favorite and what does it mean to you?
- Did this activity change how you perceive human impact on nature?
- What have you noticed during the walk that you hadn’t before?

Extensions (optional):

- **Mini-exhibition:** Have participants write captions or short stories for their photos. Display them in a digital or printed exhibition.
- **Thematic discussions:** Use the photos as a springboard for exploring biodiversity, seasonal changes, human impact, and restoration.

