



Pappus 

Plants and Play Promoting Universal Skills

# National Adaption Plan

Field Research

*(Czech Republic)*

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Author(s)	Julie Wittmannová, Aleš Jakubec
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## National Adaption Plan – An Overview

### **Aim of the National Adaption Plan (NAP)**

Pappus will explore and bring together an innovative approach through plants and play that develops skills and enthusiasm for the natural world, horticulture and botany in both school practice and informal youth learning settings.

This will be reached by the help of two main project results: a toolkit and an online training course. The basis for the development of these products is formed by a National Adaptation Plan.

### **Research methodology**

This National Adaption Plans will be informed by diverse sources of information collated by both desk and field-based approaches. Approaches and sources will include:

- Initial desk research to establish an overview and understanding of the following: governmental framework, target groups, challenges and barriers to engagement; typical beneficiaries and effective ways to approach them.
- The desk-based research will drive relevant field research to be carried out in each partner country. This will be a minimum of 10 interviews with a semi-structured questionnaire on a one to one basis or if preferred, through focus groups to discuss the issues and possible implementation of the two products in partner countries.
- In March 2020, there will be a study visit to UK, to learn from the rich and comprehensive experience in the UK and to reflect, refine and enrich prior research through concrete observations.
- Finally, all partner countries will develop National Adaption Plans to specify their respective strategy to reach the aims of the project and discuss them with relevant stakeholders in various Multiplier Events.

### **Research Findings**

As a final result of all desk and field research, we will formulate our National Adaption Plans, which should be used as strategy papers for our National Project Implementations. These will include key findings (about e.g. challenges and barriers to engagement of Youth, Teacher, Youth Workers and others and overview of existing on-line tools and digital technologies in this field).



## Interview Guidelines

### 1.) Database and Methodology

We decided to apply a very flexible research design, so that all project partners have the possibility to use best fitting methodology within their own framework and with their own resources. So, partners can carry out interviews (oral or telephone) or focus groups.

The only specification you must be aware, that the database includes at least 10 persons for each country. We suggest interviewing different involved stakeholders (such as youth workers, (head)teacher, experts and students. In short, you should talk to relevant persons concerning bringing the natural world in school practice and/or informal youth learning settings, depending on your chosen framework for your country.

Interviews / focus groups should be recorded, or the interviewer takes notes to summarize main statements.

Please be aware, that in any case a written consent of all interviewees must be kept by each partner. In case of interviewing minors (under 18 years old), written consent of interviewee and parent is needed! We did provide you with a template for that.

### 2.) Aim of the field research

The main aim of the field research is to come into contact with relevant target groups and beneficiaries of the project and to validate the prior findings from the desk research from the perspective of youth workers, teachers, experts and students.

We will identify “use cases” from our interviewees to learn, how our interviewees approach the challenge to develop enthusiasm for play and the natural world, horticulture and botany in both school practice and informal youth learning settings. (or – if you interview pupils, how they got inspired).

A use case typically is a list of actions and tools defining the interaction between a role (e.g. teacher) and a system (e.g. school) to achieve a goal (to inspire children for nature).

Use case analysis is an important and valuable requirement analysis technique that has been widely used in modern software engineering since its formal introduction by Ivar Jacobsen, a Swedish computer scientist, in 1992. Since then, it became quite popular also in the field of social innovations.

### 3.) Steps

To carry out the interview, we suggest the following steps:

- 1.) Present the project (hand over a short project description)
- 2.) Discuss the main findings of the desk research (by using the executive summary of the field research)
- 3.) Discuss use case from your interviewee (personal experience of interviewees with play and nature approaches in school/youth settings; - which goals do they have? how do they get there? which methods applied? Which tools used?)
- 4.) Identify key messages, hooks and good practices used by interviewees
- 5.) Identify potential co-operators

An interview is expected to take around 20-30 min., a focus group should be around 75-90 min.



## Field Report template

### 1. database

We decide to interview a total of 11 persons, combined individual interviews and focus group meeting. We used semi-structured interviews format with set of questions, followed with questions to clarify certain answers.

Attention is paid for chosen field of application – different roles and professions was chosen, with careful selection to the topic play and plants and PAPPUS goals. Outcomes from desk research allow us to decide to pay main attention to formal school sector (primary, secondary schools, and afternoon school club educators). Due to strong tradition of environmental protection and flowers national exhibitions in Olomouc region, we also included important NGO's partners (director of ZOO, NGO Environmental organization Sluňákov, therapist of NGO's organization dealing with children with behavioural problems, youngsters with an addiction and their families).

To connect project of CAPS and PAPPUS we interview 2 trained CAPS member (director of the school and afternoon school club educator).

The interviews till the date 10. 3. 2020 were done personally face to face, the planed interviews done after this date are via email combined with phone (send structure of interview, overview of PAPPUS project and findings of the desk research plus informed consent, after preparation from the side of interviewees, phone call or Skype took place).

The focus group was planned with 8 students of University Palacký in Olomouc, attending Bachelor study program Adapted Physical Activity. Unfortunately only 3 students attended (Case ID CZ-4, CZ-4a, CZ-4b). The focus group was done face to face and we have used the same format of questions – semi-structured format with additional questions asked and extra information gathered due to focus group format. Is important to add, that students are in the last year of Bachelor study program, preparing to work as an assistants of pedagogue or leisure time pedagogue (educationalist), but with no extra experiences with outdoor education, no extra interest for it. We think, next to topic-engaged interviewees is important to ask also potential educators with no extra outdoor practice.

In the table below, we have all interviews participants, due to closure of schools and NGO's and some quarantine restriction for COVID-19 we had to change the most of face to face interviews into Skype or phone calls interview.



Please note that we use numbers throughout for data protection reasons and that the real names of the interviewed persons are not published.

Case ID	Role (Gender /M, F/, Age)	Method
CZ-1	Director of the state elementary school (M, 37)	Interview in person
CZ-2	Enviro-coordinator (secondary school teacher) (F, 57)	Interview by email + phone
CZ-3	Founder of NGO "Teaching outdoor" (F, 39)	Interview by email + phone
CZ-4	University student (F, 25)	Focus group 1 in person
CZ-4a	University student (F, 23)	Focus group 1 in person
CZ-4b	University student (F, 26)	Focus group 1 in person
CZ-5	Director of NGO Environmental organization Sluňákov (M, 56)	Interview by email + phone
CZ-6	Director of the catholic elementary school (M, 45) CAPS trained	Interview by email + Skype
CZ-7	Biology teacher (secondary school) (F, 42)	Interview by email + phone
CZ-8	Primary school teacher (F, 27)	Interview by email + Skype
CZ-9	Afternoon school club educator (M, 29) CAPS trained	Interview by email + phone
CZ-10	Director of the ZOO (M, 49)	Interview by email + phone
CZ-11	Aftercare centre social worker and therapist NGO	Interview in person



## 2. Research Method

The present field research is following suggested interview guidelines (described in page 4).

To carry out the interviews, we were using the following steps:

1. -2.) Present the project (short project description)

a) Personal in interviews and focus group done face to face;

b) By email: in advance sent the line/structure of the interview, information PAPPUS leaflet, and example of good practice from desk search *NGO's organization Učíme se venku* /we found strong topic related Czech group of enthusiasts, leaders of "Teaching outside" project and as example showing their way of teaching outside of biology, environmental education: [www.ucimesevenku.cz](http://www.ucimesevenku.cz), followed phone call.

3.) Structure of discussion: personal experience of interviewees with play and nature approaches in school/youth settings. Which goals do they have? How do they get there? Which methods applied? Which tools used?

4.) Here in following sections we are identifying key messages, hooks and good practices used by interviewees

5.) We have asked potential co-operators about co-work and ideas about content and format of our PAPPUS course.

An interview personal took around 50 min., phone call after email connection with prepared materials took around 30 min., a focus group took around 45 min (in classroom)

We conducted:

- 2 school directors (M 37, M 45)
- 1 primary school teacher (F 27)
- 2 secondary school teachers: environmental coordinator (F 57); biology teacher (F 42)
- 1 leader of NGO Teaching outside (F 39)
- 3 university students – part time (F 25, F 25, F 23)
- 1 director of NGO Sluňákov (M 56)
- 1 afternoon school club educator (M, 29)
- 1 director of ZOO (M 49)
- 1 aftercare centre social worker and therapist NGO (F 38)

In the individual interviews we asked the persons to report on their own experiences (as children, pupils, students and now while working) and to describe what activities they propose.

The documentation of the case studies and findings are prepared to be sent to participants in the case of interest, all interview participants show interest in PAPPUS project and are willing to cooperate and share the results (in some ways) .

While all the report completed, report copies are sent to all participants.



## 3. Key findings from field research

### 3.1. Executive summary

Our field research is based on findings from desk research. Following the agreed methodology we used semi structured interviews (and one focus group session) with 11 participants. Our investigation is limited to our region at school and NGO sector, but national by connection with leading platform concerning outdoor teaching (Ucime se venku).

The selection of interviewees was done with big emphasis on selected areas of PAPPUS implementation. We picked our participants from school environment (2 school's directors; primary education teacher; secondary school biology teacher, and secondary school teacher – environmental coordinator plus afternoon school club educator), NGO's sector (leader of outdoor education organization and platform; ZOO director; Environmental ecological organization Sluňákov director; NGO's therapist) and 3 students of bachelor educational field at University participated at focus group.

Interviews showed the existence of the huge amount of already existing offered projects, organization dealing with the nature in different ways. There is already very important leading group and platform UČÍME SE VENKU (LEARNING/TEACHING OUTDOOR). This platform is connected with others subject offering education programs, free sources, etc.). Despite of this finding, there is still need for the PAPPUS because is unique combination of plants and play and participants see importance of the project. We asked the leading platform of outdoor teaching to supervise our work and connect our results with their audience. We are also closely cooperating with partners from CAPS project and the school want to extend offering project by the topic of PAPPUS.

Summary results presentation is divided into two main parts: school formal sector and non-formal sector of afternoon leisure time education, NGO's sphere.

#### School formal sector

School curriculum allow us to use PAPPUS results in the school formal sector in all levels, while dealing with topics and plants mentioned in curricula. Our curricula of secondary school and high school biology (and other subjects connected with PAPPUS topic, listed in desk research) are extensive, but curricula allows flexibility in ways how to reach and achieve educational goals! It means, here is place to learn and teach outdoor. Even more flexible is primary school education. Primary education teacher supported by methodology, material and support of director and school can adapt the PAPPUS outcomes. Secondary school teachers have limited time in ordinary organizational framework of 45 minutes lessons. BUT our interviewees suggested re-structured time and use of alternative ways of teaching outdoor (e.g. doubled lessons, projects days, to combine school subjects (physics, chemistry, biology, geography), projects, excursions, visits of educational programs done by NGO's with nature and plants topic. All due to an increase in the time allowance.

Is also common to attend healthy week in nature (traditional primary school activity in Czech primary school classes) supported by school and here is big space to adopt some of the PAPPUS results.

The PAPPUS result can be used at school afternoon club with emphasis on play, joy, use of combination of freely chosen play and plants knowledge (CAPS).

All the school resort participants agree, that role of parents and family background is important. It is important to convince parents of importance to learn outdoor, make them as partners, volunteers, prepare activities and homework for all the family and organize projects and community events.



Participant agree that the best is intrinsic motivation of teacher/worker – if you are outdoor type, you are winner! Also important to motivate teachers through support (methodological, allow to take courses, material and condition, finances).

Children and youngsters doesn't have to be extra motivated, it is enough to have motivated and enthusiastic teacher/educator/peer/parents. If organizer have the sources, flexibility and can show the outdoor by exiting, adventures and "sexy" way, it is motivator for participants!

NGO's sphere, non-formal sector of afternoon leisure time education

Most beneficial seems already existing cooperation of school formal sector and NGO's sector dealing with ecological and environmental education content. Schools taking projects and programs of NGO's organized outdoor. The format of these cooperation are courses, project days, ecological topic outdoor presentation etc. Due to this existing cooperation, it is possible to offer PAPPUS course to both sides – teachers at school, leisure time educators OR NGO's educational bodies.

The report shows many examples of good practices identified by participants.

The PAPPUS toolkit should by connect with reasons and target group audience and content general information ( e. g. safety outdoor, what to take, bring outdoor, support, how to explore surrounding, neighbourhood) and specification to users (target group). Specification means: teachers – content connected with curriculum, educational plans; afternoon club educators – connection with play – CAPS, Viper), etc., NGO's – tips how to adapt.



## 3.2. User cases from interviewees

### CASE STUDY CZ-1 – School director

#### Sociodemographic data

- Gender: male
- Age group: 36 - 49 years old
- Role: Director of the state elementary school
- Other criteria: Already included in CAPS, big interest about nature, plant and animals

#### Description of situation

It is for the director of the school starting third year of his school leading. I have choose this director and this school, because is already working with us in CAPS project and as I know, all the school is very open to be outdoor! Open to play and study outside! They have had very nice description in newspapers and article title was *Horticulture Svatoplukova* (School is named Svatoplukova) and they described themselves as “gardeners (teachers) taking care about plants (children) in their garden (school)!”

Director is describing the time, while he took the chance to take audition for director position in this school, his vision of future school direction was clear - open cooperative school, taking advantage be in suburb school not fare from historical centre, with big green park surroundings, very close to boundaries of the protected landscape area. Motto: “Children are missing the nature, we are trying to give them the nature back!”

#### Objective: This is important to me

He says, I am “kinesthetic type” and I prefer action. We have active playful breaks between lessons in school, are connected with project works, taking many lessons outside already (especially in the kindergarten and 1<sup>st</sup>. grades (primary school), in secondary school some lessons are outdoor (garden work, PE lessons, some lessons of art, project activities, etc.).

They are already, next to CAPS in some biology/environmental projects:

- **Clean Up the whole Czech**
- **Waste sorting and paper collection**
- **Planting trees**
- **Project World school** <http://www.svetovaskola.cz/>
- **PŘÍRODA PŘÍRODOVĚDNÉ Oborové Didaktiky A praktikující učitel** (in Czech language means NATURE – biology didactics and practicing teacher)
- **MRKEV Metodika a realizace komplexní ekologické výchovy** (Carrot – Methodology/didactics and realization of complex ecological education)
- **Mistři kolegiální podpory (Masters of Peer Support)** support of nature literacy and how to teach it. Cooperation with organizations Tereza (education center)and Lipka (environmental center)

From this project comes Leaders of Environmental education, coordinators of environmental education.



## Methods & Instruments to achieve these goals

### School plans:

**To build green garden** (they have land in the inner tract)

### **Outdoor classroom (gazebo)**

Contract with football club Sigma Olomouc – next to school big green football field – may be used by school

**How to motivate teachers?** Creation of conditions, support

**Motivated teacher is motive and hook for pupils/students**

**Understandable and motivated parents**

### **Hooks:**

- Support teachers – conditions, courses, support
- Project work, days out “Fair trade breakfast”, “In park it lives”
- *Bees in the nature: young beekeeper /school club/*

## **CASE STUDY CZ-2 – Secondary school teacher (environmental school coordinator)**

### **Sociodemographic data**

- Gender: female
- Age group: 50+ years old
- Role: secondary school teacher math + geography, Environment-coordinator
- Other criteria: group of teachers/fans for environment and environmental education Mistři (Masters), Environmental school club

### **Description of situation**

The director ask her to take study to become **Environmental coordinator** (1,5 years course in Lipka organization – 250 hours). - Ministry of education regulation. After this she started in the same organization **Masters Team project, 3S PROJECT (together prepare, lead/do, reflect), Tandem education outdoor.**

### **Objective: This is important to me**

Since she was a child, she likes to work with and in nature. She chooses to study to be school teacher of geography and maths in Olomouc Palacký University at Faculty of Science. She were always taking care about nature, environment – waste sorting.

She is with 6 colleagues in group **Masters Team** (see above) – activity:

- **Palm oil day**
- **Waste sorting**
- **Herbal spiral** (prepared for May 2020) **Origanum day**
- **Cyclo trips - Day of Earth**
- **Eco team** 2 children from classroom
- **Plogging**



## Methods & Instruments to achieve these goals

### School plans:

**Origanum** (they have land in the inner tract)

### **Masters of education**

**Sluňákov (Center for ecological activities) - cooperation** (educational programs in Olomouc (schools, organizations, open activities)

**How to motivate teachers?** Course and enthusiastic person, when you see how is taught your school subject outdoor (Justina Danišová – Ucimesevenku.cz)

**Hook for pupils/students** Looking forward for something ... “shirk from school” ... feeling is we are not studying ...

### **Understandable and motivated parents – safety, avoid to catch a cold**

*“We don’t want to go out ... harvest mite/tick ... I have a white trousers .... My parents don’t want me get dirty ....”*

**In the beginning – often NO RAINING, NO TOO FAR ☺**

### **Hooks:**

- Support teachers – COURSES, EXAMPLES OF GOOD PRACTICE
- Project work, days out “*Oregano day*”, *Masters project*, *Bees project*
- *Eco teams, ECO school*
- *Eco projects – asking about ecology topics on School TV channel (director of the school, known singer, ...*

## **CASE STUDY CZ-3 – NGO “Teaching outdoor” one of the founders**

### **Sociodemographic data**

- Gender: female
- Age group: 36 - 49 years old
- Role: Team member of Teaching outdoor, methodology in Tereza educational centre, author [www.svobodnahra.cz](http://www.svobodnahra.cz) (free play)
- Other criteria: the person, which name was listed in most of the interviews

### **Description of situation**

The lady is mother of 4 children, she decide to create for others **Freely chosen play** portal, the person, which name was listed in most of the interviews.

### **Objective: This is important to me**

Let children to play outside. Work on it in her own family.

### **Working experiences from CV:**



from 2003 **educational centre Tereza** <http://terezanet.cz/cz>

2019 Coordination activity [www.ucimesevenku.cz](http://www.ucimesevenku.cz) ,

2018 Lecturer and methodology [www.ucimesevenku.cz](http://www.ucimesevenku.cz) ,

Methodology **School clubs outside**

Co-author of project GO out [www.jdeteven.cz](http://www.jdeteven.cz) ,

Methodology of program Forest in school (methodology for 1st., 2nd. to 7th. grade of school)  
<https://lesveskole.cz/cz>,

Methodology of program Researchers (inquiry-based learning) <http://badatele.cz/cz>

Three steps to active education

Lecturer of ecological programs (masters, Eco-coordinators)

### Methods & Instruments to achieve these goals

See above CV

#### **How to motivate teachers?**

- Summary of 7 reasons why to teach outside <https://ucimesevenku.cz/proc-ucit-venku/>
- Publications:  
**Tajemství školy za školou Secret of school behind school**  
<https://ucimesevenku.cz/tajemstvi-skoly-za-skolou/>  
**Děti venku v přírodě – ohrožený druh Children in nature – endangered species**  
[https://ucimesevenku.cz/wp-content/uploads/2017/08/MZP\\_Deti\\_venku\\_v\\_prirode29112016.pdf](https://ucimesevenku.cz/wp-content/uploads/2017/08/MZP_Deti_venku_v_prirode29112016.pdf)

#### **Hook for pupils/students**

*„For what? For outdoor learning or free play? Probably too broad question for me. What children? In what situation? In what environment? Do they come out regularly or are they out for the first time?“*

See answers in our pages.

#### **Hook for parents**

See above

#### **Hooks:**

- **Tereza educational centre goal:** *“We want as many teachers as possible to lead children in their day-to-day lessons to create a nature-friendly society, and as many parents as possible to rediscover the magic of games in nature and to spend more time with their children outside“*
  - **Programs** focused on three long-term educational programs for schools with international auspices: **Eco School, GLOBE and Forest at School. Go Outside program** for parents.
- **Blog Learning outside** <https://ucimesevenku.cz/blog/> examples of good practice



## **CASE STUDY CZ-4, 4a, 4b – University students (part time study)**

### **Sociodemographic data**

- Gender: 3 females in sort of focus group
- Age group: 19-35 years old
- Role: students of Faculty of physical Culture, Bachelor study, part time, APA
- Other criteria: students working as an assistants at school

### **Description of situation**

My question was about experiences being outdoor from their school years:

1. *“Yes, primary school, secondary school rarely in Geography, Working activity subject and gardening, walk”*
2. *“I don’t remember be out at school for lessons” “We had to go out in between school lessons”*
3. *In art, working activities and gardening” “...sometimes in English lesson and Physics...”*

*Some more: “In PE yes – sometimes in summer”; “Visiting traffic playground”*

*Secondary school – “feeling to be out of school, not studying, resting!”*

### **Objective: This is important to me**

WE have never thought about this topic, it seems interesting, if there is some course, let us know.  
(Already went through information about Viper course)

### **Hooks:**

- Mobile program Pokemon, Geocaching
- Make picture with something, somewhere, make movie
- Excursions – to find out, measure, survey in high school

## **CASE STUDY CZ-5 – Director of NGO Environmental organization Sluňákov**

### **Sociodemographic data**

- Gender: male
- Age group: 50+ years old
- Role: Director of NGO Environmental organization
- Other criteria: The founder of this non-profit organization, a natural philosopher and enthusiast capable of sacrifice for his work, for spreading awareness of nature.

### **Description of situation**

As an urban child, he spent his entire vacation with his grandmother in the countryside and did not want to return to the city. And here, according to him, it all started. He studied ecology and has a doctorate in sociology and environmental political science. He worked as an ecologist in an



agrochemical company, then as an official in the environmental department, but that did not fill him. He started with environmental education, but did not want to go to schools, to their classes. And so he established his own garden in the middle of the city. In 2007, thanks to his enthusiasm, he managed to build a unique Sluňákov Ecological Activities Centre. This centre runs a number of courses for children and adults. They go the way of education and not education.

### **Objective: This is important to me**

He is not primarily concerned with nature, but mainly with man and his experience in connection with nature. "Nothing against the wilderness, but you would rather stop at a chapel or obelisk beautifully integrated into nature. Baroque nature humanizes man. It is a concept of natural philosophy and psychology in the context of nature through experience. "

### **Methods & Instruments to achieve these goals**

Children do not lack biological education but rarely go out. It is necessary to bring nature closer to children so that they perceive that it is important for them, and this only goes through experience. It must be physical - staying outside (cold, warm, rain). That is the most important thing. It doesn't even matter what you tell them, but that children are in nature without a PC. It is necessary to get children to talk to each other, to think and to make a mistake. It is a process of adventure. If something is wrong then lead the child to understand how good it is, but let it figure it out on its own.

### ***Examples of good practice:***

- Učíme se venku (we study outside)
- Brontosaurus
- Waldorf School and other alternative schools
- Scout
- Holiday school Lipnice

### ***How to motivate children?***

Adventure, change, and create your own program. They run out of school. The role is reversed here. Those who are angry at school are great and, conversely, those who are good at other subjects often get lost here... Children can make a mistake, but most importantly let them think. There is no need to say what to do, just let them find a stick and run with it.

### ***How to motivate teachers?***

The teacher is very happy to jump out of boredom, want to be in nature and motivate children.

### ***How to convince parents?***

Parents come with their children by themselves, the fishing rod is already in the public space.

### ***Hooks:***

- Just tell the children: come learn and leave them as much freedom as possible.
- The person of the teacher is important. He must have fun to come.
- Of course, a lot comes from parents.



**Picture 1., 2. Garden of Eden**



**Picture 3. Forest temple**

### **CASE STUDY CZ-6 – School director**

#### **Sociodemographic data**

- Gender: male
- Age group: 36 - 49 years old
- Role: Director of the catholic elementary school
- Other criteria: As a graduate teacher of biology, geography and chemistry, he is enthusiastic about teaching outside. Due to the location of the school in the city centre, they have no land around the school, only a city park.



## **Description of situation**

At first he didn't want to be a teacher. He studied professional biology, but after the first year switched to teaching biology. He always worked with children - he led the choir and ministrants with his wife in his parish. After his studies he taught for two years at a village school where he was often outside with his pupils. He then taught for four years in high school in the city. Even here, when it was possible, he also tried to be out with the students. Here he joined the international project Socrates on biodiversity of urban landscape, cultural landscape and natural type landscape - comparison of species representation.

He is now the director of a Catholic elementary school for 14 years, and he loves his work.

## **Objective: This is important to me**

He thinks that theoretical teaching is insufficient. Children need to learn practically where possible. In the case of "natural" objects outside. It's about getting to know your environment, plants, animals... In biology, they go out with their children, because it's natural history. Outdoor learning is part of the school's educational framework.

## **Methods & Instruments to achieve these goals**

Children most often work in groups, when they run around and look for plants (animals) which they then get to know together. For example, they have nets for fishing in ponds.

Due to the location of the school in the city centre, they can go to city parks, sometimes to the botanical gardens. With older students (7th grade, where they teach practical biology), they go to nature and on bicycles. They also organize excursions to the nearby Protected Landscape Areas of the Kingdom and Litovelské Pomoraví.

They cooperate with the Centre of Ecological Activities of Sluňákov and with Palacký University. Future teachers in the parks do different workplaces for children where they perform tasks. They have been involved in several projects (e.g. Behind Plants Around the World, Opening Wells)

### ***How to motivate children?***

It is motivating for children to be together and not to sit in class. They experience something new differently, they don't have to write it down in a notebook. They have social ties, they twitch. Of course, they are sometimes annoying, they can't get too started. They have to follow the rules, they have the freedom but then they have to listen.

### ***How to motivate teachers?***

Teachers' motivation is complex. Every teacher should have it in him. But it also depends on the support of the school management. (order, or methodically or financial support). The teacher will know the children differently. There are often situations where children who are not very good in classical classroom teaching excel outside.

### ***How to convince parents?***

Parents do not have to be motivated. Because they are a Catholic and selective school, they are mostly attended by children whose parents care for them more. Parents support them and want results. Because they are a small school, they can afford an individual approach.



### Hooks:

- Support teachers – order, or methodically or financial support. However, intrinsic motivation is irreplaceable
- replacement of the classroom environment with an outdoor environment
- Parents who require an individual approach are interested in children at school and want the best for their children. *Bees in the nature: young beekeeper /school club/*
- Offer options near the school. For example, parks, botanical garden, Sluňákov.
- Land for cultivation work.

### CASE STUDY CZ-7 – Biology teacher – (secondary school teacher)

#### Sociodemographic data

- Gender: female
- Age group: 36 - 49 years old
- Role: secondary school teacher biology/chemistry/ PE, Prevention coordinator
- Other criteria: responsible for coordination of biology teachers at school

#### Description of situation

Educational background – High school of chemistry – she wanted to study teaching of chemistry and PE (volleyball player), it was impossible, she started APA (adapted physical activity – PE and pedagogy for persons with special needs) – became assistant in school for deaf children. Then she became teacher at schools in Olomouc. Member of project Nature (subjects, inquiry-based learning)

#### Objective: This is important to me

Since she was a child, she doesn't remember at primary school, if they were going out to learn, at secondary school she went to study at sport school (connected with volleyball) and they were outside very often with PE

She is responsible for teaching biology/chemistry/physics at secondary level (6<sup>th</sup>. – 9<sup>th</sup>. Class).

Her idea for next year - join objects (Bi, Physics, and Chemistry) in at least two-hour blocks and work deeply in sort of thematic blocks. THERE IS THAN TIME TO GO OUT

#### What they do:

- **Waste sorting**
- **Clean Czech**
- **Excursions: Sluňákov – ecological organization; wastewater purification complex**
- **Cycle trips, PE**
- **Eco team** 2 children from classroom

#### Methods & Instruments to achieve these goals

##### School plans:

##### **Block teaching – time to go out**

**How to motivate teachers?** The director of the school may give ordinance (is is not probably positive motivation) and prepare motivate team of teachers, I can be motivated and cooperate with others

**Hook for pupils/students** Looking forward for something ... “shirk from school” ... feeling is we are not studying ... *change/alternative*

##### **Understandable and motivated parents – safety, avoid to catch a cold**

*Minus – allergy, dirty places, dangerous*

*Plus – information, being outside – don't have to go out with child in the afternoon, fresh air,*



## HOW TO HELP – MAKE THE LESSONS WITH DIVIDED CLASSES OF STUDENTS (THAN YOU MAY HAVE IN CLASSROOM MAX. CCA. 15 CHILDREN – MORE SAFE) 😊; CLOTHES TO CHANGE

### Hooks:

- Support teachers – COURSES, EXAMPLES OF GOOD PRACTICE
- Park – senses – to touch, feel, work with / allergies
- Combine subjects – physics, chemistry, biology, geography
- Afternoon clubs – continues work

The teacher supported us with thematic plans of the school – to help to search the curricula of PAPPUS.

### CASE STUDY CZ-8 – primary education teacher

#### Sociodemographic data

- Gender: female
- Age group: 19-35 years old
- Role: primary education teacher
- Other criteria: member of environmental education school team *Mistři (Masters)*; love to teach outdoor; master thesis Outdoor maths; member of Facebook group Teaching outside

#### Description of situation

Educational background – University – primary education teacher; summer camp organizer with lots of experience outdoor; master thesis Outdoor maths (combination with inquiry-based learning); experience with summer camps for children

#### Objective: This is important to me

She is outdoor type, she doesn't remember learning outdoor at primary school, if it was only for walk, playground or throwing snowballs etc. – not learning and teaching

She is teacher of primary school, classroom teacher of 4<sup>th</sup>. Class (10 years old children).

Member of environmental school team Mistři

**She is teaching outdoor:** motivation – year classroom project motivation Harry Potter (cooperative education – college cooperation/competition etc. )

Maths outdoor - **Quidditch tournament – Harry Potter** (maths + PE + biology) etc.

#### What they do:

**Waste sorting**

**Project work outdoor**

**Excursions: Sluňákov – ecological organization; afternoon day projects outdoor**

**Cycle trips, PE**

#### Methods & Instruments to achieve these goals



### School plans:

**She is already outdoor teaching – love to extend experiences**

**How to motivate teachers?** Teachers need to have conditions, safety condition – may be problem.

We have condition, starting to have outdoor place, working in CAPS

### **Hook for pupils/students**

Primary school pupils doesn't have to be motivated – enough to say “we go out ....” (Looking forward to running, competing, and excitement).

Secondary school students and older – more difficult, to teach them be out since younger age (girls don't want to sweat).

**Parents: Understandable and motivated parents – if I go out, I have to inform parents at least 2 days in advance by email (clothes, shoes...).**

**! Teacher needs to have trained voice, more difficult to organize, contain by own voice the nature 😊**

### **Examples of good practice:**

- a) **Books of “Experience pedagogy”,**
- b) **Holiday school Lipnice – special outdoor organization**
- c) **inquiry-based learning**
- d) **project of environmental „school in nature Green island“**
- e) **School in Olomouc – every second week of school they have 1 day of project teaching (useful for being outdoor)**
- f) **Environmental Education – Facebook groups of environmentalist, teachers of primary school (1st., 2nd. .... class - pictures)**

### **Hooks:**

- Videos, pictures
- Motivated teachers
- **CONNECT PARENTS – NOTICE BOARD, PARENT-VOLUNTEER, AFTERNNON WITH PARENTS – MAPS - PLANTS**
- **ORIENTTERING - ACTIVITIES TO KNOW NEIGHBOORHOOD**

### **Course ideas:**

**Timing: it depends on situation (after work, weekends, and week days)**

### **Motivation:**

- a) **place, where course take place**
- b) **advices of others (about place, food, instructors)**
- c) **IMPORTANT – NOT ONLY ON-LINE COURSE – IT HAS TO BE PRACTICAL OUTDOOR!!!!**

### **CASE STUDY CZ-9 – Afternoon school club educator**



### Sociodemographic data

- **Gender: male**
- **Age group: 19-35 years old**
- **Role: Afternoon school club educator**
- **Other criteria:** head of afternoon school club (afternoon school care), member of Czech team at CAPS course

### Description of situation

The head of afternoon school club. Background of his education – special pedagogy for children with disability (speech therapist), study at Masaryk University in Brno. He decided already during his last years of study, that to be speech therapist is not good for him, too “static”. He was offered to get job as afternoon club educator and he decided, it is good job for him, he likes action, non-traditional sports outdoor (slackline, Molki, Kubba, juggling etc.), creativity.

### Objective: This is important to me

When he was a child, he remembers to learn outdoor just occasionally, some PE (just a few) and plant growing, BUT he says, his school was not good located for being outside.

He went also as a child to afternoon school club, but as he remembers, “old school club”, sort of being outside, writing home-works, practicing school, knowledge.

**He wants with his colleagues AFTERNOON SCHOOL CLUB in the way he would wish to have it when a child, “child loves it and doesn’t want to go home” 😊 NOT ONLY WAITING ROOM FOR PARENTS TO COME.**

### Methods & Instruments to achieve these goals

The educator was a participant of CAPS course, he loves it, all school and director are fun in being outside, play .... They want to be outside. Using way of freely chosen play, support children with stuff.

**How to motivate teachers?** He thinks, to remind educators being outside is also good for them, healthier. Children, when supported by place and things, driving the game and play themselves, you “don’t have to prepare sophisticated activities and plans” (PLAYWORK?)

Before he came and a new director to school, there were only ladies at afternoon club, now they have team of 6 persons, 2 males and he thinks, atmosphere and climate is very good, they are diverse and it works much better. To give male and female principle.

**Hook for pupils/students** He thinks, pupils, children don’t need motivation, they just do it, like it. Sometimes someone not used to go out, but they are “learning” fast. We are supporting them with diversity and initiative.

**Parents after two years we have no serious troubles with parents, in the end it appraise!**

### Hooks:

- Support teachers – COURSES, EXAMPLES OF GOOD PRACTICE (CAPS, inspiration, support by director, boss)

### Course ideas:



**Timing** – it depends on situation, he has no children yet, for him better during the weekdays, (prefers after work, during the weekend to do own things). Some activities through online education good (even today situation), but some practice as well.

**Motivate** –

- a) information about plants, biology, stories, what to do ....
- b) playful way of learning and working with plants, nature ....
- c) IMPORTANT – NOT ONLY ON-LINE COURSE – IT HAS TO BE PRACTICAL OUTDOOR!!!!

## **CASE STUDY CZ-10 – Director of the ZOO Olomouc**

### **Sociodemographic data**

- Gender: male
- Age group: 36 - 49 years old
- Role: Director of ZOO
- Other criteria: With more than 350,000 visitors, the Olomouc Zoo is the most visited tourist destination in the region. It can therefore reach a large target group.

### **Description of situation**

He comes from a village from a farmhouse. His grandfather and father were animal breeders, and he followed in their footsteps. They had a lot of animals at home. He graduated from an agricultural college and joined the ZOO as a fodder. He has been the director since 2008.

### **Objective: This is important to me**

The ZOO is not meant to be profitable, but to pass on knowledge of nature and experiences with animals to people and children. Therefore, the primary impulse should not be economic. The ZOO's main goal is to teach how to protect nature and to inform how the zoo works in rescue programs, how it is beneficial in protecting biodiversity, which is the main goal. If there were no ZOOs, many animals would be extinct. People rob their animals of space and have nowhere to live. Zoos save animals, release them into the wild. ZOO animals are not traded, but are exchanged on the basis of a mating plan.

### **Who goes to the zoo?**

Two main groups go to the ZOO. They are parents (grandparents) with children and then schools. The ZOO prepares educational programs for schools, which are fully occupied and it is not enough to cover the interest. Children also learn here where they come from, what they eat and how they are endangered by human existence.

People who think that animals in the ZOO suffer and only want them on leave will not come to the ZOO. The attendance of the ZOO depends mainly on the weather. Rain and high temperatures are bad. Most visits are on weekends and on public holidays.



### ***Other roles of the ZOO:***

The ZOO is not only dedicated to animals, but there is also a geological trail with 12 stops at various rocks. They are currently preparing the Bohemian Forest project, which is focused on learning about woody plants. The botanical trail is also planned.

### **Hooks:**

- The birth of a new attractive cub.
- Opening of a new exhibition.
- Involvement of the premier league football club in promotion
- Trees for adoption after bark beetle calamity,
- Side attractions such as the rope centre, or for example Halloween at the ZOO

## **CASE STUDY CZ-11 – aftercare centre social worker and therapist NGO**

### **Sociodemographic data**

- Gender: female
- Age group: 36 - 49 years old
- Role: aftercare centre social worker and therapist NGO
- Other criteria: Among other things, she helps clients of the centre find common daily leisure activities.

### **Description of situation**

She graduated in primary school teaching. Then she graduated in social work and started working in a non-profit organization of the P-centre as a social worker and therapist. She works here in an aftercare program with people after completing addiction treatment. It is difficult for her clients to find the content of empty free time. She tries to teach them to spend their free time without alcohol and drugs. She teaches them to visit museums, theatres, play sports with them, or just walk in the park. My questions are about the possible involvement of clients in the cognitive nature in their surroundings.

### **Objective: This is important to me**

Most clients come after a year of residential treatment in the therapeutic community. These are mostly situated in nature, where clients are taught to stay. Unfortunately, after entering a new unknown environment, they do not know where to go and they have a fear or problem to go out on their own. Within groups, they gradually get acquainted with the surroundings, for example, they can rent bikes and go. But it's usually a long way. The problem sometimes is to get into a routine, when they go home from work and have other responsibilities and leisure assets gradually disappear. However, this is a big problem for their further inclusion in the problem of drug addiction.

### ***How to motivate clients?***

Clients usually can't imagine going for a walk. It's easier to have a goal they're looking for, like a purchase. That's why some go to the store every day. For example, it would be possible to arrange for them to walk the dog. Or you need to introduce them to those places first. All these problems are solved individually in therapeutic interviews. The content of the chosen time is a part of the therapy. Relationships and looseness are the basis for maintaining further abstinence.



### Hooks:

- High attractiveness of the place or activity without a large financial burden.
- Organized activity to which they could join.
- Partner, buddy.
- A mandatory part of the treatment and then they find that it is actually pleasant.
- Acquisition of a flower bed in a community garden.

## 3.3. Hooks and key messages, identified by interviewees

**Hooks and key messages** (separate by individual interviewees in Case studies, chapter 3.2. **yellow**) **divided into three parts:**

**1) School, education; 2) Afternoon school club; 3) NGO's**

### SCHOOL, EDUCATION

- **Me as a teacher I love nature and environment myself, I love to be outdoor – I can be good example and motive for children**
- **Motivated teacher is motive and hook for pupils/students**
  - Taking possibilities to educate in natural science, outdoor activities, teaching outside
  - Enthusiastic lecturer is best motivator, see my school subject to be taught outdoors
  - What to take outside? Instruction, templates to take with
  - To have a place, where I can find “what is going on, what is a new, share” (network)
  - Sources
  - Support by colleagues (director, colleagues, cooperation primary and secondary school, afternoon club educators – all together for being outside☺)
- **Attract and motivate teachers through support (methodological, allow to take courses, material and condition, finances). *Even if intrinsic motivation is irreplaceable.***
  - Director of the school,
  - Courses, examples of good practice
  - Cooperation with subjects dealing with ecology, nature (offering educational programs about and especially IN NATURE), University
  - Flexibility, support in organization (changed courses)
  - Land for cultivation work, greenhouse, to build green garden
  - Outdoor classroom (gazebo)
- **Support flexibility to reach curricula goals**



- to change traditional 45 minutes lessons into longer periods (doubled lessons, projects days, etc.) to allow to stay outdoor and reach the curricula and lesson goals here
- to combine school subjects (physics, chemistry, biology, geography) to make longer lessons outdoor
- divide classes into ½, have less students/pupils achieve more safety, to have an assistant
- healthy week in nature (traditional primary school activity in Czech)
- Excursions – to find out, measure, survey in secondary or high school (outdoor)
- Visits of educational programs done by NGO's with nature and plants topic

### • System of education, accreditation, EU cooperation

- Generally in the Czech Republic, you can **accredit your course** under some restriction and rules **under Ministry of Education** (list of accredited courses), than teachers can take part (BUT even non-accredited courses is possible to take)
- For some social workers or medical resort workers, you can also accredit the course under accreditation system of **Ministry of Labor and Social Affairs** or **Ministry of Health**
- **Universities** and some **NGO's body** also can accredited own courses

**Need for the place, where all the offers are listed with quality review (if possible)**

**Find the way, where to fit with PAPPUS course – accreditation is “more sexy” for participants**

- Many platforms and www pages dealing with our topic
- Most cited one **TEACHING OUTSIDE/OUTDOOR NET** [www.ucimesevenku.cz](http://www.ucimesevenku.cz) with a lots of net cooperative partners and projects – SUPERVISION

### • Working platform

- **TEACHING OUTSIDE/OUTDOOR NET** [www.ucimesevenku.cz](http://www.ucimesevenku.cz) with a lots of net cooperative partners and projects – SUPERVISION
- **Tereza educational centre** goal: *“We want as many teachers as possible to lead children in their day-to-day lessons to create a nature-friendly society, and as many parents as possible to rediscover the magic of games in nature and to spend more time with their children outside”*
- **Programs** focused on three long-term educational programs for schools with international auspices: **Eco School**, **GLOBE** and **Forest at School**. **Go Outside program** for parents.
- **Blog Learning outside** <https://ucimesevenku.cz/blog/>
- Methodology of program **Researchers (inquiry-based learning)** <http://badatele.cz/cz>

### • Understandable and motivated parents

- Connect with parents, make them a part of action and school - notice board
- Orienteering - maps and plants, know your neighbourhood



- Parent – volunteer (finding sources, places, sharing experience from occupation if connected with nature)
  - Time spend in school outdoor is healthier, friendly for child
  - Parents and community projects – “know your neighbour and neighbourhood”
  - For “caring parents” explain how to avoid injuries; explain safety, insect protection, natural dirt is not dangerous
  - Connected with COVID-19 – being outside is safe and healthier
  - Parents requiring an individual approach are interested in children at school and want the best for their children.
  - Primary school – if I go out, I have to inform parents 2 days in advance (clothes, ...)
- **Motivated pupils/students**
    - Motivated and educated flexible teacher is motive and hook for pupils/students
    - *“Looking forward for something” ... “shirk from school” ... feeling not studying ...*
    - Understandable and motivated parents – safety, avoid to catch a cold *“We don’t want to go out ... harvest mite/tick ... I have a white trousers .... My parents don’t want me get dirty ....” “In the beginning – often NO RAINING, Not go TOO FAR”*
    - Just tell the children: come learn and leave them as much freedom as possible. Adventure, change, and create your own program.
    - **Primary school pupils doesn’t have to be motivated** – enough to say “we go out ....” (Looking forward to running, competing, and excitement). **X Secondary school students and older** is more difficult to motivate, to teach them be out since younger age (girls don’t want to sweat, etc.).
- **Theoretical teaching is insufficient. Children need to learn practically where possible "natural" objects outside. It's about getting to know your environment, plants, animals... than you can protect**
  - **We all are colleague, teach/learn from each other**
  - **Grow plants, herbs, learn, eat ... use in the school kitchen (lessons of cooking!)**
  - **Connect virtual and nature world**
    - Mobile programs (Pokemons, Geocaching, etc.); make picture with something, somewhere, make movie; mobile programs about nature, atlas of animals, plants, mushrooms

## AFTERNOON SCHOOL CLUB



- **Afternoon clubs – continues (extending) curricula activities in playful way**
- **Use of combination of freely chosen play and plants knowledge (CAPS participant)**
  - Smell, taste, cook, feel .... Nature by senses
- **“AFTERNOON SCHOOL CLUB you would wish to have it when a child” (Motto)**
- **NOT ONLY WAITING ROOM FOR PARENTS TO COME.**
  - “child loves it and doesn’t want to go home”
  - children, if supported by place and things, driving the game and play themselves, you “don’t have to prepare sophisticated activities and plans (PLAYWORK?)
  - CAPS course

## NGO’s

- **NGO Environmental organization – educational courses, open access space**

*"Nothing against the wilderness, but you would rather stop at a chapel or obelisk beautifully integrated into nature. Baroque nature humanizes man. It is a concept of natural philosophy and psychology in the context of nature through experience. "*

- **Children do not lack biological education but rarely go out.**
  - It is necessary to bring nature closer to children so that they perceive that it is important for them, and this only goes through experience.
- **It must be physical - staying outside (cold, warm, rain). It is a process of adventure.**

### How to motivate children

- Adventure, change, and create your own program. They run out of school.
- The role is reversed here. Those who are angry at school are great and, conversely, those who are good at other subjects often get lost here... Children can make a mistake, but most importantly let them think.
- Just tell the children: come learn and leave them as much freedom as possible. There is no need to say what to do, just let them find a stick and run with it.

### How to motivate teachers?



- The teacher is very happy to jump out of boredom, want to be in nature and motivate children.
- The person of the teacher is important. He must have fun to come.

### **How to convince parents?**

- Parents come with their children by themselves, the fishing rod is already in the public space.
- 
- **NGO Aftercare centre social worker and therapist (young adults after history of addiction)**
  - **To be out, go for walk is easier if client have a goal (they're looking for)**
    - like a purchase, rent a bike and go to some exact suggested place, walk a dog
    - need to introduce places first.
    - Problems with leisure time are important and we see importance to connect it with nature (therapeutic interviews).
  - **High attractiveness of the place or activity without a large financial burden**
  - **Organized activity to which they could join.**
  - **Partner, buddy.**
  - **Acquisition of a flower bed in a community garden.**
  - **ZOO**
    - **Outdoor attractive target for a) parents (grandparents) with children and b) schools.**
      - The ZOO prepares educational programs for schools, which are fully occupied and it is not enough to cover the interest.
      - Children also learn here where they come from, what they eat and how they are endangered by human existence.
    - **The ZOO geological trail with 12 stops at various rocks.**
    - **The Bohemian Forest project, which is focused on learning about woody plants.**
    - **The botanical trail**



### 3.4. Good practice, identified by interviewees

We can divide our interviewees into two categories. First are students of bachelor study, participants in focus group, with no extra experience and interest about teaching outside, where we gather only some personal experience about topic and we didn't get any specific good practice ideas. But students/girls agree to teach outdoor is interesting idea and interest about topic.

Second group are already all other interviewees, chosen for connection with topic, interest in teaching/learning outdoor, with previous education in the field (in some cases), where we assume to find out good practice examples, hooks and information to our topic.

Some listed sources and examples are already mentioned in desk research part of the report. Teachers, educators and other interviewees teaching outside refer on organization **Teaching/Learning outside/outdoor** [www.ucimesevenku.cz](http://www.ucimesevenku.cz). This "centre of events" is listed as a first good practice. It follows the good practices or sources mentioned by participants, projects etc.

We are not presenting examples of good practices and ideas what to do outdoor (like exact working with leaves, using natural materials, plants etc.), also referred by some teachers, because there are plenty of ideas in sharing teachers work in below mentioned net and Facebook platforms.

- **TEACHING OUTSIDE/OUTDOOR NET** [www.ucimesevenku.cz](http://www.ucimesevenku.cz)
  - Leading most elaborated net and platform in the topic of play and plants, with a lots of net cooperative partners and projects (see more in case study CZ-3)
  - Facebook working group
  
- **On-line course *Teaching outside* (the same platform above): 6 weeks – 6 steps:**
  - 1) I want to learn/teach outside (Motivation)
  - 2) I know what to bring outside (tools and equipment)
  - 3) Teaching outdoor all the year (when and what to teach)
  - 4) Map and use the surroundings of school (Know own surrounding)
  - 5) Giving children space outside (methods and roles of outdoor teaching)
  - 6) Know how to evaluate (Evaluation and feedback)
  - 7) I am not alone (teaching outside with colleagues)
  - 8) Looking back (to where we went)

I participate and took part of the course, well prepared, can give us a lot of inspiration. Participants got a lot of useful immediate use sources, materials, ...

- **SCHOOL ENVIRONMENTAL IDEAS – WHAT IS GOING ON ALREADY**
  
- **Environmental SCHOOL coordinator** (1,5 years course in *Lipka organization* – 250 hours). - Ministry of education regulation



- **INQUIRY BASED LEARNING**
- **SCHOOL IN NATURE**
  - primary school classes go for one week for healing stay (overnight) to places meeting the condition of health region (air etc.)
  - Being and staying outdoor most of the day
  - Example of project **Grønn Island**
- **1 day in 2 weeks period project teaching**
  - example of school organization regime good for being outdoor more often and easily - every second week of school they have 1 day of project teaching (useful for being outdoor) with chosen topic
- **Environmental Education Facebook group**
  - Facebook groups of environmentalist, teachers of primary school showing the pictures, examples of their own teaching
- **ECO school projects, school Eco-teams, environmental topics**
  - **Clean Up the whole Czech**
  - **Waste sorting and paper collection**
  - **Planting trees**
  - **Eco news on school TV** (making TV shots, interviews)
  - **Palm oil day**
  - **Herbal spiral** (prepared for May 2020) **Origanum day**
  - **Cyclo trips - Day of Earth**
  - **Eco team 2 children from classroom**
  - **Plogging**
  - **GLOBE and Forest at School**
- **Project World school <http://www.svetovaskola.cz/>**
  - project "Faretrade breakfast" outdoor (fare trade plus local products) – families, school, society
- **Project PŘÍRODA PŘÍrodovědné Oborové Didaktiky A praktikující učitel**  
NATURE – biology didactics and practicing teacher
- **Project MRKEV Metodika a realizace komplexní ekologické výchovy**  
Carrot - Methodology/didactics and realization of complex ecological education
- **Project Mistři kolegiální podpory (Masters of Peer Support)**
  - support of nature literacy and how to teach it. Cooperation with organizations **Tereza** (education centre) and **Lipka** (environmental centre), which are partners of first listed organization.



- **3S PROJECT (*together prepare, lead/do, reflect*)** - tandem education outdoor
- **Young Beekeepers (both schools)**
  - Important topic in CZ, mentioned by both school directors
- **COOPERATION OF SCHOOLS AND NGO'S DEALING WITH EDUCATION PROGRAMS OUTDOOR**
- **OTHER LISTED EXAMPLES**
  - CAPS
  - Brontosaurus
  - Waldorf School and other alternative schools
  - Scout organization
  - Holiday school Lipnice – outdoor organization, one of the first in 1990 “Experiential pedagogy” outdoor - books
  - Protected Landscape Areas and school cooperation with (Eg. The Kingdom and Litovelské Pomoraví)
  - Go Outside program for parents.

### 3.5. Toolkit content

Toolkit should content:

#### A) Connection with reasons and target group audience: General information and specification to users (target group)

- 1) **General information**
  - Safety outdoor
  - What to take, bring outdoor, support
  - How to explore surrounding, neighbourhood ...
- 2) **Specification** means: **teachers** – content connected with curriculum, educational plans; **afternoon club educators** – connection with play – CAPS, Viper), etc., **NGO's** – tips how to adapt

#### B) Including (Content):

- 1) Tips, methodology, didactics, materials for subjects connected with plants and play (in our case)
- 2) Friendly use, free, modern...
- 3) Safety (clothes, dirt, insects,...)

#### C) Platform

- 1) information about courses, offers with professional reviews of quality
- 2) Net of sources, other partners



### 3.6. Pappus training

Our asked interviewees were willing to participate in potential course, but in different level. On the school level, there is overload in offered projects, but for those teachers, educators, directors interested in topic already it is interesting offer. Mostly is preferred combined form of on-line background and practical part face to face (experience).

- A) Background and sources – on-line version is perfect (even in COVID reality)
- B) For directors of school: useful 2 days course (Friday, Saturday; weekend)
- C) For teachers different levels of course (willing to participate in different times – week days, weekends, afternoons ...). **Time schedule of the course tailored to the order of client**
- D) Peer course (for Scouts, Tourists, ...) – younger age 15+
- E) Play and learn outside – course for parents (e.g. Project **GO OUT**)

#### **Pappus training should have:**

- 1) Different versions: from **on-line course to accredited short version course**  
E.g. 2 days (weekend), intensive 3 days course, on-line course and weekend
- 2) Can be part of some longer accredited course

### 3.7. Any other ideas / suggestions from interviewees

Many of listed above ideas of interviewees can be explored and adapt more deeply. We appreciate the interest of participants.

The desk and field search in the Czech Republic shows already existing platform and organizations dealing with topic of outdoor learning/teaching. These activity are mostly connected with environmental topics, experiential pedagogy, inquiry based learning. Important role of our PAPPUS project is to bring a new point of view and extend the topic. Participants also see importance of gathering information in the field and do experienced review about quality of offered programs, courses. This quality guards topic is important, but due to international project, it seem to be too complicated for us.