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MODULES FOR THE 5R4FUTURE CAMP



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1 Introduction

1.1 What is the 5R4Future project about?

5R4Future is an Erasmus+ funded small-scale project that focuses on teaching young people ways and strategies towards a more sustainable everyday life with the use of Experiential Education (EE) methods.

To create a connection between the young generation and the environment, it is important that nature becomes "tangible" for them. Within the scope of the project, an environmental camp with a length of 10 days was conducted in the rural location of Balatonboglár, Hungary in summer 2023. During the 5R4Future camp, young people learned about the **5R concept** (refuse, reduce, reuse, recycle, red). Each principle was connected to activities and playful learning methods. To create a safe space, the conceptualization was complemented by Bruce Perry's principles - relational (safe), relevant (tailored to the individual's development), repetitive (patterns), rewarding (enjoyable), rhythmic (in harmony with natural patterns), respectful.

The primary project objective is for socially disadvantaged adolescents to gain awareness for environmental topics and educate them towards sustainability and how to use the 5R concept of zero waste. Many adolescents do not have an overview, neither are aware about the existing issue, nor how it might affect their future nor how they could act against it. In order to achieve a connection between the young generation and nature it is important to integrate them into it.

Combined with the concept of 5R in zero waste and also the 6R in psychology and the methodology of experiential educational (EE) methods, some of the most essential principles of non-formal education are fulfilled. The adolescents learn to be in the sense that they can learn and develop responsibility. Further game-based methods are used in order that the young participants can discover their own skills. The EE method allows a balanced coexistence and interaction between the practical, affective and cognitive dimensions of learning.



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Youngsters are able to learn by experiencing nature and reflect on their own behavior and also can be conscious about their own feelings. Since they are able to express their expectations, more focus can be put on their needs and interests to make participatory and learner-centered teaching possible.

Beneath the learning of green skills, the project strengthens civic, cross-border engagement, participation and citizenship among young people from socially disadvantaged communities and/or with learning difficulties.

Furthermore, the project observes how the perception and the attitude of the young participants changes to the environment and to the lifestyle represented till the camp. For that, observations and interviews were used before and after the camp.



1.2 What can be said about the target group?

The primary target group of the 5R4Future project are disadvantaged adolescents in the age of 13-17. Under disadvantaged we mean adolescents from families with lower educational background, and who might not have a high level of opportunities, because of social background.

The secondary project target group are trainers, youth workers and social workers. This group benefits from getting to know experiential education (EE) and 5R methods and can integrate new methodological elements into their toolbox. The manual at hand aims particularly to reach this group in improving the quality of their work with disadvantaged adolescents with the scope of environmental education projects.



1.3 How is the handbook structured?

The manual at hand summarizes the methodologies used during the 5R4Future project. It aims to provide trainers, youth workers and social workers with a toolkit on how to conduct non-formal environmental education with disadvantaged youth.

Depending on which section is most suitable for the respective reader, they can find out more about **5R & Zero Waste (chapter 2)**, the **Pedagogical Framework on Experiential Education (EE) (chapter 3)** or a **Case Study regarding methodologies on behavioral changes (chapter 4)** in this guide.

The chapters are linked to each other, but can also be read individually and provide added value.

Experiences and findings of the 5R4Future summer camp that was conducted in August 2023 in Balatonboglár, Hungary were incorporated into the manual.

1.4 Where can I find more information about the 5R4Future project?

The 5R4Future project is carried out by 2 organisations from 2 partner countries:
Österreichische Jungarbeiterbewegung (ÖJAB) – Austria
Pressley Ridge – Hungary

More information regarding the project can be found on the website of the project coordinator, ÖJAB:
<https://www.oejab.at/en/education/europe-international/european-educational-works/5r4future>



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2 5R Methodology & Zero Waste concept

2.1 Environmental issues and Zero Waste

Environmental issues have become increasingly pressing on a global scale, posing significant threats to ecosystems, biodiversity, and the overall well-being of the planet. Climate change, deforestation, pollution, and depletion of natural resources are among the many challenges we face. In this context, teaching the concept of zero waste is crucial for several reasons.

Firstly, waste generation has reached alarming levels, contributing significantly to pollution and environmental degradation. Landfills are overflowing, oceans are polluted with plastic, and the extraction of resources for single-use items is exacerbating habitat destruction. By teaching zero waste, we address the root cause of these problems by promoting a lifestyle that minimizes the creation of unnecessary waste and reduces the strain on natural ecosystems.

Secondly, the environmental impact of waste extends beyond the visible pollution. The production and disposal of goods contribute to greenhouse gas emissions, exacerbating climate change. By teaching zero waste, we encourage practices such as reusing items, reducing consumption, and recycling, which collectively lead to lower carbon footprints and contribute to mitigating climate change.

Thirdly, zero waste education instills a sense of responsibility and mindfulness in individuals. Understanding the life cycle of products, from production to disposal, fosters awareness about the environmental consequences of our choices. This awareness, when ingrained from an early age, shapes a generation that is conscious of the ecological footprint associated with their actions, thereby creating a more environmentally literate and responsible citizenry.

In conclusion, environmental issues pose significant challenges that necessitate urgent and widespread action. Teaching zero waste is a crucial component of this action, as it directly addresses the root causes of environmental degradation, promotes sustainable practices, and cultivates a generation of environmentally conscious individuals. By imparting the principles of zero waste, we contribute to building a more sustainable and resilient future for the planet and its inhabitants.



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2.2 The importance of Zero Waste for disadvantaged youth

Teaching disadvantaged young people about zero waste is a critical and impactful endeavor with far-reaching benefits for both individuals and society at large. These young people often face multiple challenges, including limited access to resources, educational disparities, and environmental inequalities. Implementing zero waste education in general in their learning curriculum holds significant importance for several reasons.

Firstly, introducing zero waste education fosters environmental consciousness from an early age. Many disadvantaged communities are disproportionately affected by environmental issues, such as pollution and waste mismanagement. By educating young people about the principles of zero waste, we empower them with knowledge and awareness to become responsible stewards of the environment and *respect it*. This not only contributes to the well-being of their communities but also instills a sense of environmental justice.

Moreover, zero waste education promotes sustainable practices that can have practical, economic benefits for disadvantaged families. Teaching young people about *reducing, reusing, and recycling* empowers them to make informed choices that can save resources and money. For families facing financial constraints, adopting zero waste principles can result in tangible savings, enhancing their overall economic resilience.

In addition, zero waste education encourages critical *thinking* and problem-solving skills. Disadvantaged young people often encounter complex challenges in their daily lives, and understanding the principles of zero waste equips them with the ability to assess and address issues creatively. This skillset is invaluable for their personal development and future success, breaking cycles of disadvantage and fostering a mindset of resilience.

Furthermore, zero waste education has the potential to create a positive community impact. By involving young people in waste reduction initiatives, they become advocates for change within their families and communities. This ripple effect can lead to collective efforts to improve local environmental conditions, promote sustainable practices, and build a sense of community engagement and pride.



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Additionally, our target group was in particular Roma youngsters from the countryside. Since they are coming from poor conditions, in their culture it is often important to show off with new clothes and things they own. In order to make a change in their point of view it was really important to us to address this question as well.

In conclusion, teaching zero waste to disadvantaged children goes beyond environmental concerns; it addresses social, economic, and educational challenges they may face. By imparting knowledge, fostering skills, and instilling a sense of responsibility, we not only contribute to the well-being of these children but also lay the groundwork for a more sustainable, equitable, and resilient future for everyone.

2.3 5R Methodology

The 5R methodology is a fundamental aspect of the zero waste concept, offering a systematic approach to minimize waste generation and foster sustainability. The 5R framework comprises **Reduce**, **Refuse**, **Recycle**, **Rethink**, and **Respect**, each representing a crucial step in the journey towards zero waste.

- ❖ **Reduce:** The first "R" emphasizes the importance of minimizing the consumption of goods and resources. This involves using fewer materials, opting for products with minimal packaging, and adopting a more conscientious lifestyle. By reducing overall consumption, individuals and organizations can significantly contribute to waste prevention at the source, thereby lessening the environmental impact associated with the extraction, production, and disposal of goods. Additionally Reduce also stands for reducing the waste in a way that instead of throwing it away, one could also sell or give it to those who might still need it.
- ❖ **Refuse:** The second "R" encourages individuals and businesses to be discerning consumers and say no to unnecessary items. Refusing disposable or excessively packaged items is a powerful strategy to decrease waste generation. This step involves making informed choices aligned with environmental sustainability and promoting a culture of conscious consumption.
- ❖ **Recycle:** Recycling, the third "R," is the process of separating the different types of waste and collecting them separately in order to convert them into new recycled products. Since in Hungary waste separation is that common especially in the countryside, it is important to teach the younger



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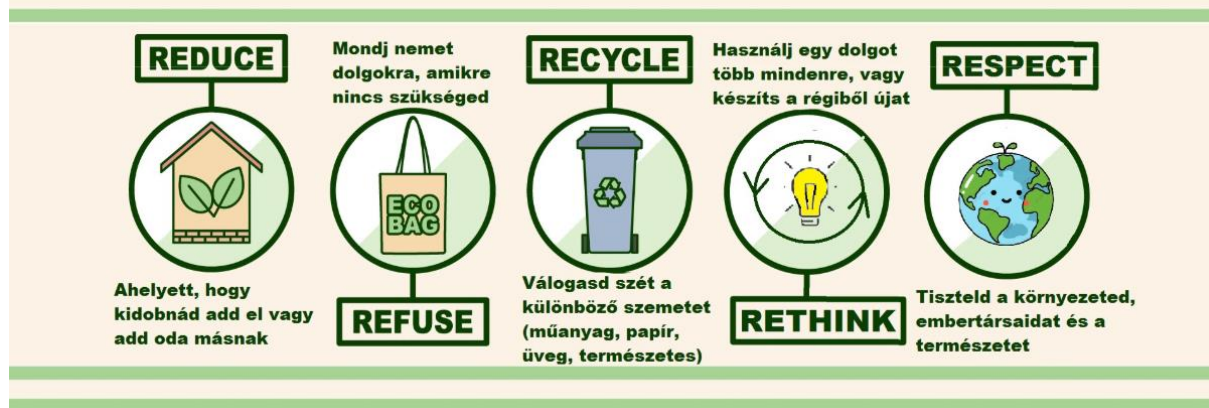


generation about it. While recycling is a crucial aspect of waste management, it should be considered after prioritizing the first two Rs: Reduce and Refuse.

- ❖ **Rethink:** Rethinking, the fourth "R," involves evaluating and reconsidering current practices and systems to identify more sustainable alternatives. This step encourages a shift in mindset towards innovative solutions and eco-friendly practices. By reevaluating our habits and choices, we can uncover opportunities for waste reduction and environmental conservation.
- ❖ **Respect:** The fifth "R" signifies the importance of respecting the environment, resources, and the well-being of future generations. Respecting the planet involves making responsible choices that prioritize ecological balance and sustainability. This final "R" reinforces the ethical dimension of the zero waste concept, emphasizing the need for mindful and considerate actions in our daily lives – because "Your external world is a reflection of your internal world."

In conclusion, the 5R methodology, consisting of Reduce, Refuse, Recycle, Rethink, and Respect, provides a comprehensive guide for individuals and organizations committed to achieving the zero waste goal. By incorporating these principles into daily practices, we can collectively work towards a more sustainable and environmentally conscious future, fostering responsible consumption and waste management at both individual and systemic levels.

The 5 R's of ZERO WASTE



We used this picture as a poster in the camp, it summarized the concepts written above



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2.4 Our strategy and concept

Our concept is to teach the youngsters in a way that they can incorporate in their everyday praxis. The goal was to let them experience the effect of an environmentally-friendly space over the camp, where they can use the 5R concepts and learn by playing and doing over their environment.

Teaching zero waste through playful games and experiential activities is a dynamic and effective approach that engages learners of all ages, also our target group, youngsters between 13-17. This method not only imparts valuable knowledge about sustainable practices but also fosters a sense of curiosity, creativity, and personal connection to the principles of zero waste. Incorporating games and hands-on experiences makes the learning process enjoyable, memorable, and, most importantly, encourages the application of eco-friendly practices in daily life.

One engaging way to teach zero waste is through interactive games that highlight the impact of different choices on the environment. For example, a waste sorting game can challenge participants to categorize items into recyclable, compostable, and landfill-bound materials. This hands-on activity allows learners to visually grasp the consequences of their choices and understand the importance of proper waste management.

Our camp involved field trips and outdoor activities. The camp was located besides Lake Balaton and we could make use of a huge garden. Additionally we visited a Tree Canopy Walkway in Balatonlelle, where we got to know the tree and its wildlife. Observing the waste management process firsthand allows participants to appreciate the journey of materials from consumption to disposal, fostering a deeper understanding of the environmental implications of various waste management strategies.



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Incorporating creativity into the learning process is another key aspect of teaching zero waste experientially. Art projects using recycled materials, such as creating posters or even fashion items, not only reinforces the concept of reusing but also allows participants to express themselves artistically. This approach transforms the learning experience into a fun and memorable endeavor, encouraging a positive attitude towards sustainable practices.

Role-playing games and simulations provide a hands-on experience that allows participants to immerse themselves in real-world scenarios related to waste reduction. For these plays an improvisation theater company helped us. This also involved some plays on simulating a zero waste household, making decisions about purchasing, recycling, and composting. These activities help learners understand the practical aspects of zero waste living and the challenges and rewards associated with sustainable choices.

Furthermore, turning everyday activities into learning opportunities enhances the experiential nature of zero waste education. Getting to know and using weeds from the garden as herbs or DIY workshops for creating reusable items like cloth bags, all contributed to a holistic understanding of zero waste principles.

By integrating zero waste education into playful games and experiential activities, learners not only gain knowledge but also develop a sense of responsibility, respect and empowerment. The hands-on approach enables them to internalize the concepts in a meaningful way, making it more likely that they will incorporate sustainable practices into their lifestyles. Ultimately, teaching zero waste in a playful and experiential manner equips individuals with the tools to make informed and environmentally conscious choices, contributing to a more sustainable and eco-friendly future.

2.5 The program

The 10 days long camp as already mentioned took place in Balatonboglár, Hungary. There were 2 days planned for the journey and 8 days with zero waste and other camp content. It was important to give a meaningful frame for the zero waste focusing on environmental awareness, sustainability, and zero waste practices.



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The camp plan	juli 29	juli 30	juli 31	Aug 1	Aug 2	Aug 3	Aug 4	Aug 5
topic	5R concept	the world of water	terrestrial world	plants	against pollution	alternatives for transport	zero waste fashion	conclusion
zero waste workshops	impro theater in zero waste topic	impro theater + water cycle and the importance of water	Tree Canopy Walkway	making a map +collecting herbs and making tee	Janus Xantos Sphere Lookout pollutants and methods to avoid them	sport in the water boat trip	DIY zero waste jewelry	creating and playing a play based on the week

Each day had a thematic concept, we prepared posters that the youngsters could see already in the morning after they woke up.

First we introduced the 5R Concept (Reduce, Refuse, Recycle, Rethink and Respect) through improvisational theater activities, making the concept engaging and interactive. That way the youngsters could also learn about how to express themselves in general but also when it comes down to zero waste topic at home.

The second day, the main topic was The World of Water. The young ones learned about the importance of the water in their life and in the life of water cycle and its significance in our ecosystems over playful games and improvisation theater elements. One evening, our colleague



Bence Párdy gave a little presentation about the year he spent on Lake Tisza, diligently collecting and sorting waste. His effort not only achieved a direct impact, as they gathered tons of waste, but it also had an indirect effect on people. Many supported Bence with their presence and energy to help clean up the lake.

On the third day we addressed the Terrestrial World as a main topic. We made a trip to the Tree Canopy Walkway in Balatonboglár. We discovered the terrestrial world,



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particularly forests and wildlife, through a Tree Canopy Walkway experience. Participants gain a unique perspective on the ecosystem above the forest and its wildlife. They played interactive games that helped them to form a group and also to observe the environment from a different perspective.



The next day we emphasized on the importance of plants, how we can use them and care about

them. First the young people participated in a Map Making workshop, where they had to rely only on the height and placement of the trees and they could incorporate their memories collected in the last days. Additionally in groups they had to find specific herbs, growing in the garden, collect them, dry them and explain its characteristics (e.g. where it grows) and its effect (e.g. use it as a tee, salad...etc.) to their mates. That way they learned how to use and treat their environment in a more natural way, to avoid buying tea, but instead using the herbs from the gardens.



On the fifth day we had the topic Pollution. We made a trip to Janus Xantos Sphere Lookout. In groups of 4 each team got a map and had to search 4 different stops, defined on the map. In each stop there was a challenge that they had to solve. It was connected with the type of pollution, methods to avoid it, how to collect waste separately (glass, plastic, metal, paper, common, bio) and there were some questions on the importance of water pollution in order to connect today's topic with other topics as well. Each team had to design their own flags and find a name that



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represents them.



On the sixth day because of the weather conditions we had to change our plans. We wanted to focus on cooking, however instead we took a day for Alternatives for Transport. We had different elective workshops in sport, where we also talked a lot about the importance of dynamic movements. Additionally at the end of the day we had a small boat trip. This day combines physical activity with discussions on sustainable transport.



On the seventh day we had a Zero Waste Day about fashion. It was a creative exploration of zero waste fashion with a DIY activity focused on making environmentally-friendly jewelry from recycled materials. Participants learned about sustainable fashion practices and were able to design rings, bracelets or necklaces.



On the final day we had a day where we wanted to collect all the information we learned and put it into an act. Based on the improvisational theater elements and the knowledge the youngsters collected over the days we helped them to write and create a story that they played after dinner for each other. That way participants had to collaborate to create and perform a play summarizing the key themes and lessons

learned throughout the camp. This helped them in improving their soft skills and also to reflect about the camp actively.

This camp plan offered a diverse range of activities, blending educational components with interactive and creative elements. Participants engaged with environmental concepts through theater, hands-on experiences, and outdoor exploration, fostering a deeper understanding of sustainability and zero waste living.



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3 Pedagogical Framework of Experiential Education

Goals of the Camp

During the program, we wanted to give disadvantaged young people aged 13-17 the opportunity of a 10-day summer camp. The theme of the camp, as the name suggests, was education on environmentally conscious thinking and everyday life.

Highly essential for the conduction of such a camp was the pedagogical framework for the camp. Our goal was to create a safe environment for these young people, many of whom struggle with behavioral and emotional disorders, where, in addition to environmentally conscious thinking, their social competences can also develop. In other words: their self-confidence, cooperation and problem-solving skills, conflict and aggression management can develop. They can learn to connect with themselves and their peers, learn to recognize their feelings and communicate them in an adaptive way.

Preparatory Phase

1. Preparation of the Professional Staff for the Camp. We started working with the staff more than 2 months before the camp. First, we compiled the program outline, along with our facilitators undertaking program blocks. They filled them with content by keeping the specified focal points (experiential pedagogic exercises, handicrafts, board games, gymnastics, play, and bathing sessions in Balaton) and elaborated them in detail with professional coordination. Each session was held with a different combination of facilitators. One of the advantages of this is that, although the youngsters know the adult and are securely attached to him, they always get to know some new atmosphere and style of conducting work. They see adults in different situations and perceive how they cooperate with each other. They benefit a lot from this, their horizons broaden. Another advantage is that the facilitators themselves learn a lot from working with each other in different pairings.

There is always a joint 1-2 day preparation with the staff before getting to know the youngsters. Here we build a team, then discuss in detail when and who does what in the camp. Finally, we clarified the steps of the security protocol. We also prepared for



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challenging situations with a detailed safety protocol and a safety telephone chain based on a trauma-aware approach. In our camp they were:

- the close proximity of Lake Balaton,
- the possibility of accidents,
- crisis management.

The essence of the protocol is that if e.g. an accident occurs, all colleagues know who is doing what. Who stays with the group, who stays with the injured, who calls an ambulance, etc. We always have an external telephone contact who is not in the camp, but one can call him at any time. This may be necessary because in the event of a major accident, adults may also be in such a psychological state that they cannot make an objective decision. In such cases, we use this external contact, who can see through the given situation in a practical and unemotional way.

We need a crisis management protocol even more. The traumatized young people we work with have a much more sensitive nervous system. They can go from their comfort zone to the panic zone almost immediately following an unexpected stimulus. In this case, the „fight or flight” reaction starts, and the affected child may even freeze. It is possible that he explodes unexpectedly, shouts, attacks the other person, or even runs away, leaving the group. And we can say with absolute certainty that there will be such an incident in a 10-day camp. So we prepare all colleagues for these situations. Everyone knows exactly what to do in this case. Who goes after the child in crisis, or who calms him down and escorts him out of the room, when the child is in such a state that we take the others out of the room, who makes this decision. Who stays with the group, how do we prepare the group to receive the child, how do we prepare the child for it, and so on.

It is important to emphasize that all this is done not only to protect the physical and mental health of the participants, but also for our colleagues. That they too can move safely in such situations, that they do not fall into the panic zone and that the occurrence of such a case does not cause lasting trauma.

2. Recruitment, Target Group

In all of our programs, we professionally prepare our colleagues to work with young people who are in trouble and cause trouble, but in addition, many other methodological elements help the success of our work. First, I mention thinking in the system, that is, that the child is not alone in the world. So it is not enough just to be in a relationship with him. When we recruit participants for a camp, we first look for the institutions and professional units with which we cooperate or have cooperated in the



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past. The main reason for this is that, with the help of our network of professional contacts, we can really provide opportunities to children who would otherwise have difficulty getting into such a program. For many children, a free camp is an opportunity that the family would not be able to finance without payment. At the same time, we also gladly and preparedly welcome those children who, due to their permanent negative behavior, are typically not accepted elsewhere. The inclusive environment and framework we create allows the participants to approach each other with acceptance and openness. If someone finds it difficult to connect with their peers, we provide support in this with various techniques. An important part of the preparatory phase of the camp is that we ask the professionals working with the children for detailed information about everyone. Applicants do not only fill out the very detailed health and general information form, but in all cases a telephone conversation takes place with the colleague who works directly with them, and of course with the parents/guardians as well. While the primary reason for the former is the acquisition of information, the building of trusting relationships with parents is just as important as hearing from them how they see their child's behavior in everyday life. There was also a parent in this camp who we contacted for the third time by phone, when he started to share information about his child's current psychological state, which even the child's mentor did not know and which was obviously extremely important in terms of working together with the child. It is very important for parents to know that their children are safe, to feel an accepting and interested professional environment, and thus to turn to professionals with confidence.

3. Pre-Camp Meeting

We first contact the children by asking them for a letter of motivation, a drawing, or other attachment to the application form (which, of course, is usually filled out by adults anyway). The camp was preceded by a half-day get-to-know-you session. Participation in this was a condition of the application. We always communicate this very clearly from the first moment. This meeting typically takes place in the context of an experiential pedagogy session, where we get an idea of the young person. What is his habitus like, how does he relate to adults and his peers, how motivated is he to participate in the camp, etc. We told and showed the framework of the camp:

a. What does a session look like?



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b. What programs can you expect during the 10 days?

c. Camp rules: the basic norms of behavior that we accept together.

Mostly, the participants notice that we play funny games and talk. The atmosphere is accepting and open, the adults are relaxed and flexible and are interested in the children's opinions. By the end of the session, we will get a picture of the young person, and they will be able to let go of their fears and anxiety about the camp, or at least have the opportunity to reduce them to such an extent that they can go camping with a group of foreign adults and young people without any problems. Several basic principles can already be applied here: Trust is essential; Ceremonies and rituals create order, stability and security; A child should know some joy everyday.

4. Camp Activities and Interventions

Choice of exercises, group dynamics, safety protocol, the arc of the activities in camp, flexibility (reaction to the group's condition)

Of course, before the camp, we put together the professional program including all camp activities and interventions tailored to the given age group.

The program of the camp always has an arc that follows the expected phases of group formation (forming, storming, norming, performing, adjourning) and also helps their development. However, in the process of implementation, we handle the pre-developed plan flexibly. Of course, this does not mean that it does not matter when or what happens, it just means that the current state of the group and the development of group dynamics are constantly taken into account.

Every day has the same frame. This provides predictability and thus security for the children:

- Breakfast managers prepare breakfast
- Morning exercise (because The body is the armature of the self)
- Breakfast
- Opening circle (beginning of the day discussion group)
- Morning program block (including a break)
- Lunch
- Afternoon program block (including a break)
- Dinner
- Evening session
- Lights off



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Implementation

1. Approaches and Principles:

In all our programs, including the 5R4F Zero Waste camp, we work with a complex methodology that forms the basis of professional work with children. This complex methodology is built on the 4 pillars of the Pressley Ridge Model, which are:

- a. Systems Thinking
- b. Inclusion
- c. NMT (Neurosequential Model of Therapeutics)
- d. Re-ED (Re-Education of Emotionally Disturbed Children)

a. Systems Thinking: we always observe the child together with his environment. We are connected to the family, and if this is justified, we constantly communicate with colleagues in the care system.

b. Inclusion, that is, we create a safe environment for all participating young people. We prepare our colleagues for the proper reception of young people, for working with them, and for both expected and unexpected situations. We put a system of rules around the young people that is stable, yet the group can shape it in its own image. We sensitize the young people, the atmosphere at our programs is always accepting and inclusive for everyone. We help young people who are more difficult to relate to and find the way to others.

c. NMT: Neurosequential Model of Therapeutics, i.e. a trauma-aware and healing-centered approach. Attitude permeates all our thoughts and all our activities. Behavior is only an indication of the child's current state. We always ask what happened. If we encounter repulsive or at first incomprehensible behavior, we step back and look for the reason behind the behavior. If we let the child connect and find the right question, we will get the answer. The trauma-conscious approach is highly emphasized in our professional work, because this kind of thinking really permeates everything. A very large percentage of the children and young people who come to us, almost all of them, have experienced a series of traumatizing experiences in the past few years of their lives. (For example, that the mother's mood is always unpredictable. When she is in a bad mood, she shouts or acts with her hands for almost no reason.) These children are everywhere and always alert to be prepared for unexpected stress effects. It is extremely important to provide us with a predictable environment where they finally dare to let go a little, stay calm



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permanently (that is, more permanently than on weekdays) and be just youngsters. They are just like anyone else.



d. Re-ED: the continuous use of Dr. Nicholas Hobbs' 12 principles:

1. Life is to be lived now.
2. Trust between a child and adult is essential.
3. Competence makes a difference.
4. Time is an ally.
5. Self-control can be taught.
6. Intelligence can be taught.
7. Feelings should be nurtured and explored with trusted others.
8. The group is important to young people.
9. Ceremony and ritual give order, stability and confidence
10. The body is the armature of the self.
11. Communities are important, their uses and benefits must be experienced to be learned.
12. In growing up, a child should know some joy in each day, and look forward to some joyous event for tomorrow.

2. Main Elements of the Methodology are the following:

- a. The circle: opening, problem-solving, closing-feedback
- b. Group process
- c. Experiential education

a. The Circle:

We always stand in a circle and sit in a circle when we communicate. The practical reason for this is that the current state of each participant can be easily sensed, we can make eye contact with everyone, we see when they signal. Even more important than this, however, is the role of this figure in the re-regulation of young people. In the first few days, dissatisfaction is expressed in every group, that we have to stand in a circle again. They make fun of it. However, young people get used to the fact that



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most interactions take place in a circle within a few days. There are always adults there, the atmosphere is always accepting, transporting the message “they always listen to me, I get support, if I need it, I can express my feelings.” If there is tension, adults help to resolve it. In other words, the circle provides security. In the morning, there is a discussion circle at the beginning of the day and at the end of the day in the evening, if there is a problem, a problem-solving circle, if something good happens, a quick feedback circle. They do not even notice, and from the 4th day they stand in a circle even if four or five of them mingle in an informal conversation. Because it is familiar, stable, and gives them a good feeling. And when it is announced at the end of the camp that this is the last circle, they never say that they do not feel like standing in a circle. (Re-ED principle 4: Time is an ally.)

b. Group process: Part of safe, predictable framing is to visually display information about the campers, e.g. the camp program is displayed in a clearly visible place.

Although it is always announced what the next activity is, the young people can always see from this what program element is coming next and who among the adults is leading the program.



The main methodological elements of the camp program are group education and the use of experiential pedagogy. During group education, adults and facilitators support the processes and do not determine them. The group and the group members themselves develop mostly based on the feedback they give each other. They learn to communicate, cooperate and solve problems with a common goal and common challenges. They develop



their standards with the help of a jointly created group contract. They are given the opportunity to make their own decisions and the responsibility that comes with it, so that they form a safety net for the adults, which only comes into play when it is really necessary. The staying power of a peer group is unsurpassed if you are truly accepted in this group and help you bring out the best in yourself. There are disputes, there are tensions, sometimes even crisis situations. But they always return to the group because they feel that something special is happening to them here. (Re-ED principle 8: The peer group is very important for young people.)



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c. Experiential Education, i.e. sessions based on experiential learning:



The magic comes through experiential education exercises.

A well-chosen exercise matches the dynamics of the group, the current state of the members, of course, the achievement of the desired goal and provides the appropriate level of challenge. It is not too easy, because it can become boring, not too hard, because if it is impossible, it only breeds frustration. Exciting, interesting and fun – this method of experiential learning is generally well received by young people because it is different from what they are used to. Playful and mobile – you have to concentrate differently than in a school lesson.

During practice, young people increasingly learn to use the Experiential Learning Cycle (TTC). The cycle of planning - implementation - evaluation - generalization and application deepens their knowledge in the given topic and strengthens the integration of the given skill.

For us, professionals, the most important part of the exercises is the processing, because this is where the real learning takes place. When the group has completed the challenge at some level, we sit down to discuss what happened. We look at what happened in the group, what happened individually with the members, what was really important, and what they can take with them, which they will use in everyday life outside the group. For these processing conversations, especially in the initial period, we always use symbols. Objects, cards, different techniques. It is difficult for them to formulate their thoughts and feelings at first, but the use of symbols makes it easier for them. Everyone can share what they want. The group members give each other feedback in an appropriate and acceptable way.

After each practice and processing, the group members get closer to each other, trust each other, rely on each other, listen to each other's opinions and, most importantly, support each other in their development, strengthen each other's self-confidence and heal each other's wounds. Because as Dr. Bruce Perry says: "The more healthy relationships a child has, the more likely he will be to recover from



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trauma and thrive. Relationships are the agents of change, and the most powerful therapy is human love.”

c. Supervision: It is uplifting to follow the processes described above, but at the same time it is also very tiring to constantly participate in them with a real presence. That is why we have to pay attention to the professional staff and the adults as well.



During the 10-day camp, all professionals had a rest period consciously built into the program, and everyone had the opportunity for professional supervision, where the stress resulting from everyday crisis situations was processed by the staff members. According to their feedback, it added a lot to their mental well-being and proved to be very useful and energizing for them.

4. Camp Evaluation and Lessons Learnt: The camp is followed by an evaluation meeting, where the crew members share their experiences with each other. The focus of this is what went well and what we can do even better next time – because we also learn from each program and camp.

The main conclusions of the evaluation were:

- Compared to the planned program, we implemented slightly fewer program elements. We decided this way because the current state of the group demanded that we provide more activities where they can connect with adults through optional activities without time pressure. As we explained earlier, we are always ready for this kind of flexibility, it did not cause any disruptions either, in fact, it is specifically part of working with traumatized young people.
- We provided more opportunities for bathing in Lake Balaton than planned. Although the young people had the opportunity to bathe every day, we also carried out the planned program several times in the water. This was primarily due to the fact that many of the participants had not yet had the opportunity to vacation at Lake Balaton and were enthusiastic about everything related to water. Secondly, the heat justified our decision. In this way, young people were able to work and connect with the environment much more productively.



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- The end-of-the-day staff meeting was very helpful in the process. Sharing knowledge about the young people and reviewing the following day's program specifically helped joint work and efficiency.
- The possibility of supervision created a positive response among the crew members. They emphasized that it helped them to process situations and find constructive solutions.
- Several crisis interventions were needed during the 10 days, which involved different young people. It has been proven once again that conscious preparation for these situations (see the safety protocol section above) helps young people to sort out their current negative emotional state sooner and to be able to rejoin the group, and helps to sensitize the group to individual differences. Our colleagues were able to take on tasks related to these problems with confidence.
- The participating young people made serious progress both individually and in terms of the group. Everyone was able to achieve a positive change with honest and motivated self-knowledge work compared to themselves. Some made great strides in connecting with their peers, some in participating in common activities, honest communication with adults, confronting themselves, or making friends with water. The group was forged from a few random young people from different parts of the country into a community where it is worthwhile and good to be, where serious thoughts and deep feelings are shared and everyone can count on their peers and all the adults.



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Follow Up

1. Immediately after the camp, **we gave feedback on each young participant to the professionals working with them and the parents.** The purpose of this is primarily to highlight how much the young person has improved during the camp, so that their environment also knows that efforts and changes have taken place here and can welcome the young person accordingly. With this, we can also support the durability of behavior change.
2. A month later, **we collected feedback on the young participants' state** from the professional contacts.



3. Within 3 months, in October 2023, we organized a 2-day **camp reunion** for the participants. During the program, the group that formed a great team in the summer met again. During the two days, they were able to further deepen their knowledge on the subject of zero waste and their self-knowledge. We found that compared to our first meeting, their self-expression, conflict management, cooperation and problem-solving skills, and their self-esteem have improved a lot. These experiences have been confirmed by professionals who work directly with the youngsters and by parents.



4 Case Study regarding methodologies on behavioral changes



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Behavioral observations and attitude research are critical components of social and psychological studies, providing valuable insights into human behavior, attitudes, and the complex interplay between the two. In this camp we wanted to observe whether the environment and the workshops had an impact on the attitude of the participants. For that we applied behavioral observations with the help of all facilitators and educators and a survey to measure their attitude and its change over short and long term.

4.1 Methodology

4.1.1 Behavioral Observations

Behavioral observation involves systematically watching and recording individuals' actions, reactions, and interactions in various settings. This method allows us to gather data on observable behaviors without relying on self-reporting. By directly observing behavior, researchers can obtain a more objective and accurate understanding of how individuals respond to stimuli or navigate their environment.

Behavioral observations are particularly useful in studying social interactions, developmental patterns, and responses to specific stimuli. In clinical psychology, for instance, this method is employed to assess and diagnose behavioral disorders, providing a basis for tailored interventions. In educational settings, behavioral observations help educators to understand student engagement, learning styles, and social dynamics within the classroom.

Furthermore, behavioral observations are instrumental in organizational research, shedding light on workplace dynamics, leadership styles, and team interactions. We can use this data to identify patterns, make predictions, and inform strategies for improving organizational effectiveness.

4.1.2 Attitude Research

Attitudes represent individuals' evaluations, feelings, or predispositions toward objects, people, or ideas. Attitude research seeks to understand the formation, expression, and modification of these attitudes. Surveys, interviews, and behavioral observations are common methods employed in attitude research to explore the psychological and social factors influencing attitudes.



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Understanding attitudes is crucial across various disciplines. In marketing, for example, businesses seek to gauge consumer attitudes towards products and services to refine marketing strategies. In political science, researchers analyze public attitudes towards policies and candidates to predict voting behavior. Attitude research is also prominent in social psychology, exploring the impact of attitudes on behavior and vice versa.

Additionally, attitude research plays a significant role in health psychology, helping researchers comprehend individuals' attitudes towards health-related behaviors.

This knowledge is crucial for designing effective interventions and public health campaigns.

Combining behavioral observations with attitude research provides a comprehensive understanding of human behavior. Observing how individuals act in real-life situations, in conjunction with understanding their attitudes and beliefs, allows researchers to draw nuanced conclusions about the complexities of human psychology. This integrated approach contributes to advancements in fields ranging from psychology and sociology to marketing and public policy, enriching our understanding of what drives human actions and decisions.

4.2 Process

4.2.1 Survey for the youngsters

In our research endeavor, we undertook a comprehensive survey with participants, strategically blending open and closed-ended questions to gain profound insights into their attitudes towards nature, commitment to zero waste practices, and various lifestyle habits. The survey was designed as a holistic exploration of participants' eco-consciousness and its integration into their daily lives. Open-ended questions served as portals into the subjective realm, allowing participants to articulate their personal philosophies and emotional connections to nature. These qualitative responses offered a rich tapestry of individual perspectives, contributing depth and context to our understanding of environmental attitudes.

Simultaneously, closed-ended questions provided a structured framework for quantitative analysis, offering a systematic examination of participants' behaviors. This approach enabled us to probe into specific aspects such as sports engagement, dietary choices, and shopping preferences, generating data that could be objectively



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categorized and compared. The synergy between these question types aimed to capture the intricate interplay between personal beliefs and observable actions. By exploring the intersectionality of attitudes and habits, we sought to unravel the complex dynamics shaping participants' sustainable living



practices and how these manifest in the multifaceted landscape of their daily routines. This dual-method approach, balancing qualitative depth with quantitative precision, aimed to offer a nuanced and comprehensive understanding of the participants' holistic approach to sustainable living.

4.2.2 Observation of the facilitators

Our study involved a meticulous examination of the youngsters' behavior, with facilitators equipped with structured diaries to provide daily assessments. Using a scale from 1 to 5, facilitators rated the extent to which the youth exhibited various aspects of behavior. These aspects included the degree to which participants opened up within the group, their openness in interactions with adults, the quality of their connections with peers, their engagement with adult facilitators, their levels of helpfulness, and their attentiveness to others in the group.

The daily ratings provided a quantitative foundation for understanding the dynamics of the youth participants. Facilitators supplemented these ratings with insightful comments, documenting their daily experiences and reflecting on the workshops. These comments delved into the nuances of the observed behaviors, offering qualitative context to the numerical ratings. Facilitators noted instances of notable openness, collaborative efforts, and acts of helpfulness, contributing to a holistic understanding of the participants' social dynamics.

By combining quantitative ratings with qualitative commentary, our observational approach aimed to capture both the breadth and depth of the youngsters' behaviors.



This method not only allowed for the identification of trends and patterns but also facilitated a rich narrative that provided valuable insights into the daily experiences and interactions of the youth within the workshop environment.

4.3 Results

4.3.1 Insights from Qualitative Observations

It is important to note that we compared the young people and their abilities based on their individual characters and what they could achieve in the five days, not compared to each other. Therefore, our results will be analyzed here not as an average but in a general sense, mentioning individual cases. Overall, the perceptions of the mentors were quite similar. Hence, we took the average of the mentors' ratings to ensure the objectivity of the observation.

Following discussions and summarizing meetings, we can conclude that the highest level of development we reached was in categories such as how group members opened up within the group and in front of the mentors. Even young participants dealing with depression, initially reserved, became more courageous within the group by the end of the week, expressing their voices and personalities.

Observations also revealed that the youths built not only group connections but also individual emotional bonds. While some joined with friends or siblings, all left the group with new friends. Over time, they developed the confidence to communicate with mentors, sharing emotional struggles or painful past experiences.

It indicated changes in the behavior of all participants. They learned to open up to group members and adults, experiencing what it's like to behave as teenagers.

4.3.2 Insights from the surveys

The camp has transformed the youngsters' perspectives in several key aspects. Firstly, by the end of the camp, the young people had undergone a notable shift in their mindset, placing less emphasis on human needs over those of other living beings. This change reflects a growing awareness and consideration for the importance of all forms of life on the planet.



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Secondly, there was a perceptible alteration in their view regarding the Earth's role in meeting human needs. The young people were less inclined to perceive the planet as merely a provider for human necessities. This shift suggests a broader understanding of the interconnectedness of ecosystems and a realization that the Earth serves a more complex and symbiotic role beyond catering solely to human requirements.

One significant change that emerged from the survey results is the increased confidence among the young people in their ability to protect the environment. This heightened self-assurance signifies a positive outcome of the camp, indicating that the experiential learning and activities fostered a sense of empowerment and responsibility among the participants.

Furthermore, the participants reported a heightened awareness of their impact on the environment, illustrating a more profound connection between their actions and the ecological consequences. Surprisingly, the survey revealed that post-camp, the youngsters were more inclined to believe that the environment is important to people. This unexpected result may be attributed to the immersive nature of the camp experience, where they spent ten days in an environment surrounded by like-minded individuals, potentially leading to subconscious generalizations.

Additionally, an important aspect revealed by the survey was the evolution in the responses of young individuals who, at the beginning of the camp, asserted their knowledge about environmental protection. Initially, when asked open-ended questions about what they would do for the environment, even those confidently claiming to know how to protect it provided somewhat vague or general answers. Responses included generic statements like "I would protect it," "I would pick up trash," or "I would go on strike," without specifying concrete actions.

However, by the end of the camp, there was a noticeable transformation in their responses to the same question. The initially abstract commitments turned into more concrete and actionable plans. A significant number of participants detailed their intentions to engage in selective waste collection, promote recycling practices, and actively inform their friends and acquaintances about environmental issues. This shift towards more specific and practical actions indicated that the camp had equipped the young participants with tangible tools to make a difference in the environment and take steps towards its protection.



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In summary, the camp not only influenced a change in attitude but also provided concrete means for young individuals to act on their environmental commitment. The shift from vague assertions to specific, actionable plans underscores the effectiveness of the camp in empowering participants with the knowledge and tools to actively contribute to environmental conservation.

In essence, the camp succeeded in instilling a deeper appreciation for the interconnectedness of life, a shift in perceptions regarding the Earth's role, increased confidence in environmental stewardship, and a heightened awareness of personal impact on the environment.

Summarizing the effects of the camp:

- ❖ **Shift in Priorities:** The camp successfully influenced the young people to prioritize the needs of all living beings over exclusive human concerns, fostering a more holistic and compassionate perspective.
- ❖ **Complex Role of the Earth:** Participants developed a more nuanced understanding of the Earth's role, moving away from a simplistic view of it solely serving human needs to recognizing its intricate role in supporting diverse ecosystems.
- ❖ **Increased Environmental Confidence:** A positive outcome of the camp was the enhanced confidence among young people in their ability to contribute to environmental protection, highlighting the empowerment gained through experiential learning.
- ❖ **Heightened Environmental Awareness:** The survey indicated a heightened awareness of personal actions impacting the environment, showcasing a deeper connection between individual behaviors and ecological consequences.
- ❖ **Surprising Perception of Environmental Importance:** Contrary to expectations, post-camp, the young people expressed a belief that the environment is more important to people. This unexpected result may be attributed to the immersive and like-minded camp environment.
- ❖ **Developing more concrete strategies for environmental care:** In conclusion, the camp effectively instilled a more comprehensive understanding of the interconnectedness of life, fostering confidence in environmental stewardship, and nurturing a heightened awareness of personal responsibility for environmental impact.



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4.3.3 Long-term Effects of the Camp

In October, we organized a reunion for the youths and mentors in Budapest. Spending 2 days together (one night), we engaged in team-building activities. Initially shy again, as two months can feel like an eternity in adolescence, they gradually opened up and interacted well with each other and us. We also evaluated the camp together, receiving positive feedback from the youths.

According to the gathered qualitative data from observations and the open questions in the survey administered during the reunion, it was evident that a considerable number of children are actively engaged in community cleanliness. Many of them shared that they take the initiative to pick up litter from the streets, demonstrating a commendable commitment to maintaining a clean environment.

Moreover, these responsible individuals go beyond their own actions and extend their influence to their close friends. They take it upon themselves to counsel and remind their friends in the vicinity to refrain from littering. This indicates not only a personal dedication to cleanliness but also a desire to promote and instill responsible behavior within their immediate social circles.

The collective efforts of these children showcase a positive and proactive approach to environmental stewardship, fostering a sense of community responsibility that goes beyond individual actions.

After a two-month period, the young people primarily retained the understanding that waste should be collected selectively, recycled, and, most importantly, they should encourage their acquaintances not to litter. According to the survey, the most significant change in their attitude occurred three months after the camp. At that point, their willingness to sacrifice some of their comfort for the sake of the environment slightly decreased compared to the end of the camp.

On average, since the end of the camp, they expressed that people seem to value the natural world less, and there is a general lack of awareness regarding the role of the environment. Post-camp, they feel more connected to the impact of the environment on themselves, but paradoxically, they feel less capable of influencing the environment compared to the end of the camp.

Furthermore, there is a noticeable decrease in their long-term confidence regarding their understanding of the natural cycle. It appears that, over time, they have become less self-assured about their knowledge of the intricacies of the natural world. These



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insights highlight the dynamic nature of environmental attitudes and the importance of ongoing education and reinforcement to sustain positive behaviors.

Summarizing the results of the survey regarding the long term effects:

- ❖ **Selective Waste Collection Awareness:** The youngsters retained the importance of selectively collecting waste and recycling it, emphasizing the need to promote environmentally friendly practices.
- ❖ **Influence on Peers:** They learned to influence their peers by discouraging littering, showcasing a positive impact on their immediate social circles.
- ❖ **Shifts in Environmental Attitudes:** Over three months post-camp, there was a slight decrease in their willingness to prioritize environmental concerns over personal comfort.
- ❖ **Perceived Decrease in Environmental Awareness:** The survey indicated that, on average, the participants felt that people in general value the natural world less and lack awareness of the environment's role. It can be explained by the focus shift in their interest, which was resulted by the information and impulses they got in the camp.
- ❖ **Increased Personal Connection to the Environment:** Post-camp, the children reported feeling more connected to the environment's impact on them.
- ❖ **Perceived Decrease in Personal Influence:** Despite feeling more connected, they expressed a diminished sense of personal influence on the environment compared to the end of the camp.
- ❖ **Confidence in Understanding Nature:** Over time, there was a noticeable decrease in their long-term confidence regarding their understanding of the natural cycle, indicating the need for sustained environmental education.

At the end of the meeting, participants had to give feedback to each other, revealing profound connections that remain relevant. Many youths expressed gratitude to their mentors. In general, all participants considered the camp a significant experience, expanding their perspectives, possibilities, and worldview, not necessarily preparing them for web development work.

In summary, in just 10 days, we witnessed some changes—some immediately visible, others apparent after a month or two, and some requiring further work. The survey revealed a complex interplay of environmental attitudes, personal connections, and perceived influence, emphasizing the importance of ongoing environmental education and reinforcement to maintain positive behaviors and attitudes.



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5 Conclusion

In general, it can be said that the 5R4Future summer camp was a full success. The diverse feedback from the young participants, teachers, trainers and educators as well as parents reflects this aspect.

Through the interaction of various disciplines, it was possible to achieve visible effects in a short space of time with the primary target group, socially

disadvantaged young people between the ages of 13 and 17. An important lesson to be learned is that a solid educational framework and team-building measures form the basis on which content packages such as zero waste, getting to know one's own environment and ecological diversity can be developed with the young target group. Finally, a case study regarding methodologies and behavioral changes ensures that it is evaluated which of the targeted behavioral changes occurred, which did not and why.

The natural surroundings around Lake Balaton were ideally chosen so that the young participants could come into close contact with nature. The high density of outdoor activities underlined this component. For a future camp, an even closer integration of the individual disciplines could be sought so that the camp program becomes even more coherent.



6 Attachment: 5R4F Zero Waste Camp Program



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NAP	IDŐPONT	PROGRAMELEM
7/28/2023 érkezés ismerkedés	13:00-16:00	Utazás: indulás Budapest Déli pályaudvarról Találkozó: 13 órakor a metró bejárattal szemben, vonatút 13:45-15:30 érkezés a szállásra 16 órakor
	16:00-16:30	Kipakolás, szállás átvétele
	16:30-18:00	Tábor menete, programok, stb. Ismerkedés EE Mi az a zero waste?
	18:10	Vacsora
	19:00	Esti fürdőzés/befőttes üveg
	22:00	Lámpaoltás
	22:10-22:45	Esti stáb
	22:45-02:00	Éjjeli ügyelet



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7/29/2023 zero waste bevezető	7:00	Reggeli felelősök ébrednek, 2 gyerek bevásárol 1 felnőttel, 1 gyerek terít és előkészül mindhárman
	7:30	Ébresztő, rendrakás
	08:00	Reggeli testmozgás
	08:30	Reggeli
	9:10-9:20	Reggeli felnőtt stáb
	9:30-12:30	I. programblokk Napindtó körrel kezdődik Itt formálisan üdvözljük azokat a felnőtteket, akik aznap érkeztek hozzánk. Elmondjuk, milyen szerepben, meddig maradnak. A blokkban lehet szünet, fürdés. EE: Ismerkedés, bizalmi légkör teremtése
	13:00-14:30	Ebéd



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	14:30-17:30	II. programblokk: EE: Ismerkedés, bizalomi légkör teremtése Végén napzáró kör. Itt formálisan elköszönnek azoka a felnőttek, akik indulnak haza. Befőttés üvegbe napi emlék.
	18:00-19:00	Vacsora
	19:10-20:30	Zero waste impro foglalkozás
	20:30-21:30	Éjjeli part(i): fürdés, ping-pong, beszélgetés, kártyázás, stb.
	22:00	Lámpaoltás
	22:10-22:45	Esti stáb
	22:45-02:00	Éjjeli ügyelet
7/30/2023 Vízi világ	07:00	Reggeli felelősök, bolt, terítés
	07:30	Ébresztő, rendrakás



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08:00	Reggeli testmozgás
08:30	Reggeli
09:10-09:20	Reggeli stáb
9:30-12:30	I. programblokk: zero waste impro gyerekeknek
13:00-14:30	Ebéd
14:30-17:30	II. programblokk: zero waste (impro) vízben élő állatok + körforgás, víz szerepe
15:00-15:45, 16:00-16:45	Szupervízió a felnőtt stábnak
18:00-19:00	Vacsora
Este	Esti fürdőzés, ping-pong, kártya, beszélgetés
22:00	Lámpaoltás



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	22:10-22:45	Esti stáb
	22:45-02:00	Éjjeli ügyelet
7/31/2023 szárazföldi világ	07:00	Reggeli felelősök ébrednek, bevásárolnak, elkészítik a reggelit...
	07:30	Ébresztő, rendrakás
	08:00	Reggeli testmozgás
	8:30	Reggeli
	9:10-9:20	Reggeli stáb
	9:30-10:30	Napindító kör:
	10:30-16:00	Erdőpedagógia: zero waste Napzárás: állatok párhuzam
	16:00-18:00	Fürdés otthon
	18:00	Vacsora



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	19:00-től	Társasjáték party: EE Körvonal
	22:00	Lámpaoltás
	22:10-22:45	Esti stáb
	22:45-02:00	Éjjeli ügyelet
8/1/2023 szárazföldi növény	07:00	Reggeli felelősök, bolt, terítés
	7:30	Ébresztő, rendrakás
	8:00	Reggeli testmozgás
	8:30	Reggeli
	9:10-9:20	Reggeli stáb
	9:30-12:30	I. programblokk: EE Együttműködés erősítése
	13:00-14:30	Ebéd



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	14:30-17:30	II. programblokk: zero waste pici aroma, kicsi gyógynövény, teakészítés, könyvjelző/képeslap készítés Napzárás: meditáció, hangtál
	15:00-15:45, 16:00-16:45	Szupervízió a felnőtt stábnak
	18:00-19:00	Vacsora
	19:00	Gyökereztetés, ültetés és/vagy esti fürdés
	22:00	Lámpaoltás
	22:10-22:45	Esti stáb
	22:45-02:00	Éjjeli ügyelet
8/2/2023 megoldások elkerülések	7:00	Reggeli felelősök ébrednek, bevásárolnak, elkészítik a reggelit...
	7:30	Ébresztő, rendrakás



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8:00	Reggeli testmozgás
8:30	Reggeli
9:10-9:20	Reggeli stáb
9:30-12:30	I. programblokk:EE, Batikolás közösen
13:00-14:30	Ebéd
14:30-17:30	II. programblokk: gömbkilátó (közlekedés, energia, műanyagon túl, szemét szedés) Zero Waste
15:00-15:45, 16:00-16:45	Szupervízió a felnőtt stábnak
18:00	Vacsora
Este	Este a faluban Sétahajózás
22:00	Lámpaoltás



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	22:10-22:45	Esti stáb
	22:45-02:00	Éjjeli ügyelet
8/3/2023 étkezés vásárlás	7:00	Reggeli felelősök, bolt, terítés
	7:30	Ébresztő, rendrakás
	08:00	Reggeli testmozgás
	08:30	Reggeli
	9:30-12:30	EE: Délelőtti piknik(kapcsolódás felnőttekhez): beszélgetés, kártyázás, tollasozás, fürdés
	13:00-14:00	Ebéd
	Délután	II. programblokk: Közös vacsora főzés zero waste alapon.
	15:00-15:45,16:00-16:45	Szupervízió a felnőtt stábnak



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		Vacsora
	Este	esti fürdés/karkötő csomózás
	22:00	Lámpaoltás
	22:10-22:45	Esti stáb
	22:45-02:00	Éjjeli ügyelet
8/4/2023 kulcsíny zero waste módra	07:00	Reggeli felelősök, bolt, terítés
	07:30	Ébresztő, rendrakás
	08:00	Reggeli testmozgás
	08:30	Reggeli
	9:10-9:20	Reggeli stáb
	9:30-12:30	I. programblokk: EE (szelfi)
	13:00-14:30	Ebéd



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	14:30- 17:30	Ékszer készítés Daphneval
	15:00-15:45, 16:00-16:45	Szupervízió a felnőtt stábnak
	18:00	Vacsora
	Este	Bátorság futás
	22:00	Lámpaoltás
	22:10-22:45	Esti stáb
	22:45-02:00	Éjjeli ügyelet
8/5/2023	07:00	Reggeli felelősök, bolt, terítés
összefoglalás, zárás	07:30	Ébresztő, rendrakás
	08:00	Reggeli testmozgás
	08:30	Reggeli
	9:10-9:20	Reggeli stáb



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	9:30-12:30	I. programblokk: Kis csoportos előadás készítése a tábori élményekről
	13:00-14:30	Ebéd
	14:30-17:30	II. programblokk EE táborzárás: lezárás, elengedés (ejtőernyőzés)
	18:00	Vacsora
	Este	Kis csoportos előadások, ováció
		Tábori buli: búcsú buli (közös tánc)
	00:00	Lámpaoltás
	00:00- 02:00	Ügyelet
8/6/2023 utazás	07:00	Reggeli felelősök, bolt, terítés
	07:30	Ébresztő, rendrakás, pakolás



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	08:00	Reggeli testmozgás
	08:30	Reggeli
	9:10-9:20	Reggeli stáb
	9:30-10:00	Pakolás
	10:00-11:00	Elköszönés
	11:00-14:00	Utazás Budapestre
	Délután	Mindenki utazik haza Budapestről
Egyeztetett időpontban		Online tábor értékelő beszélgetés



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