



Planning cards for nature-related environmental education

For the planning, advancement and evaluation of extracurricular programs in nature.

The Zurich nature schools, in close collaboration with the Wildnispark Zürich and SILVIVA, have developed a tool for planning and evaluating their courses. It is used to develop and carry out those courses that the Zurich nature schools run alone, but also for those offers connected with its partner organizations.

The Planning tool considers practical experience, current concepts of nature education, the so-called Lehrplan 21, as well as the requirements of Education for Sustainable Development (EDS).



Planning cards

How to work with the planning cards?

1. Get an overview of all cards of the set.
2. *Make sure of the topic of the program you are planning.*
3. Pick a colour (Orientation) and take all cards belonging to it.
4. Get an overview of all statements (Offer) of the chosen colour.
5. Chose *one* statement.
6. Read it out loud in front of your planning group.
7. Reassure yourself again of the topic of the program you are planning.
8. Collect the upcoming aims, methods, sequences and ideas corresponding to the chosen statement and write them down.



9. Repeat steps 4-8 for *all* colours.

10. Collect the results of all 11 statements and use them to develop your offer!

Overview of the planning cards set:

Orientation	The offer
Nature	<ul style="list-style-type: none">– shows nature as the very basis of life, that cannot be replaced.– fosters a relationship with nature and a connection to nature through direct experiences in and with nature.– increases knowledge about nature.– enables the perception and recognition of the importance of local biodiversity.– encourages the interest, enthusiasm and motivation for a future-oriented commitment of the participants through different approaches.– allows participants to reflect on their own understanding of nature.– highlights how nature influences the well-being of humans.– enables the participants to understand the needs of other living beings.– provides opportunities to personally experience, learn about and try of «cultivating nature» (e.g. forestry, agriculture).– helps to assess risks in nature and to deal with them adequately.
Nature education	<ul style="list-style-type: none">– selects appropriate methods of the different nature education concepts and takes into account new findings and experiences from practice.– is structured according to classic nature experience education: «Awaken fascination, enable sensory perceptions, acquire knowledge, deepen experiences and reflect on them together».– cultivates a different ability to perceive with methods of wilderness education and mindfulness work in nature.– takes into account the variety of possible approaches to nature and dimensions of experiencing nature.



	<ul style="list-style-type: none">– illustrates how we can live the idea of fairness in nature (Fair Share) in order to take into account the needs of both nature (Earth Share) and people (People Share).
Needs of the children and youths	<ul style="list-style-type: none">– is always age-, gender- and target group appropriate.– Takes participants seriously and adapts activities to «basic needs» and «preferences» whenever possible.– pays attention to a rhythm that is appropriate for the target group.– provides opportunities to gently expand the comfort zone in nature.– meets the need to make one's own discoveries, to perceive one's own effectiveness, to meaningful work in and for nature and to be able to show what has been created to others.– provides moments of silence and moments of being active.– allows participants to experience the elements: earth, water, fire, air.– provides for free time in nature to be able to connect with nature and oneself individually.
Genuine experiences	<ul style="list-style-type: none">– enables direct experiences and challenges at suitable learning locations in nature.– relates to the everyday life of the participants.– encourages direct contact with nature.– enables personal encounters with experts and nature lovers.– focuses on the participant's own discovery and exploration.– tries to use indirect, guided or symbolic experimental opportunities (various media) only when this can achieve more impact within the given conditions.– addresses the person as a whole (head, heart, hand, sensory perception).– stimulates as many different senses as possible and at the same time differentiates the possible experience with these senses.
Community	<ul style="list-style-type: none">– takes into account different kinds of social settings.– enables communal experiencing, creating, changing and producing.



	<ul style="list-style-type: none">– consults the needs and wishes of the group and responds to them whenever possible.– strengthens the team spirit, promotes «moral judgement» and conveys common, solidarity-based values.– makes it possible to commit to the group.– incorporates the contributions and discoveries of the participants and integrates them into the current exchange.– enables participants to experience and share fascination and inspiration together.
Actions	<ul style="list-style-type: none">– provides space and time to design, practise and create new activities.– provides a range of activities from which to choose according to interest.– encourages individual actions and motivates cooperation.– provides meaningful opportunities for action.– shows concrete, practical possibilities for action that go beyond the offer.– presents and reflects «best practice» examples for nature by different people.– provides opportunities for all participants to develop and contribute.
Visions	<ul style="list-style-type: none">– shows how to solve problems or develop resources and potentials.– provides suitable settings for expressing and reflecting on the meaning of experiences, feelings and actions.– provides suitable settings to reflect on values as well as patterns of perception and action – one's own and those of others.– raises awareness for a careful, sustainable use of nature's resources.– shows time dimensions (earlier–today–tomorrow).– provides opportunities to deal constructively with pleasant and unpleasant feelings towards nature.– pays attention to long-term effectiveness. Care is taken of human, natural, material and financial resources.
Systems	<ul style="list-style-type: none">– shows how today's natural and cultural landscape is shaped by the human–nature relationship.



	<ul style="list-style-type: none">– provides suitable settings to assess the impact of one's own actions on a local, regional and global level.– has local, regional and global dimensions.– illustrates short-term and long-term processes.– presents topics in such a way that interconnections, relationships, changes and developments become visible and comprehensible.– highlights the tensions between environment–society*–economy. *(Culture/Politics/Social Dimensions)
Curriculum Topics¹	<ul style="list-style-type: none">– NPS.1: Identity, body, health – knowing and caring for oneself– NPS.2 Explore and conserve animals, plants and habitats– NPS.3 Describe, investigate and use materials, energy and movements– NPS.4 Explore and explain phenomena of animate and inanimate nature– NPS.5 Develop, assess and apply technical developments and implementations– NPS.6 Work, production and consumption – exploring different situations– NPS.7 Discover and compare ways of life and living spaces of people– NPS.8 People use spaces – find orientation and help to shape them– NPS.9 Understanding time, duration and change – differentiating between history and stories– NPS.10 Community and Society – shaping life together and getting involved– NPS.11 Explore and reflect on basic experiences, values and norms– NPS.12 Encountering religions and worldviews
Curriculum Development	<ul style="list-style-type: none">– differentiates perception.– strengthens temporal and spatial orientation.– promotes the understanding of connections and principles.– fosters imagination and creativity.– facilitates learning and reflection.– stimulates language and communication.– promotes independence and social action.



Relevance of climate	<ul style="list-style-type: none">– differentiates between ecological, action and efficiency knowledge.– conveys the topic at climate-relevant places or at places where the effects of climate change are visible.– vividly tells of effective, nature-based climate protection projects.– encourages and motivates not to lose hope and – despite everything – to be committed to the world.– exemplifies and honestly reflects efficient, climate-relevant measures for more sustainability.– shows that commitment to more biodiversity can also have a positive effect on the climate.– addresses the carbon cycle in ecosystems in a way that is appropriate for the target group – with time horizons, sources, sinks, feedbacks – and shows systemic interconnections.
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1 Nature People Society (NPS)

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