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VET Training Practices

Section title:

Exercises for teaching educational skills related to the green transition for children, including mini-games and green practices in the agritourism sector.

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European Agritourism

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1. Introduction

This handbook is developed under the Erasmus+ KA220-VET project "Green Agritainment: VET Strategies for Edutainment in European Agritourism." It is designed particularly for VET trainers so that they can prepare to train agritourism personnel in preparing and organizing educational entertainment—"agritainment"—activities for families and children visiting their farms.

The exercises in this manual are intended as structured training modules for VET trainers to implement within workshops or courses in a bid to enhance the competences of agritourism workers. These workers will then be able to prepare and lead basic, interactive, sustainability-focused micro-activities that are timed to capture the real rhythm and produce of their agritourism venture.

The approach of this handbook reflects the importance of integrating sustainability into everyday agritourism practice and recognizes that well-planned educational activities can enhance the visitor experience while promoting environmental values. Activities are designed to engage families with nature, food systems, and rural life in a meaningful way.

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.



2. VET training practices

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

Learning outcome: 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 (optional)
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	25 min	Blank cards, sign templates,

	ingredients. Trainers guide them in considering: location, age suitability, and seasonality.		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 Outcome: 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	10 min	Sample printed cards (ingredient/product pairs)

	why. The instructor illustrates short child-friendly questions like: "What is this made of?" and "Which food grows on trees?"		
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
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)

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 Outcome: 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.

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	10 min	Flipchart, printed visual examples

	environment. The trainer explains how a trail with just 3 herbs can be effective for visitors.		
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
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 reflects on how the herb trail fosters curiosity and calm (positive emotions), encourages naming and sensory learning (education), promotes appreciation of natural farm resources (sustainability), and enriches the site’s interactive value (valorization). Each one finalizes their trail plan and identifies next steps.

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

Learning Outcome: 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.

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
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 Outcome: 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:

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- 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
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 Outcome: 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

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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, path markers
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 reflects on how the relay encourages movement and fun (positive feelings), learns about energy flow (learning),



demonstrates solar power (sustainability), and has memorable learning experience (valorization). A delivery plan tailored to their environment is provided.

Exercise 7: Nature Bingo Walk

Learning Outcome: 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
3	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 Outcome: 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
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

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 Outcome: 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)
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

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 Outcome: 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

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 Outcome: 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:

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- 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
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.

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Exercise 12: Agritourist Explorer

Learning Outcome: 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

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 outcome: 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

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- 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 or local product list
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	Sample cards
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 13 worksheet

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 outcome: 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
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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)

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 outcome: 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 cards, prompt 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
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 15 materials

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 outcome: 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	10 min	Flipchart, example photos

	and small details in nature (e.g., textures, animal tracks, and color patterns).		
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
3	Each agritourism worker designates a natural and secure walking area on their farm and develops a mini safari path for children. They choose 3–5 aspects to highlight and create 1–2 interactive questions for each stop.	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 16 materials

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 outcome: 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	10 min	Flipchart, example food map

	grows locally in the area, and how that relates to sustainability, tradition, and identity.		
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
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 17 materials

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 outcome: 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	10 min	Flipchart

	develop or extend rural-themed stories. The activity encourages language development, creativity, and place-based learning.		
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
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 18 materials

Evaluation Methodology: Every participant reflects on how the activity embraces expression and joy (positive emotions), gains values of countryside life and ecology (education), encourages sustainable reuse of resources (sustainability), and reaffirms the farm's cultural identity (valorization). A brief plan of implementation is written for seasonal or thematic narration.

Exercise 19: Agritourism Kids' Newsroom

Learning outcome: 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	Example newspapers

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	Newspaper template
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 outcome: 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



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 20 materials

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. Annexes

Annex 1

Participant Name: _____

Date: _____

Step 1: Identify Seasonal Products

List at least three seasonal or local farm products you will include in your discovery corner:

Product 1 _____

Product 2 _____

Product 3 _____

Step 2: Design Your Setup

Describe how your discovery corner will be physically arranged (e.g., on a table, under a tree, using baskets, signs, etc.):

Step 3: Explain the Educational Value

How will this activity engage children and promote sustainability values?

Annex 2

Farm-to-Table Game Planning Worksheet

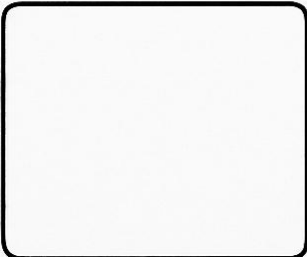
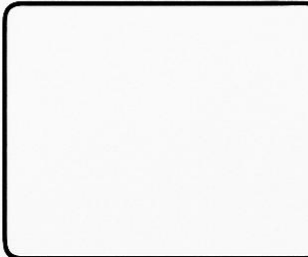
1. Participant Information: Name, farm name, and date

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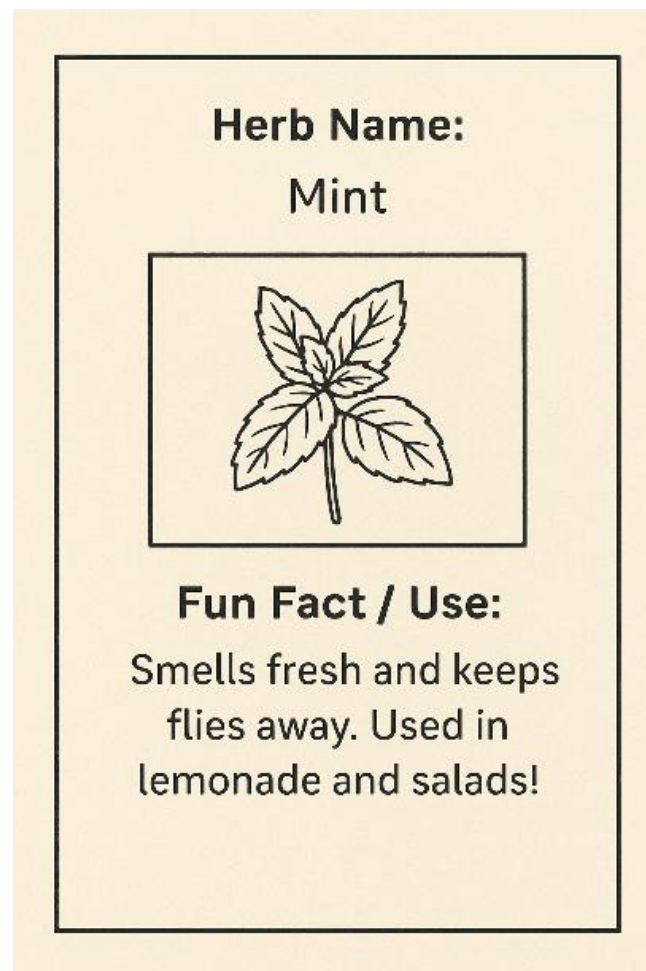


2. Ingredient & Product Matching Table: A fill-in table for 4–6 local ingredient → product pairs (e.g., “wheat → bread”, “grapes → juice”)
3. Game Instructions for Children: Space to write 2–3 simple steps for explaining the game
4. Materials List: For visuals, printed cards, props, markers, etc.

Card templates

INGREDIENT	PRODUCT
 NAME: _____	 NAME: _____
 NAME: _____	 NAME: _____

Annex 3



Annex 4

This annex provides printable tools and planning templates to help agritourism workers set up a 'Little Agripreneurs' mini-market simulation. The activity allows children to role-play as farm product sellers, learning basic entrepreneurial skills in a fun, tourism-related setting.

1. Sample Product Cards (Print and Cut)

Use these sample cards or create your own with farm-specific products. Print on thick paper or laminate for reuse.

Product Name Price

Mini Jar of Honey €2.00

Herbal Soap €1.50

Bread Roll €1.00

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Lavender Sachet €1.20

Fresh Egg €0.50

Olive Oil Bottle (100ml) €2.50

2. Blank Branding Card Template

Children can create a logo or design label for their farm stand. Encourage creativity and local inspiration.

3. Price Tag Template

Use these price tag templates to attach to each item. Write the product and price clearly.

[Product: _____] [Price: _____]

[Product: _____] [Price: _____]

[Product: _____] [Price: _____]

4. Sample Play Money / Tokens

Cut these tokens for children to use during the simulation.

1 Token 2 Tokens 5 Tokens 10 Tokens

5. Implementation Planning Sheet

Use the following questions to help plan your farm stand activity:

1. Which products will you simulate selling?
2. Where will you set up the mini-market? (e.g., picnic area, garden corner)
3. How will you explain prices and sustainability to children?
4. What roles will children play (e.g., buyer, seller, helper)?
5. What local story or theme could make it more immersive?

Annex 4: Mini Market Toolkit

Product Cards

Tomatoes



Honey



Apple Juice



Jam



Branding Card

**Farm
Fresh**

Price Tags

Price

\$

Price

\$

Price

\$

Play Money Tokens



Mini Market Toolkit

Annex 5

This annex supports the 'Agritourism Detective – The Farm Sorting Challenge' activity. It includes zone sorting labels, sample item ideas, and a planning sheet to customize the experience for your own farm site.

Annex 5: Agritourism Sorting Challenge

FARM ZONE


TOURIST ZONE


FARM ZONE	Snack wrapper
Hay	Towel
Olive branch	Sunglasses
Sucket	Soup can
Shoe	

Planning Sheet



Farm Zone items:	Tourist Zone items:

3. Planning Sheet



Use this section to plan how you'll adapt the sorting challenge to your farm's agritourism setting.

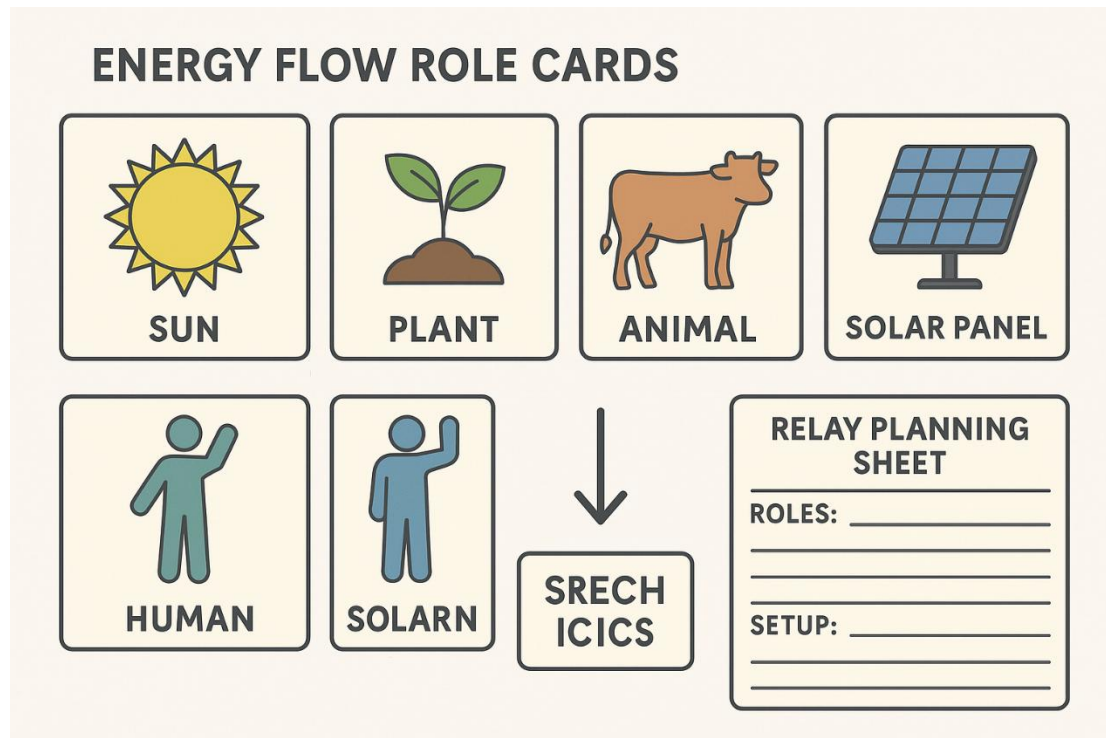
1. Which items will you include for sorting? (List 3–4 for each zone)
2. Where will the activity take place? (e.g., near picnic area, barn, garden path)
3. What story or role-play element will you include? (e.g., detective hats, scenario cards)
4. How will you explain the purpose of sorting to children?
5. What sustainability message do you want them to remember?

Annex 6

1. Printable Energy Role Cards

Each of these cards represents a stage in the energy flow from the sun through natural and human systems. You can print and cut them, and optionally laminate for reuse.

Role	Description
Sun	Starts the energy cycle. Shines light and provides warmth.
Plant	Uses sunlight to grow. Converts solar energy into food.
Animal	Eats plants. Transfers energy up the food chain.
Human	Uses energy to grow food, work, and live.
Solar Panel	Captures sunlight to create clean electricity.
Compost <i>(optional)</i>	Decomposes organic matter and returns nutrients to the soil.



2. Agritourism Worker Planning Sheet

Use this sheet to plan how you'll deliver the "Sun Power Relay" game on your farm. Tailor the experience to your specific environment and the age group of visiting children.

A. Which roles will you include in your version of the game? (Tick or circle your choices)

- ☐ Sun
- ☐ Plant
- ☐ Animal
- ☐ Human
- ☐ Solar Panel
- ☐ Compost



B. Where will you set up the game on your farm? (e.g., orchard path, courtyard, grassy area)

C. What instructions will you give to children at the beginning of the game?
(Example: “We will act like the sun and plants to learn how energy moves through nature.”)

3. Child Reflection Prompts

After completing the game, ask children 1–2 of the following questions to help them think about what they learned:

What would happen if the sun didn’t shine?

Why do plants need the sun?

Can humans grow food without the help of the sun?

What happens when we use too much energy?

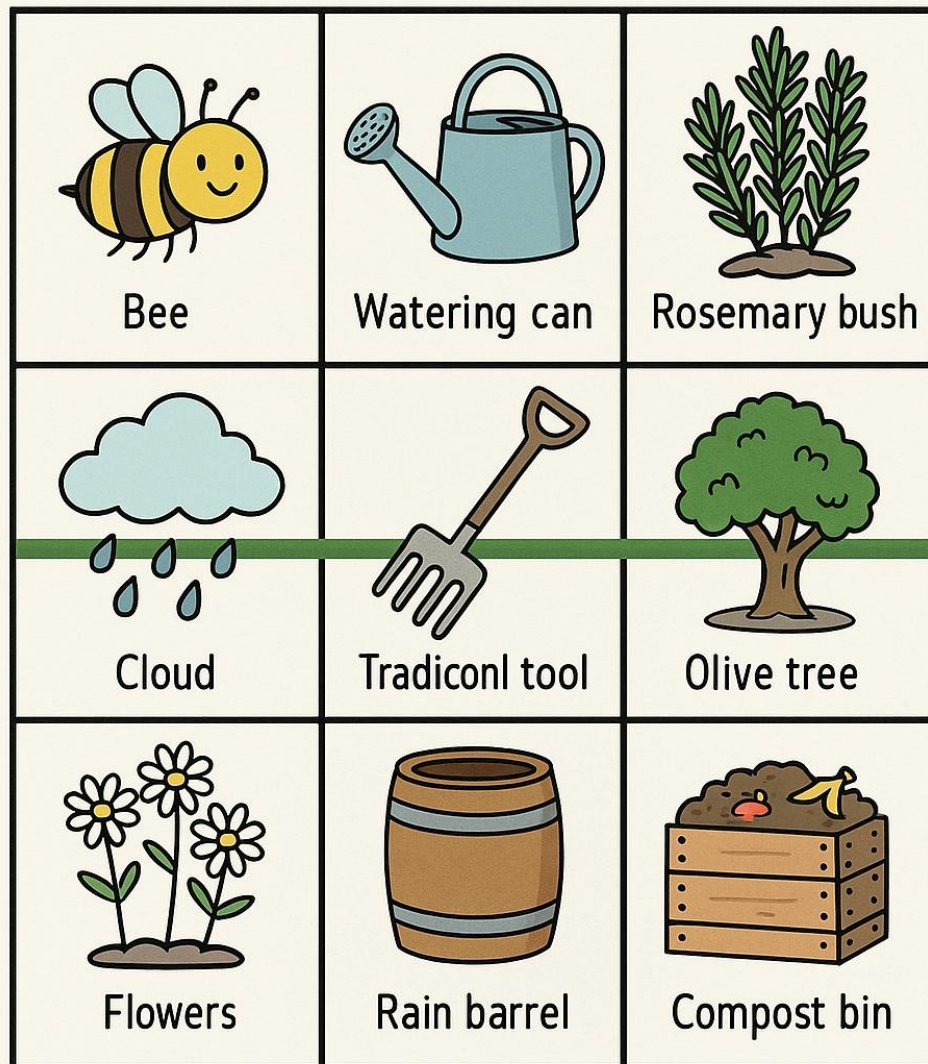
How do solar panels help us use energy more sustainably?

What role do animals or compost play in nature’s energy cycle?



Annex 7

NATURE BINGO





Annex 8

1. What are Eco-Instruments?

Eco-instruments are simple musical instruments made from natural or reused materials found on farms or in rural settings. They offer a fun and creative way for children to explore sound, sustainability, and the value of recycling.

2. How to Make Simple Eco-Instruments

1. Seed Shaker

Materials: Small plastic bottle or container, dried seeds or beans, tape or glue.

Instructions: Fill the container with seeds. Seal tightly. Children can decorate the bottle with paper or fabric.

What it teaches: Reuse, sound, natural materials.

2. Tin Can Drum

Materials: Clean empty can (no sharp edges), balloon or fabric, rubber band or tape.

Instructions: Stretch the balloon over the open end of the can. Secure with a rubber band. Tap gently to create drum sounds.

What it teaches: Repurposing, rhythm, coordination.

3. Stick Chimes

Materials: Small sticks, string, a hanger or branch.

Instructions: Tie the sticks with string and hang them from a branch or hanger. Let them clink together in the wind.

What it teaches: Nature's sounds, balance, wind energy.

4. Bottle Cap Tambourine

Materials: Bottle caps, strong cardboard or wood ring, wire or string.

Instructions: Punch holes in the bottle caps. Attach them to the ring using wire or string so they jingle when shaken.

What it teaches: Recycling metal, rhythm, crafting.

3. Safety Tips for Working with Children

- Always check for sharp edges or breakable materials.

- Supervise use of scissors, wire, or tape.
- Keep small items (e.g., seeds, caps) away from very young children.
- Offer pre-cut or prepared versions of some materials for safety.

Annex 9

This annex supports the VET training of agritourism workers in designing a child-led educational walk focused on water-saving practices across tourist areas of the farm. The materials include sample walk cards for use with children and a planning worksheet to help workers implement the activity during family visits or school group tours.

1. Guidance for Agritourism Workers

As part of your agritourism offer, you can organize a fun 'Water Watchers' walk where children act as Eco-Guides and introduce guests to sustainable water practices used around the farm. Use the cards below to guide their observations and create a playful tour route through your accommodation area, kitchen garden, or picnic zones.

2. Printable Guest Water Walk Cards





3. Tour Planning Sheet

Use this worksheet to design your own guest-area water walk for children.

1. What 2–3 tourist locations on your farm will children explore (e.g., eco-room, kitchen garden, refill station)?
2. What water-saving features will they see and explain?
3. What guiding questions or short explanations will children use during the walk?
4. Where will the tour start and end? Will there be signs or props along the route?
5. How will you introduce this activity to families or school groups?

Annex 10

This annex supports the VET training activity 'Compost Champions – Farm Café Edition'. It includes printable sorting cards and a planning sheet to help agritourism workers design a fun composting simulation for children visiting farm cafés or picnic areas.

1. Printable Compost Sorting Cards

Cut out and laminate the cards below. Children can sort them into compost, plastic, or general waste bins during the activity.





2. Compost Game Planning Sheet

Agritourism workers can use this sheet to plan a compost sorting activity in tourist-facing food areas.

1. What food items are typically served or consumed by tourists at your farm café or picnic area?
2. Which of these items are compostable, recyclable, or general waste?
3. Where will you host the composting simulation (e.g., picnic table, outdoor kitchen corner)?
4. How will children interact with the materials (e.g., tray cleanup, scavenger game, sorting race)?
5. What story or imaginative element can you add (e.g., Compost Heroes, Zero Waste Wizards)?

Annex 11

1. Example: Tomato Snack Journey

Seed – A tomato seed is planted in the soil.

Growth – The plant grows with sunlight and water.

Harvest – Ripe tomatoes are picked from the plant.

Wash & Prepare – Tomatoes are cleaned and prepared.

Snack – Served as part of a salad or snack plate.

2. Your Own Seed-to-Snack Journey

Use this space to plan a food journey based on something grown or prepared at your agritourism site.

Product (e.g., apple, wheat, olive): _____

Step 1 (Seed/Start): _____

Step 2 (Growth): _____

Step 3 (Harvest): _____

Step 4 (Prepare/Process): _____

Step 5 (Final Snack): _____



Optional Activity with Children (e.g., tasting, story, drawing): _____

Annex 12

1. Sample Trail Icons / Legend

Use these visual icons or labels for marking key stops along your discovery trail.

- Guesthouse / Farm Stay
- Goat or Animal Barn
- Herb or Vegetable Garden
- Olive Tree Grove
- Campfire or Picnic Spot
- Rainwater Collection Area
- Compost or Eco Station
- Workshop or Craft Area
- Trail Start / Explorer's Station

2. Discovery Trail Prompts for Children

Post these questions or riddles at each stop. Children can check them off on a map or collect stamps after answering.

- What smells like pizza but grows in the garden? (Basil)
- Which tree gives us oil for cooking and soap? (Olive)
- What animal gives us milk for cheese here? (Goat)
- What lives in the compost bin and eats leftovers? (Worm)
- Can you find something made by hand in this area?
- Where do we collect water from the sky? (Rain barrel)

3. Trail Planning Sheet

Use this sheet to plan your own discovery trail with child-focused activities and educational content.

1. What are 4–6 safe and interesting places children can visit on your farm?
2. What question, riddle, or task will you place at each stop?
3. How will children track their progress (e.g., checklist, stamp card, photo)?
4. What materials will you need to set up signs and waypoints?
5. How will you introduce the trail to families or school groups?

Annex 13

This annex supports the VET training activity 'Taste Trek – From Farm to Tourist Table'. It provides printable tasting cards for children and a planning sheet to help agritourism workers create engaging tasting experiences using local farm products.

1. Taste Trek Cards for Children



2. Tasting Station Setup Planning Sheet

Agritourism workers can use this sheet to design their child-friendly tasting activity.

1. What 3–5 local farm products will you include in your tasting station?
2. What short story or fact will you tell about each product?
3. Will children taste, smell, or guess? How will they interact with the product?
4. Where will the tasting take place (e.g., outdoor kitchen, picnic table, farm shop)?
5. Will you offer a reward (e.g., taste passport stamp) or collect feedback from children?

Annex 14

1. Room Designer Cards (Printable)

Cut out and use these cards to spark ideas during the activity. Children can pick or be assigned a card to include in their design.





2. Activity Setup Planning Sheet

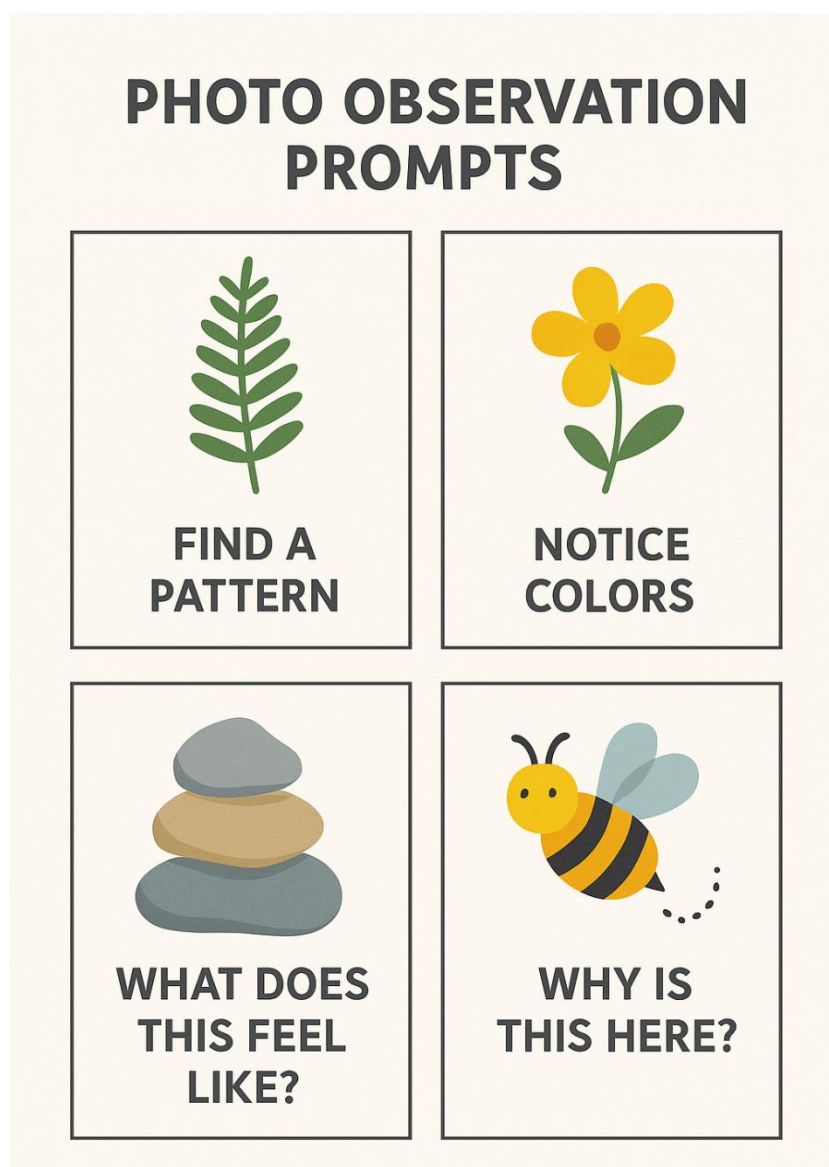
Use the following prompts to plan your children's room design activity.

1. What materials will children use (drawing tools, recycled craft items, building blocks)?
2. How will you introduce the activity and give kids their 'design mission'?
3. Will they design alone, in pairs, or groups?
4. What kind of features will you encourage (eco-elements, animal links, fun ideas)?
5. How will children present or display their room (mini-presentation, story, exhibition)?

Annex 15



Annex 16



Annex 17

1. Local Food Map Template

Use the blank farm or village map outline to guide children in placing local food items where they might grow or be found. This can include fields, orchards, gardens, kitchens, or markets.

Encourage questions such as:

- Where do tomatoes grow on this map?
- Which foods grow under the ground?

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- What dish do we make from this food?

2. Printable Food Icons

You can print and cut out the following illustrated food icons for children to place on the map:

Tomato

- Olive
- Cheese
- Grapes
- Herbs
- Bread
- Honey
- Lettuce

You may also add real-life items for show-and-tell, or ask children to draw their own version of these foods if no printer is available.

3. Adaptation for Younger Children

Younger children can use a simplified version where they color food icons and draw lines to match them with where they grow on the map.

For example: Match the honey pot to the beehive in the orchard area.

Annex 18

Story stones are a hands-on, creative tool used to spark imagination, storytelling, and learning in children. In agritourism settings, they are ideal for introducing rural traditions, local nature, and farm life through guided storytelling. This guide includes practical instructions, thematic tips, and ideas for adapting the activity to different settings and age groups.

1. What Are Story Stones?

Story stones are smooth pebbles or rocks onto which images or symbols are painted or drawn. Each image represents an element of a story, such as a character, object, place, or natural event. Children can draw stones randomly and use them to co-create a story, either individually or as a group. In agritourism, these symbols reflect rural life: farm animals, weather events, foods, and landscapes.



2. Suggested Story Symbols and Prompts

- Sheep – A tale from the pasture: What adventure did the sheep have?
- Rain cloud – A storm changes the day: What did the farmer or child do when it rained?
- Olive tree – A tree that has lived for generations: What stories could the tree tell?
- Tractor – An early morning harvest begins: Who is driving it and where are they going?
- Jam jar – Something sweet is made at the farm: What fruit was used to make the jam?
- Herb leaf – Someone discovers a special scent: What memory does the smell remind them of?
- Rooster – The day begins with a loud call: What happens next on the farm?
- Footprints – Who passed by this trail?: Were they a person, an animal, or something magical?
- Picnic basket – A family shares a meal in the field: What foods are inside?
- Bee – A lesson from the garden: What is the bee trying to teach us?

3. How to Create Story Stones or Cards

- Find medium-sized smooth stones and clean them thoroughly.
- Use acrylic paint or permanent markers to draw the selected symbols on each stone.
- Allow the paint to dry completely. Apply a clear sealant (optional) for durability.
- Alternatively, print small symbol images and glue them onto cardboard or thick paper as story cards.

4. How to Use Story Stones with Children

- Place stones or cards in a cloth bag or box.
- Children draw one stone at a time and add to the story using the symbol as inspiration.
- Encourage descriptive language and emotional expression.
- You can set a theme (e.g., harvest, animal adventure, a rainy day).
- Use in small groups for cooperative storytelling, or individually for journaling or drawing prompts.



5. Educational Value and Inclusion

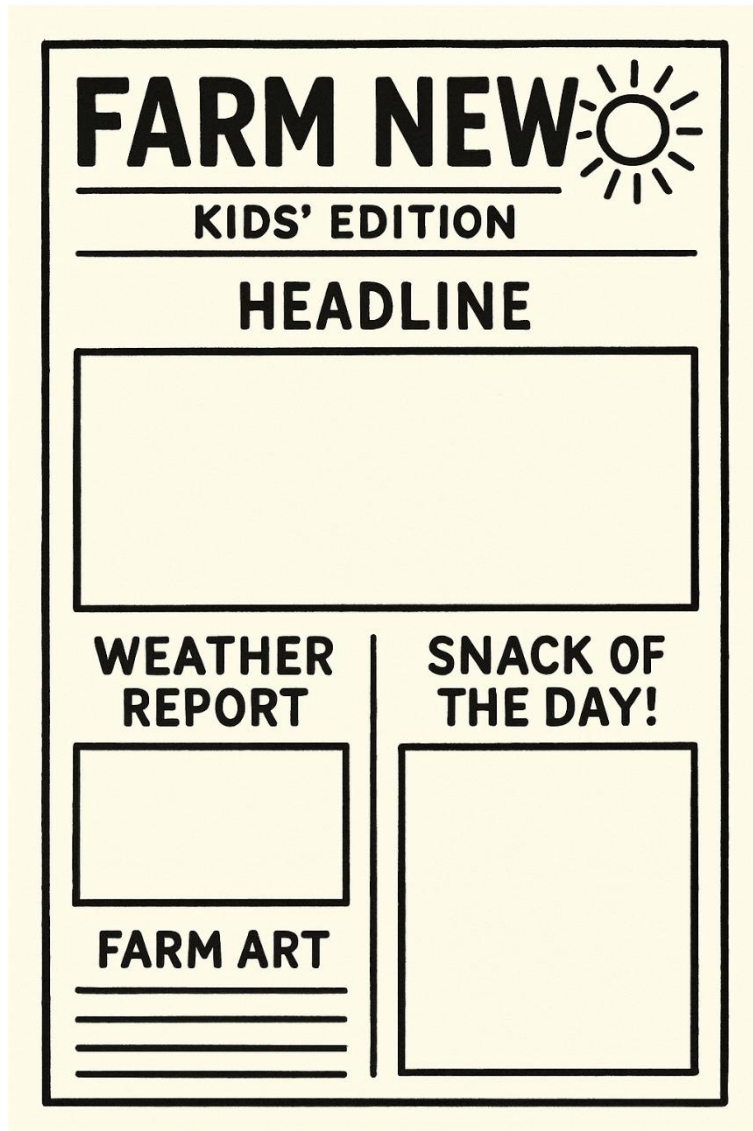
This activity supports:

- Language development and creativity
- Environmental awareness through local nature symbols
- Emotional learning and expression
- Cultural transmission of rural knowledge and identity

It can be adapted for children of different ages, and used with children with diverse communication or literacy needs.

[Annex 19](#)

1. Sample Newspaper Sections



The template is a rectangular box with a yellow background, representing a newspaper page. At the top, it says "FARM NEW" in large, bold, black letters, followed by "KIDS' EDITION" in smaller, bold, black letters. To the right of the title is a simple sun icon. Below the title is a large rectangular box labeled "HEADLINE". Below the headline box, the page is divided into two columns by a vertical line. The left column has a section titled "WEATHER REPORT" above a rectangular box, and below that, a section titled "FARM ART" above four horizontal lines. The right column has a section titled "SNACK OF THE DAY!" above a large rectangular box.



2. Activity Setup Planning Sheet

Use this worksheet to organize and deliver the newspaper-making activity for children.

1. What age group are you targeting?
2. How will children collect information (observation, short interviews, drawings)?
3. Will they work individually or as a team (e.g., editor, reporter, artist)?
4. How will you organize the activity space (tables, materials, quiet writing area)?
5. How will you display or share the final newspaper (digital board, handouts, parent exhibition)?

Annex 20

This annex provides templates and setup guidance for implementing the 'Green Pledge Tree' activity. Children can write or draw personal environmental commitments on paper leaves, which are then hung or displayed on a symbolic tree. This helps reinforce collective action, individual responsibility, and a shared connection with nature.

1. Printable Leaf Templates

Use the templates below for children to write or draw their eco-pledges. Leaves can be printed on green paper or decorated with crayons or markers. Younger children can color the leaves or use stickers.

Sample prompts to print on or place next to the leaf station:

- I promise to...
- I will protect...
- I feel happy when I see...
- This is my green dream:
- I want to learn more about...

2. Setup Instructions

- Choose a display spot: tree branch in a pot, fence area, large board, or wall near entrance.
- Prepare the area with string, clothespins, or clips where leaves can be easily hung or attached.
- Print and cut out pledge leaves before the activity. Have extra blank leaves for creativity.

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- Provide crayons, pens, stickers, and decorative supplies nearby.
- If the weather is good, allow children to place their leaves outdoors. Otherwise, create an indoor 'tree' from a drawn trunk or branches glued to a board.

3. Optional Variations

- Create seasonal versions (e.g., a snowflake wall in winter, flower circle in spring).
- Invite families or teachers to add their own leaves.
- Use the pledges to start a discussion circle about eco-action at home and school.