



Green Agritainment: VET strategies for Edutainment in European Agritourism

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STANDOUTEDU

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Table of **CONTENTS**

01

Introduction

Page 1

02

Exercises for teaching educational skills about the green transition

Page 2

03

Exercises for teaching comedian-inspired speech methods

Page 41

04

Exercises for creating green-transition inspired group games

Page 94

05

Exercises for teaching how to create agritainment activities for people with disabilities

Page 135

Table of **CONTENTS**

06

Exercises for performing education about green hospitality through the use of edutainment

Page 177

07

Exercises for performing edutainment activities in agritourism sectors concerning environmental and cultural sustainability

Page 212

08

Epilogue

Page 248

09

Annexes

Page 249

1. Introduction

The following sequence of activities is developed within the frame of the Erasmus+ KA220-VET project "Green Agritainment: VET Strategies for Edutainment in European Agritourism". The objective of the project is to equip VET learners and practitioners of the agritourism and agri-food sectors with the needed competencies and tools to incorporate sustainability and educational entertainment— "agrainment" — in their business.

The tasks that fall within this category— "Exercises for teaching educational skills related to the green transition for children, including mini-games and green practices in the agritourism sector"— all contribute to the overall aim of the project of raising green competence acquisition through innovative, experiential, and interactive learning. The exercises target VET learners and trainers via the provision of concrete, flexible methodologies to increase awareness, environmental stewardship, and climate-responsible behavior among young visitors to agritourism destinations.



Supporting WP2's deliverables (Handbook of Agritainment) and WP3's (Digital Course), these best practices are suggested to be tested, optimized, and disseminated as inspirational examples throughout the European Union. The measures can be adaptable in different learning and farm environments and are aligned with the EU Green Deal objectives and the SDGs, offering scalability for a more sustainable, nature-conscious Europe.

2. Exercises for teaching educational skills about the green transition

This chapter includes a collection of 20 guided training exercises to help VET trainers provide capacity-building training for agritourism employees. The exercises are designed to facilitate VET trainers in making their trainees sensitive about creating short, efficient learning activities for farm children to inform awareness toward sustainability and establishing a tighter connection between tourists and countryside life.



The focus of the chapter is to give VET trainers immediately applicable techniques that demonstrate how edutainment can be used as an environmental education resource and as a value-added service in agritourism. Each activity familiarizes staff with a specific kind of activity they can use— e.g., food discovery games, sensory exercises, storytelling materials, or seasonal nature activities— intended for the everyday context of a farm.

The chapter obeys the GreenComp model of sustainability skills and advocates for the development of skills such as progressing nature, systems thinking, adaptability, and joint action. Through the execution of such exercises, VET trainers empower agritourism workers to increase their self-confidence and ability to make a positive contribution towards the green transformation by providing their services

Exercise 1: Designing a Sensory Discovery Corner with Seasonal Farm Products

Learning Outcomes

To support the capacity to design a self-guided, sensory-based corner that introduces children to local and seasonal farm products through touch, smell, and visual prompts.

Target age group: 4–8 years

Requirements:

- Flipchart or poster for visual introduction
- Printed ingredient cards with photographs and names of seasonal farm products
- Template labels (e.g., "Smell This", "Touch and Guess")
- Actual farm items (optional): herbs, fruit, bread, etc.
- Printed planning kit (blank cards, signs, layout sketch sheet)

Annex 1: Worksheet template

Step	Instructions	Time	Resources Needed
1	The VET trainer introduces the idea of a Discovery Corner—a multi-sensory display space that encourages children to interact with local food items using their senses. The trainer explains that this activity supports environmental education by focusing on what grows when, and how food feels, smells, and looks. The trainer emphasizes that this setup can be a permanent or mobile station that sparks curiosity and learning without needing constant staff presence.	10 min	Flipchart or visual aids
2	The trainer demonstrates a sample corner using printed ingredient cards and sensory prompts. Each card shows a food item (e.g., orange, thyme, bread), and prompt signs encourage sensory engagement. The trainer explains how to pair each visual with real items (optional), and models how signs like “Guess What This Is” or “Can You Smell It?” help children explore independently.	15 min	Ingredient cards, prompt signs, real food samples

Exercise 1: Designing a Sensory Discovery Corner with Seasonal Farm Products

3	Small groups receive a printed planning kit and work together to design a Discovery Corner adapted to their own farm. They select 3–5 seasonal items, sketch their layout, and decide where and how to place signs and ingredients. Trainers guide them in considering: location, age suitability, and seasonality.	25 min	Blank cards, sign templates, layout sketch sheets
4	Each participant completes a worksheet outlining how they would implement the Discovery Corner at their site. They note seasonal item choices, sign ideas, target age group, and a location plan. The trainer provides feedback to ensure the design is realistic and replicable.	10 min	Worksheet (Annex 1)

Evaluation methodology:

Each participant reflects on how the activity stimulates the senses and brings joy (positive emotions), teaches about seasonality and food literacy (education), leverages local materials to foster sustainability (sustainability), and enhances the quality of the visitor experience (valorization). They complete a feasible action plan for implementing the corner at their farm.

Exercise 2: Design a Farm-to-Table Matching Game

Learning Outcomes

To develop the capacity to design and implement a fun matching game that teaches children in the age group of 6–9 the relationship between raw farm products and familiar food items.

Target age group: 6–9 years

Requirements:

- Sample card set: ingredient cards + matching product cards
- Printed card
- Glue sticks, scissors, markers
- Annex 2: Planning worksheet

Step	Instructions	Time	Resources Needed
1	The trainer explains the concept of Farm-to-Table Match Game, in which children learn more as they play and are exposed to farm products. They learn where common foods come from by linking raw materials (wheat, olives, grapes) with end products (bread, olive oil, juice).	10 min	Flipchart with food chain examples
2	The trainer illustrates how to play the game using a sample set of matching cards: ingredient cards on one side and product cards on the other. Children are invited to match and explain why. The instructor illustrates short child-friendly questions like: "What is this made of?" and "Which food grows on trees?"	10 min	Sample printed cards (ingredient/product pairs)
3	All the participants are provided with a printed template of a card and create their own matching game with products of their own farm. They draw or paste pictures of 4–6 local ingredients and what products they make from them. Cards are kept simple and kid-friendly.	25 min	Card templates (Annex 2) scissors, glue, markers

Exercise 2: Design a Farm-to-Table Matching Game

4	Participants complete the planning worksheet, identifying when and where they will use the game on their farm, and reflect on how it engages children. The trainer checks that each plan fits local context and time constraints.	15 min	Planning worksheet (Annex 2)
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Evaluation methodology:

Each participant explains how the game arouses curiosity (positive emotions), presents food origins (learning), motivates appreciation for local crops (sustainability), and values the farm tour (valorization). A plan for utilizing the game on their crops and visitors is outlined.

Exercise 3: Creating a Herb-Scent Trail

Learning Outcomes

to support the capacity to plan and deliver a sensory learning trail which presents children in the 5–9 age group with known farm herbs using scent, touch, and observation to increase environmental awareness and plant identification.

Target age group: 5–9 years

Requirements:

- Flipchart or poster with herb examples
- Herb samples (fresh cuttings or potted plants: e.g., mint, oregano, thyme)
- Printed name/image cards for identification
- Prompt signs (e.g., “Smell Me!”, “Guess the Herb!”, “Which one grows wild?”)
- Printed card templates for planning (Annex 3)
- Sketch paper and pens

Step	Instructions	Time	Resources Needed
1	Trainer introduces the idea of a Herb-Scent Trail, where children visit herbs on the farm through the sense of smell, touch, and visual hints. It's given as a simple but effective method of raising plant awareness and respect for the environment. The trainer explains how a trail with just 3 herbs can be effective for visitors.	10 min	Flipchart, printed visual examples
2	The trainer demonstrates a mini-trail using 2–3 herb pots or cuttings. Each is paired with an identification card (name + image) and a fun prompt sign (e.g., “Sniff me,” “Touch and Guess”). The trainer models how to engage children: “Which smells stronger?”, “Where have you seen this before?”, “Can we eat it?”	15 min	Real herbs (or visual substitutes), printed cards, sample prompts

Exercise 3: Creating a Herb-Scent Trail

3	Participants select herbs that are relevant to their farm. They complete a planning sheet upon which they list the herbs, add an interesting fact about each, and sketch where the trail could go (e.g., down a walkway, along a garden). The trainer provides information on the ethical and safe use of plants.	20 min	Printed card templates (Annex 3), paper, pens/markers
4	Participants present their herb trail ideas to the group briefly. The trainer provides guidance on signage suitable to varying ages and on placement safety.	10 min	Drafts and sketches

Evaluation methodology:

Each participant explains how the game arouses curiosity (positive emotions), presents food origins (learning), motivates appreciation for local crops (sustainability), and values the farm tour (valorization). A plan for utilizing the game on their crops and visitors is outlined.

Exercise 4: Little Agripreneurs – Create a Mini Farm Stand Simulation

Learning Outcomes

To support the capacity to design and facilitate a role-playing activity that introduces children aged 6- 10 years old to local entrepreneurship, food production, and tourism through a simulated farm stand experience.

Target age group: 6 - 10 years

Requirements:

- Sample play money or tokens
- Reusable product labels
- Toy or real mini farm products (e.g., herbs, eggs, mini jars, bread rolls, fruit)
- Cardboard boxes/crates for market stall setup
- Price tags and branding cards
- Printable shopping bags or recycled bags
- Annex 4: Mini-Market Toolkit & Planning Guide

Step	Instructions	Time	Resources Needed
1	The trainer explains the concept of a farm stand as part of agritourism—how farms often sell homemade products to visitors. This introduces the idea of children role-playing as local producers, enhancing understanding of local food economy and tourism.	10 min	Flipchart, visual examples
2	The trainer sets up a sample stall and models how children can pretend to be farmers selling their products. Roles include “seller,” “buyer,” and “shop assistant.” Trainers demonstrate how to use props like tokens, bags, and signs to make it realistic and fun.	15 min	Props (e.g., labeled items, coins, fake money), signs, stall boxes

Exercise 4: Little Agripreneurs – Create a Mini Farm Stand Simulation

3	Participants work in small groups to design their own farm stand game setup, choosing what to “sell,” how to price it, and how to involve children in setting up, buying, and selling. They reflect on how to explain sustainability, pricing, and local branding.	20 min	Paper, pens
4	Trainer hands out a mini-market simulation kit with printable item cards, price tags, blank logos, and game instructions. Participants are encouraged to adapt it to their own product offerings (e.g., olive oil, honey, lavender soap).	5 min	Annex 4 printables

Evaluation methodology:

Each participant identifies how this simulation promotes economic literacy in children (education), connects farm identity to tourist experience (valorization), fosters creativity and confidence (positive emotions), and emphasizes sustainability in local production and purchasing (sustainability). They create a short action plan to implement or pilot the simulation during family visits or school tours.

Exercise 5: Agritourism Detective – The Farm Sorting

Learning Outcomes

To support the capacity to guide children in critically thinking about waste and materials by identifying which items belong in the visitor zones (e.g., guest rooms, picnic area) vs. production zones (e.g., animal barn, fields), while reinforcing sustainability.

Target age group: 5–9 years

Requirements:

- Flipchart or visual board: “Tourist Zone” vs. “Farm Zone”
- Real or replica props: e.g., towel, olive branch, snack wrapper, hay, reusable water bottle, plastic spoon
- Detective badges or hats (optional for role play)
- Annex 5: Agritourism Sorting Labels & Planning Sheet

Step	Instructions	Time	Resources Needed
1	The trainer introduces the challenge: children are now “Eco-Detectives” tasked with sorting items found around a tourist farm. Some belong to the guest areas, others to farm operations. Kids will help make the site cleaner and greener.	10 min	Flipchart
2	The trainer presents a “mystery basket” with mixed objects. Children (or participants) help place each item under either “Tourist Zone” or “Farm Zone” — sparking dialogue: “Where would a guest find this?” “Does this help the farm or the visitor?” “Can we reuse it?”	15 min	Basket of mixed props, zone signs

Exercise 5: Agritourism Detective – The Farm Sorting

3	Participants choose 6–8 items that are realistic for their farm. They plan how they’d introduce the role play and how to connect it to the tourist experience — e.g., “Why is waste sorting important in the farm café or B&B?”.	20 min	Planning worksheet (Annex 5), paper, pens
4	Optional: Each participant creates a mini-story or scenario (e.g., “A messy picnic!” or “Mystery in the Olive Grove”) to make the game more immersive	5 min	Paper, markers

Evaluation methodology:

Each participant states how Agritourism Detective game provokes curiosity and critical thinking through role-play (positive emotions), teaches about sorting of materials and zones (education), raises awareness of sustainable practices in tourist and farm settings (sustainability), and enhances farm tourism's learning experience by relating sorting to real guest experiences (valorization). They provide a plan for zone structure, object selection, and child engagement in delivery.

Exercise 6: “Sun Power Relay” – A Movement-Based

Learning Outcomes

to enable the capacity to teach energy flow and sustainability concepts through movement-based group games introduced in the context of an agritourism facility.

Target age group: 6–10 years

Requirements:

- Flipchart with energy flow diagram (Sun → Plant → etc.)
- Printed Energy Role Cards
- Soft ball or similar object to use as energy
- Planning worksheet
- Annex 7: Role cards and reflection questions

Step	Instructions	Time	Resources Needed
1	The trainer introduces the activity's core concept: solar energy as the driver of life and sustainability. Using a flipchart, the trainer presents a simple energy chain (e.g., Sun → Plant → Animal → Human → Solar Panel), emphasizing how this flow connects natural and technological systems. The trainer explains how children can grasp these abstract ideas through movement and play, especially during outdoor visits.	10 min	Flipchart or simple diagram
2	The trainer invites five volunteers to participate in a role-play relay. Each receives a printed Energy Role Card (e.g., Sun, Plant, Animal, Human, Solar Panel) and stands in line to pass an energy object (like a soft ball). Each player acts out their role: the Sun shines (hands up), the Plant grows (stretch upward), the Animal chews, the Human cooks or farms, and the Solar Panel absorbs energy. This visualization supports understanding of energy flow in an active, memorable way.	15 min	Printed cards, ball, markers, path

Exercise 6: “Sun Power Relay” – A Movement-Based

3	Each participant chooses 3–5 roles that are relevant to their own agritourism setting. For example, if there are no animals, they might skip that role. They sketch a quick setup of their planned activity space and draft a simple child-friendly script explaining energy movement. This personalization ensures the activity can be easily implemented on-site.	20 min	Planning sheet, pens
4	To support future implementation, the trainer hands out reusable materials, including role cards and child reflection questions. These tools help reinforce key sustainability concepts and provide ready-to-use content for education visits.	5 min	Annex 6 tools

Evaluation methodology:

Each participant states how Agritourism Detective game provokes curiosity and critical thinking through role-play (positive emotions), teaches about sorting of materials and zones (education), raises awareness of sustainable practices in tourist and farm settings (sustainability), and enhances farm tourism's learning experience by relating sorting to real guest experiences (valorization). They provide a plan for zone structure, object selection, and child engagement in delivery.

Exercise 7: Nature Bingo Walk

Learning Outcomes

to enable child-led exploration of biodiversity through observation-based bingo activities tailored to the natural features of the agritourism site.

Requirements:

- Flipchart
- Outdoor walkable space (e.g., herb path, orchard row)
- Annex 8: Bingo cards and instruction guide

Step	Instructions	Time	Resources Needed
1	Trainer introduces the Nature Bingo concept and its alignment with sustainability and rural identity education. The trainer explains how simple outdoor games can be powerful tools to build children's environmental literacy. A sample Nature Bingo Card is presented, showing common rural items such as bees, watering cans, olive trees, or compost bins. The trainer emphasizes how the game promotes observation skills, curiosity, and appreciation for nature.	20 min	Flipchart
2	Agritourism workers select a walkable area at their facility (e.g., vineyard, herb trail, orchard path) and design their own bingo walk. Each participant then drafts a short plan describing how the activity will be introduced and delivered during a child's visit.	20 min	Planning sheet, pen

Exercise 7: Nature Bingo Walk

3	Agritourism workers select a walkable area at their facility (e.g., vineyard, herb trail, orchard path) and design their own bingo walk. Each participant then drafts a short plan describing how the activity will be introduced and delivered during a child's visit.	20 min	Planning sheet, pen
4	Trainer distributes pre-designed bingo cards and laminated versions (optional) with a simple instruction guide for future use. These cards are reusable and easy to adapt for different age groups and seasons.	5 min	Annex 7 materials

Evaluation methodology:

All participants explain how the game enhances attention and enjoyment (good feelings), triggers knowledge of biodiversity (learning), offers natural cycles (sustainability), and awakens new areas of the territory (valorization). They outline a walk plan with their farm.

Exercise 8: “Eco-Instruments” – Creating Music with Reused Natural & Farm Materials

Learning Outcomes

to enable the development of creative reuse and environmental responsibility through music-making activities using natural and recycled farm materials.

Requirements:

- Flipchart for introduction of reuse and creativity
- Sample eco-instruments: shaker, drum, wind chime
- Collection of natural/reused materials (e.g., sticks, seeds, cans, piece of cloth)
- Annex 9: Eco-Instrument Inspiration Sheet

Step	Instructions	Time	Resources Needed
1	The trainer introduces the concept of creative reuse as a sustainability skill and explains how children can explore environmental responsibility and sound through making musical instruments from reused or natural farm materials. Examples include bottle shakers, stick chimes, or can drums. The trainer emphasizes the value of combining creativity with nature awareness and recycling.	20 min	Flipchart, example instruments
2	The trainer presents 1–2 simple eco-instruments and demonstrates how to build them. They explain how to ensure materials are safe, easy to use, and engaging for children. Ideas include filling a plastic bottle with seeds to make a shaker or stretching fabric over a tin to create a drum. The trainer also shows how to explain these to children using simple language and movement.	20 min	Materials from the list

Exercise 8: “Eco-Instruments” – Creating Music with Reused Natural & Farm Materials

3	The trainer distributes the ready-to-use Eco-Instrument Inspiration Sheet (Annex 9) that includes basic instructions for replicating the instruments during children’s visits.	5 min	Annex 8
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Evaluation methodology:

Participants illustrate how music-making enhances participation (positive feelings), finds sound and materials (learning), fosters creative reuse (sustainability), and infuses farm learning with originality (valorization). They determine what instruments to employ.

Exercise 9: Water Watchers – Tourist Edition

Learning Outcomes

To enable agritourism workers to design and facilitate a fun, child-led eco-tour that highlights water-saving practices in tourist areas of the farm, fostering both education and entertainment for visiting children.

Requirements:

- Flipchart and sample site map showing water-saving areas
- Printable Water Tour Cards with kid-friendly prompts
- Planning worksheet for activity setup

Step	Instructions	Time	Resources Needed
1	VET trainer introduces the idea of creating child-led water tours in guest spaces. Trainees brainstorm where tourists interact with water systems on their farm (e.g., B&Bs, gardens).	10 min	Flipchart
2	Trainer models a tour using the Guest Water Walk Cards, playing the role of a child. Agritourism workers experience what the activity feels like from a child's perspective (fun, curious, hands-on).	10 min	Annex 9 cards, water-saving props
3	Small groups of trainees select tourist zones from their own farms and design a mini water-walk for children (2–3 stops). They script fun prompts like “What does this barrel collect?” or “Why mulch here?”.	15 min	Planning sheet (Annex 9)

Exercise 9: Water Watchers – Tourist Edition

4	VET trainer distributes reusable resources and gives feedback. Participants finalize their plan to use the walk with real child visitors during tours, workshops, or family days.	5 min	Printable cards and sheets
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Evaluation methodology:

: Each participant explains how the Guest Water Walk creates interest and pride in children (positive emotions), enables primary-level environmental education (education), promotes sensitivity towards sustainable tourism infrastructure (sustainability), and creates value added for farm guests (valorization). They share a proposal of how they would organize the child-led tour in their specific agritourism setting.

Exercise 10: Compost Champions – Farm Café Edition

Learning Outcomes

To prepare agritourism workers to design an engaging simulation where children act as “Compost Heroes” in a farm café or picnic area, learning how to sort organic waste from tourist meals while having fun.

Requirements:

- Visual aid or prop representing a “Farm Café” or picnic zone (table setup, tray, pretend food wrappers)
- Annex 10: Compost Sorting Cards & Setup Planning Sheet

Step	Instructions	Time	Resources Needed
1	Trainer introduces the idea of a waste-sorting challenge set in a tourist eating area. Participants imagine a scenario where children must clean up after a picnic or meal.	10 min	Example tray, food props
2	Trainer simulates the child activity by dumping a “messy tray” of mixed waste and letting participants sort into bins while role-playing.	10 min	Bins, props, labels
3	Agritourism workers design their own scenario using typical food items sold or served to tourists. They script simple questions for children (e.g., “Where should the banana peel go?”).	15 min	Planning sheet (Annex 10)
4	Optional: Add a story element (“The Compost Dragon only eats clean food waste!”) or give children capes to become Compost Heroes.	5 min	Role props, cards

Exercise 10: Compost Champions – Farm Café Edition

Evaluation methodology:

Each of the participants describes how the game of sorting involves responsibility and fun among children (positive feelings), educates them in material sorting and composting (education), encourages sustainable tourism waste habits (sustainability), and involves interactive significance to the eco-tourism offer of the farm (valorisation). They provide a draft of the composting game arrangement and an example list of foodstuffs.

Exercise 11: “Seed to Snack” – Tracing Food Origins with Children

Learning Outcomes

to enable the capacity to map and communicate the process of food production by guiding children on a journey from seed to edible product through farm-based case studies.

Requirements:

- Food pathway visual diagram or flipchart
- Real item or cards (e.g., final snack, plant, seeds)
- Printed Seed-to-Snack Journey Cards
- Planning worksheet
- Annex 11: Journey template and cards

Step	Instructions	Time	Resources Needed
1	The trainer introduces the concept of “Seed to Snack” as an engaging, hands-on activity that shows children how everyday foods originate from natural processes. Starting with a known snack like a breadstick, tomato, or apple, the trainer invites participants to trace its journey backward—from the final product to harvesting, growing, and the seed stage. A basic sequence is presented visually: Seed → Soil → Plant → Care → Harvest → Snack.	10 min	Visual aid or diagram
2	The trainer models a simple food journey station using printed cards or real objects. For example, a “tomato station” may include tomato seeds, a small potted plant, and a basket of cherry tomatoes. Alternatively, a bread station can include wheat grains, flour, and a breadstick. The trainer explains how each item can be presented to children with brief descriptions and sensory prompts (touch, smell, taste).	10 min	Seed, produce, snack item

Exercise 11: “Seed to Snack” – Tracing Food Origins with Children

3	Each agritourism worker selects one food item grown or produced at their facility and maps out its seed-to-snack journey using a printed template. They identify what props or items they would use, where to place them, and what story or questions they would include to engage visiting children. Participants also consider whether a short tasting session can be included safely.	15 min	Annex 11 cards, paper, pen
4	The trainer hands out the Seed-to-Snack Journey Cards and a planning sheet. These tools help participants replicate the activity with their own crops or products and adjust the level of detail based on the child’s age.	5 min	Annex 12 printables

Evaluation methodology:

Each participant states how tracing food origins stimulates wonder (positive emotions), connects children to natural systems (education), explains local food chains (sustainability), and deepens appreciation for farm products (valorization). They design a visual food story station.

Exercise 12: Agritourist Explorer

Learning Outcomes

To train agritourism workers to design an enjoyable, self-guided discovery path around the farm on which children can tread and gain knowledge by observing, playing, and listening to the locals.

Requirements:

- Flipchart
- Map samples, cards
- Annex 12: Template and instructions

Step	Instructions	Time	Resources Needed
1	The trainer explains how discovery trails can entertain children while educating them about the farm. Participants brainstorm typical tourist zones.	10 min	Flipchart
2	Trainer shares example stations and shows how to turn farm features into child-friendly learning stops (e.g., compost area → “Worm World”).	10 min	Map samples, cards
3	Agritourism workers sketch their own kid-friendly trail, placing 4–6 stops around guest areas. They design one short activity or observation question per stop.	15 min	Annex 12
4	Trainer supports finalization of the trail map and signage ideas. Optional: discuss safety markers and multilingual signage for tourists.	5 min	Icons, templates

Exercise 12: Agritourist Explorer

Evaluation methodology:

Each of the participants explains how the trail design facilitates movement and enjoyment (positive emotions), teaches farm zones and biodiversity (learning), encourages nature appreciation and sustainable practices (sustainability), and enhances family interaction and interpretation (valorization). They give a visual trail map with recommended children's activities per station.

Exercise 13: Taste Trek – From Farm to Tourist Table

Learning Outcomes

To provide agritourism workers with the competencies to prepare an engaging children's tasting experience, harmonizing narration, food education, and tourism in coupling farm products with the local food culture offered to visitors.

Requirements:

- Flipchart
- Sample cards
- Annex 13

Step	Instructions	Time	Resources Needed
1	The VET trainer explains how tasting experiences can combine food education with fun tourism. Participants discuss what products children and tourists typically encounter.	10 min	Flipchart
2	Trainer demonstrates a simple child tasting game with storytelling (e.g., taste olive oil and match it to the “tree” it came from).	10 min	Map cards samples,
3	Participants plan a tasting station with 3–5 local products, writing short child-friendly facts or stories for each. They test a tasting game format.	15 min	Annex 12

Evaluation methodology:

Each participant explains how the tasting activity evokes curiosity and sensory exploration (positive feelings), informs about the origin of food and local production (education), promotes sustainable, seasonal eating (sustainability), and flaunts the local culture richness in a fun way to visitors (valorization). They offer a suggestion of a child-friendly tasting experience or station from farm products.

Exercise 14: Build-a-Room

Learning Outcomes

To train agritourism workers to create a hands-on stimulation activity where children imagine, design and present their ideal farm guest room or space, integrating creativity, sustainability and real agritourism features.

Requirements:

- Cardboard, recycled paper, scissors, glue, markers, colored pencils
- Sample photos of real guest rooms, eco-toilets, bunk beds, animal windows, etc.
- Annex 14: Room Designer Cards & Setup Sheet

Step	Instructions	Time	Resources Needed
1	VET trainer introduces the concept of child-centered accommodation in agritourism and how guest spaces can be fun, natural, and sustainable.	10 min	Guest room visuals
2	Trainer demonstrates how children might “build a room” using drawings, blocks, or recycled materials. They model how to ask: “Where would the animals go? Would there be a nature-view window?”.	10 min	Room Designer Cards
3	Agritourism workers work in pairs to design a kids’ activity that includes 4–5 “room feature challenges” (e.g., draw a bunk bed, build a solar shower). They plan how to guide children through it.	15 min	Planning sheet (Annex 14)

Exercise 14: Build-a-Room

Evaluation methodology:

Each participant reflects on how room design activity facilitates imagination and a sense of pride (positive emotions), provides education about basic sustainability and space planning (education), supports green architecture and sustainable tourism (sustainability), and enhances the value of the visitor experience through creative interpretation (valorization). They generate a proposal for their room-construction activity and list features included.

Exercise 15: Design a Nature-Based Wellness Activity for Children

Learning Outcomes

To support the capacity to plan and facilitate a simple nature-based wellness activity that promotes environmental consciousness and child engagement during agritourism excursions.

Requirements:

- Printable wellness station templates (Annex 15)
- Nature materials (rocks, flowers, leaves, etc.)
- Secluded garden or covered outdoor area
- Gratitude jar materials (paper strips, a jar, crayons)

Step	Instructions	Time	Resources Needed
1	The trainer presents the notion of "Nature Wellness" kids' activities in agritourism establishments, emphasizing how silent reflection on nature provokes environmental respect and profound inner harmony.	10 min	Flipchart, example photos
2	Set up a small "wellness station" with 2-3 prompts such as: "Sit and Listen to the Wind," "Draw What You See," or "Make a Nature Mandala." Guide participants through it as children would complete it.	10 min	Printed prompt cards, natural objects
3	Every agritourism worker develops a version of a 3-step wellness pathway they could use on their property. This includes one sitting activity, one movement activity (e.g., walk a butterfly trail), and one reflection activity (e.g., gratitude jar or sketching).	15 min	Planning sheet, pen

Exercise 15: Design a Nature-Based Wellness Activity for Children

4	Trainer distributes printed toolkit. A printable template includes sample prompts, kid-friendly icons, and a quick guide to creating calm, welcoming spaces in nature.	5 min	Annex materials 15
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Evaluation methodology:

Each participant thinks about how the activity promotes creativity and happiness (positive emotions), learning on sustainable behavior (education), reduces wastage (sustainability), and adds value to everyday farm material (valorization). They give a mini-action plan for implementing the activity in a farm tour or children's workshop

Exercise 16: Farm Photo Safari – Observing Nature with New Eyes

Learning Outcomes

To improve the capacity to design and undertake a child-led observation activity that encourages biodiversity awareness, mindful investigation, and pictorial documentation in agritourism environments.

Requirements:

- Photocopyable photo observation instructions (Annex 16)
- Clipboards or stiff paper sheets
- Pens, pencils, crayons
- Tablet or smartphone with adult supervision as an alternative for taking photos
- Outdoor trail or garden in the farm

Step	Instructions	Time	Resources Needed
1	The trainer introduces the idea of a "Photo Safari" as a fun nature exploration activity for children that encourages visual awareness, questioning, and observation of natural systems. They explain how such walks get children to notice relationships and small details in nature (e.g., textures, animal tracks, and color patterns).	10 min	Flipchart, example photos
2	The trainer demonstrates a short safari walk using the Annex 17 prompt sheet. Prompts include: "Find something fuzzy," "Spot 3 shades of green," or "Draw something you've never noticed before." Participants try out the activity as if they were children, using sketches or imaginary photo-taking.	10 min	Printed prompt cards, natural objects

Exercise 16: Farm Photo Safari – Observing Nature with New Eyes

3	Each agritourism worker designates a natural and secure walking area on their farm and develops a mini safari path for children. They choose	15 min	Planning sheet, pen
4	Trainer distributes printable materials. Annex 17 materials include observation cards, reflection boxes, and a younger children's version (drawing-based).	5 min	Annex materials 16

Evaluation methodology:

Each participant reflects on how the activity fosters wonder and focus (positive emotions), teaches eco-awareness through observation (education), strengthens understanding of nature cycles (sustainability), and brings interpretive value to the farm visit (valorization). They complete a mini-action plan describing how to adapt and conduct the Photo Safari on their own farm.

Exercise 17: The Local Food Map – Exploring the Taste of Our Land

Learning Outcomes

In order to support the capacity to plan and facilitate an interactive activity that introduces children to local food systems, real products, and sustainable food practices through experiential mapping.

Requirements:

- Printable Local Food Map template (Annex 17)
- Sample food icons (local produce visuals: olives, grapes, cheese, herbs, etc.)
- Crayons, glue sticks, scissors
- Optional: real samples or props for show & tell (e.g., olive branch, herb sprig)

Step	Instructions	Time	Resources Needed
1	The trainer introduces the concept of local food mapping and shows how children can learn where food comes from, what grows locally in the area, and how that relates to sustainability, tradition, and identity.	10 min	Flipchart, example food map
2	Trainer utilizes a sample map using the Annex 18 model template. The trainer demonstrates each item in context to the land, traditions, or season (e.g., "Grapes ripen in sunny fields – what do we produce from them?").	10 min	Printed map template, food visuals
3	Each participant creates a mock food map for their own agritourism site, selecting 4–6 products to include. They note a short description for each (origin, season, use). The goal is to prepare a child-friendly map for use in workshops or family visits.	15 min	Blank map, pens, visuals

Exercise 17: The Local Food Map – Exploring the Taste of Our Land

4	Trainer hands out printable sheets and pictures to be used in the future, like a version for younger children (color and match).	5 min	Annex materials 17
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Evaluation methodology:

Each participant thinks about how the activity creates sensory bonding (positive emotions), raises food origin knowledge (education), promotes season/local eating (sustainability), and helps children value their region's food identity (valorization). A brief action plan is created to be implemented in the future.

Exercise 18: Story Stones – Sharing Rural Tales with Kids

Learning Outcomes

In order to further the capacity to create participatory story experiences that reveal rural life, nature values, and cultural identity in accessible child-centered ways.

Requirements:

- Flat surface medium-sized clean rocks
- Paint pens or permanent markers
- Annex 18: Printable storytelling prompt sheet
- Mixing/pulling stones container or small box
- Rural scenes, objects, or animals examples for inspiration

Step	Instructions	Time	Resources Needed
1	The trainer introduces the Story Stones as a open-ended storytelling material. The stones each feature a visual or symbol (e.g., tractor, olive tree, rain, sheep), and children use them to develop or extend rural-themed stories. The activity encourages language development, creativity, and place-based learning.	10 min	Flipchart
2	The trainer shows 6–8 story stone examples and demonstrates a short story session. The stones are drawn from a bag, and the story unfolds with each new item. Trainers talk about how this can be used in small groups, at break times, or as a calming activity.	10 min	Sample painted stones, story bag

Exercise 18: Story Stones – Sharing Rural Tales with Kids

3	Each participant selects symbols or objects that pertain to their own farm (e.g., scarecrow, jam jar, herb garden, goat) and illustrates them on stones or cards. They also note down a sample prompt or story idea to experiment with children.	15 min	Thick card or clean stones, markers, pens
4	Trainer distributes a printable visual rural story prompts and symbol list to use for stone-painting or card-printing.	5 min	Annex materials 18

Evaluation methodology:

Each participant thinks about how the activity creates sensory bonding (positive emotions), raises food origin knowledge (education), promotes season/local eating (sustainability), and helps children value their region's food identity (valorization). A brief action plan is created to be implemented in the future.

Exercise 19: Agritourism Kids' Newsroom

Learning Outcomes

To train agritourism workers to help children become “reporters” for a day, creating a playful newspaper that covers events, facts, and features about the agritourism site – blending literacy, creativity, and tourism storytelling.

Requirements:

- Printable newspaper template
- Markers, crayons, glue, scissors, blank paper
- Farm-themed stickers or clipart (optional)
- Annex 19

Step	Instructions	Time	Resources Needed
1	The VET trainer introduces the idea of tourism storytelling and how a child-made newspaper can enrich the farm experience. Participants discuss potential article or section types.	10 min	Flipchart
2	Trainer models a quick newsroom: one “editor,” one “reporter,” one “artist.” They brainstorm farm stories and write a short news headline or sketch.	10 min	Sample painted stones, story bag
3	Agritourism workers develop a 3-part children’s newspaper: title, 2–3 article prompts (e.g., “funniest animal,” “what I learned,” “guess that vegetable”), and a creative layout.	15 min	Annex 19 Template

Evaluation methodology:

Each participant reflects on how this activity promotes pride and expression (positive emotions), builds writing and communication skills (education), reflects on eco-tourism and rural identity (sustainability), and adds value by sharing the child’s experience with others (valorization). They submit a sample issue outline and proposed activity steps.

Exercise 20: The Green Pledge Tree – A Farm Commitment Wall for Kids

Learning Outcomes

To improve the capacity to co-create a symbolic and participatory activity where children can show their environmental values and personal commitments in a visible, nature-based installation at the farm.

Requirements:

- Printable leaf-shaped pledge forms (Annex 20)
- Markers, crayons, colored pencils
- Branch, string, wooden board, or outdoor wall for posting
- Optional: natural materials for decoration (twigs, moss, bark, etc.)

Step	Instructions	Time	Resources Needed
1	The trainer introduces the idea of a Green Pledge Tree – a symbolic branch or paper tree where children hang their environmental commitments (e.g., "I will plant a seed," "I will not waste water"). It becomes a visual celebration of youth agency and values.	10 min	Flipchart, example photo or mock tree
2	Trainer models writing or drawing promises on pre-cut leaf shapes (Annex 21). The promises can be funny, serious, poetic, or personal – anything that moves the child. The trainer models inclusivity, asking questions like: "What do you love about nature?" or "What can you take care of this week?"	10 min	Sample promise leaves, colored pens

Exercise 20: The Green Pledge Tree – A Farm Commitment Wall for Kids

3	Each agritourism staff member sketches where and how they would find their Green Pledge Tree on their farm (e.g., picnic area wall, entrance tree trunk, board beside vegetable garden). They also brainstorm kid-friendly prompts for pledge suggestions.	15 min	Planning sheet, pens
4	Trainer distributes pledge leaf templates, all set to print, and installation instructions for later use. An easier version is included for younger kids who want to color or draw their promise.	5 min	Annex materials 20

Evaluation methodology:

All participants explain how the activity evokes child voice and positivity (positive feelings), builds individual commitment to eco-behaviors (learning), encourages responsible and inclusive sustainability action (sustainability), and enhances symbolic value of the farm as a learning place (valorization). They outline how and when they will use this activity.

3. Exercises for teaching comedian-inspired speech methods for teaching the green transition in farm visits

This module is designed to support VET trainers and agritourism workers to integrate comedy-style techniques within the communication with customers and improve their experience through positive emotions and reflections concerning the environmental sustainability of agritourism products. At the end of the module, the participants will be able to: a) restructure the communication style in agritourism by adopting comedy, b) style techniques and, c) Increase their capacity to catch and direct the attention of visitors towards environmental goals



Requirements:

All exercises can be implemented without technical requirements as predominantly based on the creation of comedy-style techniques, which are essentially spoken. Therefore, there are no specific requirements for the implementation of the exercises.

Anyhow, depending on the specific target group, you may suggest to the participants to bring product and service related materials for improving the promotional strategies of the specific services. Otherwise, if we are talking to a specific local audience of participants who are not owner of an agritourism, you can provide a list of examples of local products, in order to simulate exercises where the participants' goals is hypothetical: the promotion of that specific local product/service/territory. Considering that the module aims to introduce comedy-style techniques in speeches, promotional materials, social media, etc. it's helpful to have means to take notes or preparing a speech.

Exercise 1: Map the communication style of your agritourism workers

Learning Outcomes

to support the capacity to map the communication style adopted by agritourism workers in the promotion of their services

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: no requirement.

Step	Instructions	Time	Resources Needed
1	<p>Introduce the topic: “Why humor?” Emotions can stimulate much better our learning. Our memory works better when exposed to emotions. Normally we remind very clearly all events that are associated with an emotion both positive or negative. Traumatic events for example can be reminded for a lifetime, as well as we remind also very well all remote events connected to positive emotions. Emotions has a fundamental role in our lives and in regulating our behaviors. Humor can be used to stimulate positive emotions, which does not only promote that the learnings are more effectively processed in our brains, but also stimulates the production of endorphins and positive feelings. Anyhow, we will see that humor is not always and only related to happiness and there is a specific set of techniques you can adopt to stimulate humor in the audience and connecting it with learning. In order to connect humor and education, you should start first from the communication process you adopt to promote your services and products and how to integrate comedy-based language strategies.</p>	5 min	-

Exercise 1: Map the communication style of your agritourism workers

2	Invite the participants to determine the promotional tools to be adopted by learners. All learners will explain what they do for communicating their services and products, what format they are using for the promotion.	30 min	-
3	Each learner will self-evaluate their current strategy on the basis of the 4 key variables of Agritainment: positive emotions, environmental sustainability, education and valorization.	30 min	-
4	The trainer stimulate a critical discussion about how to improve the communication styles of every participants in a tailor-way based. The trainer will support the learners in understanding the possible gaps in their communication for adopting the agritainment principles.	30 min	

Goals	Describe what you do and how you communicate for achieving the goals	What you may improve in the reach of the goals
Positive emotions		
Environmental sustainability		
Education		
Valorization of the territory		

Evaluation methodology:

each participant is able to state how he achieve positive emotions, environmental sustainability, education and valorization. Each participant states a clear action plan for achieving this goal or improve his communication in order to reach the four described outcomes.

Exercise 2: Define your edutainment goals

Learning Outcomes

to support the capacity to define the educational goals within edutainment activities in agritourism.

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: no requirement.

Step	Instructions	Time	Resources Needed
1	Introduce the exercise called “Define your edutainment goals”. This exercise has the function to define goals behind the edutainment activities. Rather than focusing the attention of agritourism workers on “how to be entertaining”, move it towards “what edutainment can achieve as a goal”	5 min	-
2	In order to facilitate the task, provide four examples of educational goals of an agritourism, within educational activities. Here 4 examples: <ul style="list-style-type: none"> • Pesticides can cause severe diseases. • There are clear reasons that may inflate the costs of sustainable food • Tomatoes has protective factors for cardiovascular diseases Sustainable food can prevent [...]	5 min	-

Exercise 2: Define your edutainment goals

3	<p>Invite your participants to set an educational goal within the interaction with their customers. The learners should define what they want to transfer to customer-learners during their interaction. The trainer will support participants in the definition of the educational goals. Ensure that the learners are adopting the following guidelines:</p> <ul style="list-style-type: none"> -the educational goals should be challenging and provide unique indications reflecting the unique services and competences offered -The educational goals should embed environmental goals <p>The educational goals should include elements motivating the customers to the value of the services and products offered</p>	30 min	-
4	<p>Every participant present its educational goals. The trainer evaluate and eventually suggest improvement strategies if the educational goals are not reflecting the guidelines suggested.</p>	30 min	-

Evaluation methodology:

the trainer evaluate if the edutainment goals follow the guidelines indicated.

Exercise 3: Map the emotions of your travel-learner experience.

Learning Outcomes

to increase the agritourism awareness concerning the emotions experienced by travel-learners during edutainment activities

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements:

The materials to be adopted by participants are two tables. The first table should be filled by every participants describing the guests experiences, the target mental states and how to reach it. The second table instead is one example that you can provide to the attendants of your training to facilitate how to fill the table.

Step	Instructions	Time	Resources Needed
1	Provide an A4 paper sheet and invite the learners to segment one or more experiences offered within the agritourism by the travelers. Provide the template and the example adopted in the materials section in order to support the descriptions.	5 min	-
2	Invite your participants to fill the table given by segmenting the number of sub-activities, describe the target mental state to generate and describe how they would reach the mental state.	5 min	-
3	The participants present their table in front of an audience. The trainer evaluate the compatibility of the results with the agritainment principles.	5 min Per person	-

Exercise 3: Map the emotions of your travel-learner experience.

Table 1

Activity	Target mental state	How to reach it

Table 2

Activity	Target mental state	How to reach it
Welcome	Happiness, relief from tiredness	Provide instructions and expectations about the visit, provide a comfortable environment for the possible waiting time
Visit in the agritourism	Curiosity	Throughout the visit, anticipate key points where some activities will be performed later in order to create a "curiosity gap"
Food tasting	Happiness / surprise	Use unexpected ingredients, explain typical products or unique features of your ingredients, adopt surprises or additions gifts preparation

Activity	Target mental state	How to reach it
Educational session	Confidence	Explain the reasons behind the unique elements of your food tasting, provide new tips for skills that the consumer didn't had before (for example, how to taste different types of olive oil)
Farewell	Willingness to return	Anticipate features of the next event, create a curiosity gap, provide discounted vouchers for returning, provide a communication system to update customers after the visit.

Evaluation methodology:

Evaluation methodology: all participants filled the table in all its part. The plan presented appear to be realistic.

Exercise 4: Can you learn how to use comedy style communication?

Learning Outcomes

increased motivation and inspiration to integrate comedy-style communication within agritourism

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: no requirements

Step	Instructions	Time	Resources Needed
1	<p>Perform this motivational speech, designed to support learners in integrating comedy-style communication: Yes. A common belief is that to implement in an effective way the comedy-style communication you need to be an actor. In reality, the task is here different; easier under some point of view, more complex on others: you should embed comedy style communication within educational activities performed in agritourism. One gag, one joke, one humorous sentence is enough to generate positive emotions if this is linked to a specific end of the story which brings a lesson for the customer. Everything should be measured. With storytelling is the same. If you use only storytelling, without embedding any educational content, the educational goal will not be reached. If your speech is too similar to stand-up comedy you will maybe stimulate positive emotions in your customers, but you will not transfer any useful information to your guests.</p>	5 min	-

Exercise 4: Can you learn how to use comedy style communication?

2	<p>Provide the criteria around the Agritainment model. Here the main points you should consider:</p> <p>1. Agritainment does not equal to stand-up comedy but the educational activities introducing a certain degree of humor techniques functional for learning. This implies that you don't need necessarily fine actorial competences, but rather integrate comedy-style communication in education.</p> <p>2. Agritainment requires technical knowledge of the services offered within agritourism activity. This knowledge is specific for the services you implement at a routine level in your agritourism and may vary from agronomy, gastronomy, food production and processing but also tourism related activities, accommodation services, experiential learning.</p> <p>Agritainment relates to communication, education and motivation as it aims to promote pro-environmental attitudes and behaviors.</p>	30 min	-
3	<p>Agritainment aims to stimulate a synergetic action between entertainment, education and environmental sustainability.</p> <p>In the definition of humor techniques, used with a finality of education, it's very important to brainstorm on the final message of your education. An apparently, counterintuitive technique is to "start from the end". What is the "moral of the story", the "end of the story", then it would be easier to build the rethoric and the comedy-style based techniques to be used.</p>	30 min	-
4	<p>Each participant define the "moral of the story" behind their services and products.</p>		

Evaluation methodology:

every participants is able to define the moral of the story behind the edutainment activities offered in the agritourism where the attendant works.

Exercise 5: Segment your edutainment goals

Learning Outcomes

support agritourism workers to set specific edutainment goals

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: Table 1 is an example of list of specific edutainment goals.

Step	Instructions	Time	Resources Needed
1	Provide the introduction to this exercise. This exercise aims to define the educational goals to be achieved within your interaction with customers. As trainer, invite to create very specific and distinctive educational goals.	2 min	-
2	Help your learners to define at least 3 more specific goals for their interaction with customers. Consider the final edutainment goal defined in the exercise 2 and support learners in define more specific goals	30 min	-
3	In case of difficulty, provide one example of specific edutainment objectives that shows how the exercise may be completed for a guided tour about olive oil.	5 min	-
4	The trainer reviews the specific objective and the compliance of the specific goals set.	10 min	-

Exercise 5: Segment your edutainment goals

Table 1

	Edutainment specific goals
1	Olive oil with a spicy and bitter notes indicates the presence of polyphenols which are beneficial for our health
2	Olive oils with low acidity has the highest quality. Extra-virgin olive oils has lower acidity than 0.8%. How to determine olive oil acidity and what is the impact on health
3	The best way to taste olive oil is with bread

Evaluation methodology:

all participants are able to define at least 3 edutainment specific goals.

Exercise 6: Focus on the audience

Learning Outcomes

to stimulate the participants capacity to generate learning in the agritourism activities

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: Example of tables to be filled by participants.

Step	Instructions	Time	Resources Needed
1	Provide to your attendants this input: the first rule of effective communication is to focus on the audience. Speakers, educators are often too focused on their feelings and perspectives. Education is instead a service offered to a specific audience. Your capacity to be an effective educator is linearly related to the capacity to observe and understand your audience.	5 min	-
2	Provide the following guidelines of observation for the target customers. The first suggestion is to focus on the audience. Rather than focusing on your feelings before implementing a speech, focus on the exact peculiarities of your audience. Why they are in that educational event? What they want to learn? What are the true motivation for their participation at your educational event?	5 min	-

Exercise 6: Focus on the audience

3	<p>Represent visually the possible status of the audience before the speech and the reasonable outcome you would like to produce. Describe your audience before and after the event, here an example of the exercise to be produced, describing the status of the audience before and after the educational event. Provide an empty table via powerpoint or papers with the description of the audience before and after the event and ask the participants to fill it according to their previous experience as agritourism workers. Represent visually the possible status of the audience before the speech and the reasonable outcome you would like to produce. Support the agritourism workers do define the impact they want to achieve also on the long term.</p>	30 min	-
4	<p>Support the agritourism workers do define the impact they want to achieve also on the long term. This exercise supports learners to define the desirable learnings to be achieved by the learner consumers during and after the visit. Provide to learners the following table to be filled according to their products and services. Then show the benefits of sustaining a long-term impact and support them in finding usable ways to give continuity to the relationships between agritourism and customer-learners in specific reference to their products.</p>	20 min	-
5	<p>Provide the tables annexed in the materials of this exercise and support the learners in their completion.</p>	30 min	-
6	<p>Verify the compliance of the filled tables to the criteria defined at the step 2.</p>	10 min	-

Exercise 6: Focus on the audience

What they want to learn?	
What are the true motivations behind the participation at your edutainment event?	

	Before the event	After the event
Your audience		

	Observable behaviors at the event	Desired observable behaviors on the long term
Your audience		

Examples of filled tables by the trainer.

Why the guests selected that edutainment event?	They are probably consumers of olive oil and they want to improve their capacity to select a quality olive oil.
What they want to learn?	How to distinguish a quality olive oil from a lower quality olive oil. To spend properly their budget on olive oil.
What are the true motivations behind the participation at your edutainment event?	To taste quality olive oil and have a satisfactory tasting experience.

	Before the event	After the event
Your audience	Purchasing olive oil on the basis of main label factors and on the basis of the cost, unable to understand sustainability issues concerning olive oil production	Able to perform olive oil tasting and discriminate the main sensorial elements of olive oil. Able to understand key factors concerning olive oil acidity, origin of the olives, nutritional properties and pairing styles.

	Observable behaviors at the event	Desired observable behaviors on the long term
Your audience	Selecting one or more of the products sold at the olive oil tasting	Increased awareness about sustainability issues around olive oil production. Change of pro- environmental attitudes and behaviors on the long terms, change in dietary habits on the long term, return in the agritourism, promoting the participation of additional learners- customers, making positive word-of-mouth.

Exercise 7: The customer-learner. Reframe your target persona. The customer is learning in any case.

Learning Outcomes

to stimulate the participants capacity to generate learning in the agritourism activities

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: Le cinque stagionature del Parmigiano Reggiano in diverse consistenze e temperature di Massimo Bottura at the Museum of Parmigiano Reggiano.

Step	Instructions	Time	Resources Needed
1	<p>Introduce the exercise to the participants. Start with this conversational reframing techniques, demonstrating that customers are always in a learning modality. A shift of approach is needed from the customer to the customer-learner. An approach seeing people as customers essentially may lead workers to focus only on the monetary value related to the purchase of agritourism services. This can clearly limit to mindset of agritourism workers on thinking in a binary way: more customer, more money, less costs. Clearly, economic sustainability is a key factor to be considered but not the only one. In this project we propose a shift to the customer-learner. The focus is on what the customer will learn after your visit.</p> <p>Embrace this concept: your visitors will learn something in any case. Even if you don't apply any educational activity. Your place, your words, your products communicate something in any case. An excellent menu tasting communicates, educates to the value of that specific ingredients, sequence and so on.</p>	10 min	-

Exercise 7: The customer-learner. Reframe your target persona. The customer is learning in any case.

Step	Instructions	Time	Resources Needed
2	<p>Encourage your learners to adopt a “learning-based approach”. If you offer a good service, your customers will understand the value behind your offer, your food, your place. The customers anyhow always learn. If there are limits, the guest will learn them and will be dissatisfied.</p>	5 min	-
3	<p>Provide an example of learning based service. The masterpiece cuisine of Massimo Bottura from Osteria Francescana - 3 Michelin Star inspired our concept behind the learning experience in the area of food. One of his most famous dishes is called “The five seasoning of the Parmigiano Reggiano in different textures and temperature” is composed by a unique preparation mostly including parmesan in different textures and temperatures. Besides the introductions of the waiter explaining the logic behind the preparation of the dish, the customers, by eating that dish will learn something: parmesan is a versatile ingredient, parmesan seasonings impacts on the sensory experience, the same can be told about textures and temperature. Preparations are extremely complex and includes demi- soufflè, sauce, foam, cracker, air. The only way to learn exactly how to use parmesan in a versatile way and its potential is by experiencing the dish.</p>	10 min	-

Exercise 7: The customer-learner. Reframe your target persona. The customer is learning in any case.

Step	Instructions	Time	Resources Needed
4	Return to reality. What are the most common learning that visitors currently bring after their experience at the agritourism. List at least 5 learnings positive and negative. Adopting the Agritainment models means to shift from customers to customers-learners and question yourself to what essentially you want that the customers will learn after your visit.	30 min	-
5	The trainer reviews the learnings defined by the attendants and provide a feedback on the improvements that could be applied	30 min	-



Evaluation strategy:

the participants are able to list both negative and positive learnings of the customers after their experience at the agritourism.

Exercise 8: Attract customers you want through effective titles of edutainment activities

Learning Outcomes

to increase capacity to integrate humour in providing titles to services and edutainment activities.

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: no requirements

Step	Instructions	Time	Resources Needed
1	Introduce the participants on the importance to define the target customers of the agritourism. At the same time, your services will attract “customers you want”. Effective titles are a way to attract specific segmented audiences through the technique of audience referencing. Audience referencing means to include the name of the targeted audience within the title of your edutainment activity.	10 min	-
2	Provide an example of how titles may attract different audiences. The description of the target persona is a fundamental process when you aim to create and edutainment activity. In this exercise, you will learn how to teach the identification of the target persona in the area of agritourism through essential questions. Consider that your audience may be constituted by workers already having a specific set of customers, or those desiring to open an activity, or even those wanting to attract a specific type of customers. The edutainment service you create will de facto attract a specific type of customer. “Little pony game” probably will attract families with children, “History of wild herbs in the XIX Century” will probably attract adults with that specific interest towards history.	10 min	-

Exercise 8: Attract customers you want through effective titles of edutainment activities

Step	Instructions	Time	Resources Needed
3	Invite participants to define the title and a description of an edutainment event adopting the technique of the audience referencing. Invite participants to create fun titles of their tours and events concerning agricultural activities. Invite participants to find word games that stimulate the curiosity, the attention and positive emotions of your audience. Inform the participants on the strategy of audience referencing, which means, to address the audience within the titles (“olive oil tasting for experts” qualifies the audience; “sustainable food for people with diabete” indicates the characteristics of the target group and attract them through tailoring”).	30 min	-
4	In case of difficulty, provide additional examples of effective titles. Tract- tour is a word of game mixing the words Tractor and Tour. It is an existing tour in which a tractor is gathering visitors across numerous vineyards of one territory. Unusual elements of using the tractor as a mean of transportation made that tour unique and easy to be memorized.	30 min	-
5	The trainers and participants review titles proposed by all the attendants.	30 min	-

Evaluation strategy:

The participants will evaluate the title in terms of the presence of elements concerning sustainability, education and entertainment.

Exercise 9: Customers you have and customers you want

Learning Outcomes

to increase capacities to align the agritourism offer with the targeted customers audience

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: Tables page 62

Step	Instructions	Time	Resources Needed
1	<p>Introduce the topic of customers you want and the general obstacles in the relationships with customers. Hospitality and catering are sectors in which the workload is quite significant and customer-care relationships. For this reason, when you work in the VET training systems for the HoReCa sector in general is not rare to meet workers having had conflicts, stress or frustration in recalling experience for customers. This is due to many reasons: customers individual differences, the position of workers which is essentially always to say yes, to satisfy various requests which sometimes may be overwhelming. This leads to frictions with customers that may also lead to reduce the agritourism reputation. For this reason is</p> <p>For this reason, when you deal with the task of “defining customers”, you don’t receive always positive descriptions of the customer coming. Your task as a VET trainer of the Agritainment model, is to see things realistically, considering that it’s true, sometimes customers can be “overwhelming” or “difficult”, but your goal is to redirect them, educate them to have a positive experience within your agritourism.</p>	10 min	-

Exercise 9: Customers you have and customers you want

2	<p>The exercise “Customers you have” aims to support VET learners and agritourism workers to define the customers they normally have through an agritainment approach. Also, it provides observational skills to define the customers, understand them better and provide to them a better experience.</p> <p>Here an example of descriptive factors you may consider for the representation of customers you have and their full understanding. You can apply this exercise for single target audiences, or if your customers are truly heterogeneous, you can replicate the exercise in clusters. If you operate with workers of the same company is to allocate the task individually to the same group. This will allow you to understand if the workers have homogeneous or heterogeneous views of the customers in the same agritourism. In that case, open a group discussion on perceptions about customers and how they can influence the workers’ behaviors. Move the attention then from the “customers you have” to the desired goal of “customers you want”. You can apply this exercise in two different modalities:</p> <p>a) you are teaching to agritourism workers with a clear description of their customers and support them in forming a more clear idea of the target persona to be reached</p> <p>b) You are supporting new businesses in forming the target customer persona to target.</p> <p>In any case, defining the target persona is helpful for both new or structured agritourism</p>	30 min	-
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Exercise 9: Customers you have and customers you want

3	Use the table annexed in the materials as guideline for the attendants to define customers they have and customers you want.	30 min	-
4	Review the produced table by learners, identify focus and insights about customers definition.	30 min	-

Age	Define the most common age ranges
Gender	Describe if you have gender misbalance in your average audience
Co-travellers	Solo/family/couple/Friends/colleagues
Most appreciated services	Define if there is specific most appreciated service
Motivations leading to the travel/experience	Define if you are able to understand the motivation(s) leading customers to select your service
Most common positive comments	Define the customers spontaneous positive comments given in verbal or written form.
Most common negative comments	Define the customers spontaneous negative comments given in verbal or written form.
Knowledge of the technicalities behind your key products	Define per each of your main product/service what they actually technically know and what's missing.
Environmental awareness and knowledge concerning your key products	Define per each of your main product/service what the customers knows about the environmental preservation
What learning they usually "bring at home"	Define per each of the main product/service what the customer learn that was not known before
Is it common they return for a new experience	Define if they commonly return or not to the agritourism and the motivation for the return or not return.
What them make have positive emotions?	Identify factors that creates positive emotions and what positive emotions in your customers.

Evaluation strategy:

The participants will evaluate the title in terms of the presence of elements concerning sustainability, education and entertainment.

Exercise 10: Facilitate a group discussion on specific motivations leading to your agritourism

Learning Outcomes

to increase capacities to align the agritourism offer with the targeted customers audience

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: It is suggested to apply the exercise 9 before this

Step	Instructions	Time	Resources Needed
1	The table proposed in the exercise 9 can support you in generating a group discussion supporting the group in defining a goal for promoting positive emotions in customers. The initial scheme proposed can support the agritourism workers in identify possible weaknesses in the system.	10 min	-
2	Review the most appreciated services with your attendants. If the group or the single service is proposing that there is one key most appreciated service, support the workers in: <ul style="list-style-type: none"> - including comedian style techniques in the existing provision of the service - Inclusion of educational aspects within the provision of the service product - Create a set of connected services as “extensions” of the key appreciated service Include elements of environmental sustainability within interactions with customers	30 min	-

Exercise 10: Facilitate a group discussion on specific motivations leading to your agritourism

3	<p>Review the motivations leading to the travel experiences. If the group is not able to determine the motivations much probably leading to the travel experience, you should be able to support them and explore what are the possible motivations behind. If the group provides a general motivation “relaxation”, “fun”, “wellbeing”, support them in finding the more specific motivations behind their decision. Example of questions you may make to the audience or the single trained person are:</p> <p>a) what leads customers to your service than others leading to the same [motivation]</p> <p>b) What are the specific differences that lead customers to your business and not another similar?</p> <p>c) How can you enhance the salience of the [motivations] behind the selection of your businesses</p> <p>How can you embed the motivations behind their selection in your storytelling?</p>	30 min	-
4	<p>Review the question “What they make experiment positive emotions”. This is a secondary question that may lead you to understand the motivation of your customer-learner. Positive emotions can be elicited by several factors: relaxation, wellbeing, mental states, even increased knowledge. In this context, it’s helpful to understand also the humor style preferences. Not all people laugh on the same style of comedy or are entertained by the same things. Understanding individual differences in comedy-style can support you in the creation of an edutainment activity.</p>	30 min	-

Exercise 10: Facilitate a group discussion on specific motivations leading to your agritourism

5	<p>Review the most common positive and negative comments with the following guidelines.</p> <p>Most common positive comments If the group is not able to determine the most common positive feedbacks given to the activity, there is probably a major problem within the effectiveness of the agritourism. Support the group in identifying possible strengths and uniqueness elements.</p> <p>Most common negative comments In case the group is not able to determine negative comments usually there may be one or more of the following reason:</p> <p>a)the group has limited diagnostic capacity or observational skills; b)the group may fear to represent negative situations with customers in order to not have consequences from the leadership; c)the group denies the presence of possible limits even if aware. The group discussion in this case should be oriented to supporting the group in finding area of improvements.</p> <p>Try the following strategies:</p> <p>a)use anonymous group discussions, with the provision of possible area of improvements without mentioning who highlight the area of improvement; b)determine positive statements which are the reflex of a possible negative area of improvement, in order to focus the attention of the participants on positive goals to be achieved.</p>	30 min	-
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Evaluation methodology:

the participants are able to improve the initial strategy performed in the exercise 9 with corrective measures.

Exercise 11: Knowledge of the technicalities behind your key product; Environmental awareness and knowledge concerning your key products

Learning Outcomes

to increase travelers engagement in edutainment through the effective selection of technicalities

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: It is suggested to apply the exercise 9 before this.

Annexed matrix

Step	Instructions	Time	Resources Needed
1	Provide the table used in the annexed materials of the exercises to make the attendants brainstorm about the strategy of edutainment. Use the following criteria: Select then the domain of intervention and the goal of your educational activity in the agricultural site and define the key concepts within the matrix. Teach the agricultural workers to focus especially on unknown and relevant content. Focus on this element and embed content that the participant can “bring at home” as learning.	50 min	-
2	Review and correct the table provided by participants.	30 min	-

	Non relevant for the goal for the goal of the activity	Relevant for the goal of the educational activity
Unknown		
Known		

Evaluation methodology:

the participants are able to improve the initial strategy performed in the exercise 9 with corrective measures.

Exercise 12: Comedy-based speech. Techniques of personifications

Learning Outcomes

to increase agritourism workers capacity to use metaphors and techniques of personification and comedy-based language

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: no requirements

Step	Instructions	Time	Resources Needed
1	<p>Provide examples of ethopoeia and metaphors through personification. Personification of products is an effective marketing strategies as tends to activate behavioral schemes. If I think that “tomatoes are friends of the heart” I am giving life to that concept, I am starting to build a story. If I say that “lycopene is carotenoid with a protective factor against cardiovascular diseases” I am probably more accurate but I am not using personification, I am not building a story in the mind the audience, I am stating a fact, whose understandability may vary, that may not create a clear image in the mind of the consumer.</p> <p>The use of “personification” support visualization, imagination and the use of metaphor that animates your speech and engage your audience more than a technical speech. Your goal here is not to give a University lecture, but transmitting key concepts in understandable chunks of information and possibly with fun.</p> <p>Words trigger a serie of associations in the mind of the learner you may use for educational or humor purposes. What evoke the specific word “friend”? What if I use the word “ally”: the tomatoes are allies of the heart. This evoke a more military based language. So if we have allies, we may have enemies, we may have weapons, etc. What if I say that the white carrot is the mother of all carrots.</p>	10 min	-

Exercise 12: Comedy-based speech. Techniques of personifications

1	<p>You can build a speech around persona-based metaphors and the spontaneous association coming from the personal attributions you give to your products. Words, metaphors can open up stories and generate mental associations in the customers, much more than any technical wording, that may be unknown to the general customers. Metaphors can also produce more easily hooks, connections, word games, pseudo-logic associations, comedy-based stories and surprise; all wording that may provoke a humor effect. We aim to this as story-telling, more than technical wording as stories are more easily understood than technicalities.</p>		
2	<p>Each participant will find 5 metaphors through personification of 5 different food products. The text of the instructions Define 5 key food products and define 5 metaphors through personification that may represent effectively them.</p>	30 min	-

Evaluation methodology:

the participants are able to improve the initial strategy performed in the exercise 9 with corrective measures.

Exercise 13: Comedy-bridges and metaphor-based effective sentences

Learning Outcomes

to learn how to use comedy-bridges metaphors in edutainment activities for agritourism

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: It is suggested to apply the exercise 12 before this. Table bellow

Step	Instructions	Time	Resources Needed
1	<p>Provide an example of comedy-bridge by using tomatoes. The use of personification can support the speaker to have some comedy-based bridge sentences which means that the personification, the metaphor use used to represent the ingredient, the product or its functions within human biology can be used to create comedy-based bridge sentences.</p> <p>For example, starting the metaphor “tomatoes are friend of the heart” you may continue: “Tomatoes are friends of the heart, and like all best friends...” as they have high quantity of protective substances against cardiovascular diseases.</p> <p>The use of metaphors and personification allows you to create more easily word games with a humor based finalities. Here an example: “Tomatoes are friends of the heart, now is the time to know if you want to be friend with tomatoes as to truly know them... You should know at least 1000 varieties. There is a great biodiversity in tomatoes production, and know their differences, use in cuisine and properties is a real challenge. In this lecture you will learn how to...”</p>	10 min	-

Exercise 13: Comedy-bridges and metaphor-based effective sentences

<p>2</p>	<p>Explain the mechanism around the functioning of comedy-bridges. This comedy-based wording is based a serie of techniques. For example, it uses the surprise approach:</p> <ul style="list-style-type: none"> •tomatoes are friends of the heart create the expectation we may “reciprocate” this feeling. •The fact that tomatoes biodiversity is an unexpectedly complex topic may question us about if we really want to study them and know them till the end as this may be complex. <p>The complexity is solved by the speaker through the introduction of the topic that may be for example: “here we will limit our efforts to study one specific tomato, the prunille, a red tomato from the province of Foggia, known for its properties of [describe your product]”</p>	<p>10 min</p>	<p>-</p>
<p>3</p>	<p>Explain a second example of use of “comedy-bridges” through carrots. Through the metaphor used of before “the white carrot is the mother of all carrots” may continue with a comedy-based bridge sentence. For example, in ethnobotany is described a process of combining and selecting carrots on the basis of our tastes. This can surprise some learners as we all know mostly the orange carrots, which are the most commonly used. We may say that by combining carrots, initially white, we had after many combinations we had the yellow, than the orange and then we made them become black” (ndr, in italian, to make somebody “become black” means “make someone angry”, the comedy hook is here that this process of selecting “must have been exhausted”. Of course, this is a figurative language, but it gives the idea of how long is the process of selecting, crossing vegetable species in order to have the final products we like. This comedy-based bridge may be used for introducing for example a specific carrot, with specific properties, result of a vegetable selection under a controlled environment</p>	<p>10 min</p>	<p>-</p>

Exercise 13: Comedy-bridges and metaphor-based effective sentences

4	After having applied the exercise 12, where participants created 5 personification-based metaphors, in this exercise you will ask them to create bridge-sentences and describe the potential use in comedy-based speech through the use of the annexed table in the materials section	30 min	-
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Service/product	Metaphors	Sentence	Finality

Table showing a developed example.

Service/product	Metaphors	Sentence	Finality
Tomatoes	Friends of the heart	They are friends for the heart but I don't know if you truly want to know them as they are 1000 to be known. In this sessions we will focus on one, the <u>prunille</u> from the province of Foggia.	Show the complexity and biodiversity behind tomatoes. Show the positive peculiarities of one specific type of tomatoes.

Evaluation methodology:

the participants complete the exercise and find 5 effective metaphors through personification metaphors.

Exercise 14: Build the persona of your product based on sensory based approach

Learning Outcomes

to enhance capacity to use sensory-based approach in edutainment activities.

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: Table

Step	Instructions	Time	Resources Needed
1	<p>Introduce the sensory based approach. How to build the persona of your product? A strategy may be to start from a sensory based approach</p> <p>Let's start with your product and its sensory based elements:</p> <ul style="list-style-type: none"> -what is the color, how to color varies across maturation stage, why that color -What is the flavor, how the flavor can vary across maturation stages, why that color in that specific maturation stage, or specific food labels -What is the smell and the touch, how this gives indications to be genuine. 	5 min	-
2	<p>Provide an example.</p> <p>Sensorial elements can give you hints on how to define the persona of your product by using words that may makes reference to personality traits.</p> <p>This is the sweetest tomatoes you will ever try (exaggeration, taste expectation). "Sweet" is a word we may use for the persona of the product. We may use bitter as well. What positive assumptions we can use for bitter? Serious, mature, for experts, exclusive, not for all palates.</p> <p>We may use the axis "easy taste", "difficult taste".</p>	10 min	-

Exercise 14: Build the persona of your product based on sensory based approach

2	<p>You may use elements concerning to trust, which is something we adopt for people. You can trust this tomato, this tomato has zero pesticide, zero additives. You may say that the flavor is more seductive (taste expectation, game of word). A flavor may be acid, but also people may be acid.</p> <p>Miele di Castagno. This has both a sweet and bitter tone, as all of us, also products has their personality. Try the complexity of this flavor.</p>		
3	Provide the table annexed in the materials and ask the participants to fill it for at least 1 key product.	10 min	-
4	Each participant explain his idea.	10 min	-
5	The trainer review and correct the inputs provided by the learners	10 min	-

	Description	Personality metaphor attribution
Colour		
Flavour		
Smell		

Evaluation methodology:

the table is filled in all its parts correctly by all learners.

Exercise 15: Use exaggeration and taste expectations as comes-based mechanism

Learning Outcomes

to learn the exaggeration techniques to stimulate positive reactions in the audience

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: no requirements

Step	Instructions	Time	Resources Needed
1	Explain the importance of adopting techniques when stimulating a positive reaction in the audience. Two mechanism you can adopt to stimulate humor reactions are exaggeration and taste expectation. Specifically taste expectation can stimulate surprise as the taste is not exactly known by the learner visitors.	5 min	-
2	Provide 4 food products which will be used to be the object of the comedy-based language. Provide these indications to the attendants. 1Consider the 4 food products and allocate to each of them a “personality trait” Then exaggerate Create a taste expectation Create a story around the personification of the products, combine it with other humour techniques Tomato:_____ Fennel:_____ Pepper: _____ Grape:_____	30 min	-
3	In case of difficulty, provide examples of comedy-based sentences. Example of comedy style techniques 1. Use of hypothetical language: Dionisos was the God of Grapes, but what Dionisos didn't knew is that grapes are...	10 min	-

Exercise 15: Use exaggeration and taste expectations as comes-based mechanism

	<p>2. Use personification-based technique: “this fennel made a little journey to be here with us” (to make reference to km zero, the term with us use personification)</p> <p>3. Use of the re-labelling technique. For example, borragine herb is also called mountain oyster. Do you know why? Then you can make taste one. This herb has unexpectedly a “sea flavor” and a shape that may vaguely remind oysters. This wording also can produce a comedy-based approach as there is a strong contrast in the use of the word oysters. Oysters can be extremely expensive, borragine is a wild herb and it’s very cheap.</p>		
4	Provide keywords related to taste expectation such as sweet, bitter, sour, spicy, bittersweet, etc. And ask to create games of words and comedy- based sentences by using the same explained principles	30 min	-
5	The trainer review and correct the inputs provided by the learners	10 min	-

Evaluation methodology:

the participants adopt both taste expectations and exaggeration in alignment with the descriptions provided.

Exercise 16: Build your persona. Build your character.

Learning Outcomes

support the personal branding of the agritourism worker

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: no requirements

Step	Instructions	Time	Resources Needed
1	<p>Introduce the exercise. Stimulate your audience about the importance of showing the personality of the educators in order to create a personal connection with your audience instead of looking “anonymous” or “grey”. The personality of the product is very important as it conveys indirect association with the brand in general, to the target persona of the audience and then the customer. But there are other players in the internal discussion that customers does when selecting your service. Who are you?</p> <p>When presenting your company/product, you can play with your personality, impersonate roles if they are functional to:</p> <ul style="list-style-type: none"> - transmit key information concerning sustainable food - Convey sustainable attitudes and behaviors concerning food 	10 min	-
2	<p>Provide these two techniques concerning “how to build your persona”.</p> <ol style="list-style-type: none"> 1. Use a personal story. This create engagement and familiarity with the customers. The reason why is called self-disclosure. We tend to disclose personal elements for those who release information first 2. Use a key personality trait. A classical comedian-style technique is to use exaggeration while describing ourselves in a playful way. Exaggeration also support the memorization of the stories and may be functional to education. 	10 min	-

Exercise 16: Build your persona. Build your character.

3	<p>Introduce the technique of tragedy-comedy. What is your relation to food or tourism. Maybe you changed your food habits, maybe you changed tourism habits or lifestyle. Embed these elements in your story. Tragedy- comedy is always a good combination in creating effective comedy-based storytelling.</p> <p>For example, you may have had a past of unhealthy behavior leading to obesity, then you changed approach. Or you may have quite alcohol and substituted with another product, or moved to organic food consumptions. You may have lost 20 kg. You may have been bullied in the past for being too fat, then approaching rural lifestyle changed you for some reasons. Everything can be used as a comedy/tragedy-based hook.</p> <p>Another tragedy/comedy element may be to urban/rural area. Maybe you were a workaholic, you were in an urban and polluted center and decided to move into a rural area to live a calmer life.</p>	10 min	-
4	<p>Introduce the technique of personality trait, exaggeration techniques and surprise effects in storytelling. Here some examples of sentences that may trigger humor. 1. After that, I become so [personality trait] that I cannot</p> <p>2. After that, I become so [personality trait] if I eat once something fat then I have to</p> <p>An exercise, is to support your learners in creating their persona and their story in relation to agrotourism. Examples of characters you may create around your persona and use it in your humor-related speech</p>	10 min	-

Exercise 16: Build your persona. Build your character.

	<p>1.The Defender of the Territory 2.The Mythbuster of Greenwashing 3.The Intransigent Salutist 4.The Machine of Tasting 5.The True Friend of Animals</p> <p>The literal application of metaphors, the use of exaggeration, can support the creation of a memory of the learners-visitor. Edutainment activities can also host other experts in the educational activities, being nutritionists, medical doctors, agronomists. Help them in building a character.</p>		
4	<p>Introduce the technique of personality trait, exaggeration techniques and surprise effects in storytelling. Here some examples of sentences that may trigger humor. 1. After that, I become so [personality trait] that I cannot</p> <p>2. After that, I become so [personality trait] if I eat once something fat then I have to</p> <p>An exercise, is to support your learners in creating their persona and their story in relation to agrotourism. Examples of characters you may create around your persona and use it in your humor-related speech</p>	30 min	-
5	<p>Invite the participants to adopt coherence in storytelling, even when adopting clear comedy-based schemes. Creating characters means creating narratives. If you're doing comedy, there is a portion of narrative, there is some story-telling. Anyhow, always make reference to true basis as differently you may appear non-authentic.</p> <p>Example: The explanation of ancient Chinese tradition with a strong abruzzese accent may create a discrepancy in the communication. Potentially comic, the combination looks non-authentic.</p>	10 min	-

Exercise 16: Build your persona. Build your character.

6	The participants will create 1 example of use of the techniques described and perform a speech. The trainer and the other attendants provide a feedback of alignment of the speech with the techniques adopted.	60 min	-
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Evaluation methodology:

adherence of the speeches to the descriptions of the techniques, operated by the trainer and the other attendants.

Exercise 17: The technique of quotation

Learning Outcomes

learn how to use the technique of quotation in comedy based speech

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: no requirements

Step	Instructions	Time	Resources Needed
1	Introduce the technique. The technique of quotation allows you to state something without being the author of the sentence. This can be used with a comedian style effect. A quotation is normally used during speeches to give authority to a fact. In order to obtain a comedy-style speech, use quotations combined with unexpected endings, which may produce a surprise effect in the audience.	10 min	-
2	Introduce a variant of the technique. Quotations leading to obvious conclusions “The University of X demonstrated that fried food can bring this [negative effect]. Mmh, ok, maybe we didn’t needed the University of X to draw this conclusion”	10 min	-
3	Introduce another variant. Quotations using percentages and numbers “The [authority] calculated that [percentage] of [illness] is caused by pesticides. Now, considering that [country] statistics shows that pesticides are used by [percentage] of companies, you can truly understand that...”	10 min	-

Exercise 17: The technique of quotation

4	<p>Introduce the technique. The technique of quotation allows you to state something without being the author of the sentence. This can be used with a comedian style effect. A quotation is normally used during speeches to give authority to a fact. In order to obtain a comedy-style speech, use quotations combined with unexpected endings, which may produce a surprise effect in the audience.</p>	30 min	-
5	<p>All participants read the sentences. Trainer and attendants evaluate if Agritainment principles are embedded and the technique is performed properly.</p>	10 min	-

Evaluation methodology:

adherence of the speeches to the descriptions of the techniques, operated by the trainer and the other attendants.

Exercise 18: Aprosdoketon and other surprise techniques

Learning Outcomes

learn the use of surprise in a comedy-based speech in agritourism

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: no requirements

Step	Instructions	Time	Resources Needed
1	Introduce the function of surprise in comedy. Surprise can be also used as a learning mechanism, as per definition it moves the attention of the learner immediately.	10 min	-
2	Explain the technique: the rule of three. The rule of three is a classical comedy-speech related techniques which is based on using sequences of three sentences: two presuppositions and one unexpected ending, which is the one that should create the humorous effect. In our project, we aim to use environmental issues at the core of entertainment activities. The rule of three is used in comedy by creating tension with the first two items and release with the third one.	10 min	-
3	Explain the technique aprosdoketon. In Italian, the word entertain is “divertire” from the latin word “divertere” which means deviate, divert. For this reason, many entertainment techniques are based on moving unexpectedly the attention of the audience in a humoristic way. For example, this is commonly used in many comedian based techniques such as the rule of three, which introduce an unexpected element as a third element of a serie of sentences. The aprosdoketon is instead briefer as it takes one unique sentence or only 2 elements, where the second is unexpected.	10 min	-

Exercise 18: Aprosdoketon and other surprise techniques

4	Examples of Aprosdoketon is “he had a heart of gold, but unfortunately also a liver of iron.” In our project we aim to move the attention to environmental issues, therefore it’s important that the unexpected elements makes reference to environmental elements.	10 min	-
5	Each participant write the demonstration of the technique twice, both for the rule of three and aprosdoketon based on one food product used in their agritourism company.	60 min	-
6	All participants read the sentences. Trainer and attendants evaluate if Agritainment principles are embedded and the technique is performed properly.	30 min	-

Evaluation methodology:

adherence of the speeches to the descriptions of the techniques, operated by the trainer and the other attendants. The techniques reflects both content related to the environment and education.

Exercise 19: Comedy and pain

Learning Outcomes

learn how to use “pain” for edutainment

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: no requirements

Step	Instructions	Time	Resources Needed
1	<p>Introduce the function of pain in comedy. Comedy, pain and reality are often used together. There is a German term to refer to all this called schadenfreude and means (enjoyment of other people's misfortune). Pain in all its forms is also used under the forms of irony or even self-irony. A definition of irony is: saying or doing something that departs from what they or we expect them to say or do”, or again “the expression of one’s meaning by using language that normally signifies the opposite, typically for humorous or emphatic effect.”. There are two criticalities in the use of pain in the speech. The use of pain can offend somebody's sensitivity, or can target one’s thinking, or contradict one’s beliefs. Anyhow, if we try to answer to the question if “pain” can be educational, the answer is yes. Our brain is particularly sensitive to pain and try to anticipate much more potentially painful reactions. Think to smoke or alcohol disclaimers used to discourage these kinds of behaviors. They aim to “educate” through pain. In this exercise, I will show you how to use “pain” in a wise way during your comedy related speeches in reference to environment.</p>	10 min	-

Exercise 19: Comedy and pain

2	<p>Comedy related techniques are fundamentally based on contrasts, unexpected sentences, games of words, surprises. Using entertaining techniques on environmental issues can be done by focusing on elements whose majority of the population are unaware. In this exercise, the participants will list 10 elements of their food products / touristic activities which most of the population doesn't know. Adopt these questions to simulate attendees curiosity about the use of this technique.</p> <p>What are the possible "pain-related" topics you can introduce when you talk about the ecosystems of food and tourism? What are the types of contrasts you may talk on and educating people in references to the environmental sustainability?</p>	10 min	-
3	<p>Each participant list at least 10 "pain-related" topics related to the alternatives to consumption of healthy and sustainable products adopted in your agritourism.</p>	10 min	-
4	<p>One of the key elements to stimulate cognitive dissonance, pain, or discrepancy is to identify an "enemy". Of course, not a physical one. The enemy can be conceptual and should be the same enemy of your customers. What are the aims that customers wants from rural tourism and agrotourism?</p> <p>For food related elements: costs-effectiveness, taste, geographical origin, food safety, environmental values, ethics behind food.</p> <p>For tourism: environmental factors, wellbeing, relax, cost-effectiveness, experience etc.</p> <p>These factors can be all used in creating cognitive dissonance that leads to educating customers to sustainable experiences.</p>	10 min	-

Exercise 19: Comedy and pain

4	Each participant creates a comedy-based speech based on the technique comedy and pain. The trainer invites to the adoption of the previously explained techniques: comedy-bridges, aprosdoketon, surprise, pain.	60 min	-
5	All participants read the sentences. Trainer and attendants evaluate if Agritainment principles are embedded and the technique is performed properly.	30 min	-

Evaluation methodology:

adherence of the speeches to the descriptions of the techniques, operated by the trainer and the other attendants. The techniques reflects both content related to the environment and education.

Exercise 20: Comedy and cognitive dissonance

Learning Outcomes

learn how to use “cognitive dissonance” for edutainment

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: no requirements

Step	Instructions	Time	Resources Needed
1	<p>Introduce the concept of cognitive dissonance. As mentioned before, one of the strategies to generate humor is creating unexpected elements in your speech. These unexpected elements can be used in an educative way. The process is called cognitive dissonance. The cognitive dissonance is the presence in our mind of two conflicting elements. Considering that we need to have an internal mental coherence, we try to solve the conflict by giving an explanation to our reality, by solving the dissonance. This process of orienting our perceptions and solving “cognitive dissonance” can be used for learning. This exercise is composed by a set of techniques usable in edutainment in order to produce positive emotions through comedy-based techniques</p>	10 min	-
2	<p>Find contrasts in the history. One area for the use of irony is based on the contrast old/new. Historical/modern. Effective agritourism are the synthesis of traditional and innovative techniques. We rely on traditions but we apply, luckily, modern techniques for preserving food, using technology and so on. You may use historical curiosity about food production, the territory, the technology. Provide examples. Example: burned grain pasta was used by very poor farmers as discarded elements as not included in the commercial products of pasta. Today, burned grain pasta is sold as a delicacy thanks to it’s smoked flavor.</p>	20 min	-

Exercise 20: Comedy and cognitive dissonance

	<p>Moral of the story: you can truly use everything in cuisine sustainably and the frame makes the impact</p> <p>Contrast past/present: technology and knowledge are the basis for sustainability. Food was “categorizing” people sometimes for their poverty, today is instead considered a delicacy. Another contrast past/ present is the following: the old traditions are often considered very wise in terms of production, in reality, food technology and progress made food more safe. The past generations for example didn’t knew that using the 100% of burned grain was surely unsafe. Today the process is controlled and safe.</p> <p>Example: pizza is considered one of the main symbols of italian cuisine. Anyhow it evolved on the history and the first version of the pizza was full of defect (very little, difficult to digest, sometimes sold even one week after the preparation, without the use of yeast, and using toppings not considered traditional such as little fishes, lard, only olive oil, only salt). The history of pizza is the history of a dish that travelled and was made famous first by italian living in the US. Only after it became quite famous in all italian regions.</p> <p>Moral of the story: sometimes tradition is not necessarily wise or respecting our current tastes. Food changes on time and following the technological advancements. Traditional preparation may evolve and sometimes it’s desirable to have a change. Cuisine heritage is local but it migrates as people migrated in the past.</p> <p>Example of contrasts in history: pineapple pizza is technically a traditional plate being created on the 1960.</p> <p>Moral of the story: tradition is not always right</p>		
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Exercise 20: Comedy and cognitive dissonance

<p>3</p>	<p>Find commonalities when you expect differences. Provide an example of the use of the technique. We locate cuisine at a very specific level as we consider food a part of our identity. Pizza or pasta will be felt as italian, anyhow, in our traditions we didn't had means to standardize very well the preparations and also we lived in conditions of much higher difficulties. Seasonality was not a decision but a forced choice. Haute cuisine was not existing, nobody was criticizing if on that days we didn't used pecorino romano for the carbonara or another type cheese but essentially we were grateful for whatever cheese as the other option was nothing.</p> <p>Moral of the story: poverty can teach you something, how to save food, how to adapt your diet and preparation saving costs and increasing the healthiness/sustainability.</p> <p>Anyhow, besides traditions, the history of food shows that commonalities across different cultures came also with common technological advancements. Food also migrated as people moved across countries, this explains why we can find very similar food preparations in very different countries. For example, the use of sheep intestine rolls is common in the province of Foggia and in Turkiye: the only difference in the preparation is the name, torcinelli in the province of Foggia and kokorec in Turkiye.</p> <p>Another example of misleading perceptions and food evolving on time is related to the first version of pasta. Cypriot pastitsio has Venetian origins and still includes cinnamon, which was included also in it's original cuisine. Pasticcio veneto is still cooked today but italians lost the habit to use cinnamon in pasta. Today in Veneto you will most probably not find cinnamon in the pasticcio veneto but you will find it at more than 2000 km distance. If you try to put cinnamon on italian pasta you may find lots of resistance, anyhow, the true tradition is more respected in a distant country</p> <p>Moral of the story: tradition is a perception. Hobsbawn created the concept of "invention of the tradition".</p> <p>Moral of the story: food is evolving and changing, we can innovate traditions, we can find commonalities across different food cultures.</p>	<p>20 min</p>	<p>-</p>
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Exercise 20: Comedy and cognitive dissonance

4	<p>Find contrast in the identification of greenwashing and distinguishing it from true environmentally-sustainable actions. One area for the use of contrast is the difference between policies and practices. Laws can regulate minimum requirements for the environmental sustainability. Unmasking the truth can be revealing, educational and also generate a “bitter smile”. For example, a recent action for contrasting plastics, forbidden the use of straws in the touristic activities. Anyhow, this account for a minimum fragment of the overall sustainability of touristic activities, which makes the action non-effective</p>	20 min	-
5	<p>Find and use contrasts in the motivation of the costs. Cost is one of the key factor affecting customers decisions in any economic activity. This is true also for decisions concerning agriculture and tourism. What’s behind the cost of a product if not always known to customers. Educational activities can support customers in understanding what’s “behind the scenes” and understanding the costs. Educational activities concerning the costs also allow to enter into contrasts concerning cost- effectiveness of consumption decision making.</p>	20 min	-
6	<p>Find and use contrasts between thinking and behaviors. We all know that we should eat healthy and sustainable. We all know that we should avoid to drink alcohol, to smoke or to live in polluted areas. None of us wants to eat food with pesticides or other similar experiences. How many people follow the rules, even if cost-effective? A contrast between thoughts and behaviors can give a comedian hook.</p>	20 min	

Exercise 20: Comedy and cognitive dissonance

7	Find and use contrasts between expensive options and cheap but sustainable. A little electric red minibus could be introduced through the following joke: it's red like a Ferrari but at least it consume no fuel.	20 min	-
8	Find and use contrasts between expensive options and cheap but sustainable. A little electric red minibus could be introduced through the following joke: it's red like a Ferrari but at least it consume no fuel.	20 min	-
9	Each participant creates a comedy-based speech based on the technique cognitive dissonance.	60 min	

Evaluation methodology:

adherence of the speeches to the descriptions of the techniques, operated by the trainer and the other attendants. The techniques reflects both content related to the environment and education.

Bonus Exercise: The Final Speech

Learning Outcomes

refine public speaking capacity in agritourism for the promotion of environmental friendly products and services

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: Evaluation matrix

Step	Instructions	Time	Resources Needed
1	The participants are invited to perform a final speech adopting all the techniques mentioned in the 20 exercises. Each participant review the entire materials produced and write a 1 page speech to perform.	60 min	-
2	Every participant perform the speech by adopting all the techniques described in the 20 exercises.	60 min	-
3	The participants provide a feedback on a scale from 1 to 10 on the criteria of Agritainment annexed in the materials. <ul style="list-style-type: none"> - Positive emotions: the performance is effective in stimulating positive emotions in the audience - Educational part: the performance is able to stimulate the transfer of knowledge concerning the products and services offered - Environmental sustainability: the performance is providing effective content motivating customers to environmental sustainability - Valorization: the performance is valorizing services or products, customers may be motivated by the explanation to the selection of the targeted service or product. 	10 min	-

Bonus Exercise: The Final Speech

4	The trainer encourage the participants to embed comedy-based principles in the routine activities in the agritourism.	10 min	-
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Evaluation matrix	Rate on a scale from 1 to 10
Positive emotions	
Educational component	
Environmental sustainability	
Valorization of the territory	

Evaluation methodology:

use of the evaluation matrix. The attendant with the highest score is symbolically awarded.

4. Exercises for creating green-transition inspired group games in educational setting in agritourism and hospitality

These Exercises for Green Transition through Agritainment approach aim to support VET trainers, hospitality educators, and agritourism professionals in teaching sustainability principles through interactive group games. Unlike traditional lectures, these exercises use play-based learning and collective experiences to connect environmental responsibility with enjoyment, collaboration, and cultural exchange.

These chapter prepare trainers & professionals to: a) Integrate play-based sustainability education into their programs. b) Teach agritourism workers how to promote sustainable practices through engaging methods. c) Provide replicable game frameworks adaptable to different regions, products, and audiences. d) Ensure participants can translate environmental principles into practice while keeping learners motivated.



After completing the exercises, VET trainers and agritourism workers will be able to:

- Design and deliver green transition-inspired group games.
- Adapt the games to local sustainable products and services.
- Use these games to train learners (hospitality students, farmworkers, etc.) effectively.

Exercise 1: The Eco-Choice Challenge

Learning Outcomes

To train VET trainers and agritourism workers in facilitating a decision-making game that helps learners understand the environmental impact of everyday choices in agritourism and hospitality.

Target audience: VET Trainers and Agritourism Workers (8–15 participants)

Requirements:

- Classroom or workshop room with chairs/tables
- Printed Eco-Choice Cards (Annex 22)
- Blank score sheets (Annex 21)
- Pens

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains the aim of the activity. “We often make small choices in hospitality and agritourism that have big impacts on sustainability. This game helps us identify the greenest choices.” Distribute score sheets.	10 min	Flipchart/whiteboard (optional), score sheets
2	Setup: Divide participants into 2–3 teams. Shuffle the Eco-Choice Deck and place it in the center.	5 min	Printed Eco-Choice Cards
3	Round 1 – Drawing Choices: Each team draws a card, reads it aloud, and decides together whether it is High Impact (3 pts), Medium Impact (2 pts), or Low Impact (1 pt) for sustainability. The trainer reveals the correct score using the answer key. Teams record results on the score sheet.	15 min	Eco-Choice Cards, Score Sheet
4	Round 2 – Justify Your Choice: After each decision, teams give a 30-second justification. Trainer uses prompts: “What resources are affected?” “How would customers perceive this?”	20 min	Score Sheet, Pens

Exercise 1: The Eco-Choice Challenge

5	Round 3 – Scenario Play: Each team draws 3 cards and builds a mini scenario (e.g., breakfast service, eco-tour). They present the most sustainable version.	20 min	Eco-Choice Cards
6	Debrief & Reflection: Trainer summarizes key lessons. Ask: “Which choices were hardest? How might you adapt this for your own learners/customers?” Participants note 1 way they will use the game.	10 min	Flipchart (optional)

Evaluation methodology:

- Knowledge: Teams correctly identify at least 70% of the “greenest choices.”
- Critical Thinking: Justifications link choices to environmental impacts.
- Application: Each trainer writes down one concrete adaptation of the game for their learners/customers.
- Collaboration: Peer feedback on persuasiveness of arguments.

Adaptation Guidance

- For VET Learners: Focus on workplace scenarios (hotel dining service, eco-tour planning).
- For Agritourism Workers: Use local products (farm produce, renewable practices).
- For Customers/Visitors: Simplify and run as an interactive eco-quiz during tours.

Exercise 2: The Green Hospitality Dilemma Game

Learning Outcomes

To train VET trainers and agritourism workers in facilitating a role-based decision game where learners debate and choose the most sustainable hospitality solutions in common farm/hotel scenarios.

Target audience: VET Trainers and Agritourism Workers (8–15 participants)

Requirements:

- Printed Dilemma Scenario Cards (Annex 23)
- Role badges (optional, Annex 24)
- Pens and paper for notes

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains that hospitality often involves making quick choices that affect sustainability. This game puts participants in roles (e.g., chef, farmer, hotel manager, tourist) to solve dilemmas together.	10 min	Flipchart/whiteboard (optional)
2	Setup: Divide participants into small groups (3–5). Distribute one Dilemma Scenario Card per group. Assign each participant a role using badges (e.g., Manager, Chef, Visitor).	5 min	Printed Scenario Cards, Role Badges
3	Discussion Round 1: Each group reads its dilemma. Members argue from their role's perspective to decide on the best course of action. Trainer encourages structured debate.	20 min	Scenario Cards, Pens
4	Presentation Round: Each group presents its decision to the plenary. They must explain both their chosen solution and why other options were less sustainable.	20 min	Flipchart (optional for notes)

Exercise 2: The Green Hospitality Dilemma Game

5	Trainer Feedback: After each presentation, trainer highlights the sustainability strengths of the solution and points out any overlooked impacts.	15 min	-
6	Reflection & Adaptation: Participants write down how they would adapt this game for their own learners/customers (e.g., different dilemmas, simpler roles).	10 min	Reflection Sheets (Annex 25)

Evaluation methodology:

- Critical Thinking: Teams justify why their solution is the most sustainable.
- Role Understanding: Each participant contributes from their role's perspective.
- Sustainability Awareness: Decisions align with green transition principles (local sourcing, waste reduction, energy efficiency).
- Replicability: Participants outline how to adapt at least one dilemma for their own teaching or workplace.

Adaptation Guidance

- For VET Learners: Use dilemmas based on real hospitality school scenarios (menus, housekeeping, catering).
- For Agritourism Workers: Focus dilemmas on daily farm practices (guest meals, waste disposal, local sourcing).
- For Customers/Visitors: Simplify into a "Would You Choose?" game with fewer roles and quick voting.

Exercise 3: The Carbon Footprint Line-Up

Learning Outcomes

To train VET trainers and agritourism workers in facilitating a dynamic movement-based game that teaches learners about the environmental impact of different agritourism and hospitality practices.

Target audience: VET Trainers and Agritourism Workers (8–20 participants)

Requirements:

- No printed materials required
- Optional: masking tape or rope to mark a line on the floor
- Pens and paper (only if teams want to take notes)

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains the concept of “carbon footprint” in hospitality and agritourism. “Every action we take has an environmental cost. Today we’ll explore which choices are heavier on the planet — and which are lighter.”	10 min	-
2	Setup: Mark a longline on the floor (using tape, rope, or simply imagining one). One end represents High Impact (Not Sustainable) and the other represents Low Impact (Very Sustainable).	5 min	Rope/tape (optional)
3	Round 1 – Trainer Statements: Trainer reads out a sustainability-related practice (examples below). Participants must position themselves along the line according to how sustainable they think the practice is.	20 min	-
4	Group Discussion: Once placed, ask 2–3 participants to explain why they chose their position. Encourage debate and allow people to move if persuaded.	15 min	-

Exercise 3: The Carbon Footprint Line-Up

5	Round 2 – Participant Proposals: Invite participants to propose their own agritourism/hospitality actions (e.g., “Using solarpanels,” “Offering imported wine,” “Running daily tractor rides”). Others then position themselves on the line.	15 min	-
6	Debrief & Reflection: Trainer summarizes the biggest insights. Ask: “Which actions surprised you? How can you adapt this game for your own learners/customers?”	10 min	Flipchart (optional)

Evaluation methodology:

- Engagement: All participants actively move and take a stance.
- Knowledge: Participants correctly identify which practices are more/less sustainable (confirmed during debrief).
- Critical Thinking: Debates show understanding of environmental trade-offs.
- Replicability: Trainers describe at least one way they could use the game with their learners/customers.

Adaptation Guidance

- For VET Learners: Add more technical scenarios (e.g., energy use in kitchens, packaging choices for catering).
- For Agritourism Workers: Use examples directly from their farm operations.
- For Customers/Visitors: Keep scenarios simple and fun, focusing on visible choices (food, transport, recycling).

Sample Sustainability Practices for Round 1

- Offering bottled water in plastic vs. refillable jugs
- Serving imported tropical fruit vs. local seasonal fruit
- Using disposable cutlery vs. reusable plates
- Providing guided walking tours vs. bus tours
- Composting food waste vs. throwing it away
- Offering vegetarian menu options vs. meat-heavy menus
- Heating a guesthouse with renewable energy vs. fossil fuels

Exercise 4: The Sustainability Auction

Learning Outcomes

To train VET trainers and agritourism workers in facilitating a simulation game where learners “bid” for the most valuable sustainable practices in hospitality and agritourism, learning to prioritize actions when resources are limited.

Target audience: VET Trainers and Agritourism Workers (8–20 participants)

Requirements:

- No printed materials required (optional auction cards template can be used)
- Scrap paper or sticky notes for “bidding money”
- Pens

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains: “In real life, we can’t implement every eco-action at once due to budget, time, or resource limits. Today we’ll run an auction where you ‘buy’ sustainability measures – and see which ones you value most.”	10 min	Flipchart (optional)
2	Setup: Divide participants into teams of 3–4. Give each team the same amount of “eco-currency” (10–15 bidding notes). Explain the rules: teams will bid on sustainable practices as if they were improvements for their farm/hotel.	5 min	Scrap paper/sticky notes for money
3	Auction Round 1: Trainer reads the first sustainability practice (see list below). Teams bid to “buy” the practice. Highest bid wins. Trainer records which team purchased which practice.	20 min	-
4	Auction Round 2: Continue with more practices. Encourage debate between teams: “Why is this practice worth more to you than others?”	15 min	-

Exercise 4: The Sustainability Auction

5	Presentation Round: Each team presents its “portfolio” of purchased practices, explaining why they prioritized them. Trainer facilitates discussion of trade-offs.	20 min	Flipchart (optional)
6	Debrief & Reflection: Trainer summarizes the biggest insights. Ask: “Which actions surprised you? How can you adapt this game for your own learners/customers?”	10 min	Flipchart (optional)

Evaluation methodology:

- Engagement: All teams actively bid and explain reasoning.
- Critical Thinking: Teams demonstrate understanding of trade-offs in sustainability.
- Prioritization Skills: Portfolios show awareness of cost vs. impact.
- Replicability: Trainers identify at least one adaptation for their learners/customers.

Adaptation Guidance

- For VET Learners: Add “budget impact” values to each practice so learners must calculate trade-offs.
- For Agritourism Workers: Use real-life examples from their farms (e.g., drip irrigation, local honey partnerships).
- For Customers/Visitors: Run a light version as a “fun auction” during farm tours, letting guests bid on eco-actions they’d like to see.

Sample Sustainability Practices for Auction

- Installing solar panels for the guesthouse
- Composting all kitchen waste
- Replacing plastic bottles with refillable glass pitchers
- Offering daily vegetarian/vegan menu options
- Partnering with local farmers for produce
- Switching to eco-friendly cleaning products
- Reducing portion sizes to cut food waste
- Offering cycling/walking tours instead of car tours
- Using refillable dispensers instead of single-use toiletries
- Training staff to explain sustainability to visitors

Exercise 5: The Green Negotiation Table

Learning Outcomes

To train VET trainers and agritourism workers in facilitating a role-play game where learners negotiate sustainability solutions among stakeholders with different interests in agritourism and hospitality.

Target audience: VET Trainers and Agritourism Workers (8–15 participants)

Requirements:

- No special materials required
- Optional: printed Role Briefs (Annex 26)
- Flipchart/whiteboard for notes

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains: “Sustainability often involves negotiating between different interests — farmers, guests, managers, and local authorities. Today we’ll simulate a negotiation to find the most balanced eco- friendly solution.”	10 min	Flipchart/whiteboard
2	Setup: Divide participants into groups of 4–5. Assign each participant a stakeholder role (Manager, Local Farmer, Guest, Sustainability Officer, Local Authority). Hand out role briefs or explain them verbally.	5 min	Role Briefs (printed or verbal)
3	Round 1 – Stakeholder Presentations: Each role explains its priorities regarding the sustainability issue (e.g., food sourcing, waste management, energy use).	15 min	Role Briefs
4	Round 2 – Negotiation: Groups negotiate to agree on a shared action plan that balances sustainability with economic and customer needs.	25 min	Flipchart for notes

Exercise 5: The Green Negotiation Table

5	Round 3 – Agreement Presentation: Each group presents their final agreement to the plenary. Trainer asks clarifying questions: “What compromises weremade? What eco-benefits were achieved?”	20 min	Flipchart
6	Debrief & Reflection: Trainer leads discussion on the negotiation dynamics. Ask: “Which rolewas hardest to represent? How can we use this with our learners to show real-world challenges of sustainability?”	10 min	

Evaluation methodology:

- Engagement: Each participant contributes from their role’s perspective.
- Negotiation Skills: Groups reach a compromise reflecting both sustainability and practicality.
- Awareness: Final plans include at least 2 eco-friendly actions.
- Replicability: Trainers describe how they would adapt scenarios for their own learners/customers.

Adaptation Guidance

- For VET Learners: Assign roles linked to their future careers (chef, event planner, farmer, eco-guide).
- For Agritourism Workers: Use real farm-based issues (e.g., irrigation, waste from tourists, sourcing food).
- For Customers/Visitors: Simplify to a “group decision-making game” where tourists choose the eco-options they’d prefer in a visit.

Sample Sustainability Practices for Auction

- 1.The Eco-Hotel Kitchen: A hotel wants to reduce its carbon footprint. Options include buying local produce, offering vegetarian menus, or investing in composting. Stakeholders must agree on 2 main actions.
- 2.Farm Tourism Expansion: An agritourism farm wants to add a visitor center. Options include eco- materials, renewable energy, or cutting costs with conventional materials.
- 3.Transport for Guests: A guesthouse must decide how to provide transport for farm tours: diesel minivan, bicycles, or an electric shuttle.

Exercise 6: The Eco-Story Circle

Learning Outcomes

To train VET trainers and agritourism workers in facilitating a storytelling game that helps learners internalize sustainability principles by creating short, engaging narratives.

Target audience: VET Trainers and Agritourism Workers (8–20 participants)

Requirements:

- No printed materials required
- Optional: a few slips of paper with prompts (Annex 27)
- Chairs arranged in a circle

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains: “Storytelling is one of the oldest and most powerful tools for teaching. Today, we’ll build short eco-stories that visitors and learners will remember long after the lesson.”	10 min	-
2	Setup: Arrange chairs in a circle. Trainer gives the first participant an eco-story prompt (from the list below or improvised).	5 min	Optional: Prompt slips
3	Round 1 – Story Building: The first participant begins a story using the prompt (e.g., “On our farm, we discovered a way to...”). Each participant adds 2–3 sentences to continue the story, always linking to a sustainability idea.	20 min	-
4	Round 2 – Twist Challenge: Trainer occasionally interrupts with a “twist card” (e.g., “Suddenly, the guests refused the eco-menu!”). Participants must adapt the story creatively while keeping sustainability in focus.	20 min	Optional: Twist prompts

Exercise 6: The Eco-Story Circle

5	Presentation Round: After the story circle is complete, the group retells the final story together, reinforcing the eco-messages.	10 min	-
6	Debrief & Reflection: Trainer asks: “Which eco- principles came through most strongly? How could you use storytelling in your own teaching or with visitors?”	10 min	-

Evaluation methodology:

- Creativity: All participants contribute at least once to the eco-story.
- Sustainability Focus: Stories consistently include green transition themes.
- Engagement: Laughter, attention, and collaboration are evident.
- Replicability: Trainers identify how to adapt storytelling (e.g., for school groups, farm tourists, VET learners).

Adaptation Guidance

- For VET Learners: Use prompts linked to professional tasks (designing a menu, welcoming guests, organizing a farm event).
- For Agritourism Workers: Create stories based on real farm/hospitality challenges.
- For Customers/Visitors: Keep prompts simple and fun, focusing on concrete experiences (food, animals, energy, nature).

Exercise 7: The Zero-Waste Relay

Learning Outcomes

To train VET trainers and agritourism workers in facilitating an active group game that shows how quick thinking and collaboration can reduce waste in hospitality and agritourism settings.

Target audience: VET Trainers and Agritourism Workers (10–20 participants)

Requirements:

- A few sheets of paper and pens
- Optional: 3–4 everyday objects (plastic bottle, paper bag, fruit peel, etc.)

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains: “Waste is a major issue in hospitality. Today, we’ll see how fast and creative you can be in turning waste into new opportunities.”	10 min	Flipchart
2	Setup: Split participants into 3–4 teams. Give each team 2–3 “waste objects” (real or written on slips of paper).	5 min	Waste props or slips
3	Round 1 – Brainstorm: Each team has 2 minutes to decide a way to reuse or reduce the waste item in an agritourism/hospitality context.	15 min	Props/slips, pens
4	Relay Round: Teams take turns presenting their solution in under 1 minute. Next team must not repeat previous ideas.	20 min	-
5	Challenge Round: Trainer introduces new waste types mid-game (e.g., “What about food scraps from the kitchen?”). Teams adapt quickly.	15 min	New slips

Exercise 7: The Zero-Waste Relay

6	Debrief: Trainer highlights the creativity and practicality of ideas. Ask: “Which solutions could you realistically apply in your own work?”	10 min	Flipchart
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Evaluation methodology:

- Teams generate unique waste reduction ideas (no repetitions).
- At least 70% of ideas link clearly to sustainability.
- Trainers note 2–3 methods to adapt for their own learners/customers.

Adaptation Guidance

- For VET Learners: Use common training school waste items (plastic cutlery, packaging).
- For Agritourism Workers: Use real farm/hotel waste examples.
- For Customers/Visitors: Make it playful – “What could YOU do with this banana peel?”

Exercise 8: The Green Menu Puzzle

Learning Outcomes

To train VET trainers and agritourism workers in guiding learners to balance sustainability, appeal, and cost when designing hospitality menus.

Target audience: VET Trainers and Agritourism Workers (8–15 participants)

Requirements:

- Flipchart or A4 sheets
- Pens
- Optional: printed Menu Item Slips (Annex 28)

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains: “Menus can encourage sustainable choices. Today you’ll build a menu under real-world constraints: customer appeal, budget, and sustainability.”	10 min	Flipchart
2	Setup: Divide into small groups. Give each group a blank sheet for their “menu” and a set of Menu Item Slips (optional).	5 min	Slips/sheets
3	Round 1 – Menu Creation: Groups design a 3-course menu (starter, main, dessert) featuring at least 2 sustainable choices.	20 min	Sheets, pens
4	Round 2 – Constraint Twist: Trainer introduces a constraint (e.g., budget cut, vegetarian group, shortage of imported products). Groups must adapt their menus.	20 min	Slips/sheets
5	Menu Presentations: Each group presents their final menu and explains the sustainability benefits.	15 min	-

Exercise 8: The Green Menu Puzzle

6	Debrief: Trainer highlights the most innovative sustainable adaptations.	10 min	Flipchart
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Evaluation methodology:

- Menus include at least 2 eco-friendly items.
- Teams justify sustainability benefits clearly.
- Adaptations meet new constraints creatively.

Adaptation Guidance

- For VET Learners: Add nutritional and cost dimensions.
- For Agritourism Workers: Focus on their own farm's produce.
- For Customers/Visitors: Run as a fun menu "vote" for the most eco-friendly dish.

Exercise 9: The Green Challenge Quiz Show

Learning Outcomes

To train VET trainers and agritourism workers in facilitating a sustainability quiz game that uses competition and speed to reinforce eco-knowledge.

Target audience: VET Trainers and Agritourism Workers (10-15 participants)

Requirements:

- Whiteboard or flipchart
- Optional: printed question slips (Annex 29)
- Bell or buzzer (optional; can use clapping)

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains: “Today we’ll test your green knowledge in a fun, fast-paced quiz. The goal is to recall sustainability facts quickly and correctly.”	5 min	-
2	Setup: Divide into 2–3 teams. Decide how to signal answers (bell, clap, raising hand).	5 min	Bell/clap
3	Round 1 – Quick Questions: Trainer reads out a series of eco-questions. First team to signal answers. Correct = 1 point; incorrect = -1 point.	20 min	Question slips
4	Round 2 – Challenge Questions: Harder questions worth 2 points. Teams may discuss for 30 seconds before answering.	15 min	Question slips
5	Final Round – Green Lightning: Each team answers 5 rapid-fire questions. No discussion allowed.	15 min	Question slips

Exercise 9: The Green Challenge Quiz Show

6	Debrief & Reflection: Trainer highlights correct answers and explains briefly why. Teams notedown 1 fact they didn't know before.	10 min	Flipchart
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Evaluation methodology:

- Teams actively participate in all rounds.
- At least 70% of answers correct across all teams.
- Participants identify new eco-knowledge they gained.

Adaptation Guidance

- For VET Learners: Add more technical questions (energy, waste systems, EU eco-labels).
- For Agritourism Workers: Use local-specific questions (regional crops, recycling rules).
- For Customers/Visitors: Keep questions light and fun, focusing on visible

Exercise 10: The Sustainable Farm Day Simulation

Learning Outcomes

To train VET trainers and agritourism workers in guiding learners through a simulation where they plan and manage a “sustainable day” for visitors on a farm.

Target audience: VET Trainers and Agritourism Workers (10-15 participants)

Requirements:

- Flipchart or whiteboard
- A4 paper and pens
- Printed Scenario Slips and Twist Cards (Annex 30)

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains: “Running a day for visitors in agritourism means juggling fun, comfort, and sustainability. Today you’ll simulate planning such a day.”	10 min	Flipchart
2	Setup: Divide participants into small groups. Each group receives a Farm Scenario Slip (e.g., vineyard, dairy farm, eco-lodge).	5 min	Scenario Slips
3	Round 1 – Planning: Groups design a program of 3–4 visitor activities for one day, including at least 2 eco-friendly elements.	25 min	Paper, pens
4	Round 2 – Presentations: Groups present their “Farm Day Program.”	20 min	Flipchart
5	Round 3 – Twist Challenge: Trainer gives each group a Twist Card (e.g., sudden rainstorm, food shortage). Groups adapt their plan in 10 minutes.	15 min	Twist Cards

Exercise 10: The Sustainable Farm Day Simulation

6	Debrief & Reflection: Trainer asks: “What compromises were needed? Which sustainability actions were non-negotiable?”	10 min	Flipchart
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Evaluation methodology:

- Plans include at least 2 eco-friendly activities.
- Groups adapt effectively to the twist challenges.
- Each trainer notes 1 adaptation idea for their learners/customers.

Adaptation Guidance

- For VET Learners: Add time constraints or visitor demographics (e.g., school group vs. retirees).
- For Agritourism Workers: Use real data (farm produce, visitor numbers, seasonal constraints).
- For Customers/Visitors: Simplify — let them “vote” on activities for the day.

Exercise 11: The Green Budget Challenge

Learning Outcomes

To train VET trainers and agritourism workers in prioritizing sustainability investments when resources are limited.

Target audience: VET Trainers and Agritourism Workers (8-15 participants)

Requirements:

- Printed Budget Sheets (Annex 31)
- Pens
- Optional: “eco-coins” (paper slips or tokens)

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains: “We all want to do everything for sustainability — but budgets are limited. Today you’ll invest wisely.”	10 min	Flipchart
2	Setup: Divide into teams. Give each team a Budget Sheet and 100 eco-coins.	5 min	Budget Sheets, eco- coins
3	Round 1 – Spending: Teams choose eco-actions from the sheet until their budget is used. They must pick at least 3 actions.	20 min	Budget Sheets
4	Round 2 – Justification: Teams present their choices and explain why.	20 min	Flipchart
5	Debrief: Trainer highlights most creative/impactful investments.	15 min	Budget Sheets

Exercise 10: The Sustainable Farm Day Simulation

6	Debrief: Trainer highlights most creative/impactful investments.	10 min	Flipchart
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Evaluation methodology:

- Teams balance cost and eco-impact.
- Presentations show clear sustainability reasoning.
- Adapted plans fit within new budget.

Adaptation Guidance

- For VET Learners: Add ROI (return on investment) values for realism.
- For Agritourism Workers: Use actual local farm costs.
- For Customers/Visitors: Run a simplified version as a “Which eco-action would you fund?” poll.

Exercise 12: The Eco-Escape Challenge

Learning Outcomes

To train VET trainers and agritourism workers in facilitating a puzzle-based challenge that reinforces sustainability knowledge.

Target audience: VET Trainers and Agritourism Workers (10–20 participants)

Requirements:

- Printed Clue Sheets (Annex 32)
- Pens

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains: “You’re locked in a challenge. Only solving eco-puzzles will get you out — and teach you how sustainability saves the day.”	10 min	-
2	Setup: Split participants into teams. Give each team Clue 1. Correct answer unlocks Clue 2, and so on.	5 min	Clue Sheets
3	Puzzle Round 1 – Matching: Match eco-practices with their benefits.	20 min	Clue Sheets
4	Puzzle Round 2 – Unscramble: Unscramble eco-words.	20 min	Clue Sheets
5	Final Puzzle – Riddle: Solve a sustainability riddle to “escape.”	15 min	Clue Sheets

Exercise 12: The Eco-Escape Challenge

6	Debrief: Trainer discusses answers and links them to real-world practices.	10 min	Flipchart
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Evaluation methodology:

- Teams solve all puzzles within time.
- Correct answers demonstrate understanding of sustainability.
- Trainers adapt at least 1 puzzle for their own learners/customers.

Adaptation Guidance

- For VET Learners: Add more technical clues (energy units, EU eco-labels).
- For Agritourism Workers: Use puzzles based on local farm or hospitality practices.
- For Customers/Visitors: Simplify clues into riddles and fun questions.

Exercise 13: The Eco-Pitch Challenge

Learning Outcomes

To train VET trainers and agritourism workers in guiding learners to create and deliver short, persuasive pitches promoting sustainable hospitality or agritourism practices.

Target audience: VET Trainers and Agritourism Workers (8–15 participants)

Requirements:

- Flipchart or A4 sheets
- Pens
- Printable Pitch Prompt Cards (Annex 33)

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains: “To promote sustainability, we must sell the idea — not just the product. Today, you’ll practice eco-pitches to persuade an audience.”	10 min	Flipchart
2	Setup: Divide into teams of 2–3. Give each team a Pitch Prompt Card (e.g., eco-menu, zero-waste policy).	5 min	Prompt Cards
3	Round 1 – Preparation: Teams have 15 minutes to prepare a 1-minute pitch. They must explain what it is, why it’s sustainable, and why customers should care.	15 min	Paper, pens
4	Round 2 – Pitches: Each team delivers its pitch. Trainer times and records.	20 min	-
5	Round 3 – Feedback & Voting: Audience votes on the most persuasive eco-pitch. Trainer provides constructive feedback.	20 min	Flipchart

Exercise 13: The Eco-Pitch Challenge

6	Debrief & Reflection: Trainer asks: “What strategies made the pitchesconvincing? How couldyou adapt this with learners or visitors?”	10 min	Flipchart
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Evaluation methodology:

- Pitches include at least 2 sustainability benefits.
- Teams stay within time limit.
- Audience feedback identifies persuasiveness.

Adaptation Guidance

- For VET Learners: Add scoring for structure, clarity, and eco-impact.
- For Agritourism Workers: Use real farm/hotel practices.
- For Customers/Visitors: Simplify into a fun “elevator pitch” activity with applause voting.

Exercise 14: The Green Service Roleplay

Learning Outcomes

To train VET trainers and agritourism workers in facilitating roleplays that teach learners how to communicate sustainability directly to guests/customers.

Target audience: VET Trainers and Agritourism Workers (10-20 participants)

Requirements:

- Chairs arranged in pairs or small groups
- Printable Role Cards and Guest Questions Cards (Annex 34)

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains: “Hospitality workers often need to explain eco-practices to guests in simple, engaging ways. Today we’ll roleplay those situations.”	10 min	Flipchart
2	Setup: Pair participants. One acts as staff (farmer, waiter, guide), the other as guest. Give each pair a Role Card for staff and a Question Card for the guest.	5 min	Role & Question Cards
3	Round 1 – Roleplay: Guests ask their questions. Staff must answer clearly and persuasively, linking to sustainability.	20 min	Cards
4	Round 2 – Switch Roles: Swap roles and replay with new cards.	20 min	Cards
5	Feedback Session: Trainer leads a group reflection: “Which answers sounded convincing? Which could be improved?”	15 min	Flipchart

Exercise 14: The Green Service Roleplay

6	Debrief: Trainersummarizes effective communication techniques (clarity, positivity, emotional appeal).	10 min	-
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Evaluation methodology:

- Staff answers include clear sustainability benefits.
- Guests understand the eco-message.
- Trainers note at least 1 communication strategy for replication.

Adaptation Guidance

- For VET Learners: Add formal grading for body language and persuasion.
- For Agritourism Workers: Use real guest FAQs.
- For Customers/Visitors: Run a light version where kids/visitors ask fun eco-questions.

Exercise 15: The Sustainability Jigsaw

Learning Outcomes

To train VET trainers and agritourism workers in facilitating a collaborative game where learners build a “jigsaw” of sustainability principles, reinforcing how different actions connect.

Target audience: VET Trainers and Agritourism Workers (8–15 participants)

Requirements:

- Printed Jigsaw Pieces (Annex 35)
- Scissors and tape (for assembly)

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains: “Sustainability is like a puzzle – every piece matters. Today, you’ll build a jigsaw to see how eco-actions connect.”	10 min	Flipchart
2	Setup: Distribute shuffled Jigsaw Pieces to participants. Each piece has a sustainability action or benefit written on it.	5 min	Jigsaw Pieces
3	Round 1 – Assembly: Teams work together to connect pieces by matching actions with benefits (e.g., “Bike Rentals → Lower Carbon Emissions”).	20 min	Pieces
4	Round 2 – Missing Pieces: Trainer withholds 3–4 key pieces. Teams must guess the missing links (e.g., “Solar panels → ?”).	15 min	Pieces
5	Round 3 – Group Discussion: Completed jigsaw is displayed. Trainer highlights how each piece contributes to the sustainability whole.	15 min	Flipchart

Exercise 15: The Sustainability Jigsaw

6	Debrief & Reflection: Participants reflect: "Which link surprised you most? How can you adapt this activity for your learners/customers?"	10 min	-
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Evaluation methodology:

- Teams correctly match most actions with benefits.
- Missing links are logically filled.
- Trainers describe at least 1 adaptation for their context.

Adaptation Guidance

- For VET Learners: Use complex eco-actions (carbon offsets, EU eco-labels).
- For Agritourism Workers: Focus on local farm practices.
- For Customers/Visitors: Use simplified pairs with images for visual appeal.

Exercise 16: The Eco-Scavenger Hunt

Learning Outcomes

To train VET trainers and agritourism workers in facilitating a scavenger hunt that teaches learners to identify sustainable practices, materials, or symbols in their environment.

Target audience: VET Trainers and Agritourism Workers (10-20 participants)

Requirements:

- Outdoor or large indoor area
- Printed Scavenger Hunt Clue Cards (Annex 36)
- Pens and score sheets

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains:“You’ll work in teams to find eco-items and practices around you. The goal is to see sustainability where others may miss it.”	10 min	Flipchart
2	Setup: Divide participants into 3–4 teams. Give each a set of Scavenger Hunt Clue Cards and a Score Sheet.	5 min	Clue Cards, Score Sheets
3	Round 1 – Hunt: Teams search the venue/farm area for items or practices matching their clue cards.	20 min	Clue Cards
4	Round 2 – Reporting: Teams report back with their findings and show evidence (photos, descriptions, or verbal proof).	10 min	Score Sheets
5	Bonus Challenge: Trainer announces a final “hidden eco-challenge” (e.g., “Name one change that would make this place more sustainable”).	10 min	-

Exercise 16: The Eco-Scavenger Hunt

6	Debrief & Reflection: Trainer highlights discoveries and links them to real hospitality practices.	10 min	Flipchart
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Evaluation methodology:

- Teams find at least 70% of items.
- Bonus challenge produces creative ideas.
- Trainers note how they'd adapt hunts for their context.

Adaptation Guidance

- For VET Learners: Use clues tied to technical hospitality items (energy meters, recycling bins).
- For Agritourism Workers: Use farm-based clues (compost, irrigation systems, local food storage).
- For Customers/Visitors: Simplify clues into family-friendly categories (find something green, find a recycling sign).

Exercise 17: The Green Crisis Team Challenge

Learning Outcomes

To train VET trainers and agritourism workers in facilitating a cooperative problem-solving game where learners handle simulated eco-crises in hospitality/agritourism.

Target audience: VET Trainers and Agritourism Workers (8-15 participants)

Requirements:

- Printed Crisis Scenario Cards (Annex 37)
- Flipchart or A4 sheets for group notes

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains: "Sustainability sometimes means handling sudden challenges. You'll work as a crisis team to solve eco-problems quickly."	10 min	Flipchart
2	Setup: Divide into small groups. Each group receives a Crisis Scenario Card.	5 min	Scenario Cards
3	Round 1 – Crisis Response: Groups have 15 minutes to come up with an action plan.	15 min	Paper, pens
4	Round 2 – Presentation: Each group presents its crisis plan.	20 min	Flipchart
5	Round 3 – Peer Review: Other groups ask questions and challenge decisions.	15 min	None

Exercise 17: The Green Crisis Team Challenge

6	Debrief & Reflection: Trainer discusses which strategies were most effective.	10 min	Flipchart
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Evaluation methodology:

- Plans include at least 2 clear eco-actions.
- Teams respond creatively under time pressure.
- Trainers identify how to replicate scenario training in their context.

Adaptation Guidance

- For VET Learners: Include realistic business crises (supply shortages, energy price spikes).
- For Agritourism Workers: Focus on farm-specific issues (crop failure, water scarcity).
- For Customers/Visitors: Simplify into a “What Would You Do?” discussion.

Exercise 18: The Eco-Chain Reaction

Learning Outcomes

To train VET trainers and agritourism workers in showing learners how small sustainable actions link together to create larger environmental impact.

Target audience: VET Trainers and Agritourism Workers (8-20 participants)

Requirements:

- Printed Eco-Action Cards (Annex 38)
- String or tape (optional, for linking cards on the wall/floor)

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains: “Every eco-action creates a ripple effect. Today you’ll build a chain reaction showing how our choices connect.”	10 min	Flipchart
2	Setup: Distribute Eco-Action Cards randomly among participants.	5 min	Eco-Action Cards
3	Round 1 – Building the Chain: First participant places their card and explains its eco-impact. Next person links their card logically (e.g., “Composting → Less landfill waste → Fertile soil”).	20 min	Cards
4	Round 2 – Gaps: Trainer introduces “Gap Cards” where participants must invent a missing link (e.g., “? → Less CO ₂ emissions”).	15 min	Gap Cards
5	Final Round: Display the full chain. Trainer reviews how small actions connect.	15 min	String/tape

Exercise 18: The Eco-Chain Reaction

6	Debrief & Reflection: Ask: “Which link surprised you? How could this be adapted for your learners/customers?”	10 min	-
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Evaluation methodology:

- Full chain shows logical sustainability links.
- Gap Cards are filled with creative, accurate answers.
- Trainers note 1 way to adapt this activity.

Adaptation Guidance

- For VET Learners: Use advanced eco-actions (carbon credits, renewable certificates).
- For Agritourism Workers: Focus on local farm-to-guest links.
- For Customers/Visitors: Use images/icons instead of text for easy understanding.

Exercise 19: The Sustainability Hot Seat

Learning Outcomes

To train VET trainers and agritourism workers in facilitating a fast-paced Q&A game that reinforces eco-knowledge and develops confidence in responding to questions about sustainability.

Target audience: VET Trainers and Agritourism Workers (8-15 participants)

Requirements:

- None (optional: a chair designated as the “Hot Seat”)

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains: “Hospitality workers often face unexpected eco-questions from guests. This game will prepare you to answer quickly and confidently.”	10 min	-
2	Setup: Place a chair as the “Hot Seat.” One participant volunteers or is chosen to sit in it. Others prepare sustainability-related questions.	5 min	-
3	Round 1 – Quick Fire: For 5 minutes, group members fire short sustainability questions (e.g., “Why should we eat local food?”). The person in the Hot Seat answers as fast as possible.	15 min	-
4	Round 2 – Challenge Round: The trainer or peers ask trickier questions (e.g., “Is organic always better?”). Hot Seat answers must be clear and persuasive.	20 min	-
5	Role Rotation: Another participant takes the Hot Seat until everyone has had a turn.	15 min	-

Exercise 19: The Sustainability Hot Seat

6	Debrief & Reflection: Trainer highlights effective answering strategies (clarity, honesty, positive framing).	10 min	-
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Evaluation methodology:

- Participants answer at least 3 questions in the Hot Seat.
- Answers include accurate eco-principles and persuasive reasoning.
- Trainers identify strategies learners can use in real guest interactions.

Adaptation Guidance

- For VET Learners: Add grading (clarity, correctness, confidence).
- For Agritourism Workers: Focus on FAQs from real guests.
- For Customers/Visitors: Run a lighter version as a fun “Ask the Farmer” session.

Exercise 20: The Green Commitment Circle

Learning Outcomes

To train VET trainers and agritourism workers in facilitating a reflective, collaborative activity where learners commit to real sustainable action.

Target audience: VET Trainers and Agritourism Workers (8-20 participants)

Requirements:

•None

Step	Instructions	Time	Resources Needed
1	Introduction: Trainer explains: "Sustainability becomes real when we commit to action. In this circle, you'll make your personal green promise."	10 min	-
2	Setup: Arrange participants in a circle. Trainer explains the rules: each person will share one sustainability action they commit to in their training or workplace.	5 min	-
3	Round 1 – Sharing Commitments: Each participant takes a turn: "I commit to...". Trainer notes themes on a flipchart if available.	20 min	-
4	Round 2 – Pair Exchange: Participants pair up and briefly discuss how they'll achieve their commitments.	15 min	-
5	Round 3 – Group Reflection: Volunteers share inspiring commitments from their partners.	15 min	-

Exercise 20: The Green Commitment Circle

6	Closing: Trainer invites a group applause for all commitments and reminds participants: “Every small action is part of the bigger transition.”	10 min	-
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Evaluation methodology:

- All participants share a commitment.
- Commitments are specific, realistic, and sustainability-focused.
- Trainers reflect on how to follow up with learners in their own settings.

Adaptation Guidance

- For VET Learners: Ask for commitments related to their future careers (e.g., designing eco-friendly menus).
- For Agritourism Workers: Encourage commitments tied to their farms (e.g., reducing single-use plastics).
- For Customers/Visitors: Use as a closing circle in eco-tours, letting guests pledge one action at home.

5. Exercises for teaching how to create agritainment activities for people with disabilities; with a dedicated activities for mental and physical disabilities

This collection of VET training practices is designed to support trainers in preparing agritourism workers to deliver inclusive agritainment activities for people with disabilities, with dedicated approaches for both mental and physical disabilities. The exercises provide ready-to-use resources, step-by-step guidance, and adaptable methods to ensure accessibility, safety, and engagement for all visitors.



Each activity is built to help trainers pass on the skills needed to create meaningful, enjoyable, and educational experiences that promote positive emotions, environmental and cultural sustainability, and valorization of the visitor experience. The focus is on practical, low-complexity setups with materials prepared in advance, minimizing the need for additional sourcing.

The exercises cover a wide variety of interactive formats—sensory exploration, adaptive crafts, accessible cooking, inclusive games, and nature-based experiences—ensuring that agritourism sites can offer equitable participation opportunities while celebrating local heritage, biodiversity, and sustainable farming practices. Trainers are encouraged to adapt the activities to their local context while maintaining the core principles of inclusion, safety, and sustainability.

Exercise 1: Nature in Senses – Guided Sensory Garden Tour for Cognitive Wellness

Learning Outcomes

To train VET learners to design and lead an accessible sensory garden tour for individuals with mental disabilities, using multi-sensory engagement to promote relaxation, stimulate memory, and strengthen the connection with nature.

Target audience: VET Trainers

Requirements:

·Annex 39- Sensory cue cards (smell, touch, see, hear) – laminated, large-print, with clear symbols

Step	Instructions	Time	Resources Needed
1	Present the concept of sensory gardens and their benefits for people with mental disabilities. Explain how sensory activities can reduce anxiety, improve mood, and support cognitive engagement.	10 min	Flipchart
2	Demonstrate the Smell Zone method by guiding learners through how to introduce scented herbs (lavender, mint, rosemary) and prompt associations. Observe demonstration, note exam	15 min	Raised bed/props, cards
3	Demonstrate the Touch Station method using plants and materials with different textures. Model how to encourage descriptive words and positive emotional responses.	15 min	Touch-friendly plants, cards
4	Demonstrate the Sight Safari method, inviting learners to notice colors, shapes, and patterns in plants. Show how to engage visitors in choosing favorites and making visual comparisons.	15 min	Flowers, cards

Exercise 1: Nature in Senses – Guided Sensory Garden Tour for Cognitive Wellness

5	Demonstrate the Sound Walk by introducing sound elements such as wind chimes or water features, and modeling how to encourage visitors to listen carefully and share what they hear.	15 min	Chimes, sound sources, cards
6	Show how to end the activity with a Reflection & Relaxation session, including quiet time, journaling, or simple art.	15 min	Mats, coloring/journaling materials

Evaluation methodology:

Each VET learner reflects on how the sensory garden activity can:

- Create enjoyment and relaxation (positive emotions)
- Support nature-based learning for people with mental disabilities (education)
- Use accessible and local materials (sustainability)
- Improve the value and inclusivity of agritourism services (valorization)

Exercise 2: Farm Friends Connection: Guided Animal Interaction for Mental Wellness

Learning Outcomes

To train VET learners to design and facilitate safe, structured, and sensory-rich interactions between farm animals and individuals with mental disabilities, focusing on emotional well-being, communication, and confidence-building.

Target audience: VET Trainers

Requirements:

- Annex 40- Visual communication cards (emotions, yes/no, activity steps)
- Toy animal or puppet for demonstration
- Soft grooming brushes with large handles

Step	Instructions	Time	Resources Needed
1	VET trainer introduces the concept of guided animal interaction for people with mental disabilities. Discuss benefits such as emotional well-being, sensory stimulation, and social connection.	10 min	Flipchart
2	VET trainer shows how to prepare animals, arrange feeding/grooming stations, and display rules with visual cards. Model a short “welcome talk” to visitors, demonstrating how to make the introduction engaging and inclusive.	15 min	Puppet/toy animal, visual cards
3	VET trainer demonstrates the Touch Station method using animals and materials with different textures. Model how to encourage descriptive words, positive emotional responses, and safe handling.	15 min	Brushes, treat bowls, animals/props

Exercise 2: Farm Friends Connection: Guided Animal Interaction for Mental Wellness

6	VET trainer demonstrates how to guide participants through feeding, grooming, and gentle touch in one smooth sequence while giving clear prompts, positive reinforcement, and ensuring participant safety.	15 min	Emotion cards, wipes
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Evaluation methodology:

Each VET learner reflects on how the session format:

- Encourages positive emotions
- Teaches respectful animal care
- Uses local, sustainable resources
- Enriches the agritourism experience for visitors with mental disabilities

Exercise 3: Growing for All – Inclusive Container Gardening

Learning Outcomes

To train VET learners to plan and facilitate adaptive container gardening activities for individuals with physical, cognitive, or sensory disabilities, fostering independence, environmental awareness, and enjoyment.

Target audience: VET Trainers

Requirements:

·Printable Annex 41: Inclusive Container Gardening Planning Sheet

Step	Instructions	Time	Resources Needed
1	VET trainer introduces the concept of inclusive container gardening, explaining benefits for people with disabilities and how it can be applied at agritourism sites.	10 min	Flipchart
2	VET trainer demonstrates how to set up accessible containers and shows how to position tools and materials for easy reach.	15 min	Puppet/toy animal, visual cards
3	VET trainer models the planting process: choosing seeds, filling with soil, planting, labeling, and watering, explaining adaptations for different needs.	15 min	Soil, seeds, labels, watering can
4	VET trainer demonstrates how to add simple personalization (naming the plant, decorating the container) and explains how to guide participants in ongoing care.	15 min	Plant label, decoration example

Exercise 3: Growing for All – Inclusive Container Gardening

5	VET trainer leads a closing reflection with learners, showing how to encourage participants to share their experience and commit to plant care.	5 min	Flipchart or discussion prompts
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Evaluation methodology:

Each VET learner reflects on how the activity promotes enjoyment and self-expression (positive emotions), teaches basic plant care (education), uses accessible and sustainable materials (sustainability), and enhances the value of the agritourism offer for visitors with disabilities (valorization). They complete Annex 41 as their plan for implementing inclusive gardening at their site.

Exercise 4: Creative Roots – Agricultural Craft Station for Inclusive Agritainment

Learning Outcomes

To train VET learners to design and lead simple, farm-themed craft activities adapted for individuals with disabilities, ensuring accessibility, creativity, and a meaningful connection to agriculture.

Target audience: VET Trainers

Requirements:

·Annex 42

Step	Instructions	Time	Resources Needed
1	VET trainer introduces the concept of agricultural crafts as a way to connect visitors with nature and farm life. Explain benefits for visitors with disabilities (creativity, sensory engagement, inclusion).	10 min	Flipchart
2	VET trainer demonstrates how to set up an accessible craft station, including table height, clear workspace, labeled materials, and adaptive tools.	15 min	Table, materials, adaptive tool
3	VET trainer models a demonstration activity (e.g., Veggie Stamp Art) from start to finish, showing how to simplify steps and make the activity sensory-rich.	15 min	Vegetables, paints, paper
4	Agritourism workers practice delivering the activity in pairs, alternating roles of facilitator and visitor with disabilities, then switch.	15 min	Craft materials

Exercise 4: Creative Roots – Agricultural Craft Station for Inclusive Agritainment

5	VET trainer leads a group discussion on how to adapt the craft for different needs and integrate it into agritourism experiences	5 min	Flipchart or discussion prompts
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Evaluation methodology:

Each agritourism worker reflects on how the activity:

- Creates enjoyment and encourages creativity (positive emotions)
- Teaches about natural and local materials (education)
- Uses sustainable and recycled resources (sustainability)
- Adds value to the visitor experience (valorization)

Exercise 5: Inclusive Harvesting Experience for People with Disabilities

Learning Outcomes

To equip VET trainers with the skills, structure, and ready-to-use resources to teach agritourism workers how to design and lead inclusive harvesting activities that enable visitors with disabilities to participate safely, confidently, and enjoyably.

Target audience: VET Trainers

Requirements:

·Annex 43: Reflection sheets

Step	Instructions	Time	Resources Needed
1	VET trainer introduces the purpose of inclusive harvesting in agritourism, its benefits for visitors with disabilities, and its role in enhancing sustainability and visitor satisfaction.	10 min	Flipchart
2	VET trainer demonstrates to trainees how to prepare the environment: accessible crop rows or containers, placement of tools, and visibility of rule cards.	15 min	Adaptive tools, visual cards
3	VET trainer models how to guide visitors step-by-step in harvesting, including giving simple, clear instructions, using demonstration techniques, and ensuring safe tool handling.	15 min	Sample produce, adaptive tools
4	VET trainer shows how to run the weighing and collecting stage, encouraging visitors to participate in measuring produce and learning about quantities.	15 min	Weighing scale, basket

Exercise 5: Inclusive Harvesting Experience for People with Disabilities

5	VET trainer demonstrates how to conclude with celebration and reflection, using verbal sharing or visual/written reflection sheets, and explains how this helps visitors retain positive memories.	5 min	Reflection sheets
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Evaluation methodology:

At the end of the session, each trainee (agritourism worker) completes Annex 43 as their implementation plan. They reflect on how the activity:

- Creates enjoyment and inclusion (positive emotions)
- Teaches practical harvesting skills (education)
- Uses accessible and sustainable practices (sustainability)
- Improves the visitor experience (valorization)

Exercise 6: From Soil to Song – Inclusive Farm-to-Table Storytime & Music Workshop

Learning Outcomes

To equip VET trainers with the skills and ready-to-use resources to teach agritourism workers how to run an inclusive, sensory-rich storytelling and music session that connects visitors with disabilities to farm life, local food, and cultural heritage.

Target audience: VET Trainers

Requirements:

- Farm-themed storybook (large-print or braille), visual aids, and props
- Sensory items (e.g., herbs, wool, vegetables)
- Simple instruments (shakers, tambourines, drums) and song sheets
- Feedback cards, pens, and optional farm snack

Step	Instructions	Time	Resources Needed
1	VET trainer models how to greet each participant by name and begin with a calm song or simple rhythm (e.g., hand drumming). Explain to trainees how this sets a friendly, inclusive tone.	10 min	Props for greeting, simple percussion
2	VET trainer demonstrates reading a farm-themed book (e.g., “Farm to Table” by Darcy Pattison, “Before We Eat” by Pat Brisson) while using props, images, and sound effects. Show how to encourage interaction by asking yes/no or choice questions and passing around items.	15 min	Large-print/braille book, props, sound effect tools
3	VET trainer leads a farm-themed song (e.g., “Old MacDonal”, “The Garden Song”) with instruments. Demonstrate how to incorporate call-and-response or movement (e.g., waving scarves) to engage different abilities.	15 min	Instrument, song sheets, scarves

Exercise 6: From Soil to Song – Inclusive Farm-to-Table Storytime & Music Workshop

5	VET trainer models how to recap the story theme, ask for participant feedback (“What did you like most?”), and optionally share a healthy farm snack. Highlight to trainees how this reinforces learning and builds positive emotions.	10 min	Feedback cards
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Evaluation methodology:

Each trainee reflects on how their designed workshop engages visitors emotionally (positive emotions), teaches about farm life and traditions (education), uses local and reusable materials (sustainability), and enhances the overall visitor experience (valorization). The trainer reviews and provides feedback on feasibility and inclusivity.

Exercise 7: Build-a-Bug Hotel – Pollinator Paradise

Learning Outcomes

To equip VET learners with the knowledge and ready-to-use resources to implement a bug hotel activity in their agritourism site, attracting pollinators and engaging visitors in sustainability learning.

Target audience: VET Trainers

Requirements:

- Pre-built bug hotel or large printed photo/foam board display
- Annex 44: Bug Hotel Planning Sheet

Step	Instructions	Time	Resources Needed
1	The trainer welcomes trainees and introduces the concept of a bug hotel. The trainer explains its role in supporting pollinators, controlling pests naturally, and providing an educational attraction. The trainer uses the pre-built bug hotel or large photo as a visual aid, linking the concept to environmental sustainability and visitor experience improvement.	10 min	Pre-built bug hotel/photo
2	The trainer shows the laminated “Bug Hotel Steps” poster or slide. The trainer goes through each stage in detail: <ol style="list-style-type: none"> 1. Choose a safe location – sheltered from wind, near plants. 2. Select a structure – wooden frame/crate. 3. Fill with varied habitats – bamboo for bees, pinecones for ladybirds, straw for beetles, clay for solitary wasps. 4. Secure materials – ensure no loose parts. 5. Add signage – explain purpose to visitors. The trainer explains why each step matters and includes any cultural/historical links (e.g., use of local wood, traditional straw stuffing)	15 min	Steps poster, handout

Exercise 7: Build-a-Bug Hotel – Pollinator Paradise

3	<p>The trainer presents strategies for making the bug hotel a tourist attraction:</p> <ul style="list-style-type: none"> • Guided mini-tours (“Meet the Guests of the Bug Hotel”). • Seasonal workshops for guests (adding new materials in spring). • Naming contests or photo spots. • Linking to local biodiversity trails or garden tours. The trainer shows the laminated sign template and explains how workers can personalise it with their farm’s branding. 	15 min	<p>Visitor sign template, photosheets, scarves</p>
4	<p>The trainer instructs trainees to use Annex 6 to design their own bug hotel concept for their site.</p>	10 min	Annex 44

Evaluation methodology:

The trainer instructs each trainee to complete Annex 6 as an action plan describing how they will implement a bug hotel activity at their site. Trainees are guided to reflect on how the activity will create positive emotions for visitors by fostering fun and curiosity, provide educational value about biodiversity, use sustainable and locally sourced materials, and add valorization to the overall visitor experience.

Exercise 8: Growing Joy – Daily Agritainment Experience for All Abilities

Learning Outcomes

To equip VET trainers with a structured approach for teaching agritourism workers how to deliver daily, sensory-rich farm activities for visitors with physical, cognitive, or developmental disabilities, ensuring inclusivity, safety, and engagement.

Target audience: VET Trainers

Requirements:

- Annex 45: Laminated visual schedule cards
- Annex 8: Daily Agritainment Planning Sheet

Step	Instructions	Time	Resources Needed
1	The trainer introduces the concept of a structured, inclusive agritainment day for people with disabilities. The trainer explains benefits for participants (skills, sensory development, social inclusion) and benefits for the farm (community engagement, inclusivity reputation).	10 min	Flipchart, photos
2	The trainer presents each daily block (Plant & Play, Animal Interaction, Creative Corner, Storytime/Sensory Walk, Reflection) using the laminated visual schedule. For each block, the trainer describes the purpose, key adaptations, and safety notes.	15 min	Visual schedule cards, adaptive tool samples
3	The trainer shows trainees examples of adaptive tools, visual instruction cards, and alternative participation methods (e.g., observation-only options for animal time).	15 min	Adaptive tools, communication aids

Exercise 8: Growing Joy – Daily Agritainment Experience for All Abilities

4	The trainer guides trainees through completing Annex 46, identifying which activities fit their space, what adaptations are needed, and how to sequence the day.	15 min	Annex 46
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Evaluation methodology:

The trainer instructs each trainee to complete Annex 46 as an action plan for implementing an inclusive agritainment day at their site. Trainees reflect on how each activity will create positive emotions, teach skills, promote sustainability through use of farm resources, and enhance visitor experience.

Exercise 9: Farm-to-Table Inclusive Cooking Class

Learning Outcomes

To equip VET trainers with the knowledge and structured guidance to train agritourism workers on planning, preparing, and delivering a fully inclusive cooking experience for visitors of all abilities, ensuring accessibility, engagement, and sustainability in real-time agritourism settings.

Target audience: VET Trainers

Requirements:

- Requirements (ready-to-use for the VET trainer)
- Laminated picture-based recipe cards (large print, step-by-step images)
- Pre-selected easy recipes (allergy-friendly, dietary adaptable)
- Adaptive cooking tools (easy-grip knives, peelers, measuring cups with raised markings, non-slip mats)
- Sensory engagement kit (pre-bagged herbs, spices, vegetables for touch/smell)
- Accessible workspace setup photos or diagrams

Step	Instructions	Time	Resources Needed
1	The trainer explains the concept of inclusive cooking in agritourism and its benefits for visitors and the farm. The trainer shows sample recipes, adaptive tools, and visual recipe cards.	10 min	Recipes, adaptive tools, visual cards
2	The trainer walks trainees through setting up an inclusive kitchen space, demonstrating counter layout, adaptive tool placement, and safe zones.	15 min	Photos of layouts, adaptive tools

Exercise 9: Farm-to-Table Inclusive Cooking Class

3	The trainer explains how to involve participants' senses through touch, smell, and taste. Demonstrates how to present each sensory element.	15 min	Sensory engagement kit
4	The trainer explains how to adapt each recipe for different needs (e.g., blending vs. chopping, seated cooking, alternative ingredients).	10 min	Recipe cards, adaptive tools
5	The trainer facilitates a discussion where trainees identify which recipes and adaptations would work at their site and how to present them to visitors.	20 min	Flipchart, markers

Evaluation methodology:

Each trainer demonstrates their ability to guide agritourism workers in planning and delivering an inclusive cooking session. Trainers must clearly explain how the activity can generate positive emotions for visitors, support environmental sustainability through the use of local and seasonal products, provide educational value about food and culture, and ensure valorization of the visitor experience.

Exercise 10: Hands of Nature – Eco-Crafting for All

Learning Outcomes

To equip VET trainers with the skills and guidance to train agritourism workers in delivering eco-crafting sessions using natural and recycled farm materials, ensuring accessibility for participants of all abilities and promoting

Target audience: VET Trainers

Requirements:

- Annex 47: Eco-Crafting Safety & Setup Guide (printed, one per trainee)

Step	Instructions	Time	Resources Needed
1	The trainer welcomes trainees, introduces the eco-crafting activity, and explains its tourism, sustainability, and inclusivity value. Uses sensory warm-up by passing around textured leaves, pinecones, or herbs.	10 min	Example craft, sensory materials
2	The trainer teaches how to prepare materials in advance for visitors, explaining safe collection of natural items and storage. Discuss options for using recycled materials.	10 min	Collection baskets/bags, labelled samples
3	The trainer demonstrates how to guide visitors in choosing a craft idea using visual aids. Trainees practice explaining layout and decoration ideas.	10 min	Sketch sheets, visual guides
4	The trainer models techniques for assisting visitors during crafting, including seating adaptations, simplified tools, and communication strategies.	10 min	Craft materials, adaptive tools

Exercise 10: Hands of Nature – Eco-Crafting for All

5	The trainer shows ways to encourage visitors to share their creations and create a temporary display area. Brief discussion on linking the activity to cultural storytelling or seasonal events.	10 min	Display space, stands
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Evaluation methodology:

Each trainer demonstrates their ability to teach agritourism workers how to run an eco-crafting activity that delivers positive emotions (enjoyment, creativity), promotes environmental sustainability (use of local and recycled materials), provides education (learning about nature and culture through crafting), and ensures valorization (enhancing the visitor experience and farm reputation). Trainers present a clear action plan showing how they would guide workers to achieve these four outcomes in real agritourism settings.

Exercise 11: Voices of the Farm – Inclusive Agritourism Media Training

Learning Outcomes

To equip VET trainers with the skills to train agritourism workers in guiding visitors – especially those with disabilities – in creating accessible, engaging media content that promotes farm life, cultural heritage, and sustainable tourism.

Target audience: VET Trainers

Requirements:

- Annex 48: Storyboard Template – "My Agritourism Story"

Step	Instructions	Time	Resources Needed
1	VET trainer explains to trainees the value of visitor-generated content in agritourism marketing. Discuss how this empowers guests and promotes inclusivity.	10 min	Flipchart
2	The trainer teaches trainees how to guide visitors in identifying a story theme (e.g., "A Day at the Farm"). Explain framing, sequencing, and emotional connection in media.	10 min	Annex 10
3	The trainer demonstrates trainees how to assist visitors in taking photos/videos using adaptive equipment and simple framing techniques. Stress pairing visitors for support.	15 min	Tablets, tripods, adaptive mounts
4	The trainer trains trainees on helping visitors use simple editing apps and narration tools. Cover accessibility adaptations (voice-to-text, captions, large fonts).	15 min	Editing apps, headphones

Exercise 11: Voices of the Farm – Inclusive Agritourism Media Training

5	VET trainer demonstrates how to organise a group viewing of media projects, encourage positive feedback, and discuss how farms can use visitor content for promotion.	10 min	Projector or screen
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Evaluation methodology:

Each trainer demonstrates their ability to teach agritourism workers how to run an inclusive media creation activity that achieves positive emotions (visitor enjoyment, pride in creation), environmental sustainability (highlighting sustainable farm practices in content), education (telling stories that inform about culture, history, and farming), and valorization (using media to enhance the farm's image and visitor engagement)

Accessibility adaption:

- Use adaptive camera mounts for wheelchair users.
- Provide large-print and Braille instructions.
- Ensure audio instructions are clear and avoid background noise.
- Encourage teamwork to reduce physical and cognitive load on visitors.

Free & Accessible Photo/Video Editing Tools



CAPCUT

Platform: Android, iOS, Desktop

Features: Easy drag-and-drop interface, subtitles, voice-over

Link: <https://www.capcut.com>



CANVA

Platform: Web, iOS, Android

Features: Templates for social posts, easy photo editing, accessible UI

Link: <https://www.canva.com>



InShot

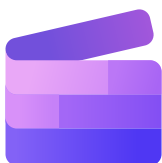
Platform: iOS, Android

Features: Simple video editing, filters, captions

Link: <https://inshot.com>



Exercise 11: Voices of the Farm – Inclusive Agritourism Media Training



Microsoft Clipchamp

Platform: Web

Features: Beginner-friendly, text-to-speech, transitions

Link: <https://clipchamp.com>

Voice-to-Text & Narration Tools



Google Recorder

Real-time transcription and voice recording.

Link: <https://recorder.google.com>



Otter.ai

Platform: Web, iOS, Android

Features: AI-powered transcription, shareable notes

Link: <https://otter.ai>



Meet Dictate, a Microsoft Garage project

Microsoft Dictate

Built-in tool in Microsoft Word & Office

Link: <https://dictate.microsoft.com>

Free Stock & Farm Image Repositories (For Practice)



Unsplash Agriculture Collection

Link: <https://unsplash.com/s/photos/agriculture>



Pixabay Farm Images

Link: <https://pixabay.com/images/search/farm/>



Exercise 12: Farm Tales on Stage – Agricultural-Themed Performance Workshop

Learning Outcomes

: To train VET trainers to teach agritourism workers how to guide visitors—especially those with disabilities—through a short, inclusive farm-themed performance that builds confidence, communicates agricultural heritage, and fosters visitor engagement.

Target audience: VET Trainers

Requirements:

- Annex 49: Sample Script

Step	Instructions	Time	Resources Needed
1	The trainer explains to trainees how a short, themed performance can enhance the tourist experience, strengthen community storytelling, and be adapted for inclusivity.	10 min	Flipchart
2	The trainer walks through the sample script and shows how to adapt it for different abilities using Annex 49.	10 min	Annex 49
3	The trainer demonstrates how to help visitors choose roles, adapt movement or speaking parts, and use props creatively.	15 min	Costumes, props
4	The trainer models how to run a short rehearsal that is engaging but manageable, keeping pacing comfortable and inclusive.	15 min	Audio system, scripts

Exercise 12: Farm Tales on Stage – Agricultural-Themed Performance Workshop

5	The trainer teaches how to lead a reflection circle, using emotion cards to encourage visitor feedback on enjoyment, learning, and comfort.	10 min	Emotion cards
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Evaluation methodology:

Each trainer demonstrates their ability to teach agritourism workers how to deliver an inclusive performance that creates positive emotions (fun, pride, confidence), promotes environmental and cultural sustainability (sharing farm heritage and rural traditions), provides education (farming seasons, teamwork, animal care), and ensures valorization (strengthening the farm's reputation and tourist satisfaction).

Accessibility adaption:

- Adaptive microphones and headsets for those with limited mobility.
- Use of sign language, AAC devices, or visual storyboards for narration.
- Tactile props and sound cues for participants with visual impairments.
- Flexible staging so all roles can be performed seated if needed.



Exercise 13: Feathered Friends – Crafting and Hanging Bird Feeders for All Abilities

Learning Outcomes

To equip VET trainers with the skills to train agritourism workers in delivering an inclusive bird feeder crafting activity that promotes environmental stewardship, visitor creativity, and interaction with local wildlife.

Target audience: VET Trainers

Requirements:

- Annex 50: Visual Step Cards – Bird Feeder Craft
- Pre-prepared feeder bases: toilet paper rolls, pine cones, plastic bottles (cut and cleaned)
- Hanging options: shepherd’s hooks, low branches, or fences

Step	Instructions	Time	Resources Needed
1	The trainer explains to trainees the purpose of the activity, linking it to sustainability, wildlife support, and visitor engagement. Show a completed example.	10 min	Flipchart
2	The trainer demonstrates how to pre-prepare materials so visitors can focus on crafting, not cutting or complex assembly.	10 min	Prepped bases, tools
3	The trainer models how to guide visitors step-by-step using visual cards—choosing a base, applying spread, adding seeds, tying string.	15 min	Annex 50
4	The trainer teaches safe hanging methods and how to involve visitors in choosing spots that are bird-friendly and accessible.	15 min	Hanging equipment

Exercise 13: Feathered Friends – Crafting and Hanging Bird Feeders for All Abilities

5	The trainer demonstrates how to encourage visitors to share what they made, name their feeders, or talk about the birds they hope to see.	15 min	Emotion/reflection cards
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Evaluation methodology:

Each trainer demonstrates their ability to teach agritourism workers how to run the bird feeder activity so it generates positive emotions (fun, pride, connection to nature), supports environmental sustainability (feeding local birds with natural/recycled materials), provides education (understanding bird feeding and habitats), and ensures valorization (enhancing the farm's eco-friendly image).

Accessibility adaption:

- Provide adaptive tools for visitors with limited grip.
- Offer seated crafting options.
- Use large-print or pictorial step cards.
- Choose hanging locations that are reachable without ladders.

Exercise 14: Hay Bale Adventure – Inclusive Obstacle Fun on the Farm

Learning Outcomes

To train VET trainers to teach agritourism workers how to set up and facilitate an inclusive hay bale obstacle course that is safe, accessible, and engaging for visitors of all abilities, while promoting physical activity, teamwork, and a connection to rural life.

Target audience: VET Trainers

Requirements:

- Annex 51: Sample Course Layout Diagram (printed for reference)
- Annex 52: Visual Instruction Cards (laminated for outdoor use)

Step	Instructions	Time	Resources Needed
1	The trainer explains to trainees how inclusive obstacle courses promote health, teamwork, and tourism engagement. Use Annex 51 to illustrate possible layouts.	10 min	Flipchart, Annex 51
2	The trainer demonstrates trainees how to set up hay bales, ramps, and sensory stations. Explain positioning for safety and accessibility.	10 min	Hay bales, ramps, flags
3	The trainer demonstrates how to use Annex's 52 visual cards to guide visitors. Explain adapting instructions for different needs.	10 min	Annex 52
4	The trainer teaches trainees how to manage visitor flow, provide encouragement, adapt tasks, and keep sessions safe. Include ideas like “farm missions” for fun.	20 min	Cones, props

Exercise 14: Hay Bale Adventure – Inclusive Obstacle Fun on the Farm

5	The trainer demonstrates trainees how to guide a group cool-down, use emotion cards for feedback, and record visitor reactions for improvement.	15 min	Emotion cards
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Evaluation methodology:

Each trainer demonstrates their ability to teach agritourism workers to set up and run the hay bale obstacle activity in a way that creates positive emotions (fun, excitement), promotes environmental sustainability (safe reuse of farm materials), provides education (awareness of rural life and farming tasks), and ensures valorization (improving visitor satisfaction and farm image).

Accessibility adaption:

- Wheelchair-friendly loops and ramps
- Tactile and high-contrast markers for visually impaired visitors
- Support staff at each obstacle for assistance
- Alternative routes for those unable to complete certain challenges



Exercise 15: Dough-Making Delight – Organic Baking for All Abilities

Learning Outcomes

To train VET trainers to teach agritourism workers how to facilitate an inclusive, sensory-rich dough-making experience using organic ingredients, adapted for participants with different physical, sensory, and cognitive needs.

Target audience: VET Trainers

Requirements:

- Annex 53: Visual Recipe Card – "Make Your Own Organic Dough" (one per participant)
- Annex 54: Ingredient Label Cards (A5 size, high-contrast with optional Braille)
- Annex 55: Adaptive mixing tools (easy-grip spoons, non-slip mats, two-handed bowls)

Step	Instructions	Time	Resources Needed
1	Trainer explains to trainees the purpose of the activity—linking it to sensory engagement, tourism appeal, and inclusion. Demonstrates accessible handwashing techniques.	10 min	Annex 53
2	Trainer models how to let visitors smell, touch, and identify ingredients using labelled jars and description cards.	10 min	Annex 54
3	Trainer shows how to guide visitors step-by-step through adding and mixing ingredients using adaptive tools if needed.	10 min	Annex 55

Exercise 15: Dough-Making Delight – Organic Baking for All Abilities

4	Trainer demonstrates kneading techniques and safe adaptations, then shaping dough into simple forms.	20 min	Dough scrapers, rolling pins
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Evaluation methodology:

Each trainer demonstrates their ability to teach agritourism workers how to run the dough-making activity in a way that generates positive emotions (creativity, enjoyment), supports environmental sustainability (organic and locally sourced ingredients), provides education (traditional food-making skills), and ensures valorization (enhancing the farm's hospitality and visitor appeal).

Accessibility adaption:

- Adaptive utensils and workstations for varied mobility
- Large-print and Braille recipe cards
- Support for hand-over-hand guidance if needed
- Alternative methods for those unable to knead (dough press, shaping

Exercise 16: Labeling & Packaging Organic Baked Goods

Learning Outcomes

To train VET trainers to teach agritourism workers how to label and package organic bakery products using eco-friendly materials, ensuring tasks are accessible, efficient, and meet organic presentation standards.

Target audience: VET Trainers

Requirements:

- Annex 56: Sample Organic Labels (printed and laminated)
- Annex 57: Step-by-Step Visual Instructions (laminated for reuse)

Step	Instructions	Time	Resources Needed
1	Trainer explains to trainees the role of labeling and packaging in marketing and sustainability. Show examples from Annex 56.	10 min	Annex 56
2	Trainer demonstrates how to help visitors match bakery products to correct labels using visual and tactile cues.	10 min	Samples, label cards
3	Trainer shows how to guide visitors in peeling and placing labels using Annex 19 as a reference. Emphasize accuracy and visibility.	10 min	Labels, applicators
4	Trainer demonstrates safe placement of bread into eco-friendly packaging, tying/sealing, and avoiding damage to products.	15 min	Bags, boxes, string

Exercise 16: Labeling & Packaging Organic Baked Goods

4	Trainer shows how to arrange packaged goods for a market display, then role-play customer interactions.	15 min	Table, packaged goods
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Evaluation methodology:

Each trainer demonstrates their ability to teach agritourism workers how to run the bakery packaging activity so it delivers positive emotions (pride, satisfaction), promotes environmental sustainability (eco-friendly materials), provides education (product identification and presentation skills), and ensures valorization (improved market

Accessibility adaption:

- Use tactile guides and large-print labels for low vision.
- Provide adaptive grips for label applicators.
- Allow seated participation.
- Offer pre-cut string or tape for easy closure.

Exercise 17: Music & Movement – Bread Dance!

Learning Outcomes

To train VET trainers to teach agritourism workers how to lead an inclusive, music-and-movement activity that uses bread-making motions as a fun and educational way to engage visitors, encourage physical activity, and celebrate local food heritage.

Target audience: VET Trainers

Requirements:

- Annex 58: Bread Dance Movement Cards
- Annex 59: Sample Playlist

Step	Instructions	Time	Resources Needed
1	Trainer explains to trainees how themed movement activities add value to visitor experiences. Demonstrate a short warm-up to calming music, showing seated and standing adaptations.	10 min	Annex 59
2	Trainer shows trainees the Bread Dance Movement Cards (Annex 20) and explain how each movement links to a bread-making stage.	10 min	Annex 58
3	Trainer guides trainees on breaking down each dance move (mixing, kneading, shaping, baking). Emphasize using clear prompts, visual cues, and encouraging energy.	10 min	Props, flashcards
4	Trainer demonstrates how to combine all movements with an upbeat playlist, ensuring accessibility for all visitors.	15 min	Annex 59

Exercise 17: Music & Movement – Bread Dance!

4	Trainer teaches trainees how to finish with gentle stretches, encourage visitors to share their favorite dance step, and connect the activity to local bread-making traditions.	15 min	Calming music
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Evaluation methodology:

Each trainer demonstrates their ability to teach agritourism workers how to lead the Bread Dance so it generates positive emotions (fun, connection), promotes environmental and cultural sustainability (celebrating local bread traditions), provides education (bread-making process), and ensures valorization (memorable visitor experience)

Accessibility adaption:

- Offer seated options for all steps
- Use tactile props for visually impaired visitors
- Provide large-print and illustrated movement cards
- Encourage flexible pacing so all can participate comfortably

Exercise 18: Inclusive Exploration in the Cornfield

Learning Outcomes

To train VET trainers to teach agritourism workers how to facilitate an inclusive maze or cornfield exploration for visitors with disabilities, ensuring accessibility, safety, and engaging sensory experiences that build confidence and promote environmental appreciation.

Target audience: VET Trainers

Requirements:

- Annex 60: Printable Accessible Maze Map (visual & tactile versions)
- Annex 61: Sensory Station Cards (laminated for outdoor use)

Step	Instructions	Time	Resources Needed
1	Trainer explains to trainees how an inclusive maze experience can promote sensory exploration, mobility skills, and fun in agritourism. Show examples from Annex 60.	10 min	Annex 60
2	Trainer demonstrates how to position visual, tactile, and auditory cues for accessibility. Show how to place staff for safety and engagement.	10 min	Flags, ropes, beacons
3	Trainer models adding interactive challenges (symbol hunt, texture match, riddles) at stations, ensuring inclusivity for all ability levels.	10 min	Annex 61
4	Trainer models adding interactive challenges (symbol hunt, texture match, riddles) at stations, ensuring inclusivity for all ability levels.	15 min	Sensory station props

Exercise 18: Inclusive Exploration in the Cornfield

Evaluation methodology:

Each trainer demonstrates their ability to teach agritourism workers how to deliver the maze experience so it generates positive emotions (adventure, confidence), supports environmental sustainability (low-impact design using reusable materials), provides education (understanding farm landscapes and sensory navigation), and ensures valorization (unique, inclusive tourist offering).

Accessability adaption:

- Tactile ground markings for visually impaired visitors
- Sound cues for orientation
- Rest areas along the route
- Wide, flat paths for mobility aids
- Staff trained in guiding and disability etiquette

Exercise 19: A Bingo & Memory Game Adventure

Learning Outcomes

To train VET trainers to teach agritourism workers how to run inclusive bingo and memory card games that use farm visuals and sounds to engage visitors, improve recognition skills, and create a fun, social learning environment.

Target audience: VET Trainers

Requirements:

- Annex 62: Printable Bingo Cards (visual-based with large text)
- Annex 63: Memory Game Card Set (laminated, 12 pairs)

Step	Instructions	Time	Resources Needed
1	Trainer explains to trainees the purpose of combining visual and sound-based games for visitor engagement. Demonstrate with 3 sample sounds/images.	10 min	Annex 62
2	Trainer shows how to hand out bingo cards and tokens. Demonstrate calling an item by showing its picture and/or playing its sound. Model how workers assist participants when needed.	15 min	Bingo cards, calling cards
3	Trainer demonstrates setting up memory cards face-down or up (depending on needs). Model guiding participants to take turns, find matches, and name items.	15 min	Annex 63

Exercise 19: A Bingo & Memory Game Adventure

4	Trainer explains how to run both games in one session, with a short break in between, to maintain energy and engagement.	10 min	Game materials
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Evaluation methodology:

Each trainer demonstrates their ability to teach agritourism workers to run the games so they generate positive emotions (fun, laughter, social interaction), support environmental sustainability (reusable laminated materials), provide education (recognition of farm visuals and sounds), and ensure valorization (enhanced visitor satisfaction).

Accessability adaption:

- Large-print, high-contrast visuals
- Braille or tactile labels on cards
- Audio cues for low vision visitors
- Velcro or magnetic boards for easier handling
- Flexible rules to encourage participation over competition

Exercise 20: Buzz and Beyond – Exploring the World of Bees

Learning Outcomes

To train VET trainers to prepare agritourism workers to deliver an inclusive, sensory-friendly beekeeping learning experience for adult visitors with disabilities, using safe observation methods and multi-sensory engagement.

Target audience: VET Trainers

Requirements:

- Annex 64: Bee Facts Visual Guide (laminated, large print, with tactile elements)
- Annex 65: Communication Board (PECS-style with bee-related symbols)
- Annex 66: Tactile bee and hive models (non-toxic, easy to clean)

Step	Instructions	Time	Resources Needed
1	Trainer explains to trainees how to introduce bee activities to visitors, including allergy checks, safety guidelines, and setting expectations for sensory comfort.	10 min	Annex 64
2	Trainer demonstrates how to deliver a bee education talk using tactile models, visual boards, and inclusive questioning techniques.	15 min	Annex 64 & 66
3	Trainer models how to lead visitors to the observation hive, describe bee roles, and use magnifiers/digital screens for accessibility.	15 min	Observation hive, magnifiers
4	Trainer shows how to run a pollination role-play or bee craft using recycled materials. Emphasize adapting tasks to visitor abilities.	10 min	Craft supplies, props

Exercise 20: Buzz and Beyond – Exploring the World of Bees

5	Trainer teaches trainees to guide visitors in sharing what they learned, using communication boards or feedback tools.	10 min	Annex 65
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Evaluation methodology:

Each trainer demonstrates their ability to teach agritourism workers how to run the bee experience so it generates positive emotions (curiosity, enjoyment), supports environmental sustainability (education on pollination), provides education (bee roles, hive structure, pollination process), and ensures valorization (unique farm attraction).

Accessibility adaption:

- PECS cards and tactile props for non-verbal communication
- Large-print and Braille guides
- Seated options and shaded areas for outdoor viewing
- Sensory regulation tools (headphones, fidgets)
- Flexible participation options (crafts, puzzles, or quiet viewing)

6. Exercises for performing education about green hospitality through the use of edutainment

This module is designed to equip VET Trainer and agritourism workers with the necessary skills need to communicate the benefits of sustainable hospitality practices to their customers, thereby improving the overall awareness of the importance of sustainable practices relating to accommodation, food, waste management, renewable energy, design and bio-diversity. At the end of the module the participants will be able to: a) Identify and explain key principles of green hospitality by engaging in interactive edutainment activities, such as role-playing, simulations, or gamified scenarios and b) Design and present a creative edutainment-based campaign or activity that promotes sustainable practices within the hospitality industry.



This module is designed to be delivered in classroom settings. It is suggested that trainers alternate between playing the recorded power point presentation at the start of each practice, followed by using the interactive exercises designed ensure learners have fun while learning about sustainability. Depending on the topic being covered and the number of learners you have in the classroom, VET trainers may focus on the following principles: a) Each practice is designed to last one hour, with the optimum number of learners being 20, b) Select the practice from the 20 practices listed under this module, that best suits the target audience represented amongst the learners and c) Follow the teaching plan as detailed for each practice ensuring that the learners are given opportunities to engage with the topic in question in a spirit of fun and engaging way.

Exercise 1: Introduction to Green Hospitality in Agritourism

Learning Outcomes

Learners will be able to explain the principles of green hospitality and evaluate sustainable practices in Agritourism settings.

Target audience: Agritourism business owners, managers, and staff new to green hospitality concepts.

Requirements:

- Recorded Power Point
- Annex 67- Green Hospitality Action Plan - Group Activity Worksheet (1 per person)
- Self-adhesive flipchart sheets (1 sheet per group)

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Contextualising Green Hospitality (Presentation)	15 min	Laptop/Monitor
3	Groups of 3-5 participants (develop an action plan for a chosen business within the group)	15 min	Flip chart paper and markers Green Hospitality Action Plan - Group Activity Worksheet
4	Presentation of action plans	10 min	Wallspace to display flip chart sheets

Exercise 2: Sustainable Resource Management

Learning Outcomes

: Learners will be able to identify key resources for sustainable management

Target audience: agritourism facility managers, maintenance staff, and sustainability coordinators.

Requirements:

- Recorded Power Point
- Green Hospitality C Agritourism Quiz and answer key (Annex 68)

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Sustainable Resource Management (Video)	10 min	Laptop/Monitor
3	Group Activity (examples of best practice in agritourism)	15 min	Blank paper and pens
4	Resource Management Plan (Individual activity)	15 min	Blank Management plantemplates & pens
5	Green Hospitality & Agritourism Quiz (In pairs)	10 min	Printed copies of the quiz and one quiz answer key for the trainer

Exercise 3: Echo-friendly Accommodation Practices

Learning Outcomes

Learners will be able to identify and evaluate at least three eco-friendly accommodation practices and propose actionable strategies to implement them within a hospitality or agritourism setting.

Target audience:

Hospitality and agritourism professionals, including accommodation managers, sustainability officers, and frontline staff,

Requirements:

- Recorded Power Point
- Annex 69- Reducing Carbon Footprint Quiz and answer key

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Echo-Accommodation (Video)	10 min	Laptop/Monitor
3	Individual Activity (examples of best practice in design)	15 min	Blank paper and pens
4	Digital Mood Board (Group activity)	15 min	Participants Own Laptops
5	Reducing Carbon Footprint Quiz (In pairs)	10 min	Printed copies of the quiz. One between two learners.

Exercise 4: Green Marketing Strategies

Learning Outcomes

Learners will be able to Identify and describe basic green marketing strategies used by businesses to support environmental goals.

Target audience:

Marketing teams, social media managers, and business owners.

Requirements:

- Recorded Power Point
- Green Marketing Plan Templates C Facilitator Notes
- Annex 70- Green Marketing Quiz and answer key

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Green Marketing (Video)	10 min	Laptop/Monitor
3	Roleplay in pairs (how to communicate green practices to customers)	15 min	Roleplay Instructions Sheet
4	Develop a green marketing plan for your business	15 min	Green Marketing plan templates Facilitator Notes
5	Green Marketing Kahoot Quiz (In pairs)	10 min	Green Marketing Quiz sheets & Answer Key

Exercise 5: Sustainable Food Practices

Learning Outcomes

Learners will be able to identify and implement sustainable food practices in their workplace to reduce environmental impact and promote responsible consumption.

Target audience:

Employees and trainees in the food service industry, including restaurants, catering, and hospitality sectors.

Requirements:

- Recorded Power Point
- Annex 71- Sustainable Food Practices Quiz and answer key

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Sustainable Food (Video)	10 min	Laptop/Monit or
3	<ol style="list-style-type: none"> 1. Form small groups of 3-5 participants. 2. Discuss the sustainable food practices currently observed in your business. 3. Consider areas such as sourcing, packaging, waste management, and menu planning. 4. Each group should identify at least three practices and share them with the class. 5. Reflect on how these practices benefit the environment and the business. 	15 min	Blank paper and pens

Exercise 5: Sustainable Food Practices

4	<p>Individual Activity: Instructions:</p> <ol style="list-style-type: none"> 1. List five ways your business can reduce food waste. 2. For each method, describe how it can be implemented and who is responsible. 3. Share your ideas with a partner and discuss potential challenges and solutions. <p>Example:</p> <ul style="list-style-type: none"> - Method: Track food waste daily - Implementation: Use a logbook to record discarded items - Responsible: Kitchen staff 	15 min	Blank paper and pens
5	Food waste Quiz (In pairs)	10 min	Food waste Quiz Sheets C Answer Key

Exercise 6: Renewable Energy Solutions

Learning Outcomes

Learners will be able to identify and evaluate renewable energy solutions and propose practical strategies to implement them in a business context.

Target audience:

Employees, trainees, or students interested in sustainability, energy efficiency, and environmental responsibility within business operations.

Requirements:

- Recorded Power Point
- Annex 72- Renewable Energy Quiz and answer key

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Renewable Energy (Video)	10 min	Laptop/Monit or
3	<p>Topic: What renewable energy practices are in use in your business?</p> <p>Instructions:</p> <ul style="list-style-type: none"> - Form small groups of 3 to 5 participants. - Discuss the types of renewable energy sources your business uses (e.g., solar panels, wind turbines, geothermal systems). - Share how these practices are implemented and their impact on operations. - Identify any challenges or opportunities for improvement. <p>Prepare a summary to present to the larger group.</p>	15 min	Blank paper and pens

Exercise 6: Renewable Energy Solutions

4	<p>Individual Activity: Instructions:</p> <ol style="list-style-type: none"> 1. List current energy-consuming practices in your business. 2. Identify areas where energy is being wasted. 3. Brainstorm at least 3 strategies to reduce energy consumption (e.g., LED lighting, smart thermostats, energy audits). 4. Estimate potential cost savings for each strategy. <p>Share your findings with the group</p>	15 min	Blank paper and pens
5	Renewable Energy Quiz	10 min	Renewable Energy Quiz Sheets & Answer Key

Exercise 7: Eco-friendly Transportation

Learning Outcomes

Learners will understand the importance of eco-friendly transportation in tourism and identify practical ways to reduce carbon emissions through sustainable travel choices for both visitors and supply chains

Target audience:

Transportation coordinators, guest service managers, and sustainability teams.

Requirements:

- Recorded Power Point
- Annex 73- Eco-friendly Transportation Quiz and answer key

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Echo-Friendly Transportation (Video)	10 min	Laptop/Monit or
3	Group discussion: In your group, discuss the following: - How do visitors currently travel to your business? - How are supplies delivered to your business? – What are the environmental impacts of these transport methods? – What changes could be made to reduce emissions?	15 min	Blank paper and pens

Exercise 7: Eco-friendly Transportation

<p>4</p>	<p>Individual Activity: Reducing Transport Needs: List three ways your business could reduce the need for transport or introduce eco-friendly alternatives:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <p>Bonus: Identify one local supplier or service that could help reduce transport emissions:</p>	<p>15 min</p>	<p>Blank paper and pens</p>
<p>5</p>	<p>Eco-friendly transport Quiz (In pairs)</p>	<p>10 min</p>	<p>Eco-friendly Transportation Quiz Sheets & Answer Key</p>

Exercise 8: Community Engagement and Education

Learning Outcomes

Learners will understand the importance of community engagement and education in Agritourism and explore ways their business can positively contribute to the local community.

Target audience:

Community outreach coordinators, guest service managers, and business owners.

Requirements:

- Recorded Power Point
- Annex 74- Eco-friendly Transportation Quiz and answer key

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Community Engagement in Agritourism (Video)	10 min	Laptop/Monit or
3	Group discussion: In small groups, discuss the following question: How can we educate visitors about green hospitality in agritourism in a way that is engaging and effective? Consider: - What methods can be used (e.g., signage, tours, digital media)? - How can staff be involved in the education process? - What roles do local stories and traditions play in sustainability education?	15 min	Blank paper and pens

Exercise 8: Community Engagement and Education

<p>4</p>	<p>Individual Activity: Activity: Identify 3 ways your business could engage positively with the local community.</p> <p>1. _____ 2. _____ 3. _____</p> <p>Think about: - Supporting local events or charities - Collaborating with local artisans or farmers - Offering educational experiences for visitors.</p>	<p>15 min</p>	<p>Blank paper and pens</p>
<p>5</p>	<p>Community Engagement Quiz (Inpairs)</p>	<p>10 min</p>	<p>Community Engagement & Education Quiz Sheet & Answer Key</p>

Exercise 9: Green Event Planning

Learning Outcomes

Learners will understand the principles of green event planning and be able to identify sustainable practices that minimize environmental impact while engaging the local community through events.

Target audience:

Event planners, guest service managers, and sustainability coordinators.

Requirements:

- Recorded Power Point
- Annex 75- Green Event Planning Quiz and answer key

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Green Event Planning (Video)	10 min	Laptop/Monit or
3	<p>Activity: Identify 3 Ways to Incorporate Events into Your Business Think about how your businesscan use events to engage the community and promote sustainability. List three ideas below:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	15 min	Blank paper and pens

Exercise 9: Green Event Planning

4	<p>Group discussion: In small groups, discuss how to promote green events in your local community while minimizing environmental impact. Consider the following: - What types of events are most suitable for green practices? - How can you educate attendees about sustainability during the event? - What partnerships or resources can help support green event planning?</p>	15 min	Blank paper and pens
5	Green Events Quiz (In pairs)	10 min	Green Event Planning Quiz & Answer Key

Exercise 10: Water Conservation Techniques

Learning Outcomes

Learners will apply water conservation strategies in agritourism and business settings.

Target audience:

Facility managers, maintenance staff, and sustainability coordinators

Requirements:

- Recorded Power Point
- Annex 76- Water Conservation Quiz and Answer Key

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Water Conservation (Video)	10 min	Laptop/Monit or
3	<p>Group discussion: Discuss the following:</p> <ul style="list-style-type: none"> ·What are the main demands for water use in agritourism? ·What challenges exist in conserving water in this agritourism? <p>Share examples of successful water conservation practices from your own businesses.</p>	15 min	Blank paper and pens

Exercise 10: Water Conservation Techniques

4	<p>Individual Activity: Instructions: - Think about your business operations and identify three initiatives that could help save water. - For each initiative, describe:</p> <ul style="list-style-type: none"> * What it is * How it works * The expected benefits 	15 min	Blank paper and pens
5	WaterConservation Quiz (In pairs)	10 min	Water conservation quiz & answerkey

Exercise 11: Waste Management Strategies

Learning Outcomes

Learners will understand key waste management strategies, identify methods to reduce waste in agritourism, and implement practical initiatives to minimize environmental impact in their business operations

Target audience:

Facility managers, housekeeping staff, and sustainability coordinators.

Requirements:

- Recorded Power Point
- Annex 77- Waste Management Quiz and Answer Key

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Waste Management (Video)	10 min	Laptop/Monit or
3	Groupdiscussion: Instructions: - Form small groups and discuss practical ways to reduce waste in agritourism settings. - Consider how to educate visitors about waste reduction through signage, workshops, and interactive a- Share examples from your own experiences or research.	15 min	Blank paper and pens

Exercise 11: Waste Management Strategies

<p>4</p>	<p>Individual Activity: Instructions: Think about your business operations and identify three initiatives you could implement to reduce waste.</p> <p>1. _____ 2. _____ 3. _____</p>	<p>15 min</p>	<p>Blank paper and pens</p>
<p>5</p>	<p>Waste Management Quiz (In pairs)</p>	<p>10 min</p>	<p>Waste Management Quiz & Answer Key</p>

Exercise 12: Bio-diversity Conservation

Learning Outcomes

Learners will understand the importance of biodiversity conservation and be able to identify how agritourism business practices can impact local ecosystems.

Target audience:

Agritourism business owners, groundskeepers, landscapers, and sustainability coordinators.

Requirements:

- Recorded Power Point
- Annex 78- Bio-diversity Conservation Quiz and Answer Key

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Bio-diversity Conservation (Video)	10 min	Laptop/Monit or
3	<p>Group discussion: Topic: How does your business impact the flora and fauna in your locality?</p> <ul style="list-style-type: none"> - Discuss the types of flora and fauna present in your local area. - Identify how your business operations may affect these species. <p>Share ideas on how to minimize negative impacts and promote biodiversity.</p>	15 min	Blank paper and pens

Exercise 12: Bio-diversity Conservation

<p>4</p>	<p>Activity Sheet: Task: Identify 3 steps you could take to include biodiversity in your business model. Instructions: - Reflect on your current business practices. - Think about how you can support local ecosystems. - Write down three actionable steps that promote biodiversity.</p> <p>1. _____ 2. _____ 3. _____</p>	<p>15 min</p>	<p>Blank paper and pens</p>
<p>5</p>	<p>Bio-diversity Quiz (In pairs)</p>	<p>10 min</p>	<p>Bio-diversity Quiz & Answer Key</p>

Exercise 13: Green Building Design

Learning Outcomes

Learners will understand the importance of biodiversity conservation and be able to identify how agritourism business practices can impact local ecosystems.

Target audience:

Agritourism business owners, groundskeepers, landscapers, and sustainability coordinators.

Requirements:

- Recorded Power Point
- Annex 78- Bio-diversity Conservation Quiz and Answer Key

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Green Building Design(Video)	10 min	Laptop/Monit or
3	<p>Groupdiscussion: Topic:How 'Green' are the buildingsyou operate in your businesses?</p> <p>Instructions: - Form small groups of 3-5 participants. - Discuss the current environmental performance of your business premises. - Identify areas where improvements can be made. - Share examples of green features alreadyimplemented.</p>	15 min	Blank paper and pens

Exercise 13: Green Building Design

<p>4</p>	<p>Individual Activity: Instructions: - Reflect on your current building design and operations. - List three actionable steps you can implement to improve sustainability. - Consider aspects such as energy efficiency, water conservation, and material use.</p> <p>1. _____ 2. _____ 3. _____</p>	<p>15 min</p>	<p>Blank paper and pens</p>
<p>5</p>	<p>Green Building Design Quiz (Inpairs)</p>	<p>10 min</p>	<p>Green Building Design Quiz & Answer Key</p>

Exercise 14: Sustainable Landscaping

Learning Outcomes

Learners will be able to understand the principles of sustainable landscaping and identify practical ways to implement eco-friendly landscaping practices in agritourism businesses.

Target audience:

Agritourism business owners, landscapers, groundskeepers, and sustainability coordinators.

Requirements:

- Recorded Power Point
- Annex 80- Sustainable Landscaping Quiz and Answer Key

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Sustainable Landscaping (Video)	10 min	Laptop/Monitor
3	Group discussion: Topic: How can agritourism businesses incorporate sustainable landscaping? Instructions: In small groups, discuss practical ways agritourism businesses can implement sustainable landscaping. Consider plant selection, water use, soil health, and visitor education. Share examples from your local area or business.	15 min	Blank paper and pens

Exercise 14: Sustainable Landscaping

<p>4</p>	<p>Individual Activity: Activity Sheet: Identify 3 ways in which you could incorporate sustainable landscaping into your business:</p> <p>1. _____ 2. _____ 3. _____</p>	<p>15 min</p>	<p>Blank paper and pens</p>
<p>5</p>	<p>Sustainable Landscaping Quiz (In pairs)</p>	<p>10 min</p>	<p>Sustainable Landscaping Quiz & Answer Key</p>

Exercise 15: Green Hospitality Certification

Learning Outcomes

Learners will be able to explain the key benefits and requirements of Green Hospitality Certification and identify practical changes needed within a hospitality business to meet certification standards.

Target audience:

Agritourism business owners, managers, and sustainability coordinators.

Requirements:

- Recorded Power Point
- Annex 81-Green Hospitality Certification Quiz and Answer Key

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Green Certification (Video)	10 min	Laptop/Monit or
3	<p>Groupdiscussion: Topic 1: Discuss how Green Certification could benefit your business in terms of:</p> <ul style="list-style-type: none"> - Cost savings - Marketing and branding - Customer loyalty - Staff engagement <p>Topic 2: In the same groups, discuss why visitors might care about Green Certification.</p> <ul style="list-style-type: none"> - Consider: - Environmental awareness - Ethical travel choices <p>Influence of online reviews and sustainability ratings</p>	15 min	Blank paper and pens

Exercise 15: Green Hospitality Certification

<p>4</p>	<p>Indi Activity Sheet:Planning for Green Certification Instructions: Think about your current hospitality business or a hypothetical one. Identify three changes you might need to make to apply for Green Certification.</p> <p>1. _____ 2. _____ 3. _____</p>	<p>15 min</p>	<p>Blank paper and pens</p>
<p>5</p>	<p>Sustainable Landscaping Quiz (In pairs)</p>	<p>10 min</p>	<p>Sustainable Landscaping Quiz & Answer Key</p>

Exercise 16: Sustainable Tourism Practices

Learning Outcomes

Learners will be able to describe the principles of sustainable tourism and explain how the UNWTO's Sustainable Development Goals (SDGs) guide responsible tourism practices.

Target audience:

Agritourism business owners, tourism managers, guest service managers, and marketing teams.

Requirements:

- Recorded Power Point
- Annex 82- Green Hospitality Certification Quiz and Answer Key

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Sustainable Tourism (Video)	10 min	Laptop/Monitor
3	<p>Groupdiscussion: Discussthe meaning of sustainable tourism in your own words. Explorehow the UN's Sustainable Development Goals (SDGs) relate to tourism. Consider examples of how tourism businesses can align with SDGs such as: SDG12: Responsible Consumption and Production; SDG 13: ClimateAction; SDG 8: Decent Work and Economic Growth</p>	15 min	Blank paper and pens

Exercise 16: Sustainable Tourism Practices

4	<p>Individual Activity: Think about your current tourism or hospitality business (or a hypothetical one). Complete the table below by identifying: 3 SDGs you are currently supporting. 1. _____ 2. _____ 3. _____ 3 SDGs you could begin supporting by making changes to your business model. 1. _____ 2. _____ 3. _____</p>	15 min	Blank paper and pens
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Exercise 17: Green Hospitality Technology

Learning Outcomes

Learners will be able to identify and evaluate the role of technology in promoting environmentally sustainable practices within the hospitality industry and propose practical solutions for greener operations.

Target audience:

Agritourism business owners, IT managers, facility managers, and sustainability coordinators.

Requirements:

- Recorded Power Point
- Annex 83- Green Hospitality Certification Quiz and Answer Key

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Green Hospitality Technology (Video)	10 min	Laptop/Monitor
3	<p>Groupdiscussion: Discuss the types of technology currently used in your business or workplace. Reflect on how these technologies impact sustainability, efficiency, and customer experience. Each group should appoint a spokesperson to summarize and share key points with the larger group.</p>	15 min	Blank paper and pens

Exercise 17: Green Hospitality Technology

<p>4</p>	<p>Individual Activity: Individually, brainstorm three specific ways technology could help your business reduce its environmental footprint. Consider areas such as: Energy and water usage Waste reduction Guest engagement and education Supply chain and procurement. Write down your ideas and explain how each one contributes to sustainability.</p>	<p>15 min</p>	<p>Blank paper and pens</p>
<p>5</p>	<p>Green Technology Quiz(In pairs)</p>	<p>10 min</p>	<p>Green Technology Quiz & Answer Key</p>

Exercise 18: Guest Engagement in Green Practices

Learning Outcomes

Learners will be able to identify and apply strategies to actively engage guests in sustainable and environmentally responsible practices within tourism and hospitality settings.

Target audience:

Agritourism business owners, guest service managers, marketing teams, and sustainability coordinators.

Requirements:

- Recorded Power Point
- Annex 84- Green Hospitality Certification Quiz and Answer Key

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Guest Engagement in Green Practices (Video)	10 min	Laptop/Monitor
3	<p>Groupdiscussion: Topic: How can agritourism businesses get gueststo engage in green practices? Instructions: Form small groups of 3–5 participants. Discuss the following prompts: What green practices are most relevantin an agritourism setting? How can these practices be communicated to guests in a friendlyand engaging way? What role can storytelling, demonstrations, or firsthand activities play? Each group should prepare a summary of their ideas to share with the class.</p>	15 min	Blank paper and pens

Exercise 18: Guest Engagement in Green Practices

4	<p>Individual Activity: Task: Identify 3 strategies that you could adopt to encourage guests to engage with your business in sustainable practices. Instructions: Reflect on your own business or a tourism business with which you are familiar. Write down three specific strategies that could be implemented to promote guest participation in sustainability. For each strategy, briefly explain: What the strategy involves, why it would be effective, how it could be communicated to guests</p>	15 min	Blank paper and pens
5	Guest Engagement in Green Practices Quiz (In pairs)	10 min	Guest Engagement in Green Practices Quiz & Answer Key

Exercise 19: Financial Benefits of Green Hospitality

Learning Outcomes

Learners will be able to identify and explain how implementing green hospitality practices can lead to long-term financial savings and improved operational efficiency.

Target audience:

Agritourism business owners, financial managers, and sustainability coordinators.

Requirements:

- Recorded Power Point
- Annex 85- Financial Benefits of Green Hospitality Quiz and Answer Key

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Financial Benefits of Green Hospitality (Video)	10 min	Laptop/Monitor
3	<p>Group discussion: Topic: How can adopting green hospitality practices save you money? Instructions:</p> <ul style="list-style-type: none"> • In small groups of 3–5 participants. • Discuss real or potential examples from your workplace or industry. • Consider areas such as energy, water, waste, and procurement. • Reflect on both short-term and long-term financial impacts. <p>Appoint a spokesperson to summarize your group's key points.</p>	15 min	Blank paper and pens

Exercise 19: Financial Benefits of Green Hospitality

<p>4</p>	<p>Individual Activity: Instructions: 1. Individually or in pairs, brainstorm three green initiatives that could be implemented in your business. 2. For each initiative, briefly explain: - What it involves - How it contributes to sustainability - How it would save money overtime 3. Write your ideas on a worksheet or flipchart. 4. Share your top idea with the group.</p>	<p>15 min</p>	<p>Blank paper and pens</p>
<p>5</p>	<p>Financial Benefits Quiz (In pairs)</p>	<p>10 min</p>	<p>Financial Benefits Quiz & Answer Key</p>

Exercise 20: Continuous Improvement in Green Hospitality

Learning Outcomes

Learners will be able to identify and explain how implementing green hospitality practices can lead to long-term financial savings and improved operational efficiency.

Target audience:

Agritourism business owners, financial managers, and sustainability coordinators.

Requirements:

- Recorded Power Point
- Annex 85- Financial Benefits of Green Hospitality Quiz and Answer Key

Step	Instructions	Time	Resources Needed
1	Welcome and Introductions	10 min	Blank labels for nametags
2	Continuous improvement in Green Hospitality (Video)	10 min	Laptop/Monitor
3	<p>Groupdiscussion: Topic: How do you keep up to date on developments in green practices? Instructions:</p> <ul style="list-style-type: none"> - Form small groups. - Share how you currently stay informed about green hospitality trends and innovations. - Discuss the sources you use (e.g., industry publications, training, conferences). <p>Identify one new method each group member could try to stay updated.</p>	15 min	Blank paper and pens

Exercise 20: Continuous Improvement in Green Hospitality

4	<p>Individual Activity: Instructions:</p> <ol style="list-style-type: none"> 1. Reflect on your current business operations. 2. Identify three specific areas where you believe improvements can be made in terms of green practices and sustainability. 3. For each area, describe the current practice, the proposed improvement, and the expected sustainability benefit. <p>Share your findings with the group or post them on a shared board.</p>	15 min	Blank paper and pens
5	Continuous Improvement in Green Hospitality Quiz	10 min	Continuous Improvement in Green Hospitality Quiz & Answer Key

7. Exercises for performing edutainment activities in agritourism sectors concerning environmental and cultural sustainability

This chapter presents a collection of 20 guided training exercises for VET trainers to use in building the capacity of agritourism employees to design and deliver edutainment activities. The focus is on helping trainers prepare learners—current or future agritourism workers—to create engaging, memorable experiences for adult visitors that combine entertainment with education.

All exercises are designed to be implemented in agritourism settings with a strong emphasis on environmental and cultural sustainability, while also highlighting the historical elements of places. By linking local heritage, traditional practices, and sustainable resource use, the activities encourage visitors to develop a deeper appreciation for rural life and the cultural identity of the region.

The collection covers a variety of formats—from sensory games and storytelling experiences to eco-cultural routes, zero-waste gastronomy, heritage crafts, and seasonal event planning—ensuring there is a wide range of tools that can be adapted to different contexts. Each exercise is presented with step-by-step instructions, ready-to-use templates, and minimal, easy-to-source materials, allowing VET trainers to deliver them without complex preparation.



The ultimate goal is to enable agritourism professionals to act as ambassadors of their local environment, culture, and history—offering experiences that not only entertain but also educate and inspire.

Exercise 1: Mapping Local Identity through Cultural and Historical Symbols

Learning Outcomes

To support the ability to identify, connect, and present local cultural and historical assets in a way that creates engaging, sustainable agritourism experiences for adult visitors.

Requirements:

- Digital map of Bulgaria or relevant region (online via tablet/laptop or shared screen)
- Printable icon pack: 20 cut-out symbols (crafts, culinary items, heritage sites, festivals) – Annex 87
- Printable Agritourism Route Planning Sheet – Annex 88
- Pre-written sample agritourism route with historical storytelling

Step	Instructions	Time	Resources Needed
1	The VET trainer introduces the role of cultural and historical storytelling in enhancing agritourism for adult audiences. Presents one inspirational example such as: “Harvest storytelling and jam-making workshops linked to ancient food rituals.”	10 min	Flipchart or slides
2	Participants work in small groups. Each group receives a set of cultural/historical icons (Annex 1). They use the digital map to virtually place the icons in areas known for those traditions. They discuss and justify their placement.	20 min	Annex 87, digital map

Exercise 1: Mapping Local Identity through Cultural and Historical Symbols

3	Groups complete the Agritourism Route Planning Sheet (Annex 2) by choosing 3–4 culturally significant stops and describing how each stop offers an experience with both sensory and heritage elements (e.g., taste + story, craft + legend).	25 min	Annex 88
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Evaluation methodology:

All participants reflect on how the activity involves the senses and pleases (positive feelings), teaches about local heritage, customs, and history narration (learning), employs local symbols and community knowledge to foster sustainability (sustainability), and enriches the quality of the tourist experience through dense cultural immersion (valorization). They conclude a feasible action plan to implement a heritage-led experience or trail at their agritourism farm or site.

Exercise 2: Heritage in Focus: Designing Agritourism Photo Story Stations

Learning Outcomes

To build the capacity to design engaging storytelling photo stations with historical land use, neighborhood lore, and heritage traditional tools or crafts to promote agritourism through visual heritage interpretation.

Requirements:

- Printable photo frame templates themed on heritage
- Flipchart or digital projector with examples of rural legends and old crafts
- Phones/tablets for viewing sample photo setups

Step	Instructions	Time	Resources Needed
1	VET trainer introduces the idea of Photo Story Stations – dedicated areas where tourists can take pictures while learning about a local story, tradition, or tool. Trainer presents examples featuring local legends, ancient farming tools, or folk crafts.	10 min	Flipchart/digital display with images
2	Participants brainstorm regional heritage elements they want to highlight (e.g., “The Old Cheese Cave”, “Harvest Dance Spot”, “Grandfather’s Tool Wall”). Trainer shares inspiration prompts (Annex 3) and sample captions.	20 min	Heritage prompt cards, caption templates
3	Participants select a concept and creates a mock-up design of a photo station using templates. They define: 1) location, 2) story, 3) traditional element (e.g. craft or tool), and 4) visitor interaction (e.g., pose with tool, stand under sign, etc.).	25 min	Templates, signs, props, markers

Exercise 2: Heritage in Focus: Designing Agritourism Photo Story Stations

4	Participants present their idea and explain how it highlights cultural identity, sensory experience, and authenticity. Peer feedback focuses on realism and storytelling clarity.	10 min	Oral presentation or flipchart
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Evaluation methodology:

All the participants consider how the activity engages the senses and creates joy (positive emotions), teaches seasonality and food literacy (education), utilizes local materials to enhance sustainability (sustainability), and enhances the quality of the visitor experience (valorization). They complete an action plan that is realistic for implementing the corner on their farm.

Exercise 3: Crafting Heritage – Integrating Traditional Crafts into Sustainable Agritourism

Learning Outcomes

To build the capacity of agritourism workers to design hands-on craft-based activities that preserve local tradition, engage adult visitors, and support environmental and cultural sustainability.

Requirements:

- Workshop Design Template (Annex 89) for sketching layout, duration, materials, and visitor engagement
- Sample photos of traditional tools and craft products

Step	Instructions	Time	Resources Needed
1	The VET trainer introduces the idea of using local crafts (e.g., pottery, weaving, wood carving) as a tool for adult visitor engagement. The focus is on authentic storytelling, sustainability, and hands-on interaction. Examples are shown of successful craft-tourism integration.	10 min	Flipchart, real samples or images of local crafts
2	Participants choose one traditional craft and brainstorm how it can be turned into a short, engaging workshop or visitor activity. They consider adult learning preferences and cultural storytelling.	20 min	Worksheets
3	Groups use the Workshop Design Template to create a visitor experience around their chosen craft. They define: craft name, materials (preferably local), interaction (try-it-yourself, co-create, storytelling), duration, and location on the farm.	25 min	Annex 89

Exercise 3: Crafting Heritage – Integrating Traditional Crafts into Sustainable Agritourism

4	Each participant shares their design and how it supports cultural heritage and local economy. Peers offer suggestions on feasibility and appeal.	10 min	Oral presentation or flipchart
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Evaluation methodology:

Each participant reflects on how the activity engages the senses and creates joy (positive emotions), teaches seasonality and food literacy (education), utilizes local materials to enhance sustainability (sustainability), and enhances the quality of the visitor experience (valorization). They complete an action plan that is realistic for implementing the corner on their farm.

Exercise 4: Zero-Waste Heritage Cooking in Agritourism

Learning Outcomes

To develop the ability to design and deliver an authentic, zero-waste cooking activity that combines traditional culinary practices with environmental and cultural sustainability.

Requirements:

- Printed recipe sheets with traditional zero-waste dishes
- Ingredient planning worksheet (Annex 90)

Step	Instructions	Time	Resources Needed
1	The VET trainer introduces the concept of zero-waste cooking through traditional gastronomy: root-to-leaf and nose-to-tail use. Examples from European cultures are shared, such as dishes made from off-cuts or food that was preserved creatively to reduce waste.	10 min	Flipchart
2	The trainer demonstrates simple recipes using often-discarded food parts (e.g., carrot tops pesto, stale bread dumplings, bone broth, citrus peel cleaner). Cultural background is shared for each recipe.	20 min	Pre-prepared samples, printed recipes
3	Participants work in small groups to design their own heritage-inspired zero-waste dish using a provided basket of sample ingredients and scraps. They fill out the Ingredient Utilisation Planning Sheet (Annex 4).	25 min	Annex 90

Exercise 4: Zero-Waste Heritage Cooking in Agritourism

4	Each participant presents their recipe, cultural inspiration, and waste minimisation technique. Trainer and peers give feedback.	10 min	Oral presentation or flipchart
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Evaluation methodology:

Each participant reflects on how the activity involves creativity and discovery of taste (positive emotion), teaches about sustainable cooking methods on the basis of tradition (learning), recycles materials with low carbon footprint and waste (sustainability), and constructs engaging story-based experiences for visitors (valorization). They determine a feasible action plan tailored for their agritourism environment.

Exercise 5: Footsteps of Heritage – Designing an Eco-Cultural Walking Route

Learning Outcomes

To develop the ability to design a visitor-ready eco-cultural walking route that integrates sensory interaction with nature and heritage to create a meaningful agritourism experience for adults.

Requirements:

- Digital or printed map of the local area
- Eco-Cultural Trail Design Template

Step	Instructions	Time	Resources Needed
1	The trainer introduces the idea of an eco-cultural trail that combines physical movement with storytelling. Participants explore how trails can help visitors connect with the landscape through history, senses, and personal meaning.	10 min	Flipchart
2	Participants receive icon cards and a map. In groups, they identify 4–6 thematic stops for a visitor trail. Each stop should invite sensory action (smell, touch, listen, look) and feature a story or tradition.	20 min	Maps, icon cards, sensory prompt list
3	Each group uses the Eco-Cultural Trail Template to sketch the route, place icons, write mini-narratives, and suggest visitor actions (e.g., “Smell this herb,” “Listen to the wind,” “Read this tale of the chapel”).	25 min	Annex 91

Exercise 5: Footsteps of Heritage – Designing an Eco-Cultural Walking Route

4	Groups briefly present their routes. Trainer encourages discussion on clarity, visitor flow, and how the route balances nature and culture.	10 min	Oral presentation or flipchart
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Evaluation methodology:

Each participant reflects on how their trail design appeals to the senses and evokes emotional connection (positive emotions), educates visitors about natural and cultural environments (education), encourages environmentally sustainable visitor behavior and resource stewardship (sustainability), and enhances the uniqueness and memorability of the experience (valorization).

Exercise 6: Green Branding – Designing a Sustainable Identity for Agritourism

Learning Outcomes

To build the capacity of agritourism workers to create sustainable, story-driven branding that promotes environmental awareness, cultural heritage, and regional authenticity.

Requirements:

- Brand Template (Annex 92)
- Samples of eco-tourism and agritourism logos, slogans, product packaging
- Color pencils or markers
- Case study handout of a sustainable agritourism brand (optional)

Step	Instructions	Time	Resources Needed
1	The trainer introduces the concept of “green branding” – logos, visuals, and messages that reflect sustainability and cultural depth. Key principles include storytelling, authenticity, ecological awareness, and cultural relevance.	10 min	Flipchart
2	Groups examine real branding samples (eco-labels, sustainable farms, tourism logos) and discuss what makes them effective for visitors. The trainer guides them in evaluating environmental cues, cultural messages, and emotional tone.	20 min	Branding samples
3	Each group uses the Brand Template to create a brand identity for an imaginary or real agritourism site. They define core values (e.g., “seasonal kitchen”, “ancient forest tours”), design a logo/sketch, write a tagline, and describe how the brand connects visitors to place and purpose.	25 min	Annex 92

Exercise 6: Green Branding – Designing a Sustainable Identity for Agritourism

4	Groups present their brand to others and receive feedback. Discussion focuses on the emotional and sensory resonance of the brand and how well it reflects sustainability and local character.	10 min	Branding poster
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Evaluation methodology:

Each participant reflects on how their green branding creates interest and emotional attachment (positive attitudes), educates on local environment and heritage (education), sustains in materials and themes (sustainability), and constructs visitor identification and commitment (valorization). They present a short plan to implement or expand their green branding at their place.

Exercise 7: The Taste of the Village – Local Food, People, and Stories

Learning Outcomes

To develop the ability of agritourism workers to design and deliver sustainable tasting events that highlight local food heritage, cultural storytelling, and community engagement.

Requirements:

- Event Planning Sheet (Annex 93)

Step	Instructions	Time	Resources Needed
1	The trainer introduces the idea of a tasting event that promotes local culture, community storytelling, and sustainable food use. Participants explore examples of regional food fairs, slow food pop-ups, and agritourism tastings.	10 min	Flipchart
2	Working in groups, learners use the Event Planning Sheet to brainstorm the concept of their tasting event: title, location, seasonality, guest profile, and key sustainability elements (zero-waste, reusable materials, local-only sourcing).	20 min	Annex 93
3	Participants present their event concept and get peer and trainer feedback on feasibility, creativity, sustainability, and cultural depth.	25 min	Flipchart or table display

Evaluation methodology:

Each participant reflects on how the tasting experience induces local pride and emotional attachment (positive feelings), informs regarding regional food culture and gastronomy (education), promotes local and seasonal products with less wastage (sustainability), and enhances the quality of visitor experience through narratives and authenticity (valorization).

Exercise 8: Memories from Nature – Creating Sustainable Souvenirs

Learning Outcomes

To equip agritourism workers with the ability to design eco-friendly, culturally rooted souvenirs using natural or recycled materials, enriching visitor experiences through storytelling and sustainability.

Requirements:

- Story Starter Cards (Annex 94)
- Crafting supplies

Step	Instructions	Time	Resources Needed
1	Trainer presents examples of eco-friendly souvenirs made from local materials (vs mass-produced items). Participants discuss why visitors value handmade items that tell a story.	10 min	Flipchart
2	Trainer introduces crafting materials and explains how each represents local nature or traditions (e.g., “pinecones from the forest trail”, “linen scraps from traditional weaving”). Participants explore materials and draw quick sketches of souvenir ideas.	20 min	Craft materials table, sketch paper
3	Participants select materials and a Cultural Story Starter card. Each group creates a unique souvenir that represents a place, tradition, or memory, and prepares a name and story to accompany it.	35 min	Story Starter Cards, crafting supplies

Evaluation methodology:

Each participant reflects on how the products of souvenir-making engage the senses and feelings (emotional bonding, positive feelings), are a learning experience about culture heritage and nature, are made from recycled or local materials (sustainability), and contribute to agritourism product authenticity (valorization). They complete

Exercise 9: Modular Herb Garden & Ethnobotany Showcase – “A Place of Aroma, Memory & Meaning”

Learning Outcomes

To train agritourism workers to design a portable herb garden exhibit that educates visitors on the cultural, historical, and sensory significance of local herbs while demonstrating sustainable growing techniques.

Requirements:

- Annex 95: Modular Herb Plan Sketch Sheet
- Sample herbs or images (e.g., thyme, sage, chamomile, oregano, lavender)

Step	Instructions	Time	Resources Needed
1	The trainer introduces the cultural and historical value of herbs in the local region (folk medicine, traditions, rituals). Samples or photos are passed around.	10 min	Herb samples or cards
2	Learners select 2–3 local herbs and complete Ethnobotanical Cards that include historical use, culinary significance, and a related myth or memory.	20 min	Printed cards, example templates
3	Using the Modular Plan Sketch Sheet, groups design a portable herb corner (for school visits, guesthouse patios, market stalls). They decide layout, signage, and container types. Optional use of recycled or mobile materials.	35 min	Annex 95, pens, sample materials

Evaluation methodology:

Each participant reflects on how the experience of modular herbs evoked curiosity and sensorial engagement (positive emotions), expressed local ecological and cultural plant wisdom (learning), promoted sustainable, low-impact cultivation (sustainability), and inserted local tradition into tourist spaces such as fairs or guesthouses (valorization). A short action plan is completed on how they will implement a similar exhibit at their site.

Exercise 10: Local Legend Storyteller – “The Voice of Tradition”

Learning Outcomes

To enable agritourism workers to interpret and deliver regional legends, folktales, and myths in an emotionally engaging and culturally respectful way that enhances the adult visitor experience.

Requirements:

- Annex 97: Storytelling Practice Sheet
- Selected short folktales, legends, or regional myths (digitally or printed)
- Annex 96- Printable Emotion and Gesture Cue Cards

Step	Instructions	Time	Resources Needed
1	The trainer introduces the role of storytelling in preserving cultural heritage and enhancing visitor immersion. A short legend is read aloud as an example.	10 min	Flipchart
2	Participants practice using their voice, body, and facial expression through guided warm-up exercises using Emotion and Gesture Cue Cards.	20 min	Annex 96: Cue cards
3	In pairs, learners receive a short regional folktale or legend and complete the Storytelling Practice Sheet to prepare tone, emotion, pacing, and gestures.	25 min	Annex 97
4	Each learner tells their story to the group using gestures, props, and expressive language. Group feedback is guided by three questions: Did it connect emotionally? Was the message clear? Did it reflect the local culture?	10 min	Open space, optional props

Exercise 10: Local Legend Storyteller – “The Voice of Tradition”

Evaluation methodology:

Each participant reflects on how the storytelling exercise generated feelings and cultural pride (positive feelings), transferred local identity and heritage (education), used oral tradition as a low-resource, enduring form of engagement (sustainability), and improved visitor interpretation through living culture (valorization).

Exercise 11: Designing the Sustainable Guest Room – “A Room Full of Stories”

Learning Outcomes

To enable agritourism workers to design a guest room that educates visitors through its features—merging environmental sustainability with regional cultural and historical storytelling.

Requirements:

- Printable Design Planning Sheet (Annex 98)
- Photos of sustainable building materials (wood, clay, wool, etc.)
- Pencils, sketch paper, or digital drawing tools (optional)

Step	Instructions	Time	Resources Needed
1	The VET trainer presents inspiring examples of sustainable guest rooms from rural areas—where energy efficiency and local culture come together. They explain that rooms can be storytelling tools.	10 min	Slideshow or poster with case examples
2	In small groups, participants receive illustrated cards featuring: cultural elements (e.g., woven motifs, local legends), sustainable solutions (e.g., rainwater systems), and historic references (e.g., reused beams from old barns).	20 min	Card set, Annex 98 planning sheet
3	Groups draft a design for a guest room combining these elements. They mark where each feature will go (e.g., a photo wall of village history, recycled wooden bed, QR code linking to a local folktale audio).	25 min	Sketch sheets or digital tools

Exercise 11: Designing the Sustainable Guest Room – “A Room Full of Stories”

4	Each group presents their "Room Full of Stories," explaining how it reflects both environmental values and cultural heritage. The trainer gives feedback on feasibility and educational potential.	10 min	Presentations
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Evaluation methodology:

Each participant reflects on how their design tells visitors through its materials, stories, and sustainability. They assess the emotional appeal (positive feelings), seasonality and inclusion of place-based knowledge (education), use of eco-materials (sustainability), and host-guest interaction in general (valorization).

Exercise 12: Photo Story – “A Day in the Village Through the Tourist’s Eyes”

Learning Outcomes

To develop the capacity to observe and analyze the cultural and environmental value of rural settings through the lens of a tourist, using visual storytelling to enhance sustainable and authentic visitor experiences.

Requirements:

- Smartphones or tablets with cameras (can be shared)
- Printable photo commentary templates (Annex 99)
- Sample photo stories from other villages (provided by the trainer)

Step	Instructions	Time	Resources Needed
1	The VET trainer introduces the activity by showing an example of a simple photo story taken by a tourist visiting a local village. The trainer explains how photographs can highlight culture, emotions, and sustainability elements through a guest’s lens.	10 min	Sample photo stories
2	Participants form pairs or small groups and are given the task: “Walk around the village or agritourism site and take 5–7 photos that tell the story of a day in the village from the perspective of a tourist. Focus on cultural elements, sensory moments, emotional impressions, and signs of sustainability (or lack thereof).”	20 min	Smartphones or tablets
3	Back in the training space, participants select their photos and use the Photo Commentary Template (Annex 13) to write short descriptions for each one. The focus should be on: What do tourists notice? What feels meaningful? What might be confusing or missing?	25 min	Printed templates, pens

Exercise 12: Photo Story – “A Day in the Village Through the Tourist’s Eyes”

Evaluation methodology:

Each participant reflects on how the activity involves the senses and pleases (positive feelings), helps in the identification of visual storytelling as a learning device (learning), decides on sustainable or non-sustainable practices observed (sustainability), and illuminates the improvement of visitor experience and interpretation (valorization).

Exercise 13: Cultural Farmer’s Basket – “Taste & Tales of Our Heritage”

Learning Outcomes

To equip agritourism workers with the ability to curate an interactive, sensory-rich local basket that connects traditional foods and crafts with heritage stories, turning it into a marketable edutainment experience for adult visitors.

Requirements:

- Easy-to-source traditional products (e.g., local jam, cheese, herbs, olive oil, honey, handmade soaps, textiles)
- Reusable or compostable baskets or eco-bags
- Sample traditional fabric (or printouts with traditional motifs)
- Storytelling prompt cards (Annex 100)

Step	Instructions	Time	Resources Needed
1	The trainer introduces the concept of the “Cultural Farmer’s Basket” as a sustainable tourism product that combines storytelling, local food, and crafts. Participants explore examples from the region or other countries (e.g., folk-inspired packaging, QR codes with stories, folklore recipes).	10 min	Photos, samples, or video examples
2	In small teams, participants brainstorm 3–4 typical items (food or craft) they could place in a basket for their own region. They discuss seasonality, accessibility, and sustainability. They then select their items and write micro-stories using prompt cards.	20 min	Product samples, story starter cards (Annex 100)

Exercise 13: Cultural Farmer’s Basket – “Taste & Tales of Our Heritage”

3	Teams wrap the products using traditional textile-inspired materials or natural packaging and label each with a printed tag and short cultural description (legend, proverb, or historical note).	25 min	Wrapping paper, scissors, labels, traditional print samples
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Evaluation methodology:

Each participant reflects on how the activity involves the senses and delights (positive emotions), informs about local traditions and foodways (education), promotes low-waste and local sourcing practices (sustainability), and enhances the quality of the visitor experience (valorization).

Exercise 14: Farming Time Capsule – “Voices from the Land”

Learning Outcomes

To co-create a participatory edutainment exhibit in the form of a “time capsule” that narrates past, present, and future perspectives on farming traditions, sustainability, and rural culture through storytelling and symbolic objects.

Requirements:

- Time Capsule Planning Sheet (Annex 101)
- Ready-to-print labels for PAST / PRESENT / FUTURE tags
- Selection of symbolic materials (local tools, seed packets, fabric scraps, photos, herbs, recycled items)

Step	Instructions	Time	Resources Needed
1	The VET trainer introduces the concept of a “Farming Time Capsule” – a creative, symbolic exhibit or basket that showcases three categories of items: PAST (e.g., tools, customs, objects from earlier farming life), PRESENT (current local materials or routines), and FUTURE (visions of sustainable farming). The capsule invites tourists to reflect on the evolution of rural life and sustainability.	10 min	Flipchart, printed examples, photos
2	Small groups of participants brainstorm and gather symbolic items or visuals (real or printed) that represent PAST, PRESENT, and FUTURE in the context of their local farm culture. They discuss why each item is meaningful and fill out a draft plan.	20 min	Printed tags (PAST/PRESENT/FUTURE), Time Capsule Planning Sheet (Annex 101), sample objects, recycled materials, image bank

Exercise 14: Farming Time Capsule – “Voices from the Land”

3	Groups develop mini exhibit displays using their selected items. For each object, they write a short caption or micro-story explaining its cultural or environmental value. These can include quotes from elders, old photos, or local sayings.	25 min	Tags, markers, boxes or crates, printed quotes
4	Groups present their “capsules” in a gallery walk format. The trainer encourages storytelling from the participants, and visitors (other learners) can ask questions or give feedback on the emotional and educational impact.	10 min	Display space

Exercise 15: Edible Time Machine – A Historical Farm Tasting Journey

Learning Outcomes

To enable VET learners to design food-based edutainment activities that combine historical, cultural, and sustainability narratives for adult visitors.

Requirements:

- Timeline template (Annex 102) showing evolution of 2–3 ingredients or dishes.
- Food tasting samples (real or symbolic) – e.g., spiced bread, fermented dairy, herb tea.

Step	Instructions	Time	Resources Needed
1	Trainer introduces the concept: food as a lens into local history and sustainability. Explains how recipes and ingredients reflect farming practices, trade, and climate.	10 min	Flipchart, example story
2	Small groups select 1 local dish (e.g., cheese pie, herbal tea) and research its historical roots, cultural meaning, and any sustainable practices involved.	20 min	Recipe cards, internet or trainer-prepared notes
3	Groups fill in a timeline sheet showing how the dish evolved over time—adding notes on farming changes, ingredient swaps, or preparation techniques.	25 min	Timeline templates (Annex 102)

Evaluation methodology:

Each participant reflects on how the tasting experience involves the senses and elicits emotional connection through taste (enjoyment), teaches about the evolution of local food culture and sustainability (learning), draws attention to the use of regional and seasonal products (sustainability), and transforms the visitor experience into a lived, storytelling-based experience (valorization)

Exercise 16: Outdoor Cooking with Local Products – “Taste of the Region”

Learning Outcomes

To train VET learners in planning and delivering an outdoor cooking activity that promotes local culture, sustainable sourcing, and engaging storytelling.

Requirements:

- Annex 103: Outdoor Cooking Activity Plan Sheet.
- Example seasonal local ingredients (small sample portions, not full cooking quantities).

Step	Instructions	Time	Resources Needed
1	The VET trainer explains the purpose of an outdoor cooking activity in agritourism: to entertain adult visitors, share local food heritage, and promote sustainability through seasonal sourcing. The trainer presents examples (photos, short video) from real agritourism events.	10 min	Flipchart, photos
2	Trainer shows a simplified cooking setup and walks learners through the activity flow they would use with tourists: welcoming guests, introducing the dish, involving visitors in 1–2 simple steps, telling the product’s story, and serving small portions.	20 min	Demo cooking setup, sample ingredients
3	Learners work in small groups to fill in Annex 17: Activity Plan Sheet, choosing a dish from their own region, noting seasonal ingredients, possible suppliers, and the short story they would tell.	25 min	Annex 103 sheet, pens

Exercise 16: Outdoor Cooking with Local Products – “Taste of the Region”

4	Each group presents their planned activity to the rest of the class. Trainer provides feedback on feasibility, cultural depth, and sustainability measures.	10 min	Flipchart
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Evaluation methodology:

Each participant reflects on how the training had educated them to use cooking as an edutainment practice (positive feelings), impart cultural and historical food knowledge (education), promote sustainable sourcing (sustainability), and make the experience of visitors easier through interaction (valorization). They complete Annex 103 as their personal action plan in how to run the activity in their firm.

Exercise 17: Tourist Info Center Simulation – “Welcoming Guests as Regional Ambassadors”

Learning Outcomes

To train VET learners to confidently present their region’s cultural, historical, and environmental attractions to adult visitors, using engaging communication and problem-solving skills that enhance the visitor experience

Requirements:

- Printable Annex 104: Tourist Info Simulation Role Sheet
- Digital or printed regional map (highlighting key attractions, heritage sites, agritourism businesses, hiking routes, cultural events)
- Example brochures, postcards, or QR codes to local information pages
- Case scenario cards with common tourist questions or challenges
- Annex 103: Outdoor Cooking Activity Plan Sheet.
- Example seasonal local ingredients (small sample portions, not full cooking quantities).

Step	Instructions	Time	Resources Needed
1	Trainer explains the purpose of a tourist information center in agritourism, focusing on cultural storytelling, environmental sustainability, and promoting local businesses. Trainer shows examples of good practice.	10 min	Flipchart, example photos or brochures
2	Trainer arranges a simple table and chairs to simulate an info desk. Materials (maps, brochures, sample products) are displayed. Roles are assigned: receptionist, route advisor, local product seller, cultural guide.	20 min	Table, chairs, maps, brochures, sample products

Exercise 17: Tourist Info Center Simulation – “Welcoming Guests as Regional Ambassadors”

3	“Visitor” learners approach the desk with case scenario cards (e.g., looking for a hiking route, wanting a traditional food tasting, asking for eco-friendly accommodation). Role-players answer using the materials and their knowledge of the region.	25 min	Case scenario cards, role sheets
4	Trainer facilitates a group discussion: What made the interaction engaging? How were cultural and sustainability values included? How can this be applied in their agritourism business?	10 min	Flipchart

Evaluation methodology:

Each participant reflects on how the simulation fostered active visitor interactions (positive sentiment), delivered joint environmental and cultural knowledge (education), promoted sustainable tourism decision-making (sustainability), and enhanced perceived visitor value (valorization). They complete Annex 104 as an intention to pilot a similar visitor welcome experience in their own context.

Exercise 18: Wild Forest Fruits and Social Enterprise – “From Foraging to Sustainable Business”

Learning Outcomes

To train VET learners in combining sustainable foraging practices with the creation of social enterprise concepts, transforming local natural resources into culturally and environmentally responsible tourism products.

Requirements:

- Annex 105: Social Enterprise Planning Sheet
- Photos or short video clips of sustainable foraging in the Rhodopes (for indoor training simulation)
- Simple jam-making demonstration materials (optional, can be simulated)

Step	Instructions	Time	Resources Needed
1	Trainer explains the value of wild forest fruits in local culture and economy, and the importance of sustainable harvesting. Share examples from the Rhodopes region.	10 min	Flipchart, example photos
2	Trainer uses berry cards or props to explain sustainable harvesting methods (e.g., using a berry comb correctly, leaving enough fruit for wildlife, avoiding uprooting plants).	10 min	Berry cards, props
3	Trainer demonstrates or describes making a traditional product (e.g., blueberry jam), explaining why value-added products fetch higher prices in tourism markets.	10 min	Sample jars, recipe card

Exercise 18: Wild Forest Fruits and Social Enterprise – “From Foraging to Sustainable Business”

4	Learners form small groups, choose a forest product (berries, herbs, mushrooms), and use Annex 105 to develop a simple business concept that benefits the community (e.g., cooperative, guided trail, product line).	20 min	Annex 105 sheet, pens
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Evaluation methodology:

Each participant reflects on how the activity connects nature-based resources with pride and enjoyment in heritage (positive feelings), teaches sustainable harvesting and value-adding (learning), safeguards ecosystem integrity (sustainability), and creates memorable, marketable experiences for tourists (valorization). They complete Annex 105 as their action plan.

Exercise 19: Cultural Calendar & Seasonal Events – “A Year in Our Village”

Learning Outcomes

To train VET learners to design a yearly calendar of seasonal activities and events that blend local traditions, agricultural cycles, and sustainable practices into attractive, visitor-friendly experiences.

Requirements:

- Annex 106: Cultural & Seasonal Events Planning Sheet
- Example local or regional events list (e.g., harvest festivals, planting days, craft fairs)

Step	Instructions	Time	Resources Needed
1	Trainer explains the purpose of a cultural calendar: to guide agritourism operators in offering events that highlight seasonal agriculture, traditions, and sustainability. Share examples from similar rural areas.	10 min	Photos, calendar example
2	Learners brainstorm traditional activities and events for each season (e.g., spring herb gathering, summer cultural festivals, autumn harvest, winter storytelling evenings).	10 min	Flipchart, event list
3	In small groups, learners use the Annex 106 sheet to fill in key events for each month, including cultural or historical background, sustainable elements, and visitor engagement ideas.	20 min	Annex 106 sheet, markers

Exercise 19: Cultural Calendar & Seasonal Events – “A Year in Our Village”

4	Groups present their calendars, explaining one seasonal highlight and how it blends heritage with sustainability.	20 min	Flipchart
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Evaluation methodology:

Each participant reflects on how the calendar layout helps to generate nice memories (positive emotions), educates tourists about local traditions and agriculture (education), allows for seasonal, low-impact tourism (sustainability), and preserves agritourism products' added value throughout the year (valorization). They use Annex 106 as their business planning tool.

Exercise 20 – Pop-Up Heritage Game Corner: “Guess, Touch, Taste”

Learning Outcomes

To train VET learners to design and run a compact, interactive heritage game corner that entertains adult visitors while teaching them about local culture, history, and sustainable practices.

Requirements:

- Annex 107: Heritage Game Corner Planning Sheet

Step	Instructions	Time	Resources Needed
1	Trainer explains to learners how a game corner can be used at markets, fairs, or agritourism sites to attract visitors, keep them engaged, and make learning fun.	10 min	Flipchart
2	Trainer sets up a small “Guess, Touch, Taste” station: visitors smell herbs and guess their name, touch a mystery item in a cloth bag, or taste a sample and identify its main ingredient. Each guess earns points or a small token.	10 min	Table, props
3	Learners choose their own theme (e.g., “Village Kitchen in the Past,” “Tools of the Field,” “Flavours of the Forest”) and list 3–5 objects for their game. They fill in Annex 21 with clues, cultural/historical links, and sustainable aspects.	20 min	Annex 107, pens

Evaluation methodology:

Each participant reflects on how the game format creates amusement (positive emotions), delivers cultural and historical knowledge (education), utilizes local and recycled materials (sustainability), and makes the outing more interactive and memorable (valorization). They complete Annex 107 as their action plan.

8. EPILOGUE

The journey through the exercises, techniques, and methodologies presented in this handbook highlights the potential of Agritainment as a tool for sustainable development, education, and entertainment. Linking local agricultural production with the visitor experience through interactive and creative activities proves that education for the green transition can be both effective and enjoyable. This handbook does not simply provide ready-made ideas; it equips readers with the tools to adapt activities to the specific needs of each place and audience.



The Green Agritainment project is grounded in the belief that education and entertainment are not opposing worlds, but complementary ones. The innovation, adaptability, and creativity fostered by these activities can serve as a driver of growth not only for businesses, but also for local communities. At the same time, alignment with the goals of the EU Green Deal and the SDGs reinforces agritourism's role as a catalyst for a greener, more resilient Europe.

In conclusion, the invitation is clear: to make use of the experience and tools presented, adapt them to our own reality, and become agents of positive change. Whether it is a small farm or a large agritourism destination, the essence lies in our ability to combine knowledge, emotion, and action. In this way, Agritainment is not merely an approach, but a philosophy that can take root deeply in communities and flourish for generations to come.

9. Annexes



The annexes provide a collection of supplementary resources that enrich and support the material presented in this handbook. They include practical tools, templates, case studies, sample activity descriptions, and other reference materials designed to facilitate the implementation of the concepts discussed in the main chapters. By offering these additional resources, the annexes aim to bridge the gap between theory and practice, allowing readers to adapt and apply the ideas to their own professional contexts.

To ensure clarity and ease of use, these annexes are provided in a separate document entitled “Book of Annexes”. This separation allows users to quickly access and consult the relevant resources without interrupting the flow of the main text. The Book of Annexes can be used as both a reference guide and a practical toolkit to complement the learning journey offered by this handbook.

Readers are encouraged to consult the Book of Annexes whenever they seek detailed examples, ready-to-use materials, or further guidance on applying the methods and approaches described in the preceding chapters. Together, the handbook and the annexes form a comprehensive package for fostering creativity, sustainability, and innovation in the field of agritainment.



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