SCHOOL in between GREEN ISLANDS

lesveskole.cz: 7June 2018

TOPIC: Green places in school’s surroundings are classrooms, where even NEW WILDERNESS can be mapped.

TARGET GROUP: Students and teachers of second grade of primary school (can be used also for first grade).

OBJECTIVE: We spend our time outside less and less, but why to go there? Why to teach about nature outside? We all have interactive schoolbook, strong experience, inspiration to create and even a space to relax during learning. We can experience it all with school. It is enough to go outside. Green islands around us offer more than we could imagine. Lets get new classroom for every school- for free! We will learn, together with our students, how thanks to human influence so called “new wilderness” is created. Lets discover succession directly around our school. When outside, we can “touch” what we learn.

The program increased the student’s understanding of succession both on the level of simple understanding of concept, so on the level of understanding of its principle.

doc. PhDr. Jan Cincera, Ph.D. | Masaryk University, the author of evaluation inquiry

TARGETS:

STUDENTS:
- Explore green places in the school’s surroundings. Completes research about which part of succession they find themselves in, what grows in these parts and who occupies them. Tracks regularly their green places (for example on their way to school).
- Shares their experience and reasons why to go outside to discover new wilderness with their surroundings (classmates, friends, family and more).

TEACHER:
- Has the opportunity to teach principles of succession in practice- outside.
- Offers students the opportunity to “touch” the topic they study- therefore truly explore the place where they live (research of surrounding, the development of green places, tracing tracks and signs of life and more).
- Together with students can determine the most common species in the school’s surroundings – plants, animals from “urban” new wilderness (basic woods, herms, insects, birds, reptiles, mammals and more).

CLASSROOM:
Both students and teachers create game FIND & RESEARCHER (also known as Quest) for green islands of new wilderness in the school’s surroundings. During the game they also explore some examples of the different stages of succession. Thanks to this they motivate not just themselves, but also the surrounding and reasons why to go outside and explore green spaces in the school’s surroundings.

RECORDING:

SCHOOL: WILD NOTEBOOK maps favourite green places on the way to school.

CLASSROOM: GAME FIND & RESEARCH: WILDERNESS OUT OS SCHOOL. Draft and realization of trip to green islands in the school’s surroundings with demonstration of development of plant groups- succession (with tempting tasks and treasure).

NEW OPPORTUNITY:

Map of “school” researchers/ Quests could be created. Map f places where teaching outside is possible, directly in the school’s surroundings. Thanks to sharing of this through social networks active teachers/students/ schools can be interlocked- not just within Czech Republic- and support each other in teaching outside. Professor Jan Vrtiska from Primary School located in Jilova close to Prague has shared with us his tips about working with methodology:

- Plan individual steps, discuss everything with the school directors and with potential partners of first grade directly before the project starts
- Create stable teams in which students can support and add- some are closer to nature, others to technology (photography, videos, mobile applications), others are good with management of small children
- If your manage to go through all lessons, methodology has the potential to develop not only ecologic but also natural science knowledge of students. The development of competencies can be seen, which can influence even the formation of position of friendly relationships to both place where students live (elements of anchored study), so to nature and its changes (students will get the freedom to finds the beauty of detail, acuteness of some species, the human influence and more).

SHOOL in between GREEN ISLANDS

On the way to school in between green islands, THREE STEPTS need to be completed:
## WHAT IS THE GAME FIND AND RESEARCH (QUEST)?

<table>
<thead>
<tr>
<th>GAME “FIND”</th>
<th>“RESEARCH” (QUEST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHORT SEARCHING GAME IN THE SCHOOL’S SURROUNDINGS. PICTURES/ WORDS WILL PROVIDE HINT OF WHAT TO SEARCH FOR.</td>
<td>TRIP FULL OF SECRETS AND RESEARCH. MAPS AND HINTS WILL GUIDE ALL THE WAY TO TREASURE.</td>
</tr>
<tr>
<td>TIME OF GAME: 5–30 min.</td>
<td>TIME OF GAME: 30 min TO 3 hours. Depending on chosen Quest.</td>
</tr>
<tr>
<td>DIFFICULTY: Easy</td>
<td>DIFFICULTY: Advanced, requires more energy and time than game FIND- due to choice of terrain, distance and more.</td>
</tr>
<tr>
<td>Tools: Pictures, papers, pencil, box from eggs.</td>
<td>Tools: Maps of terrain, papers, pencils, box for treasure, stamp and book for treasure (depending on the topic - chronicle, and more).</td>
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<td>------------------------------------------------</td>
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<tr>
<td>Preparation:</td>
<td>Preparation:</td>
</tr>
<tr>
<td>1. Choice and research of place for demonstration of the development of new wilderness.</td>
<td>1. Choice of topic (with connection to new wilderness around us) and terrain for RESEARCH (Quest).</td>
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<tr>
<td>2. Choice of subject / nature, which will be searched for.</td>
<td>2. Choice of route and stop.</td>
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<tr>
<td>3. Creation of worklist/book pictures or description of subjects which will be searched for.</td>
<td>3. Creation of hints and help in verses.</td>
</tr>
<tr>
<td>Hint: if we create different tasks for various groups we remove the competition (who would be the fastest) and on the contrary we create deeper concentration to nature, subjects and even the game experience.</td>
<td>4. Placement of treasure in the end of RESEARCH.</td>
</tr>
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<td></td>
<td>5. Creation of map with hints for visitors.</td>
</tr>
<tr>
<td>GAME PROGRESS:</td>
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</tr>
<tr>
<td>1. Game goal: Find individually / in groups as much as possible of the given subjects / nature (during way or on previously specified place).</td>
<td>1. Goal of RESEARCH: Show the visitors in both playful and mysterious ways the places in the surrounding (unexpected views, contexts, stories).</td>
</tr>
<tr>
<td>2. Kids / groups go to complete search.</td>
<td>2. Visitor will be given map with the route and hints in order to locate treasure.</td>
</tr>
<tr>
<td>3. We talk through together who found what.</td>
<td>3. Walking through the route and thanks to hints and help in verses proceeding all the way to the treasure (container with random objects, the most common being stamp with ink and visitors book).</td>
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<tr>
<td>4. We share what we experienced during search.</td>
<td>Example:</td>
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<td></td>
<td>Example:</td>
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<tr>
<td></td>
<td><img src="http://www.mesto-zruc.cz/turista-1/questing/" alt="Illustration Picture of Game “Find It”" /></td>
</tr>
</tbody>
</table>
### METHODOLOGY STRUCTURE:

Together in TERRAIN at last twice (when and where possible)

### INTRODUCTION: FIND ISLAND/s

<table>
<thead>
<tr>
<th>Goals for:</th>
<th>TEACHERs:</th>
<th>Motivate students to explore green places in the school’s surroundings.</th>
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</thead>
<tbody>
<tr>
<td>STUDENTS:</td>
<td>EXPLORE THE DEVELOPMENT OF GREEN ISLANDS in the school’s surroundings.</td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td>Task distribution to classroom (10 min) + preparation in advance for research (20 min).</td>
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<tr>
<td>Space:</td>
<td>Task distribution to classroom, research outside on the way to/from school outside of school hours.</td>
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### INTRODUCTION: ADDITIONAL LESSON FOR TOPIC OF SUCCESSION

<table>
<thead>
<tr>
<th>Goals for:</th>
<th>TEACHERs:</th>
<th>Demonstration to the classroom what succession is.</th>
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<tbody>
<tr>
<td>STUDENTS:</td>
<td>Principle of succession discussion in groups working with worksheets.</td>
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<tr>
<td>Time:</td>
<td>1 Hour</td>
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<tr>
<td>Place:</td>
<td>Classroom/outside.</td>
<td></td>
</tr>
<tr>
<td>Tools:</td>
<td>SUCCESSION STORIES, appendix WINDOW TO WILDERNESS, WILD NOTEBOOK.</td>
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</tbody>
</table>
1. LESSON: MAPPING OF GREEN ISLANDS

**Goals for:**
- **TEACHERs:** Explain succession in the school’s surroundings. Introduce the classroom the so called “new wilderness”.
- **STUDENTs:** Create motivation for observing green places around school. Mapping of green places in school’s surroundings, guess the succession phase.

**Time:** 1 Hour

**Place:** The realisation outside in the school’s surrounding is very beneficial, or else it is possible to help the classroom by using photos.

2. LESSON: LIFE ON GREEN ISLANDS

**Goals for:**
- **TEACHERs:** Help for students to determine life on green islands, which they observe.
- **STUDENTs:** Determination in group different nature and animal species that live on green places in the school’s surroundings. Discussion why they live just here.

**Time:** 1 Hour

**Place:** The realisation outside in the school’s surrounding is very beneficial, or else it is possible to help the classroom by using photos or books.

3. LESSON: RESEARCH OF GREEN ISLANDS

**Goals for:**
- **TEACHERs:** Introduction to students of new game FIND and RESEARCH, help the classroom to choose game.
- **STUDENTs:** Create motivation for preparation of game FIND/RESEARCH in school’s surrounding. Based on experience, observing and ideas help to create the sculpture for the game. Experience how to use their knowledge in practice.

**Time:** 1 Hour

**Place:** Classroom/ outside.

4. LESSON: TESTING OF GAME FIND/ RESEARCH

**Goals for:**
- **TEACHERs:** Becomes only the flight dispatcher who helps students/airplanes ☀️ in getting to their targets. Supports groups in finalizing of queries, directs discussions and helps solving problems.
- **STUDENTs:** Based on experience, observing and ideas help to finalize the game FIND/RESEARCH. Experience how to use their knowledge in practice.

**Time:** 1 hour for game FIND; 2 hours for RESEARCH

**Place:** In the school’s surroundings/forest/new wilderness around school – depending on location choice.

5. LESSON: GAME FIND/RESEARCH FIRST TRY

**Goals for:**
- **TEACHERs:** Becomes the observes, where necessary can help the organisation by obtaining feedback.
- **STUDENTs:** Experience new role of guide around green islands. Test their presentation and obtains feedback.

**Time:** 1 Hour (if there is not enough time, test group can test this individually and present findings).

**Place:** In the school’s surroundings/forest/new wilderness around school – depending on location choice.

CONCLUSION: LOOKING BACK AT GREEN ISLAND

**Goal:** Evaluation of work accomplished - together.

INTRODUCTION: WILD CHALLENGE- FIND ISLAND/s

**Goals for:**
- **TEACHERs:** Motivate students to observe green places around school.
- **STUDENTs:** OBSERVE THE DEVELOPEMENT OF GREEN ISLANDS in the school’s surroundings.

**Time:** Task distribution to classroom (10 min) + preparation in advance for research (20 min).

**Space:** Task distribution to classroom, research outside on the way to/from school outside of school hours.

**Tools:** Map of school’s surrounding, 1-6 description/photos of green islands.
Step 1.: The teacher chose one to six places in advance in the school’s surrounding which are typical from each phase of succession.

**EXAMPLE:**

I. Lichen, moss on the surface of pavement, roof boundary stone and more.
II. Flower in asphalt, pavement and more.
III. Plants or small bushes in asphalt, small tree growing from pavement and more.
IV. Small woods which create tiny forest— if there is any in the school’s surrounding.
V. Park, garden and more.
VI. Forest or other form of climax stadium— probably not directly next to the school, but can be demonstrated by showing where is the closest place its occurrence.

**TIP:** Almost for the whole Czech Republic it is natural to have climax stadium of FOREST— the only thing that varies is the different kinds of forests. If the teacher wants to, the topic can be focused on in more detail. The goal of this activity is to demonstrate and show on specific examples in the school’s surroundings the following:

- **a)** Development of succession directly in the school’s surrounding (no need for schoolbook all can be experienced outside).
- **b)** The power of nature, thanks to which new wilderness are created.
- **c)** How a human often maintain artificially some part of succession— i.e. parks, gardens.

Step 2.: In the end of some class challenge students whether they want to accept 1. WILD CHALLENGE: find from pictures or map specific place— so called green islands in the school’s surrounding. If they locate green islands, they draw its form, take a photo or selfie.

Step 3.: Each student will get their WILD NOTEBOOK (WN) which he/she will use within following lessons.

**Note:** Thanks to the places allocated by teachers, students can see that green islands are different— these can be both small and big by their space or age. They can be close but even far from school. If you have the need, you can limit the space where to search— this can be done by restriction being clearly shown on the map.

**VOLUNTARY TASK:** Who will want can on their way to/from school document other green islands. Or their can choose one green island— place even with the minimal amount of nature which is interesting for them and regularly monitor this place. Their observations can be recorded within the WILD NOTEBOOK.

**TIP:** One of the common tools will be taking of pictures or creation of short videos of green islands— if students want, they can use HOW TO TAKE PHOTOS and share their experience through:

1. CLOSED GROUP on FACEBOOK WE STUDY OUTSIDE: https://www.facebook.com/groups/825375490950292/
2. On INSTAGRAM: #westudyyoutside (https://www.instagram.com/ucime_se_venku/).

**ATTACHMENTS:** WILD NOTEBOOK – individual attachment

**EXAMPLES of different SUCCESSION places in the school’s surrounding:**
1. REALIZATION PERIOD: If you have little time during autumn or it is not suitable weather, we suggest that you split the work into autumn and spring parts. You will gain more time for research and preparation. In the same time, you will have the possibility to compare same places in different times of the year.

2. CHOOSING OF GREEN ISLANDS: It is beneficial when the groups have during their work in terrain the option to choose the area. This creates more interest, responsibility and motivation to work.

3. FINAL CHALLENGE: We suggest planning everything so that the classroom accomplishes the final Quest from wild islands in the school’s surroundings. The students have the opportunity to try and apply new skills to create their own work which will have use.

4. PUBLISHATION: Providing that the RESEARCH/Quest will be successful, it is very beneficial when the option to go through RESEARCH and find treasure is shared with the public, for example through notice- boards, magazines, during school presentation and more. People then gain new opportunities to find unexpected places, views and stories in surrounding known to them.

QUESTIONS: examples of questions to sharing:

1. WHICH PHASES OF SUCCESSION CAN WE FIND IN THE SURROUNDING OF OUR SCHOOL?
2. HOW WE MAINTAIN SOME PHASES OF SUCCESSION UNNATURALLY?
3. DO WE COME INTO CONTACT ON OUR WAY TO SHOULD NEW WILDERNESS?
**ADVICE FOR PHOTOGRAPHY**

### a) NATURE PHOTO-TAKING

#### Advice 1: THE LIGHT DURING GOLDEN HOUR

The most convenient time for photo-taking outside is so called **GOLDEN HOUR**—morning and evening, when sun comes up or sets, its shining is very slant which gives our photo **beautiful colours, drawn details and softness**. You can find the time of sunrise or sunset even by observing the sunshine.

**INFO:** When, where and how long sun rise and set depends not only on the season but also your location. For example when close to the equator the sun rise later than in northern locations and you therefore have less time to capture the prefect light much less time. To determine the exact movement of sun you can use web application called **SunCalc**. This shows the movement of sun during specific day in specific place. But be careful, not ever place can be captured during golden hour. If the given location or objects hidden in forests, in between mountains or in a valley, the sun disappears behind the horizon.

The least convenient time for photo-taking is around noon. Photographers call it the swimming pool period. For example in summer from 10 to 15 o'clock you supposed to next to the swimming pool and leave your camera in your bag. Sun around noon is high above the horizon and creates sharp dark and big contrasts. On the photo it then comes across as too strong which does not who the details properly.

**TIP:** Is the sun shining? Let the flowers shine in against the light. Pictures against the light show behind the object. This type of photographic can be more challenging, but the flowers look like they are shining.

**TIP:** How to add more freshness to your photos? Take photos after rainy night, when it rains less or right after rain. In soft summer rain you can capture drops falling down from the edge of leaf or rain drops that remain on leaves and blossoms. Did you not find any rain drops? Create your own. Fill in spray bottle and spray flowers as necessary.

#### Advice 2: SIMPLE BACKGROUND

Check whether your background is simple so the plant can excel. Green plant with the background of green grass will not excel very much. Try to find or create background which will enable the plant to excel. Take care about the whole shot, whether some colours would not disturb, subjects that would gain more attention.

#### Advice 3: CLEAN UP MESS, if it’s not supposed to be part of the

Observe the whole shot, not only the subject, that you are taking picture of. Benches, signs, bins, rubbish everything (if it’s not supposed to be included) can disturb the final photo. If it is possible, move your angle. In case you can cut the final picture.

#### Advice 4: THE RIGHT ANGLE

Photos of people, animals and plants are the best when you take them in eye/blossom level. In depends on the size of plant (tree) and which part of it you are focusing on. It works that flowers are the best photographer slightly above the level of blossom. Even when taking pictures of butterflies, bugs and spiders, it is not the best to step on top of them. Pictures from top are not as effective as shots taken from side. When taking photos of animals, we suggest to take these first from distance (in case it is possible to cut out the detail) and get closer step by step. If the animal runs away, at least we have some shots.

#### Advice 5: CHECK FOR WIND

When taking photos of plants even small wind can cause big problems and make our photos blurry. You can set faster exposition time (1/500s), or take picture in different time.
### ADVICE FOR PHOTOGRAPHY

#### b) SELFIE IN NATURE

**ADVICE 1.:** Attract attention by something interesting. There is millions of selfies on the internet every day. That is why it is good to choose, think through and add something interesting, besides your face. Be creative, be different. Add an idea. Selfie is supposed to get people’s interest not to bother them.

**ADVICE 2.:** Do not share selfie too often. Even that is a part of being special.

**ADVICE 3.:** Be confident, in good mood, practice smile, which you like. Mimic muscles can create lot of different smiles, practice and try which one you want to share with the world. It helps if you, before that you smile, press your tongue against the back side of your front top teeth.

**ADVICE 4.:** Careful about double chin. The objective should be a little bit higher than eyes and chin lightly tilted. It is good as well to softly tilt your head away from the objective (so that the tip of your chin is circa 10 cm away from objective, but eyes still being directed to objective). This will highlight cheek-bone and you will look better.

**ADVICE 5.:** Selfie taken on daylight will look a lot better than one taken using artificial light. The colours of daylight are softer and more natural. You can try it at home with a lamp and outside when sun is shining (morning, noon and evening). If you take selfie on direct sunshine, make sure that you have the sun in front of you. If you have sun behind you (at it will be shining directly into the camera), your face on the photo could be completely dark, so that photo will not be usable. Be careful about that! If you can, when on sunlight turn around facing the correct direction or use curtain or other object or uneven terrain (hide in the shadow of a tree etc.).

**ADVICE 6.:** Check for disruptive background. Do not forget to check what is behind you in the shot. White wall does not look the best, but equally too many objects will be disruptive (cards, bins, lamps, benches).

**ADVICE 7.:** Do not be afraid of black and white. Photos can be edited later on, try it! Black and white photo can hide skin problems and can be seen as more harmonic and artistic.
ADDITIONAL LESSON FOR TOPIC OF SUCCESSION – use a suggestion of voluntary lesson in case when the topic of succession will need to be discussed/ repeated. The goal of this lesson is to demonstrate on examples the main principle of succession.

INTRODUCTION: ADDITIONAL LESSON FOR TOPIC OF SUCCESSION

Goals for:

- TEACHERs: Introduction to class what succession is.
- STUDENTs: principle of succession discussion in groups working with worksheets.

Time: 1 Hour
Place: Class room/outside.
Tools: SUCCESSION STORIES, appendix WINDOW TO WILDERNESS, WILD NOTEBOOK.

1. step: Succession Stories. Each student will get SUCCESSION STORIES where they will attempt to determine the order of pictures in four stories. If some students do not know what succession is, it does not matter. They will learn it later. In the meantime they can write down their guess and their opinion can later be changed.

2. step: Comparison of stories. Students will form groups (4-6 members). They will compare how they put pictures in order. They can shortly discuss this as well. The teacher will observe and organize. For now, not hints, evaluation or resolution is being provided.

3. step: What is succession. In each group the teacher will hand out SUCCESION, where Forest class help reveal and explain what succession is, climax and mainly show on examples what is the principle of succession- the growth of plants. Each group discuss after reading SUCCESION and in case they can amend their SUCCESION STORIES.

4. step: Windows to succession. Teacher goes around groups and can discuss more when necessary. The groups which understand the principle of succession from order of their pictures will get additionally WINDOW TO WILDERNESS. They will cut empty square as guides show so that they gain a little frame to observe their surroundings which will demonstrate in its bottom part the stage of succession for comparison. On specified place (desks, magnetic table or on grass outside) together all class (all groups) put the windows into wilderness so that they create one development line all the way to climax. Class can also discuss about the phases of succession that are in the school's surroundings, in case they can use the frames.

5. step: WILD NOTEBOOK. Each student has a short time to write into their WN which phase of succession they can see on their way to/from school.
### WORKLIST: SUCCESSION STORIES

<table>
<thead>
<tr>
<th>SUCCESSION STORIES:</th>
<th>A) STORY OF A VOLCANO:</th>
<th>B) FIELD:</th>
<th>C) UNCUT MEADOW:</th>
<th>D) NEW WILDERNESS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Detail&quot; of earth, with islands of plants and even grown up bushes.</td>
<td>Rainforest – grown thick forest (in the background can be a volcano).</td>
<td>Picture of erupted in background, in the front there can be ground under a layer of ash.</td>
<td>Detail of ground and layer of ash as first grass is growing out of them.</td>
<td>Harvest – corn/wheat.</td>
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### WORKLIST : STORIES OF SUCCESSION – the solution from an author

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<tr>
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SUCCESSION – INSIDE POWER OF NEW WILDERNESS REVEALED

But how is new wilderness created?
Right around you. It is enough to observe abandoned place like garden or broken down house. First you will see lichen, moss and later grass, bushes, young trees and in the end grown trees creating forest.

What is SUCCESSION?
Change in time and in what happens on one place.

For those who want to know the scientific explanation: succession is ecologic term showing the development and changes in the component of community in ecosystem and its notions.

I don't get...
Slowly. When plants grow, they change the place they grow in on their own. They can hold more water there using its leaves creating shadow and more.
As they gradually change the place, in time it changes so much, that the original species are not there anymore, pushed away by others, that are better suitable for the conditions of the place.

Yes, new species which are strong and push them away as they are stronger in newly set conditions (i.e. they survive more of humidity, shadow and more).

So the grass and flowers which occupied the place in the beginning are simply moved out by new occupiers?
And is it only flowers?

So more movement.
Succession is simply gradual change of everything.

By the influence of plant community even the animals change as the food and possible hide-out places change.

It is NOT never-ending process! Changes have their end called CLIMAX!
Succession are changes in nature in specific place. You know that. The changes continue as long until the nature settles down is so called climax, or climax society.

And climax society is what?
The top stadium.

And the top is desert of rainforest?
That depends on place and climate. For example in Asia’s steppes the tops of successions are grasses. In Czech Republic it is forest.

But the top/climax does not have to happen at all.

And how can the succession stop?
For example by explosion. If plants are destroyed and part of ground is exposed, the first stage of successions starts all over again. It can be caused by fire, wind, floods, volcano eruptions or human influence.

After the eruption of volcano Krakatoa close to Java island in 1883 the life in the surrounding was completely destroyed. But already during first year grass and other “pioneer” plants started growing the ashes. During the next 50 years the islands were completely covered by vegetation once again.

Exactly! Stable rainforest was born.

So here the succession reached its top stage—climax.
Tip: ‘We took pictures with my colleague from the surrounding. Students had to search for the places and take their own photos for the photo-bank in in common folder. They enjoyed this a lot.’

Mgr. Helena Stankova, Primary School Kunratice

### 1. LESSON: MAPPING OF GREEN ISLANDS

<table>
<thead>
<tr>
<th>Goals for:</th>
<th>TEACHERS: Introduction to class <strong>what succession is</strong>. Introduce so called new wilderness.</th>
<th>STUDENTS: Motivate for observing of green places in the school’s surrounding. Mapping of green places around school, guessing the phase of succession.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Time:</strong> 1 Hour</td>
<td><strong>Place:</strong> It is very beneficial to demonstrate this outside in the school’s surrounding. In case this can be completed in classroom as well.</td>
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<tr>
<td></td>
<td><strong>Tools:</strong> MAP OF THE SCHOOL’S SURROUNDING, FOREST CLASS, WILD NOTEBOOK, pencils, pads, cameras, mobile phones.</td>
<td><strong>Version:</strong> OUTSIDE IN FRONT OF SCHOOL (30 min.):</td>
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<tr>
<td></td>
<td><strong>Version:</strong> IN CLASSROOM (30 min.):</td>
<td><strong>1. step:</strong> We share how it was to complete the first wild challenge. <strong>How was it to find the places?</strong> Who was taking photos, who was describing, who drew, who was taking selfies and who was mapping green islands? The class will evaluate this verbally and review photos taken.</td>
</tr>
<tr>
<td></td>
<td><strong>Version:</strong></td>
<td><strong>2. step:</strong> We give out to students in groups FOREST CLASS in which the class gets to know the classmates from Forest class following with a task. They put together pictures depending on succession and assign them to places inside the school’s surrounding area.</td>
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<td><strong>3. step:</strong> Depending whether there is time, the class/students can search for other interesting places in the school’s surrounding. Discuss the evolution of succession and the human impact through some of the previously observed places. <strong>How do people impact these places?</strong> How would school look like if the greens around us would not be touched?</td>
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<td></td>
<td><strong>4. step:</strong> Join evaluation of task completed – recapitulation of the succession evolution. We discuss more about the development of succession and the human impact (How do people impact the places? How would school look like if the greens around us would not be touched?).</td>
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<td><strong>5. step:</strong> Allocation of voluntary WILD CHALLENGES.</td>
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</tbody>
</table>

**Tip:** If there is spare time and you feel like discussing: **Whether in the school’s surrounding there are islands of so called “new wilderness”. Whether there are islands that are being utilised positively or negatively- full of rubbish, or whether they make the surroundings prettier. How many green islands do students encounter on their way to school? Whether they visit their “new wilderness”, what would lure / repel them to visit these places?**
Tip: The class can agree whether they will share their results on social media. And whether they do so as individuals, groups or the whole class together.

VOLUNTARY WILD CHALLENGES for next class:

1. OBSERVE AND DOCUMENT “SCHOOL” GREEN ISLAND- chosen green island in the school’s surrounding: take a photo (even a selfie) or write down what GROWS there, LIVES there and why exactly there. Why is the place unique.
   Class will agree on how to document green islands around school for next class. Who will observe/take photos, which pace (including teacher). This can be done both individually and in groups.

2. Students can OBSERVE THEIR GREEN ISLAND on their way to school (take photos, write notes, observe).

3. Who wants, they can JOIN THE CLOSED GROUP ON FACEBOOK We learn outside, or share their photos on Instagram#welearnoutside.

ATTACHMENT: FOREST CLASS

1. CONNECT FOREST CLASS WITH DESCRIPTION, which stage of SUCCESSION the class likes the most.
2. IN THE THIRD COLLUMN draw/ or insert cut picture or phtoto of similar place (or stage of succession) in the school’s surrounding.

<table>
<thead>
<tr>
<th>Bubble</th>
<th>Picture of statue and its photo</th>
<th>Space for allocation of picture of similar green island in the school’s surrounding</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like the most moss and lichen islands. They are almost everywhere. But not many people see them. They are the first and thanks to them there can be others.</td>
<td>NIKY + photo of small forest</td>
<td></td>
</tr>
<tr>
<td>I am a little bit afraid of new wilderness. Speaking about green spaces, I like cut grass ready for picnic. Parks, gardens, greeny- that is more me.</td>
<td>IGOR + photo of moss on pavement</td>
<td></td>
</tr>
<tr>
<td>Niky: New wilderness interests me. Such as small forests. These are places where nature is above people. Even through asphalt, concrete, herbicides. It is interesting to observe from art point of view.</td>
<td>KAJA + photo of shortly cut grass and park</td>
<td></td>
</tr>
<tr>
<td>I pay the most of my attention to newly grown bushes. You can hid behind them when needed. And I feel like that a lot.</td>
<td>HANKA + photo of how a flower growing out of pavement is being observed</td>
<td></td>
</tr>
<tr>
<td>There is nothing better than forest. That’s the one. Mushrooms, raspberries, blackberries and other goodies, which can be eaten.</td>
<td>BEDRICH + photo of fully grown forest with blueberries and mushrooms (for example when eating of blueberries).</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>What interests me the most are flowers that blossom and grow as if from nothing. From split in a pavement. It looks like nothing can grow there and the flower blossoms and makes my day better.</td>
<td>RADEK (and his dog called Cat) + photo of many wild bushes.</td>
<td></td>
</tr>
</tbody>
</table>
I like the most deep anditches islands. They are almost everywhere. But not many people see them. They are the first and thanks to them there can be others.

I am a little bit official of our wilderness. Speaking about green spaces, I like cut grass ready for picnic. Back, gardens, pretty - that is more me.

Now wilderness remains are. Such as small forests. These are places where nature is above people. Even through asphalt concrete, techsides. It is interesting to observe there are part of me.

I put the most of my attention to lovely green bales. You can feel behind them when needed. And I feel like that a lot.

There is nothing better than forest. That's the use, mushroom, mulberry, blackberries and other goodies, which can be eaten.

What interests me the most are flowers that blossom and grow up it from nothing. Even split in a pattern. It looks like nothing can grow there and the flower blossoms and makes my day better.
2. LESSON: LIFE ON GREEN ISLANDS

Goals for: TEACHERs: Helping students when determining life on green islands that students observe.

STUDENTs: Determine in group different plant and animal species, that live on green islands in school's surroundings. Discuss why they live right here.

Time: 1 Hour

Place: It is very beneficial to demonstrate this outside in the school's surrounding. In case this can be completed in classroom as well with photos.

Tools: MAP OF THE SCHOOL'S SURROUNDING, LIFE ON GREEN ISLANDS, CARDS OF DETERMINATION, pencils, pads, cameras, mobile phones.

Version: OUTSIDE IN FRONT OF SCHOOL (30 min.):

1. step: During the induction we again initially share what went well and what was discovered during Wild challenges: What did we find out, that grows/lives on green islands around school? We share notes, photos, selfies, descriptions, why the place is special and more.

2. step: We hand out to students/ groups LIFE ON ISLANDS AND CARDS OF DETERMINATION. The groups will attempt to determine during walk through green islands, or with the help of photos and descriptions, who lives/ what grows on each green island in the school's surroundings. Each group can choose one or more places. It is possible to work together, but it depends on the student’s activity. We suggest to leave it up to the students, so that they can choose their place for observing which will support their motivation to the topic.

3. step: Join evaluation of the task completed WHAT WE FOUND. Where needed, we emphasize exceptional, unique things.

Version: IN CLASSROOM (30 min.):

1. step: During the induction we again initially share what went well and what was discovered during Wild challenges: What did we find out, that grows/lives on green islands around school? We share notes, photos, selfies, descriptions, why the place is special and more.

2. step: We hand out to students/ groups LIFE ON ISLANDS AND CARDS OF DETERMINATION. The groups will attempt to determine during walk through green islands, or with the help of photos and descriptions, who lives/ what grows on each green island in the school's surroundings. Each group can choose one or more places. It is possible to work together, but it depends on the student’s activity.

3. step: Join evaluation of the task completed WHAT WE FOUND. Where needed, we emphasize exceptional, unique things.

Tip: For determination of plant species the following application can be used:

Pl@ntNet is picture application serving to determine plant species. It is developed by scientists from French research organisations (Cirad, INRA, Inria and IRD), from the website called Tela Botanica and thanks to financial sponsorship of Agropolis Foundation.

Free application helps to determine plant species correctly from photography using software of visual recognition. Plant species that are sufficiently illustrated in referencing botanic database can be identified easily. The application however does not recognise ornamental plant. The best result can be reached with a photo which contains only one part of the plant. If you determine the plant species correctly you can share your result using tab “Join”. Your submission will be reviewed by professionals.

Or application What grows here? Didn’t you ever wanted to know what is the name of the white blossom that you just seen at the park? Despite it’s colour, enter its location and the number of petals and out of more than 600 flowers you will be left with about two dozen. Review the list and choose the flower that resembles your flower the most. Read something about it and get a little bit more clever.

Tip: If there is time left and you feel like it, you can share what students found/shared on social media (who they made contact with, whether other local school does not already work on mapping of green places and more).
Teacher experience: “If you have time, I recommend to spend some time by observing islands around school regularly. We once took a trip to see different woods, after herbs and even insects, in winter life signs. Always when we discussed some part of a lesson, I finished this in terrain around school. The kids already knew the way and places so all was manageable within an hour including the transport to school”.

VOLUNTARY WILD CHALLENGE for next class (if the class did not visit terrain):

1. **VERIFY IN TERRAIN**, how successful it was to determine what grows and lives where on green islands.
2. **OBSERVE THEIR OWN GREEN PLACES AND TAKE NOTES INTO WILD NOTEBOOK**

**LIFE ON ISLANDS**: Table with records for guess of life and following observation

<table>
<thead>
<tr>
<th>NAME OF GREEN ISLAND</th>
<th>GUESS who lives here/ what grows here</th>
<th>OBSERVATION who lives here/ what grows here</th>
<th>INTEREST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Observed island</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Observed island</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Plus one more cards that is currently being finalized.
3. LESSON: RESEARCH ON GREEN ISLANDS

Goals for:

TEACHERs: Introduce to students game FIND and RESEARCH (quest) and help the class to build the skeleton of Quest.

STUDENTs: Get students motivated for the preparation of RESEARCH/ Quest around school. Based on experience, observing of ideas helps groups to build the Quest sculpture. Experience how to use their knowledge in practice.

Time: Game FIND: 1 Hour, RESEARCH: 2 hours
Place: Classroom, possible outside.
Tools: MAP OF SCHOOL’S SURROUNDING, for games depending on choice WILD NOTEBOOK.

1. step: Teacher introduce to students what is game FIND or RESEARCH in general on a specific example. CLASS GAME can be used where Forrest class describe games in comics. Teacher, together with class, highlights main differences in between games and decide which game they will want to try. Important discussion follows, to determine what from green islands they will introduce into the games. To show others (for example kids on 1st grade) on specific examples of green places in school’s surroundings, what is possible to find/learn in green islands around school. And mainly what is the development of new wilderness around us.

2. step: Class choose together the route and the most convenient break for game. Students can initially work in couples/groups, later they discuss everything together in the class. For the structure of RESEARCH it is necessary to discuss together firstly the topic, story, route and place where the treasure will be hidden. And after to create a break plan and hints. It is possible to use worklists and move on step by step. Each group will be responsible for one break and they will try to create hints for the rest of the class, they can use DEMONSTRATION FIND IT, SKELETON OF RESEARCH and HINTS FOR RESEARCH.
Tip: In the end of the class, it is possible to return to their WILD NOTEBOOK and motivation for development of wild places DEVELOPMENT OF WILDERNESS, where Forest class demonstrate on examples how to spread new wilderness - i.e. planting seeds, moss.

GAME “FIND IT“

FIND IT: Is easy, quick game on any topic.

PRINCIPE OF GAME IS: Find specific objects/ plants and collect these or simply ticks these in the notebooks.

HOW:
- Searchers can work individually or in groups.
- They can collect in their hands, bags, or for example box from eggs.
- Finding can be completed during walk or on one scheduled place.

WHY: Goals of RESEARCH can be various:
- Spend nice active time outside.
- Deepen observing skills.
- Observe and learn outside about specific topic, i.e. trees, flowers, autumn, water etc.
- Make long trip more pleasant.
- Entertain uninstructive searchers during waiting.
- In groups deepen the skills to co-operate and overcome barriers.

OUT GOAL FOR THIS GAME IE: Discover with kids from 1st grade directly outside in green islands their development. How the nature changes, grow, develops. How even new wilderness grows around us.

EXAMPLE 1. GAME FIND, WHICH CAN BE (with 7 graders) EASILY PREPARED FOR 1ST GRADE:
Groups will receive worklist with pictures of plants which they should find during walk (lichen, moss, woods, grown trees etc.) When someone finds some of these, they show it to others and can tick this
The goal is not to work as fast as possible, but to find together all plants and try to identify them so that all members of the group are involved.

**EXAMPLE 2.** **GAME FIND, WHICH CAN BE (with 7 graders) EASILY PREPARED FOR 1ST GRADE:**

- Groups will be given a box from eggs with a set of pictures, which they should find and put into the box. Each group will get a different set (i.e. we can split these up to the phases of succession: 1. Searchers of mess, lichen, 2. Detectives for grass, bushes, 3. Searchers of small trees, 4. Searchers for grown up trees etc.). A place will be schedule, where the search will take place and the rules of collection (we do not plug what is not necessary, if we plug, then only small necessary piece etc.). Or we can go through the route together and stop on specified places, where we show green islands and their development. Kids can during the walk tick their pictures, or pick plants.

**EXAMPLE 3.** **MORE COMPLEX VERSION OF GAME FIND**

- **WOODS IN SCHOOL’S SURROUNDING:** Each group will get a task to find two kinds of woods into box from eggs (i.e. alders and spruce – leaf, branch, cone, seed, piece of bark). In the end all groups will get together to compare examples of different woods around school.
- **COLOURFUL SHADES:** Groups will draw colour and their task is to carefully collect 10 different shades of the same colour in the school’s surrounding.
- **CIPHER:** Groups collecting 5-10 plants, which using the first letters will complete a word. Other groups’ task is to find out what the word is.
- HINTS FOR PLACES: In specified area groups can choose one distinctive place – one from green islands and collect 5-10 hints for these. Other groups will try and identify which place it is. Carefully, when collecting samples, it is essential to confuse other groups.

- SMELLS OF PLACES: If groups want to, they can choose one place and prepare for other pleasant smell of this place. Carefully collect samples of woods, bark, soil and other imagine this new perfume including its name. They can guess where the smell is from.

SHARING

- When the students will be successful in finding all the plants, the groups will meet together and create a gallery from their collectives. They review in circle who found what. They have the opportunity again to share together the development of green islands.

- We share experience together, i.e.: What was the hardest to find and why? What was the interesting thing that we found? What is new for us?

- We can establish a short mini-lesson on a topic- i.e. trees, autumn, invertebrates etc. In this moment there are small explorers that are very open and motivated to new interesting information. They will notice easier differences in leaves, fruit, colours etc.

Voluntary step 3. GAME FIND FOR PARENTS

- Kids can try game FIND for parents/friend/grandparents for the trip to school. They can prepare pictures during these, to show what is needed to be found, i.e. leaf of birch, cone of spruce, track of dog, blossoming flower, water, root etc. The subjects can be amended depending topic, place, season and more.

Work lists for RESEARCH are in individual document: **RESEARCH**

**Inspiration to development of new urban wilderness:**
1. **SEED BOMBS:**

Seed bombs were evidently started to be used in New York. In 1973 they started to bombard seeds in undeveloped parts of the city. Today we use seed bombs in Africa. Well prepared bomb can grow in almost any place. It is enough to prepare a little bit of compost, clay (or more of sticky soil), a bit of water and seeds for random plants. We mix everything together (biggest part is soil) and shape small balls (3-5 cm big). Let dry for a day. **Bombs should be planted** the best before or during rain. You will enjoy this planting. **On suitable places we “fire” away bombs- throw away.** If they hit suitable place and are lucky, **plants can grow within weeks**, and spread green places in abandoned places of town, or increase biodiversity on your garden.
2. MOSS GRAFFITI

Try graffiti, which make old lonely walls prettier, you can choose from the two bellow ways:

A) There, where it is possible and it does not disrupt moss growing, we collect moss plants. Using garden or regular scissors we cut required shape and glue moss (using gentle glue, glue gun) on wall, where the moss picture will not be disturbing. In case of dry days, you can water moss using spray bottle.

B) Second option is longer but no glue is needed. Create a mixture that you pain the wall with. The mixture contains moss (cleaned out of soil as well as possible), water, sugar and yogurt. Blend everything together and using paint brush, brush this on wall. Again, it is beneficial to spray this during dry days with spray bottle.
3. **URAN LAND ART**

Land Art (formation of artistic work using plants) you surely know, try it even in the city. The only thing limiting you is your imagination. The goal is to create something that will attract attention, make one’s mood better, leave a message for people passing by, but in the same time it will not hurt anything.
4. TESTING GAME FIND/RESEARCH

Goals for:

TEACHERS: Becomes only the flight dispatcher who helps students/airplanes in getting to their targets. Supports groups in finalizing of queries, directs discussions and helps solving problems.

STUDENTS: Based on experience, observing and ideas help to finalize the game FIND/RESEARCH. Experience how to use their knowledge in practice.

Time: 1 hour for game FIND; 2 hours for RESEARCH

Place: In the school’s surroundings/forest/new wilderness around school – depending on location choice.

Tools: MAP OF SCHOOL’S SURROUNDING, for games DETERMINATION CARDS.

1. step: BEFORE WE GO
Before the class goes to research green islands, it is beneficial to repeat the goal of the whole game and examples of hints/tasks. It is good to agree, who will observe time, terrain and other organising information.

2. step: CREATING OF HINTS
During the way the class will stop on chosen places and one group will always try to assign to the rest of the class the task their created. They then gain feedback of how the class understood the task, how motivating the task is and how realistic it is to complete it. Class then discuss adjustments. Everything should be done quickly so that everyone gets their try, group and class should not be tired at this stage by too much creating. I.e. five stops - on each station there should be five minutes stop and then the track should continue. If the class decides for longer Quest and has more time, they can pay more attention to creating.

3. step: TREASURE (if they game ends with treasure)
The class will choose place for treasure in the end. And they decide what will be inside the treasure. The class also refreshes all hints they created. They attempt to evaluate whether they (hints) connect, whether they are different, attractive.

Tip: If it is possible, it is beneficial to create their own stamp (from bark, little mushroom and foam foil). In this instance it is beneficial to discuss which picture would best capture the theme RESEARCH.

“We worked using method CAROUSEL- 1. Group offered their version of game Find to 2nd group, 2. Group to 3rd group, 3. Group to 4th group, 4. Group to 5th group and that group to group 1. Groups were verifying the functionality of individual files and suggested changes or amendments. Mr Professor Jan Vrtiska, Grammar School in Jilove close to Prague.

WILD CHADIVOKÁ VÝZVA:
For everybody: OBSERVE CONTINUOUS CHANGES IN INDIVIDUAL GREEN SLANDS.

Group of volunteers (or teacher):

a) Writes down final version of hints and marks this on map accordingly, as a preparation for testing RESEARCH/Quest with class from 1st grade. Creates worklist for RESEARCh with map.
b) Initiation for RESEARCH/Quest and address target group (other than 1st grade or after class etc.). It is ideal if the class gains one test group for which Quest with guide will be prepared and one more group which will go through the Quest on their own, only by using the paper treasures, that the class created.
c) Hides treasure on secret, but accessible place (or hides treasure with people from school. I.e. janitor).

Tip: PROPOSAL FOR OTHER VOLUNTARY LESSON/ ACTIVITY: VIDEO INVITATION
Goal: Group puts together a video invitation for Quest. Short, about a minute long video with captures of terrain.
Tip: Proposal of second voluntary lesson: DENSE QUEST
Goal: Prepare more sophisticated materials of Quest, i.e. WORKLIST FOR VISITORS – with more information and pictures. It is possible to place even a info table on places of break – laminated cards with description, pictures and interesting information.
Tip: When creating map, invitation, video, it is recommended to speak to teacher of Art Education or Information Technology.

Class has the unique opportunity to guide group from 1st grade through RESEARCH/ Quest acting as guides. If that is not possible, at least they gain feedback from test group in the form of evaluation.

5. RESEARCH/QUEST LIFE

Goals for: TEACHERs: Becomes observer, in case can help with the organisation and gaining of feedback.
STUDENTs: Experience new role of guide around green islands. Test their presentation and obtains feedback.

Time: 45 min.
Place: In the school’s surrounding/forest/ new wilderness around school – depending on the choice of location for game.
Tools: MAP OF SCHOOL’S SURROUNDING, treasures for game (worklists, boxes etc.).

<table>
<thead>
<tr>
<th>GAME with class as GUIDES</th>
<th>INDIVIDUAL GAME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. step:</strong> GAME WITH GUIDES (30 min.)</td>
<td>1. The group that is interested in playing will be given what is necessary (worklists, boxes, maps, sheet for research etc.).</td>
</tr>
<tr>
<td>Class welcomes group of visitors as their guides. Groups that created individual hints will guide guest on their break. The class will give to visitors prepared worklists (pictures, boxes, or a map with hints for RESEARCH). They go through terrain together step by step. Despite hints the groups of students can add another interesting facts and information about the place of the game (what we can see, what happened here, why is the place special, interesting, what we can experience here). The rest of class that is not serving as guides in the given moment becomes observers and observe how the game works, what the visitors enjoy and what they do not. They can write down their observations and ideas for amendments.</td>
<td>2. We agree on date that they will provide us with feedback of how the game went. We can also add GUIDES EVALUATION.</td>
</tr>
<tr>
<td><strong>2. step:</strong> THE EVALUATION FROM FIRST VISITORS (10 min.)</td>
<td></td>
</tr>
<tr>
<td>In the end the class thanks the visitors for taking part and asks them for their evaluation. It is possible to use here GUIDES EVALUATION.</td>
<td></td>
</tr>
<tr>
<td><strong>3. step:</strong> Quick sharing, where possible even evaluation within class. What went well, what worked and what did not.</td>
<td></td>
</tr>
</tbody>
</table>
**WILD CHALLENGE** for next class:

- EXPERIENCE AND EVALUATION OF QUEST WITH VISITORS – students can share again with other classes on Facebook on Instagram.


**EVALUATION FOR GAME PARTICIPANTS**

Your evaluation is IMPORTANT for us. It will help us improve search. Please finish the following sentences:

<table>
<thead>
<tr>
<th>MY BIGGEST EXPERIENCE WAS...</th>
<th>I WOULD DO DIFFERENTLY...</th>
<th>I FOUND OUT ABOUT THE DEVELOPMENT IN GREEN ISLAND AND NEW WILDERNESS...</th>
</tr>
</thead>
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</tr>
</tbody>
</table>
CONCLUSION: LOOKING BACK AT GREEN ISLANDS

TEACHER: Offers the opportunity for evaluation and even self-evaluation of class/students/ their own.

STUDENT: Constructively evaluate their work and work of others. Deepening relationships thanks to positive feedback and even constructive criticism- to their co-operation and organisation of game.

Time: (15 min. – 30 min.)

Tools: SELF-EVALUATION.

Tip: LOOKING BACK should follow as soon as possible after TESTING OF GAME in terrain.

The class will ideally share in circle step by step different phases and experience from the whole work spent on game. The role of teacher here is very important as they should lead/facilitate discussion in a way so that the whole atmosphere is safe and positive and in the same time enable improvements, development of game or students. If the teacher will find it positive, we recommend to separate feedback into phases on more steps.

1. step: INDIVIDUAL EVALUATION OF ROUTE ON GREEN ISLANDS (5 min.)

Each student will have the opportunity to think and note their evaluation of game and its preparation SELF EVALUATION.

2. step: EVALUATION TOGETHER ON THE ISLAND (10 min.)

I. The strongest experience, emotions, observations from preparation and testing of game with visitors.

II. Suggestions for improvements, valuation of guides, what went well and what showed to be a problem.

III. Did the view of green places in my area changed? What do I see like the biggest acquisition for me (green places and even work on Quest)?

IV. You can also mention green places, which students observed individually.

Tip: If the class feels like it and has time they can create:
TEN COMMANDMENTS QUEST CREATOR ON GREEN ISLANDS (10–15 min.)

In the very end the class will attempt to put together TEN COMMANDMENTS and advices for other groups, that would create Quest in the future (what to be careful about, what to eliminate and what not to forget).

Or TEN COMMANDMENTS OF VISITORS OF GREEN ISLANDS – ideas and suggestions what GREEN ISLANDS can offer in our surrounding (i.e. relax, creation, get to know BUT even observe succession, create seed bombs, observe signs of life etc.)

LAST WILD CHALLENGE:

- INSPIRE other acquaintances, friends, classes to visit green islands, in case even the wor on Quest.
SELF EVALUATION – Eco note: This section does not need to be printed, sentences can be written on blackboard and students will them in on paper.

### SELF EVALUATION (OF STUDENTS AND TEACHER): finish the never-ending sentences

1. The best experience **FOR ME** WAS...
2. I **LEARN THE BEST...**
3. I **COULD IMPROVE IN...**
4. NOW I SEE SUCCESSION LIKE...

### SELF EVALUATION IN CLASS

1. **AS A TEAM WE WORK WELL TOGETHER WHEN...**
2. WE **CAN IMPROVE WHEN CO-OPERATION...**
3. THE **WHOLE WORK GAVE US...**
4. **WHAT TO CHANGE UNTIL NEXT TIME...**

### SOURCES:

- [https://www.prirodudomesta.cz/](https://www.prirodudomesta.cz/) – inspiration, but as a PR firm you can find interesting projects.

WE RECOMMEND BOOK:


WE RECOMMEND COURSE:

If you want to complete research properly. Despite book we also suggests courses. It is an opportunity to deeper and faster understanding on main principles of research, eliminate unnecessary mistakes and an opportunity how to solve questions or problems. More on: [http://actaea.cz/](http://actaea.cz/), or write to questing.actaea@gmail.com.

RECOMMENDED BOOKS: