BLOOMING WASTE
Environmental Awareness and Citizenship through E-Waste Prevention

08th – 15th June 2014
Casa Laboratorio il Cerquosino, Orvieto (TR),ITALY

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WORKING DAY	DATE	MORNING 09:00 - 13:00	AFTERNOON 15:30 -19:30	EVENING 20:30 - 23:00
	07/06/2014 Saturday	Arrival of participants	Arrival of participants	Welcome dinner **ICE BREAKING AND NAME GAMES** • Round Name • Name ball • Alphabetic order
1	08/06/2014 Sunday	**WELCOME CEREMONY** • Welcome Ceremony: Waste through Sensory Pathway **FEARS, EXPECTATIONS AND CONTRIBUTIONS** • The Laundry **TEAM BUILDING ACTIVITIES** • The Hand • The Blanket • Jump the rope **PRESENTATION OF THE PROJECT and RULES OF THE HOSTING PLACE**	**WEEE PROBLEMS AND SOLUTIONS** • Slide to target the training topic: "Once upon a time–the earth... – part 1" **VISIONING AND SIMULATION THORUGH STRIP CARTOONS** • Visioning – Strip Cartoon about waste: diagnosis (how the situation is) -intervention Reflection groups	• Clock Speed Dating
2	09/06/2014 Monday	**WEEE PROBLEMS AND SOLUTIONS** • Slide to target the training topic: "Once upon a	**MORE STEPS INSIDE THE TOPIC – step 1** • The Story of Trash	

		time–the earth… – part 2" **DEFINITIONS** - Snow Ball to define: obsolescence, waste management, social innovation, eco-design, sustainability, RRR **DIFFERENT ACTORS INVOLVED IN THE PROCESS** - Stake Holders Apocalypse (simulation)	**TECHNICAL SESSION 1** - Hardware: technical session **Reflection groups**	
3	10/06/2014 Tuesday	**WASTE AT PERSONNEL AND GLOBAL LEVEL** - Me and Waste (victim, perpetrator, bystander, interfering) - The Survival of the Countries **LAWS AND PROCEDURES on WEEE** - Laws and procedures adopted in your countries concerning the WEEE - Waste of electric and electronic equipment management and disposal - Presentation of EU laws in this field	**COMMUNICATION** - Draw on my back - Negoti-Action **ECHNICAL SESSION 2** - Technical session – practicing! **Reflection groups**	
4	11/06/2014 Wednesday	**STUDY VISIT IN ORVIETO AND PHOTO MAPPING** - Photo Mapping Implementation	**PHOTO MAPPING** - Photo Mapping Presentation	**Mid Term Evaluation**
5	12/06/2014 Thursday	**ORGANIZATIONS ACTIONS PRESENTATION** - The Trailer poster **CAMPAIGNS: GENERAL INTRODUCTION** - Meeting with an expert of campaigning from Greenpeace, to present different campaigns and the communicative tools that can be used	**CAMPAIGNS AND COMMUNICATIVE TOOLS** - Presentation of the CAMPAIGNS used in the different countries to face the e-waste management and to prevent it - Analysis of the communicative tools used in the different campaigns **STOP MOTION** - Stop Motion general presentation **Reflection groups**	
6	13/06/2014 Friday	**MORE STEPS INSIDE THE TOPIC – step 2** - Gincana about laws, impact (environmental-health)	**CAMPAIGNS IMPLEMENTATION** - Campaigns proposals: selection and matching	

		and possible responses **CAMPAIGNS IMPLEMENTATION** • The campaign footsteps • Campaigns proposals: launch	• Story Board	
7	14/06/2014 Saturday	**CAMPAIGNS IMPLEMENTATION Step 1** • Work on the practical implementation of a campaign	**CAMPAIGNS IMPLEMENTATION Step 2** • Work on the practical implementation of a campaign	
8	15/06/2014 Sunday	**CAMPAIGNS IMPLEMENTATION Step 3** • Ffinalization of the work on the practical implementation of a campaign	**CAMPAIGNS PRESENTATION – FINAL EVENT** • Final event and campaigns presentation **FINAL EVALUATION** • The spider net	
	16/06/2014 Monday	**Departure of participants**	**Departure of participants**	

07th JUNE 2014 (Saturday - ARRIVAL DAY)

ICE BREAKING AND NAME GAMES

Round Name

Tool details:

Title	Round Name
Tool type	Ice breaker/Name game
Tool topic/s	Getting to know each other Creation of the group Learn the names
Aim	To remember the names and to make participants interact
Material needed	/
Duration	10 minutes
Description	Trainer invite participants to stand in a circle, every participant have to say his/her name and the others have to repeat the name.

Name ball

Tool details:

Title	Name ball
Tool type	Ice breaker/Name game
Tool topic/s	Getting to know each other Creation of the group Learn the names
Aim	To remember the names and to make participants interact

Material needed	One ball
Duration	10 minutes
Description	Trainer invite participants to stand in a circle, in the first part of the game, every participant have to throw the ball to another participant saying his/her name. In the second part every participant has to throw the ball to another participant saying the name of the person that is receiving the ball.

Alphabetic order

Tool details:

Title	Alphabetic order
Tool type	Ice breaker
Tool topic/s	Non verbal communication
Aim	To make the group refreshing the names; To demonstrate that there exists several, different types of communication and that there are also several ways to communicate non verbally
Material needed	Adhesive tape
Duration	20 minutes
Description	Trainers explain that a competition is starting and divide participants in 2 groups, every group representing a team. Two long adhesive tape lines are stuck on the floor and participants are asked to create a line and to touch the line with their feet. The game has to be played in silent, participants have to find "alternative ways" to communicate and when they have to move from their position, they cannot leave the strip with their feet. The first task is to create the alphabetic order of the team from A to Z. The group that suppose to have finished as a first have to raise the arms. The second task is to create the age order of the team from the younger to the older. The group that suppose to have finished as a first have to raise the arms.

08th JUNE 2014 (Sunday – 1st DAY)

WELCOME CEREMONY

Welcome Ceremony: E-Waste through Sensory Pathway

Tool details:

Title	Welcome Ceremony: E-Waste though Sensory Pathway
Tool type	Ice breaking and team building + first step in the workshop topic
Tool topic/s	Group creation and getting to know each others
Aim	To break the ice, to create the proper atmosphere for the workshop, to experiment trust, to introduce the participants to the workshop topics
Material needed	30 Note book; 30 pens; markers; 21 strips of fabric (black); colours; tempera colours; brushes; flipcharts; plastic (to cover the floor); music and instruments to produce different sounds
Duration	45 minutes
Description	Setting: the plenary room, the plastic to cover the floor and flipcharts above the plastic. In the middle are set colours and brushes and around, on the different sides, 24 positions. Trainers explain to participants that they have to thinks about one definition (no longer than one sentence) about what does it means for them "waste". Then participants are blind folded and accompanied in the sensorial pathway. NOTE: this part should not be done in the workshop room. After the pathway participants are accompanied in the workshop room, they are guided by the trainers and accompanied in front of their position. The blind folder are moved on and they will be asked to take their time, to reflect about their definition and to write the sentence and/or key-words on the flipchart. If they prefer they can also draw the definition. Then participants are asked to briefly present to the others the sentences, key-words or the drawings.

EXPECTATIONS, FEARS AND CONTRIBUTIONS

The Laundry

Tool details:

Title	The Laundry
Tool type	Work in group to present and share fears, expectations and contributions
Tool topic/s	Getting to know each other and group creation
Aim	To share within the group the fears and the expectations toward the experience
Material needed	Photos (possibly about urban and suburban spaces), rope, cloth-pegs
Duration	60 minutes
Description	Setting: the room is prepared as a laundry, there are some ropes and stuck on the ropes there are some photos related to the training topics. Soft music. Participants have to walk in the space and to have a look of the photos, then they have to choose two photos each, one representing their fear, one their expectation. Presentation in plenary, in the circle, one by one, explaining the fear, the expectation and explaining also in which way we think to contribute to the project. NOTE: no more than 3 minutes each. NOTE: the same activity can be also played in a different way, without photos but e.g. dividing participants in groups asking them to prepare a group collage to describe their fears and expectations toward the project. After that they will present their work in plenary and we can collect key words to a final summing up.

TEAM BUILDING ACTIVITIES

The Hand

Tool details:

Title	The Hand
Tool type	Ice breaker/Name game
Tool topic/s	Getting to know each other and creation of the group
Aim	To remember the names and to make participants interact among each others
Material needed	A blanket
Duration	20 minutes
Description	Participants are divided in circle and trainers explain them that they have to take a piece of paper A4 and have to draw their hand. Is explained that each finger is representing a specific question: Thumb: what I really like Index: where I come from and where I would like to go Middle finger: something I hate Annular: important values for me Little finger: something disturbing me In the centre of the hand: what I want to share with the group Participants are asked to fill their hand with the respective, personnel answers. After this phase each one, in circle, present to the rest of the group, his/her hand and answers.

The Blanket

Tool details:

Title	The Blanket

Tool type	Ice breaker/Name game
Tool topic/s	Getting to know each other and creation of the group
Aim	To remember the names and to make participants interact among each others
Material needed	A blanket
Duration	20 minutes
Description	Participants are divided in 2 sub groups: the participants of each group will receive a number. The two groups are divided by a blanket kept by trainers. When trainers call a number the persons of the two groups has to get closer to the blanket and when the blanket fall down they have to guess the name of who is standing in front. The fastest win.

Jump the rope

Tool details:

Title	Jump the rope
Tool type	Team building game
Tool topic/s	Team building and an ice breaker
Aim	To cooperate in small groups, to experiment trust and analyse the group dynamics
Material needed	Ropes, trees
Duration	45 minutes
Description	Setting: two person are stretching a rope, the rope is approximately on the shoulders of the two persons. Trainer divide participants in groups and present the activity. The task is to find a way to jump from one side to the other of the rope, without touching it. NOTE: during the activity implementation, trainers and facilitators

	are present but have to avoid any type of comments. Debriefing in plenary about the group role in the workshop implementation. Key questions for the debriefing: • Why did we play these activities? • What did you notice during the activity? • Did every body equally participate? • Did you really cooperate within your group? • Did someone take the leadership? • How was the cooperation? • Did you trust the other people in the group? • Did you have fear somehow in some part of the activity or did you feel uncomfortable? • Do you think the activity could be solved or managed in some other ways?

Slide to target the training topic: "Once upon a time–the earth..." part 1

Tool details:

Title	Slide to target the training topic: "Once upon a time–the earth..." part 1
Tool type	Interactive presentation with slides, photos and videos
Tool topic/s	Waste and e-waste
Aim	To introduce participants to the training topic
Material needed	Projector, computer, interactive presentation with slides, photos and videos
Duration	90 minutes
Description	Trainers run the presentation in plenary. During the presentation and at the end is left space for questions from participants and discussions concerning the topic tackled.

VISIONING AND SIMULATION THORUGH STRIP CARTOONS

Visioning – Strip Cartoon about waste: diagnosis (how the situation is)-intervention

Tool details:

Title	Visioning – Strip Cartoon about waste: diagnosis (how the situation is) -intervention
Tool type	Work in group using the living pictures and the strip cartoons
Tool topic/s	Visioning about environment, waste and pollution
Aim	To make participants reflect on the actual situation concerning eWaste and pollution in the environment and to define (figure it out) how they would like to change it in 10 years
Material needed	Pens, paper, blank cards and reasons to migrate cards
Duration	90 minutes
Description	Trainer creates 5 different groups (mixing participants from different nationalities). These are the tasks: Step 1. within each group participants have to discuss and define how is the current situation referred to E-Waste and pollution spread in the environment Step 2. within each group participants have to discuss and to define (figure it out) how they would like to change it in 10 years Step 3. participants have to prepare the presentation using living pictures and strip cartoons NOTE: trainer should provide a brief explanation of what living pictures are and how the representation through strip cartoons is functioning → draw it on a flipchart!!! Step 4. debriefing in plenary.

HANDOUT WITH EXAMPLE OF STRIP CARTOON

STEP 1 – HOW THE SITUATION IS NOW

SEQUENCE 1	SEQUENCE 2	SEQUENCE 3
beginning of the story	climax of the story and of the action	closure(end of the story)

STEP 2 – HOW I'LL FIGURE IT OUT IN 10 YEARS (TO MAKE IT BETTER)

SEQUENCE 1	SEQUENCE 2	SEQUENCE 3
beginning of the story	climax of the story and of the action	closure(end of the story)

Clock Speed Dating

Tool details:

Title	Clock Speed Dating
Tool type	Getting to know each others and team building activity
Tool topic/s	Getting to know each others
Aim	The make participants interact and get in touch in an interactive way
Material needed	one paper and pen/pax
Duration	/ minutes
Description	Trainer asks participants to draw a clock on the paper and set up meeting points with each other for every hour When they are done the person who is facilitating will randomly say "what hour is it" and a topic they have to discuss for 2 minutes.

09th JUNE 2014 (Monday – 2nd DAY)

WEEE PROBLEMS AND SOLUTIONS

Slide to target the training topic: "Once upon a time–the earth..." part 2

Tool details:

Title	Slide to target the training topic: "Once upon a time–the earth..." part 2
Tool type	Interactive presentation with slides, photos and videos
Tool topic/s	Waste and e-waste
Aim	To further develop the training topic
Material needed	Projector, computer, interactive presentation with slides, photos and videos
Duration	90 minutes
Description	Trainers run the presentation in plenary. During the presentation and at the end is left space for questions from participants and discussions concerning the topic tackled.

DEFINITIONS

Snow Ball to define: obsolescence, waste management, social innovation, eco-design, sustainability, RRR

Tool details:

<u>Title</u>	Snow Ball to define: obsolescence, waste management, social innovation, eco-design, sustainability, RRR
Tool type	Work in groups and presentation in plenary
Tool topic/s	obsolescence, waste management, social innovation, eco-design, sustainability, RRR
Aim	To make participant share their definition of "obsolescence", "waste management", "social innovation", "eco-design", "sustainability", "RRR"; to make them share different points of view and search for common points and differences
Material needed	Post it, paper, pens, flipcharts and markers
Duration	60 minutes
Description	Each participant receives a post it and a pen. Participants receive different key-words that they have to define (approximately 4 participants receive the same key-word). Each one has 5 minutes to write on the post it his/her own definition of the key word assigned. Then groups of 2 participants are created (according to the same key word). They have to present their 2 definitions and discuss them, finding common aspects and they have to create a new, single, definition. They have at disposal 8 minutes. Then groups of 4 participants are created (according to the same key word) and a group of 2 is mixed with another group of 2. They have to present their 2 definitions and discuss them, finding common aspects and they have to create a new definition. They have at their disposal 10 minutes. In plenary the six groups present their definitions.

	Key questions for the debriefing:
	• How was the process?
	• How was the cooperation within the group? – Did every body participate?
	• Was it hard to find common definitions?
	• Did you change your opinion about the key-words or did you discover something different?
	• Did you agree with the new definitions?.

DIFFERENT ACTORS INVOLVED IN THE PROCESS

Stake Holders Apocalypse (simulation)

Tool details:

Title	STAKE HOLDERS APOCALYPSE (simulation)
Tool type	Role Play Game
Tool topic/s	E-waste hazard
Aim	To deepen the e-waste hazard and check the positions of the different stakeholders involved in the process
Material needed	Hand out with the role cards
Duration	minutes
Description	**Context** As the e-waste hazard is becoming more and more evident and gets out of control, one day, more or less in 2050, the European Commission decides to allocate a really huge budget to solve the problem: 1.000.000.000 €. This budget is allocate by EC, but will be distributed by the Italian Environmental Minister. The way it will be distributed will depend on the stakeholders meetings held in the minister's office. There is seven stakeholders teams and two special teams (the Minister and the EC representative) involved in those meeting with different scopes. Each team has 2 "super power" (strength) they can only use once and an handicap (weakness) other can use against them only once. **Scope** The scope of each team is to reach it's statute/natural objective represented by the amount of money the minister will give it. The 3 teams that, at the end of the game, receive more money, are the winners, the 4 with less money are the losers. There is also 2 special teams with special scopes: * the minister who wants to keep it's job. He can be sacked by receiving five warnings; * the EC representative, who wants it's policy to be approved by the stakeholder table. There will be an election at the end of the game and the EC need to have at least 4 votes in favour.

Rules

At the beginning of the game the minister own all the money and each team can make just two speeches, and use one of its super power or a weakness of other players.

During each meeting one, and only one, player can ask to vote to sack the minister, if the minister is sacked, the game is over and the 3 players with more money are the winners. Super power or weakness can be used only once.

As each team would like to speak more than one times, the EC representatives has the ability to give a fine of 10.000.000 € if they speak to long or to many times. The money will go back to the minister.

Before each meeting the teams can have talks and decide alliances.

Each team has only one spokesperson allowed to speak during meetings.

At the end of a meeting the Minister must distribute money to not more than 4 stakeholders in trances between 50.000.000 and 100.000.000.

After the Minister has taken his definitive decision on how to distribute the money, the stakeholders will vote to state if they approve or not its decision. If they do not, the minister receive

a warning. This vote wont affect the allocation of the budget.

Next meetings are like the first and the game goes on until the end of the money or when the minister is sacked.

STAKE HOLDERS APOCALYPSE HANDOUT – ROLE CARDS

SPECIAL TEAM CHARACTERISTICS

The Minister of environment

Objective: to avoid to be sacked by the majority of players or by the EC (5 warnings).
Super power 1: To avoid, once each meeting, a team to participate in the meeting.
Super power 2: To give extra money from the budget, only once during the whole game, without limit, to whoever he wants.
Handicap: He depends on the stakeholder benevolence.

The European commission representatives

Objective: to have its policy approved after the end of the last shift with a majority of 4 players.
Super power 1: To accept or refuse to give a warning to the minister. If it is asked by two teams during the same meeting, it can not refuse.
Super power 2: To give extra money once a meeting, 70.000.000 €, to whoever he wants, from another budget.
Handicap: He depends on the stakeholder benevolence.

STAKEHOLDERS CHARACTERISTICS

1. Environmental league

Objective: to reach the best results in terms of environmental protection. It's a national organization narrow to the minister party.

Super power 1: To raise a public campaign against a team (it works if he wons flipping a coin) that will force it to jump a meeting.

Super power 2: Its vote worth the double during a "call for sacking" the minister.

Handicap: Financial weakness. Another team can use it to make this team silent for a shift by calling it's bank.

2. Friends of the Sweet Panda

Objective: to reach the best results in terms of environmental protection. It's an international organization with the ability to put pressures on the European Commission.

Super power 1: To raise a public campaign against a team (it works if he wons flipping a coin) that will force it to jump a shift.

Super power 2: It has a powerful lobby at European level and can ask the EC to give a warning to the minister.

Handicap: A weak local roots. Another team can use it to make this team silent for its weak local support.

3. Associations of WEEE recyclers

Objective: to collect all WEEE and avoid second hand reselling.

The AWR is financed by new EEE producers and own a huge budget to "foster communication", 50.000.000 €.

Super power 1: The AWR can give money to other players in other to gain there support.

Super power 2: It has a powerful lobby at European level and can ask the EC to give a warning to the minister.

Handicap: A negative image. Another team can use it to make this team silent for a shift by calling it's bank.

4. Workers Union

Objective: to maintain and or raise employment. The union is narrow to the minister party.
Super power 1: To raise a public campaign against a team (it works if he wons flipping a coin) that will force it to jump a shift.
Super power 2: It has a powerful lobby at National level and can ask the EC to give a warning to the minister.
Handicap: It has a strong dependence on other organizations opinions. Another team can use it to make this team silent for a shift by menacing to raise a campaign against it.

5. Consumers association

Objective: to protect consumers interests. This association is narrow to the minister party.
Super power 1: To raise a public campaign against a team (it works if he wons flipping a coin) that will force it to jump a shift.
Super power 2: It has a powerful lobby at National level and can ask the EC to give a warning to the minister.
Handicap: It has a strong dependence on other organizations opinions. Another team can use it to make this team silent for a shift by menacing to raise a campaign against it.

6) Public waste management association

Objective: to protect interests of local administrations in charge of waste collection and logistic. This organization is narrow to the minister party.
Super power 1: To raise a public campaign against a team (it works if he wons flipping a coin) that will force it to jump a shift.
Super power 2: It has a powerful lobby at National level and can ask the EC to give a warning to the minister.
Handicap: It has a strong dependence on other organizations opinions.
Another team can use it to make this team silent for a shift by menacing to raise a campaign against it.

7) Re-users association

Objective: to protect interests of rescue companies and workers. This organization is narrow to the minister party.

Super power 1: To raise a public campaign against a team (it works if he wons flipping a coin) that will force it to jump a shift.

Super power 2: It has a powerful lobby at National level and can ask the EC to give a warning to the minister.

Handicap: Financial weakness. Another team can use it to make this team silent for a shift by calling it's bank.

The History of Trash

Tool details:

Title	The History of Trash
Tool type	Simulation game
Tool topic/s	Waste consumption and disposal
Aim	To reflect on the negative effects of the waste store in the next 10 years; to reflect on the importance to find alternative solutions to the over-waste consumption problem
Material needed	Paper, pencils, pens, flip charts
Duration	60 minutes
Description	Participants are divided into groups (3 – 5 pax. each). Step 1. each group has to search for some e-waste and electronic waste material (trainers should have already prepared the materials and the different parts) and choose a maximum of 3; Step 2. with the pieces they found they have to create a short story of their life, from their production to their destruction. NOTE: the story will be afterwards presented in plenary and each group can find the most suitable and creative way to present the story. While implementing the story, the group should take into account the following step in the goods life being: design and manufacture; purchase and marketing; use and consumption; end of life and disposal; valuation and treatment; raw materials. During this phase they should also figure it out the possible impact of these waste in the 10 next following years and they should search for alternative solutions to reduce the impact of the waste consumption and disposal. Step 3. presentation in plenary of the stories. Step 4. Debriefing Key questions for the debriefing: 1. Is the scenario described realistic? 2. Is it possible to measure, in a trustworthy manner, the real impact? If yes, how?

	3. Do you agree with the solutions proposed?
	4. Do you have ideas to solve or at lest manage the problem?
	5. Lessons learnt from the activity.

TECHNICAL SESSION 1

Hardware: technical session

Tool details:

Title	Hardware : technical session
Tool type	Presentation in plenary and work in small groups
Tool topic/s	Hardware and the different computers components
Aim	To provide participants with more information about the hardware and the different computers components
Material needed	Projector, computer, different pieces of computer, hardware
Duration	120 minutes
Description	Trainers run the presentation in plenary, providing the basic information about the hardware and the different computers components. In the room there are also different computer components and hardware so that participants can have a look of the different components. During the presentation and at the end is left space for questions from participants and discussions concerning the topic tackled.

10th JUNE 2014 (Tuesday – 3rd DAY)

WASTE AT PERSONNEL AND GLOBAL LEVEL

Me and waste: victim, perpetrator, bystander, interfering

Tool details:

Title	Me and waste: victim, perpetrator, bystander, interfering
Tool type	Individual work
Tool topic/s	Our "relation" with disability and the different roles we might have taken in the process
Aim	To reflect how we act, in our daily life, in front of the goods consumption and the waste spreading. The idea is to reflect on our role (victim, perpetrator, bystander, interfering) in different situations.
Material needed	Paper A4 with the hand out
Duration	60 minutes
Description	Setting: plenary room without chairs and table (we need free space to walk and move in the space) and soft music. Step 1: participants are accompanied in front of the plenary room, trainers explain them that they have to enter one by one and walk in the room. When they have found a place where they are feeling comfortable, they can stop there and sit; Step 2: when every body is inside, one of the trainer briefly explain that probably we found our self in different situations in relation with the goods purchasing, their consumption and the waste production and spreading. In these situations may be we acted performing different roles: as victim, perpetrator, bystander or interfering. It's important to underline that, when we are talking of "perpetrator" it doesn't mean we did an action with a clear bad intension, while it could happen that, in some cases, even if we are with the best intentions, we might act in a way that is perceived racist, from the other people; Step 3: each participant receive an A4 paper with 4 squares, each

| | square representing a different role, they have to take their time, think about possible events where they acted having different roles and they have to write them down in the different squares;

Step 4: when every body finish, small groups (between 3 and 4 people maximum) are created and participants can share within their group their personnel stories.

NOTE: no restitution or sharing in plenary of the work done. |
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HANDOUT VICTIM, PERPETRATOR, BYSTANDER, INTERFERING

VICTIM	PERPETRATOR

BYSTANDER	INTERFERING

The Survival of countries

Tool details:

Title	The Survival of Countries
Tool type	Competition/Reflection/Cooperation Activity about sustainability, international relations
Tool topic/s	Sustainability, international relations
Aim	To understand sustainability as the product of a complex system that starts with personal and collective attitudes and which includes economic relations, international relations, (and specifically north/south) environment, history, etc.
Material needed	Chairs (one for each participant), sticks (around 10 per participant); markers, flipchart
Duration	Around 45-60 minutes
Description	The activity is played in 3 phases, and each phase has several rounds (for example 3 or 4). There is a flipchart prepared, with a table, where the facilitator will write the results of each round and each phase. Participants sit on chairs, in a circle, but looking outside the circle (not within). They are told these instructions: Game explanation • Each of you is a country, tell me the country you are. NOTE: when the participants tell the country each represent, the facilitator writes it on the tables of the flipchart. • Your responsibility is to survive. You need 4 sticks to survive. If you don't get the 4 sticks, your country will die and you won't be able to participate until the next phase. • You will close your eyes and we will throw these sticks to the floor, and when I say "now!" you should open your eyes and you have to go as fast as possible to take the sticks you need to survive. • When I say "stop!" you won't be allowed to take any more sticks and you have to return back on your sit. <u>NOTE FOR TRAINERS</u>: they can take more than 4 sticks if they want. We don't encourage nor discourage them to do so...we don't want to give more instructions than the given ones. Despite this, the facilitator will adopt the tone of a contest, to stimulate their

attitude.

Step 1. First phase – PRE-INDUSTRIAL SOCIETY
Once instructions are told and sticks (around 10 per participant) are thrown on the floor (sticks are thrown unequally around the participants), participants get them, and we say "stop!", it will be time to count the results.
One facilitator will write the results; those participants who have less than 4 sticks are eliminated and the facilitator tells it with big grief. Those who took 4 are correct. And those with more than 4 are received with surprise and admiration ("wow! They took that many!! - we never say that it is good or bad-).
There are played 3 rounds until there are no more sticks on the floor.
Once we counted the results, we take all the sticks, and they are removed (they only know it after it happens in the first round). The new round is with only the sticks still on the floor.
At the end of the established number of rounds for the phase, we count how many countries survived, how many died.
After that, we start the next phase, again with all the participants.

Step 2. Second phase-INDUSTRIAL SOCIETY
After the 1st round, we explain them that those who took more than 4, now they have an advantage: we will say a first "now!", when only them will go for the resources; and a second "now!" when the ones who only survived with 4 will be able to go as well for the resources.
At the end of the established number of rounds for the phase, we count how many countries survived, how many died.
After that, we start the next phase, again with all participants.

Step 3. Third phase – CONTEMPORARY SOCIETY
The same as the Second Phase, but after each round, we will throw again to the floor half of the sticks the participants took.
At the end of the established number of rounds for the phase, we count how many countries survived, how many died.

ANNALYSIS
- **What were the results on each phase?** (how many countries survived until the end? How many survived at least 2 phases? Any phase with all surviving?) -participants shall note that the "death" of one country is already a failure...and most of them die...-
- **Do you think each phase has a correspondence with historic phases?** (which ones? It is supposed to be pre-industrial societies -they just used the resources; industrialised societies -those with benefits can invest to create technology and have an advantage; post-industrial societies
- **What is it that motivated the death of the countries?** More than the scarcity of resources, it will be the use of them, the attitude towards them (excessive consumption, competition

	against others, …) and the other countries, that motivated the death. • Did **anybody try to change behaviour?** What happened then? • Were there at any moment **dynamics of cooperation?** • Which alternatives could have arisen? (collaboration-solidarity; sustainable consumption; de-growth; education for sustainability -telling the others that this way is gonna kill them all...) • **When do we change our behaviour?** (After experiencing things that are going wrong, we ACTIVATE OUR CRITICAL THINKING). • Is it enough to recycle to survive?? What else can be done??

THE SURVIVAL OF THE COUNTRIES FLIPCHART

COUNTRIES	PHASE 1 PRE-INDUSTRIAL SOCIETY			PHASE 2 INDUSTRIAL SOCIETY			PHASE 3 CONTEMPORARY SOCIETY		
	Round 1	Round 2	Round 3	Round 1	Round 2	Round 3	Round 1	Round 2	Round 3
XXXXXXX									
XXXXXXX									
XXXXXXX									
XXXXXXX									
XXXXXXX									
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XXXXXXX									
XXXXXXX									
XXXXXXX									

Laws and procedures adopted in your countries concerning the WEEE - Waste of electric and electronic equipment management and disposal

Tool details:

Title	Laws and procedures adopted in your countries concerning the WEEE - Waste of electric and electronic equipment management and disposal;
Tool type	Work in small groups
Tool topic/s	Laws and procedures adopted in the different countries concerning the WEEE management and disposal
Aim	To make participants share the different laws and procedures adopted in the different concerning the WEEE management and disposal
Material needed	Pens, papers, flipcharts, colours and markers
Duration	90 minutes
Description	Participants are divided in 5 groups (approximately 4 each. Mixed by nationality). The task of each group is: 1. to present the **laws and procedures** adopted in the different countries concerning the WEEE - Waste of electric and electronic equipment management and disposal; 2. to analyse similarities and differences; 3. to find an interactive way to present it in plenary; 4. plenary presentation and discussion. NOTE: each presentation should last, maximum 5 minutes The activity can be played in a different way: dividing participants in national groups (easier to share the information BUT longer presentation in plenary)

Presentation of EU laws in this field

Tool details:

Title	Presentation of EU laws in this field
Tool type	Plenary presentation and summing up pf the previous session
Tool topic/s	EU laws in adopted at EU level concerning the WEEE
Aim	To share with participants more information concerning the EU laws in adopted at EU level concerning the WEEE
Material needed	/
Duration	20 minutes
Description	Trainers run the presentation in plenary, presenting the EU laws in adopted at EU level concerning the WEEE. During the presentation and at the end is left space for questions from participants and discussions concerning the topic tackled and to analyse the similarities and discrepancies between the EU and the national legislation.

COMMUNICATION

Draw on my back
Tool details:

Title	Draw on my back
Tool type	Work in small groups
Tool topic/s	Communication and the passage of information
Aim	To reflect within the group on communication and on how messages might change while the information are transmitted
Material needed	Piece of paper A4, markers
Duration	30 minutes
Description	Trainers divide the group in 4 sub-groups and ask participants to create a line (having the back of the person behind you, in front of you). The first person in front of the line has the A4 paper and a marker in front of him/her. The last person of the line receive a word and has to transmit it to the person in front, drawing (no writing!!!) the word on his/her back. NOTE for trainers: make different rounds, starting from more general words to more specific (e.g. waste, hardware or animal, zebra). Once the different rounds have been played the different drawing are stuck on the wall and participants should try to guess the word. After this phase a short debriefing is following, tackling the issue of communication and the how messages might change while the information are transmitted

Negoti-Action
Tool details:

Title	Negoti-Action
Tool type	Work in small group

Tool topic/s	The different actors: consumers and local communities
Aim	To reflect about the different actors (consumers and local communities) in e-waste production, consumption and on the possible actions to reduce them
Material needed	/
Duration	60 minutes
Description	Step 1. participants are divided in small groups and they have to define the different actors: consumers and local communities in the e-waste contest and the possible actions to propose to reduce the problem. Step 2. Interactive presentation in plenary and group discussion

TECHNICAL SESSION 1

Technical session – practicing!

Tool details:

Title	Technical session – practicing!
Tool type	Presentation in plenary and work in small groups
Tool topic/s	Hardware and the different computers components
Aim	To provide participants with more information about the hardware and the different computers components
Material needed	Projector, computer, different pieces of computer, hardware
Duration	120 minutes
Description	Trainers run the presentation in plenary, providing the basic information about the hardware and the different computers components. In the room there are also different computer components and hardware so that participants can have a look of the different components. During the presentation and at the end is left space for questions from participants and discussions concerning the topic tackled.

11th JUNE 2014 (Wednesday – 4th DAY)

STUDY VISIT IN ORVIETO AND PHOTO MAPPING

Photo Mapping Implementation
Tool details:

Title	Photo Mapping Implementation
Tool type	Work in group
Tool topic/s	Waste and E-waste
Aim	To analyse within the city of Orvieto, the current situation concerning waste and e-waste; to acquire a critical gaze on the situation concerning waste and e-waste; to develop the individual capability of analysis.
Material needed	camera
Duration	120 minutes
Description	Participants are asked to shoot some photos, representing the waste and e-waste situation in the city of Orvieto. Each group should shoot a maximum of 3 photos about negative examples of waste and e-waste spreading and diffusion and a maximum of 3 photos about positive examples to fight waste and e-waste production and spreading. For each photo they have also to provide the explanation of: • where they shoot the photo; • the reasons that lead them to shoot the photo; • how they have understood the situation.

Photo Mapping Presentation
Tool details:

Title	Photo Mapping presentation
Tool type	Work in group

Tool topic/s	Waste and E-waste
Aim	To analyse within the city of Orvieto, the current situation concerning waste and e-waste; to acquire a critical gaze on the situation concerning waste and e-waste; to develop the individual capability of analysis.
Material needed	Photos, projector
Duration	90 minutes
Description	Each group is asked to present the work done the morning during the activity "Photo Mapping" and to show the 3 photos about negative examples of waste and e-waste spreading and diffusion and the 3 photos about positive examples to fight waste and e-waste production and spreading. For each photo they have to present: • where they shoot the photo; • the reasons that lead them to shoot the photo; • how they have understood the situation.

12th JUNE 2014 (Thursday – 5th DAY)

ORGANIZATIONS ACTION PRESENTATION

The Trailer poster
Tool details:

Title	The Trailer poster
Tool type	Work in national groups
Tool topic/s	GOOD PRACTICES and ACTIONS to face the e-waste management, to prevent it and to promote environmental protection
Aim	To collect the GOOD PRACTICES used in the different countries to face the e-waste management and to prevent it; to present the ACTIONS run in the different countries to face the e-waste management and to prevent it
Material needed	Pens, papers, flipcharts, colours and markers
Duration	90 minutes
Description	Participants are divided in the different national groups. The task of each group is: Step 1. to share the GOOD PRACTICES used in their country to face the e-waste management and to prevent it; Step 2. to discuss the ACTIONS run in the different countries to face the e-waste management and to prevent it; Step 3. to find an interactive way to present it in plenary; Step 4. plenary presentation and group discussion. NOTE: during the plenary presentation should be also used the Leaflet/books/video and the informative material about environment and environmental protection, that participants brought to the training.

CAMPAIGNS: GENERAL INTRODUCTION

Meeting with an expert of campaigning from Greenpeace, to present different campaigns and the communicative tools that can be used

Tool details:

Title	Meeting with an expert of campaigning from Greenpeace, to present different campaigns and the communicative tools that can be used
Tool type	Interactive meeting
Tool topic/s	Campaigns and communicative tools
Aim	To present the different campaigns and communicative tools that can be used
Material needed	Projector, computer
Duration	90 minutes
Description	And expert of campaigning from Greenpeace, was invited to the training to present different types of campaigns and of communicative tools that can be used. The critical analysis of the different campaigns and communicative tools, follows and participants are invited to launch questions and to analyse the strengths and weaknesses of each campaign and tool.

Presentation of the CAMPAIGNS used in the different countries to face the e-waste management and to prevent it

Tool details:

Title	Presentation of the CAMPAIGNS used in the different countries to face the e-waste management and to prevent it
Tool type	Work in national groups
Tool topic/s	Campaigns
Aim	To present the campaigns brought by the participants to the training
Material needed	Projector; paper, flipchart, markers …..
Duration	60 minutes
Description	Step 1. participants are divided in national groups; Step 2. each group is asked to discuss and share the different campaigns, implemented in their own country; Step 3. an interactive presentation is organized; Step 4. the different campaigns are presented in plenary

Analysis of the communicative tools used in the different campaigns

Tool details:

Title	Analysis of the communicative tools used in the different campaigns
Tool type	Work in small groups

Tool topic/s	Tools and methods used in the different campaigns
Aim	To analyse the tools and methods used in the different campaigns; to analyse the strengths and weaknesses of each campaign; to develop the critical capability to analyse the different tools
Material needed	/
Duration	60 minutes
Description	Participants, divided in small groups are asked: • to analyse the tools and methods used in the different campaigns; • to analyse the strengths and weaknesses of each campaign; The result of the work is shared in plenary and is left space for comments and discussions.

STOP MOTION

Stop motion

Tool details:

Title	Stop motion
Tool type	Practical exercise in group to create stop motion video
Tool topic/s	Stop motion videos, as interactive tool for campaigns
Aim	To make participant get new competences to design and make a stop motion video for empower the core messages in campaigns
Material needed	Photo camera, lights, computer with a stop motion software, projector, adhesive tape, glue, papers and flip-charts coloured, markers and pencils of different colours, scissors
Duration	60 minutes: introduction to stop motion technique and photo camera use
Description	**Stop motion** is an animation technique to make a physically manipulated object appear to move on its own. The object is moved in small increments between individually photographed frames, creating the illusion of movement when the series of frames is played as a continuous sequence. With stop motion, figurines, crafts, or any hands-on materials can be used to tell stories and create videos. In this activity the aim is to create a video for an anti-racist campaign, A short frontal presentation with the .ppt and some stop motion videos, to introduce the stop motion technique and how to use lights and camera. Split the participants in groups (4-6 people for group): each group should practice a bit with the programme to understand how it is working.

13th JUNE 2014 (Friday – 6th DAY)

MORE STEPS INSIDE THE TOPIC – step 2

Gincana about laws, impact (environmental-health) and possible responses

Tool details:

<u>Title</u>	Gincana about laws, impact (environmental-health) and possible responses
Tool type	Proofs game
Tool topic/s	Laws, impact (environmental-health) and possible responses
Aim	To allow a better understanding of laws, impact (environmental-health) and possible responses
Material needed	It depends on how we do want to structure the different stations
Duration	60 minutes
Description	Setting: teams of 7-8 people are going to try to win the race. The race is composed of 3 stations, where participants will have to go over proofs that allow them to go to the next station (and in the end win). Participants will have to go from station to station, achieving the proofs and missions given to them, until they finish (win). <u>Station A</u>: Laws in the field of e-waste <u>Station B</u>: Impact (environmental-health) <u>Station C</u>: Possible responses to the e-waste spreading and exponential consumption

CAMPAIGNS IMPLEMENTATION

The campaign footsteps
Tool details:

Title	The campaign footsteps
Tool type	Frontal, short presentation about the foot step of the project
Tool topic/s	The project footsteps
Aim	To introduce participants to the main footsteps of a campaign; to make tem getting new competences to create, design and implement a campaigns that could be afterwards used in their local background
Material needed	.ppt presentation, paper, pens
Duration	30 minutes
Description	Short frontal presentation, with the .ppt support, to introduce the campaign foot steps and the project life' cycle. NOTE: use the .ppt "K-concept for the training CAMPAINING"

Campaign proposals: launch
Tool details:

Title	Campaign proposals: launch
Tool type	Individual work
Tool topic/s	Selection of the campaign ideas participants will work on TOPICS OF THE CAMPAIGN: environmental protection and reduction of e-waste consumption
Aim	To launch different project proposals; to choose 4 campaign proposals
Material needed	Pens, papers, flipcharts (they have to be already prepared with the participants names in the different squares), colours and markers
Duration	60 minutes

Description	Trainers introduce the activity to the group:
	Step 1: each participant should think about a campaign for environmental protection and reduction of e-waste consumption and define the following aspects on a piece of paper:
	• Title;
	• Topic;
	• Aim;
	• Target;
	• Short description and outputs
	Step 2: each participant has to stick on the flipchart his/her project proposal

CAMPAIGNS IMPLEMENTATION

Campaign proposals: selection and matching
Tool details:

Title	Campaign proposals: selection and matching
Tool type	Individual work
Tool topic/s	Selection of the campaign ideas participants will work on <u>TOPICS OF THE CAMPAIGN</u>: environmental protection and reduction of e-waste consumption
Aim	To choose 4 campaign proposals
Material needed	Pens, papers, flipcharts (they have to be already prepared with the participants names in the different squares), colours and markers
Duration	60 minutes
Description	<u>Step 1</u>: each participant has to carefully read the different campaign proposals, than will receive 4 post it and has to choose the 4 project proposals more interesting <u>Step 2</u>: matching and creation of the 4 groups that will work on the project implementations

Story Board
Tool details:

Title	Story Board
Tool type	Activity in group to create stop motion video
Tool topic/s	Stop motion videos creation
Aim	To make participant get new competences to design and make a stop motion video for empower the core messages in campaigns
Material needed	Photo camera, lights, computer with a stop motion software, projector, adhesive tape, glue, papers and flip-charts coloured, markers and pencils of different colours, scissors
	180 min. storyboard and scenic design; **60 – 90 min.**(for each group)

Duration	make a stop motion video
Description	Participants are already split in groups (4-6 people for group), accordingly to the campaign they are willing to implement . Each group has to create the storyboard, which is a form of graphic composition very important to define the story, the elements and the their animation. When the storyboard is defined, each group has to create all figurines, crafts, or any hands-on material. Take the shots to make the stop motion video. Each group with the assistance of the trainer has maximum 90 minutes to finish this step.

14th JUNE 2014 (Saturday – 7th DAY)

CAMPAIGNS IMPLEMENTATION Step 1

Work on the practical implementation of a campaign

Tool details:

<u>Title</u>	Work on the practical implementation of a campaign
Tool type	practical exercise in group to create a campaign
Tool topic/s	Implementation of new campaigns about environmental protection and reduction of e-waste consumption
Aim	To make participant get new competences to create, design and implement a campaign about environmental protection and reduction of e-waste consumption
Material needed	flip charts, papers, pencils, markers, pens, scissors, glues ….
Duration	180 minutes
Description	Participants are divided in 4 or 5 groups, each one has to design, draft and implement the camping chosen. **NOTE: the basic idea is that these campaign could be afterwards implemented by participants, on their way back home, with other potential beneficiaries.**

Work on the practical implementation of a campaign

Tool details:

Title	Work on the practical implementation of a campaign
Tool type	practical exercise in group to create a campaign
Tool topic/s	Implementation of new campaigns about environmental protection and reduction of e-waste consumption
Aim	To make participant get new competences to create, design and implement a campaign about environmental protection and reduction of e-waste consumption
Material needed	flip charts, papers, pencils, markers, pens, scissors, glues ….
Duration	180 minutes
Description	Participants are divided in 4 or 5 groups, each one has to design, draft and implement the camping chosen. **NOTE: the basic idea is that these campaign could be afterwards implemented by participants, on their way back home, with other potential beneficiaries.**

15th JUNE 2014 (Sunday – 8th DAY)

CAMPAIGNS IMPLEMENTATION Step 3

Work on the practical implementation of a campaign

Tool details:

Title	Work on the practical implementation of a campaign
Tool type	practical exercise in group to create a campaign
Tool topic/s	Implementation of new campaigns about environmental protection and reduction of e-waste consumption
Aim	To make participant get new competences to create, design and implement a campaign about environmental protection and reduction of e-waste consumption
Material needed	flip charts, papers, pencils, markers, pens, scissors, glues ….
Duration	180 minutes
Description	Participants are divided in 4 or 5 groups, each one has to design, draft and implement the camping chosen. In this phase also the stop motion video for empower the core messages in campaigns is finalized and integrated in the campaign.

Final event and campaigns presentation

Tool details:

Title	Final event and campaigns presentation
Tool type	Presentation of the different campaigns implemented
Tool topic/s	Implementation of new campaigns about environmental protection and reduction of e-waste consumption
Aim	To make participant get new competences to create, design and implement campaign about environmental protection and reduction of e-waste consumption
Material needed	/
Duration	100 minutes
Description	The different campaign, elaborated by the different groups, are presented in plenary, are evaluated and it's done the final assessment. NOTE: the locals inhabitants of Morrano and Orvieto took part in the final event.

Final evaluation – the spider net

Tool details:

__Title__	Final evaluation – the spider net
Tool type	Group activity
Tool topic/s	Final Evaluation
Aim	To make the final evaluation of the project, to reflect about the different learning processes, to share feed backs and comments; to create a free space for participants to make them express their feelings
Material needed	Ball of wool, soft music
Duration	/ minutes
Description	Setting: soft music in the plenary room with candles on the floor and a ball of wool in the middle of the room. Participants are entering the room, one by one, and sit in the circle. When every body is in, the music stops and one of the trainers presents the activity. One person starts, taking the ball of wool, blocking the wool strings on a finger, making his/her comments, feed backs and sharing his/her impressions about the training, the activities, the learning process, the group. When he/she finish, another person should stand, the ball of wool is thrown to the person who wants to talk, the person blocks the wool strings on a finger and starts talking. The activity is following in this way, till every body speaks and a spider net is created. NOTE: it should be clearly explained that this is a "free" moment and space to evaluate the project, so each person can decide what to say (feed backs, reflections and comments about the activities, the working methods, the group dynamics, the personal learning process..). It's very important that when we finish to speak we are not throwing out the ball of wool, but we wait for another person standing and asking to take the word.

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