



## **Creative Actions:** **Guide and self-assessment tables**

**Green Bridges is an education project aimed at developing environmental awareness.**

**It provides opportunities for participants to learn**

- 1. Primarily: about the Natural World**
- 2. Secondly (& through learning about the natural environment), themselves & society**

**Creative Activities are intended to develop & enhance awareness & learning**

**All Creative Activities should reflect the Touchstone statements**

**<https://greenbridgesproject.org/creativity-coherence/>**

### **Deepen Understanding & Appreciation of the Natural World**

**Enhance Human Relationships with the Natural World**

**by**

**Awareness, Reflection, Engagement & Action**

The following tables have been created (using previous information) to assist in the development of Green Bridges Creative Activities.

They also provide a way of assessing a pre-formed idea, plan or proposal.

To be relevant to the aims of the Green Bridges Project all creative activities should relate to the information required in the Tables 1 and 2.

**Completed Activities are NOT expected at this preparatory stage**

The information being provided is part of a process designed to produce quality experiences for Green Bridges participants

**Select & complete (where relevant) the boxes in each table.**

**And/Or**

**Add information & details in the boxes marked 'Other'**

The information provided will be used (alongside the partner reports) in the interactive Workshop on April 19th.

Please send copies of the tables with the proposed Creative Activity by April 14th & have available for the meeting on 19th April.



CRITERIA
<p><b>Aim &amp; Purpose</b> (‘Learning Objectives’)</p>
<p><b>Activity</b></p>
<p>Preparation</p> <p>equipment</p> <p>clothing</p> <p>Other</p>
<p>Sequence</p> <p>Place &amp; timings</p>
<p>Actions</p>
<p>(examples in Table One)</p> <p>Observation: What?</p> <p>Recording: How?</p>
<p>Reflection &amp; Expression (methods)</p> <p>(as in Table Two)</p>
<p>Product: What do individuals or groups ‘do’ or ‘create’?</p>
<p>On site Participant Assessment (what method)</p>
<p><b>Evaluation of whole Activity</b></p>
<p>(What method)</p> <p>Facilitators</p> <p>Managers</p> <p>Conclusions &amp; Activity adjustments (who decides?)</p>

**Poland**

Table 1

Gathering Information Observations & Recording					
Focus of environmental interest	Plant	Animal	Landscape	Natural feature/formation	Other
Name (s) Choose all that are relevant.	X	X	X		
Observation					
Where?	Forest, country side. Classroom				
How? Include Equipment & 5 Senses Techniques: eg 'scavenging'	Drawing, sketching, touching, listening, smelling, colours				
Describe process: passive/ active	<p>Draw something green and 'planty', if you cannot, just draw a green line, a tree circle, an apple, a plant, anything and then give your drawing to a person next to you and that person will draw something more and a next person something more and so on...</p> <p>At the end of the day you have a GREEN picture. You may ask people what is that, what do they think about that and what do they feel...</p>				
Other	no				
Recording method					
Written format	Piece of paper, in our minds				
Verbal comments: individual/ group	no				
Sketch/ drawing	A drawing				
Photo	yes				
Sound/ video	no				
Other	no				





Table 2:

Reflections, Expressions, Products & Outputs	
<b>Proposed Responsive Actions:</b> Creative Activities involve:	
1.	Observation, Recording and
2.	Reflections, Expressions, Products & Outputs
Examples of relevant Actions: Use one or more or add in 'Other'	Description: Brief summary
<b>1. Visual &amp; 'concrete' Art</b>	
Representative Objects & Structures using 'found' materials	Found materials can be added or used instead of drawing or can be a mixture of drawing and found materials
Shapes, patterns, design: individual or group expressions	
Sketches, paintings	A painting
<b>2. Literature</b>	
Written reflections (poetry, prose) performed, collected for publication	no
Composed Statements made in any media	no
<b>3. Music</b>	
Individual, improvised group response - vocal instrumental composition	no
<b>4. Performance</b>	
Drama & Dance: improvised or scripted spectacle	no
<b>5. Restorative Actions ('putting-back')</b>	
Planting/ Re-wilding	no
<b>6. Audio-Visual: A Green Bridges YouTube Channel?</b>	
Specially created response, recordings of other reflections and expressions.	no
<b>Other</b>	



**ITALY**

## Creative Activities: Partner presentations

### PLANNING EXERCISE

### **One Creative Activity explained in detail**

To be presented for discussion at the In 19th April Workshop

The activity description should include (in order) all the following criteria.

Draft proposals & ideas should be presented  
as if there were **no pandemic restrictions**

CRITERIA
<b>Aim &amp; Purpose</b>
<b>Activity</b>
<p>Preparation</p> <p><b>Equipment:</b> No equipment necessary.</p> <p><b>Clothing:</b> A pair of hiking shoes that are durable, lightweight, comfortable, and stable. We recommend wearing outdoor appropriate clothing. If it's winter, please bring some warm clothes and if it's summer, light clothes are a good idea.</p> <p><b>Other:</b> Take along a backpack with a water bottle.</p>
<p>Sequence</p> <p><b>Place &amp; timings:</b> The path will take you along a quiet and relaxing journey through the old mills of Spilinga, while stopping at places of interest along the way. Descending across waterfalls and rare ferns, this trail brings you in a peculiar scenery, a few steps away from the village.</p> <p>This trail takes approximately 3 hours, at a leisurely pace. There is a portion along the main route that is slightly steep. Nevertheless, it is suitable for adults and children.</p>
Actions

<p>(examples in Table One)</p> <p><b>Observation:</b> A wooded area with springs and waterfalls. Within the valley, there are several examples of industry from as early as the 19th century, such as the remains of an old aqueduct. There are also ruins of nine mills, little remains now other than subtle hints of the valley historic past. The vegetation of the Valley of the Mills is rich. In this microclimate, one can find Mediterranean plants and the giant fern Woodwardia Radicans. You can also spot different types of animals.</p>
<p><b>Recording: How?</b></p> <p>The difficult time we are experiencing suggests that we give those who visit us the opportunity to have a way of expressing themselves and communicating their emotions and moods through writing. In fact, nature is a source of inspiration, which can stimulate a person's creativity. Also writers and poets spend time outdoors, because they find it easier to imagine in the quiet of nature. Likewise, all participants will be able to leave anxiety and confusion behind, to get in touch with nature, with their emotions and write something. As soon as they arrive, our visitors will be asked to express their impressions, for example they can write what brought them to the valley and the goals they're hoping to achieve.</p> <p>The journey begin. Visitors will find a large variety of flora and fauna, but also a rich variety of sensory impressions, shapes and colors. Path like this allow people to discover and experience the nature playfully, with all the 5 senses. The woods provide a large enough space to live imagination and creativity. There is nothing prefabricated, nature is always waiting for new tasks, experiments, observations and ideas. At the end of the day, the participants shall reflect their experiences and write what impressed them most. Thoughts don't have to be grammatically perfect or with flawless style. The aim is to express oneself freely and put on paper ideas and emotions felt during the trip.</p>
<p>Reflection &amp; Expression (methods) (as in Table Two): Written reflections (poetry, prose) eventually collected for (online) publication.</p>
<p><b>Product: What do individuals or groups ‘do’ or ‘create’?</b></p> <p>Creation of a notebook in which visitors will write experiences, emotions and moods.</p>
<p><b>On site Participant Assessment (what method)</b></p> <p>A simple evaluation form.</p>
<p><b>Evaluation of whole Activity</b></p>

(What method)

**Facilitators:** All the ICRE members involved in the interaction with visitors, will write a final report that provides a description of all activities undertaken.

**Managers:** ICRE has no managers.

**Conclusions & Activity adjustments (who decides?)**

ICRE senior members.

Gathering Information Observations &					
Focus of environmental interest	Plant	Animal	Landscape	Natural feature/formation	Other
Name (s) Choose all that are relevant.	The tropical fern "Woodwardia radicans" and Classic Mediterranean plants.		The nature trail along the "Mills Valley".	The course of the Raci river. Rocky streams and small waterfalls.	

# **LITHUANIA**

Table 1

Gathering Information Observations & Recording					
Focus of environmental interest	Plant	Animal	Landscape	Natural feature/formation	Other
Name (s) Choose all that are relevant.	Trees (mostly oaks) and other plants around	Birds, squirrels	-	Weather conditions: sun, rain, wind etc.	-
Observation					
Where?	The Oak Grove				
How? Include Equipment & 5 Senses Techniques: eg 'scavenging'	<b>THE OAK GROVE BATHING</b> <b>5 senses:</b> touch (trees with palms and sole with feet), sight (tall trees, greenery), hearing (sounds of birds and nature), smell (natural essential oils from tree barks) and taste (the air). <b>What to bring:</b> a drinking water bottle, clothes appropriate for the weather conditions (for e.g. a rain jacket) and outdoor activities (for e.g. a pair of trainers, sunglasses), a mosquito repellent. <b>Techniques:</b> <i>Shinrin-yoku</i> - forest bathing therapy.				
Describe process: passive/active	Active				
Other					
Recording method					
Written format					
Verbal comments: individual/group					
Sketch/drawing					
Photo					
Sound/video					
Other					



Table 2:

Reflections, Expressions, Products & Outputs	
<b>Proposed Responsive Actions:</b> Creative Activities involve:	
1. Observation, Recording and 2. Reflections, Expressions, Products & Outputs	
Examples of relevant Actions: Use one or more or add in 'Other'	Description: Brief summary
<b>1. Visual &amp; 'concrete' Art</b>	
Representative Objects & Structures using 'found' materials	
Shapes, patterns, design: individual or group expressions	
Sketches, paintings	
<b>2. Literature</b>	
Written reflections (poetry, prose) performed, collected for publication	
Composed Statements made in any media	
<b>3. Music</b>	
Individual, improvised group response - vocal instrumental composition	
<b>4. Performance</b>	
Drama & Dance: improvised or scripted spectacle	
<b>5. Restorative Actions ('putting-back')</b>	
Planting/ Re-wilding	
<b>6. Audio-Visual: A Green Bridges YouTube Channel?</b>	
Specially created response, recordings of other reflections and expressions.	
<b>7. Therapy</b>	





Table 2:

<p>Forest bathing therapy.</p>	<p><b>The Oak Grove bathing</b></p> <p>The creative activity will take place in The Oak Grove. A group of people will be walking with a <i>shinrin-yoku</i> guide and try to connect with the nature through 5 senses: sight, hearing, taste, smell and touch – <i>“By opening our senses, it bridges the gap between us and the natural world”</i>.</p> <p>The aim of The Oak Grove bathing activity is to raise people's environmental awareness by introducing the benefits of trees – <i>“They ease our stress and worry, help us relax and to think more clearly. Being in forests can restore our mood, give us back our energy and vitality, refresh and rejuvenate us”</i>.</p> <p>This creative activity will also be an introduction to our Oak Grove Trail. Since we don't need a forest to forest-bathe, or even a trained forest therapist (<i>“You can forest-bathe anywhere in the world – wherever there are trees; in hot weather or in cold; in rain, sunshine or snow. You don't even need a forest. Once you have learned how to do it, you can do shinrin-yoku anywhere – in a nearby park or in your garden”</i>) – our Oak Grove trail will be a guide and stimulus to slow down and enjoy the nature!</p>
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# ROMANIA

## CREATIVE ACTIVITIES

### CREATIVE ACTIVITY 1 – Engaging the 5 senses

#### Learning objectives

The participants must strengthen their connection with nature, deepen their understanding and appreciation of the surrounding areas.

#### Description

The participants, after finding a quiet place on the hill, are asked to close their eyes and take a few deep breaths. Then they put their attention on the sounds around them -- seeing if they can focus on the calls and movements of birds or any other natural sounds within earshot. Then they pass to awareness of the sun/air on different parts of their body. Then, they connect with their breath, paying close attention to each inhalation and exhalation. The exercise ends with a gratitude practice towards a park, an animal, a tree.

The organizer must have a gentle and inviting tone and must extend or cut the length of the exercise according to the group's specific. Each step must be carefully adapted and synchronized with the whole group.

#### Evaluation and results

The participants speak about their feelings, how they feel, about the elements they connect with the best. Pictures can be taken, sounds can be recorded, as well as videos can be made by a non-participant who must move slowly to record in order not to disturb the nature lovers.

More details [here](#).



### CREATIVE ACTIVITY 2 – Open-air Reading

#### Learning objectives

ASIE members bring into attention a very interesting Creative Activity due to its benefits: reading outside. When people read surrounded by nature, they develop their brains, they benefit from the sunshine and fresh air, they boost their memory, enhance their vocabulary, they improve their reading and writing skills at the same

time, they increase their concentration developing critical thinking and problem-solving skills, they also extend their imagination and creativity.

### Description

Participants bring their favourite book, they can read individually or organize small reading groups where they read important paragraphs to the others and discuss the relevance of their choice(s). Participants can bring picnic items: blankets, snacks, and coffee/tea. Clothing, according to the season.

### Evaluation and results

The participants can write an article, essay or journal page/blog page on the activity expressing their own reflection, they can take photos or video/sound recordings with the others' agreement.

Photos [here](#).

## CREATIVE ACTIVITY 3 – Hug a tree



### Learning objectives

Hugging a tree is the easiest proof of embracing Mother Nature, to show respect and appreciation. Picking a certain tree and coming back again and again helps us to see all the seasonal changes our tree passes through and charge our batteries with energy all the time.

### Description

Participants find a quiet park, forest, or woodland area, walk among the trees until feel comfortable in their presence, feel the different bark textures with the palms of their hands. They can smell the scent of the various woods, absorb their life's energies as they look upwards to the sprawling branches overhead. They must find the perfect tree that fits their mood. Encircle it with their arms while gently pressing their cheek to the trunk being careful not to scratch the face.

### Evaluation and results

Non-participants can take photos, or record video/sound (of nature or words told to the tree). Participants can write poems to the tree, dedicate an essay, sketch or drawing etc.

More [here](#) and [here](#)

## CREATIVE ACTIVITY 4 – Photovoice

### Learning objectives

ASIE members have focused attention on this very interesting Creative Activity since the start of the project, at the first Transnational Project Meeting in Iasi, 2019. This activity encourages critical consciousness. It helps shy people to gain a voice, enabling them to record and reflect on their experiences and their communities' conditions, both positive and negative.

### Description

Participants use video and/or photo images to capture aspects of their environment and experiences and share them with others. The pictures can then be used, usually with captions composed by the photographers, to bring the realities of the photographers' lives home to the public and policy makers and to spur change.

### Evaluation and results

Taking photographs or videos of familiar scenes can change participants' perceptions about their social and physical environment. Basic photography is easy to learn and accessible to almost everyone. "A picture is worth a thousand words." Images can be understood regardless of language, culture, or other factors.

- Policy makers can't deny reality when it's staring them in the face.
- Pictures can be used to hold policy makers and others accountable by creating a clear record of what exists at a particular point in time.
- Photography and video provide a means for empowerment without requiring people to stand up and speak in public.

More details [here](#) and [here](#).

## CREATIVE ACTIVITY 5 – Walk & Talk

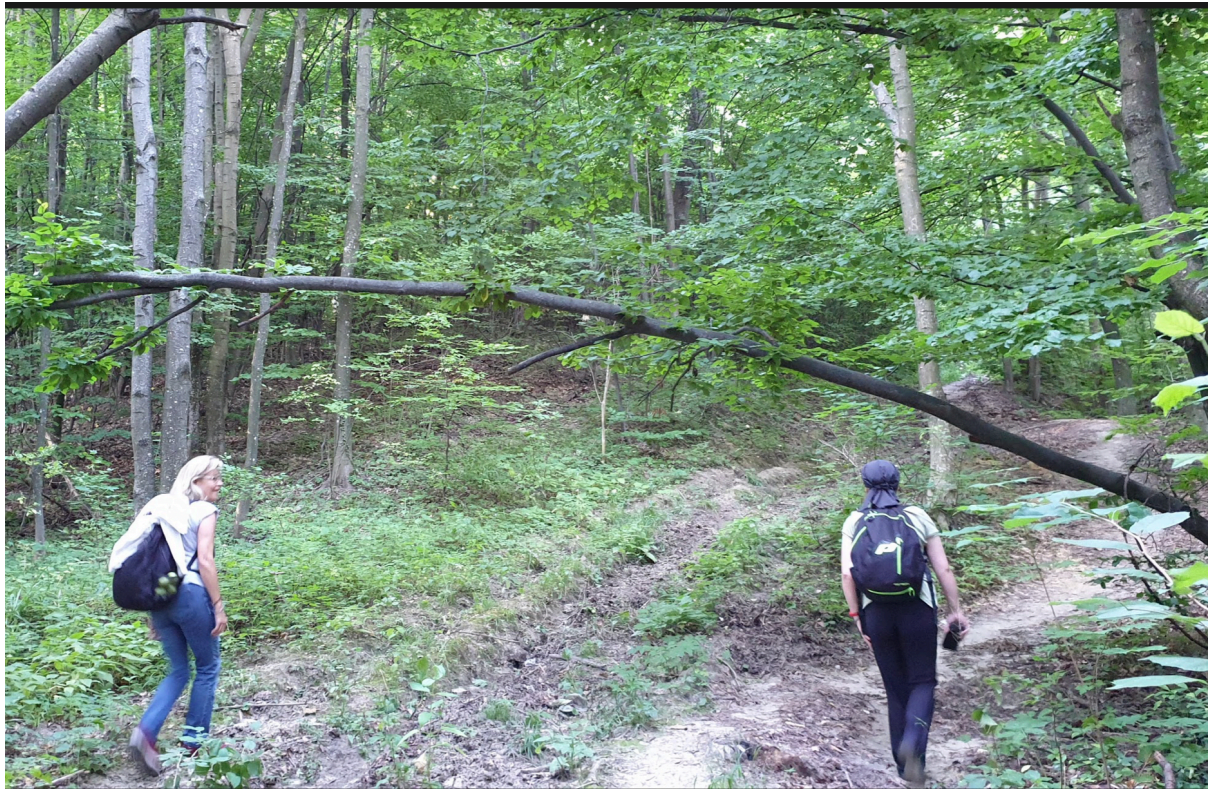
### Learning objectives

Nature produces a meditative state in many people, that is why the Walk&Talk activity is perfect for our project's creative activities. ASIE members would like to propose this activity as a means to relax and exercise at the same time in the natural environment. The participants both feel relaxed while exercising physically and mentally.



## Description

Participants choose the time of the day and the number of persons, this activity can be performed both in pairs and groups, depending on the familiarity/friendship relationships. Participants just walk their path and talk about a chosen topic or various topics on the spot. Walking helps people be optimistic, think positive, feel comfortable and sociable.



## Evaluation and results

Non-participants can take photos, or record video/sound (of surroundings, but not the talks). After the activity participants can write journal pages or essays on the activity.

More [here](#).

**UK**

**Aim:** To enhance individual and group understanding of human impact on environment.

1. Oak trees:

- Increase/enhance local knowledge & understanding of the environmental & historically important local oak trees
- Consider issues & requirements relating to appropriate management of the significant local oak trees.
- Develop understanding of the intimate relationship between points 1 and 2 (ie human impact & the survival of other species & structures)

**Prep:**

Equipment: camera, sketch book, pens/pencils, small sticks, threads (for journey sticks)

Clothing: Boots/sturdy shoes. Outdoor wear appropriate to session

Other: Briefing before walk.

- Emailed info to participants,
- On assembly: outline of event by facilitators/leaders)

**Sequence:**

The walk provides for a continuum of observation & recording with Journey sticks providing the opportunity for non-verbal response & recording. Specific stops: 'moments' for partners to record impressions. Meet: Sarn Car park.

Distance: 5.2 kms Grade: Easy (Jones UK scale), Grade I ('one' UIAA)

2 hour circular walk with basic observation/recording.

3 hour with extended activities

Activities focused on

- 4 separate 'oak' sites
- 2 landscape viewing points

**Actions:**

Observations:

- 4 specific tree related sites (Explanations then reflective moments. Discussion if appropriate)
- two landscape viewing positions (action as above)

Recording:

Participants encouraged to make notes take photos, record impressions (phone notes), sketch

Reflection/Expression:

The 3 hr walk allows time for 'Moments'

- small group personal reflections producing (at each point) a max of 3 words to sum up their impressions
- observation time for 'moment' activities is 5 minutes (not everyone finds being 'still' easy or appropriate)

Product:

Post-walk assembling & collating of information for sharing/display/

Participant Assessment:

KEY Question in assessment process:

Assessment methodology to be developed appropriate to group type

To what extent did the activity produce increased knowledge & understanding of the Aims? (1. human impact on environment. 2. The needs of local nature - especially the surviving oak trees)

if appropriate: group discussion - sharing of Journey Sticks

leaders/facilitators attentive to comments (record if poss)

provision of web link for comments using mobile tech &/or paper/pen for comments: 'what worked, what could be improved' (no score based assessment)

Social at end of event (Sarn Inn? Barbecue in churchyard? followed by public Concert in Church?)

**Evaluation of whole activity**

facilitators/managers: immediate post action discussion - recorded

after 3 days: discussion amongst management group re: adjustments required