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SOSPARKS
Sustainable Sport in the Parks

GUIDELINES

SUSTAINABILITY EDUCATION FOR SPORTS EVENTS
IN PROTECTED GREEN AREAS





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2023 September



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In a collaborative effort with the consortium, the Zentrum für Innovative Bildung created and led the development of this manual.

The main partner of the project

AMBECO' Environment and Communication Soc.Coop.Arl, Italy

Contributing partners

Asociatia Door To Outdoor, Romania
ERCI Team APS-Onlus, Italia
Zentrum für Innovative Bildung, Austria

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This publication "SUSTAINABILITY EDUCATION GUIDELINES FOR SPORTS EVENTS IN PROTECTED GREEN AREAS" was developed within the project: 101090526 — Sustainable Sports in the Parks "SOSPARKS".

Funded by the European Union. The opinions expressed are, however, those of the author(s) alone and do not necessarily reflect the views of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the EACEA can be held responsible for this.



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SUSTAINABILITY EDUCATION IN SPORT EVENTS




Environmental education aims to strengthen environmental protection through the dissemination of a culture of sustainability among all age groups of the population, privileging forms of active knowledge and processes of effective behavioral change, stimulating collaboration, participation, networking, taking care of relationships, communication, methodologies, working with tools consistent with the principles and objectives of environmental education itself.

In order to have an effectively effective environmental communication and awareness plan, it would be necessary to set up sustainability education courses, which will have to be expressed at different levels, both scholastic and extracurricular.

Today, education for sustainability cuts across all areas and all themes, is aimed at all citizens without distinction, through information, awareness-raising and training actions, concerns all ages of life and involves all formal educational agencies and non-formal.

Sustainability education can therefore act as a very valid tool for bringing together the various actors who participate in the creation of a sporting event in a protected area.

During these events, various needs must be taken into account, the population must be made aware, but also those who organize the event must be raised, because these are delicate contexts which require extremely cautious actions.



This does not mean that sport and nature cannot coexist, in fact sport is a meeting between man and nature, one of the most beautiful and healthy encounters. Sport must be done in nature, it is born in nature, you run in nature, you swim in the water that is nature... sport and nature are a combination that must be valorised.

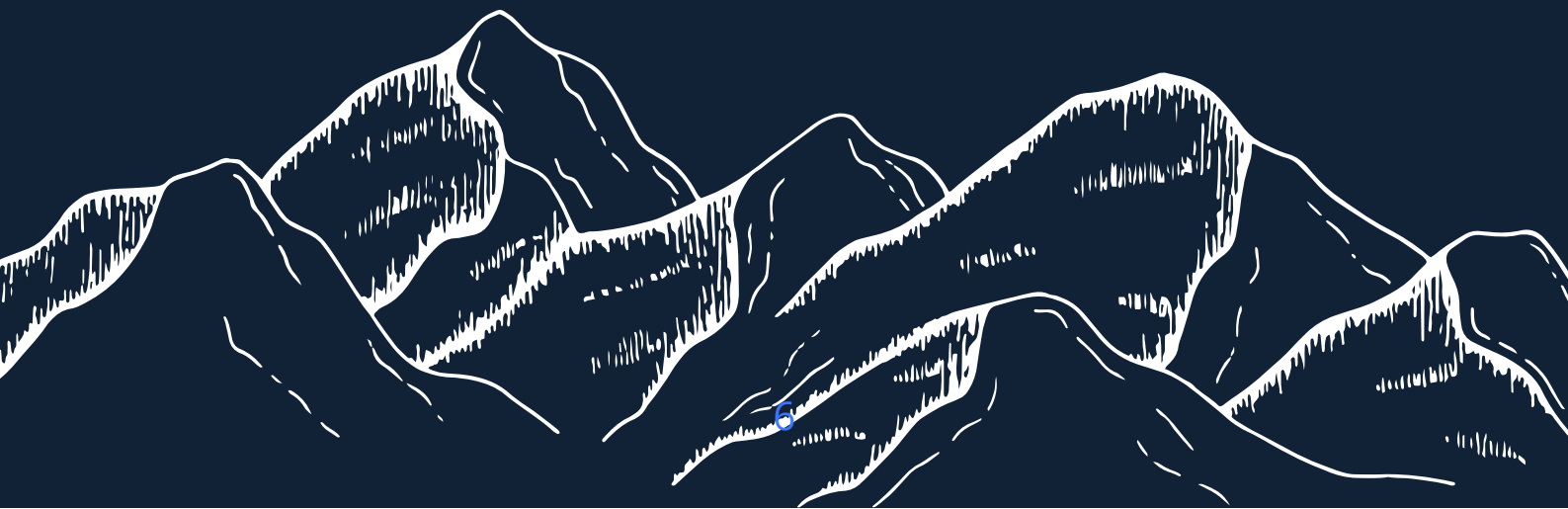
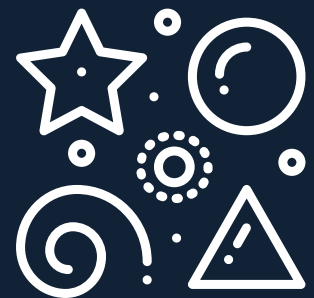
Environmental education is the tool that can create a union between all the parties involved in the creation of a sporting event in a protected area. In planning the sporting event it will therefore be important to give space, albeit at different levels of involvement, to sustainability education interventions that aim to:

- Develop knowledge on the environmental issue, through sharing and comparing scientifically correct and at the same time understandable data and information, based on the foundation of environmental data, monitored and made available on a daily basis;



- Stimulate first-person "participation" in the solution of environmental problems, promoting attitudes and behavior that are aware of the environment and at the same time responsible;

- Involve not only the "citizens of tomorrow", but also the entire "adult" world, with different languages and methodological approaches.



The basis of a sustainability education process must be based on some general principles:

- ★ Consider the environment as a system of relationships and man as one of the organisms that lives in that system (eco-socio-system);
- ★ Basing the cognitive-learning process on the systemic principle, that is, on the ability to grasp relationships and diversity,
- ★ Therefore, allowing the subjects participating in the project to be included in the dimension of complexity and in the horizon of sustainability.



UNESCO has called for education for sustainable development to be a fundamental component of all education systems at all levels by 2025, and for these education systems to include specific actions in support of the 2030 Agenda, explicitly linking educational actions with the sustainability policy and the 2030 Strategy of which they interpret and define the educational and participatory needs.





Environmental and sustainable development education must therefore be global, multidisciplinary, imparted to all ages and at all levels of formal and informal education, aimed at the whole community, capable of connecting knowledge to action through a process of assuming responsibility, capable of stimulating individual awareness to "give a sense of continuity that connects today's act to tomorrow's consequences, capable of demonstrating the interdependence between national communities and the need for the principle of solidarity between entire humanity"

Education for Sustainable Development (ESS) is today defined as a process capable of generating changes in knowledge, skills and behavioral attitudes in order to encourage the creation of a more sustainable and inclusive society for all. The ESS aims to equip present and future generations with the tools capable of satisfying their needs, balancing and integrating economic, environmental and social aspects as dimensions of Sustainable Development.



The debate on the educational methods and approaches necessary in this context has seen a significant evolution over time, highlighting how there is a need to move from a structure based on separate knowledge and disciplines to an approach based on the skills necessary for a single individual in order to contribute in effective way and in its own social context to the development of Sustainability.

Before creating an integrated communication plan, at whatever level, it is necessary to set the event's sustainability strategy, which must explain the environmental priorities on which the event organization intends to focus its attention.

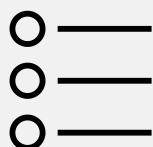
Fundamental elements of a sustainability strategy are:



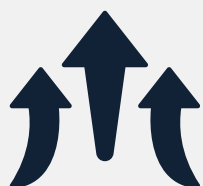
The mission of the promoter (i.e. the principles and values of the organiser) and the formal commitment to planning the event in accordance with the principles of sustainability;



The aims of the event, which recall the principles of sustainable development (ethical-social and environmental values);



A concise summary of the main good practices to be adopted, preferably in the form of bullet points or infographics;

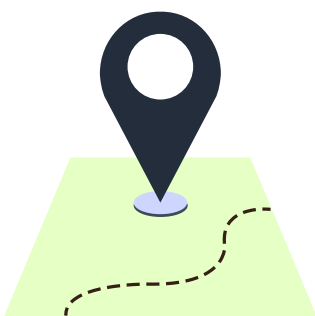


The commitment to continuous improvement (if the event is divided into multiple editions) and consistency with the provisions of the legislation in reference to the type of event.

It is therefore necessary to create an environmental communication and education plan to promote behaviors in favor of environmental protection and sustainable development, through various integrated communication interventions, which build positive adherence to reference models in the medium and long term to encourage management and protection of the territory.



Since these are messages that involve people's actions, it is necessary to highlight the advantages that adopting a certain behavior can guarantee, encouraging the modification of often consolidated habits.



The first step will be to carefully know the place where the event will be held, with its strengths and weaknesses, the communication dynamics, the stakeholders and the communication initiatives already in place.

The purpose of these guidelines is to promote the Sustainable Development Goals within sporting events, in awareness and skills building processes, which involve athletes and the community actively and emotionally.



THE GLOBAL GOALS



The aim is to strengthen the connection and complementarity of the different actions thanks also to the system strategy of the 2030 Agenda: prevention, mitigation and adaptation of climate change, transition to a new sustainable economy and society, change in lifestyles and management models, new active citizenship.

The specific objectives of the educational interventions will be:

- Acquire greater awareness of their role in the social and natural environment by reflecting on the consequences of their daily gestures;
- Actively involve all local stakeholders through a participatory process that sees them as protagonists within their territory;
- Stimulate reflections on the value of natural and cultural resources and on social behaviors relating to the issue of environmental protection, taking inspiration from observations and analyzes of the local reality;
- Stimulate the growth of the sense of belonging to one's territory so as to increase its capacity and desire to protect it;
- Carry out sustainability education projects that contribute to limiting the ecological footprint of the sporting events in which they take place

METHODOLOGICAL AND ORGANIZATIONAL ASPECTS

The approach must stand out for the innovativeness of the methodological methods with which the interventions will be carried out, which will favor an experiential and operational dimension (doing), the research method (hypotheses, verification and constant re-elaboration of acquisitions). Laboratory teaching will be implemented, because it is more flexible, effective and responsive to the need to develop students' knowledge, skills and competences through operational training situations. In this perspective, the center of educational action shifts from teaching to learning, through processes in which students and stakeholders are all direct protagonists.



An emotional-sensory approach to the environment will be used in which direct experience and creative processes will be the main tools for carrying out activities in order to develop emotional as well as cognitive knowledge.

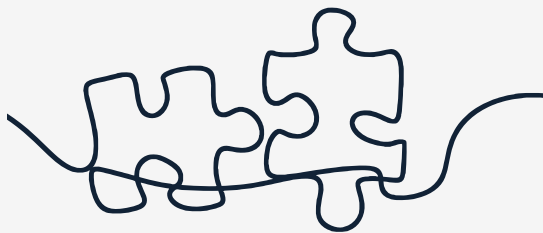
The setting of the educational method includes:



- informal teaching and learning;



- emotional, experiential, laboratory, cooperative, interdisciplinary and transdisciplinary approach to knowledge



- "doing to understand" and "know-how" teaching



- the notion of sustainability (environmental, social, economic, institutional)



- the systemic approach and attention to the ethics of responsibility



- the participatory and proactive approach



Each project will differ based on the target, the methodologies, the tools, the languages, be they communicative, educational or participatory.

Attention will be paid to the training phase of the staff involved, which provides specialist expertise in the sectors of environmental education and animation, nature tourism and in the scientific field.



The conception of the various activities will be structured by putting all the stakeholders at the center, their ability to act personally in the analysis of the territorial context in which they find themselves. The activities of the laboratory

will be designed in a systemic conception of the environment, that is, giving attention to the variability, diversity, the innumerable facets and interactions between living things, in a word to the biodiversity of the environment.



There are many reasons for a good communication and environmental education plan, and they are all connected to the valorisation of the event and its messages. In fact, they allow you to:



- involve participants and stakeholders in sustainable choices



- communicate the environmental responsibility of the organizers



- position the brand in a green key, accrediting itself as responsible and aware entities regarding environmental sustainability



- promote communication techniques that orient towards motivation for change and co-responsibility with respect to the issues addressed



- combine traditional one-way information communication tools

- (letters, brochures, reports, leaflets, newsletters) interactive multimedia methods (hypertexts, online forums, discussion blogs) and participatory strategies (workshops, meeting moments, forums, animation and environmental education laboratories, integrated sustainability education projects).

GUIDELINES FOR AN ENVIRONMENTAL EDUCATION PROJECT

Within a sporting event, environmental education interventions can be carried out on different levels of action, involving a minimal intervention which takes the form of a simple environmental animation activity during the realization of the event itself, or through the creation of a real and its own integrated project.

Below we report some guidelines that every stakeholder in the sector can use as a guide to design a sustainability education project.



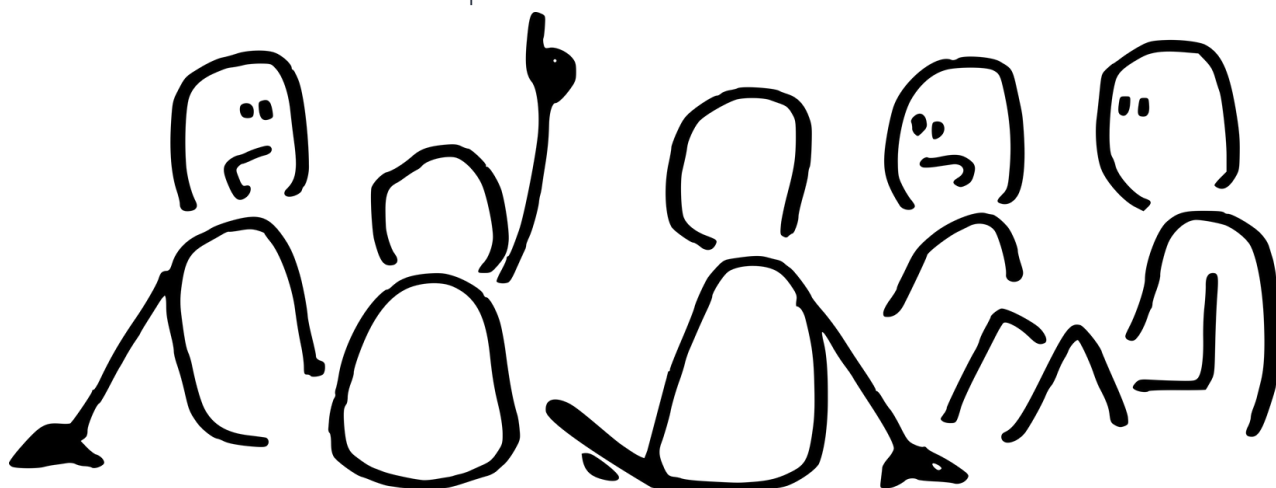
First phase

For the purposes of designing and implementing a project, the time element is essential: that is, it is necessary to keep in mind that any project must be presented at least 6-12 months before its actual implementation.

Furthermore, it is important to carry out a territorial investigation because any project must have a close link with the territory, both for the identification of socio-environmental problems, and for the identification of peculiarities or naturalistic emergencies of the protected area, for the knowledge of the places and existing spaces, any other projects already present or possible partners to collaborate with.



The initial approach with the organization and who represents it is also important: an initial verbal conversation to explain who the operators involved in this project are, what they have already done in the area, what they do in the sector, to introduce themselves and find a point in agreement on a possible implementation of the project to be conceived. In this way, communication between the park authority and the promoting association leads to the two parties getting to know each other mutually and to understanding what above all the authority wants to be achieved both from an organisational-educational and economic and bureaucratic point of view.

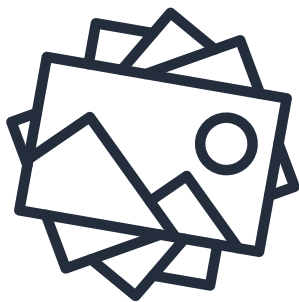


Second phase

Subsequently we move on to the written drafting phase of the project. This is the most delicate phase because you must be able to translate all the objectives, activities and motivations that support the project into a few fixed words and you must try to make the reader experience everything that will then be the essence of the project.



It is therefore necessary that the points are clear and exhaustive as much as possible in order to satisfy the recipient at the time of reading and in order to demonstrate that the project is concretely achievable.



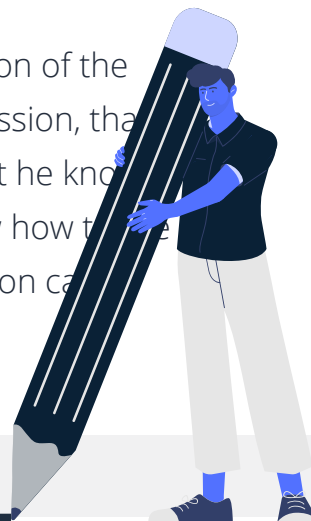
The developed project can be accompanied by a CD containing photos of experiences already carried out regarding the same project with other entities. The image has great persuasive power.

Once the overall picture is clear, a hypothetical project can be drawn up and then discussed in its parts together with the interested park authority, being careful to also take care of the graphics and find a catchy name for the entire project.



However, what is fundamental at the time of the presentation of the project is that the educator is flexible, elastic, open to discussion, that he understands the required needs, above all it is good that he knows how to argue his project and this means that he must know how to do it even before to achieve it because only with good motivation can an efficient communication be created.

Below is a typical presentation template for a generic project:



Title/Claim



- a few immediate, captivating and allusive words that catch the attention of any recipient;

Premise or Presentation



- it must frame the project in a specific territory or rather in a particular territorial context where there are particular needs and/or shortcomings on which to focus the project itself. A brief introduction must however contain the reasons why the project was created and the choice of certain tools and methodologies.

Subjects Involved and Possible Partners



- who will collaborate in the implementation of the project (Municipality, Province, Associations, Schools, Universities, Institutions, Clubs)

Proposing Body and Project Manager



- indicate in detail the name of the institution, the name of the contact person and contact details.

Lenders



- to whom to submit the project, i.e. who "sponsors" the project and who benefits from it. It's always helpful to spot them early.

Recipients



- who the project is aimed at, i.e. the age group, ethnic or social group; it is useful to identify them to know how to structure the activities;

Geographical Basin or Territorial Dimension of Application of the Project



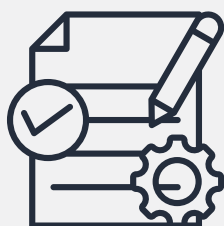
- territory that the project wants to involve;

Disciplinary Areas Involved



- reflecting on the contents of the project, it is good to create a network, links that involve multiple disciplines or areas of knowledge in the logic of transversality and interdisciplinarity, fundamental elements in the promotion of a valid environmental education project;

Prerequisites



- skills requests to the class (if in a school context) or to extracurricular stakeholders;

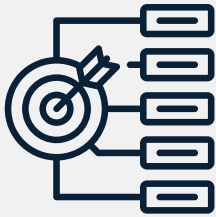


Purpose



- the ultimate aim of the project, which is achieved thanks to the achievement of the objectives;

Goals



- specific to each activity, through the achievement of which one accesses the general ones of the project, or the training ones which instead refer to the person;

Expected results

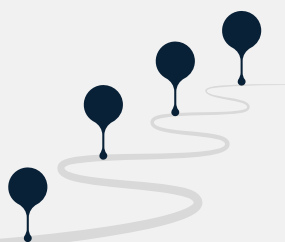


Space



- the places where the events will take place activities: classroom, equipped classrooms, forest, square, garden, etc...

Production times



- duration, phases of the project, structure of the meetings and their times. Bearing in mind the distinction between planning meeting - meeting with participants - verification meeting as the three general moments of project implementation;



Working Mode

- METHODOLOGIES must be distinguished in this regard: i.e. which teaching methods are used to achieve the objectives and purposes of the project initially established: lectures, interactive lessons, laboratory teaching, group work, investigative methods, guided tours, excursions, scientific seminars; the methodologies are different from the MEANS AND TOOLS that they represent the vehicles that allow you to go to a certain place, such as the fairy tale, the engagement factors (elements, places, particular experiences that stimulate and motivate children/adults to participate in the activities and continue in the experience of learning), verbal or visual organizers; they are also all the means and technical equipment used to carry out the project (interactive tools, immersive reality, colours, drawings, photos, etc..);

Activities And Contents



- topics that the project deals with as a whole; these refer to the different disciplinary areas. In particular, WHAT IS DONE is indicated

Checks and monitoring



- the most important moment of the project is the verification. In fact, it is right that every project includes an ongoing verification action and a final verification. But verify what? The expected results, the achievement or otherwise of the general or specific objectives, the objectives; the effectiveness of the methodologies and tools used. There must be verification both between those who propose the project and those who benefit from it (educator/event organizer - class/stakeholder); but also between those who propose the project and those who finance or benefit from it (educator/organizer - teacher or councilor or managing body...);



Assessment



- final of the project after having reflected on the results of the checks;

Self evaluation



- among those proposing the project, it is essential to question themselves and learn from mistakes or experiences to understand what worked and what didn't. This will allow the establishment of project quality indicators;

Human resources



- the involvement of professionals is necessary and, in projects aimed at schools, collaboration with teachers both before (awareness/introduction phase), during and after (strengthening of concepts and objectives);

Costs



- estimate with items for the various expenses. It is best to present a clear estimate in its points so that the financier or park body knows the real cost of the project without neglecting any type of expense (expenses for material, expenses for promotion and advertising, expenses for the realization and design of the entire project, expenses for operators involved, etc...);

Flexibility



- knows how to modify and plan activities based on who you are dealing with and the needs of the recipients;

Final Product And Documentation



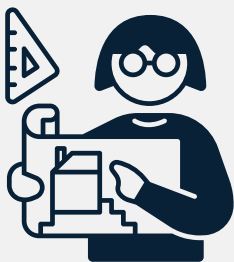
- it is good that every project involves the creation of a final product. It must constitute a documentation archive, that is, represent an archive of information and a communication tool to "highlight" the lived experience.

For this purpose it may be useful to set up an exhibition, a website or produce an eco-sustainable gadget for all those who as users or participants have played a role in the sporting event. The final product is then useful not only for dissemination, but also as a moment of verification. All the material produced can be left to the organizers, teachers or other partners of the project or it can represent the first step of a path that extends to the territory;

Sustainability of the Project

- in relation to what is indicated above, the sustainability of the project indicates the development of the project itself in the future and in the territory. It makes you reflect on the question WHAT NOW? This then implies a broadening (including economic and financial) of the horizons at a local, municipal, provincial, regional, national level, i.e. the geographical area within which the project has an impact and within which the project can continue to live, also affecting other sectors and thus building a network.

Bibliography and Sitography



- necessary that led to the design of the project.



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A Rounder Sense of Purpose: Educational Competences for Sustainable Development. Website: www.aroundersenseofpurpose.eu

Environmental education guidelines in Italy created by an inter-ministerial working group, coordinated by Barbara Degani, Undersecretary of State at the Ministry of the Environment and Protection of Land and Sea, and composed of: • Maria Grazia Corradini - Ministry of Education, University and Research • Michela Corsi – Ministry of Education, University and Research • Federico d'Amico - Ministry of the Environment and Protection of Land and Sea • Monica Loddoni – Ministry of the Environment and Protection of Land and Sea • Gabriella Rossi Crespi - Ministry of the Environment and Protection of Land and Sea The in-depth technical sheets have been updated by the General Directorates of the Ministry of the Environment, contacts for the individual topics. The working group was supported by technicians and experts from Formez PA, as part of the project "Program of support actions for the Ministry of the Environment and Protection of Land and Sea for environmental awareness and education"

EDUCATION: REFLECTIONS ON THE “ENVIRONMENTAL EDUCATION GUIDELINES FOR SUSTAINABLE DEVELOPMENT” The joint MATT-MIUR document – The inclusion of environmental and economic development issues in schools – Collaboration between school and society – Cooperative and socio-affective learning – The role of law and economics teachings by STEFANO ZAMBERLAN



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FIELD SHEET

THE RIVER" SURVEYS AND OBSERVATIONS IN A WATERCOURSE

It represents the watercourse you are observing

Day Time

Name of Detector..... Class.....

Atmospheric Conditions (Rain, Clear, etc)

Air temperature

Name of the Watercourse.....

Location (Province).....

(Region) Altitude

Average DepthType of Bottom (Stony, Rocky, Etc.).....

Sunlight (Open or Covered Watercourse)

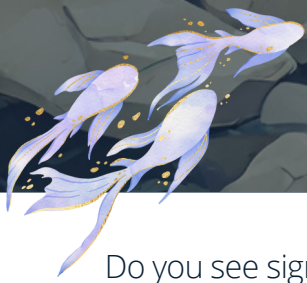
Dominant Characteristics of the Fund

There are around the river

Pastures Cave Industry Farms

City Cultivated fields Dams Villages





Do you see signs of human presence in times gone by? Which? (E.g. abandoned mills, bridges, etc.).....

.....
.....

The banks are

Rocky Gravelly Sandy Clayey Cementificate

What type of vegetation covers the banks? (E.g. forest, scattered trees, reeds, etc.)

.....
.....
.....

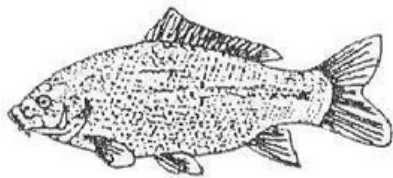
In your opinion the river is: Years Sick

Type of pollution encountered

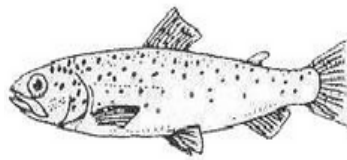
Urban waste Pesticides Water collection

Industrial waste Solid waste Erosion

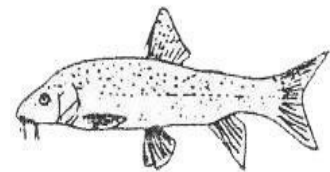
Fish observed:.....



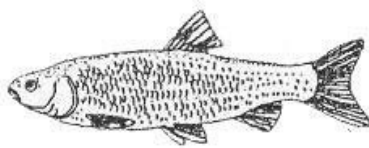
Carp



Trout



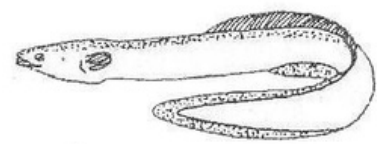
beard

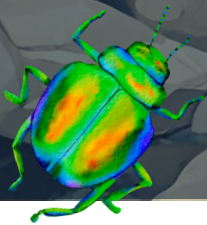


Chub

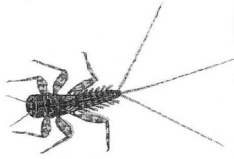


Trio

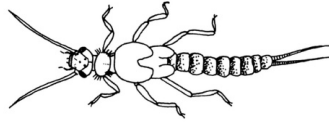




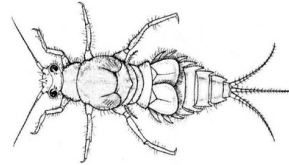
Invertebrates observed:.....



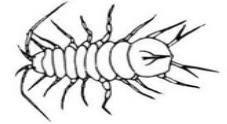
Tricoteri



Plecotteri



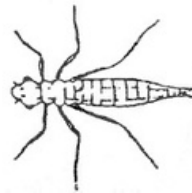
Ephemerott



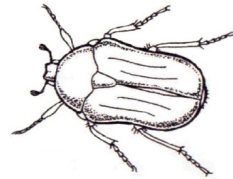
Crustaceans



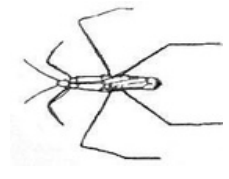
Dipteran



Odonato



Beetle



Emitterro

Not equipped with legs

With Shell

Clams

No. of individuals observed:

Without Shell

Annelid (segment)

No. of individuals observed:

Verma (without segments) No. of individuals observed:

Equipped with legs

Insects (no. legs 6)

No. of individuals observed:

Crustaceans (no. legs > 6)

No. of individuals observed:

Observe their mouthparts they have tools for

Cut

Suck

Filtration

Not recognisable

Observe their behavior

They hide under the leaves

They swim meandering

They walk on the bottom

Other



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DOOR 2 OUTDOOR

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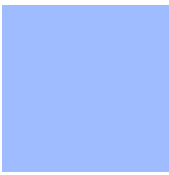


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TREASURE STEEL ON BIODIVERSITY

Activity duration: two hours

Five teams



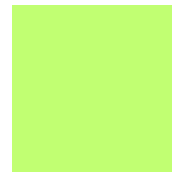
blue



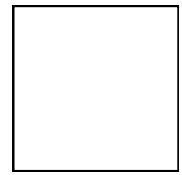
pink



yellow



green



white



- 1 Look for a Y-shaped branch and if you don't find it, build it!!!
- 2 Photograph 3 different flowers and identify their names with Plant-net
- 3 Photograph a crustose lichen and a fruticose lichen
- 4 Look for 6 different leaves that have fallen on the ground and collect them!
- 5 Collect 4 white stones and arrange them in ascending order.
- 6 Search and photograph the tallest Poplar you find!
- 7 The whole team must memorize the following poem (You can divide the verses):

Listen to Radiobosco that transmits
the music of life, its eternal call from
branch to branch...

Listen to the song of the
wind, the murmur of the
streams and the sweet
chatter of the birds among
the nests

Follow from leaf to leaf, from
path to path, the nature that
hides in its green mystery.



You have successfully arrived at the end of the hunt. So you deserve to be rewarded.

But if you want to find the treasure, you have to return.

You have to pass over the water and cross the bridge on the right.

A few steps and you will turn left And you will find the large beech tree.

Come on, run, there's a pirate chest hidden near a tree in these meadows



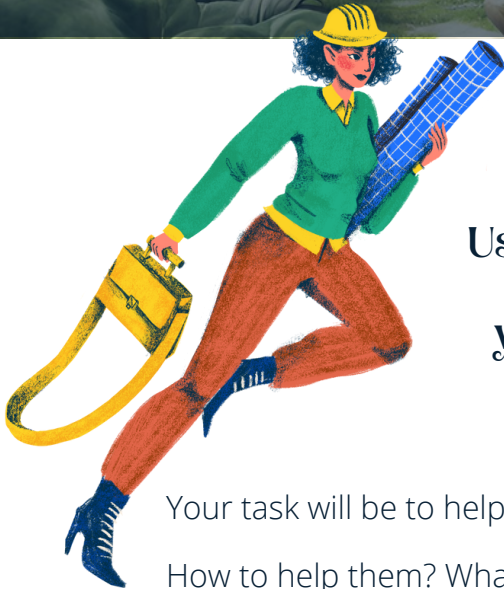


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AGENDA 2030 LABORATORY



Age from 8 to 12 years

Duration: 2 hours

Use your imagination now, today
you will all be little engineers!

Your task will be to help the 193 countries achieve the objectives of AGENDA 2030. How to help them? What could be a good strategy to propose to the member states of the United Nations? Think of your own personal invention that can help your country achieve a better and more sustainable future for everyone and that could be useful to the whole world in the future.



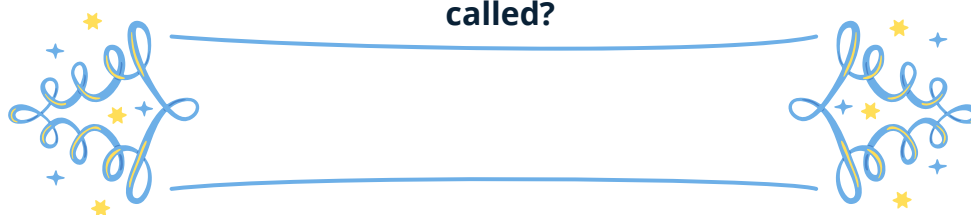
THE GLOBAL GOALS

As Goal 17 puts it well: "To be successful, the sustainable development agenda requires partnerships between governments, the private sector and civil society. These inclusive collaborations, built on principles and values, on a common vision and on shared goals, which put people and the planet at the centre, are needed at global, regional, national and local levels." Quickly reread the 17 objectives and identify 1 or more that you think you can achieve with your idea.

Here is a list of questions that could help you write a complete description of your invention:

- 1 How is my invention made? What are its characteristics? Shape - dimensions - colors - functionality etc...
- 2 Explain why your invention could be useful to your country.
- 3 Is the invention truly sustainable? Can invention also take care of natural systems as well as human well-being? Could it be harmful to the environment?
- 4 Who could develop/market it? Who should you propose it to?
- 5 Could it work anywhere in the world?
- 6 What do you need to know to use it?
- 7 What objectives are involved? Does the invention help states achieve just one goal or are there other goals at play?

Now give your creation a name, what could it be called?



Finally, draw your invention. Show us your invention in action!!!



INNOVATIVE EDUCATION CENTER



DOOR 2 OUTDOOR

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LABORATORY: "THE BALL GAME"

Meeting duration: 2 hours

One way to define the research hypotheses as well as areas of knowledge linked to the topics of interest is represented by the game of ball of yarn which also allows a "gentle" entry into the acquisition of the concept of the environment as a network of relationships.

First phase

The group is arranged in a circle (the activity can also be carried out with multiple subgroups who will then be able to compare the work done).

The problem of environmental interest is identified (e.g. packaging, the life cycle of materials, the food chain,...) and as many biotic and abiotic elements evoked by it, as there are participants (e.g. wool, traces of animals, flowers, wood, hair, ...).



Second phase

Each participant will interpret one of these elements which will be placed in front of them and visible to all.

Third phase

When the leader starts, one participant will start the activity by holding the beginning of the woolen thread and passing the ball to another participant and will explain the relationship which, in his opinion, links the two roles. The participant thus "contacted" will hold the thread and pass the ball of yarn to another, also making a relationship explicit. The activity can continue until "a network of relationships" is created.

Fourth phase

In fact, once the activity is over, participants will be invited to express their first impressions; we will then move on to talk about the meanings and concepts of which the activity is a metaphor.

The reading of the image produced by the weaving of the wool thread on the poster will be immediate: everyone identifies the lattice, the weave, the network... formed by the relationships that link the various elements taken into consideration.



From here the reflection will arise that the elements of an environmental problem are related to each other, even if there are more obvious relationships and others less so. For the former, "hot" points are identified in which the network is denser, for the others it can be shown that, even where no relationship has been found, it can be made explicit by reading the relationships that link the two "unconnected" elements to others, therefore passing through a crossroads, a "node" of the network. Not only. It will be possible to draw the children's attention to the randomness of some intersections, so much so that the final grid will vary depending on the group, the starting point, the different subjects in the field, the elements chosen.





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“LANDSCAPE INTERPRETATION” LABORATORY

Duration: 2 hours

1. WE OBSERVE THE LANDSCAPE

Each child is invited to observe the panorama and draw on the white sheet, using only a pencil, everything he sees, as if his eyes were the lens of a camera.

You are instructed to color the individual elements of your drawing with the "colors of nature and man".

-  elements considered natural are colored green
-  elements considered anthropic are colored red



2. FROM FAR TO NEAR

Children are invited to explore the terrain they are on.

The delivery is to search for:

- the strangest element
- the elements made of more varied materials
- the elements whose presence is more numerous
- a natural and an anthropic element.

3. IN A GROUP

The material processed and collected must be analyzed to bring out questions and start a research path to analyze the landscape.

Since the observation work was individual, the first problem to solve is to agree on the differences in interpretation that emerged from the drawings.

The differences in interpretation will be brought out and we will reflect on how much the observed landscape has changed and has suffered the impact of man or has remained natural without many signs of man's presence.





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NOTES FOR OUR PARKS

We girls and boys, boys and girls, have prepared these notes for everyone to read, but especially for other children and boys from all parts of the Abruzzo region.

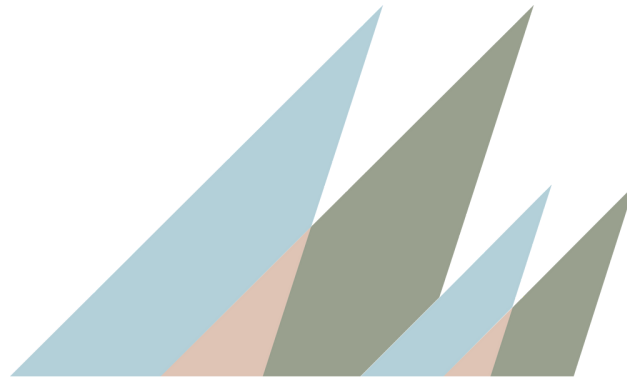
They are the things we like and what we don't like about our parks and green areas, what we would like to learn, and how we would like to do it.

	<i>I don't like...</i>	<i>I would like...</i>
The things we consume when we are in our parks		
The spaces and times to meet		
The space outside the home		
How are our parks		
Who listens to us		
How to learn things		
More things to learn		
Structures present		
WHAT WE WANT		



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This publication "GUIDELINES FOR SUSTAINABILITY EDUCATION FOR SPORTS EVENTS IN PROTECTED GREEN AREAS" was developed within the project: 101090526 — Sustainable Sports in the Parks "SOSPARKS".

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