

GAMESFORNATURE

Environmental
education
through
the eyes
of young
people



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Youth in Action is the EU Programme for young people aged 15-28 (in some cases 13-30). It aims to inspire a sense of active citizenship, solidarity and tolerance among young Europeans and to involve them in shaping the Union's future.

Youth in Action is a programme for all! It promotes mobility within and beyond the EU borders, non-formal learning and intercultural dialogue, and encourages the inclusion of all young people, regardless of their educational, social and cultural background.

Source: <http://ec.europa.eu/youth>

GAMES FOR NATURE

ENVIRONMENTAL EDUCATION
THROUGH THE EYES OF YOUNG PEOPLE

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The booklet “Games for Nature. Environmental education through the eyes of young people” is a final outcome of the Youth Exchange “Learning from each other – games from environmental education” which took place during seven days in September 2010 in the Polish mountains. It involved 5 organisations from various European countries, all of which work in the field of youth and environmental work, especially environmental education. The youth exchange was planned for 25 participants (4 young people and one group leader from each country: Spain, Portugal, Bulgaria, Czech Republic and Poland). We used the principle of “learning from each other” to exchange ideas, experience and best practices from environmental education through workshops prepared by each of the organisations taking part in the youth exchange.

Each day one participating organisation gave a presentation and ran practical workshops using the method “learning by doing” – we consider this the best way to present environmental education games and activities. During these activities each organisation presented its best practices, the most effective methods they use in their work with youth (for example: environmental and educative games, various outdoor activities). The aim was to transmit the most successful and inventive practices to other organisations and to improve and vary the everyday work of the youth NGOs.

So as to share with other organisations and people involved in environmental education the results of the project, we prepared this booklet with all the games and activities presented during the youth exchange.

Monika Kotulak
Coordinator of the project

Environmental Education

According to Joseph Cornell there are 4 stages of children learning process:

1. Awaken Enthusiasm, because without it you can never have a meaningful experience of nature. It is a calm, intense flow of personal interest and keen alertness.

2. Focus Attention, if our thoughts are scattered, we cannot be dynamically aware of nature or anything else. So we must bring our enthusiasm to a calm focus.

3. Direct Experience, as we gradually focus our attention, we become more aware of what we are seeing, hearing, touching, smelling, and receiving through intuition. With calm attention, we can enter more sensitively into the flow and rhythm of nature all around us.

4. Share Inspiration, nature is always inspiring, and that is why it is very good to share our thoughts with others, because that way you can inspire more people and help them understand nature better too.

Source: "Sharing the Joy of Nature" Joseph Cornell

We hope that this booklet will provide you with games for each stage of the learning process.

We hope that these activities described in booklet will enable children:

- *to see the wholeness in nature,*
- *to see the role and importance of every being, big or small,*
- *to feel that they are a part of the big web of nature,*
- *to gain more awareness of nature, to have more information about it and to learn to respect it,*
- *to learn how to live in harmony with nature,*
- *to realize their responsibility within this whole.*

We believe that children learn best through games. We also believe that being in closer contact with nature is the best method to reach our aims.

In many cases, a leader is just a facilitator of the experience in nature. It is obvious that nature surrounding the children, the mood of the group, their level of consciousness and receptiveness affect the methodology to be used. Therefore, the trainer can design the activities accordingly so as to match the needs of the group.

TOUCHING NATURE



TOUCH AND DISCOVER



Aim of the game:	to discover nature by touch
Location:	outdoor
Number of players:	no limit
Age of players:	no age limit
Preparation time:	none
Materials needed:	none
Length of activity:	20 minutes

Description:

Divide participants into pairs. One person in the pair has his/her eyes covered, second one leads him/her to the piece of nature which she/he wants to “show”. A blindfolded person should touch the object and try to remember it. Then they come back to the start. The blindfolded person can uncover his/her eyes and try to find the same piece of nature. Later they change roles.





MEET A TREE



Aim of the game:	to discover nature with many senses
Location:	outdoor
Number of players:	no limit
Age of players:	8–12
Preparation time:	none
Materials needed:	blindfolds for half the group
Length of activity:	20–30 minutes

Description:

Divide a group into pairs. One person should blindfold a partner and lead him/her through the forest to any tree that attracts him/her. (How far will depend on participants' age and ability to orientate themselves. For all but very young children, a distance of 20-30 meters usually is not too far.) A partner should help the blindfolded person to explore the tree and to feel its uniqueness. Specific suggestions are best. For example, if you tell children to "Feel the tree," they will not respond with as much interest as if you say "Rub your cheek on the bark." Instead of "Explore your tree", be specific: "Is this tree still alive? - Can you put your arms around it?, - Is the tree older than you are?, - Can you find plants growing on it?, - Animal signs?, - Lichens?, - Insects?"

When the partner finishes exploring the tree, the other person should lead him/her back to where they began, but take an indirect route. (This part of the game has its fun side, with the guides leading their partners over imaginary logs and through thickets that might easily have been avoided.) Remove the blindfold and let the child try to find the tree with his eyes open. Suddenly, as the child searches for his tree, what was a forest becomes a collection of very individual trees. A tree can be an unforgettable experience in the child's life. Many times children who have played this game become attached to "their tree" and when they return to the place they played Meet a Tree, search through the forest again to find "their tree".





BLIND WALK



Aim of the game:	to discover nature with many senses
Location:	outdoor
Number of players:	no limit
Age of players:	8–12
Preparation time:	none
Materials needed:	blindfolds for half the group
Length of activity:	20–30 minutes

Description:

It is very simple to organize and lead a blind walk. Form pairs, with mixed adults and children, or children together. Each pair decides who will be the leader first, who will be blindfolded. The leader guides his partner along any route that looks interesting being very careful to watch for logs, low branches, etc. The leader also guides his blind partner's hands to interesting pieces of nature and presents him a range of interesting sounds and smells.





NATURE TOUCH



Aim of the game:	to discover nature by touch, to notice small things, not only a forest like a complex
Location:	forest (but not on a wet day)
Number of players:	over 4
Age of players:	no age limit (for young children the paths have to be shorter)
Preparation time:	15 minutes
Materials needed:	a long piece of strong string, blindfolds for each participant, pieces of paper and crayons
Length of activity:	45 minutes

Description:

Make a path among trees with a strong piece of string. It should go above interesting places to touch, for example above moss, old tree stumps, interesting bark, etc. While preparing the path, vary the height of string – it can be a meter from the ground in some places but a few centimeters above the ground in others. If you are doing this activity with children, make a knot above the interesting places.

Blindfold the participants and bring them to the path. Help them to find the beginning of the string and ask them to follow the path. Ensure there is a large distance between the different participants so that they will have enough time to search for pieces of nature by touch. Tell them that they should not speak. They can also walk without shoes – this will make them go more slowly and will also mean that they pay better attention.

After the game let them draw what they touched, showing what they felt. Or just sit in a circle and talk about it. Be careful not to make a competition out of it - the number of things each person touched is not important.

After drawing/talking, go to the path again, this time without the scarf and let them check what they touched.





HUG A TREE



Aim of the game:	to engage participants in non-visual, intimate encounter with trees, as well as the surrounding terrain; the activity also works well as a trust-building activity
Location:	a track in a pleasant forested area
Number of players:	30
Age of players:	no age limit
Preparation time:	none
Materials needed:	blindfolds
Length of activity:	30 minutes

Description:

In a forested area, participants are divided into pairs and take turns being blindfolded. The person without the blindfold leads other person to a tree (to touch and feel) and then leads him/her away. After removing the blindfold, the tree hugger tries to locate his/her tree.

Golden rule: a blindfolded person must always be holding someone else's hand - or a tree.



OBSERVING NATURE



RAINBOW



Aim of the game:	to observe the richness and variety of colors in nature
Location:	outdoor
Number of players:	over 4
Age of players:	over 5
Preparation time:	20 minutes
Materials needed:	pieces of colorful paper
Length of activity:	15 minutes

Description:

Divide participants into pairs. Give to each small group a set of pieces of paper with different colors and ask them to find these colors in nature. Remind them not to pick any pieces of nature, just to observe. Afterwards ask the participants if they managed to find all the colors.



MAP OF THE SURROUNDINGS

Aim of the game:	to observe nature, to get to know the surroundings (to create a map)
Location:	outdoor
Number of players:	no limit
Age of players:	over 5
Preparation time:	none
Materials needed:	none
Length of activity:	30 minutes

Description:

At first put a stone in the middle of a place you want to discover. Ask participants to bring two sticks each, one longer than their arm, second one half of the size. They put it on the ground creating a circle divided into small pieces, like pizza. Long sticks divide the circle into pieces and short ones create a boarded or a circle. Each participant chooses one



piece of the circle. Then they turn around and walk for about 50 meters ahead in the straight line from the circle. After each few steps (10 meters) they stop and collect a piece of nature that is characteristic for this area, for example an oak leaf, moss, stones. When they collect 5 objects, they come back the put it into the circle – the things that were closer they put close to the middle of the circle. When all participants put there pieces of nature in the circle, a map of this area will be created, with typical plants and characteristics.

Primeval people used this method to have better orientation in the space and to know where to go when they needed something.



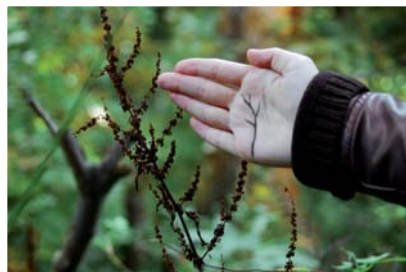
NATURAL PATTERNS



Aim of the game:	to show similar patterns in nature
Location:	outdoor
Number of players:	no limit
Age of players:	no age limit
Preparation time:	none
Materials needed:	a pen for each participant
Length of activity:	15 minutes

Description:

Ask participants to choose 3 connected lines on their palms and mark it with a pen. Then ask them to find the same pattern in nature, for example on leaves or branches.





ECOSYSTEMS



Aim of the game:	to show how everything in ecosystem is connected and depend from each other
Location:	indoor/outdoor
Number of players:	minimum 10
Age of players:	over 10
Preparation time:	none
Materials needed:	none
Length of activity:	20 minutes

Description:

Before the game starts, ask participants to observe the relations shown in the game. Each person should choose 2 other participants and try to be always in a triangle with them. So when one person that forms the triangle moves, the participant should change a place as well to keep the form of a triangle.

In the second round the rule is the same but there is one additional information. When you touch one player he/she has go out from the group. If somebody has this person in the triangle, he/she can decide if he/she goes out of the group or chooses another person.

In the last round the person who is touched by a leader has to go out of the group, as well as other members of the triple. When all participants leave the game, ask the group about the rule that was possible to be observed in the game and in nature. Then you can continue the discussion why everything in nature is connected and interdependent.





PICTURE OF 1 M²



Aim of the game:	to observe nature, to focus on one piece of ground, to show how many different types of plants and creatures can be found on a little area
Location:	outdoor
Number of players:	no limit
Age of players:	over 5
Preparation time:	none
Materials needed:	none
Length of activity:	20 minutes

Description:

Let children choose their own 1 m² of ground in nature and ask them to observe it for 10 minutes. Time can be shorter if children are younger. Ask them to observe different colors, shapes, plants, animals. When they finish, create a circle and ask them to describe what was the most impressive element they saw.





BLIND CAMP



Aim of the game:	to show how predators stalk, to understand how it is important to be quiet in the nature
Location:	outside
Number of players:	30 divided into 2 groups
Age of players:	no age limit
Preparation time:	none
Materials needed:	blindfolds, 1 object symbolizing a rabbit
Length of activity:	30 minutes

Description:

The object symbolizing a rabbit is lying in the middle of the circle of blindfolded participants (they should be 6-8 steps from the object and 4-5 steps from each other). The other group (in the role of foxes) tries to approach and touch the object. When the blindfolded participants hear a fox, they have to point their fingers in the direction from



which the fox is coming. If the indication is correct the fox must go back to its starting position. The fox which silently passes and touches the object – a rabbit – wins. When this occurs, there is a change of groups. The victory of the group is determined based on the time it takes to catch the rabbit.

NATURE PHOTOGRAPHS

Aim of the game:	to realize the details children can encounter in nature, to develop children's ability to really focus on what they see
Location:	outdoor
Number of players:	over 6 (should be an even number to form couples)
Age of players:	over 5
Preparation time:	none
Materials needed:	blindfolds
Length of activity:	20–30 minutes

Description:

This is an outdoor activity, which will be more effective if played in an area where there are many plants. The children will form pairs. One of them will be the “camera” and the other one the “photographer”. They will wander around the field, the “camera” will be blindfolded and the “photographer” will act as a guide. The photographer will stop anywhere he/she wants to take a photo. Then he/she will open the camera's eyes (by lifting the blindfold) for a second or two. The camera will then explain what they have taken a photo of. You may encourage the children to give as good description as possible by asking them questions. If the time given for the camera to take the photographs does not seem enough, provide more time.

You can make this game longer by asking the photographer to tell a story. After the photographer has taken a series of pictures, the camera is supposed to guess what the story was about. To finish the game, the camera develops their film – this can be done by drawing a comic strip of the pictures taken and writing a story to accompany the images.





HIDDEN REPORT



Aim of the game:	to improve orientation skills and knowledge of topography of the area
Location:	forested area
Number of players:	30 divided into 6 groups
Age of players:	no age limit
Preparation time:	none
Materials needed:	pieces of paper in 6 different colors (one for each participant) with names and pictures of endangered species
Length of activity:	30 minutes

Description:

The participants, divided into 6 groups, march through the forest. Each person plays the role of a courier and has with himself/herself a report on endangered species. At the command of a leader (the leader should shout: hide!) all participants scatter and hide their reports, and then return to the leader. They march 200 meters ahead and the leader says that it is time to search for



the endangered species. Everyone tries to find their hidden report and reports hidden by other participants. After 5 minutes, the leader gathers together all people and checks the reports. Each group is given a point for finding their own reports and two points for finding the reports of other groups.



WILDERNESS TRAIL



Aim of the game:	solitary nature observation
Location:	outdoor
Number of players:	no limit
Age of players:	over 8
Preparation time:	none
Materials needed:	none
Length of activity:	30 minutes

Description:

“Tell children that Native Americans of their age would go out into the wilderness alone to seek wisdom from nature, because they felt that if you were quiet and attentive nature could teach you a great deal about life and about yourself.

Go for a walk with your group, in silence. Leave each participant alone, one at a time. It is very important that the children are spaced evenly out along the trail, alone, and out of sight of each another. Leave them for some time and then collect everyone back together.”

Source: Joseph Bharat Cornell “Sharing the Joy of Nature: Nature Activities for All Ages”





BAREFOOT WALK



Aim of the game:	solitude, wildlife observation, stalking
Location:	outdoor
Number of players:	1–15
Age of players:	over 8
Preparation time:	none
Materials needed:	none
Length of activity:	30 minutes

Description:

“This is a great way to encourage people to slow down for a moment. It is also the best way to observe wildlife, since animals can be observed closely thanks to the game’s silent approach. Ask the participants to take off their shoes and socks. Next, have them take a very slow, short step forward, coming down gently on the outside of the descending foot and rolling it inward slowly until the foot is level. At this point, the sole of the foot should be only lightly touching the ground. Before shifting full weight onto the lead foot, they should feel whether there are any twigs, leaves or other objects that might make a noise. If there aren’t, tell them to bring their weight slowly onto the lead foot. Tell them that by taking short steps they will have better balance and thus will feel free to give more attention to looking for animals.”



Source: Joseph Bharat Cornell “Sharing the Joy of Nature: Nature Activities for All Ages”

LISTENING NATURE

SOUNDS OF NATURE

Aim of the game:	to recognize sounds in nature, to focus on the sense of hearing
Location:	outdoor
Number of players:	over 2
Age of players:	no age limit
Preparation time:	none
Materials needed:	none
Length of activity:	around 5 minutes

Description:



The whole group is standing in a circle with their eyes closed and their fists up in the air. For one or two minutes the group listens to the sounds of nature and stretch out one finger for each sound they hear. After some time the leader asks everyone to open their eyes and participants compare their results. Nobody is a winner here – it's not about hearing the largest number of sounds!



SOUND MAP



Aim of the game:	to discover nature by listening
Location:	outdoor
Number of players:	over 4
Age of players:	over 7
Preparation time:	5 minutes
Materials needed:	pencils and paper
Length of activity:	20 minutes

Description:

Each participant in the game needs a pencil and a piece of paper. The piece of paper will be a map of the surroundings and in the center of the map participants should draw an X symbol to indicate their location. The goal of the game is to listen to the noises and sounds of nature and then picture them on the piece of paper. If someone hears a bird he/she should draw a bird on their piece of paper. It is important to put the drawing symbolizing the sound on the paper in the location it is coming from, as this means that a sound map is created.



SMELLING NATURE



FOREST COCKTAILS



Aim of the game:	to discover nature by smell, to recognize different smells, to create your own mix of smells
Location:	outdoor
Number of players:	over 5
Age of players:	no age limit
Preparation time:	5 minutes
Materials needed:	a plastic cup for each person
Length of activity:	20 minutes

Description:

Every participant gets his/her own cup. Inside of the cup they will make a smell cocktail. They should look for a piece of stick with which they can smash ingredients of a cocktail. They can put whatever they want, smash it and pure some water inside.

In the end they invent a name and special power which the cocktail gives if you smell it. Then they can share a smell cocktail with others.



IMAGINATION



BUILDING A TREE



Aim of the game:	to understand how the tree functions
Location:	outdoor
Number of players:	over 12
Age of players:	over 10
Preparation time:	approximately 5 minutes
Materials needed:	none
Length of activity:	20 minutes

Description:

“The goal of this game is to build a tree using people’s bodies. We divide participants into small groups and each group will be asked to build a different part of the tree with their bodies.

Here is how it works:

HEARTWOOD:

Choose two or three tall, strong-looking people and ask them to be the heartwood. Have them stand with their backs to each other. Tell the rest of the group: »This is the heartwood – the inner core, the strength of the tree. The heartwood’s job is to hold the trunk and branches upright so the leaves can get their share of sun. The heartwood has been around a long time, so long that it’s actually dead; but it’s well preserved! The heartwood used to be alive, but the thousands of little tubes that carried water up and food down are now all clogged with resin and pitch.« Tell the heartwood players that their job is to stand tall and strong. They can beat a hand against their chest and sing a »boom« heartbeat.

TAPROOT:

Next, ask several people to play the taproot. Tell them to sit down at the base of the heartwood, facing outward. Explain to them: »You are a very long root, called a taproot. Plant yourself deep in the ground – about thirty feet. The taproot enables the tree to get water from the deep in the earth, and also anchors the tree firmly to the ground. When storms come, the taproot prevents the tree from being blown over by high winds.« Be sure to say that not all trees have a taproot (e.g. redwoods), but that this one does. They can bring their knees towards their chest and make slurping sounds as they draw in water and nutrients.

LATERAL ROOTS:

Choose people with long hair who look as if they won't mind lying on the ground! Ask the »lateral roots« to lie on their backs with their feet up against the trunk and their bodies extending away from the tree. Tell them: »You are the lateral roots. There are hundreds and hundreds of you. You grow outward all around the tree, like branches but underground. You also help to hold the tree upright. At your tips are tiny root hairs« They can make slurping noises as they suck and draw water and nutrients too.

At this point, kneel beside one of the lateral roots and spread his/her hair out around his/her head. Continue your narrative: »Trees have thousands of miles of root hairs that cover every square inch of soil into which they grow. When they sense that there is water nearby, the cells grow toward it and suck it up. The tips of the root hairs have cells as tough as the helmets that American footballers wear. I want the lateral roots and taproot to practice slurping up water. When I say Let's slurp! you all go like this (make a loud slurping noise). Okay, let's hear you slurp!«

XYLEM:

Now ask a small group of people to play the xylem. Choose enough people to form a complete circle around the heartwood. Have them circle the heartwood, facing inward and holding hands, being careful not to step on any roots! Tell them: »You are part of the tree called the xylem. You draw water up from the roots and lift it to the tree's highest branches. You are the most efficient pump in the world, with no moving parts. You're able to lift hundreds of gallons of water a day, and you do this at speeds of over 100 miles per hour! After the roots slurp up the water from the ground, your job is to bring the water up the tree. When I say Bring the water up', you go like this: Xylem! (say this with your voice ascending in pitch and volume).« As you do this, throw your arms up into the air.

Next let students practice by saying: »Let's practice. First we'll have the roots slurp. Let's slurp! Now let's have the xylem bring some water up, Bring the water up! Xylem!«

CAMBIUM:

Select a group to play the cambium. Have them form a circle around the xylem, also facing inward and holding hands. Tell them: »Toward the inside of the tree is the cambium layer, the growing part of the tree. Every year it adds a new layer to the xylem and phloem. A tree grows outward from its trunk, and also from the tips of its roots and branches. The cambium can hold hands and shake their behinds singing, We make cells Cha Cha Cha!«

PHLOEM:

Behind you, toward the outside of the tree, is the phloem. This is the part of the tree that carries food manufactured by the leaves and distributes it to the rest of the tree. Have the group chosen to be the phloem stretch their arms upward and outward so



that they join arms at the wrist and forearm, leaving their hands free to flutter like leaves.

Now give some instructions: »When I say Let's make food! raise your arms and flutter your leaves and absorb the energy from the sun and make food. And when I say Bring the food down, you go Whooo! (Make the Whooo! a long, descending sound while you bend at the knees and drop your arms and body toward the ground.) Let's practice!«

Go through all the sounds and motions with all the parts, in this order: Let's slurp! Let's make food! Bring the water up! Bring the food down! (Notice that the cambium/phloem ring makes food before the sapwood brings the water up. Also make sure that they don't raise their arms and flutter their leaves until you say, Let's make food. That way their arms won't get tired.)

BARK:

Ask the remaining people to play the bark. Have them circle around the tree, facing outward. Tell them: »You are the bark. What kind of dangers do you protect the tree from?« Suggest fire, insects, extreme temperature changes, and little boys and girls with pocket knives. Tell the bark how they protect the tree: »Raise your arms like a football blocker with both elbows out and both fists close to the chest. Do you hear that high pitched sound? It's a feisty and very hungry long-snouted pine-borer. I'll go and see if I can stop it. If I don't come back, you'll have to stop the pine-borer yourselves.« Disappear behind a tree and come out as a pine-borer. Make it funny for the participants by scowling, using branches for your antennae, and turning your head back and forth. Zero in with your antennae and point your long borer-snout toward the tree. Now run or walk quickly around the tree, pretending to try to penetrate the bark's protective layer. It is the job of the »bark« people to try to fend you off.

If you have enough participants (for example, you could meet another group to do it) you can also have a few campers play Mycorrhizal Fungae – this fungus is intertwined with the tree's root hairs and gives water and nutrients to the tree and takes away sugars in return.

You can take the group/tree through the seasons, slowly awakening as the sap starts flowing in the late winter, building up to spring and full-blown growth in summer and dormancy in late autumn.”

Source: Joseph Bharat Cornell "Sharing the Joy of Nature: Nature Activities for All Ages"

BEING A PART OF NATURE

Aim of the game:	to show children various ecosystems and specific plants and animals, to make them feel like a part of nature
Location:	indoor/outdoor
Number of players:	over 4
Age of players:	over 4
Preparation time:	20 minutes (to prepare a text about an ecosystem and a plant/animal living there)
Materials needed:	none
Length of activity:	10 minutes

Description:

Briefly tell the children about the main characteristics of any ecosystem you choose (kinds of living beings there, features of the soil, water availability). Tell children that they are supposed to be a part of this ecosystem. It will help them to understand the chosen ecosystem. The children's participation in the ecosystem might be as a plant or an animal; the important thing is to make them feel that they are living there.

While their eyes are closed they need to imagine themselves as the animal/plant they have chosen, read them the text you prepared, which tells about a day/year or maybe the whole life period of this animal/plant living in that ecosystem. The story should include the interactions of this creature with the other living beings and the surroundings there.

For example, tell them to imagine themselves as a butterfly living in the steppe and tell them about a beautiful spring day they spend starting from sunrise to sunset. The butterfly flies over many flowers, feeds from them while observing many other creatures. There can be a lizard leaving its tail somewhere (you may question why it did that). Ants carrying food to their home, a snake crawling away, rabbits running around, bees flying etc. Before you begin to tell your story you need to give some basic information about the steppe.





TREE IMAGINARY



Aim of the game:	to rise the appreciation of trees
Location:	indoor/outdoor
Number of players:	over 2
Age of players:	over 5
Preparation time:	20 minutes
Materials needed:	none
Length of activity:	20 minutes

Description:



“Ask the players to spread out under a tree and stand with their eyes closed. They should stand near enough to you so that they can easily hear what you are saying. Tell them that they are about to experience an entire year in the life of a tree. In fact they are going to become a tree. While you narrate the story of the year, the »trees« can hold up their arms like branches, or just stand still with their eyes closed, visualizing the story for themselves. Start to tell a story about the life of a tree during one year...”

Source: Joseph Bharat Cornell “Sharing the Joy of Nature: Nature Activities for All Ages”



ENVIRONMENT CREATION



Aim of the game:	to understand what different kinds of habitats look like
Location:	outdoor, in a nice place in nature
Number of players:	over 4
Age of players:	over 7
Preparation time:	5 minutes
Materials needed:	none
Length of activity:	20 minutes

Description:

Divide participants into small groups. The goal of the game is to create various natural habitats together with the participants. The type of habitat to be created is given by the person leading the game. Each team member tries to find his/her place in the environment. For example: If the given environment is a forest then some participants will play the role of trees with their bodies, while others will play the wind and others animals that live in a forest. At the end of the activity other groups have to guess what kind of environment the group was creating.



CREATIVE GAMES



TREE SPIRIT



Aim of the game:	to get into contact with nature, to develop creativity
Location:	outdoor
Number of players:	no limit
Age of players:	no age limit
Preparation time:	none
Materials needed:	none
Length of activity:	45 minutes

Description:

Divide participants into small groups (for older children it can be as well an individual task). Ask participants to find a tree in the surroundings that seems interesting for them. Then ask them to take a piece of clay, stuck to the tree and create a face of the tree spirit. They can use mud or clay and decorate it with flowers, leaves etc. It is good to say a story about tree's spirits at the beginning of the activity.





NATURAL ORCHESTRA



Aim of the game:	to encourage engagement with nature and music and to develop good group dynamics
Location:	forested area
Number of players:	30 divided into 2 groups
Age of players:	no age limit
Preparation time:	none
Materials needed:	none
Length of activity:	30 minutes

Description:

All participants try to find a musical instrument in the forest. It should make an interesting sound and it has to be made only from natural materials (e.g. you can clap with sticks or stones, crackle with dry grass or cones, blow in blades of grass, etc.). After finding instruments, the two groups stand opposite each other and start making sounds. The louder group wins!





THE STORY OF TRASH



Aim of the game:	to think about the problem of rubbish and to think about ways to reuse and recycle rubbish
Location:	indoor/outdoor
Number of players:	8–30
Age of players:	over 6
Preparation time:	10 minutes
Materials needed:	none
Length of activity:	2–4 hours

Description:



Players are divided into groups (3 – 6 players in each team). In the first part of the activity, their task is to find some garbage and create a story about its life, from its production to its destruction. The second part of the game is to present this story to the other groups. Players can choose different ways of presenting the story – theatre, dramatic storytelling, poetry, singing a song, pantomime, drawing a comic, taking a series of pictures showing the life of the piece of garbage, etc.

Participants need at least 1 hour to prepare.





LAND ART



Aim of the game:	to develop creativity, to experience contact with natural materials
Location:	outdoor, preferably in a forest or meadow
Number of players:	over 4
Age of players:	over 7
Preparation time:	none
Materials needed:	none
Length of activity:	45 minutes

Description:

Ask participants to choose from their surroundings a piece of nature that symbolizes themselves or that they really like. After they have done this ask everyone to stand in a circle, show the object and explain why they chose it.

The next step is to ask them to create a composition in nature that uses only natural elements. They should start making their composition with the object they chose earlier. Afterwards everyone walks around and looks at all the compositions – the land art exhibition.

For older children you can give an introduction to the concept of land art. Land art is an art form that is created in nature, using only natural materials such as soil, rocks, logs, branches, leaves, water and other items. Rather than sculptures being placed in the landscape, the landscape is the means for the creation of a sculpture. Land sculpture works frequently exist in the open, located well away from civilization. After the piece of art has been created it is left to change and erode under natural conditions.



NATURE SCIENCE



ANIMAL CLUE GAME



Aim of the game:	to get to know some animals better
Location:	indoor/outdoor
Number of players:	5–40
Age of players:	over 6
Preparation time:	1 hour
Materials needed:	about 40 animal clue cards
Length of activity:	over 30 minutes

Description:

“Animal Clue requires a bit of preparation. You will need forty cards, on each of which you will write a single clue to the identity of one of four animals (10 clue cards per animal). Once you are familiar with how the game works, you should feel free to vary the number of animals and clues.

To play, shuffle the clue cards and hand out one or two cards to each player. (It is okay to give each person clues to more than one animal.) The players should be standing so that they can mingle freely. Tell the players that the goal of the game is to discover the identity of each of the four animals and gather all ten clue cards that describe each animal. Tell them not to begin until you give the signal, so that everyone can start together.

The players call out the names of the animals they think are described on their clue cards. A player’s card might say: »You are warm-blooded and have a long tail and four feet.« The player thinks, »Maybe I’m a squirrel«, so he calls out, »Squirrel! Squirrel!« No one else shouts »Squirrel!«, but someone is shouting »Otter!« and the player notices several other people heading in the Otter-person’s direction. He checks his clue again and realizes he could be an otter, so he joins the group and they try to collect all ten otter clues.

For quickest results, the group should choose one person to try to collect all the other clues. Similarly, they should assign one person to each of the other animals. Thus, a player might want to give his otter card to the otter collector and concentrate on his other cards.

The leader can mingle with the group, giving help as needed, but the players should rely on one another as much as possible. Children who can’t read well or who are unfamiliar with the animals should be given the easiest clues.

Check each group’s cards only when they say they’ve collected all ten clues. When

all the animals are identified and the clue cards are gathered, have each group read two or three of their most interesting clues aloud. Here are some hints for writing clues: Unless you're working with experienced naturalists, choose animals with distinct and easily identifiable characteristics. For example, one is unlikely to confuse a bear with a snake while a bear and a raccoon are harder to distinguish. This also makes writing clues easier. If a clue fits two animals, add a distinguishing characteristic. For example, if you're writing clues for a frog and a whale, the clue »I have to go to the surface to get air« is ambiguous, because it applies to both animals. Adding »...and I lay eggs« removes the ambiguity.

You can adapt the Animal Clue Game for use with very young children. Just make the clues simple and draw pictures on the cards. You might, for example, draw a round hole in a tree with the clue »this is my home«, or draw a duck's feet with the clue »my feet look like this.« For young players, use fewer animals and clues.

SAMPLE ANIMAL CLUE GAME:

You can use the following clues, or simplify them for young children, or omit the easiest clues for sophisticated players.

Blue whale



- I'm the largest creature that ever lived on Earth. I'm bigger than three prehistoric dinosaurs and weigh as much as 35 African elephants.
- I can hear and talk with others of my kind over distances of up to 35 miles. That's because sound travels better in water than in air. I also use »sonar« like a bat.
- My body has a very thick layer of blubber (up to 2 feet thick during part of the year) which keeps me warm even in ice-cold ocean waters. With all that fat, I still look sleek and beautiful.
- I'm warm-blooded and feed my young milk. My young are born live - I don't lay eggs.
- I breathe through two holes in the top of my head. A relative of mine who has only one air-hole can hold his breath for an hour and a half and dive to ocean depths of 7,000 feet.
- Because of over-hunting, there are only six of us left for every hundred that used to live and swim in the ocean.
- My food is mostly a shrimp-like animal called krill. I eat about 3 tons of krill every day.
- Many animals came out of the sea to live on dry land – but I went back!

- As a baby, I weigh 7 tons and am about 24 feet long. I gain 200 pounds every day – that’s about 9 pounds an hour. When I’m three years old I’m up to 50 feet long.
- I can reach swimming speeds of 28 miles per hour for brief periods of time

Humming bird

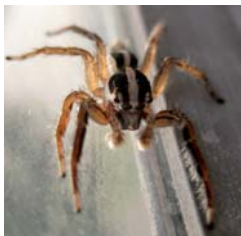
• I guard and protect »My« patch of flowers or garden. I may eat 50 to 60 meals there in a single day.

• Because of my bright and shiny colors, some names given to my kind in South and Central America are: shining sunbeam, red-tailed comet, white-bellied woodstar, purple-crowned fairy, and sun angle.



- I have two legs, hollow bones, and I’m warm-blooded.
- One of my kind is the smallest warm-blooded animal, just 2 1/4 inches long. I use up lots of energy. If humans expended as much energy per unit of weight as I do, they would have to eat 370 pounds of potatoes or 130 pounds of bread every day.
- When I’m resting, my pulse rate is 480 beats per minute. When I’m very active, it’s 1280 beats per minute.
- My food is mainly nectar sipped from flowers, but I eat insects, too. I do not gather pollen.
- I can fly up, down, sideways, forward, backward, and hover motionless in the air. I achieve full flight speed almost instantly after takeoff.
- I usually lay 2 eggs that are pea-sized and white. My nest is an inch wide.
- I have a long beak and tiny feet.
- My wings move so fast they hum. I can beat my wings up to 79 times a second.

Spider



• Usually I’m brown, gray or black, but I can also be red, green or yellow. I do not have two or four legs, and really, I’m not such a bad fellow.

• I eat lots of insects, many of which carry diseases or are harmful to plants. I wear my skeleton on the outside of my body.

• I change my skin often as I grow older and larger. This process is called molting. I molt 4 to 12 times before I become a full grown adult. I never change my looks, just my size.

- Scorpions, ticks, mites, and crabs are some of my relatives.
- My eight simple eyes help me see to the front, behind, above, below, and to the sides. I also have eight legs.

- I have poison fangs to paralyze my prey. I suck out their insides and discard their empty shells.

- Most of us spin our own silk which we use to make egg cocoons, construct webs and traps, line our burrows, and wrap up our prey before we eat them.

- When I'm born I look just like Mum and Dad - eight eyes, two body sections, and quite a few legs. I don't have any wings or antennae, though.

- There are 50,000 species of my kind. We are very adaptable and live in many different places. My kind has been around for 300 million years. Now many of us live with you in your house!

- I catch a lot of insects with a trap that I make.

Frog

- I am able to breathe and drink through my moist skin. I have two webbed feet.

- The males of my kind sing to attract the females. But neither males nor females build nests or care for our babies.

- I have four legs, two eyes, and a backbone.

- I'm green and live in and out of water.

- When I'm young I breathe water through gills. Later, as an adult, my body changes and I develop air-breathing lungs.



- My tongue is located at the tip of my mouth. I flip it out to catch insects.

- I'm cold-blooded, swim, and lay my eggs in water.

- If it's cold, I'll spend my winter in the mud on the bottom of a pond.

- I find safety in water from those who might try to eat me.

- When I'm young I eat plants, but as I grow older I change to a diet of insects.”

Source: Joseph Bharat Cornell “Sharing the Joy of Nature: Nature Activities for All Ages”



NATURE BINGO



Aim of the game:	to pay more attention to nature and surroundings
Location:	outdoor
Number of players:	individual work
Age of players:	over 6
Preparation time:	10 minutes
Materials needed:	bingo card for each participant
Length of activity:	over 30 minutes

Description:

Ask participants to walk around in nature and look for the pieces of nature shown on the bingo card. When they spot one of them they should tick it off on their sheets. Remind them not to pick any plants or flowers. The player who covers all species in a row first wins. The winner, of course, calls out Bingo! The row can be vertical, horizontal or diagonal.





SMALL RESEARCHERS



<i>Aim of the game:</i>	to know more about various species
<i>Location:</i>	outdoor
<i>Number of players:</i>	over 10
<i>Age of players:</i>	over 6
<i>Preparation time:</i>	none
<i>Materials needed:</i>	pieces of paper, crayons
<i>Length of activity:</i>	over 1 hour

Description:

Children can be divided into groups of “small researchers” (birdwatchers, botanists, entomologists...). Each group can choose a specific object of observation, such as a bug or a flower and observe it very closely for 15 minutes. Children can discover things by asking questions and searching for answers. They will need help from leaders who should ask them questions about the shape, texture, way of acting of the natural object. Every group will present their results (“show and tell”, posters, drawings...) to other groups.



After the presentations, a leader can lead children to realize the relationship between the piece of nature they chose and the surrounding nature by asking appropriate questions.



FOOD WEB GAME



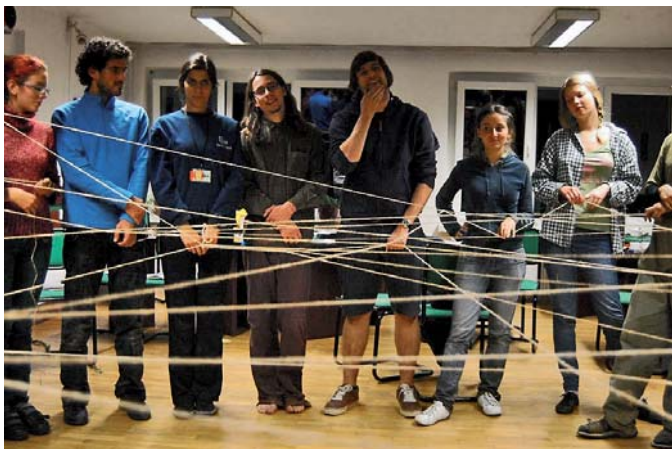
Aim of the game:	to demonstrate the feeding relationships in nature
Location:	indoor/outdoor
Number of players:	8–12
Age of players:	over 10
Preparation time:	20 minutes
Materials needed:	rope, scissors, pins, small pieces of paper with plant and animal names written on them
Length of activity:	1 hour

Description:

Before the activity starts, write the names below on pieces of paper, one name on each.

Clover, wheat, bug (eats clover and other insects), rabbit (eats clover), mouse (eats clover and wheat), snake (eats the mouse), eagle (eats the snake, the owl and the rabbit), swallow (eats the bug), sparrow hawk (eats small birds), fox (eats the rabbit, the mouse and little birds), tiger (eats the fox and rabbit), frog (eats bugs), owl (eats the sparrow hawk, the rabbit, the mouse and small birds).





(You may also use other names from another food web to create a food web of your own according to the familiarities of the children in the group.)

Let the children pick one piece of paper each and pin them on their shirts. Tell them about the food web as it is described above. They will then form a circle. Cut the rope into two and give one end of one of the ropes to the clover and the other to the wheat. Then ask the clover which one of the others may possibly be eating it. Pass the other end of the rope to the one that is eating the clover. The clover and the rabbit, for instance, have two ends of the rope tied to their finger then. If there is more than one animal eating the clover, pass the rope back to the clover and then again to whomever is eating it. The clover will be tied to all animals eating it. This continues until the web is formed. Of course, the same things should also be started with the wheat.

After the web is complicated, go over which one of them benefits from which of the others. You may also encourage the children to think of other existing relationships among the living beings, such as trees providing shelter to bugs and birds. Have one of them pull the rope towards her so that all children feel the tension. The ones closer will feel it the most. Discuss why this is so, after the game is finished.

Then tell them that one of them is extinct now, due to the loss of its natural habitat. That species goes out of the web. Cut the ropes that tie him to other members of the web. The connection among some of the children will be lost. Discuss how this change affects the others. The creatures that benefit from the one that are now extinct will decrease in number, while their prey will increase.



WHAT ELSE IS THERE?



Aim of the game:	to get to know various ecosystems
Location:	indoor/outdoor
Number of players:	around 5-7
Age of players:	over 7
Preparation time:	none
Materials needed:	none
Length of activity:	20 minutes

Description:

This is a game trying to introduce to participants various ecosystem with all its components. Before starting the game, the leader should give general information about various ecosystems. It should be explained that each species requires a specific habitat to live in.

The children and the trainer form a circle. The trainer will start the game with a sentence such as: "We are going to the sea. We are going to see seaweed there." The next one on the circle will add one more thing to be seen in the sea. "We are going to the sea. We are going to see seaweed and fish there". Thereby, they will go on listing the components of the sea ecosystem until it is the trainer's turn again. After that, they may choose another ecosystem and repeat the same things. When the children tell the name of an animal or plant which cannot live in the ecosystem the trainer should explain them why not.



Here is a suggestion for the same game: You start the game by saying the name of a living thing from the given ecosystem that starts with the letter A. The next one in the circle will go on with a name starting with B, and so the game goes on until Z.



GUESS WHAT



Aim of the game:	to enable children to observe various species and thereby the diversity in nature
Location:	indoor/outdoor
Number of players:	over 8
Age of players:	over 5
Preparation time:	none
Materials needed:	none
Length of activity:	20 minutes

Description:

The children form two groups. One of the groups, without being seen by the other group, will choose a plant or any other creature, which is not likely to disappear from the environment during the course of the game. Then the second group asks questions about the chosen plant or animal (concerning the size, color etc.) They are not allowed to ask whether it is a plant or an animal; they are expected to guess it by the help of the other questions. Each group member will answer only one question. After the questions have all been answered the group will go out to find out what the first group had chosen.

This game can also be played indoors. Then, one of the groups will think of a plant or an animal and answer the questions, similarly. If groups are crowded more than two groups may be formed. The first group to make the right guess will be the next group to pick the next plant or creature.



THE BAT AND THE MOTH

Aim of the game:	to understand specific features of animals
Location:	indoor/outdoor
Number of players:	around 10
Age of players:	over 4
Preparation time:	none
Materials needed:	none
Length of activity:	15 minutes

Description:

This game explains the features of animals that give them advantage to catch their prey and thus to survive. It simulates how bats use sound waves to catch their prey.

Before starting this game, the trainer will give some information about bats, what they eat and how they catch what they eat. Here, the moth is the prey and the bat makes a high-pitched sound, which strikes the moth and bounces back, thereby revealing where the moth is. The reason why the bat is doing this is because it lives in a dark habitat and has poor sight but has sharp hearing.



The children will form a circle, holding hands. The game is played inside the circle. One of the children will be the bat, with his eyes tied, and one will be the moth. They start the game standing on opposite sides within the circle.

The bat may yell, “bat” anytime he wants and when he does, the moth should answer back by yelling “moth”.

The game continues until the bat catches the moth. The bat should realize that the more frequent he yells, the easier it is for him to catch the moth. Similarly, bats need to make high-pitched sounds continuously to catch their prey.



ANIMAL SPECIES



Aim of the game:	to get more familiar with the diversity of different types of animals and their main characteristics
Location:	indoor/outdoor
Number of players:	over 8
Age of players:	6–8
Preparation time:	none
Materials needed:	none
Length of activity:	15 minutes

Description:

Animals are mobile living things and these movements can be in different ways (e.g. crawling, flying).

Let the children form a big circle around the trainer. When the name of a crawling animal is read they sit down; and stand up when the name of a flying animal is read.

For example:

Snake - sit	Lizard - sit
Firefly - stand	Pigeon - stand
Centipede - sit	Worm - sit
Bee - stand	Fly - stand
Tortoise - sit	Crocodile - sit
Seagull - stand	Frog - stand

There are various ways you can guide similar games. For example, you can play a similar game regarding the plants. You may try this game to help the children in differentiating edible plants, which grow beneath and above the ground. This time the children sit down when the name of a plant growing beneath the ground is read out; and stand up when the name of a plant growing above the ground is read out. If a child mistakenly sits down or stands up, he can tell the others a funny story or sing a song instead of leaving the circle.

Very similarly the game may continue in the following way so that the children will learn about organic and inorganic things. You may ask the children to raise their hands when they hear the name of an organic thing while someone reads out the words on the following lists: torch, apple, dog highway, moss, air, soil, wooden table, an orange peel, a decayed leaf, water, tulip, paint, nuts, glue, tea, iron, computer, etc.



ANIMALS, ANIMALS!



Aim of the game:	to observe and to mimic animal's behavior
Location:	indoor/outdoor
Number of players:	over 3
Age of players:	over 5
Preparation time:	15 minutes
Materials needed:	pictures of animals
Length of activity:	30 minutes

Description:

“To begin, explain that you will pass out animal picture cards and that the players should keep »their« animal's identity secret. After you pass out the cards, ask the players to act out their animals' typical behavior one actor at time. In the performance they can use their voice, but only to make »their« animal's sounds. The others need to guess the animal. It is very important to let each player finish their »act« before calling out the animal names.”

Source: Joseph Bharat Cornell “Sharing the Joy of Nature: Nature Activities for All Ages”





GREEN RACE



Aim of the game:	to check knowledge about nature
Location:	indoor/outdoor
Number of players:	over 8
Age of players:	over 6
Preparation time:	none
Materials needed:	questions about nature and environmental problems
Time of activity:	30 minutes

Description:

Divide participants into 2 groups and ask them to sit in two lines, to close their eyes, and to hold hands. Only the first people from each group are allowed to keep their eyes open. These two people need to look at you, and when you give a sign they squeeze the next participant's hand, passing the hand squeezing down their lines, one by one. The last person in each row must bang on the table when they feel their hand being squeezed. The first group to bang on the table gets the first question. If the person who is asked answers the question correctly then the group gets 2 points. If the person does not know the answer, then someone else from their group can respond, but they only receive 1 point for a correct answer. If this group doesn't know the answer at all, then the second group has the opportunity to answer. The questions asked should check the participants' environmental knowledge.





ROUND TALK



Aim of the game:	to present and share opinions about the environment and environmental problems
Location:	indoor/outdoor
Number of players:	12–50
Age of players:	over 12
Preparation time:	10 minutes
Materials needed:	pieces of paper with environmental topics (deforestation, climate change, global warming, genetic engineering, overpopulation, water and air pollution, resource depletion, waste, etc.)
Length of activity:	1–2 hours

Description:

Players are split into two groups of similar size and create two circles – an outside circle and an inside circle. Participants in the circles sit facing each other. Each participant has one person facing them to have a discussion with. Pairs speak on the given topic for a limited time (time depends on both the age of the players and the themes being discussed – 2 to 5 minutes). After the end of every topic players change their pairs – participants in both circles circulate to the right side and on the signal (stop!) they stop in front of another player and in this way form a new pair to discuss a new theme.



☞ MATCH THE CORRECT ONES ☞

Aim of the game:	to get to know various ecosystems
Location:	indoor/outdoor
Number of players:	over 10
Age of players:	over 6
Preparation time:	15 minutes
Materials needed:	big pieces of paper, crayons, pictures of animals
Length of activity:	20 minutes

Description:

This game consists of drawings of three ecosystems (for example, desert, lake and forest) without animals. The trainer gives each child a picture of one animal (for example, a fox), which should be placed in the ecosystem it belongs to. The game can also be played with one ecosystem and three animals (sea and tiger, whale, sparrow).



The game can be also organized in a different way: There are 30 or more pictures of animals on a table. The children are standing in a row and they take one picture in turn without showing it to anyone. There are three ecosystems and the children stick their picture onto the correct ecosystem.



PRACTICAL KNOWLEDGE

THE TREE SPECIES GAME

Aim of the game:	to familiarize the participants with the most common tree species in a particular type of forest
Location:	outdoor
Number of players:	20–25, divided into teams of up to 5 participants
Age of players:	no age limit
Preparation time:	about 1 hour
Materials needed:	sheets of paper, pencils (normal or colored)
Length of activity:	about 20 minutes

Description:

The participants are shown the twigs and leaves or needles of a selection of trees (e.g. beech, fir and spruce, rowan, maple, alder tree and hazel – it all depends on the type of forest you find yourself in!) and informed about the basic facts concerning these tree species, e.g. the qualities of the needles and bark. After this the teams are given handouts with information about the trees as well as pictures – their task is to pick a twig of each species to prove they can recognize it and make a frottage image of the bark. The fastest team to complete the task wins the game.



EXAMINING THE FOREST GROUND

Aim of the game:	to teach the participants the properties of the forest ground
Location:	outdoor
Number of players:	over 4
Age of players:	no age limit
Preparation time:	5 minutes
Materials needed:	tissues
Length of activity:	about 30 minutes

Description:

Each participant is given two tissues and asked to collect two samples of forest ground moisture by pressing the tissues to the ground. One sample needs to be taken from where the participants think the ground would be driest, while the other sample needs to be taken from the most humid place on the forest ground (except for a puddle or a stream, of course!). After collecting the samples the participants explain how they made their decisions about where to take samples.



OTHER



TREASURE HUNTING



Aim of the game:	to get to know the surroundings
Location:	outdoor
Number of players:	no limit
Age of players:	over 7
Preparation time:	30 minutes
Materials needed:	piece of paper and a pencil
Length of activity:	20 minutes

Description:

The goal of the game is to get to know better the area where the game is taking place. Players have some time to implement tasks – these tasks are all connected in some way to the place where the participants are and the nature surrounding them. The tasks are explained by the person that leads the game.

Some possible tasks are:

- to figure out who is the oldest person in the village where the game takes place
- to find out where the highest or the lowest point the area is

Since the tasks are very varied the whole game turns out funny and interesting.

Here are some examples of tasks:

a. Around the venue

(this is designed for a group of people spending a week together in one venue)

Dear team,

With this small trip you will get to know better your team and the surroundings in which you will spend one week.

Make sure you know the names of all of the members of your group. Be sure to check that at least one person from your group has a camera.

Now time for the tasks! You don't have to do these in any specific order, the important thing is to complete the tasks in one hour and to get to the final meeting point (you will need to specify the meeting point).

Think in your group about the special name and the motto of your group.

Now try to get to know more about the place we are staying in and the town. Answer the questions below. Remember that you can also always ask local people for help – they know the place the best!

Why the hostel is called ...?

What are the examples of ecological solutions used in the hostel?

What is a passive house?

Time for a short excursion! Explore the town and check:

What is the name of the river in the town?

How many (mountain/tracking) routes pass through the town?

Is there a protected natural area nearby?

During the trip look around and collect pieces of nature that you like or find fascinating (but don't take anything that is still alive) and find time to prepare a piece of nature art – put all your elements in a composition that the whole group likes and that you will present later to other groups.

Take a picture of the most beautiful place that you see during the trip and that you would like to show to other participants.

Now meet us in front of hostel (or other location)!

B. Wildlife

This is a treasure hunting to look for evidence of wildlife.

Caution: Be careful not to harm any animals or their homes.

Find evidence that:

1. Humans and wildlife share the same environment.
2. Humans and wildlife must adjust to their environment, move to a more suitable environment, or perish.
3. Wildlife is all around us even if it is not always seen or heard.
4. Wildlife comes in many different sizes.
5. People and wildlife experience some of the same problems.
6. Both people and wildlife need places to live.





GETTING ACQUAINTED



Aim of the game:	to get to know each other better
Location:	indoor/outdoor
Number of players:	over 7
Age of players:	over 10
Preparation time:	10 minutes
Materials needed:	cards with statements
Length of activity:	15 minutes

Description:

“Give each participant a card with statements written on it (you can see an example below) and ask them to find a person who meets each of the criteria and to write his/her name in the space provided. The participants should try to write one name only once.

An example »getting acquainted« questionnaire:



Find someone who:

- has a hero in the conservation or natural history field: ...
- sits quietly every day and observes nature: ...
- has written a letter to a government official about an environmental issue: ...
- has seen an endangered species: ...
- knows who John Wesley Powell is: ...
- knows a good story about how the stars were created: ...
- has slept in a tipi: ...”

Source: Joseph Bharat Cornell “Sharing the Joy of Nature: Nature Activities for All Ages”

Recommended Reading

Joseph Bharat Cornell,
“**SHARING THE JOY OF NATURE: NATURE ACTIVITIES FOR ALL AGES**”,
Dawn Publications, 1989.

Joseph Bharat Cornell,
“**SHARING NATURE WITH CHILDREN**”,
Dawn Publications, 1998.

Chris Holland,
“**I LOVE MY WORLD: MENTORING PLAY IN NATURE, FOR OUR SUSTAINABLE FUTURE**”,
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In this booklet we used photos from www.sxc.hu on pages 6, 9, 13, 18, 19 (top), 22, 27, 31, 35, 36, 49.
We also used photos from www.morguefile.com on pages 19 (bottom), 34, 52 (left).

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The project was organized by OA PTTK



The Academic Section of PTTK in Cracow is a branch of the biggest and oldest Polish tourist organisation - PTTK, which has history of over one hundred and twenty years. Although it is a part of PTTK, the Section, founded in 1957, has its own constitution and financial independence and legal personality.

Our members are drawn mainly from students and academics connected with Cracow's universities and unite in 9 circles and clubs, including 2 mountain guides' clubs. We organize rallies, mountain trips, holidays' walking trips, conferences, seminars, slide-shows, etc. We run a mountain hut, 3 summer camping sites and PTTK Regional Sightseeing Workshop with a specialist library (over 7.000 vol.), train mountain guides and cooperate with Polish and international organisations connected with tourism and nature protection (e.g. YEE, IYNF, CEEWEB). We bring together people who practice mountaineering, lowland tracking, canoeing, sailing, skiing, horse-riding, cycling, orienteering, scuba-diving & many others...being in the same time aware of the fundamental truth that the protection of natural and cultural heritage is also the protection of basic tourist resources and, on the other hand, tourism also affects nature and landscape.

The project was supported by Youth and Environment Europe



Youth and Environment Europe (YEE) is an umbrella organization uniting environmental European youth non-environmental organizations. Since its foundation in 1983, YEE has been a platform for many organizations that study nature and are active in the field of environmental protection.

The aim of YEE is to provide a platform where these organizations can cooperate and to encourage youth to be involved in environmental protection. YEE creates an opportunity to contact other European organizations, to exchange experiences, ideas and to work together.

Find out more about YEE at www.yeenet.eu



***We hope that these activities described in the booklet
“Games for Nature” will enable children:***

- to see the wholeness in nature,***
- to see the role and importance of every being,
big or small,***
- to feel that they are a part of big web of nature,***
- to gain more awareness of nature, to have more
information about it and learn to respect it,***
- to learn how to live in harmony with nature,***
- to realize their responsibility towards nature.***

***We believe that through games children learn best.
That being in closer contact with nature is the best
method to reach our aims.***

Participants of the youth exchange “Learning from each other”