

Educational activities and resources

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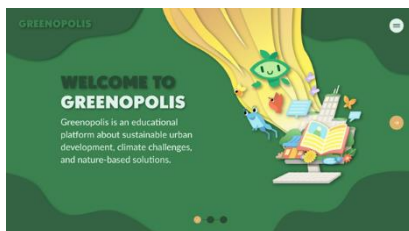
REGREEN works across a range of approaches on children's interaction with nature, with technology for nature-based learning and on citizen-science, participatory education and community planning. The following activities are ongoing.

- **‘Walkable floormaps as an interactive learning and democracy tool’.** Walkable floormaps is an ongoing REGREEN activity with participation of schools. Walkable floor maps consist of aerial photos / satellite images of 3x5 meters laid out on the floor to walk on. They present a static view of a study area and become dynamic through the use of QR codes that tell stories about present and planned activities with respect to NBS. The ambition is that walkable floormaps are used by municipality and local agents, among them schools as well as child and youth organisations. The development work in REGREEN currently takes place in Aarhus, Denmark, collaborating with school managers and teachers on the design and usage in interactive learning on NBS.

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- **Field E-books for Eco- and Climate Explorers - Teaching material for 5. and 6. graders.** The course material draws on virtual e-books using Book Creator (can be tried for free) in group work. The course follows three stages 1: Exploring the local environment, 2: Working with the material in groupwork to make e-books in English, 3: Friendship classes where classes from Velika Gorica, Croatia, and Aarhus, Denmark, exchange e-books and discuss similarities and differences. The material is planned to be used in Aarhus and Velika Gorica, however due to Corona it hasn't been tested yet.

Contact: Gertrud Esbensen gle@edu.au.dk. If anyone is interested in the material, please contact Gertrud Esbensen. Gertrud Esbensen is very interested in getting the material tested and wish to follow the process.



Greenopolis – a digital educational platform for enhancing schoolchildren's awareness and understanding of NBS

REGREEN will be launching the educational platform 'Greenopolis' in the beginning of 2022. In Greenopolis, we follow the character e-Boti in its exploration of solutions to fight the consequences of climate challenges, like: loss of biodiversity, heat islands, flooding, and air pollution.

Greenopolis is an interactive educational material about sustainable urban development and nature-based solutions. Greenopolis is developed for school kids aged 8-12. The educational material includes a digital platform and a set of exercises to be used outside in urban nature.

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- **Co-creation with children in the Alnarp Landscape Laboratory.** The Alnarp Landscape Laboratory is a 1:1 experimental woodland at the SLU Alnarp campus in Sweden (partner in REGREEN). It is open and accessible for the general public and is often visited by schools and

nurseries in the vicinity. REGREEN explored how one can create places that contribute to children's contact with nature through a process of co-creation including children 3 to 7 years and professionals from different disciplines in the landscape field.

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- **Biodiversity-focused citizen-science programs in Paris, Île-de-France Region.**

The Museum of Natural History (MNHN) is developing different teaching methods and tools with teachers and students of 16 schools from urban, peri urban and rural areas belonging to the Paris region (5 nursery and primary schools, 4 middle schools and 7 high schools) as part of REGREEN. Several educational materials are being used:

- **Biodiversity observation booklets for participants.** These booklets work as guidance for adults and children to correctly observe and identify different species (birds, snails, earthworms, wild plants, insects, bats, lichen, etc.). They also facilitate the collection and the transmission of quantitative data to researchers at the National Museum of Natural History in Paris. The booklets are in French and have been translated to English^[1] to facilitate their use and adaptation in other countries.

Resource: https://depot.vigienature-ecole.fr/ressources/livrets_anglais/Livret_VNE_English.pdf

- **The Vigie-Nature-Ecole website** (<https://www.vigienature-ecole.fr/>). Both teachers and students find all the resources produced by Vigie-Nature École and also use several educational tools to work independently. The web-site contains videos, games and educational activities adapted to work in the classroom. There are also applications to facilitate learning. (<https://www.birdlab.fr/>). This same interface is also used by our participants to send out collected data. After sending these data, participants receive information about the organisms they observed and they can also make use of all the data from the database to answer questions and help them make choices to implement NBS.

Resource: <https://www.vigienature-ecole.fr/>; <https://www.birdlab.fr/>

- **Examples of NBS and a communication kit for students.** This kit aims to encourage the involvement of students in the development of NBS within their schools. The kit is composed of an illustrative sheet with NBS proposals for their schools such as simple facilities, like nesting boxes and feeders for birds and bats, houses for hedgehogs, among others, information about the cost, the effectiveness, the time needed to implement the NBS is provided. The kit also proposes guide documents to facilitate the administrative procedures around NBS, such as: learning how to apply for NBS to the school headmaster, learning how to apply for funding for an NBS project outside the school, etc.). Finally, it is composed of a variety of posters related to biodiversity to help students communicate, raise awareness and explain to adults and other students what NBS projects are being implemented at school and their importance.

Resource: <https://www.vigienature-ecole.fr/actions>

- **Training on biodiversity observation and NBS.** The coordinators of the Vigie-Nature-école citizen sciences programme regularly offer online and face-to-face training sessions in schools to explain how to carry out the protocols along with the students. They explain how to carry out the activity, how to identify species, how to make observations with their classes and how to collect data.

- **Sensitive activities to understand the relationship between students and nature.** The project coordinator proposes activities allowing the students to talk about their relationship with nature following the observation of biodiversity with the protocols. For example: accounts of the experience with the observed animal, drawings for the youngest, open questions on their relationship to animals and plants to be discussed in class, or sensitive mapping for the older children.

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