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# FIELD SHEET

THE RIVER" SURVEYS AND OBSERVATIONS IN A WATERCOURSE

It represents the watercourse you are observing

Day ..... Time .....

Name of Detector..... Class.....

Atmospheric Conditions (Rain, Clear, etc) .....

Air temperature .....

Name of the Watercourse.....

Location ..... (Province).....

(Region) ..... Altitude .....

Average Depth .....Type of Bottom (Stony, Rocky, Etc.).....

Sunlight (Open or Covered Watercourse) .....

Dominant Characteristics of the Fund .....

**There are around the river**

Pastures  Cave  Industry  Farms

City  Cultivated fields  Dams  Villages





Do you see signs of human presence in times gone by? Which? (E.g. abandoned mills, bridges, etc.).....

.....

**The banks are**

Rocky  Gravelly  Sandy  Clayey  Cementificate

What type of vegetation covers the banks? (E.g. forest, scattered trees, reeds, etc.)

.....

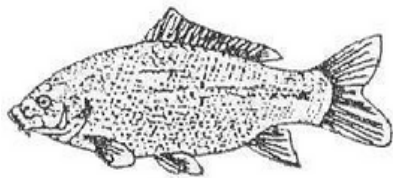
In your opinion the river is: Years  Sick

**Type of pollution encountered**

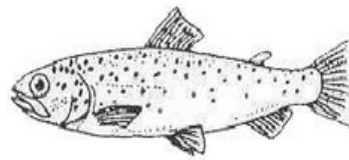
Urban waste  Pesticides  Water collection

Industrial waste  Solid waste  Erosion

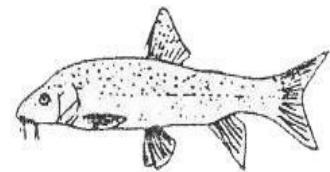
Fish observed:.....



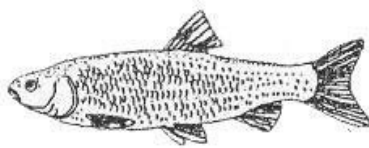
**Carp**



**Trout**



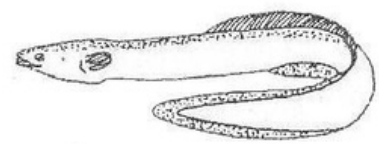
**beard**

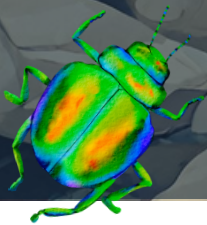


**Chub**

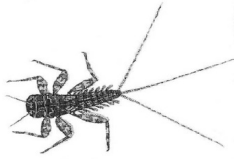


**Trio**

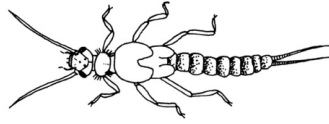




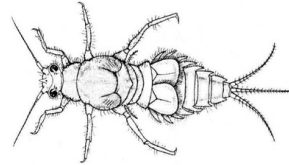
Invertebrates observed:.....



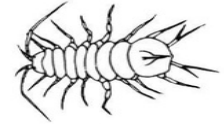
Tricoteri



Plecotteri



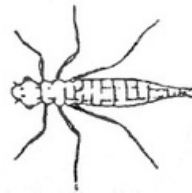
Ephemerott



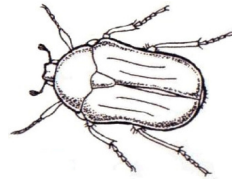
Crustaceans



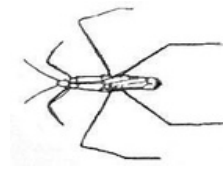
Dipteran



Odonato



Beetle



Emitterro

**Not equipped with legs**

**With Shell**

Clams

No. of individuals observed: .....

**Without Shell**

Annelid (segment)

No. of individuals observed: .....

Verma (without segments)  No. of individuals observed: .....

**Equipped with legs**

**Insects (no. legs 6)**

No. of individuals observed: .....

**Crustaceans (no. legs > 6)**

No. of individuals observed: .....

**Observe their mouthparts they have tools for**

Cut

Suck

Filtration

Not recognisable

**Observe their behavior**

They hide under the leaves

They swim meandering

They walk on the bottom

Other



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DOOR 2 OUTDOOR





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# TREASURE STEEL ON BIODIVERSITY

Activity duration: two hours

## Five teams



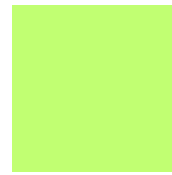
*blue*



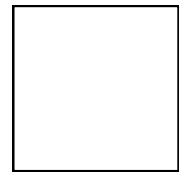
*pink*



*yellow*



*green*



*white*



- 1 Look for a Y-shaped branch and if you don't find it, build it!!!
- 2 Photograph 3 different flowers and identify their names with Plant-net
- 3 Photograph a crustose lichen and a fruticose lichen
- 4 Look for 6 different leaves that have fallen on the ground and collect them!
- 5 Collect 4 white stones and arrange them in ascending order.
- 6 Search and photograph the tallest Poplar you find!
- 7 The whole team must memorize the following poem (You can divide the verses):

Listen to Radiobosco that transmits  
the music of life, its eternal call from  
branch to branch...

Listen to the song of the  
wind, the murmur of the  
streams and the sweet  
chatter of the birds among  
the nests

Follow from leaf to leaf, from  
path to path, the nature that  
hides in its green mystery.





*You have successfully arrived at the end of the hunt. So you deserve to be rewarded.*

*But if you want to find the treasure, you have to return.*

*You have to pass over the water and cross the bridge on the right.*

*A few steps and you will turn left And you will find the large beech tree.*

*Come on, run, there's a pirate chest hidden near a tree in these meadows*





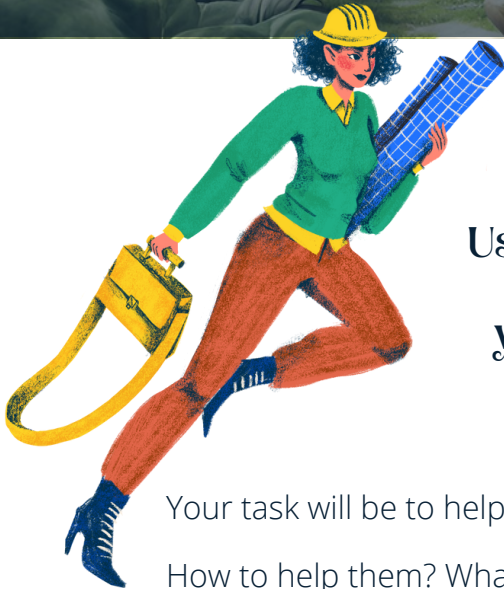


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# AGENDA 2030 LABORATORY



Age from 8 to 12 years

Duration: 2 hours

Use your imagination now, today  
you will all be little engineers!

Your task will be to help the 193 countries achieve the objectives of AGENDA 2030. How to help them? What could be a good strategy to propose to the member states of the United Nations? Think of your own personal invention that can help your country achieve a better and more sustainable future for everyone and that could be useful to the whole world in the future.



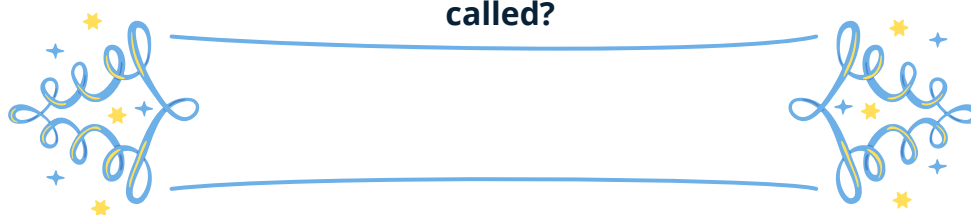
## THE GLOBAL GOALS

As Goal 17 puts it well: "To be successful, the sustainable development agenda requires partnerships between governments, the private sector and civil society. These inclusive collaborations, built on principles and values, on a common vision and on shared goals, which put people and the planet at the centre, are needed at global, regional, national and local levels." Quickly reread the 17 objectives and identify 1 or more that you think you can achieve with your idea.

**Here is a list of questions that could help you write a complete description of your invention:**

- 1 How is my invention made? What are its characteristics? Shape - dimensions - colors - functionality etc...
- 2 Explain why your invention could be useful to your country.
- 3 Is the invention truly sustainable? Can invention also take care of natural systems as well as human well-being? Could it be harmful to the environment?
- 4 Who could develop/market it? Who should you propose it to?
- 5 Could it work anywhere in the world?
- 6 What do you need to know to use it?
- 7 What objectives are involved? Does the invention help states achieve just one goal or are there other goals at play?

**Now give your creation a name, what could it be called?**



**Finally, draw your invention. Show us your invention in action!!!**



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# LABORATORY: "THE BALL GAME"

Meeting duration: 2 hours

One way to define the research hypotheses as well as areas of knowledge linked to the topics of interest is represented by the game of ball of yarn which also allows a "gentle" entry into the acquisition of the concept of the environment as a network of relationships.

## First phase

The group is arranged in a circle (the activity can also be carried out with multiple subgroups who will then be able to compare the work done).

The problem of environmental interest is identified (e.g. packaging, the life cycle of materials, the food chain,...) and as many biotic and abiotic elements evoked by it, as there are participants (e.g. wool, traces of animals, flowers, wood, hair, ...).



## Second phase

Each participant will interpret one of these elements which will be placed in front of them and visible to all.

## Third phase

When the leader starts, one participant will start the activity by holding the beginning of the woolen thread and passing the ball to another participant and will explain the relationship which, in his opinion, links the two roles. The participant thus "contacted" will hold the thread and pass the ball of yarn to another, also making a relationship explicit. The activity can continue until "a network of relationships" is created.

## Fourth phase

In fact, once the activity is over, participants will be invited to express their first impressions; we will then move on to talk about the meanings and concepts of which the activity is a metaphor.

The reading of the image produced by the weaving of the wool thread on the poster will be immediate: everyone identifies the lattice, the weave, the network... formed by the relationships that link the various elements taken into consideration.



From here the reflection will arise that the elements of an environmental problem are related to each other, even if there are more obvious relationships and others less so. For the former, "hot" points are identified in which the network is denser, for the others it can be shown that, even where no relationship has been found, it can be made explicit by reading the relationships that link the two "unconnected" elements to others, therefore passing through a crossroads, a "node" of the network. Not only. It will be possible to draw the children's attention to the randomness of some intersections, so much so that the final grid will vary depending on the group, the starting point, the different subjects in the field, the elements chosen.





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# “LANDSCAPE INTERPRETATION” LABORATORY

**Duration: 2 hours**

## 1. WE OBSERVE THE LANDSCAPE

Each child is invited to observe the panorama and draw on the white sheet, using only a pencil, everything he sees, as if his eyes were the lens of a camera.

You are instructed to color the individual elements of your drawing with the "colors of nature and man".

-  elements considered natural are colored green
-  elements considered anthropic are colored red

## 2. FROM FAR TO NEAR

Children are invited to explore the terrain they are on.

The delivery is to search for:

- the strangest element
- the elements made of more varied materials
- the elements whose presence is more numerous
- a natural and an anthropic element.



## 3. IN A GROUP

The material processed and collected must be analyzed to bring out questions and start a research path to analyze the landscape.

Since the observation work was individual, the first problem to solve is to agree on the differences in interpretation that emerged from the drawings.

The differences in interpretation will be brought out and we will reflect on how much the observed landscape has changed and has suffered the impact of man or has remained natural without many signs of man's presence.



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# NOTES FOR OUR PARKS

We girls and boys, boys and girls, have prepared these notes for everyone to read, but especially for other children and boys from all parts of the Abruzzo region.

They are the things we like and what we don't like about our parks and green areas, what we would like to learn, and how we would like to do it.

	<i>I don't like...</i>	<i>I would like...</i>
The things we consume when we are in our parks		
The spaces and times to meet		
The space outside the home		
How are our parks		
Who listens to us		
How to learn things		
More things to learn		
Structures present		
<b>WHAT WE WANT</b>		



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