



We are World Heritage

Training concept for nature guided tours
in the Wadden Sea Region



Interreg
North Sea Region
PROWAD LINK
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**Nationalpark
Wattenmeer**
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Publisher

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1. Introduction

1.1 What is the subject of this training?

→ Experience Wadden Sea World Heritage!

While World Heritage sites such as the Great Barrier Reef or the Okavango Delta immediately captivate visitors with their biodiversity, wilderness and landscape, the Wadden Sea World Heritage Site often only reveals its treasures at second glance. Raising curiosity and enthusiasm here and making people aware of the outstanding universal value of the Wadden Sea is a challenge that goes beyond the mere transfer of knowledge. It is necessary to create a bond with the World Heritage Site as a prerequisite for winning over guests and locals for the protection of this unique natural landscape. This is a joint task in which the national park guides, for whom this training was designed, play an important role.

The training "We are World Heritage!" uses the scenario of a community of heirs because the Wadden Sea World Heritage is an invaluable and irreplaceable asset for all mankind. Anyone who accepts this heritage and stands up for its protection and preservation for present and future generations becomes a co-heir. In the training, the group will explore together what are the real values of the world's natural heritage are and what has led to an inner connection among the participants with this area. The reflection on what was necessary for this is followed by the exploration of new ways to win new co-heirs.

The training is designed as advanced training for National Park guides and builds on the participants' existing knowledge of the Wadden Sea and experience with guided tours. It offers different methods to try out - depending on what best suits one's own personality: From time travel in nature conservation, telling good stories, time and space for nature enjoyment to activating games, the range is wide.

1.2 How was the training concept developed?

The Lower Saxon Wadden Sea National Park Authority developed the training concept as part of the Interreg VB project PROWAD LINK, and ideas and feedback from National Park guides were incorporated into the development process. PROWAD LINK aims to unlock the potential of natural areas as a driver for jobs and sustainable development. Small and medium sized enterprises (SMEs) are approached to develop nature as a brand to create benefits for both, SMEs and the environment. 15 project partners in Denmark, Germany, the Netherlands, Norway and the United Kingdom working with interested SMEs used the "nature-business-benefit-cycle" concept to develop new,

sustainable products and offers in the pilot regions of the Wadden Sea, Geiranger Fjord, Wash & North Norfolk Coast (UK). The 2018-2022 project is co-funded by and carried out in the framework of the Interreg North Sea Region Programme under the Programme Priority 1 “Thinking Growth”. The programme is funded by the European Regional Development Fund (ERDF) of the European Union. More information is online available www.northsearegion.eu/prowad-link .

1.3 What is the aim of this training?

- exploring new ways to anchor the value of the Wadden Sea World Heritage Site even more in people's minds and hearts on guided tours.
- using interactive methods to grasp the idea of being part of something big and give suggestions on how to pass on these ideas by using concrete phenomena of the Wadden Sea.
- based on their own attachment to the World Heritage Site, recognise what is needed to win new "co-heirs".

1.4 What competences are taught?

Education for Sustainable Development (ESD) encompasses a wide range of educational activities that support the achievement of the 17 global Sustainable Development Goals (SDGs) adopted by the United Nations in 2015. These goals are the vision of a sustainable world in which people around the world, now and in the future, can live with dignity and develop their needs and talents within planetary boundaries while recognising diversity. They apply to all countries and encompass many different areas of society as well as goals in the field of environmental protection.

ESD aims to enable learners to understand the impact of their own actions on the world and to support them in making responsible, sustainable choices. ESD therefore uses interactive, exploratory and action-oriented methods. It promotes competences for shaping the world such as critical and systemic thinking, cooperative decision-making and taking responsibility for present and future generations.

From the sustainability competences (Education for Sustainable Development, ESD), this training course pursues the teaching of the following key competences:

K1: Building knowledge in an open-minded way and integrating new perspectives.

K2: Thinking and acting with foresight

K3: Gaining knowledge and acting in an interdisciplinary way

K5: Being able to plan and act together with others

K8: Being able to motivate oneself and others to become active

K9: Being able to reflect on one's own and others' guiding principles

K12: Being able to show empathy for others

→ In the text, reference is made to this with numbers at the appropriate places.

In addition, these competences are taught:

- from wilderness education:
 - Coyote Mentoring: the art of creating curiosity; mediating between nature as teacher and the guest
 - Expanding perceptiveness, allowing inner images to emerge, understanding natural connections.
- perceive oneself as part of something bigger
- phenomenon-oriented focus
- use methods and knowledge according to the situation
- allow emotions and enjoyment
- be able to find and tell good stories

2. The structure of the training

2.1 General conditions (time, location, materials)

The training comprises two days and lasts from 10 a.m. to 6 p.m., including breaks.

The location should have both, a classic conference infrastructure with modern presentation technology and a stimulating natural environment with plenty of space. A quickly accessible area with a view of the tidal flats (e.g. beach) that offers space for outdoor exercises would be optimal. Some modules of the training will take place outside. What is needed...

- A sufficiently large plenary room and two or three smaller group rooms are needed for the training.
- Recommended number of participants: 10-16 persons.
- The materials required for the modules are listed in detail in the module descriptions. A Flipchart and at
- In addition to facilitation materials (flipchart paper, pens, pins, etc.), materials specially produced for the training are used:
- Welcome speech, laminated eyewitness statements for the time travel, worksheets, slides of the presentations, etc.. These can be found as examples in the annex.

Abbreviations used: OUV = Outstanding Universal Value NaPa = National Park PPT = Presentation in PowerPoint TM = training manager UNESCO = United Nations Educational, Scientific and Cultural Organization; United Nations Educational, Scientific and Cultural Organization WH = World Heritage WSWH = Wadden Sea World Heritage
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2.2 Overview of the modules (1st and 2nd day)

Day 1 - Describing the ungraspable

The first day serves to fill the mind with numbers, data, facts, structured knowledge and visible phenomena. Below is a brief allocation of time needed

1. welcome speech - 10 min
2. getting to know each other - 30 min
3. how did we become world heritage? – 90 min
4. statement of assets - the - 30 min
5. finding co-heirs with phenomena - 75 min
6. storytelling - 120 min
7. mood barometer – 10 min

Day 2 - Connecting emotionally

The second day serves the emotional level: feeling, inner images, imagination, perception, biochemistry and disordered knowledge.

1. review the first day - 15 min.
2. attunement with the seat - min.10
3. Beach Find Memory - 30 min.
4. Blind Mail - 10 min.
5. Seeking, finding and feeling beauty - 30 min.
6. Reflection on the exercises -3 0 min.
7. Winning members: Develop a tour outline - 1 00min.
8. triangles - 10 min.
9. All the best at the end - 60 min.

3. The first day - Describing the ungraspable

Thoughts on the title of the training

World Nature Inheritance – when dealing closer with everything that concerns inheritance in everyday life, then one comes across some transfer possibilities for the purpose of this training.

First of all, World Heritage, as defined by UNESCO, is an invaluable and irreplaceable asset of all humankind. Due to its outstanding universal value (OUV), it is the community's responsibility to protect the heritage in the long term and to preserve it for present and future generations. The concept of OUV is often perceived as very abstract and hard to grasp. The criteria for recognition lead to a description of the assets worthy of protection.

In legal terminology, "inheritance" is considered to be property that becomes the common property of all co-heirs upon inheritance. In the community of heirs, the common property is administered by all. The notaries and the co-heirs find out who the beneficiary is. Are there any previously unknown co-heirs and how can they be identified? A co-heir may be obliged to provide information to the community of heirs, especially if he/she has special knowledge. There is a duty to cooperate in the proper administration of the estate.

The image of training

If we apply these terms to the Wadden Sea World Heritage Site, this is the picture that emerges:

Legal language	Wadden Sea
What is the heritage?	World Heritage Site, Wadden Sea in D, DK, NL
Who is the beneficiary?	all people
What do the sum of assets consist of?	Wadden Sea with all its assets worthy of protection, according to the criteria of UNESCO and everything that the participants themselves consider to be valuable
Who is a co-heir with special knowledge?	National Park guides who want to inspire others; participants in a World Heritage event who want to inspire others.
What is special knowledge?	Knowledge about history, ecology, international contexts. Ability to convey this knowledge in a participant-oriented way and to arouse enthusiasm.
Who gives information to whom?	Guides pass on "knowledge" to participants of the event. This also means emotions and responsibility.
Unknown co-heirs	All those who have not seen the Wadden Sea like this before
Co-heirs	All those who will engage for the preservation of the World Heritage Site.

The participants of the training represent the heirs' conference - heirs who have come together to manage the inheritance collectively – isn't it a powerful and encouraging vision?!

3.1 The welcome speech - bringing participants into the picture

Duration: 10 min.

Goals:

The participants should be encouraged in their role as ambassadors and guardians of the Wadden Sea World heritage (WSWH) and motivated for the upcoming joint work.

Material/ Preparation:

- Seating arrangement in a semicircle, speaker standing, possibly standing desk
- Welcome speech on paper (see annex for template), individually adapted if necessary.
- Show photos for visual support as slides in PPT via beamer (people who have worked for the Wadden Sea in the last 100 years, young participants in the mud).
- Programme with times and key points on poster

Procedure:

The Training Manager (TM) welcomes the participants with the welcome speech, which is delivered convincingly and rousingly.

The speech follows the pattern:

1. describe the situation
2. describe challenges and obstacles
3. questions
4. responses.

The language should support the respective moods as best as possible with emphasis, pauses, volume and speech melody. In order to be as authentic as possible, it is advisable to adapt the speech according to one's own linguistic needs, without changing the core expressions.

Concluding:

The TM leads over to the programme and presents the main points of the programme.

The speech:

1. describe the situation

Welcome to the Heirs' Conference!

Good afternoon, dear World Heirs and World Heritageers, I welcome you to our Heirs' Conference.

We are gathered here from many parts of the World Heritage area to look together at what treasures we have inherited from our ancestors.

My name is [own name] and I am leading the conference. I have already seen and appreciated many places in the Wadden Sea World Heritage: [list own places already visited].

*Each and every one of you has **special knowledge** about our Wadden Sea World Heritage. We want to gather this knowledge during the two days and I will support you, as well as [name other persons from the training management if necessary].*

So welcome - we are the current generation!

2. describe challenges and obstacles

*The Wadden Sea World Heritage Site is alive - and very much so! And it is important to preserve this life for future generations. This life, this diversity and naturalness cannot be taken for granted. Who knows where we would be today if there had not already been courageous and dedicated people among our **ancestors who worked** here to preserve our homeland and appreciate the unique natural heritage.*

Humankind has inherited this enormous treasure. And there were people who guarded it and have already won us over as committed co-heirs, but what did it take?

In other parts of the world, nature in coastal areas is acutely threatened, and in some places heritage resources have already lost quality and quantity.

The threat to coastal areas around the world further increases the importance of the Wadden Sea for nature. This is another reason why the preservation of the World Heritage here with us is not only of local importance, but of supra-regional, global relevance.

And we must also be vigilant. The Wadden Sea World Heritage Site must be recognised, valued and guarded; its biodiversity and variety of habitats, its natural processes must be preserved and protected from harm. From damage through thoughtlessness and ignorance, ruthlessness and exploitation!

3. questions

What can we do against the "out of sight - out of mind" mentality? Plastic bottles overboard, rubbish on the beach - it's so easy, - no one sees - and in the end it's all in the ocean ... who actually wants fish on the plate with plastic in their stomach?

What is the next trend sport after kitesurfing? Why do some people find it so difficult to stay on the trails and leave their dogs on the leash? How can we get people to not only use nature, but also to protect it? How to get them to stand up for the natural heritage when economic or personal interests come into play?

4. answers

We as heirs have it in our hands: we know what treasure we have out there in front of our dykes! We can use our special knowledge to find more heirs and win them over for our task.

Many are still unaware of their good fortune! Let's invite them and let them experience the tidal flats and feel it with all their own senses. Let's open their eyes and hearts!

The more potential heirs we find and convince, the greater the chance that the Wadden Sea World Heritage Site will be cared for and preserved.

We need committed heirs from everywhere and at all ages. From all backgrounds and professions: from among the guests as well as the locals, from the schools, the accommodation businesses, the administrations and associations. And gladly also those on ships and from the energy supply companies.

We can achieve that: With identification and enthusiasm, experience and enjoyment, beautiful pictures and exciting stories - in other words, with everything that we and the Wadden Sea World Heritage Site have to offer - on a small and large scale.

For this, I wish us all success in the next two days of this conference!

We are the current generation! We are World Natural Heritage!

Thank you!

➔ Key competences K1, K2

3.2 Getting to know the co-heirs

Who is here and what makes him/her/they unique?

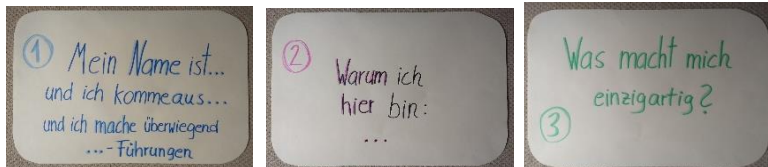
Duration: 30 min.

Goals:

This exercise helps the participants and the facilitator to get to know each other. The participants should get into good contact with each other.

Material/ Preparation:

- Seating arrangement in the circle
 - Prepare 3 large papers with questions
 - Have pens and cards and a writing pad at hand
 - Have the programme ready on posters and thematic repositories
- The TM places the three prepared large sheets on the floor at a certain distance from each other.



Procedure:

The TM explains the procedure. Everyone joins in. One after the other, the facilitator/participants come forward briefly and introduce themselves to the respective sheets with a sentence. The trainer has to watch the time, about 1 min. per participant should be enough. The teacher asks the participants to name a characteristic or skill that the participant possesses on sheet 3.

The TM notes down special expectations of the training on cards and assigns them to the programme on the poster.

Concluding:

The TM takes notes, summarises the expectations verbally and relates them to the programme items, or saves them in the topic memory if they do not match the items in the programme.

Afterwards, there is a break to support the informal exchange among the participants.

Source:

<https://bildung.vonmorgen.org/kennlernspiele/>

Who am I?

3 large sheets of paper:

"My name is... and I'm from ... and I mostly do ... tours".

"Why I am here: ..."

"What makes me unique?"

- a good alternative to the usual rounds of introductions
- does not take too long
- You learn interesting and important things about the participants.

The special information is helpful because, on the one hand, it identifies each participant in a special way and, on the other hand, it provides ideas for conversations during the break.

3.3 How did we become world heritage?

Time Travel of Nature Conservation in the Wadden Sea

First the participants are invited to - in their mind - picture a family sitting together and looking back at the long line of ancestors. They might also remember individual anecdotes or certain properties they have inherited, such as a house or gems.

Next step is, that the heirs attending the conference/training will also look back on their line of "ancestors", people who were engaged in the conservation of the Wadden Sea. This exercise aims to trigger memories and awareness of being embedded in time.

Duration: 90 min.

Goals:

The aim of the module is to understand and become aware that it was a long process until mankind recognised the heritage value of nature and that many different people have contributed to this process. The idea of an intrinsic value of nature has emerged and evolved over time.

When looking back at the important stages in the development of the Wadden Sea conservation, participants can also individually look back and explore whom they themselves got the enthusiasm and love for the Wadden Sea, who inspired them. Therefore, it is important not only to include historical data on the selected cards, but to make visible the engagement of people, privately or in organisations (see annex).

Material/ Preparation:

- Check the location and find a spot where you can stretch the line
- clothesline (min. 8 m long) is installed outside
- at least 50 clothes pegs are needed.
- 10 grey and 14 blue laminated cards are part of the exercise, shuffle well.
- the 10 grey cards are used for orientation and are hung in chronological order with space left in between them.

The cards can be selected or added to depending on the size of the group, theme or geographical reference.

Procedure:

- 14 "card holder" are each given a blue card and hold it in front of their chest with the text side outwards, covering the year on the back.
- The rest of the group tries to line up the card holders into the correct sequence of the story by filling the space between the grey cards.

If the group agrees on the position of the cardholders in the timeline, these state their year and correct their position if necessary. At the end, all the cards should be sorted in the correct chronological order and remain present.

Being embedded in time

The Seven Generations Principle

The principle originates from an ancient philosophy of the Iroquois: The "Seventh-Generation-Principle" says that with every action, man should consider how it will affect the seventh generation in the future.

What does the seven mean?

There are seven generations that one could know oneself or that could know one.

1. great grandparents
2. grandparents
3. parents
4. I myself
5. children
6. grandchildren
7. great-grandchildren



Concluding:

These questions can be used to reflect on one's own Wadden Sea history:

- How have you been involved in heritage conservation? What inspired you?
- Who made you enthusiastic about the World Heritage Wadden Sea? Who won you over as a co-heir?
- To whom do you pass on the baton – the enthusiasm? Where and how do you win new co-heirs?

The participants look for their own position in the timeline or remember encounters with inspiring people and give reasons for their choice when asked. Reflection on the passing on of the baton then also directs the view forward, to one's own relationship with the coming generations.

→ Key competences K1, K2

3.4 Declaration of assets - the facets of the diamond

In this module, the community of heirs is presented with an overview of the values they have inherited. The participants are invited to imagine that all heirs meet at the notary's office and the notary opens the envelope and announces what the assets are: a sum of money, a property, a pocket watch, a boat ... etc.

That's what it says on paper.

In addition to the factual valuation, there are individual perceptions and connections that influence a personal valuation of the property. For example, a property is not just any house, but the house in which one grew up. The pocket watch not only shows the time, but was the favourite piece of the ancestor and a real flatterer of hands. And with the boat the great-aunt travelled on all rivers, and it smells of adventure and freedom.

Emotions and values come into play that are different to each person - and this is also to be transferred to the Wadden Sea World Heritage Site in this module.

In the case of the Wadden Sea World Heritage Site, it is about the outstanding universal value of this natural asset. This concept is often perceived as very abstract and hard to grasp. It becomes clearer with the help of the three criteria according to which the UNESCO has elevated the Wadden Sea to World Heritage status and officially recognised its OUV:

1. **Geological processes: the Wadden Sea as a real-time laboratory of landscape development**

The Wadden Sea formed after the last Ice Age due to a rise in sea level and flooding of coastal areas. Sediment deposits from the sea were transported landwards by the coastal processes. The tidal flats and barrier islands formed in the shelter of the German Bight. In terms of extent, natural dynamics and landscape diversity, it is unique in this form in temperate latitudes worldwide.

Phenomena (with examples) that illustrate the criterion:

- Break-off edges of meandering tidal creeks (everywhere on a small scale)
- ongoing formation of new islands from a sandbank (Kachelotplate near Juist, Norderoogsand near Pellworm)
- Eastward growth of the East Frisian islands (Langeoog, Norderney);
- The interplay of waves, tides and wind dictates the Wadden Sea's day-to-day appearance

2. **Ecological and biological processes - adaptation and abundance of life**

In the Wadden Sea ecosystem, natural processes take place largely undisturbed, especially in the shaping of the landscape by key species, specialised animal and plant species, and in the adaptation to global changes. A richness of life is created here that is unparalleled worldwide and ensures populations of migratory species far beyond its borders. Examples of phenomena that illustrate the criterion:

Outstanding:

The unique characteristics of the World Heritage Site.

Universal:

A site of global - not just national - significance. or regional - rank.

Value:

The standard defined on the basis of transparent importance for the world, including the integrity.

- Landscaping by horse mussels (tidal flats), common glasswort (salt marsh), marram grass (dune)
- Mollusc density in the tidal flat bottom as well as diatoms (exceptional biomass productivity)
- Bird flocks and nursery for North Sea fish (importance for animal populations beyond the area)

3. Biodiversity: Diverse habitat as a refuge for biodiversity

The Wadden Sea is home to an exceptionally high biodiversity for coastal areas. It plays an essential role for millions of migratory birds as a breeding, resting, moulting and wintering area on a global scale due to its food supply and its undisturbed nature.

Examples of phenomena that illustrate the criterion:

- salt marshes are home to more than 2300 animal and plant species
- over 6 million migratory birds can be in the Wadden Sea at the same time

In summary, the global uniqueness and significance of the Wadden Sea World Heritage Site can be described as follows:

The Wadden Sea forms the world's largest contiguous, tidal flat system in temperate latitudes protected by a chain of barrier islands. In most of the area, dynamic and natural processes take place largely undisturbed. The World Heritage Site, which covers more than 11,000 square kilometres, includes a variety of transition zones between land, sea and freshwater and is rich in species that are specially adapted to these special environmental conditions and shape the landscape. The Wadden Sea is home to an exceptional abundance of life worldwide, sustaining populations of migratory species far beyond its boundaries. For example, due to the rich food supply, the Wadden Sea plays a key role as a breeding, resting, moulting and wintering area for more than 10 million migratory birds every year. It therefore connects other essential areas on the East-Atlantic bird migration route.

Numerous examples from the flora and fauna, small and large, show the incredible richness and diversity of the Wadden Sea and illustrate the OUV. A metaphorical image for this is a diamond, numerous examples from the flora and fauna, small and large, show the incredible richness and diversity of the Wadden Sea and illustrate the OUV. A metaphorical image for this is a diamond, whose many shining facets show a section and thus reflect the whole gem.

In addition, there can be personal aspects such as appreciation of the vastness and aesthetics of the landscape, favourite animals or personal experiences that contribute to the uniqueness of this place. All of this should be included in the "asset list", knowing that the answers to the questions are somewhat different for each group:

What makes the Wadden Sea unique and irreplaceable? What makes it so valuable for me personally?

What makes the WH Wadden Sea unique and irreplaceable:

Dynamics

- Landscape development before our eyes
- young and original
- shaped by the tides

Forces of nature

- a constantly adapting community
- Rare specialists
- extraordinary abundance of life
- Plants and animals that shape the landscape

Diversity

- Biodiversity
- Habitat diversity
- irreplaceable for migratory birds

Duration: 30 min.

Goals:

The participants become aware of what the "facets of the diamond" are and complete their picture of the outstanding universal value. They become clear about what the inheritance is and what they can and want to pass on.

The participants get familiar with the term "phenomenon", which is also important for the following module.

Material/ Preparation:

- Prepare heading: What belongs to the assets?
- Prepare large round sign: OUV
- Rectangular moderation cards (min. 5/participant) and pens (min. 1/participant), sufficient pin board pins
- Metaplan wall with paper, prepare board picture with a large equilateral triangle and three cards with the titles of the criteria/categories "Dynamics", "Forces of Nature" and "Diversity". Have oval cards ready (min. 3/participant)

Procedure:

The participants receive enough cards and pens and are asked to write down only one aspect per card, clearly legible.

The questions are:

What is part of the property? What makes the Wadden Sea unique, irreplaceable and unforgettable?

To answer the question, each participant spontaneously writes down all the elements of wealth that are important to him/her/them. The participants choose up to five of them and write them down on cards.

The training manager collects the cards when the participants start to slow down writing activity, at the latest after 10 minutes.

Sorting the cards on the metaplan wall is done jointly by the participants and the facilitator. This method is a so-called structure sorting method. The sorting criteria are:

- Concreteness - can I see it, touch it, smell it, feel it ...? Like a phenomenon? → then it can be assigned to one or more categories in the triangle. If very specific phenomena are mentioned here, they are assigned to the most suitable criteria if possible and pinned on the outer area of the metaplan wall. Concrete phenomena are, for example, "tideways, break-off edge", which fits the criterion "dynamics".
- Untangible - can't be assigned, but belongs here → then you can pin it in the middle, it's a matter of the heart.

Example:

Terms like "beauty" and "moods" are assigned to the centre, touch the heart.

Terms like "wild animals" are already more concrete and fit the category of "diversity".

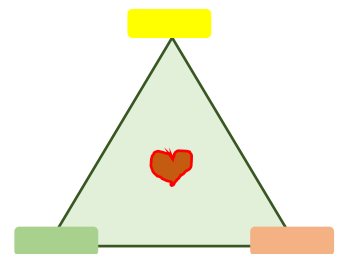
Concluding:

Finally, this collection is awarded the prepared round plate with the inscription "Outstanding Universal Value (OUV)", as a predicate, seal, stamp or similar.

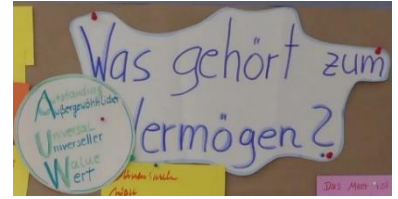
Excursus: The fourth criterion

UNESCO lists four criteria for natural properties; the fulfilment of one of these criteria together with the integrity and management of the protected area are prerequisites for recognition as a WNE. The criterion of outstanding natural beauty was not applied for the Wadden Sea. This is a good starting point for discussions on the personal perception of beauty with the participants of the training or during guided tours (see 4.5).

Suggestion for the structure laying method on the pin board:



The Training manager makes it clear that these are the assets of this community of heirs. The list is individual and varies from group to group, but some basic aspects will emerge that are mentioned again and again by all groups. If essential aspects of the official UNESCO designation are missing, they will be added by the TM in the final reflection before attaching the OUV. As the participants have already completed the basic training as a national park guide, an accurate input can be expected.



Possible addition:

For the following module, the participants should know what a phenomenon is.

It can therefore be helpful to ask for and add more concrete phenomena to assess the ability of the participants to identify those.

→ Key competences K3

3.5 Finding co-heirs with phenomena

The special knowledge national park guides already have is shown in this module as a connection, as a bridge to their guests.

This perspective leads to the following guiding questions for this exercise:

- How do my guests become co-heirs?
- How do I inspire potential co-heirs?
- Where in my event can I pass on the special knowledge to attract new co-heirs?
- Which phenomenon is well suited for this?

Duration: 75 min.

Objectives: The participants can distinguish between theme and phenomenon, or assign phenomena to a theme. The participants respond to and understand the needs and priorities of tour guests.

Material/ Preparation:

- Copy worksheets (1/participant)
- Form small groups of 3-4 people.
- Explain procedure
- Hand out worksheets
- Indicate time when it will continue in the large group.

Procedure:

The seminar leader explains the work assignment to everyone.

Quote worksheet:

Find connections between the (natural) phenomena that you address in your tour and at least one of the World Heritage themes. In addition to the three criteria, the themes also include aspects such as international, exceptional, beauty and responsibility.

Important: The time given in minutes is only a guide. The teacher decides with the participants if and when more or less time is needed.

Work instructions

Select an event type (guided tour of tidal flats, salt marshes, birds, beaches, dunes or exhibitions; sea animal trapping ...)

Phase 1, 10 min: individual silent work: Find examples of connections between the phenomena of your event and at least one ESD topic. Use the individual work sheet for this.

Phase 2, 50 min.: Small group phase: exchange in mixed groups (possibly max. one member from each event type).

-> Exchange and (further) development of new references to ESD topics.

Everyone writes down further suggestions for their own part. Prepare a 5-minute presentation in the group for exchange between all groups.

Work phases:

Phase 1: 10 min. silent work

Phase 2: 50 min. group work

Phase 3: 15 min. presentation

The small group work should be well supervised by the seminar leader. Here it is important to point out the global WH connection and what the guests may be interested in (to be in tune with their look upon life). To achieve the “wow effect”, a tour guide should not only have an interest and love for the Wadden Sea, but also be able to make a connection between the visitor's everyday life and the treasures of the World Heritage Site.

Give examples to illustrate this:

- Dynamics: Change in everyday life due to the COV19 pandemic
- Forces of nature: adaption to weather conditions with special clothing that protects against wind and rain similar to the physical adaption of the species to their habitats
- Diversity of living spaces: in your apartment each room has a different function, likewise the different habitats of the Wadden Sea offer different conditions for activities like resting and feeding.
- International living space: traveling from Germany to Denmark or the Netherlands, you don't have to show your passport at the border – migrating birds don't care for borders either.
- Outstanding: Through all the previous aspects together
- The beauty of the pristine: A newborn is untouched and unique - it can develop all kinds of character traits, abilities and life plans!
- Responsibility: Here and now - respect for nature, because it belongs to everyone and then again to no one.
- Others were there before the current generation of humankind and others will come after them.

Phase 3, 15 min:

-> present selected results of this group work on moderation wall

Concluding:

The important aspects for a successful "wow" effect can be highlighted here once again:

What is important?

- the love of the object (=Wadden Sea)
- love for people (=guests)
- never give up trying to understand the guests, understand that their mistakes are not malicious
- love the object and be in tune with your fellow human beings.

Cite the source (Tilden) and seminars on it for further interest.

What creates the wow effect?!

Great! Wow! Whoa!
A smash hit! Great thing!
Astonishment and wonder;
To inspire, to amaze, to flash (intoxicate) someone.
What can inspire and amaze you and your guests?

➔ Key competences K2, K5

3.6 Storytelling

People love stories and have always gathered around the fire to tell them.

Stories make messages unique and content memorable - stories are retold. And those who continue to tell a story of their own accord have already built up a connection to the contents of the story, based on the emotions that were triggered. So stories are facts plus emotion and trigger inner images, also through traditional narrative patterns. To stay in the picture: Heirs who meet also tell stories of past and present. This is how the past is kept alive.

The title of the training "We are World Heritage!" attempts to find a suitable image, a suitable metaphor, in order to connect to the lives of the participants and thus achieve a high degree of participation and identification.

The point of storytelling in the tidal flats is not to go on and on - remember: the guests are standing! Rather, you have to be brief and contribute to the core of the story, the image. The story, e.g. the picture of the heirs' conference, should convey the message.

Duration: 120 min.

Objectives: The participants can classify storytelling as a method. They know how a story is structured and which characters there are. They learn about examples of successful stories and products that are suitable to convey the message.

Material/ Preparation:

- Input as presentation with slides
- Present examples from the Wadden Sea area:
 - Migratory bird children's book "Einmal Tundra und zurück" by Reno Lottmann and Heike Pfirrmann
 - Picture book "Branta, the little brent goose" published by the Schleswig-Holstein State Agency for Coastal Protection, National Park and Marine Conservation
 - Costume tour: Time travel with the dike count, East Frisia Tidal Flat Hiking Centre
 - Foundation story of the Dutch Waddenvereniging <https://www.waddenvereniging.nl/vereniging/oprichting>
 - Ekke Nekkepenn - Legendary figure on dune formation
- if available, story cubes from Rory's or Wadden Sea specific card set
- Copy "storyboard" worksheet for all; four pages:
 1. structure of a story (source: Melchert and "Tanz aus der Reihe")
 2. my storyboard
 3. thematic fields for stories
 4. my tidal flat hike

Method:

As an introduction to this module, the seminar leader first asks the question "What was the effect of the title of the training course on you?"

The answers can be taken up and used as input.

Quote Tilden:

"Preserving a sense of our fathers' heritage is essential for our future, and this knowledge is gained by keeping the past alive."

Procedure:

I Input with short exercise (30 min.) - Speaker:in (external)

II Storytelling exercise "My first story" in small groups of 3-4 people (60 min.)

Work order:

1. sit down in groups of 4.
- 2 Each person in turn becomes the narrator. Roll the dice!
3. start with the first symbol that catches your attention.

III Exercise "Acting out a story together" (15 min.)

IV Conclusion: Reflection and consolidation tips (15 min.)

At this point, a change of presenter can be useful. The facilitator should be familiar with storytelling exercises and invite and motivate the participants.

I Input with short exercise (30 min.) - Speaker:in (external)

Explanation of the function and effect of stories, structure and typical, recurring motifs.

Joint short exercises based on individual photos.

Work assignment:

1. take your time when looking at the picture!
2. describe exactly!
3. paint the picture with words
 - a. What does it look like out there - When, Where, What, Weather, Colours
 - b. What does it smell like out there and what - sweet, bitter, savoury,...?
 - c. What does it sound like out there - the sound of the place
 - d. What is the colour tone of the image - happy, sad, soulful humorous, thoughtful, in love,...

Do you discover a story in the picture? Tell the story continues - what happens next?

II Storytelling exercise "My first story (60min.)

Work order:

1. sit down in groups of 4.
- 2 Each person in turn becomes the narrator. Roll the dice!
Start with the first symbol that catches your attention. Think about the hero of the story.
4. put the dice in an initial rough order. You can use three cubes each to introduce the plot of the story
(Once upon a time ..., every day ...)
to describe the further development
(But ..., one day ..., thereupon ..., And then ...)
to conclude, to resolve the story
(Until finally ...)
5. take the storyboard and get started!
 - a. Introduction of the hero/description of the familiar world
 - b. Sudden event leads to conflict
 - c. Resolution of the conflict

III Exercise "Acting out a story together" (15 min.)

All participants come together again in the plenary session.

The facilitator reads a story and each participant takes on a role, which he or she mimes when the role is mentioned in the story. Such movement stories are motivating and suitable for children as well as adults.

IV Conclusion: Reflection and consolidation tips (15 min.)

These questions can be used to reflect on the module:

- What was it like for you as a participant?
- What ideas and motivation do you take with you?

It is then pointed out that storytelling also provides material for a seminar of its own. At this training course only an idea of it can be conveyed and the participants have hopefully received inspirations for

their own stories. These could be small anecdotes related to individual stations of the tidal flat tour or also a metastory that can serve as a common thread during the tour.

Other successful examples include:

- [Migratory Bird Day Paper 2020](#)
- Wadden Sea for Explorers I and II

→ Key competences K2, K8, K12

3.7 Mood barometer at the end of the first day

Duration: 10 min.

Objectives: Reflection of the day. The participants evaluate the contents of the day and the facilitator can then see whether the contents met the expectations of the participants. Aspects that remain open can be written in the topic memory to be taken up again when it is convenient or there is time left.

Material/ Preparation:

- two signs (positive smiley and negative smiley) are laid out as two poles far apart in space.

Process:

The participants think of a line between the two smileys. This line is a scale on the mood barometer.

The seminar leader asks the questions:

What is the mood now?

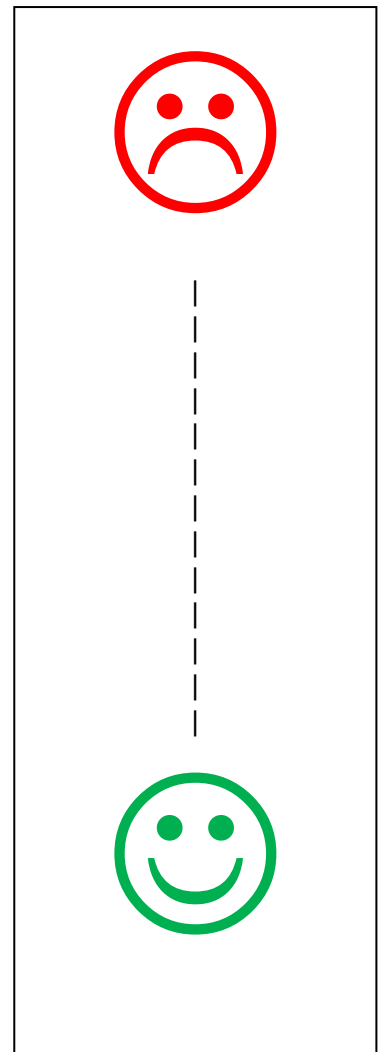
How was the day?

The participants move around the room and look for the position on the scale that best fits their mood and their evaluation of the day.

Afterwards, everyone can voluntarily give a brief explanation of the position they have taken.

Concluding:

Outlook for the second day, what is expected from an organisational point (e.g. special clothing) and farewell into the evening.



4. The second day - Connecting emotionally

At the beginning of the second training day, a short review of the first training day is recommended in order to note down any open questions in the topic memory. The programme of the upcoming day is presented, and organisational information is given, e.g. on required clothing, breaks, etc.

The second day serves the emotional level: feeling, inner images, fantasy/imagination, perception, biochemistry and disordered knowledge.

*Tilden writes about this from the interpretation of nature:
What can best be felt should not be attempted to be described.
The direct, personal encounter should come first. Use technology only when no encounter is possible.
What forces have created what people see and feel as beautiful?
Do two things on guided tours:
1. Find the best possible angle to show beauty.
2. create the necessary mood, an atmosphere of devotion.*

The latter does not only apply to the guests' turning towards nature, but also to the National Park guides' turning towards the guests. How else can you find out what they wish for and perceive them in their entirety?

*What does the guest want?
Children and adults have a liking for superlatives and for examining an object with all five senses.*

The special ecosystem services of the Wadden Sea, for example, can be highlighted as superlatives. According to the World Ocean Review (referring to coasts), these are the uniqueness, the beauty and the special aesthetics.

In this way, the visitor's need for an understanding of deeper truths and for an expansion of their horizons of knowledge and experience can be met.

So it's about *making a connection between the guest's life and the treasures that are kept.*

This can succeed with nature experience-oriented modules such as those planned for this second day.

➔ Key competences K9

Sources:

- Tilden, Freeman & Ludwig, Thorsten: Natur- und Kulturerbe vermitteln - das Konzept der Interpretation. Munich 2017
- maribus (ed.): Coasts – A Vital Habitat Under Pressure. World Ocean Review 5, Hamburg 2017

4.1 Review the first day

Duration: 15 min.

Objectives: Review of the previous day, involve all participants, share subsequent experiences, conversations, etc. as appropriate.

Material/ Preparation:
- Programme overview

Procedure:

The facilitator asks the participants what the "insight from the day before" was for them, what did they "take home" ..

4.2 Getting in tune with nature - the "sitting still" exercise

By way of introduction, the training manager (TM) puts the following sentence up for discussion:

"You only protect what you know."

What does *knowing* mean? Do I *know* someone just because I know a lot about someone? Is knowledge a decisive factor?

How do I build an emotional relationship with people? With information?

Here the TM points out the above-mentioned frequent misinterpretation of the very abbreviated and thus distorted quotation.

The quote is actually supposed to be from Konrad Lorenz and it read:
You only protect what you love, you only love what you know.

Experiencing love for nature requires direct, physical encounters. This is what the nature experience at the Wadden Sea offers. An emotional connection can be based on various emotions that are felt in the presence of nature, including admiration, respect, awe, humility, comfort as well as feelings of being free and being one.

"Sitting still" exercise

Duration: min10. , incl. explanation

Goals: To perceive the place, to move towards inner peace, to connect with nature.

Material/ Preparation:

- Choose suitable location outside: quiet and diverse

Procedure:

The TM asks the participants to find a quiet place for themselves where everyone can be alone. E.g. like this:

"You find a place outside where you feel comfortable.

It doesn't matter if it's a particularly beautiful place, though it can be helpful for your motivation at the beginning if you like this place. "

The task in this place is to remain still while being seated. In a way, sitting still opens a door to a world that is normally hidden from most people. The quieter and more motionless a person remains, the more the person develops a feeling of being part of the surrounding environment. It helps not looking around but just observing with the help of the so called "owl's view" or "corner of one's eye" view (peripheral vision).

The participants usually recognise by themselves that this exercise - also a form of nature meditation - is practised in silence, however it could be necessary to point it out to them in a friendly way.

The group is given 5 min. for silent reflection. Then the TM calls the group back together and asks them to sit in a circle and share their experiences.

Concluding:

It should be mentioned here that this exercise is a standard from wilderness education. Actually, the sitting still exercise is a permanent exercise to gain or refresh nature and self-awareness. The sitting place should be close to one's own home and visited at least once a week. Longer stays are possible (60min.) and can be provided with further tasks.

Helpful hints for implementation:

- Breathe in and out deeply.
- Focusing on how the floor you are sitting on feels:
 - Is it warm or cold? Rather soft or hard? How does the back feel straight? Does one sit comfortably?
- Draw attention to the surroundings:
 - What does it smell like here? Where does the wind come from and what does it feel like? From which direction does the sun shine, or where do the shadows of the trees fall?
 - What sounds do you perceive? What is the loudest animal you hear?

In the 1990s, Joseph Cornell described the exercise Nature Meditations and distributed a card to each participant at their seat. On these cards were inspiring quotes. Each one should be accompanied by an activity that enables the participant to translate the thought into a personal experience.

Example:

"The best and most beautiful things on earth can neither be seen nor touched. You can only feel them with your heart." Helen Keller

Sources:

<https://survival-kompass.de/was-ist-der-sitzplatz-wildnispaedagogik/>

- Cornell, Joseph: Mit Freude die Natur erleben. Mülheim an der Ruhr, 1991.

4.3 Beach Find Memory

The beach finding memory (sometimes also nature memory) can be counted among the Kim games. These games can also be described with the term sensory learning and are age-independent.

The term "Kim games" is based on the novel "Kim" by Rudyard Kipling from 1901. The core of the story about the title character Kim is about showing that almost everything can be achieved through learning and training. In literature, Kim games are also simply called perception games.

Beach Find Memory is about a visual experience coupled with a memory exercise, so it is a vision-memory Kim game.

Duration: 30 min.

Goals:

- experience an interactive nature experience game for yourself, observe closely, sharpen your memory.
- Encouraging the creation of inner images, the imagination. In wilderness education, imagination is considered a basic prerequisite for love of nature.
- Becoming more observant in regard to biodiversity. Perception is directed to the subtle differences of shells, snails, stones, flowers, etc.
- Linking species knowledge to a related experience.
- Getting to know new species.

This game is also very suitable to create a situation in which the participants feel curiosity and may ask several questions and thus the tour guide is not talking all the time but involves the guests.

Material/ Preparation:

- Choose an environment with diverse natural objects, such as the driftline on the beach
- Prepare a surface on which the findings from the environment are presented. This can be a circle or rectangle carved into the sand, a picnic blanket, piece of cloth or similar.
- The TM arranges the collected findings artfully or geometrically in the surface.
- a light cloth is used to cover the prepared findings.

Kim Games:

Seh-Kim - observe
Nose Kim - smell
Mouth Kim - taste
Memory Kim - remember
Touch Kim - touch, feel
Listen Kim - listen



Procedure:

The facilitator first explains the process before the participants become active.

Procedure:

The participants get together in groups of 3-4 people.

Assignment: The participants should look at the collection and memorise it so that they can reproduce it in the same way as the original in the group work.

The training manager gives the groups the impulse to think about how they use their group members. Can everyone remember the whole layout or do they divide the layout into different areas?

Each group has one minute for reflection.

The TM provides some pressure by the way of covering the layout, stopping the time, asking the participants if they are ready and then removing the cloth for one minute. The TM counts the last 10 seconds as a countdown to create tension.

Then the participants turn around and move away. The copies of the layout the groups are trying to recreate should be placed at some distance from each other and from the original. After about 10 minutes, each group has another 10 seconds to look at the original and then briefly (about one minute) make some adjustments to their own artwork. The countdown is counted out loud again.

Together the participants walk from each layout copy to the next and analyse it. Each group receives a round of applause in appreciation of their achievement.

Concluding:

Possible reflection questions:

- What did we achieve with this exercise?

Examples: opening up fields of perception, inner images, imagination, knowledge of species, fun, challenge/ adrenaline, group dynamics, getting in touch with my environment.

Procedure:

1. form small groups (3min.)

2. TM explains the procedure and the assignment (2 min.)

3. groups of participants briefly coordinate (3 min.)

4. TM reveals original, groups view at it (1 min.)
- Last 10 sec. countdown

5. participants find a place and recreate the layout of the collection (10min.)

6. TM briefly reveals original, groups look at it (10 sec.)

7. groups of participants make adjustments to their own artwork (1 min.)

8. tour with applause, analysis and reflection (10 min.)

4.4 Blind mail

A perception game for haptic experiences (Tactile Kim Game)

Duration: 10 min.

Goals:

Sharpen the sense of touch, experience an interactive nature adventure game for yourself.

Material/ Preparation:

- Look for a stimulating environment with objects from nature, e.g. a beach, enough space for at least one group circle (at least 7 participants each).

Procedure:

Each participant looks for an object in the surrounding, carries it back to the group and hides it from the other group members. Depending on the number of participants, two subgroups are formed. We recommend a group size of at least 7 participants so that a sufficient number of objects can be passed around and the group can “feel” many different objects during one turn.

The group stands in a circle, facing outwards, shoulder to shoulder, hands behind their backs. In this circle the participants pass their secret objects to the person next to them in a clockwise direction and take a guess what kind of object they are holding. This goes on until they are sure that they are holding their own object again.

Concluding:

Finally, everyone turns around and shows the group their objects.



4.5 Seeking, finding and feeling beauty

Did the Wadden Sea become a World Heritage Site because it is beautiful? In fact, "beauty" is also one of four criteria when applying for a World Heritage Site. UNESCO writes about this:

"The Committee considers a property to be of outstanding universal value if the property meets one or more of the following criteria. Nominated properties should therefore:

(vii) have outstanding natural features or areas of outstanding natural beauty and aesthetic importance;

..."

There are many aspects of the Wadden Sea that appeal to aesthetic perception and touch people, e.g. the picturesque plays of light and colour, the vastness of the landscape or the dance of large flocks of birds.

In the application for recognition as a UNESCO World Heritage Site, the beauty was not even mentioned as a criterion at the time and therefore not assessed. The recognition was based on the fulfilment of the other three criteria (cf. 3.4. p. 12), although one would have been sufficient.

Would the Wadden Sea also have met the beauty criterion if it had been addressed in the application at the time? This question can be a good starting point for a discussion about personal perception of beauty and discussed together with the question of what makes the beauty of the Wadden Sea as exceptional as that of already recognised World Heritage Sites such as Yellowstone Park, Great Barrier Reef or the Serengeti.

Visitors to the Wadden Sea World Heritage Site also visit it to enjoy its beauty as a contrast to their everyday lives. Beauty has an identity-forming effect and acts as encouragement for the challenges of everyday life. The conscious enjoyment of beauty nourishes the joy that such a beautiful habitat or such beautiful living beings exist ("existence value", World Ocean Report 5). This can also give rise to the desire to pass nature on to future generations as intact as possible ("legacy

"The fact that people all over the world marvel at a beautiful sky and also orient themselves towards familiar horizons in the sense of "home" is, as a universal, rather a clear indication of a common heritage that unites all people in the aesthetic sensation and exploration of a landscape."

Wolfgang Epple

Source:

https://wolfgangepplenaturschutzundethik.de/?page_id=181

value"). The aspect of beauty is therefore also a suitable means to win co-heirs for the Wadden Sea World Heritage.

The following exercise first invites the participants - and later perhaps also the guest - to take on a new role: The so-called "inspired amateur" (Tilden/Ludwig). Tour guides can provide unsure guests with some thoughts about potential leisure activities: "I could be interested in this. This can be the beginning of a deeper connection to nature and nature conservation.

Duration: 30 min.

Objectives: Experience an interactive exercise, transfer to own tour.

Material/ Preparation:

- Participants are outside, preferably in a natural environment

Procedure:

The trainer announces the task for the next 15 minutes: Each participant should find a place where the beauty of nature speaks for itself!

It's not about size, it doesn't matter if it's the presence of a beetle or a bird. It's about finding the best possible angle to show beauty. Each participant should remember this place and return to the meeting point of the group.

Then the participants form pairs and show each other the place they have visited. They also tell each other why they have chosen this place.

Concluding:

Possible questions:

- What is beauty?
- What happens biochemically in the body, the second you discover something "beautiful"?
- Why do we need beauty?
- What is the value of beauty?
- How can you make this feeling tangible for locals and guests?
- Could the call "Dare more beauty!" be a message to everyone and in every place?

For many people, the world's coastlines also have a religious and spiritual value. They can be places of longing, the destination of coastal tourists seeking recreation or sporting activities. They offer panoramic views and great biodiversity, and ultimately create economic income (WOR 5).

Excursus: In connection with the concept of ecosystem services, there is the term **non-use value** in environmental ethics - an appreciation for a habitat independent of human use, which is made up of the following components:

- the **existence value**, results from the mere joy that the living beings or habitats exist at all.
- the **bequest value, which is** based on people's desire to pass on natural assets to future generations as intact as possible.

Source:

World Ocean Review 5

4.6 Reflection of the exercises

After the series of exercises that took place outdoor, the trainer introduces a reflection phase. The aim here is to derive from previous experiences and impulses what a WH tour should contain in order to inspire as many participants as possible. Depending on the situation, weather and mood, this reflection can take place directly after the exercise or afterwards in the seminar room.

The reflection takes place in the entire group.

Duration: approx. min.30

Goals: Reflect on what they have experienced so far and apply it to their own work.

Possible questions:

- What did you think of the exercises?
- What can this exercise do for the participants
- What has changed for you as a result of the exercises?
- Which senses were addressed?
- Can you imagine incorporating them into a tour?

Concluding:

It is important to make clear that such exercises are tools. They enable the participants to learn something new without noticing it and without having to listen to anyone.

A situation and a challenge are created through the task, which can only be solved if one looks closely, becomes aware of certain features (e.g. the small differences in the outer shape of the shells) and begins to create a pattern in one's brain and to go on a search. During this search, some questions usually arise in the participants, which serve as a first small spark of curiosity, if the curiosity was not already there anyway.

The great art in Coyote Mentoring is not to simply answer the questions of the participants. No child wants a simple answer to his question. If they had the choice between a simple answer from the other person and the other person kneeling down in the mud with them and looking for a solution, they would certainly choose the latter. Adults often feel the same way. Because what happens when you answer the question just like that? The little spark that could have become a big fire goes out the moment you get the answer just like that. Instead, this spark can be turned into a fire through clever counter-questions, strategic tasks and targeted perception guidance.

At the same time, you have fun and beautiful experiences, you enter into a relationship with your surroundings and gain real, tangible experiences.

Here, the difference between this method and the common practice in educational work must be pointed out. This common practice consists of accumulating a lot of ordered knowledge, mostly via frontal knowledge transfer and taking VAKOG into account. Even though the five senses are addressed here - mostly on a very superficial level - the intellect still controls the experience!

*What you tell me, I forget.
What you show me, I
remember.
What you let me do; I
understand that.*

Confucius

VAKOG Approach
Visual - look
Auditory - listen
Kinesthetic - feel
Olfactory - smell
Gustatory - taste it

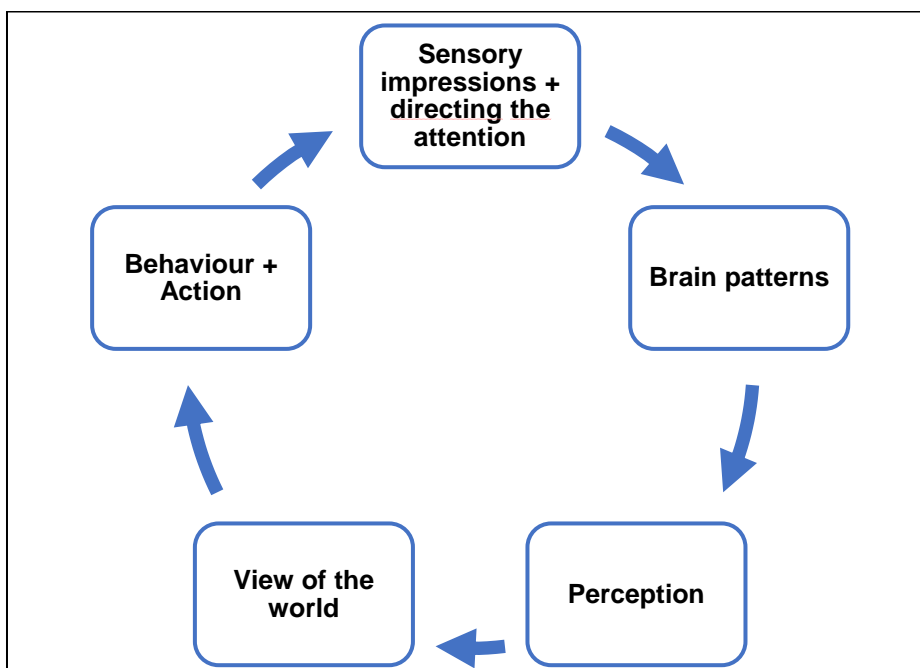
Wilderness education, especially Coyote mentoring, goes many steps beyond this. Here it is almost exclusively about physical and mental contact with nature. Building a tangible relationship with nature is much more meaningful and sustainable than accumulating ordered knowledge.

We humans follow certain patterns.

How do we create relationship?

For example, you see something on TV or a friend tells you something that really catches your attention and that you have never heard of before. Suddenly it appears everywhere around you in the next few days.

This always happens when we have created a new brain pattern - a new field of perception. Before that, there was no pattern in your brain, so your perception could not absorb this information.



Everything we take in with our senses in connection with what we pay attention to leads to the formation of brain patterns. These in turn determine what we perceive and how we see the world.

This new brain pattern coupled with a beautiful experience builds relationship.

Flip side of brain patterns:

If brain patterns ensure that we only perceive certain things, this means, by implication, that we pretty much don't perceive everything else. What do modern humans miss? When we spend most of our lives indoors, in offices and living rooms and bedrooms, we become very much living rooms and bedrooms. When our culture's gaze is focused on indoor spaces, we fail to perceive the natural world outside. Nowadays, wild nature hardly exists in the perception of many people. And that's where these exercises come in!

Source:

Coyote Guide Book 1+2 by
Jon Young, Ellen Haas,
Ewan McGown.

4.7 Winning over fellow heirs: Draft a guided tour

In this module the focus becomes more specific. In the reflection of the modules carried out so far, the core statements are collected and initial ideas are revised.

In small group, the participants work out a concrete tour and prepare one element from it in more detail for a subsequent presentation. For documentation purposes, all groups visualise their results on metaplan paper or cards.

Duration: 100 min.

Goals:

Apply what they have learned and develop ideas in the community that are suitable for their own event.

Material/ Preparation:

- Put up programme posters for both days
- organise rooms for small groups if necessary
- Have writing materials ready for small groups
- If necessary, copy or verbally give a work assignment for each group: "Roughly design a WH guided tour and work out one aspect of the tour in more detail".

Procedure:

The TM gives a verbal description based on the programme posters.

Summary of the modules completed so far.

The Trainer also asks the participants to note down their individual findings regarding the transfer to their own work. Each participant has a minute to themselves to do this.

Phase 1, 10 min.

Guiding question for the silent work: What are my findings from the modules on world heritage, assets, phenomena, storytelling, experiencing nature and beauty?

Phase 2, 60 min, small group phase

Guiding question for the group work: What does a World Heritage tour need?

Task: Outline a "We are World Natural Heritage" tour to attract co-heirs. The following aspects should be considered:

Outline central idea, target group, modules, one module in more detail.

Prepare a plenary presentation for exchange between all groups.

The small group work should be well supervised by the SL.

Phase 3, 30 min, filling the idea pool

Each group presents the outline of the tour using the metaplan wall.

One module is presented in more detail.

The other participants give feedback on this.

Concluding:

The TM thanks the participants for their creativity and trust.

Work phases:

Phase 1: 10 min. silent work

Phase 2: 60 min. group work

Phase 3: 30 min. presentation

Feedback rules

- ask, not give unasked
- Describe the positive first
- be concrete
- I-messages
- Benevolent, appreciative, appropriate, useful
- with a clear beginning and end

To complete the picture, a digression into the didactics of excursions can be made here in order to list the aspects of a guided tour once again in a structured way:

1. what status is to be achieved?
2. who is the target group?
3. What is the overall objective?
4. How is the goal to be achieved? Type of event, group size, methods
5. What is to be learned? What contents, what specialist knowledge, what competences are to be taught?
6. Where and with what should this be done? Consider places, media, tools

Source: Tilden, Freeman ; Ludwig, Thorsten: Natur- und Kulturerbe vermitteln. Das Konzept der Interpretation. Munich, 2017

4.8 Triangles – Visualisation of Connections

At the end of this phase, in which the participants have considered what relationships can be established between nature, themselves and the guests, a short relationship exercise is the conclusion of the content programme.

Duration: 10 min.

Goals:

Feeling connectedness, deepening through physical experience

Material/ Preparation:

- a large area, at least 8 x 8 m, preferably outside

Procedure:

The group lines up as a loose cluster with sufficient distance (> one arm's length) between each other. The exercise takes place in silence. Each participant silently chooses two people from the group - very inconspicuously, so that no one notices.

Who has not yet selected two participants? Ready?

The task: Now stand in an equilateral triangle with the two people you have chosen. The distance between you and the two people should be as close as possible to the distance between the two people.

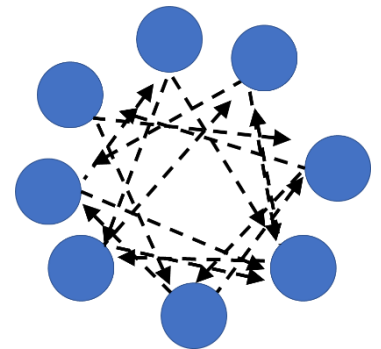
The group starts moving and will spend 2-3 minutes trying to line up. Most of the time the group will come to a standstill at some point.

Concluding:

Realisation: Everything is connected to everything else. People enter into visible and invisible relationships - with other people, with their environment, with the world, with the sea, with the world's natural heritage, wherever they stand or live or work ...

The exercise can also be used to learn about feeding relationships between species in the Wadden Sea, in the North Sea, in the world's oceans. It is also possible to experience dependencies, such as temperature dependencies (e.g. due to climate change).

Source: Booth Sweeney, Linda & Meadows, Dennis: The Systems Thinking Playbook: Exercises to Stretch and Build Learning and Systems Thinking Capabilities. USA2010 .



4.9 All the best at the end

The end of the training is important to acknowledge what has been learned, to identify the next actions and to create or leave a positive, motivating mood among the participants.

The feedback also serves to further develop the training.

I. group photo

Duration: 10 min.

Goals:

Document the training and convey a sense of community, promote identification with the topic; multiple media use possible afterwards (assuming the participants' consent).

Material/ Preparation:

- A large paper or two flipcharts
- colour markers
- Ask photographer (from the house)

Course of events:

The participants create the banner with the inscription "We are World Natural Heritage" together and then pose for a group photo. The speakers are also in the photo. The photo can be taken, for example, by the staff of the training accommodation.

Concluding:

Display the banner visibly and move on to the next unit.

II. 5-finger feedback

The participants review the events of the two training days. The 5-finger feedback can also be done orally with finger signs. Here it is done in writing.

Duration: min40.

Goals:

The participants evaluate the training and can contribute their own experiences and suggestions for future training. At the same time, they gain clarity about what they will do next with the new knowledge.

Material/ Preparation:

- Hang up pattern for 5-finger feedback
- Have paper (DIN A 3) and pens ready for each participant.

Procedure:

Each participant receives a sheet of paper and a pencil. He: she first draws the outline of her own hand and divides the sheet into five sections according to the template:

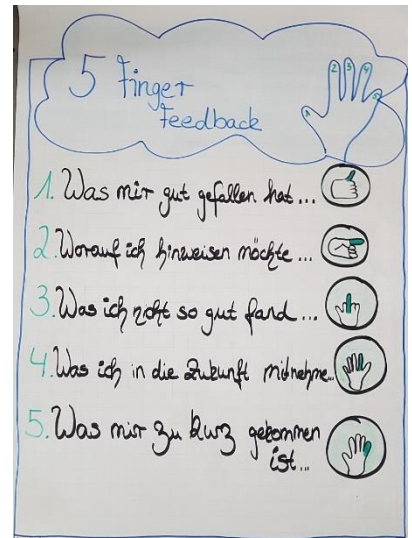
1. final photo (10 min.)
2. 5-finger feedback (40 min.)
3. certificate of inheritance and farewell (10 min.)



1. Thumbs **up**: "What I found particularly great about the training was ..." "The training was ..."
2. Pointing finger **Note**: "I would like to point out ..." "Remarkable was ..."
3. Middle finger **criticism** - "I didn't like/ stink at all that ..." "One could improve ..."
4. Ring finger **connection** - "For the future I take with me..." "My feeling was ..." "The future training should be ..."
5. Little finger **shortage** - "Too short came ..." "What is still missing?"

Concluding:

The sheets can be hung next to each other and compared. If you wish, you can visualise important aspects with finger signs.



III. certificate of inheritance (optional) and farewell

In addition to the normal farewell of the participants (handing over of the participant certificate), a possible module for the design of the closing is listed here. This idea takes up the idea of passing on and inviting and is transferable to the participants and guests who meet National Park Guides.

Duration: 10 min.

Goals:

Say goodbye to the participants in a positive mood.

Material/ Preparation:

- Produce inheritance certificate postcard for each:n participant

Procedure:

The TM thanks the participants for their feedback. At the end of the whole training, a 'certificate of inheritance' is handed over. This can be e.g. a postcard to pass on, which the participants can use to invite people to join them in the Wadden Sea World Heritage Site - of course with the intention to win them over as new co-heirs of Wadden Sea World Heritage.

Concluding:

At the very end, the participants say goodbye.

Draft inheritance certificate in postcard format



4.10 Literature, references and methodologies

Get-to-know-you games with distance:

<https://bildung.vonmorgen.org/kennlernspiele/>

Suggestions for group work in "Finding co-heirs with phenomena"
came from Anne Segebade, NLWKN SH

Tilden, Freeman & Ludwig, Thorsten: Natur- und Kulturerbe
vermitteln - das Konzept der Interpretation. Munich 2017

Tilden, Freeman: Interpreting Our Heritage, updated 4. Edition, USA
2008

Migratory Birds Childrens Book:

Lottmann, Reno & Pfirrmann, Heike: „Einmal Tundra und zurück“

Ekke Nekkepenn - Legendary figure on dune formation

Story Cubes from Rory's (e.g. Voyages, Heroes, Fantasia)

[Migratory Bird Day Paper 2020](#)

Bunje, Jörn & Zwoch, Imke: Wadden Sea for Explorers. Wadden Sea
for Explorers: Stories of Lapwing, Crab & Grey Seal. 2006

Bunje, Jörn: Wadden Sea for Explorers. The second one. New stories
from the Wadden Sea World Heritage. 2010

maribus (ed.): Coasts – A Vital Habitat Under Pressure. World Ocean
Review 5, Hamburg 2017 <https://worldoceanreview.com/en/>

Wilderness Education:

<https://survival-kompass.de/was-ist-der-sitzplatz-wildnispaedagogik/>

Cornell, Joseph: Mit Freude die Natur erleben. Mülheim an der Ruhr,
1991.

Young, Jon / Haas, Ellen / McGawn, Evan: Coyote's Guide to
Connecting with Nature, USA 2010

Beauty of nature:

https://wolfgangeppelnaturschutzundethik.de/?page_id=181

Booth Sweeney, Linda & Meadows, Dennis: The Systems Thinking
Playbook: Exercises to Stretch and Build Learning and Systems
Thinking Capabilities. USA 2010 .

5. Annex

5.1 Examples and worksheets

5.1.1 Visualisation 5-finger feedback



5.1.2 Time travel: Over 100 years of nature conservation

A selection of stations for the exercise "Time Travel: Nature Conservation in the Wadden Sea", to be prepared on laminated cards. The selection should be made according to group size and region. In the best case, the stations are presented with a photo or newspaper article or quote of a person involved in order to highlight the role of the people and not to create a purely historical time table (see example).

Grey background: Data suitable as milestones for the exercise

Bolded: The groups of stakeholders and organisations that have played a significant role are indicated.

1909: Order of the Oldenburg Ministry of the Interior for the protection of sea birds on Mellum

1924: The bird island Memmert - as in 1921 inhabited by only one **bird keeper** - became a state nature reserve.

1927: Since 1927, a bird warden of the Bund für Vogelschutz (today NABU) has settled on Trischen.

1935: The first "**bird watcher**" is sent to Wangerooge by the Mellum Council.

1939: The **Jordsand Association** begins to look after the dune island of Scharhörn (above Neuwerk). The data from the **breeding and resting bird counts** are an important basis for the designation of the Neuwerk, Scharhörn and Nighhörn islands as protected areas.

1963: The **Schutzstation Wattenmeer** (founded in 1962) calls for a protected area: the "Halligmeer large-scale reserve" is to be established between Sylt and Eiderstedt - pioneering work for the later National Park.

1965: Foundation of the Waddenvereniging (National Association for the Preservation of the Wadden Sea) in Harlingen/Netherlands as a protest against plans to dike mudflats between Ameland and the mainland

1968: **Conservationists** from the Wadden Sea Conservation Station get the outer beaches of Japsand, Norder- and Süderoogsand (NF) designated as nature reserves.

1971: The Wadden Sea becomes a wetland of international importance under the RAMSAR Convention.

1970-1980: **Environmentalists** demonstrate nationwide against the construction of a deep-water harbour (Dollarthafen) near Emden.

1972: Gert Oetken succeeded in making the Schutzstation Wattenmeer the first private organisation in Germany to employ **community service workers** in nature conservation.

1974: The Schleswig-Holstein state **government** declares an area of 140,000 ha between the Hindenburg Dam near Sylt and Eiderstedt a nature reserve.

1979: The **experts** Holger Wesemüller and Hans-Joachim Augst present a report on the areas of the Wadden Sea worthy of protection and their significance.

1980: A report by the Council of Environmental Experts (**Umweltrat**) certifies that the North Sea is in a desolate state: toxic inputs from **industry** and **agriculture** are directly linked to water pollution and fish and seal mortality.

1982: The **Ministry of Agriculture** of Schleswig-Holstein introduces the bill to declare a Wadden Sea National Park.

1982: Joint Declaration on the Protection of the Wadden Sea is signed by the states Denmark, the Netherlands and Germany.

1983: Resentment on the East Frisian coast: **Activists** of the "Aktionsgemeinschaft Grüne Küste" and the "Konferenz der Natur- und Umweltschutzverbände Ostfrieslands" (Conference of Nature and Environmental Protection Associations of East Frisia) protest in Harlesiel - together with **fishermen, tourists and hunters - against the** trial runs of the hovercraft boat of the "**British Hovercraft Association**" by not making land available.

Later, there is another spontaneous blockade: **young people form a human chain** around the moored hovercraft boat, which is only dissolved after more than an hour.

1984: Against the will of the Minister of Agriculture, the **dyke associations, the farmers' associations** and all **island communities**, Prime Minister Ernst Albrecht decreed a Wadden Sea national park for Lower Saxony.

1985: Foundation of the Schleswig-Holstein Wadden Sea National Park (272,000 ha)

1986: Foundation of the Lower Saxony Wadden Sea National Park (240,000 ha)

1990: Foundation of the Hamburg Wadden Sea National Park (13,750 ha)

1992: The Wadden Sea becomes a UNESCO biosphere reserve.

1997: "**Ecologists** unwanted" - Critics of the planned extension of the National Park protest on the coast of Dithmarschen:

- Tyres on the car of **bird counters** and **nature photographers** are slashed
- **Citizens' Initiative** Neufelderkoog (BIN) insults volunteer bird counters on the dyke

1999: **Shrimp fishermen** protest with a demonstration in Kiel against the enlargement of the national park and **Minister** Rainder Steenblock is pelted with eggs.

2001: Expansion of the national park to include areas on the Dollart, the Krummhörn, the coast near Cuxhaven and north of the islands of Borkum and Baltrum to 288,000 ha.

2002: The Wadden Sea is designated as a Particularly Sensitive Sea Area (PSSA) by the International Maritime Organisation (IMO) on the basis of a joint application by Denmark, Germany and the Netherlands.

2009: The Wadden Sea is recognised as a UNESCO World Heritage Site at the request of Germany (Schleswig-Holstein + Lower Saxony) and the Netherlands).

2008 Start of the Junior Ranger Programme in the Lower Saxon Wadden Sea National Park

2010: **District Administrator** Ambrosy (LK Friesland): "We have to make the World Heritage Site known at home and abroad and point out its importance as a unique ecosystem with special biodiversity. Only if a region is proud of itself and loves it can it market itself."

2010: on 16 October, the Danish Wadden Sea National Park (Danish: Vadehavet National Park) is established, as the third and largest national park in the country.

2011: The Hamburg Wadden Sea becomes part of the Wadden Sea World Heritage.

2012: Start of the Junior Ranger Programme in the Lower Saxon Wadden Sea National Park

2014: The UNESCO Wadden Sea World Heritage Site, which until now has only included German and Dutch areas, is extended to include large parts of the Danish Wadden Sea and National Park.

2015: Watt°N is founded on Norderney - as a volunteer-organised network of former volunteers (FÖJ, federal voluntary service, internship) in the Lower Saxony Wadden Sea National Park. In the meantime, Watt°N has become a network for all enthusiasts and friends of the Wadden Sea.

Examples of Cards:

Memmert wurde staatliches Naturschutzgebiet.

Bis heute wohnt dort nur ein **Vogelwart**.

Vogelwart Otto Leege: *„Ich legte wohl den Grundstein für das Bewusstsein, die einmalige Wattlandschaft zu erhalten und das Lebensrecht der darin lebenden Tiere und Pflanzen in ihrer Einzigartigkeit zu achten und zu bewahren.“*







1924

https://www.wattenmeer.de/wp-content/uploads/2012/02/Otto-Leege_202x300.jpg
https://www.wattenmeer.de/wp-content/uploads/2016/07/166-Deppner_Memmert_1931.jpg


1971: Das Wattenmeer wird nach der RAMSAR-Konvention zum Feuchtgebiet von internationaler Bedeutung.


1992: Das Wattenmeer wird UNESCO-Biosphärenreservat.




Die **Schutzstation Wattenmeer** (ggr. 1962) fordert ein Größerschutzgebiet: Das „Großreservat Halligmeer“ soll zwischen Sylt und Eiderstedt errichtet werden. Sie leistet **Pionierarbeit** für den späteren Nationalpark.



Uwe Dulz: *„Der Lebensraum meiner Brandseeschwalben war ja nicht nur Norderoog, sondern der ganze Nahrungsbiotop lag draußen vor den Sänden. Es sind doch nur relativ kleine Flächen, die mit den Seevogelfreistätten geschützt werden. Aber die ganzen riesigen Naturlandschaften wie die Eidermündung, die waren ja alle überhaupt nicht geschützt. So, nun kommt von den **jungen Leuten** ein neues Konzept. Die sagen: Wir müssen den Schutz erweitern. Wir müssen großräumig denken.“*



1963

TAGUNGSBAND Mit uns für das Watt! Ehrenamtliche und der Schutz des Wattenmeers. Tübingen 2015

5.1.3 worksheet: Using phenomena to find co-heirs

Using phenomena to find co-heirs for the Wadden Sea World Heritage Site

Guiding questions:

- How do my guests become co-heirs?
- How do I inspire potential co-heirs?
- Where in my event can I pass on the special knowledge to attract new co-heirs?
- Which phenomenon is well suited for this?

Work order

Find links between the asset elements (e.g. phenomena) you address in your event and at least one of the World Heritage themes.

Work instructions

Select a type of event (guided tour of tidal flats, salt marshes, birds, beaches, dunes or exhibitions, adventure tour with sea animal catching...).

Phase 1, 10 min: individual silent work: Find examples of connections between the phenomena of your event and at least one ESD topic. Use the individual work sheet for this.

Phase 2, 50 min: Small group phase: exchange in mixed groups (max. one member of each event type possible). Exchange and (further) development of new references to ESD topics. Everyone notes down further suggestions for their own events . Prepare a 5-minute presentation in the group for exchange between all groups.

Phase 3, 15min: each small group presents selected results to the whole group

- Exchange and (further) development of new references to ESD topics.
- Present the results of this group work on the moderation wall.
- A photo protocol will be made available after the seminar.

What creates the wow effect?!

Ouch effect?! Hach! Great! Wow! Thunderbirds! Whoa!
What a great thing! Great thing!

⇒ Astonishment and amazement; to thrill someone, to make them marvel, to flash (into a frenzy).

What can inspire and amaze you and your visitors?



Possible Wadden Sea World Heritage themes



Hints:

Topic → stems from the content we represent.

→ is related to the life world of the visitors

Phenomenon → shows on a small scale what we want to say on a large scale

→ holds surprises that we can reveal

1. worksheet Relationships between phenomena and themes
Individual silent work (10 min.)

World **Heritage**

Type of event: _____ . Exchange in small groups (50 min.)

and presentation in whole group (every 5 min)

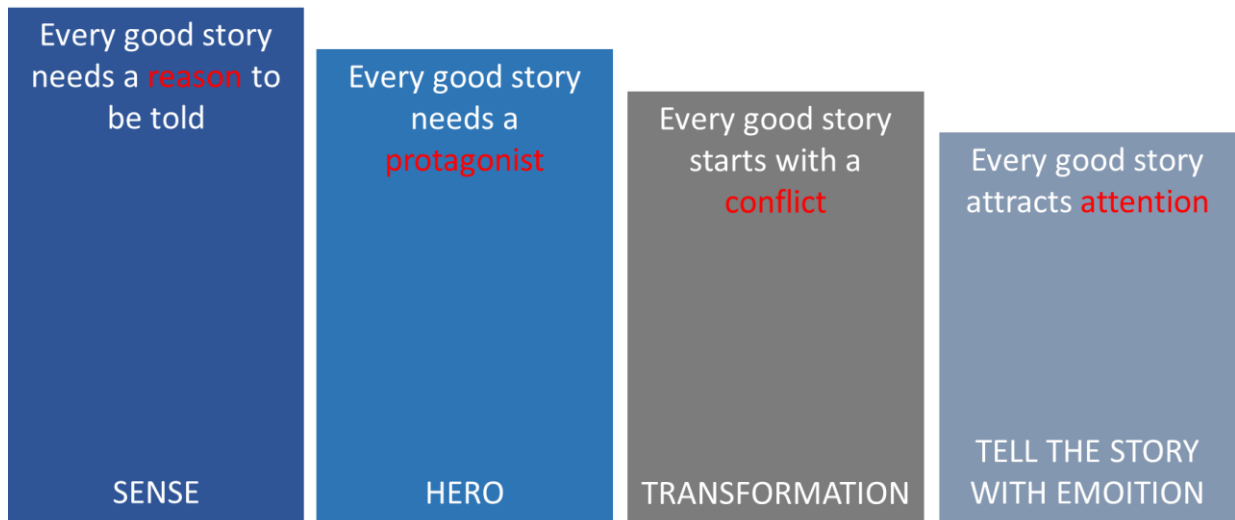
Phenomenon / Asset Element	World Heritage theme	My idea for the "wow effect" (Exercise, story, question, text, assignment ...)

Phenomenon / Asset Element	World Heritage theme	My idea for the "wow effect" (Exercise, story, question, text, assignment ...)

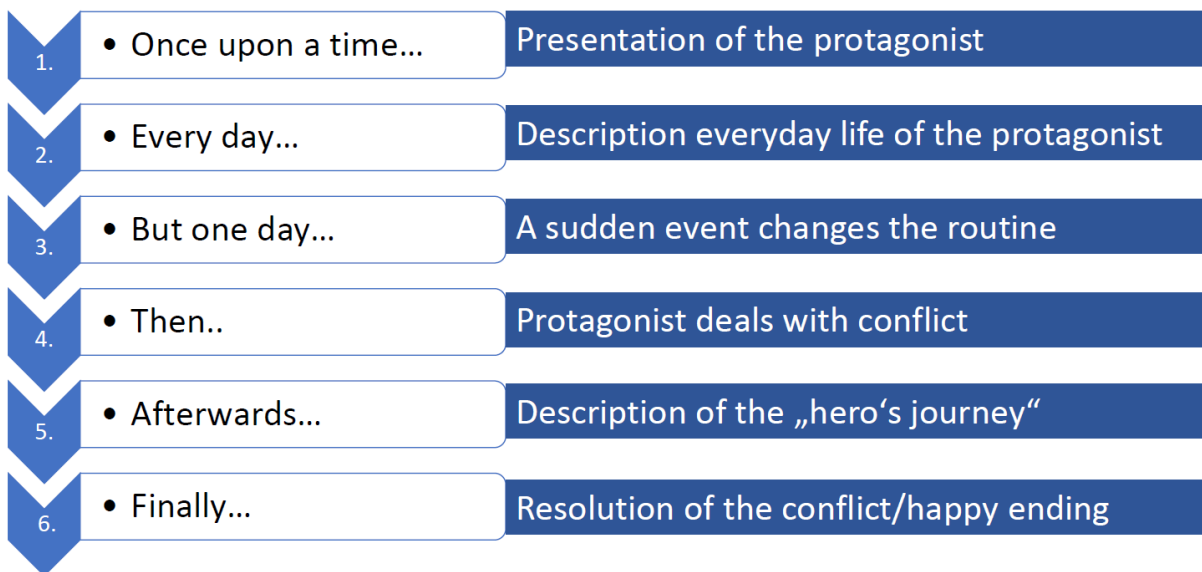
5.1.4 Storytelling graphs

Storytelling graphics based on Oliver Melchert

4 Elements of good storytelling



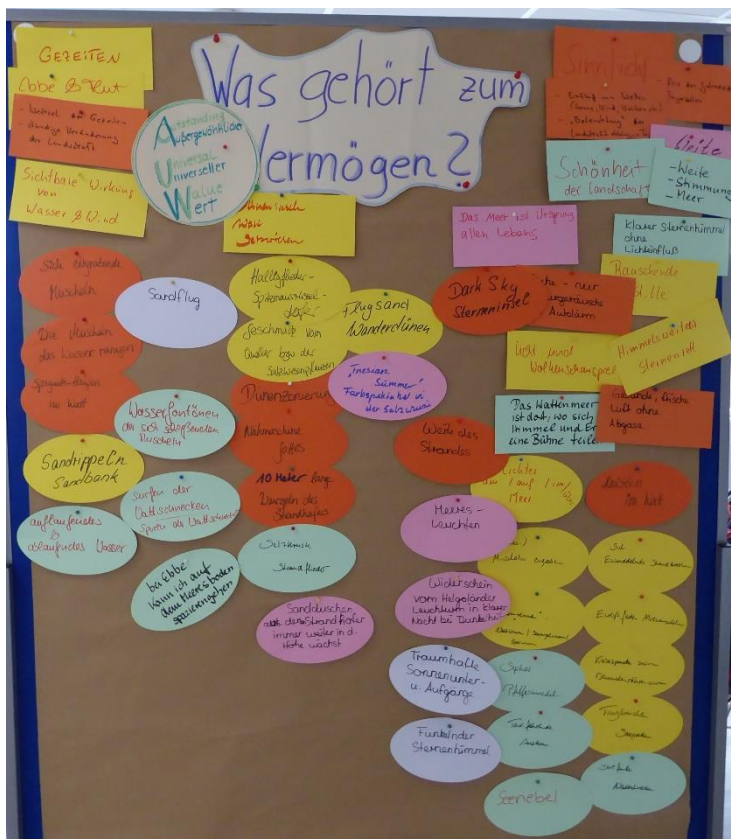
Scheme Story board



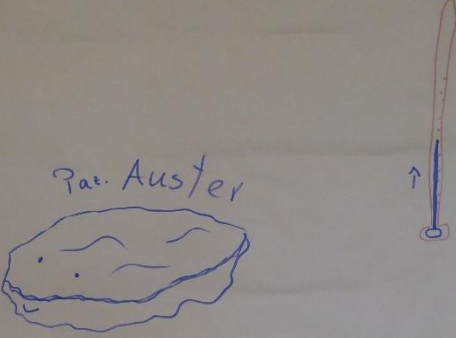
Worksheet "My storyboard"

1.	• Once upon a time...	
2.	• Every day...	
3.	• But one day...	
4.	• Then..	
5.	• Afterwards...	
6.	• Finally...	

5.2 Photos of the pilot training



Paar Auster



Spülsäure-

1. Sammlung
2. Muscheln historisch
Wie lange leben versch. Muscheln hier
3. Wollen wir die anderen "schönen"
Muscheln auch hier haben
4. Der Preis?

