

JUNIOR RANGERS - YOUTH VOLUNTEER PROGRAM (FACILITATOR'S MANUAL)



...discover Turda with the Junior Rangers

drawing by Simona Bolboaca

Acest material a fost realizat în cadrul proiectului **Junior Rangers**, proiect coordonat de **Fundația Potaissa** și finanțat prin **Peace Corps Partnership Program (USA)**.

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Turda, aprilie 2004

Junior Rangers Youth Volunteer Program

How it all began...

The Potaissa Foundation for Ecology and Tourism is a grassroots environmental non-governmental organization (NGO) in the Romanian town of Turda. Turda is home to approximately 58,000 people and is situated in the western part of the country. Since its foundation in 1998, this NGO has been involved in such activities as environmental education and awareness campaigns for young people, the promotion of nature reservations in the local region, and the promotion of volunteerism in the local community.

Despite the local area's rich natural and cultural heritage, there is currently a distinct lack of informational and promotional materials available about the region. There is also a general lack of awareness about the importance and potential value of the local sites among community members. Therefore, the Potaissa Foundation decided to use its experience working in environmental awareness and tourism, as well as with young volunteers, to create an innovative new pilot program for local young people - the Junior Rangers Youth Volunteer Program - which was funded through the Peace Corps Partnership Program.

Who are the Junior Rangers?

In our case, the Junior Rangers began as a group of 30 young people from the local area who were specially selected through an essay and interview process. They range from 6th to 11th grade, and there are Junior Rangers from all 5 local high schools and from 4 of the 8 local middle schools. They were selected on the basis of their enthusiasm, interest in environmental issues and tourism, and previous experience of having been on field trips or excursions in the local region. Availability and parental accord were also taken into consideration.

Once selected, the Junior Rangers participated in a series of interactive training sessions including 'An Introduction to Tourism and the Local Area', 'Flora, Fauna & the Local Region', 'Eco-Activities', 'Eco-Friendly Etiquette', all of which can be found in this manual.

During the training period, 12 of the 30 selected young people dropped out of the program, most of them due to conflict with other activities. In April 2004, 18 young people officially 'graduated' from the training program as the first team of full-fledged Junior Rangers during an official launch held at the Turda town hall. During the launch, the 18 Junior Rangers received Junior Rangers t-shirts,

certificates for having completed the training program, and specially designed Junior Rangers photo I.D. cards.

What do the Junior Rangers do?

The goal of the Junior Rangers program was to create a team of local young people trained to be volunteer guides and facilitators for other young people visiting the region, with an emphasis on eco-friendly behavior and respect for the natural environment on behalf of both the Junior Rangers and the visiting tourists and groups at all times. The program also aims to raise the level of respect and awareness among locals regarding the various natural reservations and sites in the area by encouraging local groups (school groups, clubs etc.) to make use of the guides in order to learn more about their region.

Alongside the training sessions (held over a 3-month period), promotional materials including 1,000 each of 4 postcard variations (featuring Turda and the surrounding area) and 75 t-shirts were produced. A regional map, Junior Rangers website, and promotional CDs and videos are all currently in production to be launched during the summer of 2004.

All of these materials have been specially designed by and for young people. The materials are being used both to promote the local region and the Junior Rangers program, and the money raised from the sale of postcards, t-shirts, maps, CDs and videos will be used to sustain the program in the future. Furthermore, the trained Junior Rangers will continue annual training sessions with new recruits. The Junior Rangers offer their services as guides and youth camp and excursion planners free of charge, with visiting groups covering any costs related to transportation, food etc.

Lessons learned/suggestions

Working with a group in which there was such a large age range (6th to 11th grade) was difficult at times. Focusing on either middle school or high students and adapting the sessions accordingly might work better. Some of the older students did not participate as actively as the younger students during the sessions, and the majority of the 12 participants that dropped out of the program were high school students (driving lessons, too busy with school work etc.)

The training program should take place over a longer period of time than 3 months if possible, preferably starting at the beginning of the school year (September) with recruitment and selection, and finishing up during the spring and summer months when the weather is most favorable for outdoor activities and field trips. Almost all of the participants said on their program evaluation

forms that they enjoyed the excursion activities the most and wish there had been more of them. However, especially if you are working with younger students (6th, 7th and 8th grade), be aware that their parents may not allow them to stay overnight - it is a good idea to prepare a 'parental agreement' form at the beginning of the program to inform the participants' parents about the program and what it entails, and/or a meeting with the participants' parents if possible.

How can I use this manual?

This manual was designed to be used by anyone wishing to facilitate the training of a Junior Rangers team, but it can also be used by teachers, youth clubs, camp organizers, or any organization or institution working with youth. The training sessions were developed by myself along with members of the Potaisa Foundation. They have been put in the order in which we held them, and we added comments that we felt might be useful for the facilitators. Each session also contains an approximate time-frame, a list of materials needed, and what the participants should come away from the session with. Support materials have also been annexed at the end of the manual, and future activities and publications that have already been planned for the Junior Rangers have also been included (please note that these activities have not yet been implemented so they are not finalized and they do not include time-frames).

The sessions may be changed or adapted to your particular needs, held individually, or held in a different order. However, be aware that many of the sessions involve information and ideas related to previous and following sessions, and there is often practical group and/or individual homework for the participants to complete between the sessions.

At the end of the manual, you will find an evaluation questionnaire for facilitators. We would sincerely appreciate any and all comments from people who have used this manual, whether you have used just one session or all of them. Please send the completed questionnaire and/or your comments and ideas (in English and/or Romanian) to:

The Potaissa Foundation (Fundatia Potaissa)

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For more detailed info about the Junior Rangers program please contact Alin Rosca, general coordinator of the Potaissa Foundation at the same e-mail and address as above. Starting in June 2004 you will also be able to pay a visit to the Junior Rangers website www.ecocerc.ro, where information about the Junior Rangers program, including materials will be available in both English and Romanian.

Best of luck and I hope that you enjoy the Junior Rangers Program Facilitator's Manual!

Katherine Macdougall

Peace Corps Volunteer 2002-2004

Environmental Management & Education Sector (group 14)

Turda, Romania

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Junior Rangers Intro Meeting

Part I: 1 hr. 20 min. (maximum - depends on group size & questions)

Break: 10 min.

Part II: 1 hr. 10 min. (maximum)

TOTAL: 2 hrs. 40 min. maximum

Materials (handed out to each participant):

- ✓ Nametags
- ✓ Contact list
- ✓ Informational brochure (with welcome, program summary, training schedule etc. - encourage the participants to share the brochure with their parents, teachers etc.)
- ✓ Parent agreement
- ✓ Holiday homework
- ✓ Paper & pens for group work

Participants should come away from this meeting with:

- A clear understanding of the Junior Rangers program
- An understanding of what is expected of them as participants in the Junior Rangers program, and of what they can expect from the coordinating team
- New friends! (having gotten to know one another better)

1. Welcome from the coordinating team (5 min.)

2. Introductions (30 min.) - get the participants into pairs (with someone they don't already know) and give them 10 minutes to find out from their partner their name, grade, school, why they wanted to become a Junior Ranger, and one interesting or unusual thing about that person. Let them know that they will each have to present their partner to the group so they need to pay attention!! Then have each person briefly present their partner to the group (time depends on group size - 1 minute per person)

3. Icebreaker (10 min.) - *See support materials section for ideas*

4. Presentation of Junior Rangers program (15 min.) - basic program summary, materials that will be produced, why we feel it's an important program etc.

5.Presentation of the Trainings (10 min.) - Introduce general topics and dates/places *(let the participants know that they can find more detailed information in their handouts)*

6.Questions - (up to 10 min.)

Break: 10 min.

Icebreaker (10 min.) - *See support material section for ideas*

7.Group Work - expectations (30 min.) - split the participants into groups. Have each group come up with a list of expectations that they have about the program - what they hope to get out of it etc. (10 min.) Have each group present their list (max. 5 min. each). *Note - keep these lists! It can be a good way to evaluate the program later on - comparing what their expectations were at the beginning to what they felt they actually learned and accomplished after the trainings were completed.*

8.What the participants can expect from us (the coordinating team) (5 min.)
ex. provide trainings, materials needed, available for help when needed etc.

9.What we (the coordinating team) expect from the participants (5 min.)
ex. commitment, ability to attend sessions, complete homework etc.

10.Questions (up to 10 min.) - re: dates & times of trainings etc.

11.Homework (5 min.) - Imagine that you are a stranger to the area - what tourist sites are there? How do you know that they exist, how to get there, where to get more information about them etc? In what languages is information available? *(Remind the participants that the first training session is 'An Introduction to Tourism and the Local Area' so it is important that they come having done their homework. It doesn't necessarily have to be written or turned in, but it is important for them to be able to discuss what tourist sites there are in the area, and what sort of information about them exists...or doesn't exist!)*

12.Wrap-Up (5 min.) - any last questions, thank you for coming!

Session 1: Introduction to Tourism and the Local Area I

Tourism & the local area: 1 hr. 15 min.

Break: 10 min.

Group work/homework: 30 min

TOTAL: 2 hrs.

Homework from the Introductory Meeting: Imagine that you are a stranger to the area - what tourist sites are there? How do you know that they exist, how to get there, where to get more information about them etc? In what languages is information available?

Materials & Preparation:

- ✓ Flipchart & markers or chalkboard & chalk
- ✓ Paper & pens for the participants
- ✓ Resources and information about the local area (maps, books, print-outs from related websites etc.)
- ✓ Pieces of paper (one for each participant) with one of 4-5* tour themes for the area (ex. Roman Turda, Salt Through the Ages etc.) written on them (to be picked out of a hat by the participants for their group work/homework) *Depends on number of participants - for each tour theme there should be a group of 4-5 participants
- ✓ The facilitator(s) of the session should also have prepared their own lists for the brainstorming activities so that they can help the participants complete their lists and complement the participants ideas with their own

Participants should come away from this session with:

- An awareness of the local area's sites of interest
- Some tools for presenting a site of interest & keeping an audience interested
- An introductory ability to design & lead a simple local tour

1. Group brainstorming activity (15 min) - What sites of interest are there in the local area? *(The session facilitator(s) should have their list of sites of interest handy and can help lead the participants with questions if necessary ex. "What can be found just outside of Turda that has to do with a very well known figure from Romania's history?" As the participants name sites, they should all be written down on the flip chart)*

2. Homework Follow-up (10 min) - Are the sites of interest we listed easy to find? If you were a stranger to the area how would you know about them, where they are, how to get there...? What languages are signs and/or information

written in? *(All answers should be written up on the flipchart with space left after problematic findings (unmarked sites, lack of info etc.) for the following step - possible improvements. The facilitator(s) should have their homework ready as well, once again leading the participants with questions if necessary)*

3.Possible improvements/solutions (10 min) - For sites that are not easy to find, or unmarked, how could you help make them more accessible to tourists? For lack of information, what possible solutions might there be? *(Write up the possible improvements and solutions on the flipchart in a different color under or alongside the problematic findings from the previous step. This way the participants can see both what obstacles to tourism currently exist in the area as well as possible ways those obstacles might be overcome)*

4.How can you make the information that you want to convey interesting to a young audience? (20 min) *(It may help for the facilitator(s) to begin with a few general examples to get the participants going - role-plays/re-enactments, local legends or stories, games - how could these be incorporated into the presentation of a site of interest? For example the re-enactment of a Roman battle at the Roman military camp ruins, or what daily life was like for the Roman soldiers...encourage the participants to think about what would capture their interest! Ask if any of the participants have had experiences - good or bad - as tourists in other areas - what made the presentation interesting or what made it boring? Write all ideas up on the flipchart)*

5.Resources (5 min) - What resources might you use to learn more about the sites of interest in your area? Both general (internet, books, people), and specific (Which web-sites? Which books? Which people?) *(Here it is important that the facilitator(s) have already prepared some specifics to add to the list if necessary as the participants will be needing some guidance for their homework - write up all resources on the flipchart)*

6.What kinds of things would you need to think about when taking a group of people on a tour? (10 min.) *(Be sure to include: time available, who the audience is (age, size, special interests, culture, language), level of difficulty if walking, weather, appropriate clothing, voice projection, clarity, energy level, awareness of surroundings etc. - write up list on flipchart)*

7.Wrap-up of what has been discussed so far (5 min.) Summarize everything that has been discussed, bringing it all together. Emphasize all the great ideas that came from the participants. Let them know that after the break they will

be splitting into groups to work on their own mini-tours for each other, putting all their great ideas into action...

Break: 10 min. *(During the break prepare the pieces of paper with tour themes - folding them and putting them into a hat/box. There should be one for each participant, and an equal number for each tour theme if possible - each tour theme should have 4-5 participants.)*

8. Groupwork activity/homework (30 min.) - Each participant should pick a piece of paper from the hat/box with a tour theme on it. The participants should then get into their respective groups. Using the resources provided (maps of the area, books, print-outs from the internet etc.), the groups should begin to create a mini-tour for young people related to their assigned theme - what sites of interest should it include? What sorts of creative and interactive methods of presentation could be incorporated (re-enactments, games, legends/stories etc)? Let the participants know that they will be presenting at least a part of their tour to their colleagues. *(The facilitator(s) should move around the room and discuss ideas/clarify what the assignment is to each of the groups in turn to make sure that they have understood what is expected of them. Encourage the participants to write down any ideas they have. This section of the session can be extended if needed.)*

9. Establish date & time for tours and dates & times for research at office (5 min.) Encourage the participants to make use of the resources listed during the session, and let them know when the office/facilitator(s) are available for use. Remind the participants that this is a team effort and the groups should be working together over the following 2 weeks (or otherwise established time period) to finalize their mini-tour. Clarify once again that the groups will be expected to lead the rest of their colleagues on at least part of their designed mini-tour, and thus should be fully prepared to do so in 2 weeks time - they should establish among themselves beforehand who is presenting what etc. - perhaps they may even want to rehearse their tour beforehand.

Session 2: Introduction to Tourism & the Local Area Part II

Participants should come away from this session with:

- A better knowledge of the sites of interest in their area
- The practical experience of what it feels like to present a site to a group
- The practical experience of what it feels like to have a site presented to them

This session is the practical follow-up to the last session. Each group should have prepared a mini-tour related to their assigned tour theme.

Depending on the size of the area covered and the number of participants, this part of the session may take a full day or two. It can be done over one weekend in 2 consecutive sessions or split between 2 weekends, depending on the availability of the participants. It is important for all members of the presenting group to be present.

This structure of the session is fairly free - the order of the groups can be decided beforehand, or picked out of a hat. The groups can be given time limits or allowed to take the time that they feel they need.

The facilitator(s) should take notes throughout and there should be a debrief at the end of the session to discuss how everyone felt - both as presenters and as audience members - and to discuss any additional ideas, comments or constructive criticism that anyone has related to the tours.

*It may be a good idea to have special 'invitees' to this session who don't know the area or the participants so that the participants can get an 'outsider's perspective' on how the tours went, how the information came across etc.

*It may be necessary to make contact with the owners/people responsible for the sites to be visited beforehand - that way they will know to expect a group of visitors and may be available for additional info if needed (this can be done by the facilitator(s) and/or members of the presenting group).

Session 3: Flora, Fauna & the Local Region

Regional map exercise: 1 hr.

Break: 10 min.

Group work & presentations: 50 min.

Flora & fauna lottery (homework): 10 min.

TOTAL: 2 hrs. 10 min.

Materials & Preparation:

- ✓ Flipchart & colored markers or chalkboard & chalk
- ✓ Paper & pens for the participants
- ✓ Maps of the local region
- ✓ Examples of creative games and activities related to flora & fauna (particular to the region if possible - see support materials section for a list of resources that we used in our program)
- ✓ 'Lottery tickets' with the names of flora and fauna that can be found in the region (at least one example of flora and one of fauna for each participant - to be picked out of a hat)
- ✓ Flora and fauna worksheets for each participant (corresponding to the number of lottery tickets) - see support materials section
- ✓ Completed examples of the flora and fauna worksheets (one of each)
- ✓ The facilitator(s) should also have prepared a list of sites of interest in the region (this session looks to the broader region as opposed to the immediate local area covered in the last session - for example, if there are nature reservations, camping areas, mountains, rivers, waterfalls and/or caves in the region, as well as villages in the surrounding area and any museums, monuments, churches, monasteries etc. that can be found in them).

Participants should come away from this session with:

- An understanding of the layout of the local region
- An idea of how to apply ideas from the last session to a new subject
- Some new tools for 'making things more interesting'

1. Regional mapping exercise - brainstorm (15 min.) - Split the participants into smaller groups, giving each group a map of the local region to refer to. Begin with an open brainstorming session to name sites of interest in the region (*The session facilitator(s) should have their list of sites of interest handy and can help lead the participants with questions if necessary. As the participants name sites, they should all be written down on the flip chart*)

2.Regional mapping exercise – making a representative map together

(45 min.) - Start by marking a spot on a horizontal piece of flipchart paper to represent the local town/city/village. Then, ask the participants to come up one at a time to draw on the piece of paper one of the identified sites of interest in the region - they should mark where on the 'map' it can be found (in relation to the other sites) and should draw something representative with colored markers on the respective spot (ex. mountains with a skier for skiing areas, a tent for camping areas, a church for a church etc.). The participants can stay in their groups with their reference maps for this exercise, and the participants should feel free to help guide their colleagues as to where the various sites are located. *(The facilitator(s) should also be prepared to help guide the participants with the general placement of the sites if necessary. The facilitator(s) should also make sure that all participants get a chance to mark at least one site on the map. The resulting map can later be used as a resource for participants and/or as the basis for an easy-to-read map of the region for other young people etc.)*

Break (10 min.) *(During the break the facilitator(s) should prepare their examples of creative games and activities related to flora & fauna, and the flora and fauna lottery tickets and worksheets should be ready to be picked/handed out at the end of the session. It is also recommended that you make a chart with all of the participants name so that you can fill in the flora and fauna tickets picked by each participant and keep track of who has what)*

3.Intro to flora & fauna fun (10 min.) - Ask the group to quickly name some examples of the flora and fauna that can be found in the region - this should only take a couple of minutes (you can refer back to the regional map created in the first part of session here - noting where in the region the respective examples of flora and fauna can be found). Using the flora and fauna identified by the participants if possible, briefly introduce at least one example of how you can make flora and fauna 'fun' for young people - related games, activities etc. - these can be general or specific to the region. *(The presentation should be brief, just giving the participants an idea of what can be done, as in the following step they will be coming up with ideas of their own.)*

4.Group work (20 min.) - Now it's the participant's turn. Split the group into smaller groups, giving each one a 'category' (ex. Flowers, trees, mammals, birds etc. - whatever categories are most relevant to the area) and relevant resources/materials if possible. Each group should then start making a list of all of the creative ideas that they can come up with related to their category - games, activities etc. They should think in terms of how they could introduce

the local flora and fauna to other young people if they were on a field trip or camping trip - as many ideas as they can come up with. *(The facilitator(s) should move around the room and discuss ideas/clarify what the assignment is to each of the groups in turn to make sure that they have understood what is expected of them.)*

5.Presentation of group work (20 min.) - Have each of the groups come up to the front and present the ideas that they came up with for their respective category. *(Make sure that all ideas are written up on the flipchart. You may also want to write down who is in each of the groups)*

6.Flora & fauna lottery (homework) (10 min.) - Introduce and explain the completed flora and fauna worksheets (be sure to include what resources were used/can be used to find the information). Explain to the participants that each of them will be 'the lucky winner' of (at least) 1 flora and (at least) 1 fauna example from the local region. Their homework will be to complete a worksheet for each of their examples. Go around the room with a 'flora hat' and a 'fauna hat', having each of the participants pick the pre-decided number of 'lottery tickets' from each - there is no putting them back to pick a new one and no switching! The participants should read the names of the flora and fauna examples that they picked out loud to the whole group, and the facilitator(s) should write down who has what. *(After being collected, all of the completed worksheets should be copied so that each participant has a folder with a copy of all of the completed flora and fauna worksheets from the group)*

Session 4: Eco-Activities

Regional Plant & Animal Council activity: 1 hr. 10 min.

Break: 10 min.

Post-activity discussion and introduction to resources: 30 min.

Group work and homework: 20 min.

TOTAL: 2 hrs. 10 min.

Materials & Preparation:

- ✓ Flipchart & colored markers or chalkboard & chalk
- ✓ Paper & pens for the participants
- ✓ Blank nametags or pieces of paper, tape & colored pens/markers for each of the participants to make nametags for the Regional Plant & Animal Council activity
- ✓ Environmental education materials and resources - manuals, lessons, games, eco-craft ideas and example (see support materials section for a list of resources that we used in our program)
- ✓ Copies of age-appropriate interactive environmental education lessons and/or games and activities (as part of their group work and homework, the participants will be working in groups of 2 or 3 to prepare and eventually lead/teach one of the lessons/activities to the rest of the group or to an invited group of young people. Each group should have a different lesson or activity, and they should be varied in theme and style if possible)
- ✓ 'Eco-craft' worksheets for each participant (to be completed as homework) - see support materials section.
- ✓ Tables and chairs should be arranged in a 'round table' if possible for the Plant & Animal Council activity
- ✓ A flipchart page or chalkboard should be prepared for the Plant & Animal Council activity with the title and theme of the council meeting and the discussion points (see next page for details)

Participants should come away from this session with:

- Knowledge of the resources available to them for conducting eco-ed activities, games and crafts
- An understanding of how to use the available resources
- An understanding of how to prepare & lead an activity (including post-activity discussions to communicate 'the message')

1. Regional Plant & Animal Council activity (prep. 10 min., activity 1 hr.)

* This activity is an adaptation of 'The Council of All Living Things' from the United Nations Environment Programme (UNEP) *Pachamama Teacher's Guide*.

Explain that today all of the participants will be attending the 1st annual Regional Plant and Animal Council - but not as themselves! Each participant should choose one of the plants or animals that they researched for their homework - this is whom (or what) they will be attending the council as! Each participant should then make a nametag with the plant or animal they will be representing. From now on in they are no longer human, they are the plant or animal on their nametag - they can talk of course, but they should try their best to imagine what the plant or animal they represent would say!

WELCOME TO THE 1ST ANNUAL REGIONAL PLANT & ANIMAL COUNCIL

"Human Beings as Tourists & Visitors to Our Homeland:
The Impact On Our Lives"

I. Nomination and election of chairplant/chairanimal & clerk - The chairplant/animal is responsible for keeping order among the councilors (one plant or animal to talk at a time), and for putting resolutions to vote (stating the proposed resolution, and asking for all those in favor to raise their hands, followed by all those against, and all those abstaining). The clerk is responsible for taking minutes, including a list of participants, all resolutions discussed and the results of all resolutions put to vote.

II. Discussion points - All plants and animals present should make a statement of behalf of their species, with reference to one or more of the following discussion points: noise, straying off of marked routes & trails, picking of flowers/plants, cutting down trees etc., campfires, hunting & fishing, garbage (on the ground, dumping in rivers etc.), other...

III. Resolution proposals - Any plant or animal present wishing to propose a resolution (possible solution to problems identified related to the discussion points) is free to do so. Resolutions should be proposed, debated (can be changed, modified etc.), and voted on.

IV. Summary of accepted resolutions by clerk and closure of the meeting by chairplant/animal

Break: 10 min.

3. Post-activity discussion (10 min.) - How did the participants feel as plants and animals? Did it help give them a different perspective? Was the activity useful? Was it fun? What do they think the role of the activity was?

4. Introduction of available resources (5 min.) - *(The facilitator(s) should briefly present the environmental education manuals, lessons, activities, games, crafts etc. that are available to the participants.)*

5. Using the resources (15 min.) - What kinds of things do you need to think about when preparing a lesson or activity? *(The facilitator(s) can lead with questions if necessary - ex. what did they need to think about for today's activity? - time, materials, number of participants, age of participants etc. - point out where in the resources they can find this kind of information.)*

Was it important for us to discuss the Plant & Animal Council after completing the activity? Why or why not? *(The facilitator(s) should emphasize the importance of making sure the message gets across following an educational activity or game. The participants will be leading activities of their own as part of their homework, so they should be made aware of what an 'objective' is/what the participants should get out of the activity - this can be pointed out in the resources - and how as activity leaders they can begin to evaluate if the objectives of the activity have been met ex. by having a post-activity discussion with the participants.)*

6. Group Work (15 min.) - The participants should be split into groups of 2 or 3. Each group should be given a copy of a different environmental education lesson, activity or game to prepare. *(The facilitator(s) should assign the activities as they see fit, matching the activity to the groups as best they can. Remind the participants that they will be leading their assigned exercise so they need to start thinking about time, materials, number of participants, getting the message across etc. The facilitator(s) should move around the room making sure that all participants understand the activity that they were assigned.)*

7. Homework (5 min.) - Each participant should make an eco-craft of their choice and fill in the eco-craft worksheet. Establish the date(s) and time(s) for the practical follow-up to this session - there are a number of variations that can be used for this: the participants can lead their activities just for their fellow participants, or friends and colleagues can be invited to participate, or the participants can be guests in a local school and lead their activities with students etc. *(The facilitator(s) should attend the practical session(s) and take notes on how it went so that they can provide feedback and constructive criticism for the participants. The participants should also attend one another's sessions if possible)*

Session 5: Eco-Friendly Etiquette

Questionnaire & outdoor activity: 55. min.

Break: 10 min.

Introduction to the 7 principles of Leave No Trace: 1 hr. (minimum)

(Follow-up activity: 1 hr. 15 min.- this activity can also be done separately)

TOTAL: 2 hrs. 5 min. (at least)

(at least 3 hrs. 30 min. including follow-up and a second break)

*NOTE: we did this session during a day-long excursion to a popular camping spot by a protected area. This was a great way for the participants to observe first-hand what kind of an impact people can have on nature when camping and hiking.

Materials & Preparation:

- ✓ Flipchart & colored markers or chalkboard & chalk
- ✓ Paper & pens for the participants
- ✓ 'Eco-friendly etiquette' questionnaires for all participants (see support materials section)

Participants should come away from this session with:

- A basic knowledge of the 'Leave No Trace' principles
- An understanding of how to practice 'eco-friendly etiquette' when camping and hiking
- An understanding of why it is important to practice 'eco-friendly etiquette' when camping and hiking
- Some possible solutions to the problem of people not practicing eco-friendly etiquette when camping and hiking

1. Eco-friendly etiquette questionnaire (10 min.) - Have each of the participants fill in the questionnaire (see support materials section). The questionnaires should be kept anonymous to encourage sincerity. The facilitator(s) can explain that they are interested in the past camping and hiking experiences of the participants. *(The compiled answers to the questions are a good starting indicator of where the group stands in practicing eco-friendly etiquette. The more 'yeses' there are for questions 1-8 and 'nos' for questions 9-11 indicates a clear need to discuss the importance of practicing eco-friendly etiquette, and how the participants can do this when camping and hiking.)*

2. 'Finding traces' outdoor activity (30 min.) - Split the participants into teams of 3-5. Explain that the teams are on a mission to discover as many 'traces' left

by people as they can in half an hour (ex. litter on the ground or in a river, for example, or exposed human (or dog) waste and/or toilet paper, burnt vegetation from campfires, trees with graffiti carved in them, or rocks with graffiti etc.). Each team should be assigned a different area, and they should be as thorough as possible. All teams should have a pen and paper, and each team should decide on one person who will be responsible for writing all their observations down. *(This activity should be done along a trail or at a camp-site if possible. If this is not possible, it can also be done in a park for example.)*

3. Post-activity discussion (15 min.) - Have each team present their list of human traces that they found. Ask the participants how they felt when they found things - Did it take away from their experience in the outdoors? Did it make them want to do something about it? *(The lists should be kept for the follow-up activity)*

Break (10 min.)

4. Introduction to the 7 principles of 'Leave No Trace' (at least 1 hr.) - *To find out more about 'Leave No Trace' please see their website at www.lnt.org. There are detailed descriptions of what each of the 7 'Leave No Trace' principles entails, and there are numerous ideas for activities that you can use to demonstrate the principles.*

Follow-up activity (1 hr. 15 min.)

(Remember to have the participants take a break here if this activity is not being done separately)

1. Brainstorming activity (5 min.) - What are some problems related to people going camping and hiking? *(Here the facilitator(s) can remind the participants that they can refer to the lists of 'human traces' that they found during the earlier outdoor activity. All of the problems that the participants come up with should be written up on the flipchart.)*

2. Identifying causes (15 min.) - First have the participants decide as a group which 3-5 of the problems identified they consider to be most important/serious. Write up each of the 3-5 problems chosen in the middle of separate pages of flipchart paper (1 page per problem) and draw a circle around it. Be sure to keep the writing fairly small as lots of space is needed! Addressing the problems one at a time, have the participants brainstorm causes of the respective problem (ex. for litter some causes might be people not caring, laziness, lack of trashcans, 'someone else will clean it up', 'there was already

litter there' etc.). Write in cause in small circles surrounding the circled problem in the middle of the page, and connect the causes to the problem with lines, making sure to leave for solutions (*see support materials section for chart outline*).

3. Group work - finding solutions (30 min.) - Split the participants into groups according to the number of problems chosen - there should be one group for each of the chosen problems. Each group should be given one of the problem/causes flipchart pages. Ask the participants to start thinking about possible solutions to their problem by addressing the causes. The solutions should be written in small circles surrounding the cause(s) that they address, and lines should be drawn to connect the solutions to the causes. A solution can be connected to more than one cause. (*see support materials for chart outline*).

4. Group presentations (15 min.) - Have each of the groups present the solutions that they came up with to the rest of the participants.

5. Brainstorming activity (10 min.) - How can we communicate the message to others? (leading by example, discussions with friends, colleagues and family, activities with groups during camps and excursions etc.)

Planning a Camp or Hike

This session is designed for an overnight camping trip so that participants can experience planning and preparation firsthand.

Participants should come away from this session with:

- A general knowledge of what needs to be taken into consideration when planning a camp & accompanying a group of young people on a hike
- Practical experience of how to use the knowledge and resources that they acquired during the previous training sessions
- A general knowledge of how to prepare for and react to possible situations that can occur when accompanying a group of young people during a camp or on a hike

Materials & Preparation:

- ✓ Paper & pens for the participants
- ✓ First aid kit - if possible, a first aid session should be held for the participants at some point either before or during this session
- ✓ The participants should come prepared with their flora and fauna worksheets (session 3) and eco-activity resources (session 4)

1. Group brainstorming activity - What is important to think about and to prepare before accompanying a group of young people on a camping trip or hike? *(The facilitator(s) should be sure to include: equipment, first aid kit, first aid certified person, knowledge of medical problems/allergies etc. of participants, responsible leaders, level of difficulty/age appropriate, water and food, when taking a group from another country it is also important to think about cultural differences - what is considered standard behavior for some - drinking water directly from streams for example - may not be for others and it is important to be aware of this etc).*

2. Refreshing what you've learned so far - Refresh with the participants what they have learned so far during the training sessions - focusing on what is important when guiding a group and presenting (sessions 1 and 2), flora and fauna from the region (session 3), eco-activities learned (session 4), and communicating the 'eco-friendly etiquette' message to others (session 5).

3. Group work - Split the participants into groups of 3-4. Explain that they will be using their accumulated knowledge and resources (newly refreshed) to design a short nature hike in the area. Assign each group a different imaginary group of young people that they will be taking on their hike (including size, age, experience, where they are from etc.); the participants should design their

nature walk accordingly. Encourage them to use their flora and fauna worksheets, ideas for making the hike more interesting by including eco-activities and games etc. *(The facilitator(s) should walk around to each of the groups as they work and make sure that they have understood what they have to do - including designing their hike according to their imaginary group of participants.)*

4. Nature hikes - Each group should now lead the rest of the participants on their designed nature hike. The rest of the participants should enter into a role-play according to the imaginary 'group' that was assigned to the leading group. *(The facilitator(s) should secretly talk to at least one of the participants to 'test' the leaders of each group for certain situations - ex. to wander off away from the rest of the group and get left behind, to get heatstroke/become dehydrated, to leave litter on the ground etc.)*

5. Follow-up discussion/evaluation - How did each of the group leaders feel during their hike? How did the participants feel? How did the leaders react to the various 'test' situations?

Collaboration & Networking Possibilities:
An Introduction to Local NGOs, Institutions, Businesses and the
Local Government

This activity is an interactive meeting during which participants in the Junior Rangers program and invited representatives from local organizations, institutions, businesses and the local government will have the opportunity to identify collaboration and networking possibilities. Both the Junior Rangers and the invited representatives will have the opportunity to present what they have to offer and what they would like to gain through a possible collaboration, the focus being on 'win-win' situations for both the Junior Rangers and the invited representatives.

This activity should be held after the participants in the Junior Ranger program have completed all of the 5 training sessions. Preferably, by this point the Junior Rangers have already appeared in the local mass media and at least some of the local organizations, institutions, businesses and the local government are aware of the program.

Participants should come away from this meeting with:

- An idea of what they can offer to the local community as Junior Rangers
- An idea of what the local community can offer them as Junior Rangers (the availability of local resources and local collaboration/partnership possibilities)
- Contacts for potential partners/sponsors/collaborators from the local community

Preparation:

- Establish a suitable day, time and place to hold the meeting (when representatives from the community organizations, institutions, businesses and local government are most likely to be available, and in a large place where plenty of seats, tables etc. are available such as the town hall).
- Contact and send invitations (along with a presentation of the Junior Rangers program and an explanation of what is expected from attendees at the meeting) to representatives from local NGOs, institutions, businesses and the local government. *When possible, it is recommended that the program coordinator/member of the coordinating team present the program and give the invitation in person.* The invitees can include, but are not limited too: mass media, representatives from the local sites of interest (museums, religious institutions, nature reservations,

archaeological sites etc.), schools, youth clubs, public and private transportation agencies, tourist agencies, hotels, restaurants, printers (for material production), photo shops, etc.

- Have the participants prepare some ideas about improving the tourism and environmental situation in the local community and surrounding area (ex. what observations they made during the first 2 training sessions (Introduction to Tourism and the Local Area) and the 5th training session (Eco-Friendly Etiquette)), as well as ideas about what they have to offer to the community as Junior Rangers (promotion of the area and its sites of interest etc.).

Materials:

- ✓ Flipchart & markers
- ✓ Paper & pens for the participants
- ✓ Junior Rangers program presentation (brief slideshow, Power Point presentation or film, copies of newspaper articles etc.)
- ✓ Junior Rangers promotional materials for invited attendees
- ✓ Snacks and drinks for meeting participants

1. Introductions - All of the participants, including both Junior Rangers and the invited representatives, should introduce themselves and the organization, institution or business that they represent.

2. Presentation of the Junior Rangers program - The program should be briefly presented. As invited representatives will hopefully already know something about the Junior Rangers (from the program presentations that were given to them along with invitations), this should be kept brief, and a multi-media presentation is recommended to keep it interesting.

3. Brainstorming activity - Have both the Junior Rangers and the invited representatives brainstorm a list of what they have to offer one another. All ideas should be written up on the flipchart (on 2 separate pages - one for the Junior Rangers and one for the invited representatives). Following this, have them brainstorm a list of what they would each like/what they hope to gain from a possible collaboration (here the Junior Rangers can refer to the list of ideas about improving the tourism and environmental situation in the local community and surrounding area). Once again, all ideas should be written up on the flipchart on 2 separate pages.

4. Open discussion - Following the brainstorming activity, an open discussion should be held to discuss the ideas that were listed. *(This discussion should be*

facilitated by a member of the Junior Rangers program coordinating team - the facilitator should make sure that participants speak one at a time, that everyone gets a chance to speak, that the participants remain on the subject at hand, that the discussion remains friendly, and time limits should be adhered to.)

5. Conclusions - As the meeting comes to a close, conclusions should be drawn on both sides about which collaboration possibilities that have been discussed are most realistic and applicable, and what the next steps of the people involved are. Concrete details (when and where the involved parties should meet/how they can contact one another, what needs to be prepared by the next meeting and by whom etc.) should be established.

Planned Future Publications for the Junior Rangers

Regional Flora & Fauna Guidebook for Young People

Using the flora and fauna worksheets completed by the participants following session 3, the production of a regional flora and fauna guidebook for young people is being planned. The guidebook will contain pictures and interesting information about flora and fauna that can be found in the local region, and will be specially designed to be interesting and easily understood by young people.

Junior Rangers Camping & Hiking Booklet

This booklet will contain useful information on how to practice eco-friendly etiquette when camping and hiking, how to properly prepare for camping and hiking trips, and outdoor health and safety tips. The information in the booklet will be accompanied by drawings to make it more accessible for young people.

Multi-lingual Mini Dictionary of Useful Terms and Phrases

This mini dictionary will include such things as basic greeting and introduction phrases, regional flora and fauna, local sites of interest and related terms and information in Romanian, Hungarian, English, French and possibly German.

ICEBREAKERS

Find Someone

Each person writes on a blank piece of paper one to three statements, such as favorite color, interests, hobby or vacation. Collect the papers and then pass them out making sure to give it to someone else. Have them find the owner of the statements and introduce themselves.

Silent Identification

Each participant is asked to either write words or draw pictures that describe themselves. This is done silently. They then pin the picture on their chests, walk around and have everyone look each other over. Pictures are then shuffled and participants are asked to identify the person to which the picture belongs.

Human Knot

Have the group stand very close together. Tell them to reach out their arms so all hands are jumbled and intertwined. Tell them to grab one hand for each of their hands, but not the one of the person's next to them, and not both hands with the same person. Now they are a human knot and must use teamwork to untangle themselves into one circle without letting go of their hands.

Common Link

Divide the group into teams of three or four. Each team has to come up with 5-10 different traits that are common to all members in the team -- brown hair, an older brother, likes the outdoors etc. After five minutes or so, the teams share their common traits with the group. Points are scored for each trait that isn't also on someone else's list. So if two teams listed that everyone in the team wore glasses, neither team would get a point for that trait. The team with the most points wins, but so does everyone else, as you've all discovered some pretty interesting things about one another!

Couples

Make name tags of famous pairs (each name separate - they can be any type of pair). As group arrives, place one name on his/her back. The person cannot see their own name. While they are mingling, they may ask questions about the person on their back (real person/character, male/female, married/not, etc), however the other person may only answer yes or no! The first pair to find each other wins.

Pompadour

Equipment: Name tags. Participants must find another participant with at least four letters in their name that are the same. Join hands. Idea is for the entire group to be joined at the end of the game.

flora



Common Name:

Scientific Name:

Name in Other Languages (Hungarian, English, French, German...):

Picture or Drawing (Full-size on the left, close-up of leaves/fruit/berry on the right):

--	--

Please give a brief description of how this plant/shrub/tree can be identified:

Is this plant/shrub/tree indigenous to the region (if not, where did it come from and how did it arrive?)?

Where in the region can it be found?

Is this plant/shrub/tree toxic?

List at least 2 interesting things about this plant/shrub/tree - these could include if it appears in any folklore or legends, if it has special traditional/cultural/ medicinal uses etc.:

Name of the person who completed this form:

fauna



Common Name:

Scientific Name:

Name in Other Languages (Hungarian, English, French, German...):

Picture or Drawing (Full-size on the left, close-up of tracks/distinguishing features on the right):

--	--

Please give a brief description of how this animal can be identified:

Is this animal indigenous to the region (if not, where did it come from and how did it arrive?)?

Where in the region can it be found?

Is this animal protected?

List at least 3 interesting things about this animal - these could include if it appears in any folklore or legends, what kinds of things it eats, if it has any special or unusual behavioral traits etc.:

Name of person who completed this form:

Some Environmental Education Resources Used in Our Junior Rangers Program

Martin, Laura C. **Nature's Art Box**. North Adams, MA: Storey Publishing, 2003.

Needham, Bobbe. **Ecology Crafts for Kids**. New York: Sterling Publishing Co, Inc., 1998.

Taevs, Debra - Clubul Ecologic Transilvania Cluj-Napoca. **EcoEd (editia a doua)**. Cluj-Napoca, Romania: Editura Casei Corpului Didactic, 2002.

Taevs, Debra - Clubul Ecologic Transilvania Cluj-Napoca. **EcoEd Resurse Complementare**. Cluj-Napoca, Romania: Editura Casei Corpului Didactic, 2003

United Nations Environment Programme (UNEP), (www.unep.org) 2002.
Pachamama Teacher's Guide.

Vagos, Kris **...and the Green Leaves Grew** (English version). Retezat National Park, 2003.

Vagos, Kris **...si Frunzele Verzi au Crescut** (Romanian version). Parcul National Retezat, 2003.

Various. **Ranger Rick's Nature Scope - Birds, Birds, Birds!** Washington, DC: National Wildlife Federation, 1985/1989/1992.

Various. **Ranger Rick's Nature Scope - Amazing Mammals part II** Washington, DC: National Wildlife Federation, 1986/1989.

Various. **Ranger Rick's Nature Scope - Trees are Terrific** Washington, DC: National Wildlife Federation, 1985/1989/1992.

ECO-CRAFTS!!!

Name of eco-craft:

Materials needed:

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

Time needed:

For what age group is this eco-craft appropriate?

Where can this eco-craft be made (at a camp, outside/inside etc)?

How you make the eco-craft (step-by-step) - please be as clear as possible so that the directions can be easily understood!!

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

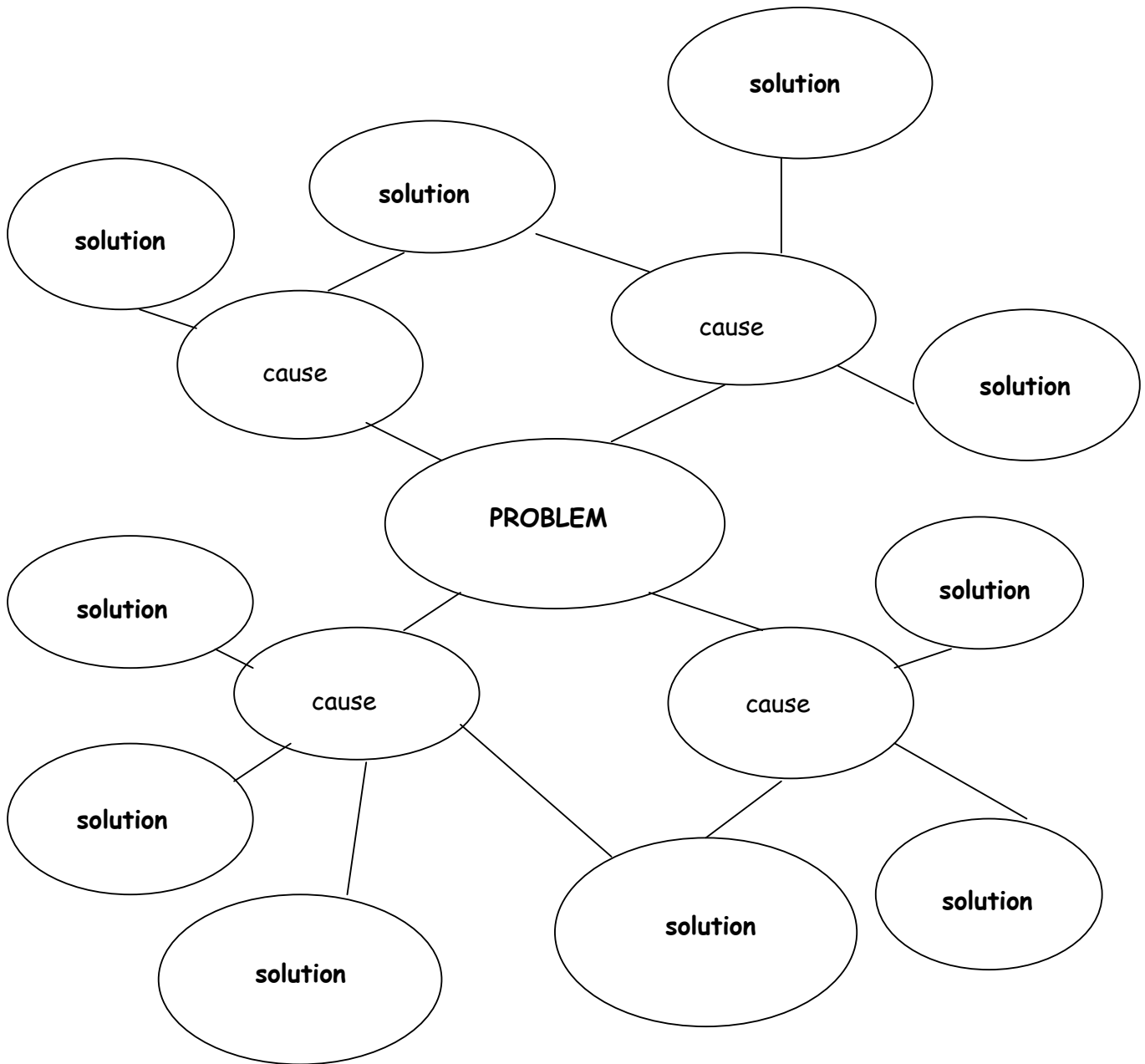
Name of person who completed this form:

Please attach a picture of your completed eco-craft!!!!

Junior Rangers - Eco-Friendly Etiquette Questionnaire

1. Have you ever been on a camping trip before (sleeping in tents)?
2. Have you ever found yourself on a camping trip without the right equipment before (ex. raincoat for bad weather, good hiking shoes, no map, too little food or water etc.)?
3. Have you ever left food, garbage (cans etc.) behind after camping somewhere?
4. Have you ever picked a plant or flower when you were camping/hiking?
5. Have you ever approached, chased, touched or fed wildlife when you were camping/hiking?
6. Have you ever washed yourself and/or your dishes with (non-biodegradable) soap/detergent in a lake or stream when camping?
7. Have you ever made a campfire where no campfires had been before?
8. Have you ever chopped down wood to build a campfire?
9. Have you ever used a gas stove instead of a campfire?
10. Have you ever carried garbage, leftover food etc. out with you in your backpack after being on a camping trip?
11. Have you ever dug a cat-hole for yourself when going to the bathroom - filling it up after using it?

Problem, Cause & Solution Connection Chart
(for Session 5 Follow-Up)



Junior Rangers Program Evaluation Questionnaire

What we wanted to find out:

-If the participants main expectations from the intro meeting were met (1,2,5,8)

-Which sessions/activities were well received and why (3)

-Which sessions/activities were not well received and why not (4)

-If the participants attitudes about their region have changed as a result of the program and in what way (6)

-How prepared the participants feel to be guides (7)

1. Do you feel that you have learned something new about (*Turda and the surrounding area*)? Please give details

2. Do you feel that you are part of a team?

3. Which training sessions/activities did you like the most? Why?

4. Which training sessions/activities did you like the least? Why?

5. Do you feel that you have acquired new practical skills? Be specific

6. Has your attitude towards (*Turda and the surrounding area*) changed as a result of the trainings? If yes, in what way?

7. How prepared do you feel to accompany a group of young people on an excursion/a town walk (leading activities, pointing out sites of interest etc)?

8. Have you had fun/enjoyed the program? Why or why not?

9. Please add any additional comments you have about the Junior Rangers program - good things, problems, things that you liked or that could have been done differently etc.

Junior Rangers Manual Evaluation Form

Your name:

How we can contact you (e-mail, telephone number, address etc.):

The name of your organization/institution:

How we can contact your organization/institution (e-mail, telephone number, address etc.):

Which session(s) from the Junior Rangers manual have you used?

In what context did you use the session(s) (ex. to start a Junior Rangers program, as a school lesson, at a camp etc.)?

How many students/participants were involved?

What was the age range of the students/participants?

Do you think that the objectives of the session(s) were reached? Do you feel that the students/participants learned something new and/or acquired new skills? (Please elaborate)

Did the students/participants enjoy the session(s)? (Please elaborate)

Did you enjoy facilitating the session(s)? (Please elaborate)

Please detail any problems that you encountered including ambiguities in the manual, timeframe too short or too long etc:

Please detail any ideas that you have for enhancing the existing session(s) and/or for new additional sessions or related activities etc.:

Please add any additional comments that you have about the sessions, the manual and/or the Junior Rangers program:

THANK YOU!!!