



## Electronic Collection of ECO-COMPASS Good Practice Examples

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**Inovatívne budovanie ekologického povedomia a kultúry rozvíjaním environmentálnych zručností a formovaním postojov občanov s mentálnym postihnutím**

**Innovative building of ecological awareness and culture by developing environmental skills and shaping the attitudes of citizens with mental disabilities**



### *Electronic Collection of ECO-COMPASS Good Practice Examples*

This publication has been approved by a consortium of partners within the framework of Erasmus+ KA2 project 2021-2-SK01-KA210-ADU-000048280 "Inovatívne budovanie ekologického povedomia a kultúry rozvíjaním environmentálnych zručností a formovaním postojov občanov s mentálnym postihnutím" (Innovative building of ecological awareness and culture by developing environmental skills and shaping the attitudes of citizens with mental disabilities) – ECO-COMPASS.

The main objective of the project is to support social inclusion and lifelong learning of people with mental disabilities by developing their environmental skills and competencies, shaping their environmental attitudes and responsibilities through education based on international experiences. The project specifically focuses on supporting and developing international cooperation of participating organizations, building, and strengthening partnership networks and professionalization of organizations.

*Electronic Collection of ECO-COMPASS Good Practice Examples ensures exchange of experiences, identification of best practice examples in the field of environmental education in partner countries, identification of the most successful methods and forms of education that are suitable for the people with mental disabilities and the most important ecological skills for sustainable life. ECO-COMPASS Good Practice Examples are focused on environmental education and awareness-raising, with a special emphasis on citizens with mental disabilities.*



Coordinated by civic association Spoluprácou pre lepšiu budúcnosť - Veľký Meder and edited by ECO-COMPASS consortium  
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Slovakia

## Danube Values

**Name of training programme/activity/method:** Danube Values - Methodical Handbook for the First Stage of Primary Schools (Hodnoty Dunaja)

**Implementer/Organisation:** Slovak Environmental Agency, Center for landscape creation, environmental education and training

Partners: Klebelsberg Institution Maintenance Centre XXIII. School District, Hungary and National Institute for Environment, Hungary

**Target groups:** pupils and teachers of primary schools

**Website:** <https://www.sazp.sk/>

### 1. Description of education, training

The aim of education is to pass on the values of the Danube River, which flows across Europe from their west to east - to future generations. Education in the form of a methodological handbook contains 5 key topics: history, culture, environment, nature protection and water management. The part of education (methodological handbook) is 21 worksheets, which teachers can use within natural science and homeland studies classes, respectively in environmental education classes. They also contain ideas that can be used within school trips, club activities and outdoor schools. The main character of the methodological handbook is "Dunajko", which accompanies the methodological handbook and the pupils have to help him in solving tasks and questions.

### 2. Pedagogical objectives of education

Increasing young people's responsibility for the Danube area and the common environment around the Danube River. Recognition and protection of historical and cultural heritage in the area around the Danube, stories and history of Rye Island - Golden Garden, creating a positive relationship with the environment and building environmental values.

### 3. Duration of the education/training program

Year-round in primary schools as part of natural science and homeland studies lessons, respectively in environmental education classes (time frame from 15 min - 45 min, half-day but also all-day activities).

### 4. Recommended target group of education/ training

Primary school pupils, primary school teachers, primary schools, educational organizations and cultural institutions.

### 5. Recommended number of participants in the group

According to the number of pupils in primary school classes, about 30 pupils

### 6. Modules, content, short description (educational/training programme)

The content is divided into 5 key topics:

1. History
2. Culture
3. Environment
4. Nature protection
5. Water management

The following activities are connected with individual topics:

- **Mint** - discussion on the findings of Roman coins around the Danube with a practical exercise, a link for future generations
- **Municipalities of the Pridunajsko Microregion** - getting acquainted with the municipalities of the micro-region, including the first mentions of the region through worksheets
- **Attractions of the Pridunajsko Microregion** - acquaintance with historical-cultural and technical attractions of the microregion
- **Folk architecture** - discussion of some examples of folk architecture - traditional houses of our ancestors
- **Fairy tale** - tales, fairy tales, telling stories related to the area around the Danube and the fortune of the inhabitants of Rye Island - Golden Garden.
- **Mysterious Landscape** - getting acquainted with the environment around the Danube through worksheets
- **Birth certificates** - human impact on the environment, threats to the environment (waste, tree felling, road construction and buildings,), protection and creation of the environment
- **Walking by the lake** - animals of the water kingdom, what is important to them, what hinders them
- **Willow, willow, who lives in you** - getting acquainted with the willow, which is typical for the landscape of lakes, rivers and streams. The importance of trimming, obtaining wicker for knitting baskets and firewood. And the willowcavity, which is a refuge and home to many animals
- **The Danube journey across Europe** - reading about the Danube River, which flows through almost half of Europe and connects 70 million people with different cultures.
- **Danube Quiz** - searching for the right pairs of statements, while students learn about many jolly and instructive "Danube" stories and events.
- **What was changed in 150 years** - virtual research on the differences in the country by comparing 150-year-old maps with the current state - aviation photographs, which can be supplemented by actual field research.
- **Colour yourself, map!** - support for the ability to read aviation photography maps, but also to read the landscape where man has intervened and where he has not yet.
- **Water cycle in nature** - developing pupils' skills through puzzle forms about the water cycle in nature.
- **Danube zigzagging of letters and numbers** - support for independent work of pupils. The Danube creates interesting and valuable views, especially when the flow of the Danube deviates from the direct flow in the form of an arc. By resolution it and decryption it, it can show us its beauty.
- **Arms of Danubia** - a test on the arms of the Danube through worksheets and subsequent discussion of the correct answers.
- **Nature protection** - developing pupils' skills through drawing, discussing the secret and worksheets on human interventions, changing the surrounding environment and the importance of nature protection.
- **Large-area protected territories** - getting acquainted with 9 national parks and 14 protected landscape areas in Slovakia in the form of discussion, group work and worksheets.

- **Water question marks** - joint discussion and work through worksheets and the Internet on the importance of water. The objective is to correctly determine the truth of the statement, or to correct the statement so that it is true.
- **Changed letters** - strengthening the knowledge of water, which is a basic condition for the existence of life on the Earth.
- **Bio Games** - include all-day activities such as Bio War, Swamp, My Tree, Great Search, Recognition, Ball Game, Labyrinth and Nature Painting.
- **Museum educational programme in the open-air museum** - before visiting the open-air museum, it is recommended to study information about the open-air museum.

Worksheets are developed for each activity to develop students' environmental skills and values.

### 7. Methods used

Motivational talking, motivational interview, problem as motivation, explanation, lecture, observation, manipulation with objects, drawing, quiz, field activity, discussion, individual work, group work

### 8. Tools used

Worksheets, map of the Pridunajsko Microregion, photographs, pictures of animals and plants, coloured crayons, internet, blind maps, pen, pencil, scissors, calculator, picture atlases for determining plant and animal species, secret, coloured self-adhesive papers, scarf, blankets, objects made from different materials, ball

### 9. Results and experience in practice

It is recommended to use the educational activity (methodological handbook and worksheets) in all primary schools. Didactic material can be an inspiring source for teachers when working with pupils in passing on the values of the Danube to future generations.

#### Source:

Partnerstvo Programu cezhraničnej spolupráce Maďarsko - Slovenská republika 2007-2013. (2013). *Hodnoty Dunaja, Metodická príručka pre prvý stupeň základných škôl*. Bratislava, SK: Slovenská agentúra životného prostredia Centrum tvorby krajiny, environmentálnej výchovy a vzdelávania, v spoluprácu Klebelsberg Institution Maintenance Centre, XXIII. School District a Nationale Institute for Environment – Múzeum Dunaja

## Education without barriers - Environmental education for youth with disabilities

**Name of training programme/activity/method:** Environmental education for youth with disabilities - Education without barriers I. and II. - Manual for Youth with disabilities and Manual for Youth with disabilities Work intended for the teaching public

**Implementer/Organisation:** Slovak Environmental Agency

**Target group:** young people with disabilities, employees of environmental education centres, the general pedagogical public, which works with various target groups of young people without disabilities, mixed and with disabilities

**Website:** <https://www.sazp.sk/>

### 1. Description of education, training

The manuals were developed as a part of an international project aimed at improving the access of young people with disabilities to sustainable development within environmental education. Manual I. contains a detailed description of various activities focused on the following topics: meadows, environment, waste, trees, biodiversity, and sustainable development. At the end of each activity, there are tips and suggestions on how to adapt the activity to a specific disability. The manual also contains a table of thematic links of individual activities. Manual II. It provides information on how to work with young people with disabilities. It contains a description of ways of environmental education of young people with different types of disabilities.

### 2. Pedagogical objectives of education

The aims of education are in particular:

- Increase access for young people with disabilities to effective education for sustainable development and improve their integration in mainstream schools
- Build the capacity of teachers in environmental education centres to work with young people with disabilities.
- Raise awareness and understanding of people with disabilities with regard to the potential of people with disabilities as active and full-valued citizens.

### 3. Duration of the education/training program

The length of individual exercises is mentioned in the manual. Activities last from 20 minutes up to 5 hours depending on the nature of the exercise.

### 4. Recommended target group of education/ training

Youth with disabilities, also without disabilities, a wider pedagogical public that works with different target groups of young people without disabilities, mixed and with disabilities.

### 5. Recommended number of participants in the group

The proposed number of students is mentioned for each activity. The proposed number of students is in the range from 2 to 30 depending on the nature of the activity.



## 6. Modules, content, short description (educational/training programme)

Young people with disabilities often have difficult access to effective environmental education, not because of their physical disability, but especially because the learning environment is not organized and managed in a way that allows them to play a normal role in society. This programme manual will help young people with disabilities discover their own environment.

The manual contains a set of activities that can be successfully applied in the classroom and in the field and will support young people - healthy and disabled - in discovering the environment around them and in exploring how to become better citizens. The activities can be used by employees of environmental education centres, but also by anyone who is interested in leading young people to discover the environment around us. The presented programmes reflect the cultural environment and the tradition of environmental education in the individual partner countries.

The activities are divided into six programmes according to the following topics. Each topic is assigned a pictogram:

- **Trees** - Choose your tree, Tree planting, Similarities and differences, Tree horoscope, Influence of household waste on trees, Meet trees, Tree pollen observation, Let's protect old trees, A tree is not just a tree, Why are existing trees? Using the senses (I get to know the tree)
- **Meadows** - What is a meadow?, Diversity in a meadow, Microtuta in a grassy jungle, Sound map, Colour palettes, Sophisticated path, Networking, Air factory, Open areas, Images
- **Biodiversity** - Eco-trail research, World living in a rectangle, Colour palette, Insect trap, In the footsteps of a squirrel, Orientation in the near environment, Images of nature, Recognition of objects by touch, Animal senses (bat and moth), Energy game, Lake, Adaptations, The Art of Adaptation or the "Creator of the Day"
- **Environment** – Water Day, Noise measurement, Changes, Weather observation, Water observation, Boats and rafts
- **Sustainable development** - Dangerous places around our school, Tactile map creation, Exchange trade with natural resources, Our holidays, Diorama (three-dimensional image giving the impression of reality), Earth resources, Eco-audit
- **Waste** - Art from waste, Who am I? What is waste?, Find the best / worst product, What about waste?, Survival package, Create a gift, Guess what I am and where I belong?, Separate waste, Invent advertising, Story of one bottle, Trade, Waste

## 7. Methods used

- monological: description, explanation, narration, lecture, interpretation
- dialogical: interview, discussion
- methods of working with books, text
- observation of objects and phenomena,
- demonstration of objects, models, experiments, activities,
- training of movement and work skills,
- work activities in the outdoor environment
- graphical and fine-artistic activities
- narrative and discussion,
- individual work of students,
- scholastic and research
- interactive exercises in the outdoor environment

## 8. Tools used

Paper, wax crayons, small wooden tables, various types of trees, pieces of twigs, leaves and fruits, rope, flipchart, cards presenting natural resources, their value and price, scissors, glue, pencils, material with different textures, various products - buttons, rough paper, writing tools, magnifier, binoculars, markers, sand, acorns, gravel, chestnuts, crust, stones, pieces of fur, worksheets, calculator, meter, small stick, stickers in the shape of leaves, microscope, preparation needle, laboratory slides, pollen, liter juice boxes.

## 9. Results and experience in practice

Each programme is composed of several activities that can be used in mentioned order to explore which topic. Each activity seeks to introduce the student and the teacher deeper to mentioned topic. Activities also connect the natural environment and the human environment. The exercises will help us to find out that we, the people, are the real problem in the protection of the environment currently and in the future. Each activity is prepared in a similar format, and contains general advices and procedures for a specific activity.

At the end of each activity, there are tips and suggestions on how to adapt the activity to a specific disability.

The individual activities are also interrelated. The table entitled Thematic linking of activities will help to orientate oneself in the topics of individual activities and will provide information about the interconnection between activities and will facilitate their search.

### Source:

Bognárová, S., Kosková, K., Šimonovičová, J. Vicenová, E. (2005). *Environmentálna výchova pre postihnutú mládež. Vzdelávanie bez bariér I. Manuál environmentálnych programov pre postihnutú mládež*. Bratislava, SK: Slovenská agentúra životného prostredia

## Enviróza/Envirosis

**Name of training programme/activity/method:** „Enviróza“/Envirosis

**Implementer/Organisation:** Slovak Environment Agency in Banská Bystrica, primary and secondary schools

**Target group:** pupils, students and teachers of second level of primary and secondary schools

**Website:** <https://www.enviroza.sk/>

### 1. Description of education, training

The Enviróza/Envirosis school programme is a game that contributes to solving the problem of environmental burdens through an outdoor game and the web portal [www.enviroza.sk](http://www.enviroza.sk). It is recommended for use by pupils, students and teachers of second level of primary and secondary schools. The main objective of the game is to spread information and raise young people's awareness of environmental burdens.

During the game, participants observe nature, on the basis of which they obtain information about the existing environmental burdens and the state of their environment. The game takes place in three steps: during the game, players **search** for and **determine** environmental burdens, publish their data online and collect points, i.e. they **score**. During the activities, it is very important to develop orientation skills in working with the map and navigation. At the same time, students learn to work with information and use information and communication technologies. The games support teamwork, critical thinking and motivate participants to express their opinions.

The school programme Enviróza/Envirosis is a suitable tool for teachers for experiential teaching of environmental education and for providing information about environmental burdens within the lessons of various subjects (mathematics, informatics, biology, chemistry, geography, Slovak language, fine-art education).

### 2. Pedagogical objectives of education

The main educational objective of the programme is to disseminate information on environmental burdens among young people. Raising awareness of the potential risks and impacts of environmental burdens is an important step in solving this issue as well as an effective preventive measure.

### 3. Duration of the education/training programme

Since 2013, when the game Enviróza/Envirosis was launched, the individual rounds of the game always start in September and end in June of the given school year. The next round begins in September of the following school year. It is played continuously until the official end of the game by the organizer - the Slovak Environment Agency (SEA).

### 4. Recommended target group of education/ training

Pupils, students and teachers of second level of primary and secondary schools.

### 5. Recommended number of participants in the group

Players from one school form a group of players, which is registered via an online registration form and is led exclusively by the teacher of the given school. A group of players does not have a set limit for the number of players. The group can be formed of pupils or students of different ages.

## 6. Modules, content, short description (educational/training programme)

The most important steps in solving the problem of environmental burdens are

1. Obtain comprehensive and high-quality information on sites with an environmental burden
2. Process and utilise the information obtained so that the necessary measures can be taken
3. Disseminate information on possible risks and impacts of environmental burdens in order to prevent further environmental deterioration

Therefore, the Enviróza/Envirosis programme has the following steps:

**Search** - Pupils and students can choose the environmental burden from the displayed table containing a list of environmental burdens that are included in the game in individual regions. Burdens can be further filtered / sorted and selected by: location, kind, type or point value. Environmental burdens concern the following topics: waste dump, manure heap, fuel filling station, industry and extraction of mineral raw materials. They can find the environmental burdens using a map or GPS navigation. In addition to the above, they can also look for burdens that are not in the list and that meet the set criteria.

**Determine** - Pupils and students will notice it directly in the field when they find an environmental burden. They fill out a printed ID form on the spot and take several photographs from different angles and distances to obtain photo documentation of the burden.

**Score and Inform** For individual identified and online published burden, they can obtain points, which are listed in the table. The point value of each burden is determined on the basis of a uniform scoring system.

Within the programme are also organized the following competitions:

**PHOTO BURDEN** - a competition for the best photo, based on a public online vote

**INFOŠKA** - competition for the best information activity

**SCI-FI** - competition for the best science fiction story

The teacher has at his/her disposal a methodological handbook, worksheets for schools and a web portal. Worksheets contain 50 activities for pupils and students divided into 5 topics:

- Environmental burdens
- Types of environmental burdens
- Water
- Soil and rock environment
- Human health

## 7. Methods used

The game creates a space for experiential learning outside of school and the implementation of various teaching:

**methods** - problem and project teaching, assignment of written works or work with text, practical teaching, scholastic and research methods and

**forms** - utilising of ICT, group teaching, organization of tourist trips or excursions.

## 8. Tools used

The main motivational and interactive learning tool is the game's web portal itself.

Other tools:

- Methodological handbook
- Worksheets for primary and secondary schools
- Information leaflet - provides basic information about the school game.

## 9. Results and experience in practice

At the end of each round of the game, the order of the groups of players is evaluated on the basis of the total score they have achieved. The groups of players with the highest number of points will be awarded and mediated annually through the Ministry of the Environment of the Slovak Republic.

At the same time, individual schools, by actively participating in the school game *Enviróza/Envirosis*, are involved in solving the problem of environmental burdens in Slovakia. At the same time, they assist in the procedure in accordance with the valid legislation and strategic documents, which are aimed at eliminating, resp. decontamination of environmental burdens, and the gradual elimination of their negative effects.

Pupils and students practically develop and consolidate particularly the following competencies: to be interested in nature and processes in it, to actively create and protect the environment, to obtain information about nature through personal observation, to understand natural aspects affecting on human life, to be actively interested in public affairs, to work with a map and orientation in the land, utilise information and communication technologies and media, understand graphs, diagrams, tables, be creative, think critically and be able to express their opinion also in writing, be able to self-realize and present, be able to cooperate.

*Source:*

Helma, J., Šimonovičová, J. (2013). *Enviróza – Metodická príručka*. Banská Bystrica, SK: Slovenská agentúra životného prostredia.



## Environmental education through different activities

**Name of training programme/activity/method:** Environmental education through different activities

**Implementer/Organisation:** Coordinator: Primary School, Hlavná Street N° 5, Družstevná pri Hornáde (Slovakia) Authors: Coordinator: Primary School, Hlavná Street N° 5, Družstevná pri Hornáde (Slovakia)

Partners: Orava Kool, Louna-Eesti, 64101, Orava (Estonia) ISTITUTO COMPRENSIVO N. 2, ORTONA (Italy) CELFF-Colégio Guadalupe (Portugal) Escola Salvador Espriu, Montgat, Barcelona (Spain)

**Target groups:** students of primary school

**Website:** <https://zsdruzstevna.edupage.org/>

### 1. Description of education, training

In today's world, a positive relation towards the environment is very important. This societal problem transcends national or regional borders, in its essence has diverse and characteristic features, its impact has a pan-European to global dimension. One way how to eliminate and get rid of a negative attitude towards the environment is to properly education of students in schools. Also, the current problem is that environmental education is often absent in the school educational system. This subject is teaching only in a small number of schools. The project focused on various activities and forms of work that have an environmental character and within it were developed opportunities to enrich lessons plans or curricula in schools.

### 2. Pedagogical objectives of education

The objective of the education was to strengthen the competencies and skills development of primary school students, to activate them during the lessons and to create a positive relation towards nature and environmental protection.

### 3. Duration of the education/training programme

During the teaching of individual subjects at primary school

### 4. Recommended target group of education/ training:

Students of primary school

### 5. Recommended number of participants in the group:

20-25 students (according to the number of students in classes of primary school).

### 6. Modules, content, short description (educational/training programme)

The whole training programme consists from three parts.

#### First Part

In the first part of the education, it is mentioned how teaching methods focused on environmental education can be used. Opportunities are offered, various creative solutions to implement the issue of environmental education in the teaching process within other subjects so that students obtain a positive relation to environmental protection.

These different solutions can be applied during the teaching of various subjects, such as English language, mathematics, fine-art education, natural sciences, geography, but also other subjects such as physical education or music education.

In the project there were developed 15 lessons structures (blocks) created by the joint efforts of schools.

From the project we will present examples of how the protection of nature and the environment can be built into the teaching of individual subjects in English language lessons or in technical work lessons.

Subject: English Language. Thematic unit: Man and Nature. Topic: Weather.

Objectives: Students learn and consolidate concepts, words related to seasons and weather. The teacher explains the importance of environmental protection, its impact on weather changes. Students express their opinions on the importance of water (rain) and the sun for life.

Subject: Technique. Thematic unit: Recycling of Paper. Topic: We are created subjects.

Objectives: students will know how to classify the type of waste that can / cannot be recycled; students will be able to offer various solutions which help to reduce the amount of waste.

### **Second Part**

In the second part of the education, it is mentioned a precise description of how the event is organized - a school event that has an environmental character and through which students present their abilities and skills in this area. The best dates for such events are during the spring months. One of the events is called "Spring Celebration". It is intended not only for school students, but also for the general public, which means that it is also freely accessible to students' parents, other family members, local citizens, and basically to anyone who has a positive relation to nature. The main organizers of this event are teachers together with their students.

### **Third Part**

In the third, final part of the work are included through pedagogical reflection the benefits of the teaching method CLIL - Integrated thematic teaching in non-language subjects during lessons, as well as the benefits of non-formal education and particularly their contribution, which also increases students' competencies and mainly builds a positive relation to nature protection.

### **7. Methods used**

Into the suitable methods and forms there are included "guided interview", "learning by creating", „non-formal learning".

### **8. Tools used**

Used tools and aids: pictures, worksheet, data projector, newspaper, natural material, glues, mixer, crayons, drawing-sheets and scissors.

### **9. Results and experience in practice**

We consider the protection of the environment and nature in today's world to be one of the main priorities, which is why these environmental issues are very beneficial for today's youth. New forms of education, such as "non-formal education", method "we are learning by creating" or "learning to play" method, are very successful. The structure of the lessons mentioned in the project is illustrative, which can be modified and adapted to one's own experience of teachers and added to one's own school environment.

*Source:*

Základná škola Družstevná pri Hornáde (Slovensko), Orava Kool, Louna-Eesti, 64101, Orava (Estónsko) ISTITUTO COMPRENSIVO N. 2, ORTONA (Taliansko) CELFF-Colégio Guadalupe (Portugalsko) Escola Salvador Espriu, Montgat, Barcelona (Španielsko). (2018). Environmental education by various activities. 93 s. [Environmental education by various activities ENGLISH.pdf](#) Methodology document. .pdf. Získané dňa: 5.6.2022

## Let's get to know together the values of the forests that surround us

**Name of training programme/activity/method:** Let's get to know together the values of the forests that surround us. (Forest pedagogy, learning through play for children)

**Implementer/Organisation:** Association for the Help of People with Intellectual Disabilities in Dunajská Streda based on the source: National Forestry Centre - Institute of Forestry Counselling and Education Zvolen

**Target group:** Youth with intellectual disabilities in medium and light grade

**Website:** <http://www.lesnapedagogika.sk/deti/>

### 1. Description of education, training

Education is focused at people with medium and light grade of disabilities.

The objective of education is to inform people with mental disabilities with the significance and values of the forest, as well as with that why we need and how we can protect these values. Education has three parts. During the first part of the education, the youth obtains theoretical knowledge; in the second part there will be realised a joint trip in the forest, where the participants will experience the gifts and values of the forest with all their senses. In the third part of the education, a joint picnic in the forest will be realised, which will end with the selective collection of waste.

### 2. Pedagogical objectives of education

The objective of the education is to explain in easy-to-understand language with pictures and video-recordings to people with disabilities the significance and values of the forest, to teach them the basic connections among different natural phenomena. To create the right attitude in the matter of nature protection. Teach them how to properly select the waste. Teach them concepts such as separate collection, recycling, reuse.

### 3. Duration of the education/training programme

40 hours

### 4. Recommended target group of education/ training

The target group is people with intellectual disabilities with medium and light grade of disability.

### 5. Recommended number of participants in the group

10 – 12 people

### 6. Modules, content, short description (educational/training programme)

Education has three parts.

**The first part is of a theoretical character**, within which the participants will receive answers to seven sets of questions.

**The significance of the forest.** Sub-questions: natural function of the forest, productive function of the forest, climatic effect of the forest, hygienic effects of the forest, biocenotic effects of the forest, hydric effects of the forest, soil-forming impacts of the forest, social effects of the forest, psycho-emotional impact of the forest

- **Kinds of forests.** Sub-questions: homogeneous, diverse forest, economic forest, protective forest
- **How the forest grows.** Sub-questions: growth stages, how the tree grows from a seed
- **Cycle of substances.** Sub-questions: photosynthesis, water cycle in the forest, seasons in the forest
- **What damages to the forest?** Sub-questions: abiotic (inanimate) factors are wind, snow, frost, avalanches, glacier and drought, chemicals, fire; biotic (living) factors are sub-crust and wood-destroying insects
- **Human factors in forest protection.** Sub-questions: planting of new trees, forester's work
- **Dangers in the forest.** Sub-questions: animals, plants, mushrooms

**In the second part**, a full-day trip to the forest is organized. Participants should prepare for it, what a person should take with himself/herself and in what clothes they should participate in such a trip. During the trip, participants solve various tasks in nature. They combine theoretical and practical knowledge.

**In the third part** of the education, a joint picnic will take place. The organizers will prepare a picnic for the whole group of participants. After the picnic ending, there will be a selective collection of waste into waste bags in the form of a competition.

### 7. Methods used

Experiential, informal education

### 8. Tools used

Interactive board, video-recordings, waste bag, work gloves, pencils, drawings, crayons.

### 9. Results and experience in practice

Experiential education for the people with mentally disabilities tends to be very successful. According to experience, people with mentally disabilities are very glad to be in nature and where they successfully combine their theoretical knowledge with practice. They can easily understand the answers to questions if they are explained in simple sentences. They like to work in groups and very much like to compete.

*Source:*

National Forestry Centre - Institute of Forestry Counselling and Education Zvolen. (2009). The significance of the forest (web site) <http://www.lesnapedagogika.sk/deti/zlozka.php?content=89>  
Obtained on: 06/09/2022



## From waste separation to recycling

**Name of training programme/activity/method:** From waste separation to recycling

**Implementer/Organisation:** Association for the Help People with Intellectual Disabilities in Dunajská Streda based on the source: <https://www.ewia.sk/triedenie-a-recyklacia-odpadu-je-to-to-iste/>

**Target group:** Adult people with intellectual disabilities

**Website:** <https://www.ewia.sk/triedenie-a-recyklacia-odpadu-je-to-to-iste/>

### 1. Description of education, training

Members of the civic association in Dunajská Streda took part in training within lifelong learning for adults with intellectual disabilities. During the training, they mastered the theory of waste separation, the significance and method of separation. They acquired knowledge about the importance of waste separation and the significance of the concept of recycling. At the end of the training, they combined theoretical knowledge with practice. They separated the waste according to the colours of the waste bags and acquired practical skills when they tried the collection machine for PET bottles and cans.

### 2. Pedagogical objectives of education

The objective of the training was to teach the participants to correctly select waste, adopt separate collection according to colours, and practically use the collection machine for PET bottles and cans.

### 3. Duration of the education/training programme

The training lasted 6 hours. The theoretical part lasted 4 hours and the practical part lasted two hours.

### 4. Recommended target group of education/ training

Adult people with intellectual disabilities.

### 5. Recommended number of participants in the group

10 – 12 people

### 6. Modules, content, short description (educational/training programme)

In the theoretical part of the training were explained basic terms such as waste separation and recycling.

Waste separation is symbolized by coloured containers. Practicing waste separation took place using an interactive whiteboard, where participants divided waste into five groups

- in the green container they put glass
- in the yellow container plastic
- in the blue container paper
- into the red container metals
- in a brown container biological waste from gardens

Waste recycling is a logical outcome of separation. It can be defined as "the process of reusing materials and products that have already been used".

In the next part of the training, it was explained how takes place the recycling of glass, paper, plastics, electrical waste, construction waste, textiles and clothing.

### **Practical part**

At the end of the training, the whole group tested the operation of the PET bottle and can collection machine in the Lidl supermarket.

#### **7. Methods used**

Informal education, experiential learning

#### **8. Tools used**

Interactive whiteboard

#### **9. Results and experience in practice**

Experiential learning, informal education for adults with intellectual disabilities was very successful. The topic was very up-to-date and every participant was actively involved in the teaching. They knew waste separation from everyday life and were very interested in expanding their knowledge with new findings in the given topic. They have convinced themselves that the separation of waste and its recycling is of great importance from an ecological point of view, because natural resources will once again be created from the waste material. Recycling reduces raw material consumption of natural materials and energy consumption.

*Source:*

ewia, a.s. (2019). Waste separation and recycling. Is it the same? [Blog] <https://www.ewia.sk/triedenie-a-recyklacia-odpadu-je-to-to-iste/> sorting-and-recycling-waste-is-the-same-same... Obtained on: 06/09/2022

## **Programmes of environmental education, training and edification of the Environmental Education Center of the Slovak Environment Agency Dropie**

**Name of training programme/activity/method:** Programmes of environmental education, training and edification

**Implementer/Organisation:** Environmental Education Center of the Slovak Environment Agency Dropie (CEE SEA Dropie)

**Target group:** the public (families with small children, adults, including people with disabilities), schools (primary and secondary school students, including students with special educational needs), teachers, non-governmental organizations, self-government, entrepreneurs, farmers, specialists, students of the faculties of horticulture and of landscape engineering

**Website:** <https://dropie.sazp.sk/>

### **1. Description of education, training, programme, education centre**

CEE Dropie is a residential eco-centre of SEA. The main task of CEE Dropie consists in the implementation of educational and edification events for the public in the form of practical workshops, volunteer brigades, community programmes and development activities directly in the area of the centre and its immediate surroundings. It provides various types of informal education in the form of practical environmental training for wide target groups in the heart of the Ostrovné lúky Protected Bird Area. The territory represents a typical lowland landscape used for agricultural with islands of biodiversity in the form of meadows, pastures, wetlands, meanders with head willows and green bio-corridors. Participants in the activities can listen to stories from ancient times, discover the hidden beauty and natural attractions of the agricultural landscape, learn about the importance of living soil and a healthy landscape in the process of climate change, and learn to create islands of biodiversity in their own surroundings.

### **2. Pedagogical objectives of education**

Training for the protection and creation of the environment in the form of experiential learning

### **3. Duration of the education/training programme**

Educational, training and edification programmes are usually one-day respectively multi-days, residential based on the requirements of the participants in the form of summer workshops "Summer on the Meadows", competitions, weekend programmes, volunteer activities

### **4. Recommended target group of education/ training**

The public (families with small children, adults, including people with disabilities), schools (primary and secondary school students, including students with special educational needs, teachers.

### **5. Recommended number of participants in the group**

- Depending on the event - educational activities (20)
- Workshops (20)
- School activities (30)
- Outdoor events for the public – (50-100)

## **6. Modules, content, short description (educational/training programme)**

### **Excursions and environmental education and training for the public**

The surrounding nature is very inspiring for both the laic and professional public. Guided group or individual excursions will guide visitors through the instructional walkway THE STORY OF THE COUNTRY. Visitors can go on the Golden Garden quest (seeker) on an adventurous treasure search, or the braver can complete the challenges and puzzles of the medium difficult KRAJINA LÚK cycle quest. For the public there are also organized so-called environmental Saturdays, respectively "Solstice in the garden" event, where visitors can stroll through the natural garden and discover the islands of life.

### **The Hidden World of Rye Island programme for schools and teachers**

Children can obtain new skills through experiential form and funny activities and discover the uniqueness of the Island Meadows Protected Bird Area. Informal teaching activities include interactive excursions along instructional walkway the STORY OF THE LAND, climate quests - search for the Golden Garden, Landscape Meadows, Island Meadows, creation of "islands of life", research workshops for children and teachers. The quests will introduce the participants to typical biotopes, species, stories and problems of the country in an untraditional way. By solving the tasks, the participants will get to know not only the natural, but also the regional specifics of Lower Rye Island, and at the same time they will also find a treasure.

### **Protection of nature and promotion of diversity**

To support biodiversity, "Islands of Life" were created for animals. Activity participants can be inspired by the ISLAND OF LIFE photo processes or by the CATALOG. As a part of volunteering activities, those interested can participate in pruning head-willows, planting bio-corridors, restoring and maintaining small sacred monuments, creating various micro-biotopes for animals and plants.

## **7. Methods used**

Interactive activities, trainings, seminars, lectures, workshops, accredited education programmes, interactive exhibitions, experiential programmes directly in the natural environment, instructional walkway and campuses, practical experiences in the garden, situational games, stimulating games, craft activities, especially with natural materials, follow-up on folk craft traditions, quizzes, planting trees, exercises and games in the field, simple observation, quests

## **8. Tools used**

authentic natural environment, aids, methodologies, publications, fine-arts and creative material, promotional materials, magazines, articles, websites, partner programmes and projects

## **9. Results and experience in practice**

### **Project LIVE Protected Bird Area Island Meadows**

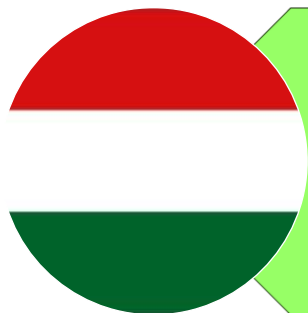
The project contributed to the active protection of the biotopes of three birds' species of European importance - the magpie cyclist, the field dandelion, and the red-footed falcon. In the Protected Bird Area Island Meadows, a suitable model management of the area in the agricultural landscape was introduced and were restored the nesting and food habitats of the target species. CEE SEA Dropie covers activities to raise awareness and disseminate the results of the project. The Story of the Country

instructional walkway was built, and the reconstruction of the old and the construction of a new observatory at Protected Bird Area Island Meadows were carried out.

**Interreg SK-HU Flavours of Danube nature**

The objective of the project is the joint effort of the project partners on both sides of the Danube to preserve the natural and cultural heritage and utilise it for the benefit of rural renewal. The project is based on the philosophy of Natural parks, whose objective is the protection of natural and cultural heritage, environmental training, shaping of public opinion and rural development, tourism and recreation. CEE SEA Dropie will build on its premises a reed gazebo, an experiential park, clean the lake with bioremediation and establish a gene pool of native fruit species of Rye Island.





**Hungary**

## Framework curriculum for skill development schools

**Name of training programme/activity/method:** Framework curriculum for skill development schools (EMMI, 2022)

**Implementer/Organisation:** Educational institutions for pupils with special educational needs

**Target group:** Students with mild mental disabilities

**Website:** <https://2010-2014.kormany.hu/hu/emberi-eroforrasok-miniszteriuma/oktatasert-felelos-allamtitkarsag/felelossegi-teruletek>

### 1. Description of the education, training

General knowledge framework curriculum fulfilling the teaching-educational work of the 9<sup>th</sup>-10<sup>th</sup> grade students of skills development school, living with a mild mental disability. (EMMI, 2022)

### 2. Pedagogical objectives of education

In the 9th to 10th grades of the Skills Development School, which provides teaching and learning for learners with mild mental disabilities, the focus is on the conscious practice of independent life management techniques. In the area of scientific and technical competences, the aim is to develop practical scientific literacy for learners with mild intellectual disabilities, to achieve user awareness of scientific phenomena in everyday life and to develop a coherent scientific worldview. The learner can describe and explain simple natural phenomena and processes using their own knowledge and appropriate methods. He/she is sensitive to domestic and global natural environmental problems. He/she is able and willing to make environmentally aware choices in their own life. He/she learns about the role of humans in the environmental impact of the economy and understand that environmental disasters can be avoided. (EMMI, 2022)

### 3. Duration of the education/training program

Two academic years

### 4. Recommended target group of education/ training

Children with mild mental disabilities in grades 9-10

### 5. Recommended number of participants in the group

Max. 8 people / class

### 6. Modules, content, short description (educational/training programme)

Specialisation field	Subject	Hours per week	Hours per week	Number of hours per two academic years
Man in nature	Science	2,5	2,5	180

The subject develops the reinforcement of health and environmental knowledge and environment protecting behaviour through everyday examples, clues, awareness-raising and practical application.

It shapes a nature-friendly, ecological approach and helps to explore the connections through examples, by mobilising emotional intelligence. It develops flexibility of thinking through many lifelike, realistic examples and exercises. Maintaining pupils' interest in the physical phenomena they encounter in everyday life and teaching them to adopt environmentally aware and protective behaviour are of particular importance. The provision of scientifically based basic knowledge in the field of chemistry helps to activate the acquired environmental knowledge and to develop environmental awareness. Everyday problems of a chemical nature support independent reflection, and raising awareness to the fact that many of the energy sources in our environment are non-renewable, and the need for economy and conservation. Everyday problems of a chemical nature support independent reflection, raising awareness to the fact that many of the energy sources in our environment are non-renewable, and the need for economy and conservation. It promotes safe independent living and responsible behaviour by raising awareness for the environment. In the field of sustainability and environmental awareness, the aim is to educate people to be environmentally friendly, to protect nature and to save materials. It helps to develop scientific and technical competence fields by understanding processes and phenomena that occur in practical life and by developing basic caution in order to protect health, safety and the environment. (EMMI, 2022)

#### **Knowledge:**

1. Organisms and their surroundings.
2. Ecological basics.
3. The impacts of globalisation and modernisation on living nature.
4. Personal experiences with plants, animals.
5. Visiting and assessing the broader and smaller surroundings.
6. Environmental pollution. Mapping environmental damage.
7. Environmental protection – environmental conservation.
8. Household waste, organic, inorganic substances, selective collection, composting.
9. Pollutants. Pollution prevention. Decontamination.
10. Chemicals: soil pollution, water pollution, air pollution

#### **7. Methods used**

- Collection, observation, comparisons
- Grouping
- Reporting
- Individual and group work on learning materials
- Study trip
- Selective waste collection

#### **8. Tools used**

- Traditional and ICT tools

#### **9. Results and experience in practice**

The assessment of environmental education is considered appropriate and successful by the child, parents and teachers, and can be well integrated into everyday life.

*Source:*

### Forest pedagogy project

**Name of training programme/activity/method:** Forest pedagogy project – Development opportunities of environmental awareness of children having special education needs within open-air school project (Kövecsesné Viktória Gósi, 2017)

**Implementer/Organisation:** Ravazdi Erdei Iskola Oktatóközpont

**Target group:** Children having special education needs

**Website:** <https://rado-gyor.edu.hu/>

#### 1. Description of the education, training

##### Five-days open-air school project

The open-air school is a specific unit of education and learning organisation, based on the characteristics of the environment. A way of organising learning which takes place over several days in a study period, regardless of the location of the organising educational institution, and which builds on active, reciprocal and active, participation-based cooperation between learners. The teaching is closely and intrinsically linked to the natural, man-made socio-cultural environment of the chosen site, both in terms of its content and curriculum. Its main educational task is to develop healthy life skills in harmony with the environment and socialisation related to community activities. It is the best place for environmental education. (Kövecsesné Gósi Viktória, 2017)

#### 2. Pedagogical objectives of education

In addition to environmental awareness raising, achieving positive changes in the condition of children with autism, for example.

#### 3. Duration of the education/training program

Five days

#### 4. Recommended target group of education/ training

Disabled children, young people

#### 5. Recommended number of participants in the group

20 people

#### 6. Modules, content, short description (educational/training programme)

Day	Programme	Method, tool
1.	<ul style="list-style-type: none"><li>- Preparation of an open-air school exercise book</li><li>- Cultural history discovery walks around the open-air school (IV. Béla well, a Viewpoint, Country Home)</li></ul>	Arrangement methods: <ul style="list-style-type: none"><li>- frontal work, pair work, cooperative group work, personalized work</li></ul>

	<ul style="list-style-type: none"> <li>- In the framework of the walk: Exploring the country house through playful, research-based methods. When we lived more frugally, more environmentally conscious? Comparison of consumer culture of the XXI<sup>st</sup> century, with lifestyle of our great-grandparents and grandparents</li> <li>- Ecological footprint calculation and questions of sustainability („We did not inherit the Earth from our fathers, we borrowed it from our grandchildren “)</li> </ul>	<p>Methods:</p> <ul style="list-style-type: none"> <li>- discussion, role play, game, cooperative methods, concept map, mindmap, guided tour, walk</li> </ul> <p>Tools:</p> <ul style="list-style-type: none"> <li>- open-air school project exercise book, worksheets, binocular, magnifier, wrapping papers, colourful shapes</li> </ul>
2.	<ul style="list-style-type: none"> <li>- Trip on the educational trail. Sensory games, examinations, on-field research (Getting to know the programme entitled Odúzó)</li> <li>- Learning about the forest living community; typical plant, - tree- and animal species: <ul style="list-style-type: none"> <li>o bird-watching (observation of nests, dens)</li> <li>o hunting blind (observation of animals, searching for winter birdhouses, feeding places etc.)</li> <li>o climate observations (whole day): measurement of air temperature, soil temperature</li> </ul> </li> <li>- In the afternoon: Plants and trees, your health needs these – Herbal project</li> <li>- Collecting and getting to know herbs</li> </ul>	<p>Arrangement methods:</p> <ul style="list-style-type: none"> <li>- frontal work, pair work, cooperative group work, personalized work</li> </ul> <p>Methods:</p> <ul style="list-style-type: none"> <li>- research, investigation, observation, discussion, making posters, games</li> </ul> <p>Tools:</p> <ul style="list-style-type: none"> <li>- open-air school project exercise book, worksheets, binocular, magnifier, bug examiner</li> </ul>
3.	<ul style="list-style-type: none"> <li>- The forest and the human being;</li> <li>- The forest community (ECO network)</li> <li>- Getting to know the triple role of the forest, by playing</li> <li>- The environmentally responsible work of the forester</li> <li>- Giant board game about the forest community (Team competition).</li> <li>- In the afternoon: Making a "LAPBOOK" - Theme The wildlife of the forest</li> <li>- In the evening: hunting blind programme with foresters in groups of 8-10</li> </ul>	<p>Arrangement methods:</p> <ul style="list-style-type: none"> <li>- frontal work, pair work, cooperative group work, personalized work</li> </ul> <p>Methods:</p> <ul style="list-style-type: none"> <li>- activities, conversation, role play, game, demonstration, writing a report, cooperative, mosaic technique, „Who am I?“ creation, singing, listening to music</li> </ul> <p>Tools:</p> <ul style="list-style-type: none"> <li>- open-air school project exercise book, worksheets</li> </ul>
4.	<ul style="list-style-type: none"> <li>- Games involving movement</li> </ul>	<p>Arrangement methods:</p>

	<ul style="list-style-type: none"> <li>- Environmentally friendly waste management – selective waste collection project</li> <li>- Our health is our treasure</li> <li>- Physical – mental health</li> <li>- Making dinner together: Baking langalló with the help of knowledge discussed and available ingredients, preparation of fruit with honey</li> </ul>	<ul style="list-style-type: none"> <li>- frontal work, pair work, cooperative group work, personalized work</li> </ul> <p>Methods:</p> <ul style="list-style-type: none"> <li>- conversation, role play, game, presentation, demonstration, cooperative methods</li> </ul> <p>Tools:</p> <ul style="list-style-type: none"> <li>- open-air school project exercise book, worksheets</li> </ul>
5.	<ul style="list-style-type: none"> <li>- Forest obstacle race, team race on the educational trail (aim: to synthesize knowledge)</li> <li>- Assessment of the project, exhibition from the outcomes of the weekly projects, summarization of the experiences</li> <li>- Finishing open-air school diary</li> </ul>	<p>Arrangement methods:</p> <ul style="list-style-type: none"> <li>- frontal work, cooperative groupwork</li> </ul> <p>Methods:</p> <ul style="list-style-type: none"> <li>- conversation, role play, game, cooperative methods</li> </ul> <p>Tools:</p> <ul style="list-style-type: none"> <li>- open-air school project exercise book, certificates, assessment sheets</li> </ul>

## 7. Methods used

Interactive, experiential, practical tasks, conversation, roleplay, game, presentation, demonstration, cooperative methods, research, examination, observation, making posters, games.

## 8. Tools used

The use of practical tools for spontaneous, natural, latent learning process

## 9. Results and experience in practice

A holistic approach ensures the development of an environmentally aware worldview, critical thinking, acquisition of social and learning skills, and a balance between intellect and emotion. (Kövecsesné Gősi Viktória, 2017)

*Source:*

Kövecsesné, Viktória Gősi (2017): Sajátos nevelési igényű gyermekek környezettudatosságának fejlesztési lehetőségei erdei iskolai projekteken. Last downloaded: June 23, 2022

[https://www.researchgate.net/publication/321547066\\_SAJATOS\\_NEVELESI\\_IGENYU\\_GYERMEKEK\\_KORNYEZETTUDATOSSAGANAK\\_FEJLESZTESI\\_LEHETOSEGEI\\_ERDEI\\_ISKOLAI\\_PROJEKTEN](https://www.researchgate.net/publication/321547066_SAJATOS_NEVELESI_IGENYU_GYERMEKEK_KORNYEZETTUDATOSSAGANAK_FEJLESZTESI_LEHETOSEGEI_ERDEI_ISKOLAI_PROJEKTEN)

## Eco-school

**Name of training programme/activity/method:** Eco-school

**Implementer/Organisation:** Szentlőrinci Általános Iskola Egységes Gyógypedagógiai Módszertani Intézménye

**Target group:** The whole community of a school

**Website:** <http://www.szentlorincegyimi.hu/>

### 1. Description of education, training

A key aspect in the life of the school is the development of environmentally aware thinking, living and behaviour. Environmental education takes place in and outside the classroom throughout the year. (Beáta Tóth, 2016)

### 2. Pedagogical objectives of education

The programmes accompanying the school year are aimed at prevention and the development of correct values, setting a good example for students with intellectual disabilities in the field of environmental protection and environmental awareness. In order to reach the objective set, they provide students with knowledge embedded into collective action, supported by personal example, constant motivation and positive reinforcement. Since problems cannot be solved alone, the aim of environmentally aware education is also to teach cooperation. (Tóth Beáta 2016)

### 3. Duration of the education/training program

One school year

### 4. Recommended target group of education/ training

The entire school community

### 5. Recommended number of participants in the group

All students of the school

### 6. Modules, content, short description (educational/training programme)

Month	Topic	Activities
Sept.	<ul style="list-style-type: none"><li>- Launching ECO-communication at schools</li><li>- Enjoy yourself!</li><li>- International Car – Free Day</li><li>- Clean Up the World Day</li></ul>	<ul style="list-style-type: none"><li>- ECO bulletin board: with recent environmental news;</li><li>- Planning of ECO-school programmes;</li><li>- Informing students about the importance of ECO-school, about ecologically aware lifestyle;</li><li>- Classroom cleanness competition;</li><li>- Selective waste collection;</li><li>- Announcement of collection of batteries, electric appliances;</li><li>- Use of composter;</li><li>- Flower planting;</li><li>- Environmental quiz related to the season.</li></ul>

Oct.	<ul style="list-style-type: none"> <li>- World Animal Day</li> <li>- Global Handwashing Day</li> </ul>	<ul style="list-style-type: none"> <li>- Animal protection: bulletin board, presentations, crosswords, film screening;</li> <li>- „Draw your favourite animal” drawing competition;</li> <li>- Global Handwashing Day: cleanness patrolling;</li> <li>- Ongoing decoration of eco-wall /green wall/.</li> </ul>
Nov- Dec	<ul style="list-style-type: none"> <li>- Month of health</li> <li>- Smoke-free day</li> <li>- Biological diversity</li> </ul>	<ul style="list-style-type: none"> <li>- Crossword about the environment;</li> <li>- Theme day about health promotion;</li> <li>- Project work in environmental studies, science, life skills, career guidance lessons on healthy nutrition and lifestyle – Herbs in our everyday life;</li> <li>- Visit at the pharmacy;</li> <li>- „Don’t buy anything” action day;</li> <li>- Bird feeding in winter.</li> </ul>
Jan.	<ul style="list-style-type: none"> <li>- Ornithological information</li> </ul>	<ul style="list-style-type: none"> <li>- Guests of birdhouse;</li> <li>- Observation of birds.</li> </ul>
Febr.	<ul style="list-style-type: none"> <li>- Environment Theme Day</li> <li>- “Wildlife of Hungary”</li> <li>- Carnival</li> </ul>	<ul style="list-style-type: none"> <li>- Film screening, discussion, albums;</li> <li>- Making costumes from natural and recyclable materials.</li> </ul>
Marc.	<ul style="list-style-type: none"> <li>- Spring maintenance tasks/yard cleaning/</li> <li>- Healthy lifestyle</li> <li>- World Water Day</li> </ul>	<ul style="list-style-type: none"> <li>- ECO groups;</li> <li>- Experiments with water – Aquatic habitats in Szentlőrinc;</li> <li>- ECO bulletin board.</li> </ul>
Apr.	<ul style="list-style-type: none"> <li>- Month of the Earth</li> </ul>	<ul style="list-style-type: none"> <li>- Day of the Earth and health day;</li> <li>- Planting flowers in the yard;</li> <li>- Lecture about disaster management;</li> <li>- Education classes of National Public Health and Medical Officer Service of Hungary (ÁNTSZ);</li> <li>- Paper collecting.</li> </ul>
May.	<ul style="list-style-type: none"> <li>- Month of birds and trees</li> </ul>	<ul style="list-style-type: none"> <li>- Outdoors spring trip – County-level Athletic Races;</li> <li>- Drawing competition;</li> <li>- Joining events in the city.</li> </ul>
Jun.	<ul style="list-style-type: none"> <li>- World Environment Day</li> </ul>	<ul style="list-style-type: none"> <li>- Cleaning action in the schoolyard, around the dormitory</li> <li>- Trip on Children’s Day</li> <li>- National Athletic Race in Zánka</li> <li>- Sports day at school,</li> <li>- Assessment of ECO-school year and preparation of report</li> <li>- Rewarding the most active students and class communities in the programme</li> </ul>



## **7. Methods used**

Practical exercises, project work, presentation, report, own experience

## **8. Tools used**

The use of practical tools for a spontaneous, natural learning process theoretical reinforcement

## **9. Results and experience in practice**

Students at school develop an environmentally aware mindset, lifestyle and behaviour. A love of the natural environment will be given a place and will be integrated into their daily lives, and they will have a need for protecting and appreciating nature and the built environment.

*Source:*

Tóth Beáta (2016): Ökoiskola munkaterve 2016/17. Last downloaded: June 23, 2022

[http://www.szentlorincegymi.hu/sites/default/files/okoiskola\\_munkaterve\\_2016-17.pdf](http://www.szentlorincegymi.hu/sites/default/files/okoiskola_munkaterve_2016-17.pdf)

## Soul farmer experience (Forest Eave Soul Farm)

**Name of training programme/activity/method:** Soul farmer experience, 5 days summer camp

**Implementer/Organisation:** Erdőszéli Lélelfarm (Forest Eave Soul Farm)

**Target group:** disabled and non-disabled children, integrated

**Website:** <https://ritadiszkreccio.hu/hu/#bemutakozas>

### 1. Short description of education, training

The **Erdőszéli Lélelfarm** is located in the outskirts of Szombathely, in the Parkerdő (Park Forest), where eco-awareness applies to a maximum. Instead of a building, there is a yurt, a recycling toilet and a washbasin, a small lake, a bee pasture, a bug hotel await the visitors. Children learn the love of nature in practice.

The services of Lélelfarm include:

- Summer camp for children, integrated with disabled children
- Educating young people and disabled young people for living an eco-aware life, with Szombathelyi Hulladékgazdálkodási Közszolgáltató Nonpr. Kft (Waste Management Public Service Provider Non-profit Ltd) and with the Hulladékudvar (Recycling Yard)
- Community service for young people - Lélelfarm, as a result of its cooperation with Humán Harmónia Alapítvány (Human Harmony Foundation) welcomes secondary school students interested in the following topics: nature conservation, affection for animals, farm management, drug prevention, community building, organisation of programmes
- Farm life in a yurt, with animals, next to a forest, with self-knowledge development
- One-day trainings helping to find back to ourselves, serving to recreate ourselves, to relieve stress and to make decision making easier.
- Face-to-face consultation, family adventure time drug prevention, mediation

The programme of 5 days summer camp includes:

- animal care, feeding, watering
- getting to know with plants
- playing outdoors
- preparation of dishes made from locally grown vegetables
- getting to know the historic past of the yurt, it is part of the tradition
- use and operation theory of green toilet and sink
- caring of the lake
- building a bug hotel
- basics of selective waste collection
- forest patrolling, forest cleaning

### 2. Pedagogical objectives of education

Educating target groups for eco-conscious way of thinking.

### **3. Duration of the education/training program**

5 days summer camp

### **4. Recommended target group of education/ training**

primary school students

### **5. Recommended number of participants in the group**

12 persons

### **6. Modules, content, short description (educational/training programme)**

The programmes are always adjusted to the biorhythm of animals living in the farm. Once they have been fed and looked after, the trainer will organise the day according to the children's needs and adapted to the weather.

### **7. Methods used**

Experiential learning, movement exercises, active cooperation

The animals of the farm, who take part at work are:

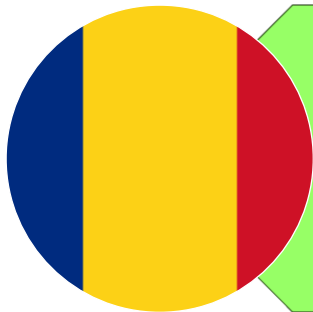
- Boldizsár dog, the guard of the farm- bigger-sized dog: he needed a bigger body, because he has such a big heart that it cannot fit in a smaller body
- Borka dog- the deputy of Boldizsár, the chief of the farm – small body- big heart
- Jancsi and Juliska - Cameroon dwarf goats
- Mézga, the Cameroon little sheep
- Vattacukor – the therapeutic horse
- Nünü- pet rabbit

### **8. Tools used**

Tools, plants, vegetables, crops available in the nature. Fruit trees, crops, the edge of forest and wildflowers all serve the green training, recreation of those seeking harmony with nature.

### **9. Results and experience in practice**

Children can well integrate the knowledge that they experienced. They accept the fact that their fellow is different. They will become open, inquiring children, who love and protect nature.



**Romania**

## Green journey of the senses

**Name of training programme/activity/method:** Green journey of the senses

**Implementer/Organisation:** Day centres for people with disabilities

**Target group:** Persons with mental disabilities

**Website:** -

### 1. Description of the education, training

The programme includes a one-day activity where participants follow a trail to learn about the wildlife in their environment. Through experiential learning, they will get to know different animals, plants and related phenomena. The trail stations are accompanied by different framework stories that help participants to learn about their environment through play.

### 2. Pedagogical objectives of education

The main objective of the programme is to familiarise people with mental disabilities with the animals and plants living in their environment and their main characteristics and features. The trail is a playful way for participants to learn about the sounds of birds and the footprints of animals, but it also touches on the theme of selective waste collection.

### 3. Duration of the education/training program

One day

### 4. Recommended target group of education/ training

Persons with mental disabilities

### 5. Recommended number of participants in the group

15-20 persons

### 6. Modules, content, short description (educational/training programme)

Stations	Games	Game description
1. Hearing	- Nature radio  - Zümi	- Brekege, the frog, after having watered his small garden with rain, sat down under a tree to rest in the shade. He closed his eyes and suddenly he realized that he was not alone: he heard many, many interesting sounds around him. Listen! Close your eyes and listen. What sounds can we hear?  - Lusti and Brekege were taking their usual walk in the garden and sat down to rest at the edge of the meadow.

		<p>They were just about to doze off when they heard a variety of sounds.</p> <ul style="list-style-type: none"> <li>- They heard the following sounds: cuckoo, tawny owl, horned owl, magpie, thrush, woodpecker.</li> <li>- Do you hear any of these? What birds can you hear?</li> </ul>
1. Smell	<ul style="list-style-type: none"> <li>- Take in the smell of the garden!</li> <li>- Find the scent!</li> </ul>	<ul style="list-style-type: none"> <li>- Zümi's garden is full of fragrant plants. She would like you to get to know them.</li> <li>- Can you recognise the plants by their smell?</li> <li>- The little ants, the tiny inhabitants of the garden, have hidden a scented string in the grass to lead you to someone. Follow the smell! Find the little insect hiding in the grass.</li> </ul>
3. Vision	<ul style="list-style-type: none"> <li>- See who is hiding in the branches!</li> <li>- Footprint guide</li> </ul>	<ul style="list-style-type: none"> <li>- Some of the garden's inhabitants live in the trees. If you stay quiet and watch, you can see them on the branches of the trees.</li> <li>- Find all the inhabitants of the tree!</li> <li>- Some animals were in the garden this morning and their footprints were left in the yard.</li> <li>- Whose footprints could it be? Where do the footprints lead to? Follow the path of the footprints!</li> </ul>
4. Touch	<ul style="list-style-type: none"> <li>- What did you feel?</li> </ul>	<ul style="list-style-type: none"> <li>- Lusti loves to feel everything very thoroughly. This is how she gets to know the world.</li> <li>- Have you managed to discover the treasures of our garden with your eyes closed?</li> </ul>
5. Trees	<ul style="list-style-type: none"> <li>- Find it's home!</li> </ul>	<ul style="list-style-type: none"> <li>- This morning, while Lusti was taking his usual morning walk in the garden, he noticed someone sighing very sadly under the lilac bush. When she got there, she saw five little woodpeckers moping because the wind had blown them away from their home during the night.</li> <li>- Will you help me find their homes?</li> <li>- Can you identify which tree they live in?</li> </ul>
6. Fairy	<ul style="list-style-type: none"> <li>- Collect selectively!</li> </ul>	<ul style="list-style-type: none"> <li>- The garden fairy is a very good friend of the dustbin fairy, which is why our garden is so clean. All rubbish and waste is kept in separate bins.</li> <li>- Do you know which waste goes in which bin?</li> <li>- Help us separate the waste!</li> </ul>
7. Educational poster	<ul style="list-style-type: none"> <li>- Educational poster</li> </ul>	<ul style="list-style-type: none"> <li>- Make an educational poster about a bird in your environment, which will be presented.</li> </ul>

## **7. Methods used**

Interactive, experiential, practical exercises, discussions, games, demonstration, cooperative methods, research, investigation, observation, making posters

## **8. Tools used**

The use of practical tools for spontaneous, natural learning

## **9. Results and experience in practice**

Walking around the trail, participants can learn about the wildlife in their surroundings. This learning is experiential, using different senses to experience the characteristics of animals and plants. This knowledge can make them proficient either in hiking or in other forms of learning about their environment. This series of exercises also helps to develop environmental awareness.

*Source:* Rabocskai, L. (2020). Utazás az érzékek zöld ösvényén.

## Forest School – Inhabitants of the forest

**Name of training programme/activity/method:** Forest School – Inhabitants of the forest

**Implementer/Organisation:** Rókavár Forest School

**Target group:** Persons with mental disabilities

**Website:** <http://www.vadon.ro/>

### 1. Description of the education, training

The Forest School - Inhabitants of the Forest is a series of 3-day activities for groups from different educational institutions. The Forest School allows students to acquire concepts and knowledge about their environment through active, experiential learning. Forest school often includes thematic days and camps linked to a particular environmental event or phenomenon. The theme of the forest school activities detailed below was forest dwellers.

### 2. Pedagogical objectives of education

The main objective of the Forest School is to provide participants with skills that enable them to live in harmony with nature and their immediate environment. This requires participants to develop a sense of environmental awareness and independent living skills.

### 3. Duration of the education/training program

Three days

### 4. Recommended target group of education/ training

Persons with mental disabilities

### 5. Recommended number of participants in the group

30 persons maximum

### 6. Modules, content, short description (educational/training programme)

Day	Programme	Methods, tools
1.	<ul style="list-style-type: none"><li>- Watch a short film about forest animals;</li><li>- After the film, the programme leader will ask questions related to the film. They will also be asked questions that they will have to answer based on their own knowledge;</li><li>- Participants will take part in a craft activity, making posters, in pairs or individually: using recycled waste (old newspapers, magazines, corks of different sizes and colours), painting and gluing stones on sheets of paper. The creations depict forest animals.</li></ul>	<p>Methods of organisation:</p> <ul style="list-style-type: none"><li>- Frontal</li><li>- Working in pairs</li><li>- Individual work</li></ul> <p>Methods:</p> <ul style="list-style-type: none"><li>- Discussion</li><li>- Cooperative method</li></ul> <p>Tools:</p> <ul style="list-style-type: none"><li>- Overhead projector</li><li>- Sheets of paper</li></ul>



		<ul style="list-style-type: none"> <li>- Adhesive</li> <li>- Stones, corks, paint, magazines, newspapers, coloured pencils</li> </ul>
2.	<ul style="list-style-type: none"> <li>- A walk in the forest on a designated stretch;</li> <li>- The walk is led by an expert who will report on what they have seen and answer questions;</li> <li>- Objective:             <ol style="list-style-type: none"> <li>1. To learn about and observe forest animals and birds;</li> <li>2. To observe and observe the animals in the forest and to learn about their habitats and footprints.</li> </ol> </li> </ul>	<p>Methods of organisation:</p> <ul style="list-style-type: none"> <li>- Frontal</li> <li>- Group work</li> </ul> <p>Methods:</p> <ul style="list-style-type: none"> <li>- Cooperative</li> <li>- Observation</li> <li>- Discussion</li> </ul> <p>Tools:</p> <ul style="list-style-type: none"> <li>- Animal determinant</li> <li>- Birds determinant</li> <li>- Binoculars</li> </ul>
3.	<ul style="list-style-type: none"> <li>- The walk is led by an expert who tells about what he saw and answers questions;</li> <li>- Objective:             <ol style="list-style-type: none"> <li>1. Learning about small animals and insects;</li> <li>2. Learning about plants, identifying medicinal plants, knowing their beneficial effects</li> </ol> </li> </ul>	<p>Methods of organisation:</p> <ul style="list-style-type: none"> <li>- Frontal</li> <li>- Group work</li> </ul> <p>Methods:</p> <ul style="list-style-type: none"> <li>- Cooperative</li> <li>- Observation</li> <li>- Discussion</li> </ul> <p>Tools:</p> <ul style="list-style-type: none"> <li>- Plant determinant</li> <li>- Insect determinant</li> <li>- Medicinal plants determinant</li> <li>- Binoculars</li> <li>- Magnifying glass</li> </ul>

### 7. Methods used

Interactive, experiential, practical exercises, discussions, games, demonstration, cooperative methods, research, investigation, observation, making posters

### 8. Tools used

The use of practical tools for spontaneous, natural learning

### 9. Results and experience in practice

Forest school allows participants to experience environmental education beyond the traditional discursive methods, in an organisational way where they can observe in real time the phenomena of

nature and acquire skills such as environmental awareness, autonomy, expression, knowledge of plants and animals, hiking skills.

*Source:*

*Rókavár Erdei Iskola Vadon.* (n.d.). <https://vadon.ro/magyar/59>. Retrieved June 27, 2022, from <https://vadon.ro/magyar/59>

## **Biodynamic Farm**

**Name of training programme/activity/method:** Biodynamic Farm - Irisz

**Implementer/Organisation:** Christian Foundation Romania

**Target group:** Persons with mental disabilities

**Website:** -

### **1. Description of the education, training**

*"Now a farm comes closest to its own essence when it can be conceived of as a kind of independent individuality, a self-contained entity. In reality, every farm ought to aspire to this state of being a self-contained individuality." (GA 327, "Agricultural Course", 2 Lecture.)*

Our self-sustaining farm system, where we produce qualitative and quantitative food without damaging the environment, based on biodynamic principles, with the involvement of various disabled and disadvantaged groups in the rural area, making the necessary adaptation to the target groups, where those in need of support can benefit from non-clinical agricultural activities and training. Biodynamic farming is a method of a supporting environment where people with disabilities can learn, and work together as a self-sustainable way of life and by farm products and services even generate income and value for the society. Biodynamic farms and gardens work to bring plants, animals, and soil together through living, conscious relationships, so that they each support and balance the whole.

### **2. Pedagogical objectives of education**

The general objectives and the reference objectives lead to the formation of skills and attitudes related to ecological and environmental protection issues. Through interactive strategies, people with disabilities are placed in the situation of observing, analysing, investigating, environmental phenomena and processes, practicing intellectual work skills, while forming a responsible, involved behaviour in relations with the environment.

The proposed activities value creativity, imagination, team spirit, competition, offering beneficiaries the opportunity to assume roles and responsibilities in the community, to offer viable solutions for maintaining an optimal living environment.

1. Knowledge of the environment by stimulating curiosity for investigation the surrounding reality: vegetables, fruits and animals.
2. Training and practicing practical skills in order to achieve some functional, practical-utility objects, made of recyclable materials or reusable.
3. Forming a positive attitude towards nature by achieving some ecological education activities

### 3. Duration of the education/training program

One year

### 4. Recommended target group of education/ training

Persons with mental disabilities

### 5. Recommended number of participants in the group

8-10 persons

### 6. Modules, content, short description (educational/training programme)

Quarter of the year	Content	Methods
I.	<ul style="list-style-type: none"><li>- Exploring the environment by identifying its characteristics</li><li>- Exercises to identify the main areas of the farm</li><li>- Exercises in observing and identifying objects through the main characteristics of each farm space</li></ul>	<ul style="list-style-type: none"><li>- Observation</li><li>- Analysis</li><li>- Investigation</li><li>- Use of the plans</li></ul>
II.	<ul style="list-style-type: none"><li>- Identify specific features of gardening tools</li><li>- Exercises to identify the names of tools</li><li>- Exercises to learn how to use gardening tools</li></ul>	<ul style="list-style-type: none"><li>- Observation</li><li>- Analysis</li><li>- Investigation</li><li>- Didactic game</li><li>- Stories</li><li>- Use of boards</li></ul>
III.	<ul style="list-style-type: none"><li>- Identify specific features of gardening tools</li><li>- Exercises in observing and identifying vegetables and fruit</li><li>- Exercises in identifying the names of planters and their component parts</li><li>- Exercises in caring for plants</li><li>- Observing changes in plant life</li></ul>	<ul style="list-style-type: none"><li>- Observation</li><li>- Analysis</li><li>- Investigation</li><li>- Didactic game</li><li>- Stories</li><li>- Use of boards</li></ul>
IV.	<ul style="list-style-type: none"><li>- Identification of specific animal characteristics</li><li>- Animal observation and identification exercises</li><li>- Exercises to identify the benefits we get from animals and birds</li><li>- Animal care exercises</li></ul>	<ul style="list-style-type: none"><li>- Observation</li><li>- Analysis</li><li>- Investigation</li><li>- Didactic game</li><li>- Stories</li><li>- Use of boards</li></ul>

### 7. Methods used

Biodynamic farming method – observing, analysing, investigating, caring about environment. The protection of human health, the prudent and rational utilization of natural resources and the

management of regional environmental problems are important objectives in the fight against climate change. Biodynamic agriculture has had a way to deal with these problems for decades. Is a human service to the earth and its creatures not just a method for increasing production or providing healthy food?

#### **8. Tools used**

The use of gardening tools.

#### **9. Results and experience in practice**

- Healthy self-sustaining farm system (organization), where will produce qualitative and quantitative food without damaging the environment, based on biodynamic principles, with the involvement of various disabled and disadvantaged groups on the land owned by the partner organizations in the rural area.
- Provide a fruit and vegetable box scheme/Community Supported Agriculture (CSA) by offering healthy, organically grown fruit and vegetable boxes to the local community working with the CSA model to create stability for the farm
- Raising awareness about the importance of healthy nutrition
- Raising awareness about the importance of looking after the soil, growing organic

*Source:*

Ministerul Educației (2021). *Programa școlară pentru disciplina "Activități de explorare a mediului" Învățământ special*. București

## Organic horticulture - Three Doves Association

**Name of training programme/activity/method:** Organic horticulture

**Implementer/Organisation:** Három Galamb Association

**Target group:** persons with mental disabilities

**Website:** : <https://hu.haromgalamb.com/>

### 1. Description of the education, training programme, education centre

They started to develop an organic/biodynamic garden on a 7540 m<sup>2</sup> land. They developed a variety of workshops which would cater for a variety of needs and abilities. This includes crafts, cooking and catering, food processing, recycling and other community service workshops. The point being that these are not just occupational work settings, but offer 'meaningful work' which has a purpose, is needed by others in the wider community, has viable outcomes and good training possibilities.

### 2. Pedagogical objectives of education

The work and training aspects of the educational programs would be complimented by social and therapeutic inputs including art, music and dance, with the possibility of further one-to-one therapeutic support offered where it would be beneficial. Through interactive strategies, people with disabilities are placed in the situation of observing, analyzing, investigating, environmental phenomena and processes, practicing intellectual work skills, while forming a responsible, involved behavior in relations with the environment.

### 3. Duration of the education/training program

It depends on the potential of the disabled person.

### 4. Recommended target group of education/ training

Persons with mental disabilities

### 5. Recommended number of participants in the group

8-10 persons

### 6. Modules, content, short description (educational/training programme)

Quarter of the year	Content	Methods
I.	- Exercises in observing and identifying objects through the main characteristics of each farm space.	- observation - analysis - investigation
II.	- Identify specific features of gardening tools - Exercises to identify the names of tools - exercises to learn how to use gardening tools	- observation - analysis - investigation
III.	Identify specific features of gardening tools - exercises in observing and identifying vegetables and fruit	- observation - analysis - investigation

	- exercises in caring for plants - observing changes in plant life	
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### **7. Methods used**

Learning by experience – observing, analyzing, investigating, caring about environment. The protection of human health, the prudent and rational utilization of natural resources.

### **8. Tools used**

Gardening tools.

### **9. Results and experience in practice**

- healthy self-sustaining organic horticulture, where will produce qualitative food without damaging the environment, based on natural principles, with the involvement of various disabled groups on the land owned by the Association in the rural area.
- provide organic fruits and vegetables
- raising awareness about the importance of healthy nutrition
- raising awareness about the importance of looking after the soil, growing organic.

## Coordinator



<http://ozbuducnost.sk/>

## Partners



<https://www.humanprofess.hu/>



<https://www.facebook.com/iriszhaz>

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