



RespAct

Handbook

Intercultural

Environmental Justice

A handbook for project work
with children and adolescents.

Camp Group gGmbH

RespAct Handbook Intercultural Environmental Justice

CamP Group gGmbH

We put together this handbook to offer guidance on developing intercultural environmental education programming, highlighting the lessons we learned and providing a spotlight on other successful practices. We believe there has never been a more urgent time than the present to address environmental concerns in an engaging and inclusive way. It is our belief too, that we will only be able to avoid environmental catastrophe with the concerted efforts of everyone in society. We hope to have contributed to that goal with this handbook.

This handbook was developed as part of the project “Welcome Camp Nature - Strategies for implementing environmental policy projects for children with escape and migration background”.

www.camp-group.org

Contents



1 ENVIRONMENTAL JUSTICE	5
The System	7
Theoretical Environmental Justice	14
Practical Environmental Justice	20
2 HOW TO: RESPACT SUMMER CAMP	27
Key Goals	29
Key Stakeholder	31
Key Elements	33
How to Organize a Summer Camp	37

3 INFO

119





1. Environmental Justice

ENVIRONMENTAL JUSTICE	5
The System	7
Integrative Education System	7
Challenges & Opportunities	10
Need for Environmental Justice	13
Theoretical Environmental Justice	14
What is Environmental Justice?	17
What is Environmental Education?	18
Practical Environmental Justice	20
RespAct Project	20
RespAct Summer Camp	22

Introduction

In the midst of a global refugee crisis, over one million asylum seekers entered EU borders in 2015 and still immigration is ongoing (Cf. Eurostat: 2018). The current situation is a challenge for society and many people as well as institutions need new approaches to handle this. Children and adolescents who still go to school must adapt to a new system quickly.

As such, RespAct believes it is particularly important that refugee and migrant children are given the opportunity to be agents of change in their environment and aims to do so in this handbook.

It offers practical support, tips and ideas for all who are interested in providing environmental programming in an intercultural environment.

www.respact.org/experience-environmental-justice

Environmental justice

Environmental justice offers access to nature by using methods of cultural education to bring students into contact with environmental issues in their everyday lives. It explains

the meaning of rules and laws in the field of environmental protection and offers positive opportunities for engagement and participation (Cf. Deutsche Umwelthilfe: 2018).



In 2015 asylum applications in the European Union reached the highest overall number increased by 80 % between 2009 and 2016 (Cf. Statista: 2018).

In 2016, asylum applications in Germany reached a peak with 722.370 applications (cf. Bundesamt für Migration und Flüchtlinge: 2018a, P. 4.).

The System

Integrative Education System

Due to the large number of migrants, 43 % under 15 years old in 2018 (Cf. bpb: 2018), it becomes increasingly crucial and difficult to ensure their rights.

“Socio-economic background is a determining factor in Germany. The financially deprived are very often more affected by environmental problems, and this must change.”

*Dr. Thomas Holzmann,
Vice President of UBA
(German Environment Agency: 2008)*

Although children are guaranteed basic rights, as established internationally by the United Nations (Cf. United Nations Human Rights: 2018), it becomes increasingly difficult to ensure their guaranteed access to a safe, clean living environment and an education in the face of global conflict and crisis. In Germany, the law states that all children have the right to an education, no matter their legal status (Cf. Bundesamt für Migration und Flüchtlinge: 2018b).



UNESCO has established a **Guidebook for Planning Education in Emergencies and Reconstruction**.

The evidence of their International Institute for Education Planning (IIEP) has shown:

"[...] that children can be important actors on environmental issues given their natural drive towards learning and demonstrating their knowledge within the family and then community," and as such "children in the refugee hosting communities have benefitted from environmental education activities and out-of-the-classroom activities, including management of school gardens, competitions, and school gardening."

International Institute for Educational Planning: 2010



***Children's rights sorted
by state in Germany***

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Challenges & Opportunities

The issue of newly-immigrated children and young people is a huge challenge for the German education system. On one side, there is the rising number of pupils. On the other side, there is a lack of capacity and resources in schools (cf. Dewitz, Griefsbach & Massumi: 2016, P. 6ff.).

Regardless of their language of origin, all children learn to read and write the German language in elementary school. New immigrant children attend regular classes after a short time, because, like all children, they are new learners. For this reason, new immigrant children are often in regular education during this educational stage. In the school structure, no differentiation is made between the pupils, no separate classes or courses are set up, because they are treated as part of the regular class (cf. ibid., P. 44ff.).

"More than 300 welcome classes are held at Berlin schools – and they are becoming more. Since 2012, the number has tripled, and every week new students join. It's a big challenge for schools especially since, in many districts, the rooms are scarce."

Tagesspiegel: 2015

1. Conditions and approaches vary in the 16 federal states. Upon arrival, migrant children are often put into Vorbereitungsklassen (preparation classes), Sprachlernklassen (language learning classes), or Willkommensklassen (welcome classes).
2. Due to the different cultures, languages, and gender roles of the children, many different educational backgrounds exist in a single environment.
3. German states encounter difficulties in accommodating all of the new children because of lack of space and a shortage of qualified teachers.
4. Opportunities to get to know other students are often reduced due to the physical distance from the rest of the “mainstream” classes at the school.
5. Relationships take longer to build because of the expectation of being moved on.
6. Teachers must be recruited quickly, in case of an unexpected influx of students, from outside the primary school environment, for example, second language teachers must be hired (cf. Dewitz, Grießbach & Massumi: 2016. 44ff.).



Regular Classes – Welcome Classes

There are currently five organizational school models used for new immigrant children and adolescents' integration into school such as: participation in a regular class with language support, through partial participation in a regular class with specific language support, to the participation of a special class, namely a welcome class in Berlin (cf. Dewitz, Grießbach & Massumi 2016. 45f.).

Having a diverse range of experiences, perspectives and identities to draw on, enriches the learning environment. This allows for an increase in peer learning, placing an emphasis on diversity as a strength, rather than a weakness. Successful integrative education offers educators the possibility of rapidly engaging

large groups of young people with their local environment. This quickly prepares young people for their lives in a new home and creates conditions for life-long learning (cf. Bildung & Begabung: 2018).

Need for Environmental Justice

7 principles for Intercultural Environment Education

Children and young people:

1. Are and should be respected as “experts” in their own environment.
2. Act as multipliers in teaching their peers and family members about environmental education.
3. Develop self-efficacy, leadership, life skills, and civic engagement if you teach them how to change their local environment at an early age.
4. Are more willing to learn and often have not yet formed “bad habits” that many adults have developed.
5. Integrate through education and structure while promoting healthy routines with peers.
6. Gain ownership of and take responsibility for their new environment by contributing to social change.
7. Develop a positive relationship with their neighborhood by learning about its details.



Theoretical Environmental Justice



To tackle these issues, environmental justice in children's education ensures the wellbeing of the Earth and protects the future of the next generation. Having access to public spaces that are contaminated or uninhabitable is

an issue that is still present today. This is why incorporating environmental justice into children's understanding of society is not only a matter of health, but also one of social justice and equity.

"We work primarily with the Turkish community in Kreuzberg, and what we found there confirmed what studies often say. They observe that 80% of people believe the environment to be an important topic, but not nearly so many take steps to conserve it."

Dr. Turgut Altug, Member of the Berlin Senate & Founder



German-Turkish Environmental Centre

Interviewee:

Dr. Turgut Altug, Member
of the Berlin Senate & Founder

Organization:

The party DIE GRÜNEN |
German-Turkish Environmental Centre

Expertise: Nature &

Consumer Protection,
Environmental & Climate Policy

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What is Environmental Justice?

A binding definition of environmental justice is still pending in Germany. According to UBA, environmental justice means understanding the issues of the environment and health, as well as ensuring socially-equitable access to environmental resources and the best possible environmental health opportunities (cf. German Environment Agency: 2015, P. 15.).

In Germany, social status determines whether and to what extent children, adolescents and adults interact with environmental pollutants. This is shown by numerous studies. As a result, health problems due to environmental problems are unevenly distributed. The social environment

in which one lives and grows, and other socio-economic factors, such as education, income, migration background, influence living conditions, lifestyles, available resources and related health risks (cf. German Environment Agency: 2018a).



More information here
[www.respect.org/
experience-environmental-justice](http://www.respect.org/experience-environmental-justice)



What is Environmental Education?

Environmental education is a learning process that enables everyone to find solutions, while acquiring skills, experiences, and knowledge to be aware of their environment. Due to this process, one can foster attitudes, motivation, and develop commitment (UNESCO: 1978).

Environmental education intends for people to become knowledgeable about the environment and its existing problems, in order to become aware of how to help solve environmental issues, and to be motivated to work on a sustainable solution (cf. Stapp, W.B., et al., 1969, P. 30f.)

Key elements

- To be aware and sensitive regarding the environment.
- To know about environmental challenges.
- To evolve a mind-set concerning the environment in order to improve it.
- To be able to tackle issues and create solutions.
- To be motivated and take part in solutions.

Key goals

- Awareness
- Knowledge
- Mindfulness
- Skills

(Cf. Environmental Protection Agency: 2018)

"Now I know that I am able to change things!"

Teacher, Grade 6

Practical Environmental Justice

RespAct Project

RespAct is a sport-based democracy education project developed in inner-city areas of Berlin. The aim of the project has always been to empower marginalized, inner-city youth to shape their environment. It supports the development of children and young people into strong, independent adults. Participants gain self-confidence, practice conflict resolution strategies and engage in local political processes through partaking in the program's low-barrier sports exercise modules, videos and projects that focus on neighborhood issues. RespAct is suitable for children and young people between ages 8 and 14.

"The project strengthens the confidence of students because they feel that their voices are being heard. They are taken seriously."

Student, Grade 4, Berlin-Kreuzberg

The **impact** and the achievement of the objectives of RespAct are regularly assessed, in order to adapt its educational methodologies to changing social conditions as well as constantly develop and improve the project. Additionally, we work closely with other organizations, such as the German Sports University in Cologne (DSK) and Oxford University, throughout the process to guarantee the highest academic standards.



The **evaluation** showed a significant impact on participating school children, teachers and stakeholders: a significant increase in self-efficacy & self-confidence in the context of social challenges, in gender and political awareness. You can find a summary here www.respect.org/the-project/respect-evaluation.

*"It is fantastic to see that
the children are taking
responsibility!"*

Social Worker, Berlin-Kreuzberg

RespAct Summer Camp

The RespAct Summer Camp was developed to create a concept of the ways the inner-city youth, with and without forced migration, can interact with their local environment.

The need for the RespAct Summer Camp was clear; environmental education faces large challenges reaching inner-city and marginalised sections of the population, particularly those with a background in migration, forced or otherwise, young, recently-arrived residents, who require language support and have the opportunity to interact with members of their new communities. Additionally, the demand for environmental education has reached new heights.



*"We can reach all people,
we can engage people
irrespective of background
and current position,
the only question is, which
instruments can we use."*



An explicit focus was made on including both “regular classes” and “welcome classes” as well as on the natural environment. The curricula features topics in science, social studies and sustainable development. Underlying this program are two core principles:

1. The urgency for an increased social focus on environmental sustainability
2. The universal right of children to access education and a safe and clean-living environment, as established in the United Nations Convention on the Rights of the Child, Articles 24 and 28 (cf. Unesco: 1978).

Using its proven approaches in democracy education, developed with and for highly diverse communities in Neukölln and Kreuzberg in Berlin, Camp Group put together a highly successful summer camp that supported young people in their development, created a space for exchange and inspired them to care for and take responsibility for their local natural environment.



Game about Children Rights

bbp - Federal Agency for Civic Education

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Yeşil Çember

Interviewee: Gülcan Nitsch

Organisation: Yeşil Çember – ecologically intercultural gGmbH since 2012

Expertise: environmental education - Activation and sensitization of Turkish-speaking people in Germany for environmental issues

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In 2016 and 2017, Camp Group ran an intercultural environmental education summer camp, called

RespAct Summer Camp in Berlin supported by UBA and the Stiftung Naturschutz Berlin.

RespAct

The activities and methodologies in this handbook are based on the RespAct Summer Camp, part of the RespAct project. RespAct is a project developed and run by Camp Group gGmbH. We have been giving communities and organizations around the world the tools they need to break down barriers and promote participation for marginalized groups through education, sports and community leadership

since 2013, in order to create sustainable, systemic social change.

Our project has been recognized and was awarded, among other prizes, the Capital City Prize for Integration and Tolerance (2012), the Mete-Eksi Prize (2012) as well as honored as one of 100 Landmarks in the Land of Ideas Competition (2016).

This is a guide which helps you carry out an intercultural environmental education RespAct Summer Camp on your own.

How to: RespAct Summer Camp	29
Key Goals	29
Key Stakeholder	31
Key Elements	33
How to Organize a Summer Camp	37
Timetable	38
Day 1-10	41

HOW TO: RESPECT SUMMER CAMP

Key Goals

1. Empowerment of young people to shape their local, natural environment.
2. Development of self- and group-efficacy among participants.
3. Creation of a safe space, without boundaries between “welcome classes” and “regular classes”.
4. Support for language learning and exchange between young people.
5. Acquisition of knowledge and competencies required for young people to protect and care for their local environment.
6. Support for natural science education.
7. Create a gathering that is fun for your participants and you, too.



Interview: Dr. Angelika Gellrich | Researcher

Organization: German Environment Agency

Expertise: Environmental Consciousness & Protection,
Sustainable Lifestyle and Consumption

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"Young people tend to take part selectively, on a short-term basis, in terms of projects. We have to develop other formats to bring them into the field, to invite their interest in ways of combining activities with fun and group experiences."

Dr. Angelika Gellrich, Environmental Consciousness & Protection Researcher

Key Stakeholder

1. Step – Build a stakeholder network

Key for the development of the summer school was Camp Group's experience of developing a multi-stakeholder networks within communities, including, but not limited to:

- Parents, guardians, friends
- Teaching staff, school leadership team
- Youth workers, social workers
- Young people
- Municipal agencies
- Local environmental organizations
- Local political offices and politicians
- Wide range of governmental and non-governmental actors supporting refugee families and individuals

All partners and supporters are crucial for the organization of the summer school and the sustainable impact on the community.

2. Step – Get support

Ensuring the support and ownership of a broad spectrum of actors meant that the activities and approaches undertaken were supported by the necessary stakeholders, and would be continued even after the end of the project.

3. Step – Create sustainability

Ensuring that the project was embedded within existing structures and the needs of the local communities kept the structures alive after the project. This structure made sure that the program was easy to adapt and continue.

"We experienced that when people come together, we can mobilise them for a cause much more easily. As a result, we go where the people come together naturally."

*Gülcan Nitsch,
Ecologically Intercultural Educator*

Camp Group's experiences in the field stress the importance of collaboration and cooperation between key stakeholders. It is fundamental that sufficient preparatory coordination is carried out in advance, ensuring that the curriculum fits the local structural conditions. Invite local institutions and individuals to participate in the program, in addition to welcoming the children's parents, guardians and teachers to attend as well.



Key Elements

1. Physical activity – In order to remain focused, but also to learn about physical boundaries and to develop team work, physical activities and games are a key part of every day of the summer camp.

2. Experiential learning – Young people learn better by actively manipulating the subject of their classroom, in small groups, guided by project leaders.

3. Service learning – We encourage young people to understand their local environment as belonging to them, and in order to have the rights of ownership, they also need to take responsibility for it.

4. Field trips – In order to embed the summer camp within local infrastructures, to show young people potential work environments and to enable them to understand the environment not just as consumers but as producers, we put heavy emphasis on getting outside of the classroom and interacting with the local environment-field trips to local institutions (recycling plants, water and power plants) help children understand how environmental theory plays out in practice.

"If you really want to motivate people, if you want to engage people in something, it is immensely meaningful that you make the connection between their everyday life and their environment."

*Gülcan Nitsch,
Ecologically Intercultural Educator*



TIPS

Games with limited language requirements work very well. Activities with repetition and clear structure are even more effective. You can take advantage of the amount of time to carry out activities that would not be possible with short timelines, watching plants grow and rubbish break down in water. Remain keenly focused on the local

area that the participants know, encourage them to discover new things through different physical experiences; encourage curiosity with treasure hunt games, change their relationship to the natural environment through service learning. Show them areas and infrastructure that is key to their daily lives but have never seen before.

“One challenge within environmental education is that the current younger generation is interested partly only selectively in environmental issues and problems.”

*Dr. Angelika Gellrich,
Environmental Consciousness & Protection Researcher*

Camp Group encourages those who want to carry out a similar summer school to adapt this plan to their local conditions. Units may be moved around, some may be skipped, others may be repeated and new units should be regularly developed. Our experiences show us that the above principles are necessary to carry out

a sustainable and successful intercultural environmental education summer camp. We work with highly-diverse populations, including many young people with histories of migration (both forced and voluntary) and developed a program sensitive to the needs of a highly-diverse community.

The content of the curriculum was co-created, using elements of the RespAct curriculum, with key stakeholders as a result of the pilot project in 2016. The program was refined during the most

recent iteration in 2017.

Camp Group worked together with young participants to determine what they wanted to learn, what interested them and what they wanted to do.

"I think it's great that so many people are working together to do such a project."

Mother of a participant

How to organize a summer camp



This section will outline how you can organize your own summer camp and which modules you can use. It is broken down into units, two per day, over two weeks, twenty in all. The units are explained in chronological order, and require items normally found in a school or youth club, or are very cheap to purchase.

Units can be reorganized according to local conditions. It requires significant preparatory work to ensure the organisation and success of the project. For example, working with:

- Schools and youth clubs to identify young people who could benefit from the project.
- Parents and teachers to ensure clear communication and the completion of all relevant paperwork.
- Local sites of environmental

interest to organize field visits.

- Local environmental organizations to ensure a wide variety of approaches to experiential environmental learning.
- Local representatives (political, municipal, civil society) to invite them to the final event ensuring they are able to hear the ideas and things that the young participants have developed through their project week.

Finally, we wish you luck with the summer school, and hope that you join our RespAct Community on social media www.facebook.com/RespAct.org!



TIMETABLE 1. WEEK

<i>Time</i>	<i>MO</i>	<i>TUE</i>
09.00 – 12.30	1. Welcome Introduction to the Group	3. What is Rubbish?
12.30 – 13.00	Lunch	Lunch
13.00 – 15.00	2. What is in Your Environ- ment?	4. Exploring the Neighborhood, Neighborhood Rally
15.00 – 16.00	Daily Log	Daily Log

<i>WED</i>	<i>THU</i>	<i>FRI</i>
5. Neighbourhood Maps	7. Planning a Clean-Up Attack	9. Rubbish Quiz
Lunch	Lunch	Lunch
6. Art with Trash: How creative can you get?	8. Clean-Up Attack	10. Painting the Neighborhood
Daily Log	Daily Log	Daily Log



TIMETABLE 2. WEEK

<i>Time</i>	<i>MO</i>	<i>TUE</i>
09.00 – 12.30	11. Ecological Footprint	13. Seed Bombs
12.30 – 13.00	Lunch	Lunch
13.00 – 15.00	12. Playing Outside	14. Playing Outside
15.00 – 16.00	Daily Log	Daily Log

<i>WED</i>	<i>THU</i>	<i>FRI</i>
15. Water Games	17. Field Trip	19. Preparation for the Final Event
Lunch	Lunch	Lunch
16. Upcycling Workshop	18. Seed Bombs and Bio Domes	20. Final Event
Daily Log	Daily Log	Daily Log



DAY 1-10

Overview

DAY 1	42
DAY 2	52
DAY 3	66
DAY 4	74
DAY 5	80
DAY 6	86
DAY 7	92
DAY 8	96
DAY 9	104
DAY 10	112

DAY 1

Welcome

1. To kick off this environmental summer camp, we spend the first morning getting to know each other and discussing plans & goals.
2. We create a time table and try to do this as visually as possible, using a flipchart or poster to illustrate the planned units.
3. Then, we set rules for the next two weeks: a list of self-identified guidelines.
4. We introduce the daily log. Every participant gets a daily log to fill in what one experienced at the start and end of every day.
5. Now, we play icebreakers that focus on getting to know each other, particularly each other's names.



Daily Log

Participants should be introduced to the daily log and each receive a notebook. They should be encouraged to personalize their notebooks with their names, drawings and stickers. There will be time at the end of every day to fill in and record the activities, feelings, learnings and experiences

that they had during the day. The log serves both as an opportunity to reflect on the days' activities, a reminder of everything that took place during camp and documentation for the project.

Icebreakers



Paper Catch

Goal: Get to know each other

Materials: One piece of A4 paper

Have the groups stand in a circle. The exercise leader stands in the middle of the circle and holds a sheet of paper high above their head. Next, the leader lets go, at which point they call the name of another participant. That participant must try to catch the

paper as it falls. If the sheet touches the ground it gets ripped in half. The person whose name was called then begins the game, dropping the paper and calling a new name. This goes on until the sheet is too small to catch it or all names have been called.



Mirror

Goal: Get to know each other

Materials: -

Have the participants break into pairs and face each other. The person with the longest name (most letters) is the “person” and their partner is the “mirror image”. The mirror image reacts to its partner, copying their

movements, while they follow a series of commands issued by the exercise leader (brush your teeth, play an instrument, blow up a balloon, put on a jacket...). After five minutes, the roles are switched.



Meet and Greet

Goal: Get to know each other

Materials: -

Walking around the room, participants greet each other with a handshake and say their name. The participants “swap” names and go on to introduce themselves to other participants with

their “new” name. Participants have to swap names until they receive their own names back, at which point they can sit down.



The Wind Blows...

Goal: Get to know each other

Materials: -

Participants sit in a circle of chairs. The exercise leader completes the sentence “The wind blows for everyone who...” with a common quality or hobby, such as “...likes to go swimming”, “...has green eyes”, “...is left-handed”, etc. Then everyone who fits the description must stand up and find a new chair, including

the exercise leader. The participant who does not find a chair must repeat the sentence again, “The wind blows for everyone who...”, and chairs are once again exchanged. Once the participants have gotten the hang of the game, the exercise leader can remove themselves and their chair from the game.



Snap the Name

Goal: Get to know the group and names

Materials: -

Have everyone stand in a circle. In the first round, one leader starts by making a noise and then ends with a snap. The person next to the leader then makes the same sound and

snaps, then it is the next person's turn. With the first snap in the second round, your own name is called, with the second snap the name of the person you want to call is said.



Painting Portraits

Goal: Get to know each other

Materials: Paper, colourful pens, music

Have the participants sit in two rows facing each other and play some music. One row is models, the other is painters, who have pens and paper. The painters begin to "paint" the models sitting opposite of them. When the music stops, everyone stops drawing, moves one chair to

their left and continues to paint the portrait of their neighbor. The game continues until one person returns to their original place.

Alternative: a painter only paints one portrait, but draws it with her/his eyes closed



What is Your Environment?



Goal: Participants develop a common understanding of what the environment means to them as a group, as well as what it means to them personally

Materials: Poster paper, colourful paper, magazines to use for collage, assorted colorful pens.

Discuss the Environment



We begin the summer camp with an in-depth discussion with all participants about what the environment is and what it means for them. We begin with some discussion questions, and some possible answers for the class. We encourage everyone to take part in the discussion by asking questions of the class and of individual

participants, ensuring that everyone's opinions and ideas are respectfully heard. Ask participants:



- What is the environment?
- Where is the environment?
- Is the environment the same in our city, as it is in the countryside?
- How can we protect the environment?
- What is good for the environment?
- What is bad for the environment?
- What kind of impact do the following have on the environment?
 - Dropping rubbish on the street
 - Driving a car
 - Cycling
 - Using too much water
 - Buying food from a local producer
- Are people part of the environment?
- Where do you like to be? Which plants and animals do you share this space with?
- What animals do you know from your neighbourhood?
- What plants and trees do you know from your neighbourhood?

Discuss Lifecycles



Then, we talk briefly about lifecycles. The lifecycle is one of the great secrets of life on earth that has been around for four billion years. If it were not for the lifecycle, everything created from nature would gather and create a gigantic garbage pile on the planet. In nature, everything runs in cycles. Everything comes from nature and returns to it. There is no disposable economy in our industrial society. Therefore, there is no garbage in nature, because everything that is “garbage” is a raw material for something new.

The only living creature that does not follow the laws of the natural cycles is mankind. We extract raw materials from natural resources and produce rubbish, which cannot be used by other living things, like plastic. Humans contaminate water, air, and soil through production and disposal. Often, we put substances into nature that contaminate the natural environment and harms living things permanently.



Brainstorming session



Brainstorm with the group the question: **What belongs in our environment?** Write answers on the board and use these answers as inspiration for the next task. Using A3 poster paper, colourful paper, old newspapers and magazines and different coloured pens, ask participants to make a poster illustrating what the environment means to them. Let them be creative about how they understand the environment: it might be focused on trees and forests, but it might also be focused on streets and high-rise buildings. Regardless of the content of their posters, encourage them to think about lifecycles, and the part that these cycles play in the environment that they depict.

Use an example to show how they can be graphically depicted. Participants should feel free to draw and collage whatever they want. Explain to the



participants that we will be presenting the posters to the group once they are finished, and they should explain why the posters show something about the environment that is personally important to them.

Once the posters are completed, ask the participants to present their work, and encourage them to ask each other questions, supporting them to understand more about how others view the environment.

DAY 2



What is Rubbish?



Goal: Participants understand what rubbish is, why it is a problem and what we can do to reduce, reuse and recycle it.

Materials: Two sets of different recycling bins appropriate for the services available in your local area (can be replaced with a set of bins marked with the appropriate colours for recycling), a selection of “rubbish” (including, for example, paper, batteries, food waste (banana skins),

plastic bottles, small glass jars and bottles of different colors, different kinds of plastic, old electronics (can be symbolized with a calculator or other electric device), shoes and clothes. Please make sure that all rubbish is safe to be handled by children - no sharp, dirty or broken objects that could hurt them.

To kick the lesson off, ask participants to play a short warm-up game.

Miming Rubbish – Warm-up Game



Ask participants to get into pairs, and discuss which activities create the most rubbish in their lives. After 10 minutes of discussion, once everyone has understood each other and is ready, ask the partners to take it in

turns to mime their activity/activities either together, or individually. The rest of the group has to guess what the activity is. Whoever can name the most is the winner!



Throughout the twentieth and twenty-first century the number of people on the earth has grown rapidly and we've become better at making things quickly, such as clothes, food, toys and books.

Because of this, the amount of things we throw away has increased as well. Rubbish has become a problem because of the amount of garbage we produce, and the kinds of trash we throw away.



Discussion – What is Rubbish?

Based on the warm-up game, ask participants to:

1. Name as many different types of rubbish as possible
2. What happens to rubbish once it's been thrown away

3. If they know different kinds of bins and what they are for.

Talk briefly about what happens to rubbish once it has been disposed of in a general waste bin, making reference to the lifecycles we discussed the day before, and the way that some kinds of rubbish can interfere with them.



How Much Rubbish Do We Create?

We all produce rubbish. But how much rubbish are we talking about? How much rubbish is generated per day?

On average, we throw away 580kg of household garbage per person per year, which is the same weight as a grizzly

bear! This means that every one of us produces 1.6 kg of garbage on a daily basis. In seven weeks, we produce our own bodyweight in rubbish. Around 2 billion tons of garbage per year are produced worldwide.



Rubbish Memory

Trennstadt Berlin

www.respect.org/experience-environmental-justice



Why is Throwing Rubbish Away a Problem?

Since plastic packaging and disposable products have become extremely common, rubbish has become an environmental problem. In particular, plastic does not decompose, rather it must be incinerated or stored in

landfills. Much of our plastic ends up as micro plastics, broken down by salt water and sunlight that enters the food chain through wildlife and groundwater, ultimately impacting humans. Much of our plastic is ending up in the sea.



What Can We Do About It?

Reduce!

It is best for the environment to produce as little garbage as possible! This starts with the purchase: buying food with less packaging means there will be less rubbish to be thrown away. Ask participants if they can think of other ways to reduce the amount of rubbish they create.

Reuse!

People often throw away usable things, like plastic bags (can be used again and again for shopping) or old clothes (could be used or mended instead of thrown away). Many things

that we no longer need we can upcycle, transform, or make accessible to our neighbors, second-hand or exchange stores. Ask participants if they can think of any other examples.

Recycle!

Separating our waste into different categories makes it easy to recycle the materials which are used to produce new materials. For example, newspaper can be shredded and used to create new sheets of paper. Ask participants if they know which bins are for which kinds of recyclable material and what recycled materials can be created.



Unpacked shops

www.respect.org/experience-environmental-justice





Recycling Race

Goal: Awareness of the waste situation in the neighbourhood, recycling and usage of learning

Materials: Collect recyclable rubbish, bags / rubbish bins, boxes, jute bags for the collected items, gloves



It is a good idea to check the guidelines in your local area before setting this game up: research shows that

most people are unclear on which materials should be put in which bin.

1. Split the class into two equal groups, both on one side of the room.
2. Set up sets of recycling bins on the other side of the room, according to local guidelines.
3. Make a pile of all the collected recyclable materials in equal quantities in each pile next to the participants.
4. The groups/teams should line up behind the container, and race to carry the “rubbish” one object at a time to the appropriate recycling bin.

5. Once they have done that, they run back to the next person in line and give them a high five, allowing them to take the next piece. Once all rubbish has been brought to the recycling bins, the race is over.

The group leader gives one point for every correctly-categorized piece of rubbish. If there is one wrong piece of rubbish in a bin, the group cannot get any points for anything in that bin. The group with the most points wins.





Neighbourhood Rally



Goal: Participants get to know their neighbourhood as a group, discovering the environment around them.

Materials: A clipboard, paper and pens for each pair, crayons for rubbing, printed out questions.

Prepare a list of questions for the group to answer in pairs, as they walk around the neighbourhood. In groups walk around the immediate vicinity, try

to include streets, parks and important local landmarks, and ask participants to answer the following questions:



Create your own rally

www.respact.org/experience-environmental-justice



- > What kinds of animals are in your neighbourhood - birds, insects, snails, slugs, bees, spiders, worms, dogs and cats?
- > What kinds of transport are there in your neighbourhood - bikes, cars, buses, trams, trains, underground trains, planes?
- > What kinds of sounds can you hear in your neighbourhood - people working, cars and trains, planes, the wind, people talking, animal noises, music?
- > Is there any rubbish in your neighbourhood - cans and bottles, newspapers, dog droppings, food on the floor, unwanted household goods?
- > Are there any rubbish bins in your neighbourhood? Where are they? What do they look like? What are they for?
- > Are there any broken objects in your neighbourhood - signs, benches, fences, blocked pathways?
- > Which places do you like the most? :)
- > Which places do you like the least? :(
- > What would you like to change about the places you like the least?
- > What kinds of plants are in your neighbourhood - trees, bushes, flower beds, fields of crops, moss, dandelions, daisies?
- > Encourage them to collect things like fallen leaves, twigs and petals, being sure to explain that picking living plants is not good for the environment.
- > Show participants how to make a rubbing from tree bark, or any interesting textured surface in the classroom, and encourage them to try this out in the neighbourhood.
- > Encourage them to draw pictures of anything that takes their interest.



DAY 3



Neighborhood Maps

Goal: Participants present their experiences from the neighborhood rally, reflecting on what they liked about their neighborhood, what they didn't like and what they would like to change.

Materials: Poster paper, coloured pens, materials collected from the previous day, rubbings made from the previous day, example of a map of the neighbourhood.

1. In groups of two or three, participants should draw a rough map of the neighborhood in pencil, based on the example given. When they are satisfied with it, they should fill it in with as much detail as possible. Here are some ideas to get them started:

- Stick fallen leaves, twigs or petals to the areas in which they were found
- Draw pictures of the wildlife that they saw on the rally, including birds, insects, dogs and cats and worms.
- Show where they live, the places they visit often - think about local shops, libraries,

sports facilities, shopping centers, parks, recycling facilities.

- Include memories of experiences they have had in the areas on the map, either with short stories or illustrations.
- Show on the map places they like and places they don't like, with words, pictures, and smiley or unhappy faces.
- Include pictures from magazines or drawing of things like bus stops, train stations, cars, shops, post offices, recycling bins, the town hall, major junctions.

2.

Ask participants to present their posters, including a clear focus on areas they like, areas they don't like and changes they'd like to make. Presentations can take any form participants would like - encourage them to be creative. A poem, a rap, a short play with references to the map, or simply an explanation of the map. In this way those that are finished earlier can prepare for the presentation.

If possible, ask participants to film each other when presenting. This will be useful later in the summer camp week.





Water Games



Goals: Participants learn about water pollution and water cycles, understanding what they can do to reduce this environmental problem.

Materials: Two glass or clear plastic containers for each participant, gravel, potting soil, seeds or small plants, basin / bowl, apples, water





Intro Water Game – Apple Bobbing

Goals: Participants are careful with water & reuse it for their bio dome later

Materials: Basin / Bowl, apples, water

The traditional version requires a tub or large basin of water. A number of apples are put in the water to float. One by one, the children and adults hold their hands behind their backs and try to catch an apple with their teeth. The apples all move around and make it hard to stick your teeth into. Everyone who plays ends up with a wet face and maybe some damp clothes, and a lot of giggles. Younger children can be helped by someone holding the apple still for them to catch or they will get too frustrated.

It is much more fun to have a number of apples floating in the water, but for hygiene purposes, many people now

play the game with only one apple in the water to bob for.

There can be time limits or rules as to how many bites you get before you lose a turn, or you just keep trying until you pick up an apple with your mouth.

Keep the water and use it for your Bio Domes!



Collect Polluted Water

Take students around the local area to collect some rubbish in one of the clear containers. When back in the classroom, fill the containers with clean

water from the tap. Place them in a warm, light-filled place. We will be checking back on them later (Unit 18).







What is a Water Cycle?

Introduce the topic of the water cycle to participants: how water is not stored anywhere for us to use. But water rather flows from rainwater to rivers and groundwater, from rivers to the sea and is evaporated through heat into rain clouds that then feed water sources on the ground. Introduce the concept of water pollution to the participants: when waste, chemicals or other particles cause rivers,

oceans or lakes to become harmful to the plant and animal life that live in them. Ask them what kinds of things might stop them from having clean drinking water.

Outline some natural causes of water pollution - (i.e. volcanoes and animal waste) and some man -made causes of water pollution (i.e. pesticides, waste water, litter and rubbish).

Bio Dome



Explain to participants that the next task is to make a bio dome. A bio dome is a small model of the water cycle in action. For this, we will need the other clear container.

Ask participants to place a layer of gravel at the bottom, then add potting soil and plants. Add enough water to moisten the soil and cover the entire

container tightly. Use glue, plastic wrap or tape to seal the sides of the cover to ensure it is airtight. Place the bio domes somewhere relatively warm with lots of light. The water trapped inside will continually evaporate and rain back down on the plants in the bio dome so that the tiny ecosystem can sustain itself. We will check back on them later in the week.





DAY 4

Planning a Clean-Up Attack



Goal: Participants develop deliberation and discussion skills, reflect further on their desires for their local environment and feel empowered to make improvements as a group.

Materials: Neighborhood maps, paper, pens, small plastic bags for dog waste, laminating machine (optional).



In a large group, participants make a list of areas they found and documented on their maps that were dirty, affected by rubbish or dog mess, or needed cleaning up. They discuss which areas were the dirtiest, which

areas they could clean up and which areas they want to clean up. The scope of the clean-up action depends on the number of participants and the number of people taking care of them.

1. Once the decision has been made by the participants where they want to clean up, a plan must be written outlining what it is exactly they want to do. This could include:

- 1.** Sweeping up fallen leaves from paths
- 2.** Collecting rubbish for recycling/waste disposal
- 3.** Marking and/or clearing dog waste from parks
- 4.** Sweeping up cigarette butts from the pavement
- 5.** Making sure benches and playgrounds are free of fast food waste
- 6.** Cleaning graffiti or other marks from playground equipment.

This could be a good opportunity to discuss what they like and don't like about graffiti, and which kinds of graffiti they think are good (if any) and which they think are bad (if any).

- 7.** Making sure flower beds are free of debris
- 8.** Installing signs reminding users of public spaces to use bins and not drop rubbish, or let their dogs foul public areas
- 9.** Installing signs indicating which school or youth club was responsible for cleaning up the area
- 10.** Making sure that bins are visible and unobstructed or installing signs to draw attention to them.

2. Once the plan has been made, ensure that participants have time to design and laminate posters, collect the material

required (brushes and brooms, gloves, rubbish bags, soap and water, wire brushes and solvent for removing paint).





Starting a Clean-Up Attack



Goal: Participants develop self- and group-efficacy by implementing a plan they developed for changing the local environment.

Materials: Posters made in the morning, brushes and brooms, gloves, rubbish bags, soap and water, wire brushes and solvent for removing paint.

It makes a lot of sense to contact the responsible offices or authorities for public space and/or rubbish collection in your local area before carrying out the clean-up attack, primarily to notify them of your intention, but also to find out what kinds of material (brushes, hi-visibility jackets, gloves, bin bags) and immaterial (guidance or entry to public or semi-public space, use of warden facilities in parks, etc.) support they can offer.





Normally, they will be very pleased to hear that young people are interested in engaging with their mission to keep public space clean. They may be able to provide extra activities- finding out how rubbish gets collected, visiting a recycling facility, or understanding how public space is managed.

DAY 5

Rubbish Quiz



Goal: Participants have fun identifying environmentally-friendly alternatives to everyday items.

Materials: Pens, a diagram of commonly used objects and their environmentally-friendly alternatives.





Talk to participants about consumption choice. Ask them what kinds of things they think are bad for the environment, and what kinds of things are better. Discuss drinking and eating outside of the home, containers and bags. Ask participants to match up the commonly used everyday objects to their environmentally-friendlier alternatives by drawing on their own worksheet.

Once finished, prepare participants for the next unit. Ask participants what kinds of paintings they see in their neighborhood (murals, graffiti, coloured walls, advertisements). Make reference to the experiences made in the neighborhood rally. Ask what kinds of paintings they like and don't like. Finally, ask them to draw some examples of the kinds of street art that they like on scrap paper.

Painting the Neighbourhood



Goals: Participants express themselves creatively, learn to express opinions and preferences, and experience taking responsibility for their local environment.

Materials: paint, spray paint, paint brushes, old clothes/overalls, something to cover the ground



Potentially with the help of other neighborhood actors, and certainly with the permission of those responsible for the buildings or surfaces, identify a surface in your neighborhood that could be painted on.

These may include:

- Walls or fences in the school or center you are in
- Fuse boxes on the street
- Public or private bins
- The walls of local shops or supermarkets
- Walls or fences in local parks or playgrounds
- Concrete floor surfaces On playgrounds

Once your participants have a good idea of what they want to paint, split them up into groups and let them work on a part of the painting.





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Summer Camp 2017



DAY 6

Ecological Footprint



Goals: Participants reflect on their contribution to environmental pollution, and concrete steps they can take to minimize it.

Materials: paper, colored markers and flip chart paper.

Turn off the
sink completely

Always turn
off the lights

I can
compost
my old
food!

Use less
electricity

Read a book
instead
of playing
videogames

Take shorter
showers

Playing
outside

Walk or ride
my bike more

Take about 5-10 minutes to explain to participants that an ecological footprint measures how fast we consume resources and generate waste, compared to how fast nature can absorb and generate new resources. Explain that our ecological footprints can be reduced or increased

depending on the decisions that we make individually.

Take about 10-15 minutes to have the students answer these questions and write them down on a white board or flip chart.

1. How do you use water daily? (i.e. showering, watering plants, drinking water, swimming, washing clothes and dishes)

2. How do you get to school? (i.e. transportation by car, bus, metro, bike, walking)

3. How much food do you normally leave after eating, and where do you put it? (i.e. how much trash do you have at the end of the day)

4. How much energy do you use daily (i.e. in the winter do you turn on the heater, do you turn off lights when you leave the room)?

Use the rest of the time to have students trace their foot print on a piece of paper and write how they can make their ecological footprint smaller by making changes to many of their day-to-day activities. See the example above.



Playing Outside

For the second part of the day, play some of the listed games with the participants.



Jump Rope Games

Goals: Participants develop coordination, teamwork and physical fitness along with healthy attitudes towards exercise and fun.

Materials: long and short skipping ropes.

Skipping

- Each participant has a skipping rope
- They try to see how many times they can skip while trying to improve the number of rotations each time.

Two in One Rope

- Two participants hold either end of a long skipping rope.
- They try to jump skip over the rope simultaneously as many times as possible without stopping.

Stuck in the Mud

- An appropriate number of hunters and doctors are chosen from the group (for a group of 40, five per group is enough). Doctors need their “equipment” - a skipping rope.
- Participants run around the play area, with the hunters trying to “catch” other participants by touching them
- Once “caught” participants must hop in place, waiting for a doctor
- Doctors cannot be tagged by hunters and can save “caught” participants by skipping with them once through the rope.

Long Jump Rope

- Two participant hold either side of a long rope, swinging it in a circular motion so that there is an opening on the left and the right side.
- Participants make two lines behind the rope, and alternating from each line, crossing each other to a.) run under the rope, and then b.) jump over it. How fast can they go?

Visitor

- Participants form pairs facing each other, one participant has a skipping rope
- The participant with the rope jumps over it, swinging it over both heads of the pair, to “catch” the other.
- The participant without the rope turns 90 degrees to their left or right, and, maintaining the rhythm, jumps forward.
- The participant with the rope jumps to the side, capturing the other participant again



DAY 7

Seed Bombs



Goals: Participants learn about seeds, native species and are able to creatively take part in reseeded their local environment.

Materials: 2 parts potting soil, 5 parts pottery clay mix (from your local art store), 1-2 parts water, 1-2 parts seeds of your choice, one tub for two participants to mix ingredients, large box to dry and store seed bombs

Introduce the topic of seeds to the participants, and ask them what they already know. Prompt them about the role of seeds in lifecycles. Ask them about seeds in fruit, why plants produce fruit and what happens to the

seed once it has been eaten by an animal. Talk to them about different kinds of plants which plants are native, which are foreign, and why it is important to ensure biodiversity by supporting native species.



Talk through your choice of seeds, what kinds of plants they grow into and what their role in the local environment is. Introduce the topic of seed bombs, and explain how we will be able to make and drop them.

With participants, mix the soil, clay and 1 part water thoroughly. There should be no lumps. Slowly add more water until the mixture is the consistency of the toy store modelling clay. Add seeds. Keep kneading the dough until the seeds are well mixed in. Add more

water if necessary. Take small bits of the clay mixture and roll them into a ball about one inch in diameter. The balls should hold together easily. If they're crumbly, add more water. Dry seed balls for 24-48 hours in a shady place before sowing or storing. They store best in a cardboard box. Do not use plastic bags.

Explain to participants that we will be dropping the seed bombs later in the week (Unit 18).



Playing Inside



Goals: Participants develop coordination, teamwork and physical fitness, as well as concentration.

Materials: Chalk or markers to outline the playing area. Football, or soft ball, sport bench, chairs, beach ball or balloon.

Seated Volleyball

A field of five by ten meters is marked out on the floor, with a “net” (a sports bench or a row of chairs) placed through the centre. Teams of five take it in turns to play. They must choose a spot, sit down, and may not move from this spot during play. With a beach ball or balloon, players then play a standard game of volleyball. Once one point has been scored, the teams rotate.

After the game, talk to participants about how the limited movement in the two games affected the way they were played. This may be a good time to talk

about mobility and disability, particularly in sport, and introduce the topic of differing abilities to the participants.

Floor Football

Divide the participants into two equal teams. Mark a pitch of approximately 15 by 5 metres in the middle of the hall. Four players from each team stand on the short side of the pitch. They are waiting to go play next. Four players from each team are on the field with the ball. The rest of the players stand opposing each other on the long side of the pitch. The goal of the game is to score a goal by moving

the ball, which must remain on the ground, from one end of the pitch to the other. Players may not dribble or move with the ball - only passing along the floor is allowed. After each goal, players on the pitch go to the side-lines to wait for their next turn. Players on the short ends of the pitch take their place on the field, and the

next group of four on the side-lines takes their place.

Variation: players on the side-lines may take part in the game, but may not move from their spot. They can only receive and pass the ball.



DAY 8



Rubbish Art



Goal: Participants develop creative skills and learn to understand how contextually-dependent rubbish is: in one context it is waste, but in another it can be art.

Materials: 4 - 5 picture frames (size A3-A2), tetra paks, cork, carton, lots of different kinds of plastic packaging with different textures and shapes, lids, cans, dried organic waste: orange peels, onion peels, tea bags, nails, hammer, glue, hot glue.



Split the materials up into several groups, corresponding to the recycling/ rubbish bin used for that material. Place the materials, along with one frame on a table. Ask participants to choose a table at which to work at.

Participants work in groups to put together a collage using the materials of their choice. The name of the bin (paper, household waste, compost) is the title of the collage, and should be written on the frame. Participants should inspect each others' work and decide where they want to hang their art work.



Upcycling Workshop



Goals: participants develop creative strategies for reducing rubbish, making something new out of something old.

Materials: old t-shirts that would have been thrown away, old tetra pak cartons, cleaned, scissors, needle and thread, metal rings such as keyrings or curtain rings.



Introduce the idea of upcycling to participants, changing an old object that would have been thrown away into something new. Today, we will be

upcycling old, worn-out t-shirts and tetra pak cartons into wallets, belts and headbands.



For the Tetra Pak wallets:



1. Rinse the Tetra Pak carton well with a drop of dishwasher and water and let it dry before starting. Make sure that nothing remains in the carton (if necessary, soak and shake it strongly).
2. Open the carton by cutting off the top edge of the carton (glued part of the tetra pack).
3. Now cut off the bottom at the bottom edge. You can dry the carton again from the inside with a towel.
4. Press the carton flat. To do this, fold the side walls of the carton in the middle outwards. The carton should now be flat. Now strongly strengthen/improve the new folding edge on each side with your finger or scissors.
5. Open the box to its original shape and bend the new edge inwards on both sides. In the next step, the new edge is now folded from the outside to the inside (i.e. the surface area is halved), once left and once right. If you now look at the cardboard from above, the inner edge with the fold line should look like an M or W that has fallen over. Now strongly strengthen/improve the new edge on each side with your finger or scissors.
6. Fold the box in 2 places. For information: 70% (two thirds) of the lower surface represent the later money compartment and 30% (one third) the lid of the purse thus the upper area. Fold the box in front of you in 2 places with approximately this division. First the lower larger part upwards then the

smaller part downwards, so that the smaller part overlaps the larger part. Now you have three parts: 2 times approx. 35 % and once 30 %.

7. The inner edges of the lid must now be cut out. To do this, open the upper folded part and cut out the sides along the fold line, twice vertically, once horizontally and remove a small square so that the sides are now open.

8. Decide what your lid should look like. Cut the back of the lid into the desired shape (semicircle, rounded, pointed, ...), this part will be the outer lid of your wallet.

9. Cut the front a little bit more pointed, simply cut away triangles at the edges from the outside to the inside, so

that you can put this surface into the inside of the money compartment in front.

10. If the Tetra Pak has a screw cap, press the back firmly on it so that an imprint forms which you can cut out as a hole

11. If there is no screw cap you can sew on a button and also press the back firmly on it so that an imprint is formed which you can cut out as a hole.

Your wallet is ready!

You can stick fabric on the Tetra Pak beforehand, paint it with coloured tape or acrylic paints. There are very nice instructions for this on Youtube. We wish you much success with doing handicrafts!

For the T-shirt headbands and belts:



Cut the T-shirts into strips with scissors, focusing on getting interesting colors. Plait the strips together, sewing the two ends together for a headband of the appropriate length. For the belt, attach two rings directly to one end,

folding the belt over and sewing it up. Thread the other end through the furthest-away ring, then fold it over and thread it through the closest ring, pulling it tight to fasten.





DAY 9

Field Trip



Goals: Participants understand the broader context of recycling and environmental protection, including understanding what kinds of jobs and

what kinds of activities local institutions carry out.

Materials: -

In order to better understand the scientific processes and principles that govern the way we manage the environment, we recommend organizing a trip to a local institution. Examples of institutions include:

- Recycling facilities
- Waste management facilities

- Water treatment facilities/visitor centers
- Reservoirs and dams with visitor centers
- Facilities for the production of electricity or hot water: power stations, wind farms, solar farms, hydroelectric plants



They offer an important look into the way that their local environment is maintained and managed, even if they are not the most environmentally-friendly institutions. Most organizations running these facilities will be pleased to arrange a visit, will show young people the nuts and bolts of their operation and many have an educational visitors center, which will further enrich the experience for participants.

Make sure to connect the visit to some of the themes you have been discussing in the days before: water treatment, water pollution, biomes, recycling and waste management, how to recycle, how to reduce, reuse, recycle, and electricity consumption, production and pollution.



Every
material yes!

Do you
collect glass?

Recycling Station



Bio Domes, Seed Bombs & Jars



Goals: Participants complete two of the tasks begun on previous days—dropping their seed bombs, and checking back in on their biomes.

Materials: Pre-prepared seed bombs, pre-prepared bio domes, pre-prepared polluted water.

Remind participants of the 1) biomes, 2) jars of water (Unit 6 Collect Polluted Water) and the 3) seed bombs that we prepared during the previous week. They should have been stored

somewhere relatively warm with lots of sunlight. Ask participants to retrieve both, and have a look to see what has happened.





1. With the bio domes, it should be clear that water has been evaporated from the bottom of the container, and has condensed on the sides and at the top. If the participants are careful, they may be able to see the water dropping down on to the plants and soil as rain. Introduce the idea of a closed system to the parti-

cipants: Nothing can get out of the container, and nothing except for sunlight can get in. The contents cycle through different states and locations. This is very much like the earth – we are a closed system: sunlight enters the atmosphere, but otherwise water cycles through, constantly moving.

2.

Now, remind participants of the polluted water that we stored. Checking back on it, they should see that the pollutants (paper, card, plastic) had dirt on them, which has begun to dissolve into the water, and may have begun to dissolve themselves. The water does not look clean compared to tap water, because it is not. In this way, polluted water can contaminate large bodies of water. Because we live in a closed system, this is a big problem for the safety of our water cycles.

3.

Finally, remind participants of the seed bombs that they prepared earlier in the week. Take them on a walk through the local area, and keep an eye out for appropriate places to drop the bombs. “Appropriate” means somewhere with soil and light, not on the pavement, and not on roofs or anywhere where plants would be unwanted. Take care when dropping the bombs not to throw them or to be a nuisance or a danger to anyone else. Explain that the bombs contain everything the plant needs to grow when we come back in a couple of weeks, we will see the plants that we seeded growing.



DAY 10



Preparation for the final event



Goals: To reflect on what participants have learned over the last two weeks, to develop presentation skills as well as the ability to express a coherent opinion about one's local area.

Materials: Any of the materials created over the last two weeks, videos of activities, paper, pens.

In order for participants to reflect on what they have accomplished in the last two weeks, we recommend running through the tasks of the last two weeks. This is also an optimal time to discuss the project with the participants, asking in a non-con-

frontational way what they did and didn't enjoy so much, and what they would do differently next time. Remind the participants of their activities in chronological order. Ask participants what specifically sticks out in their minds. Use props, such as objects

that were made or posters drawn, or tools used to jog their memories. Ask participants to choose three or four units or experiences that they would like to present to their parents, teachers and community members at the closing celebration. Things that work particularly well are:

- Neighbourhood maps
- Reports back from the field trip
- Upcycling fashion show
- Gardening segment - seed bombs, local wildlife, water cycle
- Recycling quiz - participants develop for guests at the event
- Art exhibition - all of the pictures and objects that participants have





Divide the participants up into roughly even groups, and ask them to develop a creative way of presenting their experiences and what they have learned. Some creative ideas include:

- Plays, songs or raps about recycling and reducing waste
- A dance symbolizing the water cycle
- Television formats like talk shows or cooking or gardening shows, in which participants demonstrate what they have learned
- A presentation about their local area, what they like, what they don't like, what they were able to change in the two weeks, and what they would still like to change.

This presentation is particularly important as an aspect of democracy education within the project- any local decision-makers, community members or press who attend the final presentation should be made aware of the perspectives of the participants as well as the possibility of working with the participants to affect their desired changes in the local area.

Participants should use this time to prepare the materials they will need to present in the way they want, practice any performances and write any scripts necessary for parents and guests.



Picnic & Certificate Presentation



Goals: Recognition of the achievements of the participants, celebration with parents and guests, practicing presentation skills.

Materials: Any materials required for the presentation, pre-printed certificates with the names of each participant, lunch.

Ideally lunch has been prepared with the help of participants, consisting of mostly vegetarian, local and organic options. Invited guests should include parents and guardians, other family members, other community members who were involved in the week (decision-makers at the rubbish disposal organizations, representatives of the organization visited by the participants etc.), and local decision makers. These individuals include members of local and national members of local and national

parliaments, community police officers, local civil servants, mayors etc. It is also a good idea to invite local press.

After lunch, participants should present their work as prepared in the morning. After the presentation certificates should be awarded, and you should all celebrate your achievements!











Post Summer Camp

Once the summer school is over we hope you will contribute to future knowledge around intercultural environmental education by telling us how it went. We would love to hear feedback on the project, including pictures, written feedback and ideas for changes. You can contact Camp Group through the website: www.camp-group.org.

You want to measure your impact?

We evaluated our summer camp and asked participants to answer our questions before and after the summer school, and measured the change. We would be more than happy to support you in doing this, and would like to work towards capturing and analyzing the impact that programs like this can make, to campaign for more of them in the future. If you have impact data or would like to collect it, please don't hesitate to get in contact to discuss it with us!

www.respect.org
info@respect.org

3. Info

Through our experience, network and research we collected a lot of information about intercultural environmental justice that we want to share with you.

On our website, you will find lots of additional information.

What kind information?

- interviews with experts
- handbooks from well-known players
- units, modules & games
- organizations with helpful information & material

[www.respect.org/
experience-environmental-justice](http://www.respect.org/experience-environmental-justice)

Practical Tips

www.respact.org/experience-environmental-justice

HANDBOOKS

Forum Environmental
Education

Active together -

Make recreational
activities participative
with refugees

BUND Youth

Try it ... Climate protection!

8 tips for your everyday life

BUND

Events with refugees

NAJU

Grow together

Active with young
refugees - background
information and
practical tips

Allianz Environ-
mental Foundation
- **Refugees
in green
occupations**

Heinrich Böll Stiftung

Climate Protection Hand in Hand

an educational tandem
project for refugees

EXPERTS

ANU

Environmental education with underage unaccompanied refugees –

A guide for environmental educators



Interviewee:

Journalist Abeer Alali

Organisation: Heinrich Böll Stiftung Brandenburg

Expertise: The Project “Climate Protection Hand in Hand” Handbook



Interviewee:

Educational Officer Kora Rösler

Organisation: Heinrich Böll Stiftung Brandenburg

Expertise: Ecology, Sustainability & Intercultural Environmental Education

Practical Tips

NETWORKS

ANU – Working Group for Nature and Environmental Education

- union of over a thousand initiatives and individuals (Cf. Umweltbildung: 2018)

www.respect.org/experience-environmental-justice

BUND – Friends of the Earth Germany

- one of the largest environmental associations
- committed to protecting the nature and environment
- supported by 585,000 people
- more than 2,000 voluntary groups (Cf. BUND: 2018)

NABU – Nature and Biodiversity Conservation Union

- oldest environmental association in Germany
- 620,000 members | 37.000 volunteers
- committed to protecting our Earth (Cf. NABU: 2018)



DIFU – German Institute of Urban Affairs

- largest urban research institute in the German-speaking area
- Testing pilot projects on the best way to implement environmental justice on the local level

(Cf. DIFU: 2014)

FEE – The Foundation for Environmental Education

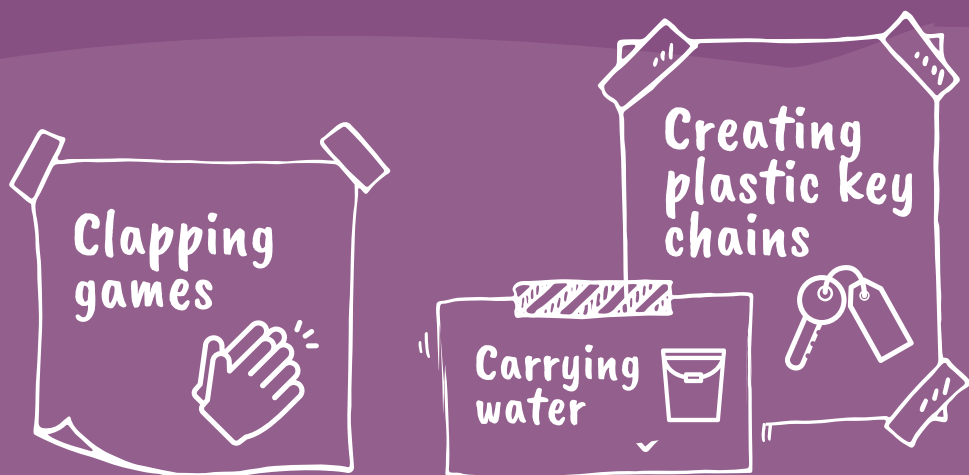
- is dedicated to promote environmental sustainability internationally through their environmental education programs in 73 nations
- (Cf. Foundation for Environmental Education: 2018)

German Environment Agency – Umwelt-bundesamt – UBA

- Germany's main environmental protection agency
- ensuring citizens have a healthy environment with clean air and water, free of pollutants

(Cf. German Environment Agency: 2018b)

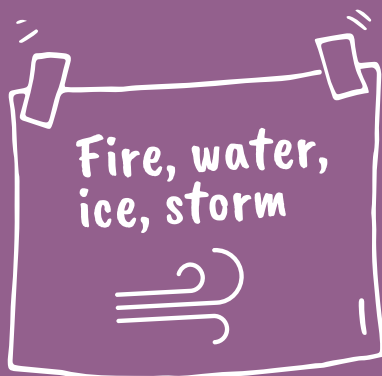




Practical Tips

MODULES + GAMES

www.respect.org/experience-environmental-justice



Creating coloured chalk



More Playground games



Templates

You can find our templates
here www.respect.org

Links About

Intercultural
competence in
working with
refugees

Environmental justice

Educational materials

Background
information

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RespAct

We put together this handbook to offer guidance on developing intercultural environmental education programming, highlighting the lessons we learned and providing perspectives for further development.



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