



MARKET OF ACTIVITIES

12th European Forest Pedagogics

Congress 2017



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12th European Forest Pedagogics Congress 2017
Forest Pedagogics – adventures between communicating and educating
3-6 October 2017
Sněžné-Milovy, Czech Republic



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title:	Where is the bat?
author/source:	Andreja Senegačnik
lecturer:	Andreja Senegačnik, Institute of the Republic of Slovenia for Nature Conservation, Region unit Maribor, andreja.senegacnik@zrsvn.si
goal:	<ul style="list-style-type: none"> – to create a little interpret, who will tell us a story about old trees and their goods for nature conservation – to represent importance of preserving the old and rotting trees for biodiversity – to sensitize visitors, especially children, to maintain the forest's natural heritage
nr. of participants:	10
length:	20 min
age group:	5+ (kindergarden, primary school)
time of year:	any time
equipment/material:	wooden clippers, black drawing paper, glue, plastic eyes, scissors
description of the activity:	Each visitor will make his own bat from recycled materials. Discussion.
notes:	<p>Create a little interpret, who will tell us a story about old trees and their goods for nature conservation!</p> <p>The old and rotten trees are home to many forest animals. And of course, the forest gnomes, too! They closely monitor each step and point to the forest etiquette and contents which preserved forests brag about. Recently, however, these mythological creatures get help. Bats that live in the old and rotting trees named themselves with the flattering title of "interpreters of the forest '.</p>



title:	Memory of animal tracks
author/source:	Waldschulen Jibw e.V.
lecturer:	Elke Sobota-Baisch, Forest School Spandau, Berlin, Jugend in Berliner Wäldern (JIBW) e. V., waldschule-spandau@jibw.de
goal:	<ul style="list-style-type: none"> – to find pairs (animal and their signs) – to start communication about forest creatures, their ways of life, their relevance for the forest ecosystem – to start communication about personal experiences, let the children talk about their own experiences, in this case of foreign kids also about different home countries and with a different fauna – to share different languages
nr. of participants:	2-30
length:	15-30 min
age group:	5+
time of year:	any time
equipment/material:	laminated picture cards, minimum 8 pairs (animal tracks or signs, animal kids, sounds, ...), extras: TING-Pencil and book, waterproof pen or overhead marker
description of the activity:	<p>You need a big enough flat surface (10x10m), outside or inside. Mixed cards are placed faced down on the flat. The players decide whether the cards are laid to a square or are out of order. The important thing is that you can step between the cards. The players stand around the cards. You can decide who begins. Play moves in a clockwise direction.</p> <p>In the usual style of play, each player can now reveal two cards. If the cards do not match, the cards are left in the same place, but turned back. If 2 identical cards are revealed, the player has won these cards and is allowed to keep them.</p> <p>To change the character of the game, each player now reveals only one card. It is considered together, what can be seen in the picture. The next one is trying to find the right card. You can also help each other in the course of the game. Once a pair is found, just leave it open or take it out of the game.</p> <p>Now this game is no longer a competition, but content and communication come to the fore. Cards turned over should be left lying long enough for everybody to see the picture before they are turned face down again. The position of the cards should not be changed. The game ends when the last pair has been collected.</p>
notes:	<p>A very special memory game, which can easily be copied at home by participants. The activity is a wonderful introduction activity/icebreaker for a day in the forest and can be used for all ages and levels of physical fitness or knowledge of the visiting group. We also like to use it when we are visited by welcoming classes, which is the name of the starting classes for refugees into the German school system.</p> <p>The memory game introduces animals and their specific tracks (and calls) of our local forest. This is a good way to start communication about forest creatures, their ways of life, their relevance for the forest ecosystem and also about personal experiences and let the children talk about their own experiences, in this case also about different home countries and with a different fauna. The game is very flexible and it is easy to add animals from other countries to make it easier to engage the guests. It is also a great way to share our different languages, everybody can participate actively by adding their words or phrases (elder kids or</p>

	<p>adult) and show of their ability to copy animal calls.</p> <p>The use of animal voices – genuine (TING – Stift) and imitated by us – tells us a lot about their mood and provides a lot of fun. Since everybody can participate the game strengthens the children's sense of belonging to a group and their self-confidence. Depending on the number of participants and the knowledge, the memory can be played together as a team or in groups.</p> <p>At our congress, I introduced between 20 and 26 couples, usually I do not play with more than 15 pairs, so attention and concentration are maintained in larger groups. In our game we have a selection of related cards in some animals – for example: hare – pellets, footmark, hare child. Due to the diversity we can adapt the memory game to the age and previous knowledge of the participants.</p>
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animal	animal house	track	excrement	kids	feeding traces	distribution area	revier mark	other
ant	ant hill							
butterfly				caterpillar				
spider	spider net							
snake								snakes skin
badger		footprint						
beaver					tree			
fox			x					
hare		track in snow						
mice					nibbled nuts			
roe buck							x	
wild boar								wallow
wolf								wolf howling
crow								voice
cuckoo in spring						air route		
goose				eggs				



title:	Let's make a wooden bench!
author/source:	Nadace dřevo pro život (Wood For Life Foundation)
lecturer:	Stanislav Polák, Nadace dřevo pro život, nadace@drevoprozivot.cz
goal:	<ul style="list-style-type: none"> – to show forest in its socio-economic context, – to increase prestige of the forestry-wood industry, – to help children to get better relationship to our landscape and nature, – to point out wood as a renewable material – to show children that they can enjoy working with wood – to develop children's respect to work of foresters
nr. of participants:	10-20
length:	15-20 min
age group:	10 years old
time of year:	spring, summer, autumn
equipment/material:	written manual, special wooden parts for construction of the bench made especially for this project by Stora Enso, templates with highlighted points where children should put the nails and screws, usual hand tools
description of the activity:	Participants have to divide themselves into 2 groups. Each group makes one part of a wooden bench. Participants have to cooperate to find the correct parts, hand tools and templates for the construction of their part of the bench. After the constructing of each part separately, both groups start working together. All of them have to cooperate to finish the wooden bench by mounting both parts together. Finally they can take this finished wooden bench to their schools and use them for their own needs.
notes:	Usually participants also decorate the wooden benches in their schools and the feedback is, that these handmade benches are usually one of the most protected furniture in schools. Children have within this activity the possibility to see, how much energy it costs to make one piece of wooden furniture. That is a way how to develop the respect to our surrounding and things around us.



title:	The three dimensions of ESD game
author/source:	Dirk Schmechel
lecturer:	Dirk Schmechel, Bavarian State Institute of Forestry, Dirk.Schmechel@lwf.bayern.de
goal:	– to get into the dialogue about how the different services/products are supporting the different sustainability – dimensions (one, two or all three)
nr. of participants:	10-20
length:	20+ min
age group:	all
time of year:	any time
equipment/material:	larix cones with forest products, 3 short ropes
description of the activity:	<p>Every participant will get a larix-cone with a small piece of paper naming a forest-product. Than each person hast to put the cone (product) into a diagram (made by 3 rope-circles), showing the different dimensions of sustainability in the forest (ecology, economy, social-culture – each rope-circle is marked with one of the three dimensions).</p> <p>Each participant should made his own decision about how to place his/her cone, but of course it's allowed to discuss about!</p> <p>The participants will be surprised, about how the different aspects of sustainability are relating with forests, forestry or forest products. It also might be interesting to hear about the relevance of different forest-ecosystem-services in the different countries the participants come from.</p>
notes:	List of possible products/services: furniture, wood-chips, firewood, paper, wood, planks, fir-honey, venison, mushrooms, cranberries, resin, timber, musical instruments, wooden toys, clean + fresh air, avoidance of erosion, drinking-water, climate protection, noise protection, biodiversity, seldom species, flood protection, avalanche prevention, quiet, recreation, education, soil-protection, Log-house/blockhouse, Find more or others!



title:	Collection of tree species cones as a source of forest reproductive material
author/source:	Radim Klíma
lecturer:	Radim Klíma, Forest Management Institute, Czech Republic, klima.radim@uhul.cz
goal:	– to acquaint children with issues related to collection of tree species forest reproductive material and its importance for reforestation
nr. of participants:	10-30
length:	15-20 min
age group:	9+
time of year:	any time
equipment/material:	spruce or pine cones (according to number of participants), a rope 1–1,5 m long, certificates, picture of the picker (for demonstration)
description of the activity:	The participants will be asked which tree(s) in the forest stand should be selected for seed collection and why. Then the group of participants will be divided into two groups (pickers, foresters). A rope will be tied around one selected tree in such a way to allow keep the rope by hand. Every forester will receive one cone. Right-handers will keep the rope by right hand and throw the cone in a chosen direction by left hand. Left-handers will do it in the opposite way. Every forester will stand then above his cone. Subsequently the pickers will create a living chain holding each other's hand. The chain symbolize a safety rope which is used by pickers in tree crowns. The first picker in the chain has to hold the rope on the tree and the last picker in the chain has to collect as many as possible cones. The chain cannot be broken which is supervised by foresters. The activity ends by broking the living chain or by collection of all cones within reach. It can be highlighted that the cones which cannot be collected due to limited length of the living chain (safety rope) are important for natural regeneration of the forests. Subsequently the groups will change their roles. At the end every group will receive a certificate of the origin with the amount of collected reproductive material. This certificate serves as a "birth certificate" of the material.
notes:	



title:	The human camera
author/source:	Forest school-Mecsek, Hungary, Rita Adorján
lecturer:	Zsuzsanna Fajkuszné Bodrogi, bodrogizs@vadex.hu
goal:	– to observe the nature
nr. of participants:	15-20
length:	20 min
age group:	6-12 years old
time of year:	any time
equipment/material:	drawing materials (pencils in different colours, drawing boards), some postcard sized paper
description of the activity:	The participants choose a partner, and one of them is the camera and the other is the cameraman. (photographer) The photographer seizes the partner's shoulders- whose eyes are closed- and leads him/her through the field. When the photographer finds a nice place which is interesting for some reasons (a nice tree, flower, etc) they stop and the camera opens his/her eyes. The camera has to observe the place in details, memorize and then he closes his eyes and go on, keep doing this activity 2 or 3 times. Then they go back to the starting point and the participants change roles (the person who was the camera will be the photographer) and do the same activity. At the end they get a paper and some colour pencils and they draw what they have observed. This paper is like a postcard and they can bring it home as a memory from that day.
notes:	If the group number is odd, then the game leader also participate in the game to make the group even-numbered.



title:	How to overcome a forest trap?
author/source:	Igor Viszlai
lecturer:	Igor Viszlai, Lesy Slovenskej republiky, š.p., OZ Revúca, LS Jelšava, igor.viszlai@lesy.sk
goal:	<ul style="list-style-type: none"> – to overcome fear – to make an adventurous experience from the forest walk
nr. of participants:	unlimited
length:	10-15 min
age group:	all
time of year:	any time
equipment/material:	bizarre kid's toys
description of the activity:	<p>The activity needs to know the local circumstances where we can find the right place. It should be at least a bit scary at first glance. We use a 12-meter long drain tunnel under the railway line, which is about 80 cm wide and 120 cm high, and there is little light even during the day. Dense dust, short gorges, or narrow passage between buildings are also suitable. If we are not able to find something similar in the neighbourhood, it is possible to use artificial tunnel, which is used for training dogs in agility. The tunnel can be supplemented with rubber toys like lizard, mal, spider etc. Before the trip, children need to be warned to bring the most ridiculous or scary toys out of the house and some positive hero to help them overcome obstacles (Batman, Spiderman etc.). These toys can also be used in other activities, but they play a major role in this.</p> <p>Before the beginning of an activity that may appear at first glance dark and mysterious, we can ask participant if they are scared in forest by something. If they are scared by some animals (most commonly bears, wolves, snake, insects, etc.), we will explain, age-appropriately, how to behave in the forest so we do not have to worry about them. Then we compare them to the ridiculous toy they brought. It is by no means more deterrent than any animal it fights for. Here you can repeat the threats that threaten the forest, but also how to prevent them. Subsequently, the participants' role is to pass through a tunnel one by one. Well, if they are afraid of this space, they can find help to overcome this obstacle by their home hero they had brought.</p> <p>After overcoming the obstacle by all the participants who were willing to overcome it, there is feedback, how they felt in the tunnel, whether the hero helped them, if they are still afraid or scared of forest etc. It is also good to give them some small price, award, which they can take home. And if their parents, grandparents, siblings or friends ask what it is, where they get this, they will talk about the experience, which will make the experience more memorable.</p>
notes:	



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