

STATION 1

Instructions for the facilitator to guide the meditation:

Sit comfortably, close your eyes, breathe deeply, smile.

Focus on all the sounds around you. Now focus on the nearest sound and proceed slowly towards the most distant sounds. Take your time, observe the sounds: Are they sharp? Are they profound? Are they continuous?

When you've reached the farthest sound from you, take some time to get back to the nearest sound.

When you're ready, open your eyes, stand up and move freely to another station.

STATION 2

Instructions for participants:

- The activity takes place in small groups (2, 4 or 6 people).
- Individually, walk in silence. Look at nature around you and think about the **values that are embedded in nature and natural elements**. Think about what they can represent. Think about the **values you care about**.
- After a few minutes, continue the activity with a partner. **Share your thoughts and reflections** with him or her, using **non-verbal communication**.
- Finally, go back to the small initial group. Sit in a circle and **share what you experienced together using verbal communication**.
- At the end of the activity, don't forget to **write down the values you explored in your diary**.

STATION 3

Instructions for the facilitator

- The facilitator introduces the activity, which takes place in a group and invites the participants to observe the trees around them:

Imagine being a tree and start moving to express the tree you are.

Watch the other participants in silence. After observing the other tree-mates, move slowly, respecting everyone's space.

[After a few minutes] Increase the speed using all the available space.

[After a few minutes] Walk into the space, taking up as much space as possible.

[After a few minutes] Walk in harmony with all the other participants finding a common rhythm.

- At the end of the activity, remind the participants not to forget to write down the values they explored in their diary.

STATION 4

Instructions for participants:

- The activity takes place in small groups.
- Sit back and listen to the **sounds of nature and the forest** paying attention to every single noise.
- Listen around as long as you don't feel ready to play the music you've heard.
Search for musical instruments in nature (stones, sticks, your own body ...).
- When you're ready, **play your instrument**.
- Listen to the music of others and **synchronise the sounds, to create a natural orchestra**.
- At the end of the activity, don't forget to **write down the values you've explored in your diary**.

STATION 5

Instructions for the facilitator

- The activity takes place in pairs. Facilitate the activity through these steps:

Observe the nature around you. **Look at the geometries that are repeated.**
Observe the structure of a tree. See how similar shapes are reproduced from bottom to top.
Do you know that even the roots develop in a similar way?

Can you think of other examples of this kind in nature? And in the human body?

By yourselves, think of natural resources and proportions, how we reflect them and how they reflect us.

Now look at this sequence of numbers:

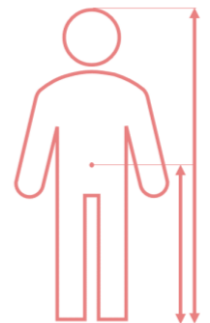
0 - 1 - 1 - 2 - 3 - 5 - 8 - ...

Do you recognize it? What is the next number? With the calculator, divide any number greater than 5 by the previous one indicated in the numerical sequence and note the result.

In pairs, measure yourselves against each other.

Measure your height and the distance between the ground and your navel (belly button). Divide the height by the ground-navel distance.
Note down the number you found.

Write down the values you explored in your diary.



Further information about Station 5:

- https://en.m.wikipedia.org/wiki/Golden_ratio (last access: 13/01/2020)
- <https://en.m.wikipedia.org/wiki/Fractal> (last access: 13/01/2020)
- https://en.m.wikipedia.org/wiki/Fibonacci_number (last access: 13/01/2020)
- https://www.ted.com/talks/suzanne_simard_how_trees_talk_to_each_other (last access: 13/01/2020)

STATION 6

Instructions for participants:

- **Look around, focus on colours and their intensity.** Did you know that colours also carry values? What could it mean?
- **Now think of gold.** About its nuances and its brightness. Try to imagine its weight and the struggle to find it and to preserve it. Did you know that until 1930 the value of money was related to gold reserves? Do you think this has had an impact on the value we attach to money and how we relate to natural resources? Why has money become something more and more virtual over time?
- Now close your eyes and think of a loaf of golden bread, its weight and its taste. Can you identify a symbolic value attributed to bread in history?
- Think of **your favourite meals** (food, companionship, atmosphere) and write a **five-line poem in your native language** starting with these letters:

B
R
E
A
D

- At the end of the activity, don't forget to **write down the values you explored in your diary.**

Follow-up

- For further information on the follow-up see: <https://en.wikipedia.org/wiki/Mycorrhiza> (last access: 13/01/2020)