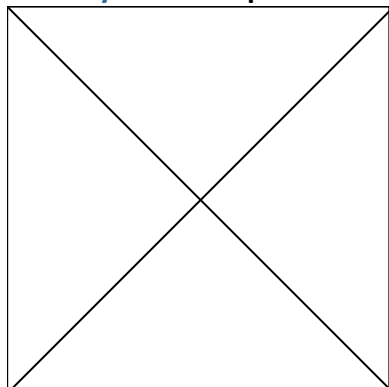


RWL Case-Study

Country: Czech Republic



Name of the programme: ZA NATUROU NA TÚRU – IN NATURA ON TOUR

Age of the children involved: 12 to 15 years old

Teaser / Short introduction:

- Outdoor educational

programs in the European system of protected areas Natura 2000

- Different environmental programs designed according to the specific local protected area
- Project focuses on how to interpret protected areas and makes excursions in nature more fun and interesting



What is the frame?

The protected areas are a great place, where can people enjoy their free time and where we can learn a lot of interesting things about fauna and flora and whole environment.

What are the goals of the programme?

The program is arranged as a national project, in which there are involved 18 non-profit organizations - mostly environmental education centres and also Administration of Giant Mountains National Park. The main objective of the program is to develop knowledge and understanding of students in the area of biodiversity and nature protection through outdoor educational programs in NATURA 2000 sites. In all the Czech Republic there were prepared 25 unique programs for this purpose in the years 2009 to 2013 and they were attended by more than 8,500 students.

The second objective was to create a generally applicable methodology for the development and implementation of outdoor educational programs. The methodology is intended for teachers, staff of environmental education centers in order to assist with the preparation of their own outdoor programs. But it is recommended also as a teaching material for the students of pedagogical universities. The methodology aims to contribute to the development of outdoor education in the Czech Republic.

What values are promoted in the programme?

- according to the hand model: respect for nature, care for the state of our planet
- according to the PIRC: curiosity, protecting the environment, responsibility

Which competences are promoted that empower learners to shape a sustainable future?

- be able to determine and report links and relationships between phenomena, events and concepts of different disciplines



- Be able to understand the systemic nature, identifying similarities and differences, consistencies and inconsistencies, causes and effects
- cooperation and participation: through the group work and feedback on this group work
- being reflective and critical thinking and considering different perspectives: through the role play at the end of the lesson
- Students will be able to use their sustainability linked skills and knowledge in everyday situations.
- develop personal relationship to the visited site through presence on the site. It helps to understand the broader context and pupils' own experiences .

Which of the specific scientific concepts does the programme relate to?

Change, Stability

Which ecological problems are involved?

Programs show the beauty of the protected lands but also problems with Land system change and Biodiversity loss.

Transferability: Which different areas of learning are included and how?

- Relation to the learners' communities - each programme is focused on the protected area in a local region. Know more about the site and appreciate what is there helps learners answer the question why protect the place.
- Relation to the living nature
- Being outdoors helps to feel comfortable with nature and in nature
- Different EE programs show to outdoor learners differences and also common basis of the methodology of outdoor learning. Its defined the eleven pillars that are supporting the foundation of any outdoor educational program.

What educational strategies (learning models, methods, etc.) are used in your programme?

No certain models have been used. The project "Za Naturou na tůru" consists of 25 lessons (educational programs) that take place in the protected areas throughout the Czech Republic. Because the natural conditions of the Czech Republic are extremely colorful and diverse, also the sites that have been selected for teaching are very various. For this reason each lesson is unique and unrepeatable, because their goals, form and structure always reflect the conditions of the sites, which are ongoing.

Nevertheless, all programs have a common basis, which is summarized in the methodology publication " In Nature On tour - Methodology of outdoor education ." Here is defined the eleven pillars that are supporting the foundation of any outdoor educational program:

1.objectives and theme of the program

2.structure

3. teaching methods and activities

4. assessment and evaluation

5. location and route

6.teaching tools

7. organizational background of the program
8. security in program to ensure the safety of participants
9. legal aspects of management of programs in protected area
10. requirements for tutors of the program
11. curriculum for the creation of methodological papers

How is the programme evaluated? How do you know the programme achieved its educational goals?

The evaluation was carried out during the project on several levels.

- The first evaluation took place at the end of each realized lesson. Each lecturer had prepared special activities aimed to find out what the students take away from the program, how managed to meet the specified educational objectives and expectations of students.
- The second level of evaluation - questionnaire was used to record pupils' overall satisfaction with the program (by actions and activities, exercise trainer, visited the place) and also their willingness to personally contribute to the protection of nature and biodiversity. Questionnaires filled pupils immediately after the lesson. In the survey nearly 6500 pupils were involved.
- The third level of evaluation was represented by a questionnaire survey among teachers. Each teacher received two days after the program the electronic questionnaire. it was focusing on a form of educational program, its usefulness and consistency of teaching, tutor performance and motivation and barriers to using of similar programs at school. Teachers had also the space for their suggestions for improvement or change. The investigation was attended by 108 teachers, more than 25% of all participants.



Describe the program

Za Naturou na túru is a unique project that implements teaching about the topic of biodiversity and nature conservation in the protected areas. Set of 25-tutorials form a sort of thematic cross-section of the natural characteristics of the Czech Republic and familiarizes students with the best variety.





The purpose of educational programs is to provide attractive and meaningful learning, which brings both experience and information, which is in the classrooms hardly present.

All programs were created by the same methodology. All tutors meet the predetermined qualifications. All programs are presented in detail on the website www.zanaturou.cz, where can also teachers make an on-line order.

The project holds a special graphic identity that helps to have more effective presentation.

Included resources / materials / tools.

In the project detailed methodological materials for each educational program was prepared. Further methodological publication "In Nature On tour - Methodology of outdoor education" was issued. The publication is available in electronic form for download on www.zanaturou.cz, where are also detailed information on the entire project.

Za Naturou na túru

O přírodě se učit nejlépe v přírodě

Co to je?
Terénní výukové programy zaměřené na význam ochrany přírody a biodiverzity.

Pro koho?
Programy jsou určeny pro žáky druhého stupně základních škol a žáky středních škol.

Kde?
Výuka probíhá ve 25 přírodně hodnotných lokalitách po celé České republice.

Jak?
S využitím moderních pedagogických a badatelských metod tvoříme smysluplnou atraktivní výuku, která přináší zážitky a informace, jež se v učebnách těžko prezentují.

S kým?
Programy zajišťují zkušení lektori partnerských středisek ekologické výchovy.

Organizuje:
Občanské sdružení APUS
www.apusos.cz

Objednávky na www.zanaturou.cz

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