



GREEN TALES

# Collection of Artistic and Green Practices

GREEN TALES Project



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WORLD  
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Open University Yoga & Ayurveda  
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# Overview

The GREEN TALES project fosters green awareness through arts and digital tools. It involves primary school children, teachers and artists from Spain, Germany, Iceland, and Turkey collaborating via creative workshops on a joint artistic project. The GREEN TALES project aims to build capacities and collect and share best practices for holistic green awareness teaching through artistic practices.

In this sense, this Collection of Artistic and Green Practices encourages **teachers** and **artists** to explore the creative methods and cooperative strategies essential for embedding education and artistic activities within ecological initiatives.

Bringing artistic practices into the heart of environmental education requires a harmonious blend of creativity and collaboration. By uniting the imaginative ability of artists with the expertise of educators and environmental advocates, this collection aims to be a source of knowledge and inspiration to craft dynamic workshops and activities that encourage participants to think creatively about sustainability. These cooperative efforts foster a shared vision, driving collective and replicable action towards a greener, more conscious world.

This document was created following the GREEN TALES Artistic Residency organised in July 2024 and aims to provide good practices, ideas, inspiration and background information for artists and teachers to implement artistic and green practices.

## Artistic Approach

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In the GREEN TALES project, the process is more important than the final result. The goal is not only to produce engaging and educational stories but also to open up creativity and use these energies to foster green awareness among children.

### The MUS-E® Programme

#### *General Information*

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The International Yehudi Menuhin Foundation, established to bring art to schools through the MUS-E® Programme since 1993. This programme targets primary schools across Europe, particularly those facing the challenge of educating an increasingly multicultural group of children, many from migrant or disadvantaged families. In the presence of classroom teachers, professional artists actively engaged in MUS-E® introduce and share various forms of art.

In a few numbers in 2024:

- 72.612 children
- 1022 artists
- 4946 teachers
- 12 countries
- 265 cities
- 569 schools



[MUS-E® Annual Report 2022-2023](#)

[MUS-E® on the European school education platform](#)

[MUS-E® Guidelines](#)

#### *Values and Principles*

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- **Inclusivity:** target schools in disadvantaged neighbourhoods where children do not have direct access to artistic activities.
- **Intercultural Dialogue:** work with children from diverse cultures addressing their cultural references through MUS-E® sessions
- **Art in society:** work with artists who have their own artistic practice, which can inspire participants.
- **Transformation of schools and teaching:** fill 10% of the school curriculum with MUS-E® sessions devoted to art/music: ideally an artist is associated with the same class during a school year.
- **Non-hierarchical learning:** base sessions on the CAT (Child, Artist, Teacher) model where adults and children learn from each other. Emphasise sharing in workshops rather than viewing children as empty vessels to be filled with knowledge.

#### *Inspiration for the GREEN TALES project*

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[International MUS-E® Festival](#)

[The music of the forest – MUS-E Germany](#)

[Workshop in nature – MUS-E Switzerland](#)

## Toolkit for Artistic Co-creation

The International Yehudi Menuhin Foundation (IYMF) has developed this toolkit that serves as an evolving resource designed to inspire and support the development of artistic co-creation workshops that integrate social inclusion, green awareness, and digital practices. It aims to empower cultural players and promote art as a catalyst for personal and societal growth

- [Download the Toolkit here](#)
- [Video of the Residency to produce the Toolkit](#)

Some points of the toolkit that can be very useful for the development of the creative workshops:

### *General Principles and Values*

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- **Mutual Trust:** foster a sense of responsibility and trust within the group.
- **Non-Judgment:** encourage creativity without criticism or self-censorship.
- **Non-Competition:** value each member's contribution without competitive evaluation.
- **Creative Solidarity:** promote responsibility towards integrating all members into the creative process.
- **Process Over Result:** focus on the creative journey rather than the final product.
- **Risk-Taking:** encourage stepping out of comfort zones to enhance creativity.
- **Adaptability:** remain flexible to changes and unforeseen events during the creative process

### *Tools for Creativity*

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- **The spirit of Serendipity:** i.e. the ability to discover things by accident that you were not looking for, and that turn out to be more interesting than what you were looking for at first. In practice, being open and prepared for the unexpected, for energies that rise up from the depths of the personal or collective unconscious. Do not stick to your ideas, they have their own life, just follow them.
- **The Beginner's Mind:** living each minute as if you had just been born allows you to perceive the world in its original way. "The beginner's mind contains many possibilities, but the expert's mind contains few" (Shunryu Suzuki, Zen master), so should be the creator's mindset.
- **The Withdrawal of the Ego in favour of the Group:** creation belongs to the group. Once exposed, the idea lives on by itself, following its own path; it no longer belongs to its author, but to the group that generated it through the author.

### *Collective Tools*

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- **Non-verbal Communication:** participants experiment to decide, working on corporal and sensory communication. The aim of immediate experimentation is to set off other creative impulses, like a chain reaction. In practical terms, instead of discussing, participants try and experiment, in order to save time and energy.
- **Constraints:** formal, theoretical, plastic, and thematic constraints are an important creative driving force. They can come from outside (by the leading artist) or be self-imposed (by the group). Setting constraints can be more creative than setting yourself objectives. Our propensity to circumvent constraints is also a creative process. Space and time constraints can change according to the type of workshop. Creating and improvising without constraints can quickly become boring; if the group loses its creative energy, it is always difficult to find it.
- **Non-action:** following the Taoist concept of “Wu wei” (non-doing or doing nothing) could be a source of creativity. In fact, according to this notion, by going with the flow of energy and doing nothing against it, everything falls into place effortlessly. In addition, silence, nothingness, and emptiness have equal importance compared to their opposite.
- **Non-creation:** not creating is also creating, accepting nothingness and emptiness. In this sense, see for example Cage's notion of silence as a musical sign.

### *Green Awareness Tools*

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- **Artistic Workshops and Nature:** workshops can be held in natural settings like the countryside or even urban parks, emphasising the inseparable relationship between humans and nature. Example: The "Green Bridges" project involved French and Belgian children in a countryside experience to foster a connection with nature.
- **Creating with Recycled Materials:** encourages using trash to make art, such as creating musical instruments from plastic or constructing sculptures from collected waste. Example: Collecting plastic bottles for six months and creating a public art installation to raise awareness about littering.
- **Artistic Practices in Nature:** utilising natural elements in art, like making music with leaves or creating sculptures with twigs. Example: Altea Naricci's "[Music up close](#)" [project](#), performing music in nature to engage young audiences.
- **Embodied Art:** practices like "Orisha dances" where dancers embody elements of nature, promoting a deeper, physical connection to the environment.
- **Cyanotype Art:** a photographic printing process that uses sunlight and plant extracts, promoting an understanding of natural processes and materials.

**Inspirational Projects:** [The Harmony Project](#), inspired by nature's principles, focuses on interdependence, cycles, diversity, adaptation, health, and oneness.

# Creative Workshops

The GREEN TALES project involves a series of artist-led sessions throughout the school year 2024-2025. These sessions are designed to be integrated into your existing class schedules. Each session coincides with the duration of a normal class period. The sequence of artist involvement follows a specific order to ensure a structured and coherent creative process.

## Storytelling Workshops

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### Objective:

The storyteller helps to ignite the imagination of the children, encouraging them to explore and appreciate the world around them while instilling important lessons about environmental conservation and cultural appreciation. Together with the children, they create written stories around the four elements (water, air, fire, earth).

### Activities:

- Icebreaker and role-playing games to stimulate imagination and bring characters to life.
- Exploration of different storytelling styles and mediums.
- Sharing cultural myths, legends, and folktales.
- Writing sessions to create scripts based on the four elements.
- Create written stories in the language of the country and then translate them into English.

### Duration

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- Total n° of hours: 9h.
- Each session matches the duration of a standard class.

## Visual Arts Workshops

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### Objective:

The visual artist collaborates with children to create a storyboard and compelling visuals that support storytelling, using techniques such as stop-motion animation, cut-out animation, and pixilation. Through these activities, they encourage children to explore their artistic talents and develop a sense of responsibility towards preserving the environment.

### Activities:

- Introduction to storyboarding and create a storyboard from the script.
- Introduction to basic animation techniques.
- Drawing and cutting out characters, backgrounds, and props.
- Assembling and photographing scenes for animation.

### Duration

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- Total n° of hours: 24h.
- Each session matches the duration of a standard class.



## Music and Sound Workshops

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### Objective:

The musician's objective is to engage students in exploring diverse sound ranges that represent different environments, facilitating their creation of original music and sound effects using unconventional instruments and natural elements to enhance narrative.

### Activities:

- Introduce students to various sound ranges that represent natural and urban environments.
- Guide students in creating original music and sound effects using unconventional instruments.
- Recommend outdoor activities for gathering natural sounds and finding environmental inspiration.
- Encourage incorporation of elements from students' own ancestral traditions and cultures into their music.

### *Duration*

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- Total n° of hours: 12h.
- Each session matches the duration of a standard class.

## Animation Techniques

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In the GREEN TALES project, stop-motion animation is used to bring children's cut-out drawings or objects, or themselves to life. This technique involves capturing a series of photographs where the cut-out elements, or objects or humans are incrementally moved between each shot to create the illusion of movement.

For an overview of all the possible stop-motion techniques, watch these two films:

[Anima 2011](#) | [Anima 2016](#)

## Technique 1: Cut-out Drawings

Cut-out animation uses flat characters, props, and backgrounds cut from paper or other materials. These pieces are moved slightly between each frame to create the illusion of movement.

### Step-by-step:

1. **Cut-Out Drawings:** children create and colour cut-out drawings of characters, props, and backgrounds.
2. **Levels and backgrounds:** arrange the cut-out backgrounds on a flat surface or a stage. Ensure they are securely fixed to avoid shifting during the animation process.
3. **Characters and Props:** position the cut-out characters and props in their starting positions according to the storyboard.
4. **Incremental Movements:** move the cut-out drawings slightly between each photograph. These small, precise adjustments are crucial for creating smooth animation.
5. **Photograph Each Step:** use a smartphone with the app Stop Motion Studio and a tripod to keep it steady. And to avoid touching the camera, which would cause images to jump, use a small remote control.

## Technique 2: Pixilation

Pixilation is a stop-motion technique where live actors are used as stop-motion objects, creating a unique and surreal effect. This technique involves photographing the actors in a series of poses, moving them incrementally between each shot to create the illusion of motion.

### Step-by-step:

1. **Planning:** develop a storyboard that outlines the sequence of actions and scenes. Decide on the movements and positions of the actors for each frame. (e.g. dancing with "Air" or pretending to swim in "Water").
2. **Set-Up:** arrange the background and costume of the actors. Choose a location and ensure that it is well-lit. Mark positions on the ground for actors to ensure consistency in their movements.
3. **Rehearsal:** practise the movements and actions without the camera to ensure smooth transitions between frames.
4. **Frame-by-Frame Shooting:** use a smartphone mounted on a tripod to keep it steady. Take a photo after each small movement by the actors. Ensure the actors hold their poses steady between shots to avoid blurring.
5. **Editing:** compile the images using stop-motion software such as Stop Motion Studio or iMovie. Aim for 12-24 frames per second for smooth motion.

Video example: "Her morning elegance"

## Technique 3: Volume with Objects or Plants

This technique involves using everyday objects or natural elements to create animated sequences. Children gather items like sticks, leaves, stones, and daily objects to build scenes and characters that represent the elements of nature.

### Step-by-step

1. **Selection of Objects:** take the children on nature walks to collect items such as sticks, leaves, stones, sand, and other natural objects. They can also use everyday objects such as toys, kitchen utensils, food items.
2. **Set-Up:** use the collected materials to create detailed sets. For example, a scene representing earth might include stones, soil, and leaves.
3. **Frame-by-Frame Shooting:** arrange and move the objects incrementally while capturing each frame with the camera. Ensure consistency in lighting and camera position to maintain a smooth animation.
4. **Editing:** compile the images into an animation sequence using stop-motion software. Add effects or sound to enhance the storytelling.

Video example: "It's Like Normal People!"

# Environmental Themes and Artistic Practices

Art and artists have long been the vanguard of societal reflection and transformation, capturing the essence of our relationship with the natural world through their creative expressions.

This section explores how art and artists can incorporate elements of nature, addresses environmental challenges, and proposes activities to foster a deep connection between children and nature.

Through various artistic mediums, these ecological themes not only raise awareness but also inspire and engage communities in the global effort towards sustainability.

# Environmental Challenges

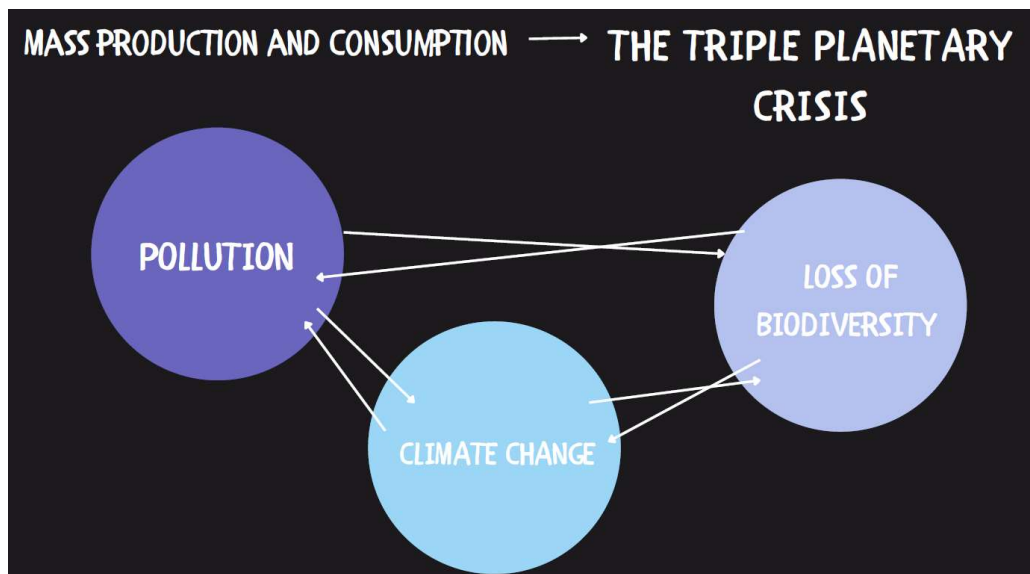
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## The Triple Planetary Crisis

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1. **Pollution**
2. **Climate Change**
3. **Loss of Biodiversity**

These crises are exacerbated by mass production and consumption.



## *Climate Change*

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Climate change refers to the long-term alteration in Earth's climate and weather patterns, leading to extreme events like intense rainfall, wildfires, and floods.

### **Historical Context:**

- **Industrial Revolution (18th Century):** a period of significant scientific and technological development that transformed rural, agrarian societies into industrialised, urban ones, particularly in Europe and North America.

### **Greenhouse Gas Effect:**

- The greenhouse effect is the process by which heat is trapped close to Earth's surface by greenhouse gases, acting like a blanket and warming the planet.
- **Sources of Greenhouse Gas Emissions:** cars, industries, cities.
- **Role of Forests:** forests absorb CO<sub>2</sub>, but deforestation contributes to global warming and displaces many species and human communities.

## *Biodiversity Loss*

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Biodiversity encompasses all the different kinds of life in one area, including animals, plants, fungi, and microorganisms. These species interact in ecosystems to maintain balance and support life.

## *Pollution*

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### **Types of Pollution:**

1. Air Pollution
2. Water Pollution
3. Land Pollution



## *Climate Justice*

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### **Impact:**

- Climate change affects food security and population safety due to changes in rainfall variability, intensity, and increased temperatures.
- It leads to inequalities within and across nations, and between current and future generations, thus creating injustice.

### **Disparities:**

- Rich countries are the major polluters, whereas poor countries and individuals, especially women and girls with the lowest carbon footprints, face the most severe consequences.



## Culture and the Arts at the Heart of Climate Action

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### **A global call to the UNFCCC to include cultural heritage, the arts and creative sectors in climate policy**

Artists and cultural voices from across the world are uniting to call for climate negotiators at COP UN Climate Conference to put cultural heritage, arts, and creative industries at the heart of climate action.

The call is asking for a groundbreaking 'Joint Work Decision on Culture and Climate Action', a UN process which would trigger policies and frameworks to enable culture to contribute fully to climate solutions.

Culture is a powerful force that shapes all of our lives, wherever we are in the world. Yet in spite of its potential, culture has not been integrated into climate policy and planning. Culture-led solutions that are inclusive, local as well as global, and focused on people and nature are already abundant.

Cultural heritage, including traditional knowledge, strengthens resilience, helps communities to adapt to climate impacts, protects places, and offers green, circular and regenerative solutions. The arts speak to hearts and minds, inspiring action and helping us to understand climate change through storytelling and shared experiences. The creative industries - design, music, fashion and film - shape our lifestyles, tastes and consumption patterns.

To strengthen global climate action, we must urgently harness the extraordinary potential of cultural heritage, arts and creative sectors to help people imagine and realise low-carbon, just, climate resilient futures.

To learn more, connect and add your voice [click here](#).



## Earth4All – A survival Guide for Humanity

Earth4All is an analysis that provides us with concrete solutions to reprogramme and upgrade our economic system to support a world where all life on the planet can thrive. It is an international initiative and analysis that combines the best available science with new economic thinking.

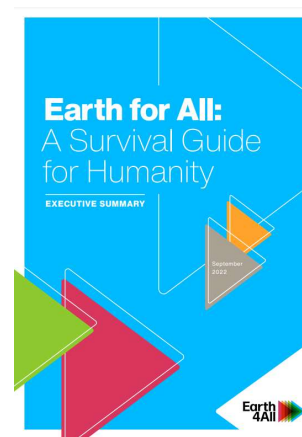
Earth4All is also a call to action for citizens. By building a chorus of voices in support of the five extraordinary turnarounds needed for the transformation, we can make politicians listen and take action. This is why we need bold conversations in every home, every school, every university, every city, and every parliament. What is the future we want? How can our operating system get us there? All of us have a role to play.

### Breakdown or Breakthrough

Earth4All presents two scenarios:

**Too Little Too Late:** this scenario explores the path of economic development and unsustainable consumption if they continue on the same course as the last forty years. Will political dysfunction and perpetual crises deepen, or is there a light at the end of the tunnel?

**Giant Leap:** this scenario explores a path where societies make extraordinary decisions and investments now that enhance social cohesion, build trust, and establish, essentially, a new social contract between people and the state. What if societies start to invest to truly value our collective futures on Earth, and beyond?



### Earth4All's Call to Action

- **Overarching aim:** upgrade our economic system.
- **Goal:** re-define what really matters in economic policies.
- **Call to action:** choose wellbeing economies, adopt new economic indicators that deliver better outcomes for people and the planet, and place them at the center of policymaking.

### Five Extraordinary Turnarounds

By addressing these turnarounds, we can transform our world into one where everyone and everything can thrive:

1. Eliminate poverty
2. Reduce inequality
3. Empower women
4. Transform the food system
5. Transform the energy system

### Further Resources

- [Earth4All book](#) [Earth4All webpage](#)



## Nature Symbolism and Elements

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### The 4 Elements of Nature (Symbolism, tales, chants)

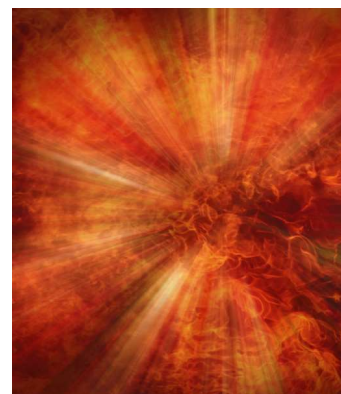
#### Fire

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*Transformation, Energy and Passion*

##### **Symbolism and Cultural Significance:**

- Fire was seen as a source of light, warmth, and purification.
- Symbolised creativity, willpower, and the driving force behind change.
- Associated with spiritual enlightenment, illumination, and the spark of life.



##### **Fire in Different Cultures:**

- Viewed as a symbol of divinity in Christianity, Chinese, and Hebrew traditions.
- In Christianity, fire also symbolises religious zeal and martyrdom.
- In Egypt, fire represents a sense of superiority and control.
- Many cultures view fire as a symbol of wisdom and knowledge.

##### **Chinese Medicine:**

- Direction: south.
- Position on Feng Shui Ba-Gua: fame and illumination.
- Symbol: red phoenix.
- Personality traits: love, passion, leadership, spirituality, insight, dynamism, aggression, intuition, reason, and expressiveness.
- Positive emotions: compassionate, joyful, spiritual, hearty, passionate, enthusiastic, respectful, polite, refined, patient, bright, loving, forgiving, and happy.

##### **Balance and Imbalance:**

- Balanced: charismatic, commanding, social, joyful, with a strong sense of purpose.
- Imbalanced: may suffer from anxiety, restlessness, insomnia, or be emotionally cold and unfeeling.

##### **Tale from Greek Mythology:**

Aching for humanity's plight, Prometheus, a rebellious Titan, defied the gods. He stole fire, hidden in a stalk of fennel, and gifted it to mortals. This spark ignited human progress, but enraged Zeus. Chained to a mountain peak, Prometheus endured endless torment by an eagle. Yet, unyielding, he became a symbol of sacrifice and the fight for humanity's advancement, his defiance echoing through the ages.

**Chant:**

When the fire in your soul  
Burns with longing for the goal  
Then I'll know, in my heart It is you  
When the truth is revealed  
All my sorrows will be healed  
And I'll know, in my hear it is you  
Jai Ma, Jai Ma, Jai Ma, Jai Ma (x2)

## Water

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### ***Fluidity, Emotions, Intuition, and the Subconscious***

#### **Symbolism and Cultural Significance:**

- Symbolised purification, healing, and renewal.
- Associated with adaptability, wisdom, and the cyclical nature of life.
- Represents the depths of the human psyche and the realm of emotions and dreams.



#### **Water in Different Cultures:**

- Hinduism: physical and spiritual wellbeing, achieving purity.
- Buddhism: calmness and serenity, water offerings at shrines.
- Christianity: baptism, rebirth, and purity.
- Islam: symbolises wisdom in the Quran.

#### **Chinese Medicine:**

- Most feminine of the Five Elements, very Yin.
- Direction: north.
- Position on Feng Shui Ba-Gua: career and life journey.
- Symbols: black Tortoise (longevity) and deer (sexual vitality).
- Qualities: creativity, sensitivity, reflection, persuasion, effectiveness, and desire for life and sex.

#### **Balance and Imbalance:**

- Balanced: calm, strong support system, fearless, determined, with strong Kidney Qi.
- Imbalanced: survival mode, weak, anxious, fearful, with potential physical symptoms related to water metabolism and Kidney Qi.

#### **Tale from Native Americans:**

In the times before life, the First Mother created land, sky, stars. The land was lifeless, but First Mother's tears brought it to life. Her tears, awoken by sorrow for the emptiness, filled in rivers and oceans where the tears touched the earth, life bloomed. The water became a sacred symbol representing life

#### **Chant:**

I am here, to release all of my fears,  
come to peace with all my tears,  
and discover what it means to be alive. Earth

## Earth

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### **Stability, Grounding, Fertility, and the Material World**

#### **Symbolism and Cultural Significance:**

- Represented the physical realm, growth, and nourishment.
- Linked to abundance, sustenance, and the cycle of life.



#### **Earth in Different Cultures:**

- Personified as a mother goddess in many cultures (e.g., Pachamama, Gaia).
- Sacredness of resources, sustainable harvesting, and gratitude rituals.
- Food customs reflecting respect for the Earth.
- Earth Day celebrations promoting sustainable practices.

#### **Chinese Medicine:**

- Represents stillness, balance, and support.
- Colour: yellow (like the sun and ripened crops).
- Position on Feng Shui Ba-Gua: Unity and balance.
- Symbol: pheasant or birds preferring the comfort of earth.
- Qualities: well-grounded, nurturing, compassionate, practical, reliable.

#### **Balance and Imbalance:**

- Balanced: confident, at ease, practical, nurturing, good mediators.
- Imbalanced: ungrounded, uprooted, never satisfied, feeling abandoned and awkward.

#### **Tale from Norse Mythology:**

In the vast emptiness before time, a giant named Ymir emerged. When the gods killed him, his body became the very foundation of our world. The land from his flesh, the seas from his blood, the mountains from his bones, and the sky from his skull.

#### **Chant:**

Mother I feel you under my feet  
Mother I feel your heartbeat  
Heya heya heya heya heya heya heya

## Air

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### **Intangible and Ethereal Aspects of Existence**

#### **Symbolism and Cultural Significance:**

- Associated with movement, breath, communication, and intellect.
- Represented thought, inspiration, and the power of the mind.
- Linked to the concept of freedom and adaptability.



#### **Air in Different Cultures:**

- Ancient Greece: four wind gods governing directions and seasons.
- Hinduism: Vayu, the deity of winds and breath.
- Invisible yet powerful force impacting the world.

#### **Symbolism in Various Traditions:**

- Linked to Anahata (heart chakra) and the sense of touch.
- Prana (life force energy) circulates primarily in the heart and chest.

#### **Balance and Imbalance:**

- Balanced: lightness, clarity, and movement, connected to gods and deities.
- Imbalanced: struggle between wind and calm, impacting the environment and life.

#### **Tale from New Zealand:**

Tawhiri, the fierce god of wind and storms, unleashed powerful winds that ravaged the land. Plants were uprooted, homes destroyed, and people suffered. Hine-Raumati, the gentle goddess of mist and calm weather, intervened. She spread her soft mist across the land, calming the winds and bringing a gentle peace. This constant struggle between Tawhiri and Hine-Raumati represents the ever-changing nature of the air, with the balance between wind and calm bringing life and nourishment to the world.

#### **Chant:**

I am here, to release all of my fears,  
come to peace with all my tears,  
and discover what it means to be alive.

Video Links:

- [Way of Giants](#)

## The 5 Elements of Nature in Ayurveda



By Kiran Vyas, Ayurveda expert and Founder of the Tapovan Center in France. The term "Ayurveda" is derived from the Sanskrit word "ayur" (life) and veda (science or knowledge) that means "science of life" or "knowledge of life".

The concept of the five great elements (pancha mahabhutas) that make up the universe is presented here. All objects and living beings consist of these elements in varying proportions. These elements are:

- **Ether (Akasha):** represents empty spaces within the body necessary for movement and elimination.
- **Air (Vayu):** associated with movement in the body; stagnant air causes pain.
- **Fire (Agni):** linked to digestive fire, vision, and intelligence.
- **Water (Apas/Jala):** tangible and fluid, associated with bodily fluids and emotions.
- **Earth (Prithvi):** represents solid structures like bones.

### *Origins and Formation*

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- **Origin of Elements:** the universe began with the Big Bang, symbolised by the sound AUM, which represents the primordial sound.
- **Formation Process:** according to the Vedas, elements form from the most subtle (Ether) to the most concrete (Earth).

### *The Doshas*

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The presentation discusses the concept of doshas—Vata, Pitta, and Kapha—which are energies derived from the five elements. These govern biological functions, emotions, and behaviours. Ayurveda aims to maintain a balance of these doshas for health.

### *Pollution and Protection*

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All elements are polluted except Fire, which is used in Vedic practices to purify other elements and the body.

### *Methods to reconnect with the Elements*

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- **Ether:** meditation, mantras, spiritual texts.
- **Air:** deep breathing, fresh air walks.
- **Fire:** sunbathing, candles.
- **Water:** showers, sea baths.
- **Earth:** walking barefoot, gardening.

## Design For Change

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Design for Change is the largest movement of change by and for children. Spearheaded by a global network of passionate community leaders, social entrepreneurs, designers, and educators, this movement is committed to nurturing the "I CAN" belief in all children. The World Human Forum is part of this network.

### Empowering Children to Create a Better Future

- **Global Network:** design for Change connects children around the world, empowering them with the skills to design a more desirable and sustainable future today.
- **Design Thinking Principles:** the movement is powered by the principles of design thinking, offering a simple 4-step framework known as **FIDS** (Feel-Imagine-Do-Share) to unleash the "I CAN" superpower in every child.

### FIDS Framework

1. **Feel:** children are encouraged to observe and identify any situation that bothers them.
2. **Imagine:** they brainstorm ways to make the situation better.
3. **Do:** children work in teams to implement their solution.
4. **Share:** finally, they share their solution of change with the world to inspire others to say, "I CAN!"

### How to Participate

- **Feel:** observe and identify issues in your environment or community that need change.
- **Imagine:** use creativity and brainstorming to think of possible solutions.
- **Do:** collaborate with peers to implement the chosen solution.
- **Share:** present the solution to a broader audience to inspire and encourage others.

By participating in Design for Change, children learn essential skills such as empathy, teamwork, problem-solving, and leadership. This framework not only helps them address immediate challenges but also fosters a sense of agency and confidence in their ability to effect positive change in their communities.



# Workshops and Activities

These workshops incorporate a blend of creative expression, mindfulness practices, and emotional connection to the four elements—earth, air, water, and fire. Through engaging, hands-on activities, children can explore the wonders of nature, learn about environmental sustainability, and develop a deeper appreciation for the natural world.



## Interconnectivity – 4 Elements Inside Me

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A long time ago, people discovered that the whole universe was made up of four necessary things. They called them elements. They are air, water, fire, and earth. Air like breath and wind. Water like rain, oceans, or snow. Fire like candles, forest fires, or lava from a volcano. Earth like dirt, rocks, or even glass. All these elements have a special relationship with each other. Water can put out a fire and air can spark a flame. The earth needs water so things can grow. These elements work in harmony together to create all that we see.

Because we are a part of nature too, we are made of the same elements. Our bodies need all the elements for life. Air brings us breath, water is what keeps us growing, fire is what keeps us going, and earth grounds and nourishes us. Air is like our thoughts, water is like our feelings, fire is like our strength, and earth is like our actions. Just like in nature, all these elements have a special connection with one another and create balance inside and outside of us.

## An Earth, Air, Fire, Water Meditation for Kids

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### 1. Air

**Let's begin by feeling the space around us.** We often forget that air is there, but we need it. It creates space around us and keeps us grounded on the planet. Reach your hands out and touch the air around you...above you, in front of you, beneath you, on either side of you, and even behind you. Imagine stretching the air around you so you have more space for yourself. Now find a place to sit or lie down and take some deep breaths of that air. In and out, in and out. Is your air a colour? Let it swirl around you gently.

### 2. Water

**Now that we have set the space around us, let's bring our focus into our bodies.** Let's find the water in our bellies. Close your eyes and imagine an ocean in your belly. Is the water calm or is it wavy? Is it deep or shallow? What colour blue do you see? Now, follow the water as it travels from your belly through your body. You might be in a boat, floatie, or a raft, just allow yourself to relax and feel the sensation of water that is always moving through you. Water is life giving, it helps us grow

### 3. Fire

**Now let's find fire.** Moving very slowly, place your whole hand gently above your belly button. Rest one hand on top of the other and notice the warmth there in your core, coming from deep inside you. This is where your fire lives. Look inside, what colours do you see? Is it a sun or a volcano, a birthday candle or a campfire? Is it flickering lightly or burning brightly? Does it feel too hot, not hot enough, or just right? You can turn it up or down if you want to. It's your fire, use loving words, and watch how it responds. Our fire moves us, excites us, gives us strength. It can rise from our core into our heart and radiate warmth to all.

#### 4. Earth

**The last element is earth, our solid ground.** Bring your focus down and feel the bottoms of your feet on the ground. Imagine roots coming out from your feet and making their way into the earth. Through those roots bring a feeling of calm up into your body. What colour are you imagining? Green, brown, or something else? Let that energy flow onto every surface of your skin. Go around your whole body, your legs, your belly and chest, your back, your arms and hands, your face and head. Once all your skin is covered in earth colours, bring it into the inside of your body, your muscles and organs. Find the calm that earth carries alive in you.

#### 5. All of life is within us

A special balance of air, water, fire and earth that is ours alone. You have everything you need in every cell, in every breath, in all your feelings, in all you do. Keep going, keep growing, keep grounding, keep flowing.

### Connecting Emotions to the 4 Elements for Kids

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Have you ever gotten really angry? We all get angry, it is a natural part of being human. When we get angry, our face can get red, we can feel hot. That is our fire burning big. Sometimes our fire is burning so big it feels out of control. We need our fire, and we can learn to stoke our fire so we can take good care of ourselves.

Do you know what happens if you put water onto fire? It can put it out quickly. What about adding air to a fire? Air makes the fire grow. It's helpful to know what things make our fires bigger, like air, and what can turn them down, like water.

**Spend some time wondering about your fire.** What are the things that excite you, that light you up? Next, think about what things frustrate you, make you want to shout out loud? Now, what things bring you calm? What soothes or relaxes you?

Please share those with someone you love or write them down if you are able. Getting to know ourselves is a practice. Just like we did in the meditation, we can speak to our fire and turn it up and down, but sometimes that's hard in the middle of the heat. So, practice connecting to your fire whenever you're feeling like your light is low, spark your own flame!

## Delphic Cube

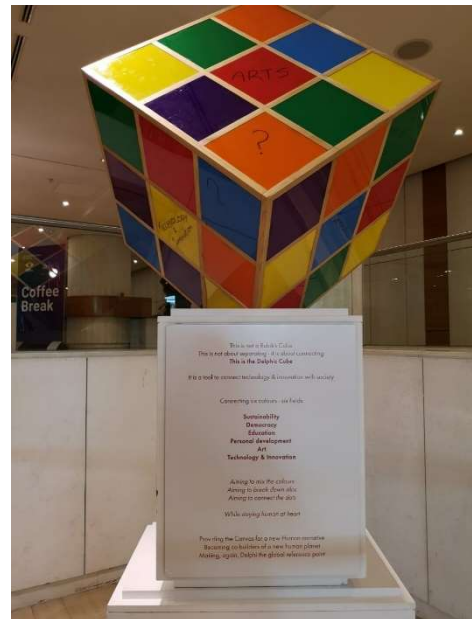
The Delphic Cube, a pioneering tool developed by the World Human Forum aims at triggering a different mindset. The exact opposite of the known cube, though similar in looks, the Delphic cube aspires to lead us from fragmentation to integration; to breaking down silos; to proposing a holistic, interdisciplinary approach that continuously keeps the human at heart.

The Delphic Cube is a practical tool to assess projects and provide citizens with diverse entry points and opportunities to contribute.

With the use of the Delphic Cube, we want to demonstrate how humanity will only thrive if in our analysis we integrate the six disciplines-colours of our cube always with the human at heart:

- Sustainability & Regeneration
- Democracy, Education
- Inner Transformation
- Science & Technology
- Art

[Discover more about the Delphic Cube here](#)



## Sustainable Development Goals Tarot Game

Created by the World Human Forum, the Sustainable Development Goals Tarot Game is designed to enhance learning about the Sustainable Development Goals (SDGs) through an engaging and interactive approach. Recognizing that playfulness can deepen understanding and retention, the Forum has developed this unique game to stimulate discussion and innovative thinking around the SDGs.

The Tarot Game is comprised of cards that represent the 17 SDGs, as well as four additional cards corresponding to key stakeholders:

- **Individuals**
- **Non-Profit Organisations**
- **Corporate Sector**
- **Government**



### How to Play

1. **Group Formation:** divide participants into 4 groups, each of which will engage in a collaborative discussion.
2. **Card Selection:** each group randomly selects one SDG card and one stakeholder card from the deck.
3. **Discussion:** within their group, participants discuss how the chosen stakeholder can contribute to the implementation of the selected SDG. They explore potential actions and strategies at local, national, and international levels.
4. **Sharing Insights:** after the discussion, each group presents their findings to the other three groups, fostering a broader dialogue on how various stakeholders can advance sustainable development goals.
5. **Exploring Gaps:** the deck includes a special card marked "0 What's Missing?" which prompts players to consider and discuss any perceived gaps or areas for improvement within the SDGs.

### Educational Benefits

The Sustainable Development Goals Tarot Game encourages active learning and critical thinking by:

- Promoting collaborative problem-solving and creative thinking.
- Facilitating in-depth discussions about the roles of different stakeholders in achieving sustainable development.
- Allowing participants to explore both the strengths and limitations of the SDGs.

[Discover more about the Delphic Cube here](#)

## Zoom Out – Zoom In

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This activity encourages students to broaden their perspective from a global level down to their inner selves, fostering a sense of global citizenship and environmental stewardship.

### Zoom Out to Our Common Home Earth

- Start by zooming out from the level of the city, country, or continent to see our common home, Earth, as **astronauts** do from space. This perspective, known as the "**Overview Effect**," reveals Earth as a beautiful blue marble amidst the blackness of space, free from borders and divisions. **Resource:** [link to short film on the Overview Effect](#).
- Discuss the spiritual experience of seeing Earth as a single, unified entity, which evokes feelings of awe and gratitude.
- Emphasise what we have in common: happiness, sadness, fear, joy, and our shared home, Earth.
- Explain the concept of "Spaceship Earth," where we are all passengers traveling through space with finite resources, emphasizing the need to use these resources wisely and respectfully towards all inhabitants, including humans, animals, and plants. **Resource:** [link to Buckminster Fuller's book, \*Operating Manual For Spaceship Earth\*](#).

### Zoom In to Our Communities and Inner Selves

- Zoom back in, not just to our countries or cities, but to our local communities and even to our inner selves.
- Encourage students to identify problems and discomforts within their communities and think of ways to assist in solving them.
- Highlight the beauty of the four elements (earth, water, fire, air) around us, using them to reconnect with ourselves and express gratitude for the natural world.
- Inspire students to become "geonauts," individuals who connect with others and nature to become a healing force for life on our planet.

### Becoming a Healing Agent

Discuss that there are multiple entry points for becoming a healing agent, and everyone has their unique way of contributing.

Share the legend of the Colibri/Hummingbird to illustrate the importance of doing one's part, no matter how small:

- "One day, according to the legend, there was a huge forest fire. All the animals, terrified and helpless, watched the disaster. Only the little hummingbird was busy, fetching a few drops of water with its beak to throw on the fire. After a while, the armadillo, annoyed by this futile activity, said to him: 'Hummingbird! Are you crazy? You won't put out the fire with those drops of water!' And the hummingbird replied: 'I know, but I'm doing my part.'"

# Collaborative Partners

By implementing these initiatives, schools and teachers can broaden the impact of artistic and green practices, engage the community, and promote environmental awareness and sustainability.

## Environmental Organisations

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**Collaborate with Environmental Non-Governmental Organisations and Advocacy Groups:** Engage with local and international environmental NGOs to spread green messages. Partnering with these organizations allows schools to integrate real-world environmental issues into the curriculum, access additional resources, and organize events like workshops, seminars, and community clean-ups.

## Educational Institutions

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**Partner with Schools, Colleges, and Universities:** establish partnerships with other educational institutions to expand the reach of the project's content and activities. Schools can collaborate with colleges and universities to host joint projects, research initiatives, and educational programs that emphasise environmental awareness. These partnerships can include exchange programmes, collaborative art projects, and shared events that promote the environmental themes.

## Corporate Awareness

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**Raise Awareness in Businesses:** Engage local businesses in sustainability initiatives by organizing events like fairs, workshops, and student presentations on corporate responsibility. Partnering with businesses encourages green practices, sponsorship of educational programs, and provides real-world examples of environmental stewardship.

## Local Governance

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**Connect with Local Mayors and Community Leaders:** facilitate connections between students and local government officials, including mayors and community leaders. Through these interactions, students can learn about democratic practices and the role of active citizenship in achieving environmental goals. Schools can organise meetings, town hall discussions, and community projects that involve local leaders, fostering a sense of civic responsibility and demonstrating how student initiatives can influence local policies and practices.

# Contacts

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## *Project Partners*

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- [World Human Forum](#) (GR)
- [Cukurova University Adana \(Languages Department\)](#) (TR)
- [University of Akureyri \(Faculty of Social Sciences and Humanities\)](#) (IS)
- [Panodyssey](#) (FR)
- [The European Fairy Tale Route](#) (IT)
- [MUS-E Deutschland](#) (DE)
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