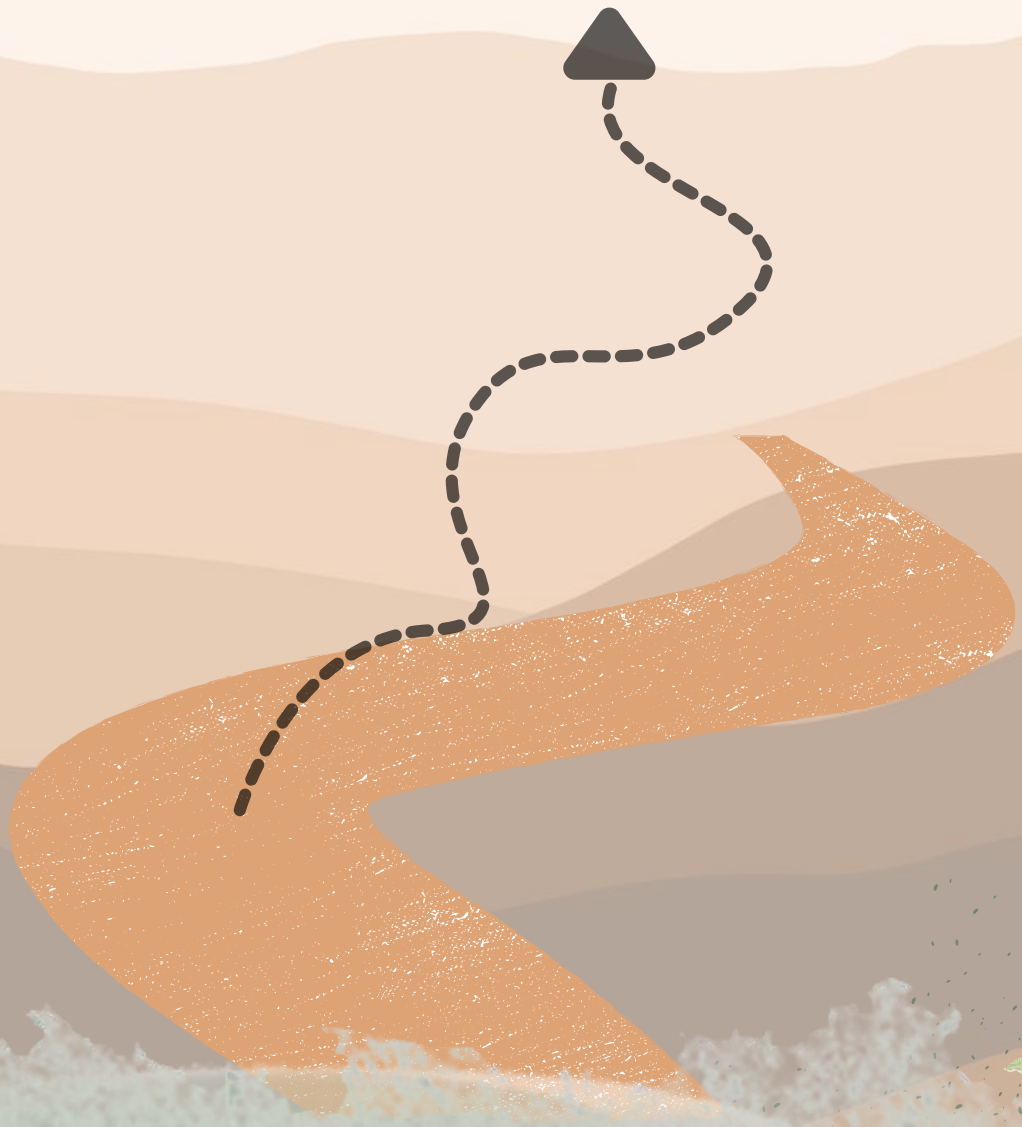
ECO RANGERS

Facilitating Impactful Journeys

· Workshop Methodology ·



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Eco Rangers facilitating Impactful Journeys

Introduction to workshop methodology

Eco Rangers – Journeys of Impact is an Erasmus+ project funded by Landskrifstofa Erasmus+ – Rannsóknamiðstöð Íslands under the contract number 2024-2-IS01-KA210-ADU-000265496. Developed by CIRCA in Iceland and Slovak Eco Quality in Slovakia, the 19-month project explores sustainable travel not only as a question of transport, accommodation, or carbon footprint, but as a wider learning process connected to personal well-being, community engagement, and responsible relationships with the places we visit. It supports adults, educators, trainers, and community facilitators in reflecting on how and why we travel, the choices we make, and how these choices affect ourselves, others, and the environments around us.

Within this framework, this Workshop Methodology has been developed as a practical educational resource that translates the project's key ideas into accessible and engaging learning experiences. The activities connect environmental responsibility with personal well-being, mindful travel, community engagement, and meaningful connection with nature, while encouraging participants to explore how sustainable choices can become part of everyday life.

Rather than focusing primarily on theoretical knowledge, the methodology follows an experiential and participant-centred approach based on learning by doing, reflection, exploration, and peer-to-peer exchange. The activities invite participants to explore their local environments, develop practical skills, share knowledge and experiences, reflect on their own habits, and experiment with simple actions that can be continued beyond the workshop. In this way, the methodology aims not only to increase awareness of sustainable travel and living, but also to encourage participants to become active contributors to positive change in their communities.

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Eco Rangers facilitating Impactful Journeys

The activities cover a diverse range of themes connected to sustainable lifestyles and mindful travel. They include practical circular economy activities such as clothing repair, upcycling, and heritage restoration; outdoor and community-based activities such as sustainable mapping and plogging; and creative and reflective practices focusing on well-being, self-care, connection with nature, and the relationship between people and the environment. Across these different formats, the methodology aims to demonstrate that sustainability can be explored through practical skills, creativity, movement, reflection, and social connection.

A common element throughout the collection of different workshops is the participant-centred and non-formal learning approach. Activities are designed to be inclusive and adaptable to different levels of experience, abilities, group sizes, and local contexts. Participants are encouraged to contribute their own knowledge and experiences, while facilitators provide guidance, demonstrations, reflection questions, and opportunities for peer-to-peer learning. The methodology therefore does not treat participants simply as recipients of information, but as active contributors to the learning process.

The activities also place strong emphasis on local context. Sustainable choices are often shaped by the places where people live, travel, work, and spend time. For this reason, many of the workshops include localization and cultural adaptation tips, allowing facilitators to incorporate local traditions, resources, environmental challenges, community spaces, languages, and cultural practices. This makes the activities suitable for implementation in different communities and European contexts.

Reflection and connection to everyday life are another important part of the methodology. Each activity provides opportunities for participants to consider what they have learned, how the experience has influenced their perspective, and what small changes they could make afterwards. The intention is to move beyond a single workshop experience and encourage continued engagement with sustainable and mindful practices.

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Eco Rangers facilitating Impactful Journeys

This Workshop Methodology forms a practical educational resource for adult educators, trainers, community facilitators, and organisations working with sustainability, responsible travel, well-being, and community development. They can be used as complete workshop plans or adapted and combined according to the needs of particular groups and locations.

The overall aim is to support a new culture of travel and everyday living in which environmental responsibility, personal well-being, community connection, and care for places are understood as interconnected. Through practical learning and shared experiences, Eco Rangers encourages participants not only to travel more responsibly, but also to become active contributors to more sustainable and regenerative communities.

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Repair & Re-wear: Open Repair Session Next to a SWAP

Essential Learning Outcome (ELO)
By the end of this activity, participants will be able to apply basic clothing repair or upcycling techniques to extend the life of garments and identify repair and reuse as practical alternatives to disposing of clothes or buying new ones.

Informational Module (Optional Intro)
The facilitator may briefly introduce the connection between clothing repair, textile waste, and circular fashion. This introduction should remain short and practical, as the main focus of the activity is hands-on learning.
Possible topics include:

- extending the life of clothes through repair and reuse;
- the difference between repair, visible mending, and upcycling;
- how repairing clothes can reduce textile waste and unnecessary consumption.

The introduction can also happen informally while participants choose their garments rather than as a separate presentation.

Facilitator's Guide
Group Size
The activity works best as an open, drop-in session with participants joining and leaving throughout the activity.
Approximately 5–10 participants can work at the same time, depending on the available space, materials, and number of facilitators. A larger number of people can participate over the full duration of the session.
No prior sewing or repair experience is required.

Target Group

- General public
- SWAP visitors of different ages
- Beginners and experienced makers
- People who may join spontaneously without prior preparation

Physical Setting
The activity is designed to take place next to or as part of a clothing SWAP, allowing participants to work either with their own clothes or garments available at the SWAP.

Repair & Re-wear: Open Repair Session Next to a SWAP

Prepare:

- tables for hand sewing and small repair tasks;
- a separate table or safe working area for the sewing machine;
- chairs;
- an accessible display of repair and upcycling materials;
- enough visibility to attract people visiting the SWAP and encourage spontaneous participation.

The atmosphere should feel informal and welcoming rather than like a formal sewing class.

Materials Needed

Equipment:

- Sewing machine + needles and thread

Basic repair tools:

- Needles
- Thread in various colors
- Scissors
- Pins and safety pins
- Measuring tape
- Seam ripper (optional)

Upcycling and creative materials (optional):

- Fabric scraps
- Buttons
- Ribbons
- Patches
- Iron-on patches
- Visible-mending yarn or embroidery thread

Garments:

- Clothes brought by participants
- Defective or unwanted clothes from the SWAP

Time Needed

Approximately 2 hours – open, drop-in format

Participants may join and leave at any time during the session. The times given below are therefore approximate and may overlap.

Repair & Re-wear: Open Repair Session Next to a SWAP

Accessibility Tips

- Offer simple tasks suitable for complete beginners as well as more complex options for experienced participants.
- Demonstrate techniques visually and practically rather than relying only on verbal instructions.
- Allow participants to work at their own pace and choose their own level of involvement.
- Provide seated working spaces and make materials easy to reach.
- Participants who do not want or are unable to sew can take part by choosing fabrics, patches, buttons, colors, or upcycling ideas.
- Encourage peer support so that participants can learn from one another rather than depending entirely on the facilitator.

Activity Steps

1. Introduction and Open Invitation

10–15 minutes, ongoing for newly arriving participants

Welcome participants as they approach the repair area and briefly explain the possibilities:

- Repair your own clothing.
- Choose an item from the SWAP and repair or transform it.
- Try visible mending.
- Experiment with a simple upcycling idea.

Explain that functionality and experimentation are more important than perfection. The aim is not to create professional-looking garments but to discover what can be repaired, reused, or transformed.

Because this is a drop-in activity, the introduction can be repeated informally for new participants throughout the session.

2. Core Activity: Choosing, Repairing and Upcycling

Approximately 60–90 minutes

Step A: Choose a Garment and an Idea

Participants select what they would like to work on.

Possible options include:

Repair

- holes;
- loose seams;
- missing buttons;
- small tears.

Repair & Re-wear: Open Repair Session Next to a SWAP

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Repair & Re-wear: Open Repair Session Next to a SWAP

Visible mending
- decorative stitching;
- patches;
- simple embroidery.

Simple upcycling
- changing the shape or function of a garment;
- adding a patchwork detail;
- shortening or adapting a garment;
- transforming suitable garments into simple bags or other useful objects.

The facilitator helps participants:
- identify the problem or possibility;
- decide whether the garment can be repaired or transformed;
- choose an appropriate technique;
- select the necessary tools and materials.

Step B: Hands-on Repair and Upcycling

Participants work individually or in small groups.

Encourage learning by doing and peer-to-peer exchange. Participants with more experience can support beginners, share techniques, or suggest creative solutions.

When needed, the facilitator demonstrates basic techniques such as:
- sewing on a button;
- fixing a loose seam;
- patching a hole;
- simple decorative stitching;
- basic use of a sewing machine.

Participants are free to change projects, observe others, ask for help, or support another participant.

The facilitator can use natural moments during the activity to discuss repair, reuse, textile waste, mindful consumption, and alternatives to fast fashion.

3. Reflection and Sharing

Last 10–15 minutes, informal and ongoing

Invite participants who are still present to show what they repaired or transformed. Participants who leave earlier can be asked one or two reflection questions before leaving.

Keep the sharing voluntary and informal so that it fits naturally into the drop-in character of the activity.

Repair & Re-wear: Open Repair Session Next to a SWAP

Reflection & Discussion Questions

Choose 3–4 questions depending on the participants and available time:

- What did you repair or transform today, and how do you feel about the item now?
- Before this activity, what would you normally have done with a piece of clothing that was damaged in this way?
- Did anything about the repair process surprise you or feel easier or more difficult than you expected?
- After trying it yourself, would you be more likely to repair, alter, or reuse a garment before replacing it with something new? Why or why not?

Debrief Tools & Feedback

Because the activity is informal and participants may leave at different times, feedback should be simple and flexible.

The facilitator can use:

- short conversations with participants while they work;
- a brief check-out question before participants leave;
- voluntary sharing at the end of the session;
- observation of participant engagement, experimentation, initiative, and peer support.

Possible feedback prompts:

- What did you learn today?
- What is one repair technique you could try again at home?
- Did this activity change how you think about damaged clothes?
- What would you like to learn to repair next?

The facilitator can also document key outcomes such as the number and types of items repaired or transformed, techniques shared between participants, and interesting reflections that emerge during the session.

Repair & Re-wear: Open Repair Session Next to a SWAP

Everyday Life Connection

Invite participants to try a simple “repair before replacing” challenge:
Before throwing away, donating, or replacing a damaged garment at home, take a few minutes to look at it and ask:
Can I repair it? Can I alter it? Can I use it differently?
Participants can choose one damaged or unused garment at home and try one of the techniques explored during the activity.
They can also continue learning by exchanging repair skills with family members, friends, neighbors, or community members, or by organizing a small repair session alongside a future clothing SWAP.

Localization or Cultural Tip

Adapt the activity to locally available materials, clothing traditions, and repair practices.
Invite participants to share techniques they already know from their families or communities. Older generations or experienced community members may have valuable knowledge of sewing, mending, altering, patching, embroidery, or extending the life of clothes.
Local fabrics, decorative techniques, traditional patterns, or culturally familiar ways of repairing and repurposing textiles can also be incorporated into the activity.
The language used during the activity should be adapted to the participants, and technical sewing terminology can be explained through demonstrations rather than assumed knowledge.

Morning Practice – Taking Care of Yourself, Taking Care of Our Planet

Essential Learning Outcome (ELO)
By the end of this activity, participants will be able to reflect on the connection between self-care and environmental care. They will also identify simple morning practices that support personal well-being and more mindful daily living that can contribute to taking care more of their environment in the long term.

Informational Module (Optional Intro)
If there is enough time, participants may be invited to watch or read one short introductory resource about mindfulness, sustainability, or daily habits.
Suggested resources:

- Short video about mindful mornings and well-being
- A short article on the relationship between mental health and environmental awareness

Recommended duration: **5 minutes**

Facilitator's Guide
Group Size

- Ideal group size: **5–15 participants**
- Suitable for adults and young adults interested in well-being, sustainability, and personal development

Physical Setting

- Quiet and comfortable room
- Cushions arranged in a circle to encourage openness and equality (optional chair if someone cannot sit on the floor due to the health problems)
- Space for movement and stretching exercises
- Calm atmosphere with soft lighting if possible

Materials Needed

- Yoga or pilates mats
- Blankets and pillows (optional for coziness)
- Pens and paper or personal journals
- Speaker for soft music
- Snacks, tea, and coffee for community time after the workshop

Morning Practice – Taking Care of Yourself, Taking Care of Our Planet

Time Needed
Total Duration: 2 hours

- Introduction and Meditation – 40 minutes
- Movement practices – 50 minutes
- Reflection & Closing – 20 minutes
- Community Time – 30 minutes

Accessibility Tips

- Offer both seated and standing versions of movement exercises
- Use clear verbal instructions and visual demonstrations
- Provide comfortable seating options
- Create a non-judgmental and inclusive environment

Activity Steps

1. Introduction and Meditation (40 min)

- Welcome participants and introduce the workshop's purpose.
- Invite participants to introduce themselves in the opening circle.
- Guide a short meditation to help participants connect to the space and calm the mind.
- Facilitate a discussion about:
  - The connection between self-care and planet-care
  - Personal morning routines and habits
  - How daily practices influence mindset and environmental awareness

The circle setting supports openness, equality, and connection between participants.

2. Core Activity – Practices (50 min)

The facilitator guides participants through a series of practices designed to awaken energy, mindfulness, and body awareness.
Activities include:

- Energy activation through shaking
- Gentle movement and stretching
- Breathing exercises
- Meditation

Participants are encouraged to observe how these practices influence their physical and emotional state.

Morning Practice – Taking Care of Yourself, Taking Care of Our Planet

3. Reflection & Closing (20 min)

Participants complete a short reflective journaling exercise:

- Write down 3 things they are grateful for today
- Finish the sentence:
- "May this day bring me..."

Participants may share reflections voluntarily.

The workshop closes with:

- A closing circle
- Singing a simple mantra together

4. Community Time (30 min)

Participants are invited to stay for:

- Informal conversation
- Snacks and coffee
- Networking and connection-building

This part of the workshop strengthens community bonds and encourages continued dialogue.

Reflection & Discussion Questions

1. How does taking care of yourself influence the way you interact with the world around you?
2. Which morning practice made you feel most connected to yourself today?
3. What small daily habit could help both your well-being and the environment?
4. How can communities support healthier and more sustainable lifestyles together?

Debrief Tools & Feedback

Recommended methods:

- Closing sharing circle
- Pair discussions

Suggested prompts:

- "What did you learn today?"
- "What practice would you like to continue?"
- "What surprised you during this activity?"
- "What will you do differently after this workshop?"

Morning Practice – Taking Care of Yourself, Taking Care of Our Planet

Everyday Life Connection

Encourage participants to create a simple personal morning ritual for the following week.

Examples:

- 5 minutes of stretching or mindful breathing
- Writing daily gratitude notes
- Starting the morning without screens
- Spending a few minutes outdoors
- Drinking water mindfully before checking the phone

Optional challenge:

Participants can track their morning practice for 7 days and reflect on how it affects their mood, energy, and daily choices.

Localization or Cultural Tip

Adapt the workshop to local culture and traditions by:

- Including local music, songs, or mantras
- Encouraging participants to discuss traditional ways of caring for health and nature in their communities
- Offering activities in the local language where possible

Facilitators are encouraged to adapt examples and discussions to regional environmental challenges and cultural values.

Reflective Writing Workshop

Essential Learning Outcome (ELO)

The reflective writing workshop meets the following objectives:

- Encourages people to use simple, engaging journaling tools that could be used while traveling, which comes especially handy during long trips.
- Offers a set of techniques that are widely used in therapy to prevent burnout, to reflect on existing emotional turmoil, as well as recover after periods of distress.
- Focuses on the value of connection, rather than consumption. Using such simple and sustainable tools as a notebook and a pen, the participants experience the valuable lesson of community engagement that‘s built on conversations and reflections rather than consumption.

By the end of this activity, participants will be able to:

1. Understand the benefits of therapeutic writing in everyday life.
2. Use at least 5 journaling (reflective writing) exercises for emotional regulation on their own.
3. Find additional information about journaling practices in books, articles, and movies.

Informational Module (Optional Intro)

The event is held in English with Icelandic commentary, yet participants are encouraged to write in any language - journaling entries won't be read out loud or exposed. Safe space is the key.

Facilitator's Guide

- **Group Size:** between 5-12 people.
- **Physical Setting:** Room with chairs and tables.
- **Materials Needed:** Paper, pens, sharpies, letter writing paper, stickers, and colors.
- **Time Needed:** 2 hours in total - 1.5 hours of an active writing workshop, remaining 0.5 hour for reflection and discussions.
- **Accessibility Tips:** wheelchair accessible, comfortable chairs and tables are provided.

Reflective Writing Workshop

Activity Steps

1. **Introduction (20 min)** – Setting the context, distributing materials, explaining the objectives of the workshop, and gathering participants' expectations.

2. **Core Activity (70 min)** – During the workshop, a number of writing exercises are introduced. First, the facilitator presents the exercise and sets the time for its completion. After the exercise, the participants are encouraged to share their impressions – thoughts, discoveries, and opinions. It´s not mandatory for the participants to read their work out loud, but if the person prefers to, it´s welcomed with respect and confidentiality. The exercises are the following:
    a. **Flow writing** – writing without a pause the stream of thoughts for 5 minutes straight. No coherence, grammar, or punctuation needed; the sentences do not need to be fully formed.
    b. **Metaphors** – an exercise, inviting to describe various spheres or people as locations, animals, meals, colours, seasons, etc.
    c. **Many parts of me** – an exercise widely used in the Internal Family Systems approach (IFS), where the person describes many different roles (parts) one plays throughout the day. Then those parts are given names or nicknames, and their characteristics and needs are analysed.
    d. **A bench perspective** – the person is invited to describe an unresolved situation in one´s life in third person perspective (she/he/them). Then the proposed solutions are written, also in third person perspective.
    e. **A note to the future self** – a note or letter is written for the future self.

3. **Reflection (15–30 min)** – Facilitating a guided reflection for the participants. Each participant is welcome to share their impression and discoveries during the workshop.

Reflective Writing Workshop

Reflection & Discussion Questions

- What did I learn about myself today? Did I discover anything surprising or unexpected?
- How do I feel about journaling now? Would I be curious to practice it on my own?
- Which exercise resonated the most with me, and why?

Debrief Tools & Feedback

After the workshop, small paper notes are distributed and participants are asked to write a sentence or two, focusing on what they enjoyed during the workshop, and what they would like to improve or have a chance to experience differently.

Everyday Life Connection

This introductory workshop could be used as a test to evaluate the potential for future workshops. If the group shares the interest and finds the value of such activity, it could be developed into a regular practice in town, which is known for its remote location and winter challenges (isolation, lack of mental health support activities, etc).

Localization or Cultural Tip

A successful writing workshop could result in regular writing circles in towns.

Ocean therapy: Finding compassion for ourselves & the ocean

Essential Learning Outcome (ELO)
By the end of this activity, participants will be able to connect to their inner worlds through the ocean, and feel motivated to protect the ocean by making small but impactful actions.

Informational Module (Optional Intro)

- Many people describe an instinctive pull toward the sea during periods of stress, stagnation, or overwhelm.
- Visualizing coastal landscapes often brings a sensation of space, quiet, and inner realignment. This response, while intuitive, rests on well-documented mechanisms.
- Research now confirms what many have long sensed: regular contact with marine environments supports mental balance. Decreases in cortisol, improved autonomic regulation, greater emotional clarity, and increased neuroplasticity have all been observed in individuals exposed to ocean settings.

Facilitator's Guide
Group Size: 5-10

Physical Setting: group is sitting in a circle on the floor with a blue altar (representing the ocean) in the middle

Materials Needed: ocean themed oracle cards or printed pictures of the ocean, blank A4 papers and enough pens for everybody, presentation about ocean therapy, projector and screen

Time Needed: 1,5 - 2 h

Accessibility Tips: In case of a participant in a wheelchair, the group forms a circle from chairs and sits on the same level, instead of sitting on the floor.

Activity Steps
1. **Introduction (10 min)** – Participants draw a card or choose a picture from the altar. To introduce themselves to the group everybody says their name and describes their card and what the picture means for them.

Ocean therapy: Finding compassion for ourselves & the ocean

2. **Ocean gratitude circle (20 min)** - Everybody writes answers to three questions: What's one thing the ocean gives us? What's one ocean memory you treasure? What's one thing you'd miss if the ocean disappeared? Group sharing.

3. **Ocean therapy (15 min)** - Presentation about what it is, how to approach the ocean from a therapeutic perspective. Blue mind. Nervous system.

4. **Screening of a short clip from Ocean movie by David Attenborough (5 min)**

5. **Discussion about protecting the ocean while travelling (20 min)** – everybody shares their ideas or experiences, covering topics such as boat tours, whaling, plastic, corals.

6. **Short ocean therapy meditation (10 min)** - guided meditation with closed eyes and ocean sounds or whale song in the background

7. **Final sharing (10 min)** - final sharing and reflections

Reflection & Discussion Questions

- Include 3–4 specific, emotionally resonant, and age-appropriate questions
- What's one thing the ocean gives us?
- What's one ocean memory you treasure?
- What's one thing you'd miss if the ocean disappeared?
- What choices can we make to protect the ocean in daily life and while traveling?

Debrief Tools & Feedback

Recommended feedback method is to make copies or take pictures of everybody's Letter from the ocean, as that on its own shows the best what participants learnt or realised after few reflections and discussion with the rest of the group.

Ocean therapy: Finding compassion for ourselves & the ocean

Everyday Life Connection

Suggest a concrete way participants can apply the learning at home or in their community:

- Participants can take the 'Letter from the ocean' they wrote and display it at home or read it every now and then as a reminder to make daily choices to protect the ocean.
- Participants can make regular 'Ocean gratitude sessions' on their own by sitting by the ocean (or listening to ocean sounds at home) and showing gratitude to everything the ocean gives us.
- If a beach is nearby, collecting trash by themselves or organising community beach clean ups.
- Watch Ocean movie: Ocean with David Attenborough (Full Documentary) | World Ocean Day Special | National Geographic

Localization or Cultural Tip

Suggest a way to tailor the activity to different cultural or regional contexts. Draw on traditional knowledge, local habits, or language adaptations.

- This event is very universal and can be held anywhere.
- In a warmer climate the event could happen directly at the beach, using the sounds of the waves to relax the nervous system during the meditation part.
- In colder climates, or locations without accessibility to the beach the event is held indoors and sounds of the ocean are played from the speaker instead.

Plogging by the river: Cleaning, Moving, and Learning Together

Essential Learning Outcome (ELO)
By the end of this activity, participants will be able to carry out a simple plogging action and explain how waste collection, recycling, and local deposit-return systems can support more sustainable communities.

Informational Module
The facilitator briefly introduces plogging as an activity that combines walking or jogging with collecting litter. The introduction should explain that plogging is not only about cleaning an area, but also about noticing how waste appears in public spaces and how individual behaviour affects shared environments.
The facilitator also introduces the Slovak deposit-return system for plastic bottles and cans. Participants learn that selected bottles and cans can be returned to collection points, usually located near supermarkets, in exchange for shopping credit.
The introduction should be short, practical, and accessible, ideally under 10 minutes.

Facilitator's Guide
Group Size
Ideal group size: 4–12 participants.
Small groups are easier to coordinate outdoors and safer when collecting waste.

Physical Setting
The activity should take place in a park, riverside area, walking path, forest edge, or other public outdoor space where litter is likely to be found. The route should be safe and manageable for all participants.

Materials Needed
- Plogging sticks
- Trash bags
- Separate bags for different waste types
- Gloves
- Hand sanitiser
- Comfortable walking shoes

Plogging by the river: Cleaning, Moving, and Learning Together

- Optional: reflective vests
- Optional: first aid kit
- Optional: scale for weighing collected waste
- Optional: notebook and pen
- Access to a bottle and can return point
- Small refreshments for the closing moment

Time Needed

Total duration: approximately 2–3 hours.

Suggested breakdown:

- Introduction and material distribution: 20 minutes
- Plogging activity: 60–90 minutes
- Waste sorting and bottle/can return: 30–45 minutes
- Snack and reflection: 20–30 minutes

Accessibility Tips

- Choose a flat and safe route for participants with different mobility levels.
- Allow participants to take different roles, such as collecting, carrying bags, taking notes, or documenting the activity.
- Avoid areas with dangerous waste, steep terrain, or heavy traffic.
- Make sure participants do not touch sharp, hazardous, or unknown objects.
- Provide gloves and clear safety instructions before starting.

Activity Steps

1. Introduction — 20 minutes

The facilitator welcomes participants and explains the aim of the activity: to clean a local green area while reflecting on waste, recycling, and responsible use of public spaces.

Participants receive plogging sticks, trash bags, and any available protective materials. The facilitator explains how to collect waste safely and how to separate different materials where possible.

The group also discusses which types of waste should not be touched, such as sharp objects, medical waste, or anything potentially dangerous.

Plogging by the river: Cleaning, Moving, and Learning Together

2. Core Activity — 60–90 minutes
Participants walk together through the selected area and collect litter using plogging sticks. One or more participants can be responsible for carrying bags and helping with the separation of materials.
The facilitator encourages participants to observe what types of waste are most common. Special attention is given to plastic bottles and cans, which can be collected separately if they are eligible for the deposit-return system.
During the walk, the facilitator may ask simple reflection prompts:

- What kind of waste do we see most often?
- Where does the litter accumulate?
- What does this tell us about how space is used?
- What could help prevent this waste from appearing here again?

3. Deposit-Return Action — 30–45 minutes
After the plogging route, the group separates the collected plastic bottles and cans that can be returned through the deposit system.
Participants bring them to a nearby collection point, usually located near a supermarket. The group receives the deposit credit and discusses how such systems can encourage recycling and reduce waste in public spaces.

4. Reflection and Closing Snack — 20–30 minutes
The activity ends with a shared snack and informal discussion. The facilitator invites participants to reflect on the experience, what surprised them, and what they learned about waste and public spaces.
This closing moment is important because it turns the activity from a simple clean-up into a shared learning experience.

Reflection & Discussion Questions

1. What surprised you most about the type or amount of waste we found?
2. How did it feel to clean a public space together?
3. What does litter in parks and riverside areas tell us about local habits and responsibility?
4. How can deposit-return systems motivate people to recycle more actively?

Plogging by the river: Cleaning, Moving, and Learning Together

Debrief Tools & Feedback

The facilitator can use a short check-out circle at the end of the activity.
Suggested prompts:

- One thing I noticed today was...
- One thing that surprised me was...
- One habit I want to change is...
- One thing our community could do better is...

Optional feedback methods:

- Count the number of bags collected
- Count the number of bottles and cans returned
- Take before-and-after photos of the area
- Ask participants to write one sentence about what they learned

Everyday Life Connection

Participants can repeat the activity informally during walks, hikes, or visits to parks. They can carry a small bag and collect visible litter safely, especially bottles and cans that can be returned through the deposit system.
They can also encourage family members, friends, or local groups to organise small clean-up walks. The activity shows that environmental action does not always need to be large or formal. Even a small group can make a visible difference.

Localization or Cultural Tip

This activity should be adapted to the local recycling and deposit-return system. In Slovakia, plastic bottles and cans marked for deposit can be returned to collection points, usually near supermarkets, in exchange for shopping credit. In other countries, facilitators should check whether a similar system exists.
The activity can also be adapted to local environmental issues. In riverside areas, the focus may be on plastic pollution. In urban parks, it may focus on food packaging or cigarette waste. In tourist areas, the discussion can connect litter to visitor behaviour and responsible travel.

Palettone: Painting with Music as a Grounding Practice

Essential Learning Outcome (ELO)
By the end of this activity, participants will be able to use music-guided painting as a simple creative method for grounding, self-expression, and mindful presence.

Informational Module
The facilitator briefly introduces the idea that art can be used not only to create a final product, but also to support presence, relaxation, and emotional expression.
Participants are told that the aim is not to paint something “beautiful” or technically correct. The purpose is to follow music, movement, and colour, allowing the painting process to become a form of active meditation.
The facilitator may also introduce the concept of complementary colours in a very simple way, explaining that the second colour will be chosen to contrast or balance the first one.

Facilitator’s Guide
Group Size
Ideal group size: 4–10 participants.
The activity works best in a small or medium-sized group where each participant has enough space to move and paint comfortably.

Physical Setting
A studio, workshop room, community space, or creative classroom. The room should allow participants to stand or sit comfortably while painting. Music should be clearly audible but not too loud for participants who may be sensitive to sound.

Materials Needed
- One canvas per participant
- Paints
- One small palette
- One larger palette
- Sponge pieces
- Protective table covering
- Aprons or old shirts

Palettone: Painting with Music as a Grounding Practice

- Water and cleaning materials
- Music player / speaker
- Optional: DJ set or live music
- Optional: notebook and pen
- Snacks and refreshments

Time Needed

Total duration: approximately 1.5–2 hours.

Suggested breakdown:

- Introduction and setup: 15 minutes
- First colour phase: 20–30 minutes
- Second colour phase: 20–30 minutes
- Free continuation / finishing: 15–20 minutes
- Reflection and sharing: 20–30 minutes

Accessibility Tips

- Provide seating options for participants who cannot stand for long.
- Keep the music at a comfortable volume.
- Offer gloves or adapted tools for participants who do not want direct contact with paint.
- Avoid framing the activity as an art competition.
- Reassure participants that no painting experience is needed.
- Provide visual examples only if they do not pressure participants to copy a specific style.

Activity Steps

1. Introduction — 15 minutes

The facilitator welcomes participants and introduces the Palettone method. Participants are invited to see the activity as a way to relax, follow rhythm, and connect with the present moment.

The facilitator explains the basic rules:

- Do not plan too much.
- Do not judge the result while painting.
- Let the music guide the movement.
- Focus on the process, not the final image.

Music starts playing in the background to help create the atmosphere.

Palettone: Painting with Music as a Grounding Practice

2. Core Activity Part 1: Base Colour and Small Palette — 20–30 minutes
Each participant chooses one base colour. Using a small palette and a piece of sponge, participants begin applying the colour to the canvas.
They are encouraged to follow the rhythm, mood, and energy of the music. The facilitator may invite them to notice how their hand moves, how much pressure they apply, and how the colour spreads across the canvas.
The aim is to enter the process without overthinking.

3. Core Activity Part 2: Complementary Colour and Larger Palette — 20–30 minutes
Participants then choose a second colour that complements or contrasts with the first one. They continue painting using the larger palette and sponge.
The facilitator encourages participants to observe how the second colour changes the feeling of the painting. They can move more freely, experiment with pressure, direction, and rhythm, and allow the music to influence their choices.

4. Free Continuation and Finishing — 15–20 minutes
Participants are given time to continue or finish their painting. They may add more movement, soften areas, create contrast, or leave the work as it is.
The facilitator reminds them that the result does not need to be explained or perfected.

5. Reflection and Sharing — 20–30 minutes
Participants place their paintings where everyone can see them. The group observes how different the results are, even though the same method was used.
The facilitator invites participants to share how the process felt and whether the music helped them relax, focus, or express themselves.
The session can end with food, drinks, and informal conversation.

Reflection & Discussion Questions

1. How did the music influence the way you moved or painted?
2. Was it easy or difficult to stop thinking about the final result?
3. What did you notice in your body or mood during the activity?
4. What surprised you when you saw how different the final paintings were?

Palettone: Painting with Music as a Grounding Practice

Debrief Tools & Feedback

The facilitator can use a simple check-out circle.

Suggested prompts:

- During the activity, I felt...
- One moment I enjoyed was...
- One thing I found difficult was...
- My painting feels like...

Optional feedback methods:

- Participants give a title to their painting.
- Participants write three words describing their experience.
- Participants take a photo of their painting and write one short reflection sentence.

Everyday Life Connection

Participants can use music-guided painting at home as a simple grounding practice. They do not need professional materials. Paper, basic paint, pencils, markers, or recycled cardboard can be enough.

The method can be used when someone feels stressed, blocked, or too much “in the head”. Music and movement can help shift attention back to the body and the present moment.

Localization or Cultural Tip

This activity can be adapted through local music, traditional rhythms, or sounds connected to a specific place. For example, facilitators can use local musicians, folk-inspired sounds, electronic music, nature sounds, or music chosen by participants.

The activity can also be adapted to different cultural understandings of colour, emotion, and creativity. Participants may be invited to choose colours that reflect a memory, a landscape, a season, or a feeling connected to their local environment.

Restoring the Past: Upcycling and Heritage Care at the Retro Museum

Essential Learning Outcome (ELO)
By the end of this activity, participants will be able to restore or treat old objects using simple preservation techniques and explain how repair and reuse contribute to sustainability and cultural heritage protection.

Informational Module
The facilitator introduces restoration as a practical sustainability activity. Participants are reminded that many old objects have cultural, emotional, and practical value. Repairing, cleaning, and preserving them reduces waste and helps communities keep their local memory alive.
The facilitator briefly explains the objects selected for the workshop, their condition, and the type of treatment needed. This introduction should remain short and practical.

Facilitator's Guide
Group Size
Ideal group size: 6–15 participants.
For larger groups, participants should be divided into small working teams, each responsible for one object or task.

Physical Setting
A museum, community workshop, cultural centre, garage, courtyard, or well-ventilated indoor/outdoor space. If chemical treatment is used, the space must have good ventilation.

Materials Needed
- Old objects for restoration (Optional: labels to mark them)
- Sandpaper or sanding tools
- Brushes and cloths
- Anti-woodworm treatment liquid
- Wood preservation oil
- Rust remover or metal cleaning tools
- Gloves
- Protective masks, if needed
- Aprons or old clothes
- Waste bags
- Camera or phone for documentation

Restoring the Past: Upcycling and Heritage Care at the Retro Museum

Time Needed

Total duration: approximately 3–4 hours.

Suggested breakdown:

- Introduction and task division: 20–30 minutes
- Object cleaning and preparation: 45–60 minutes
- Restoration and treatment work: 90–120 minutes
- Final check and documentation: 20–30 minutes
- Reflection and closing: 20–30 minutes

Accessibility Tips

- Offer different types of tasks based on ability: sanding, cleaning, carrying, documenting, sorting, or applying labels.
- Avoid assigning physically demanding tasks to participants who may not be comfortable with them.
- Provide seating for participants working on smaller objects.
- Use clear demonstrations before asking participants to work independently.
- Ensure safe handling of tools and chemical products.

Activity Steps

1. Introduction — 20–30 minutes

The facilitator welcomes participants and introduces the aim of the workshop: to restore and preserve old objects instead of letting them deteriorate or be discarded.

The facilitator presents the selected objects and explains what each one needs. For example:

- Sanding and oiling wooden furniture
- Applying anti-woodworm treatment
- Removing rust from metal locks
- Cleaning smaller retro objects
- Preparing objects for future display or use

Participants are then divided into smaller groups or assigned individual tasks.

2. Core Activity — 90–120 minutes

Participants begin working on the selected objects.

Restoring the Past: Upcycling and Heritage Care at the Retro Museum

Possible tasks include:

- Sanding wooden surfaces
- Applying anti-woodworm liquid
- Preserving wood with oil
- Cleaning retro objects
- Removing rust from old metal parts
- Preparing objects for reuse or exhibition
- Taking photos of the process

The facilitator moves between participants, supports them, checks safety, and explains the purpose of each treatment.
Participants are encouraged to work carefully and slowly. The focus is not speed, but care, attention, and respect for the object.

3. Documentation — 20–30 minutes
Participants take photos of the restored or treated objects. If possible, before-and-after photos should be collected.
The group can also prepare a short list of what was done to each object. This is useful for museum records and for project reporting.

4. Reflection — 20–30 minutes
At the end, participants gather around the restored objects and discuss the process.
The facilitator encourages them to reflect on how restoration connects with sustainability, memory, and community responsibility.

Reflection & Discussion Questions

1. Which object did you feel most connected to, and why?
2. What changed in the object after cleaning or treatment?
3. How is repairing or preserving old objects connected to sustainability?
4. What skills or habits from this workshop could be useful at home?

Restoring the Past: Upcycling and Heritage Care at the Retro Museum

Debrief Tools & Feedback

The facilitator can use a short group circle or object-based reflection.

Suggested prompts:

- Today I helped restore...
- One thing I learned was...
- One object that surprised me was...
- One thing I could repair or preserve at home is...

Optional documentation tools:

- Before-and-after photos
- Object restoration sheet
- Short participant quotes
- List of materials used
- Group photo with restored objects

Everyday Life Connection

Participants can apply the learning at home by looking differently at old furniture, tools, clothes, or household objects. Instead of throwing them away immediately, they can ask:

- Can this be repaired?
- Can it be cleaned or treated?
- Can it be reused in another way?
- Does it have family or local history worth preserving?

The activity encourages participants to see repair and care as everyday sustainability practices.

Localization or Cultural Tip

This activity works especially well in museums, community houses, local heritage spaces, and villages or towns with strong memory connected to objects and crafts.

The objects should reflect the local context. In one place, this may mean farm tools or wooden furniture. In another, it may mean old radios, lamps, skis, textiles, kitchen tools, or workshop equipment.

Facilitators can invite older participants to share memories connected to similar objects. This adds an intergenerational learning dimension and helps younger participants understand the cultural value of reuse and preservation.

Intercultural Traditions and Food Workshop: Connecting Communities Through Food, Stories and Heritage

Essential Learning Outcome (ELO)
By the end of this activity, participants will be able to share and compare cultural traditions, food practices, and community customs, and reflect on how local knowledge, traditional food, and cultural heritage contribute to sustainable and connected communities.

Informational Module
Before starting the activity, the facilitator briefly introduces the idea of cultural sustainability.
Sustainability is not only connected to environmental protection. It can also involve preserving local knowledge, recipes, traditions, skills, stories, and community practices that have been passed between generations.
Traditional food and cultural practices can help participants understand how communities historically used local ingredients, shared resources, celebrated together, and maintained social connections.
The facilitator explains that the workshop is not intended to determine which tradition is “better” or more authentic. Its purpose is to create a space where participants can learn from each other through storytelling, cooking, tasting, and shared participation.
The introductory input should remain short, ideally around 10–15 minutes, because most learning happens through the interaction between participants.

Facilitator’s Guide
Group Size

- Ideal group size: 15–30 participants
- Participants can work as one large group during introductions and celebrations and in smaller groups during cooking activities.
- It works particularly well with participants from at least two communities, regions, or countries.

Physical Setting
The activity requires a comfortable community space where participants can sit together, eat, talk, and work collaboratively.
Access to a kitchen or food-preparation area is strongly recommended.
If a traditional outdoor or community activity is included, additional outdoor space may be necessary.

Intercultural Traditions and Food Workshop: Connecting Communities Through Food, Stories and Heritage

Materials Needed

- Ingredients for selected traditional dishes
- Cooking utensils and kitchen equipment
- Plates, glasses, cutlery, and serving materials
- Examples of traditional objects, embroidery, photographs, clothing, crafts, or decorations
- Paper and pens for recording recipes or stories
- Optional printed maps showing the communities represented
- Materials connected to a selected local tradition
- Optional textile strips or pieces of fabric for participants to write messages
- Camera or smartphone for documentation

Time Needed: approximately 5–7 hours / one full day.
Suggested breakdown:

- Welcome and intercultural introduction: 45–60 minutes
- Presentation of local traditions and stories: 45 minutes
- Shared traditional meal: 60–90 minutes
- Joint cooking activity: 1.5–2 hours
- Cultural or community tradition: 60 minutes
- Reflection and closing: 30 minutes

The timing can be shortened depending on the number of food activities included.

Accessibility Tips

- Ensure seating is available throughout the activity.
- Organise kitchen tasks at different levels of physical intensity.
- Participants who cannot stand or cook for long periods can contribute through storytelling, recipe explanation, preparation of ingredients, or documentation.
- Check dietary restrictions, allergies, religious requirements, and food preferences before the workshop.
- Use simple language and, where necessary, translation or peer interpretation.
- Encourage participants to share traditions orally if writing is difficult.
- Avoid assuming that all participants from one country or community share exactly the same traditions.

Intercultural Traditions and Food Workshop: Connecting Communities Through Food, Stories and Heritage

Activity Steps

1. Welcome and Community Introduction — 30–45 minutes

The facilitator welcomes participants and introduces the purpose of the workshop: learning about one another through traditions, food, memories, and community practices.

If one group is hosting the activity, the hosts briefly introduce their town or community.

They may present:

- local history;
- traditional celebrations;
- embroidery or crafts;
- dances;
- seasonal customs;
- food traditions;
- stories or photographs.

Participants from visiting communities are encouraged to ask questions and identify similarities with their own traditions.

The atmosphere should remain informal. Coffee, tea, or a small snack can help create a welcoming environment.

2. Tradition and Memory Exchange — 30–45 minutes

Participants are invited to share one tradition that is important in their family, town, region, or country.

Possible prompts include:

- What celebration do you remember from childhood?
- Which traditional food reminds you of home?
- Is there a tradition that younger generations practice less today?
- Which custom would you like to preserve?
- Who taught you a recipe or traditional skill?

Participants can bring objects, photographs, textiles, recipes, or other examples connected to their stories.

The facilitator encourages comparison without judging which practices are more “traditional” or authentic.

Intercultural Traditions and Food Workshop: Connecting Communities Through Food, Stories and Heritage

3. Joint Intercultural Cooking — 90–120 minutes

Participants divide into small mixed groups.

Each community prepares one or more traditional foods and teaches the other participants how to make them.

Where possible, participants should work together rather than each cultural group cooking separately.

Tasks can include:

- preparing ingredients;
- kneading or shaping dough;
- mixing fillings;
- frying, baking, or cooking;
- explaining preparation techniques;
- recording recipes;
- sharing memories connected to the dishes.

The facilitator encourages conversation while people work.

Participants can compare:

- similar ingredients used differently;
- traditional cooking techniques;
- vegetarian or meat-based versions;
- seasonal ingredients;
- methods of avoiding food waste;
- recipes that use leftovers;
- differences between family recipes.

The important element is not culinary perfection. The food becomes a tool for conversation and intercultural learning.

4. Shared Traditional Meal — 60–90 minutes

Participants eat one or more dishes connected to the host community.

Before serving each dish, the hosts briefly explain:

- its ingredients;
- when it is traditionally prepared;
- whether it is connected to celebrations or family life;
- who usually prepares it;
- whether the recipe has changed over time.

Intercultural Traditions and Food Workshop: Connecting Communities Through Food, Stories and Heritage

The meal should be treated as an educational activity rather than simply a lunch break.
Participants are encouraged to ask questions about ingredients, preparation methods, local sourcing, seasonality, and family memories connected to the food.

5. Community Tradition — approximately 60 minutes
The group participates together in one cultural or seasonal tradition selected by the host community.
The original Eco Rangers activity that took place in Slovakia concluded with the construction and decoration of a traditional May tree (you can find more information about the May Tree in the description available at the link below: https://slovakia.travel/en/putting-up-of-the-maypoles-1st-may). Participants wrote messages on textile strips and attached them to the structure, creating a shared contribution to the celebration.
In another context, the facilitator can select a different local practice.
Examples may include:

- seasonal decorations;
- traditional crafts;
- songs or dances;
- harvest traditions;
- community celebrations;
- symbolic messages;
- storytelling rituals.

Participants should not only observe the tradition. Whenever appropriate, they should actively contribute to it.

6. Reflection and Closing — 30 minutes
Participants return to one group.
The facilitator asks participants to reflect on what they discovered through the day.
Participants can share one new tradition, recipe, story, or similarity they discovered.
The facilitator closes by highlighting that cultural heritage remains alive when people continue to practise, adapt, and share it.

Intercultural Traditions and Food Workshop: Connecting Communities Through Food, Stories and Heritage

Reflection & Discussion Questions

1. Which tradition or story from another participant surprised you most?
2. Did you discover any similarities between traditions from different communities?
3. Which food or recipe carried the strongest personal or family memory?
4. What traditional knowledge do you think is at risk of disappearing?
5. How can food help people from different cultures connect?
6. Which traditional practices could support more sustainable ways of living today?
7. What would you like younger generations to learn from these traditions?

Debrief Tools & Feedback

The facilitator can organise a short closing circle using one prompt per participant:

- One tradition I discovered today was...
- One similarity between our cultures was...
- One recipe I would like to try again is...
- One memory this workshop brought back to me was...
- One tradition I would like to preserve is...
- One thing another participant taught me today was...

Another option is to create a shared recipe and memory wall.

Participants write:

Name of dish or tradition → Where it comes from → Who taught it to me → Why it matters

These contributions can later become a small digital or printed collection.

Everyday Life Connection

Participants can continue the learning after the workshop by practising or documenting traditions within their families and communities.

Possible follow-up actions include:

- cooking one of the recipes learned during the activity;
- asking an older family or community member about a traditional recipe;
- recording a local story or custom;
- sharing photographs or recipes with the other participants;
- teaching a younger person a traditional skill;
- buying ingredients from local producers;
- organising another intercultural meal.

Intercultural Traditions and Food Workshop: Connecting Communities Through Food, Stories and Heritage

A simple follow-up challenge can be:
“Before the next month ends, learn one recipe or tradition from somebody from another generation or cultural background.”

Localization or Cultural Tip
It should always be adapted to the communities involved.
Food, crafts, traditions, celebrations, and storytelling practices vary significantly even within the same country.
Rather than presenting “Slovak food,” “Polish traditions,” or another national culture as something uniform, facilitators should encourage participants to talk about their own family, regional, or community experiences.
Local seasonal traditions can provide a particularly strong basis for the workshop.
The activity can also be adapted for:

- seniors;
- intergenerational groups;
- migrants and local communities;
- neighbourhood groups;
- international mobility participants;
- adult learners;
- rural communities.

When working interculturally, facilitators should allow participants to decide which parts of their culture they want to share and avoid treating participants as representatives of an entire country.

Community SWAP with Sustainability Quiz and Textile Upcycling

Essential Learning Outcome (ELO)
By the end of this activity, participants will be able to reflect on the environmental impact of consumption, identify reuse as an alternative to buying new products, and experience practical circular-economy solutions through clothing exchange, sustainability learning, and textile upcycling.

Informational Module
Before or during the activity, the facilitator briefly introduces the principles of reuse and circular economy.
Many products are discarded while they are still usable. Clothing SWAPs provide a simple alternative: instead of buying something new, participants exchange items that already exist and extend their useful life.
The facilitator can explain the basic hierarchy:
Use what already exists → repair → reuse → redesign/upcycle → recycle → dispose only when necessary.
The introduction should also explain that sustainable consumption is not only about choosing environmentally labelled products. Sometimes the most sustainable choice is simply not buying something new.
The theoretical explanation should remain short, ideally 5–10 minutes. The main learning happens through participation in the SWAP, conversations, quiz, and practical reuse activity.

Facilitator's Guide
Group Size
The activity is highly flexible.
- Small version: 15–30 participants
- Community version: 50–200+ visitors
- Practical upcycling workshop: ideally 6–25 participants at one time

Participants can join the SWAP and quiz informally throughout the event.

Physical Setting
A community centre, courtyard, cultural space, school, reuse centre, second-hand shop, or other accessible venue can be used.
The space should include:
- an area for displaying SWAP items;
- a table for the sustainability quiz;

Community SWAP with Sustainability Quiz and Textile Upcycling

- an area for practical upcycling or repair;
- enough space for participants to circulate comfortably.

For sewing activities, tables, electricity, safe working space, and suitable supervision are required.

Materials Needed

For the SWAP

- Clothing racks, tables, or boxes
- Hangers
- Signs showing clothing categories
- Space for participants to leave and select items
- Bags or boxes for remaining clothes

For the Sustainability Quiz

- Prepared sustainability questions
- Paper cards or digital questions
- Pens or pencils if needed
- Small container for question cards
- Optional small sustainable/reused rewards

For the Textile Upcycling Activity

- Old curtains or other unwanted textiles
- Scissors
- Measuring tape or ruler
- Chalk or textile marker
- Pins or clips
- Needles and thread
- Sewing machines where available
- Iron and ironing surface if required
- Example of a completed reusable bag

Time Needed: approximately 3–4 hours for a community event.

Suggested structure:

- Preparation and setup: before participants arrive
- SWAP: continuously throughout the event
- Sustainability quiz: continuously or in short rounds
- Upcycling activity: 30–60 minutes per participant/group
- Final reflection: 15–20 minutes

Community SWAP with Sustainability Quiz and Textile Upcycling

Accessibility Tips

- Position clothing at different heights.
- Keep circulation routes wide and free of obstacles.
- Provide chairs near the SWAP and workshop area.
- Allow participants who cannot sew to help with choosing fabrics, measuring, cutting where appropriate, decorating, or discussing reuse ideas.
- Prepare quiz questions with different levels of difficulty.
- Read questions aloud when necessary.
- Avoid requiring participants to bring clothing in order to participate.
- Make participation free or low-cost where possible.
- Ensure scissors, needles, irons, and sewing machines are supervised and used safely.

Activity Steps

1. Preparation of the SWAP

Before the event, the organiser communicates simple rules.
Participants can be invited to bring clean and usable clothes or accessories they no longer need.
The facilitator prepares areas for categories such as:

- shirts and tops;
- trousers;
- jackets;
- dresses;
- children's clothes;
- accessories;
- shoes.

Items should be displayed so that participants can browse easily.
The organiser should also decide in advance what happens to items remaining at the end of the event.

2. Welcome and Short Introduction — 10 minutes

Participants are welcomed and introduced to the basic idea of the SWAP.

Community SWAP with Sustainability Quiz and Textile Upcycling

The facilitator explains:

- take items you will genuinely use;
- avoid taking things simply because they are free;
- respect the items and other participants;
- consider reuse before buying new;
- SWAPs are about exchange, community, and extending product life.

Participants are encouraged to browse without pressure.

3. Clothing SWAP — Continuous Activity

Participants explore the available items and select clothes or objects they can reuse.

Facilitators circulate and engage participants in informal conversations.

Possible questions include:

- Why did you bring this item?
- How long have you owned it?
- What normally happens to clothes you no longer use?
- Have you repaired clothes before?
- Would you normally have bought something similar but new?

The aim is not to lecture participants but to connect their actual decisions during the SWAP with broader sustainability questions.

4. Sustainability Quiz — Continuous or 10–20 Minute Rounds

A quiz station is placed close to the SWAP area.

Participants choose questions individually or in small groups.

Questions can cover topics such as:

- waste;
- circular economy;
- sustainable travel;
- food;
- transport;
- textile production;
- repair and reuse;
- energy;
- consumption.

For instance, the quiz and answers connected to Fashion

The facilitator should not simply announce whether an answer is correct. After each question, provide a short explanation or ask an additional question.

Community SWAP with Sustainability Quiz and Textile Upcycling

For example:
Question: What can you do with a T-shirt you no longer wear?
Instead of accepting only one answer, the facilitator can explore several possibilities:

- swap it;
- repair it;
- redesign it;
- use it as cleaning material;
- donate it;
- recycle it if reuse is no longer possible.

The quiz therefore becomes a starting point for conversation.

5. Textile Upcycling Workshop — 30–60 minutes
Participants are invited to transform an unwanted textile into something useful - for example reusable shopping bags.

Step 1 — Select the Material
Participants examine available textiles and choose a piece suitable for a reusable bag.
The facilitator discusses why the material is being reused rather than discarded.

Step 2 — Plan the Bag
Participants decide approximately:

- bag size;
- handle length;
- orientation of the fabric;
- whether existing seams can be reused.

Whenever possible, facilitators encourage participants to use the original shape or seams of the material to reduce unnecessary work and waste.

Step 3 — Measure and Cut
Participants mark and cut the basic bag shape and handles.
Scraps should be kept rather than immediately discarded. They can later be used for patches, decoration, stuffing, or other small projects.

Community SWAP with Sustainability Quiz and Textile Upcycling

Step 4 — Sew
Participants sew the sides and handles.
People with limited sewing experience should receive assistance.
The purpose is not to produce a perfect professional product but to experience how an unwanted material can gain a new function.

Step 5 — Use and Share
Participants examine their finished bags.
The facilitator asks them to think about:

- what the curtain was before;
- why it might have been discarded;
- what function it has now;
- what new product they no longer need to buy.

The completed object makes the circular-economy principle visible and tangible.

6. Reflection — 15–20 minutes
At the end of the workshop, participants gather briefly.
If the event has many visitors, the reflection can be organised only with participants from the upcycling workshop.
Participants show their finished objects and discuss what they discovered.
The facilitator connects the three components:
SWAP → choose something that already exists.
Quiz → reflect on our choices.
Upcycling → create new value from something considered waste.

Reflection & Discussion Questions

1. Did you find something useful at the SWAP that you might otherwise have bought new?
2. How did it feel to choose a reused item instead of a new one?
3. Which quiz question made you think the most?
4. When does an object become “waste”?
5. What other things at home could be repaired, exchanged, or transformed?
6. Was creating something from old material easier or harder than you expected?
7. What could make reuse more common in your community?
8. How could the same principles apply when travelling?

Community SWAP with Sustainability Quiz and Textile Upcycling

Debrief Tools & Feedback

A simple Three Choices Reflection can be used.
Participants complete three sentences:

- One thing I could swap instead of buying is...
- One thing I could repair or reuse is...
- One thing I could refuse because I do not need it is...

For the upcycling workshop, participants can also present their final product and answer:
“What was this material before, and what is it now?”
The facilitator may collect short written feedback or document the number of:

- visitors;
- quiz participants;
- upcycling participants;
- exchanged items;
- reused textiles.

Everyday Life Connection

Participants can transfer the experience directly into daily life.
Possible actions include:

- organising a small SWAP with friends or colleagues;
- visiting second-hand shops before buying something new;
- repairing damaged clothes;
- borrowing rarely used items;
- learning a basic sewing skill;
- reusing textiles for bags, cleaning cloths, patches, or other purposes;
- refusing unnecessary promotional products or souvenirs;
- packing reusable objects when travelling.

A simple follow-up challenge can be:
“For one month, before buying a non-essential new item, check whether you can borrow, repair, swap, reuse, or buy it second-hand instead.”

Localization or Cultural Tip

The SWAP format can be adapted to many communities and does not have to focus only on clothes.

Community SWAP with Sustainability Quiz and Textile Upcycling

Possible themes include:

- books;
- plants and seeds;
- children's items;
- sports equipment;
- household objects;
- tools;
- travel equipment;
- craft materials.

The practical reuse component should also depend on locally available materials and skills.

Instead of shopping bags, participants might create:

- pouches;
- patches;
- pillow covers;
- reusable gift wrapping;
- simple accessories;
- cleaning cloths.

Working with a local second-hand shop, repair café, sewing group, community centre, or crafts association can provide skills and materials that the organiser does not have internally.

The most important principle is that participants should experience reuse as something social, practical, creative, and useful, rather than only as an environmental obligation.

Bike SWAP & Workshop

Essential Learning Outcome (ELO)

The activity combined a community bike-parts swap with a basic bicycle workshop inspired by the Repair Café concept.

The activity meets the following objectives:

- Encourages participants to reuse bicycle parts and equipment rather than discard or replace items unnecessarily.
- Introduces participants to basic bicycle maintenance and repair skills that can extend the lifespan of a bicycle.
- Promotes cycling as an accessible and sustainable form of everyday transport.
- Encourages sharing of tools, materials, knowledge and practical skills within the local community.
- Demonstrates the principles of circular economy through a simple, hands-on activity: items that are no longer useful to one person may still be valuable to somebody else.
- Builds confidence among participants to perform simple repairs themselves instead of immediately replacing components or relying on professional services.

By the end of the activity, participants should be able to:

1. Understand the basic principles of bicycle reuse, repair and maintenance.
2. Identify several common bicycle components and understand their basic function.
3. Carry out or participate in simple maintenance tasks such as checking brakes, gears, tyres and general bicycle condition.
4. Better recognise when a bicycle component can be repaired or reused and when it should be replaced.
5. Understand how repairing, maintaining and sharing bicycle equipment contributes to environmental sustainability and waste reduction.

Informational Module

Participants are asked to bring along any spare bike parts, accessories or equipment they no longer need and swap them with others. At the workshop, they also learn the basics of bike repair and maintenance, get practical advice, and pick up skills that can help keep their bike running well for years to come. The event is open to everyone, whether someone is an experienced cyclist or just wants to learn how to take better care of the bike.

Bike SWAP & Workshop

Facilitator's Guide
Group Size:
The activity works well as an open, drop-in event. A practical workshop station can normally accommodate a small number of people at the same time, while other participants browse and exchange bicycle parts.

Physical Setting:
The activity can be organised outdoors when weather conditions allow, with access to an indoor or sheltered area if necessary.

Materials Needed:
- Bicycle repair stand
- Basic bicycle tools
- Allen keys and screwdrivers
- Tyre levers
- Bicycle pump
- Chain tools
- Lubricant and basic cleaning materials
- Spare inner tubes and common replacement parts
- Tables or designated areas for donated and swapped parts
- Containers or boxes for organising small components
- Basic safety equipment such as gloves
- Signs explaining the swap and workshop areas
- Optional: notebook and pen

Participants are encouraged to bring their own bicycles as well as spare bicycle parts, accessories or equipment that they are willing to exchange or give away.

Time Needed:
The activity can be organised as a 2 to 3 hours drop-in session. Participants do not need to stay for the whole event.

Accessibility Tips:
The event should be organised at ground level or in an easily accessible area. Participants should be able to observe repairs without having to perform them themselves. Explanations should avoid unnecessary technical terminology so that people with little or no previous bicycle-maintenance experience can participate.

Bike SWAP & Workshop

Activity Steps

1. Introduction and Welcome

The facilitators welcome participants and briefly explain the purpose of the activity.

Participants are introduced to the two main elements of the event:

- the bike swap, where reusable bicycle parts and accessories can be exchanged or passed on;
- the workshop, where participants can receive guidance and learn basic bicycle repair and maintenance.

The facilitator also introduces the sustainability principles behind the event: reuse, repair and extending the useful life of existing products.

2. Bike Swap

Participants place the bicycle parts, accessories or equipment they have brought in a designated swap area. They may opt to give them for free or put an asking price on a sticky note.

Items may include:

- tyres and inner tubes
- saddles
- pedals
- handlebars and stems
- racks and mudguards
- lights and reflectors
- bags and baskets
- drivetrain components
- cables and housings
- tools
- other usable bicycle accessories

Participants are encouraged to talk to one another about the items, their compatibility and possible uses.

The facilitator can help identify unfamiliar components and advise participants about whether particular parts are appropriate for their bicycles.

The emphasis should remain on reuse and exchange rather than commercial value.

Bike SWAP & Workshop

3. Basic Bicycle Workshop
Participants can bring their bicycles to the workshop area for inspection, maintenance or minor repairs.
Instead of simply repairing the bicycle for the participant, the facilitator should explain the process and, whenever practical, encourage the participant to perform part of the work themselves.

Typical workshop activities may include:
Tyres and tubes
Checking tyre condition and pressure, identifying worn tyres, removing wheels and demonstrating how to repair or replace an inner tube.

Brakes
Checking brake-pad wear, basic brake adjustment and explaining how to recognise when brake components require replacement.

Gears
Basic inspection and adjustment of shifting systems and explaining common causes of poor shifting.

Chain and drivetrain
Checking the condition of the chain and drivetrain, cleaning and lubrication, and discussing how regular maintenance can extend component life.

General bicycle inspection
Checking whether important bolts are secure, inspecting wheels and tyres and identifying obvious safety or maintenance issues.

The aim is not to provide advanced professional servicing, but to give participants enough knowledge to understand their bicycle better and confidently perform simple maintenance themselves.

Bike SWAP & Workshop

4. Repair, Reuse or Replace
When examining a component, facilitators can use it as an opportunity to discuss three possible approaches:
Can it be repaired?
Many problems can be solved through cleaning, adjustment or replacement of a small component.
Can it be reused?
A part that is no longer useful on one bicycle may still work perfectly on another.
Does it actually need to be replaced?
Participants are encouraged to distinguish between genuinely worn or unsafe components and equipment that still has useful life remaining.
This provides a direct connection between bicycle maintenance and the principles of the circular economy.

5. Informal Knowledge Exchange
Participants are encouraged to share their own knowledge and experience. More experienced cyclists can help beginners, while participants can exchange information about commuting, bicycle maintenance, cycling in Reykjavík and keeping bicycles functional in Icelandic weather conditions.
The facilitator's role is therefore not only to teach, but also to create an environment where participants learn from one another.

Reflection & Discussion Questions
At the end of the activity, or informally during the workshop, participants can be encouraged to consider:

1. Did I learn a bicycle repair or maintenance task that I could do myself in the future?
2. Is there something on my bicycle that I previously thought needed replacing but could instead be repaired or maintained?
3. Did I find a useful new home for a bicycle part that I no longer needed?
4. How can regular bicycle maintenance reduce consumption and waste?
5. What prevents people from repairing their own bicycles, and what could make bicycle repair more accessible?
6. Would I participate in another community repair or bike-swap event?

Bike SWAP & Workshop

Debrief Tools & Feedback

Feedback can be collected informally through conversations during and after the workshop.

Participants can also be invited to leave a short written comment answering two simple questions:

What did you find useful during the event?

What would you like to learn or repair at a future bicycle workshop?

Facilitators should also note which repair topics generated the most interest. This can help determine the focus of future workshops.

Everyday Life Connection

A bicycle is a good example of an everyday object whose useful life can be significantly extended through relatively simple maintenance.

Learning how to inflate tyres correctly, lubricate a chain, adjust brakes or identify worn components can reduce the need for replacement parts, save money and make cycling more reliable.

At the same time, exchanging unused bicycle components allows existing materials to remain in circulation instead of becoming waste.

The activity therefore connects environmental sustainability with practical skills that participants can immediately apply in their everyday lives.

Localization or Cultural Tip

Cycling in Iceland presents particular challenges, including rain, wind, road salt, winter conditions and rapidly changing weather. These conditions make regular bicycle inspection and maintenance particularly important.

Community-based workshops can also lower some of the barriers to cycling by giving people access to tools, knowledge and second-hand parts.

The Bike Swap & Workshop format can easily be repeated in Reykjavík or elsewhere and developed into a regular community bike repair café, where people meet periodically to repair bicycles, exchange parts and share practical knowledge.

Such events can strengthen local cycling culture while promoting the central ECO Rangers ideas of sustainable mobility, reuse, practical skills and community cooperation.

Mapping Local Green Spaces and Community Resources

Essential Learning Outcome (ELO)

By the end of this activity, participants will be able to identify, document, and reflect on local community resources, sustainable services, green spaces, natural areas, and other places that can support more responsible travel and local living.

Through exploring the town and its surroundings, participants will develop a broader understanding of how sustainable travel can support local communities, responsible consumption, connection with nature, and personal wellbeing.

Informational Module

The facilitator introduces the concept of sustainable travel mapping and explains how a shared digital map can help residents and visitors discover useful local resources and make more conscious choices.

The map is not intended to list all tourist attractions. Instead, it highlights places and initiatives that offer meaningful, local, community-oriented, or more sustainable choices.

Together, participants discuss what makes a place worth including on the map. Possible criteria include:

- supports local or independent businesses;
- promotes reuse, repair, sharing, or second-hand consumption;
- provides locally produced goods or services;
- encourages low-impact mobility;
- contributes to community wellbeing;
- protects or connects people with nature;
- offers opportunities to experience a destination responsibly;
- demonstrates an interesting local approach to sustainability.

Participants should distinguish between verified information, personal observations, and assumptions, particularly when considering sustainability claims.

Facilitator's Guide

Group Size: 5–15 participants.

On Day One, participants can work individually, in pairs, or in small groups.

Day Two works best as one group, although smaller groups can be used when appropriate.

Mapping Local Green Spaces and Community Resources

Physical Setting
The activity takes place over two days.
Day One focuses on exploring the town or neighbourhood and identifying local businesses, community resources, sustainable services, green spaces, and mobility options.
Day Two moves beyond the central area and explores the relationship between community, nature and wellbeing. This can include a community initiative, local food-growing project, green space, natural area, or another place that demonstrates a connection between people and their environment.
The exact locations and routes should be adapted to the local context.

Materials Needed

- Smartphone with internet access
- Shared Google Map or another digital mapping tool
- Notebook or phone notes
- Smartphone/camera for photos
- Optional printed map
- Weather-appropriate outdoor clothing
- Suitable walking, cycling, or other low-impact transport options
- Coffee, tea, or small refreshments

Time Needed
Day One: approximately 3 hours
Day Two: approximately 3–4 hours
The timing can be adapted according to the size of the area, mobility needs, weather, and available locations.

Accessibility and Safety

- Adapt walking distances and routes to participants' mobility and comfort.
- Allow participants to choose between walking, cycling, public transport, shared transport, or another suitable option.
- Choose accessible and safe meeting points.
- Consider uneven ground, steep areas, weather conditions, and appropriate clothing.

Mapping Local Green Spaces and Community Resources

- If travelling outside the town, plan transport according to the group's needs and local conditions.
- Provide printed instructions for participants who may need an alternative to digital information.
- Ensure that each pair or group includes someone comfortable with using the mapping tool.

DAY ONE — Discovering the Local Area

1. Introduction and Mapping Criteria — 30 minutes

The facilitator introduces the activity and explains the purpose of the shared map. Participants learn how to:

- search for a location;
- save it to the shared map;
- add a short description or note;
- add a photograph where useful.

The facilitator asks:

“What does sustainable enough mean to you?”

Together, participants discuss the criteria they will use when deciding whether a place should be included.

2. Exploring the Town or Neighbourhood — approximately 2 hours

Participants explore the local area on foot, by bicycle, or using another appropriate low-impact form of mobility.

They look for places that could be useful or meaningful for sustainable travellers and local residents.

Depending on the location, examples might include:

- second-hand shops;
- repair services;
- local cafés or restaurants;
- vegetarian or locally sourced food options;
- independent shops and local businesses;
- farms or local food producers;
- craft or handmade businesses;
- libraries, museums, or cultural spaces;

Mapping Local Green Spaces and Community Resources

- community centres or NGOs;
- community gardens;
- parks and green areas;
- public transport connections;
- bicycle services;
- charging stations;
- other interesting local initiatives.

Participants save selected locations on the shared map and add short notes explaining why they consider them relevant.
They are encouraged to look beyond obvious tourist attractions and notice smaller or less visible resources that contribute to local life.
The facilitator remains available by phone in case participants need support or clarification.

3. Reflection and Map Verification — approximately 30 minutes
The group meets at an agreed indoor or café-style location.
Each pair or group presents some of the places they discovered and explains why they selected them.
Together, participants discuss:

- Which places were easy to find?
- Which categories were missing?
- Did anything surprise them?
- Was the information easy to verify?
- Are there places that appear sustainable but where more information would be needed?

The facilitator checks the shared map and corrects or completes information where necessary.

Mapping Local Green Spaces and Community Resources

DAY TWO — Community, Nature and Wellbeing

1. Reconnecting with the Map — 15–30 minutes

The facilitator briefly revisits the map created on Day One.

The group discusses how they will travel during the second day and considers the most appropriate transport according to distance, accessibility, weather, and environmental impact.

The facilitator introduces the broader idea:

Sustainable travel is not only about where we shop or eat. It is also about how we relate to the land, nature, communities, and ourselves.

2. Discovering a Community Initiative — approximately 1 hour

The group visits a local initiative that demonstrates a connection between sustainability and community life.

Depending on the location, this could be:

- a community garden or permaculture project;
- a local farm;
- a food-growing initiative;
- a repair or sharing project;
- a community centre;
- an environmental organisation;
- another locally relevant initiative.

Participants learn about how the initiative works and its role within the community.

Possible discussion questions include:

- What does this initiative contribute to the local community?
- How does it connect people with their environment?
- How does it support social or environmental sustainability?
- What can people learn by participating?
- Could visitors participate, volunteer, or learn from this initiative?
- What resources are shared within the community?

The aim is to show that sustainability can exist beyond tourism and can involve food, education, community, resource sharing, and relationships between people and place.

Mapping Local Green Spaces and Community Resources

3. Exploring Local Nature — approximately 1.5–2 hours
The group continues to a natural or green area outside or on the edge of the town.
This could be a forest, park, coastline, lake, river, waterfall, mountain area, walking route, or another accessible natural space.
Participants explore the area at a slower pace and consider the value of accessible nature for both residents and visitors.
Possible discussion questions:

- How does access to nature influence wellbeing?
- Why are quiet spaces important?
- What is the value of having natural areas close to a community?
- How can visitors enjoy nature without damaging it?
- How does the surrounding landscape shape the identity of the place?
- Can experiencing nature be part of sustainable tourism?
- What makes a natural place worth protecting?

Participants can have some individual time to walk, observe, photograph, sit, or simply experience the surroundings.

4. Final Reflection and Map Update — approximately 30 minutes
The group returns to the agreed meeting point and reflects on the two days.
Participants compare what they discovered about:
local businesses → community → nature → wellbeing
They add any final locations or observations to the shared map and identify their most meaningful discovery.
The facilitator emphasises that sustainable travel is broader than simply reducing environmental impact. It can also mean supporting local communities, choosing meaningful experiences, respecting natural environments, and connecting with a place without putting unnecessary pressure on it.

Mapping Local Green Spaces and Community Resources

Reflection & Discussion Questions

1. What makes a place worth recommending to a sustainable traveller?
2. What local resources were easy to find, and which were difficult to identify?
3. What was missing from the map?
4. How can visitors support a local community?
5. What did you learn from the community initiative?
6. Why are accessible and quiet natural spaces important?
7. How can visitors enjoy nature responsibly?
8. Did the activity change the way you look at your own town or neighbourhood?
9. What would you do differently when travelling in the future?

Debrief Tools & Feedback

Use a short reflection circle. Participants can complete one or more of the following:

- One place I discovered was...
- One thing I learned about sustainable travel is...
- One community initiative that interested me was...
- One natural place that impressed me was...
- One thing missing from the map is...
- One thing visitors could do better is...
- One place I would recommend to a sustainable traveller is...

The completed digital map can be reviewed together as the final outcome.

Everyday Life Connection

Participants are encouraged to use the same approach when visiting other destinations or exploring their own neighbourhood.

Before or during a trip, they can look for:

- local and independent businesses;
- second-hand and repair options;
- community initiatives;
- local food producers;
- low-impact transport options;
- accessible natural areas;
- quiet spaces for rest and wellbeing;
- accommodation with transparent sustainability practices.

Mapping Local Green Spaces and Community Resources

As a follow-up challenge, participants can add one new place to the map after the workshop or recommend a local place to a friend, colleague, or visitor.

Cultural Adaptation

The activity can be adapted to any town, village, neighbourhood, or region. Categories should reflect the local context, such as community gardens, markets, repair cafés, libraries, cultural centres, local shops, natural areas, or public transport.

In smaller communities, focus on local spaces, services, and nature; in larger cities, divide the activity by neighbourhoods or themes. Local language labels can make the map useful to both residents and visitors.

The aim is not to label places as simply “sustainable” or “unsustainable”, but to encourage questions, recognise local efforts, check information, and make more conscious travel choices.

Eco Rangers – Facilitating Impactful Journeys
Workshop Methodology

Developed within **Eco Rangers – Journeys of Impact**, an Erasmus+ Small-scale Partnership in Adult Education.

Project number: 2024-2-IS01-KA210-ADU-000265496
Programme: Erasmus+
Coordinator: CIRCA, Iceland
Partner: Slovak Eco Quality, Slovakia
Project duration: April 2025 – October 2026

Developed and co-created by CIRCA, Slovak Eco Quality and participating educators, trainers and changemakers.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority (Landskrifstofa Erasmus+). Neither the European Union nor the granting authority can be held responsible for them.

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Co-funded by the European Union