



Pappus

Plants and Play Promoting Universal Skills

National Adaption Plan

Field Research

POLAND

Document Details:	
Reference	Plants and Play Promoting Universal Skills
IO1 / Activity	IO1 – National Adaption Plans / field research
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Character	Country Report (Poland)
Date	20.03.2020



Funded by the
Erasmus+ programme
of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein



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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).



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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?)



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- 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

Here you find a template how to write your report on the field research. You should follow the proposed structure and provide information on each of the following headlines.

1. database

Name	Gender	Age	Role
Hanna	Female	52	Teacher
Basia	Female	43	Teacher
Beata	Female	55	Headmistress
Agnieszka	Female	42	Teacher
Magdalena	Female	44	Teacher
Jovanka	Female	48	Teacher/author
MiMa	Female	40	Teacher/Methodologist
Natalia	Female	24	Teacher
Marta	Female	30	Teacher
Alicja	Female	32	Teacher
Wojciech	Male	63	Author
Lucyna	Female	35	Teacher

2. Research Method

We have collected answers to the given questions through google forms. We asked our colleagues-teachers and people involved in educational initiatives, especially the ones who were interested in education and nature.



3. Key findings from field research

3.1. Executive summary

Everyone filling the forms were keen on going into nature. Most of the respondents mentioned using natural materials as tools (stones, branches, sea shells, leaves...) . Most of them focused also on free play and pedagogy of play. The general focus of the group was on all the advantages from contact with nature: mindfulness, creativity, play. There were some differences among people who supported going out , no matter what the weather was, and the ones who wanted to use good weather whenever it is possible.

3.2. User cases from interviewees

1. Magdalena

- Which goals did they set for themselves related to “nature and play in school / youth setting”?

To show Ss everything that is possible in nature everyday: „if you don’t have to, don’t do it in an artificial way”;

- How do they get there?

Multi-sensory classes, learning through experience , learning through play, being authentic,

- Which methods do they apply?

Keeping it everyday experience, no matter what the weather is , sometimes just to play, sometimes to learn;

- Which tools do they use?

Observation, mindfulness, learning through play; Weronika Sherborne;

2. Mima

- Which goals did they set for themselves related to “nature and play in school / youth setting”?

To run interdisciplinary classes, to give opportunity for fresh air, to move, to go out of the room;

- How do they get there?

Help them do it themselves, support autonomy; prepare materials ;

- Which methods do they apply?

Learning through experience

- Which tools do they use?

Using natural materials from their environment - stones, sticks, seashells , flowers;

3. Agnieszka



- Which goals did they set for themselves related to “nature and play in school / youth setting”?

As a teachers of arts to often use nature as inspiration for classes

- How do they get there?

Through emphasizing „thinking outside the box”, the need for creativity;

- Which methods do they apply?

Setting clear rules and underlining cooperation;

- Which tools do they use?

Generally discussions and inspiration, mindful observation and possibility to create art

4.Hanna

- Which goals did they set for themselves related to “nature and play in school / youth setting”?

To practice mindfulness, to use nature as inspiration;

- How do they get there?

Leaving them space, allowing for autonomy;

- Which methods do they apply?

Looking at the clouds as inspiration for creativity;

- Which tools do they use?

Discussion; asking intriguing questions, songs,

5.Marta

- Which goals did they set for themselves related to “nature and play in school / youth setting”?

To observe natural world; to take care of kids’ safety;

- How do they get there?

Free exploration enriched in some tips on what is worth observing;

- Which methods do they apply?

Using the weather, taking out blankets to enjoy nature;

- Which tools do they use?

Blankets; free play;

6.Alicja

- Which goals did they set for themselves related to “nature and play in school / youth setting”?

To be careful observing natural world; to inspire ; respect for nature;

- How do they get there?



Learning through play; respecting natural world;

- Which methods do they apply?

Pedagogy of play;

- Which tools do they use?

Planting seeds; learning the environment surrounding;

7. Beata

- Which goals did they set for themselves related to “nature and play in school / youth setting”?

Observing, communing, respecting and caring for nature. She is an advocate of daily life and fun outdoors for at least an hour.

- How do they get there?

Nature is her battery of wellbeing. She loves the wind noise therapy, the forest, the sea. it gives her joy, peace, gratitude, energy to act.

- Which methods do they apply?

Dirty kid, happy kid.

- Which tools do they use?

They created "green classrooms" in the school for outdoor work, a place for a bonfire, perennial, herbal and vegetable gardens. They sow, take care, water, drink, plant, look after, pick fruit. Everyone has an influence on nature and the plants around them. Two furnaces in the school and preparation of a bonfire and refreshments together - baked apples, potatoes, lard made together, pickled cucumbers, baked bread - Huge satisfaction.

8. Lucyna

- Which goals did they set for themselves related to “nature and play in school / youth setting”?

Outdoor movement. Leaving the school walls at least for a while. Any weather is good for playing outside.

- How do they get there?

I often give kids a "free hand." They can play as they please.

- Which methods do they apply?

I organize games and plays that they like most. I have no problem to encourage children to go out.

- Which tools do they use?

Gardening classes in the common room garden.

9. Basia

- Which goals did they set for themselves related to “nature and play in school / youth setting”?



Exploration of the surroundings, free, observing the changing nature, having fun;

- How do they get there?

Going out the park, to the fresh air, it is important to get to know the surroundings freely, observe children's behaviour, show things seemingly invisible to the eye, search for curiosities and take photos of them. Children love the grey air, they do not need to be persuaded, older teenagers need encouragement in the form of e.g. projections of "quirks" found on a walk, searching for interesting things, inspiration;

- Which methods do they apply?

An unrestricted exploration of the environment with clues as to what to see

- Which tools do they use?

Building a shelter from available materials found in the forest.

10. Natalia

- Which goals did they set for themselves related to "nature and play in school / youth setting"?

Yes, we spend about 95% of our time outdoors, I highly recommend. It is healthy, pleasant, good for social, mental and physical development.

- How do they get there?

The most important thing is that children should have freedom of contact with nature, be able to climb a tree, jump into a puddle, organize a snowball battle. I conduct classes to stimulate creativity and curiosity about the world (making clay, painting, looking for animal tracks, etc.) using nature's "props" - shells, stones, leaves, cones, acorns, needles, etc.

- Which methods do they apply?

"Cooking" from flowers, leaves, etc.; looking for wild boar trails in the forest; painting with plants on the material; natural sensory path; climbing trees; walks; dragging a rope; treasure hunt; treasure hunt; garden care; bonfire with food; symbolic games; characters' incarnation; theatre; etc.

- Which tools do they use?

Freeplay, in which no adults participate.

11. Jovanka

- Which goals did they set for themselves related to "nature and play in school / youth setting"?

To show what I think is interesting, important, beautiful, but most of all to create space for their own experiences, searches. For me, a teacher is someone who opens a door, can encourage to go through it, but cannot force anyone to do so.

- How do they get there?

I am constantly amazed by nature, I don't think I can convey this admiration, and every time I meet a wild animal, I feel like I have touched an extraordinary secret. In the forest among the old trees I feel like in a sanctuary. It is incomprehensible to me that there are people who enjoy shooting animals - I



would rather fall to my knees at the sight of this miracle ;-). The body relaxes, emotions come and go more easily, I breathe deeper, feel myself more and feel good with myself and the world.

- Which methods do they apply?

I have tried to interest and delight children in the "ordinary" environment, to show that what they find obvious, boring - sometimes it's nature, sometimes the nearest neighborhood - is very important for me to build a relationship with the "little homeland", especially for children from smaller towns or districts considered to be worse or boring. For example, we had classes where children played detectives looking for unusual stories on the lawn in front of the community centre. It turned out great :-). We wrote a few books about different places - they also encourage to get to know them in their own way, and not only through historical textbooks.

- Which tools do they use?

Arranging paintings from what we found in the forest, we also painted stones brought from the manor house, and then painted them again outside, in urban space. I also remember from the times when I taught at school that when it was warm, we would go out into the courtyard (the pre-war school with an internal courtyard gave such a possibility) - sometimes under each lilac bush there was a different lesson :-). The pupils liked it very much, they asked us to leave. Of course, it was more difficult to focus their attention - this is a problem, if you want to pass something on during a lesson outside, I think you can reduce it if such classes are more frequent.

12. Wojtek

- Which goals did they set for themselves related to "nature and play in school / youth setting"?

Interdisciplinarity and to some extent improvisation - reacting to what happens in the environment and children's interactions with their environment. As far as the former is concerned, regardless of the discipline and the initial topic, it is worth noting the links between different fields of science, art, perception - with a particular emphasis on nature. I would also draw attention to the children's awareness of how the circumstances in which the classes take place affect them. A side effect, but an important one, is also a positive impact on health - for example, due to breathing (I assume that there is no elevated level of smog in the area - this is a separate problem).

- How do they get there?

The most important educational goals for me are strengthening the sense of subjectivity and self-esteem, development of imagination, self-awareness and independent thinking, attention, healthy emotional development, supporting empathy. Deep contact with nature is very conducive to achieving such goals.

- Which methods do they apply?

For example, by arranging situations in which the observation of nature, various kinds of sensual experiences move the imagination, arouse emotions, willingness to act and create. It is important to leave a large margin of freedom and at the same time not leave in a sense of helplessness - to show the different possibilities of action that are actually attractive for contemporary children, taking into account their experiences and needs. It is important to be aware of all the parties involved: that the participants have a sense of subjectivity and fun, I - that I - have a sense of the meaning of what we do and that nature really is the essence of this relationship, not just a background or a prop.

- Which tools do they use?



It was a project aimed exactly at sensitizing children to nature. The closest one is lawns, parks, city trees, insects, etc. The first stage was a playful training of attention, changing the priorities of perception, paying attention to what is under your feet and right in front of your nose. Recording it in any way you want - mainly through drawings and descriptions, and then developing it creatively - creating stories, further sequences. Whatever motive or essence they encounter, they want to tell me what their story and message is. The children's ideas were very important, there were no detailed instructions for action - the project had a rather open structure, it was not aimed at achieving specific effects.

3.3. Hooks and key messages, identified by interviewees

- Hooks and key messages, that would attract interviewees themselves:
 1. awareness of physical and psychological profits from contact with nature;
 2. Variety of materials, possibilities, methods possible to be applied outdoors;
 3. Creating opportunities for play;
 4. Possibility to run classes according to national curriculum in nature;

- Hooks and key messages to attract young persons
 1. possibilities for free play; time to rest from desks;
 2. more freedom than in classrooms;
 3. beauty and inspiration of natural world;
 4. creative opportunities for using natural materials;
 5. you learn better after time spent outside (it is not only pleasant but also time saving);

3.4. Good practice, identified by interviewees

1. Lessons without benches using picnic blankets, drawing pads. Time for outdoor movement after the lesson task.
2. Always look up at the sky and describe the clouds. What do they depict? Exercise the creativity and become aware of the differences in perception of the world.
3. Going out whatever the weather, sometimes for fun, sometimes to make a specific yew. Kids are mirroring our behaviour – if I'm enjoying this trip, so are they.
4. Give them a "free hand." They can play as they please.
5. Every year, we perform with the students of class 6 a series of lessons "art in public space" - the students transform the area around the school - they create sculptures, installations,



movable objects, make murals, build monuments, dress trees, paint pavements, hang decorative elements in the form of nets, etc. All this is documented by photographs and left until the time and the weather destroy our activities.

6. We learned German verbs while watching ants. Children watched the ants and said what they were doing. (They walk, run, bell, build.... Then as a team they "built their imaginary anthill, imitating the ants and repeated simple sentences in German. A great combination of nature lessons, German and group work.

7. Writing in the sand, chalk on footpaths, reading on blankets, walking around the pond with recognizing the animals living there, looking for flowers, creating pictures from sticks/pebbles, painting pebbles.

8. To discover for themselves. Take the leaves and describe... Say what you think, what do you feel in your hand, what are the differences?

3.5. Toolkit content

1. possibilities to multiply the use of small natural materials;
2. diversity in options for the ones, who want to inspire and the ones who are focused on curriculum but still are keen on contact with nature;
3. introduction based on researches on profits (physical, intellectual and psychological) for Ss as well as teachers;
4. Options for organizing free play in nature;

Basic info on how to prepare classes in different weather conditions;

3.6. Pappus training

Some of the respondents we were able to interview were open to participate in the training, but it would have to take place during working hours. It would have to be prepared in such a way that the teachers could leave the schools for a few hours a day and then return to them. Such a model would work well for teachers but for logistical reasons it may also be difficult to organise in Gdansk. The second option is a training that would take place at the weekend, on a day off - some people would be interested in taking part in it - it all depends on the motivation and determination of the person.

3.7. Any other ideas / suggestions from interviewees

Specific attention should be drawn to the legal aspects of going out into nature and the associated regulations, which often discourage teachers from leaving classes.