

Plants and Play Promoting Universal Skills

National Adaption Plan

Field Research

(Slovakia)

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National Adaption Plan – An Overview

Aim of the National Adaption Plan (NAP)

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

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

Research methodology

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

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

Research Findings

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



Interview Guidelines

1.) Database and Methodology

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

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

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

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

2.) Aim of the field research

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

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

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

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

3.) Steps

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

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

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



Field Report template

1. database

We interviewed 10 people in total with different roles and professions, but we took attention for teachers to get more information about how to adapt the project, because one of our desk research findings was, that the main need of this project is in the formal sector, that are schools. Because 4 of the interviewees have or had experiences as a pedagogue.

We tried to find interviewees who are related both to the topic and the target group and both through their education and current profession.

Interviewee no.	Gender	Age group	Roles	Remarks
Interviewee 1.	male	36-49 years	scout	focus group interview
Interviewee 2.	female	36-49 years	pedagogue	focus group interview
Interviewee 3.	female	19-35 years	pedagogue	focus group interview
Interviewee 4.	female	19-35 years	ex-pedagogue	focus group interview
Interviewee 5.	male	36-49 years	pedagogue/trainer	one person, semi structured interview
Interviewee 6.	female	19-35 years	psychologist in the children's home	one person, semi structured interview
Interviewee 7.	female	50+years	pedagogue, afternoon supervisor	one person, semi structured interview
Interviewee 8.	female	36-49 years	member of an NGO	one person, semi structured interview
Interviewee 9.	male	36-49 years	biologist (evolutionary geneticist)	one person, semi structured interview
Interviewee 10.	male	19-35 years	pedagogue	one person, semi structured interview



2. Research Method

We decided to combine individual interviews with focus group meeting.

Initially we planned 6-member focus group, but due to the actual situation, the forward decided appointment were manageable only for 4 interviewees. With the two interviewees - who could not participate the focus group virtual meeting - we did one person interviews.

We used semi-structured interviews, so we prepared a set of questions to be answered by all interviewees as well as we asked questions during interviews to clarify certain circumstances. During the focus group virtual meeting we used the same questionnaire, but we got additional information from the interviewees reactions and from the conversations among the focus group members. The focus group members inspired each other.

We sent the project description to the interviewees and we informed them about the structure of the interview beforehand. We started the interviews with the presentation and discussion of the main findings of the desk research.

We did all our interviews using alternative ways – because of the COVID-19 situation – in spite of personal, face-to-face meeting, using on-line tools such as skype or telephone. During the interviews we took notes on the basis of prior information and consent of the interviewees.

3. Key findings from field research

3.1. Executive summary

We did the field research based on the findings of the desk research and by using semi-structured interviews with 10 people. We place great emphasis on to find interviewees with different connection to the nature and with different professions, in order to get clearer picture of the actual Slovakian situation and about the possibilities of the further adaptation of the project. We picked our interviewees from the different part of the country.

Interviewing pedagogues, educators from the formal sector also interviewing professionals from the informal sector proved to be worthwhile. It has been ascertained that despite of the huge amount of the offered projects concerning the nature there is still need for the Pappus because it can be unique by giving toolkit and online course in this topic.

Indeed, possible obstacles have been identified, too. These obstacles are partially confirming the findings of desk research and extended it too. However, the curriculum formally allows Pappus adaptation in a frame of class lessons, but in the practice it cannot be realized during the biology lessons, because of a huge amount of curricula. That can cause that the biology teachers will be not open to adopt the project in frame of biology lessons. Fortunately, there are other subjects and afterschool activities (civics class, technique class, work education class,



day-care, study group, etc.) where can be the project successfully applied. Of course, the possibilities also depend on which grade we are talking about.

The teachers all agreed that the family background is determining too, concerning the reactions of the students for spending time outside. Children who has experiences with the nature from the early childhood, where the families live close to the nature or where the families admire the importance of nature the children are much more cooperative during the tasks outside. But the behaviour of the teachers, whether they are committed or not, can be also very important. The interviewees also emphasized the importance of the experiential learning.

It is quite common that in the 3rd and the 4th grade student are attending a so called forest school, which is usually and one week camping somewhere.

To motivate children is very important to show them the benefit being outside, not directly, but rather by experience. It is also important to highlight that we need to make the project attractive to young people by pointing out the adventures inherent in nature, or board game-like tasks.

We have collected plenty of good practices that the interviewees themselves apply.

3.2. User cases from interviewees

As we mentioned it previously, we tried to find our interview members according to their complex connection to the topic or to the focus group. It is characteristic for the interviewees that they are connected to the nature in different ways. They have experiences with the nature from their personal lives and their professional roles as well, in addition they have experiences in work with our target group. It was characteristic, that they mentioned at least one very good and initial determinative childhood or adulthood memory in connection with the nature.

Focus group meeting was realized by participation the interviewees no. 1 to no.4.

Interviewee no. 1.

In his life scouting takes important place since years. He is not only a member but one of the leaders of the Scouting Association. As a scout he professes one of the principles and method of scouting, being outside in nature.

He works as a trainer too, so he has many connections with students and children, too.

He saw many times the power of nature.

He thinks that it is very important to give a toolkit which is not only useful, but it also has a positive return as well.

Interviewee no. 2.

She works as a pedagogue in the elementary school. She is a head teacher in the class attending by socially disadvantaged children.



She emphasizes that the main changes have to begin in the families. She often experiences that what the students have learned in the school, is easily forgotten by the children after spending more time at home. Even though she thinks that giving children a useful knowledge, such as how to plant a plants, from which they can profit even they leave the school can be very important.

She likes spending time in nature, collection stones and use them for a creative activity, such as painting them.

She works as a trainer too.

Interviewee no. 3.

She works in elementary school as a teacher of mathematics and Hungarian language and literature. She is very engaged to the nature. She often spends time outside with the children during the lessons, giving them tasks they can solve in the nature, or she uses the fruits of nature, such autumn leaves as a tool to create tasks for the students. She told as, that because she is a teacher in the small elementary school in the village, she works with small groups (6-9 students). That is the reason why she can manage lessons outside. She has doubts that it can work with a larger group and with one teacher only.

She is a trainer and a musician too and she always put her creativity into her profession. She finds out herself the nature related tasks, but it takes a lot of time.

Interviewee no. 4.

She is an ex-teacher, trainer, and a member of the Scouting Association too.

She was quite a problematic teenager, it was then that she first met the scouting and this experience became determinative in her life. Since than she is committed to scouting. She remembered exactly that during her first scouting outdoors, the game she took with her, broke down because of the steam. But she did not mind it, because she was compensated for that, by spending night under the starry sky.

She felt herself than very free.

Interviewee no. 5.

In terms of education he is a teacher, but he works now as a trainer. He enjoys staying in nature, he has participated in several retreats, and he often does Thai-chi exercises outside.

Interviewee no. 6.

She is a psychologist in Children's Home. She said, that the current COVID-19 situation, she sees an increased need for children to spend time outdoors. They have a small yard in the Children's Home, so there is a driver who takes the children by car to a place where they can be outside for a while. According to her through plants children can learn the importance and the necessity of taking care of a beings. So they can also apply this knowledge to their human relationships. Seeing how a plant develops and blooms when someone taking care for it, can help them understand, that our human relationships also need care.

She has a strong connection with nature. She has a garden at home, but she deals with indoor plant as well. She is working as a trainer too.



Interviewee no. 7.

Our 7th Interviewee is an afternoon supervisor in the elementary school. 'It all started with organization excursions in the nature' – she said. 'I have organized different kind of tours, for example 'deciduous tour', or 'bud hanging' tour with the biology teacher of our school.' They organized these tours in the afternoon hours or on the weekends. As it took part in the children's free time, these events were always optional. Their goal was to introduce children the beauties of the city and the environment. After that came the idea to create gardens in the school yard, because they have big and nice school yard.

The first garden they create got a fantasy name 'Island of peace'. Now, they are creating another garden, the so called garden of health. The Interviewee told us that the gardens were implemented by the money, they won from the project applications and from donations from parents and other people. They got material for free from local entrepreneurs and the parents were also involved in implementation.



The Interviewee provided us with a few images, which she consented to their publication.

Here we can see the herbal part of the garden.

In shaping this herbal department, they used old well ring, which they had gotten as a donation.

In this picture we can see, that the side of the well ring is decorated with mosaic tiles. It was made by the children and the teachers together. It gave children an opportunity to develop their creativity too.

In the second picture we can see the six well rings where the plants were planted and the palette furniture, where students can spend their free time or they can spend the lesson too, if they do not want to join the others or doing gardening.

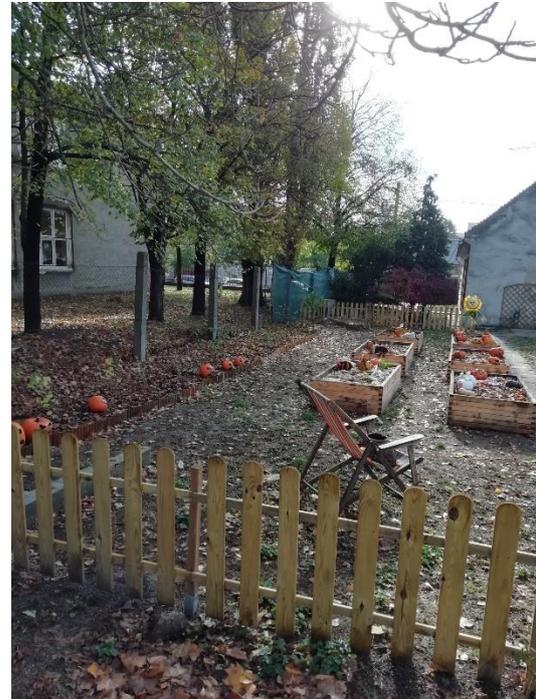
They always have a chance to decide whether they want collaborate with the others or just observe from outside the others gardening.

The usual experience is that sooner or later all the student join the work.





The flower beds shown in the picture were made by the students of vocational high school for the elementary school. The picture was made in the Pumpkin Festival.



Each class has a rock garden too, and they have to take care about the planted plants. They also take advantage of the Earth Day to beautify the garden to do the necessary work. In this day there is no teaching for the students, so they can spend the whole day outside.

She emphasized that the teacher's commitment is determinative. If the children see that the teacher is enthusiastic and committed to the topic, they will also be more willing to get involved in the work.

Finally, she told us about the future plans: 'One of the parents is a professional and she is very creative, so she helps me and supports my work. We are planning to create a study trail too. We will ask each class to choose one plant they wanted learn more about and according to their decisions we will realize the study trail.

Interviewee no. 8.

Her profession is agricultural engineer, but she is also a leader of an NGO dealing with environmental awareness, nature protection and gardening. In the frame of the NGO they are planting trees, they started a movement in which they help people to adopt a tree. In addition, the NGO is dealing with building gardens, especially permaculture gardens. She brings her strong connection with the nature from her childhood. His father is a fisherman because of that the whole family spend a lot of time in the nature with him. As a mother she also thinks, that the nature is essential for the development of the child's soul.

The NGO's first project was realizing a permaculture garden using the yard of a Nursing Home and after that they organized excursions to the garden for elementary school students. In the frame of this excursion they offered programmes in recycling and zero waste topic. Their goal



was to introduce the children the experience-based learning. It is easier to approach children on the topic if they can touch, feel, taste themselves what they are learning about.

They were asked by several local schools to create a permaculture garden in the school yard.

Interviewee no. 9.

In terms of education he is a biologist (evolutionary geneticist), but nowadays he works in the family business. The company organizes forest school holidays for children.

He has two teenagers at home, so he has personal experiences with our target group, not only through his profession, but from the personal side as well.

He states that every child is good at something, just we have to let them find this talent. It often happens to him during the holidays he makes, that the child who is not doing well at school, and who is not accepted by their classmates finds out, that he is the one who is brave enough to go along the designated path at night. So he became a hero in the eyes of the schoolmates, and it changes him and his behaviour.

He also thinks that it is important not to use pressure to the children to participate in games or tasks outside, but wait till the child voluntarily join the others. It is always hard in the beginning, but sooner or later all of the students realize that being in nature is fun, and everyone can find what is interesting to him/her in the nature.

They have outdoor classroom, with water, electricity, projector and equipped with other necessary tools.

Interviewee no. 10.

Our 10th interviewee is a pedagogue. She worked in Waldorf school for a year, now she is working in the non-alternative elementary school. She told us about the two different systems and about the advantages and the disadvantages as well.

She told us about the **Waldorf school**, concerning the relationship between the nature and the education. In the Waldorf school children have very strong connection with nature. The children in the Waldorf schools discover nature themselves. They spend lots of time outdoors. Waldorf uses the nature as a pedagogical aid. As soon as they learn something about nature, they actually go out into nature to see it, if the weather allows it. The teachers have this freedom, because the curricula is not as strict as it is in the non-alternative school system. In a given period, the knowledge of all subjects is built around a specific topic in the Waldorf schools. In addition, the children spent approximately 2 hours per week outdoors, regardless of the subject of the lesson. In a given period, the knowledge of all subjects is built around a specific topic in the Waldorf school. They learn agricultural knowledge within a specific lesson. They learn to plant, harvest, and then bake bread from the harvested grain and consume it together.

As she sees in the **non-alternative school system**, there are more and more attempts to bring nature closer to children. She experiences personally, that children who spend the longer break outside are much more cooperative and calmer during the next lessons. They recharge during their time outdoors, and after spending time outside, they are much more



concentrated. Unfortunately, during smaller breaks it is not possible for children to go out into nature, although this would be good for them.

According to our interviewee's opinion, it is difficult to imagine taking children to nature as part of an instructional class in terms of the main subjects. As she sees, it works in the framework of Waldorf education, because children basically have to acquire less material knowledge, so they can deal with a topic more deeply and also know it through practical experience. Meanwhile in a non-alternative educational system children have to acquire a wider knowledge. She thinks, that teaching this main subjects outdoors would distract children's attention from the actual subject. Despite of that they try to teach outside, but mainly in June, when the weather is good and when is nothing on stake, because this is the end of the school period.

3.3. Hooks and key messages, identified by interviewees

HOOKS

- **Spending time outside is an adventure**

In today's world, children are exposed to a lot of stimuli. They are also hungry for these stimuli. If they find something boring, uninteresting, they don't want to participate in it.

We have to show them, that the nature is full of adventures. How we can do this? This is explained in more detail under the toolkit section.

- **You can be the colleague of your teacher**

Several interviewees had personal experience that children could be better involved in a session if the teacher took part in it and worked with the children as an equal, as a team player.

It is important to the children to listen them, work with them together. Working together with the teacher as an equal means they have a decision making power, they can work out the rules together. It also improves the relationship with the teacher.

- **Teach each other, help each other without a teacher**

The opinion of their age group and the feedback of their peers are important for young people, especially for teenagers. The opinion of the others is not only important but can be easier acceptable for them too. That is the reason why they dare to ask questions much more from each other.

It is also important to show and teach the children that it is not appropriate to make fun of the other if he or she does not know something, but we have to show him or her how to do the task.

- **Eat the fruits of our labour together**

It is always a great experience to see the fruits of one's labour, but an even greater experience if you can share it with others.



- **Connect the virtual word and the nature**

We have to face the fact that today's young people cling to their smartphones and smart devices. But we can use these devices as a tool to connect them with nature. Pokemon Hunter game is an ideal example; how can we motivate people to spend time outside. But of course we have to pay attention for the safety.

- **See the result of your work**

Some of our interviewees confirmed that lessons dealing with planting plant are very famous among the students, because they see the result of their work.

- **The nature is full of mystery, lets discover it!**

Teenagers like mystery and secrets. It could be a great hook to motivate them! When they see that they are able to solve a mystery, they become motivated to perform further tasks.

- **Let's playing board games in the nature!**

Some interviewees specifically highlighted that even teenagers like to play board games, so learning like playing board game would be attractive for the students for sure.

According to the interviews, we have found one, let's say 'hidden' hook, which is the commitment of the teacher. If the teacher is engaged to the topic, and the students see it, the topic become attractive for the students too.

MESSAGES

- **The importance of the experiential learning**

One of the interviewees emphasised the message of Confucius:

'Tell me and I will forget, show me and I may remember; involve me and I will understand.'

She claims that children are much more likely to learn things they have experienced for themselves.

- **The best way to motivate a child is to praise the child**

That is how it see one of our interviewee, who is a psychologist in Children's Home. She said that the kids she interacts with in her work love to help adults. They desire to feel useful. It is very motivating for these kids to let them try to do something on their own and then praise them for trying.



- **We are part of the nature, that's why we have to find our roots again!**

'We have to realized, that we are also part of the nature, only we loosed our roots to the soil. But it is initial to find it to have healthy and strong human relations.' – said one of our interviewees.

We have forgotten it, but we are still part of the nature. We only lost our roots that connected us to the soil. Losing our roots to the nature means losing the connection between each other. That is one of the reasons why people lose their human connections. Finding our roots to the nature, can help us to rebuild our personal connections as well.

- **If we want teenagers to listen, we have to make what we say "sexy"**

"May be it sounds weird or funny, but if we want teenagers to listen, we have to make what we say "sexy"!"- told us one of our interviewee. He has teenager children and he cited as an example the series The Young Pope, which capturing young people in a whole new, unique and sexy way, has made the Catholic Church more popular among young people.

The interviewees agreed that the main goal being in the nature is it positive effect/benefit for the mental and the physical health.

3.4. Good practice, identified by interviewees

During the interviews come out that some of our interviewees, especially teachers, quite often combine being outside with learning. That is the reason that in the first part, we present the good practices that the interviewees themselves apply. We have also created a table, which categorized these good practices according to their temporary or permanent nature.

In the second part we give some good practices from "outside", interviewee told us about, but not experienced themselves.

I.

One of our interviewees, who is a maths and literature teacher told us about the tasks, she uses quite often in her work. We have summarized below the tasks she gives to their students:

- during the fall she uses autumn leaves as a tool. She boards around with chalk some leaves laying on the school yard. She creates different size of groups and she gives the children count how many leaves are in each group. After they have the punctual numbers, the group of children can do ration and average calculation.
- she quite often thematises her classes, for example she teaches maths under the theme: films. She told, that the children like classes like that. They are much more active during the lessons.

The other interviewee, who is a pedagogue too, told us that they created a timetable for taking care the gardens they have at school. It is sized for two weeks' period, and during this period every class has its time and tasks to do around the garden. They do this activity during



the school lessons. They pick some lessons, during that they can manage this task. Unfortunately, usually it is not biology lesson, because there is no time to be outside.

In the 5th and the 6th grades there are schools where in the frame of technique lessons the students plant plants and they learn how to take care about them.

Schools also take the opportunity to spend time in nature on Earth Day (22nd April) or on Birds and Trees Day (10th May). During these days the environment is in the focus, so these days are an ideal opportunity to bring children outside to spend they time in nature during the school time. In these days it is typical that pedagogues prepare some games concerning with nature or tasks, students can so in the nature.

Another good practice is creation of gardens with different functions and fantasy name, for example garden of health with herbs or garden as an island of peace. One of the teachers told us, that they have installed pallet furniture around the gardens to let the children decide whether they wanted take active part of the gardening or just sit there and watch the others working and learning in the garden. The general experience is, that the still waters run deep attitude is remunerative, because sooner or later, children who were previously passive are also join the others.

Involving parents in creation gardens or invite them for an outdoor activity or a tour, is also worthwhile because in this way they can be part of the project and then the parents accept it easier. But, sometimes, the reality is, that the parents who are join these events are also engaged to nature.

To continue, one of our interviewee said, that the flower beds they needed for the garden in the elementary school, were made by local vocational high school students.

To create rock gardens by each classes, in form of adoption of rock garden and taking care about the planted plants are also very inspiring for kids. In doing so, they learn that plants need care for which they are responsible.

Create an outside classroom, where students can be taught the whole year, even when the weather is not good. This teaching method apply on of our interviewee during his work. They set up an outdoor classroom near the forest, where they have all the tools for teaching (projectors, microscopes, etc.)

The afternoon supervisor interviewee told us, that it is also very important to the student the see the result of their work, so they usually eat together, outside in the garden the vegetables they have produced. They organized a pumpkin festival as an afternoon program for the children and they spent time together and the parents were join to them too. They enjoyed this program so much, that they even did not want to go home.

Making a permaculture garden in the school yard.

Give children an observation-based experiment such as bean germination or any other seed germination. One of our interviewee told as, that children in her school got to do an experiment of a bean germination without soil and after that they measured the length of the bean germ. The longest germ won. She told us that the student really like these experiment-based home work.



Organizing a Science Day means that that whole day is about science, but not in the boring way. In this day the school invites scientists and experts to represent their own branch of science. Children like this days, because after the scientific presentation, they have the opportunity experimenting with scientists.

Temporary activities, good practices	Permanent activities, good practices
- using autumn leaves *	- thematise the classes
- playing literature football*	- taking care about plants (indoor plants during the year)
- planting outdoor plants	- schedule a time table about the tasks
- spending time in nature in the Earth Day, in the Birds and Trees Day	- planting plants (there is an opportunity to plant indoor and outdoor plants as well, so it can be possible the whole year)
- using pallet furniture (or even create it together)	- creating permanent garden places with fantasy names and with different functions
- organization tours and excursions	- involve parents, students from other schools
- organization of a festival where student can spend time together and eat the fruits of their work together	- taking notes on the developmental stages of the plant
- organizing pumpkin festival or other kind of festival in nature, involving the parents too	- rock garden adoption
- creating with a help of a professional a permaculture garden in the school yard	- create and taking care of rock gardens
- organizing a science day	- recycling old things and reusing them to create a garden for example
	- set up an outdoor classroom
	- observation-based experiment (seed germination)

* However, we must add, that in almost all cases this good practices could be done in a small group session.



II.

One of our interviewee told us, that she heard about a community garden in Budapest (Hungary), which was created for homeless people to help them join each other, to help them reintegrate into society. She also told about an Ethiopian good practise, where one of her ex-pedagogue precipitate creating a garden, where they send children suffering from ADHD during the lesson to calm themselves. It is not a penalty for these children, quite an opposite, it is a peaceful and calm place for them where can spend time what they need, and after that, they can freely join the lesson whenever they want.

The arboretum in Mlyňany (Slovakia), such as Forest Camp and Forest School (both in Slovakia) was also mentioned by the interviewees as a good practice.

3.5. Toolkit content

What information would be useful in the toolkit to assist you in your work?(+/- 1 page)

Our interviewees whose are pedagogues by the profession told about the actual situation in the schools. They said, that there are too many projects they have to deal with and they must also progress with the curricula. Generally speaking, the teachers are overloaded, and even though they agree with the aim of the project, they do not have time or energy for another one. But, with a well-prepared toolkit content we can catch even these teachers. If they do not have to work a lot with the adaptation of the project, because they get the whole method and toolkit, so they only have to apply it, it can be attractive for them.

What can be really useful for them is marking specific subject relationships with the nature, and also give them various tasks, they can apply during their lessons. But it can work from the opposite side as well: giving them toolkit with tasks and important information about the nature, and they can decide for which lesson is it more suitable.

Preparing for lessons takes a lot of time on the part of teachers. If they have specific tasks and methods at their disposal on the topic, they are much more likely to use it.

They imagine toolkit, as a description of a game: by defining how many children can participate in it, how long it takes to do each tasks, etc.

It can be also useful to give them the methodology, how to realize outdoor classroom, or a nature trail, nature path; what conditions must be met for it.

If talking about school gardens - as one of our interviewees mentioned- it is very important to have a professional next to you to know what kind of plants are advantageous to plant in the school garden. Because the list of plants or a list with the contacts of professional can be useful.

Some of our interviewees mentioned that experiment-based tasks are very famous among the students, so a list of experiment-based tasks in detail would be very useful for teachers. In Slovakia students in elementary school have work education lessons. In frame of these lessons they learn how to sew, how to plant and many other practical knowledge. The truth is, that the teachers teaching this lesson are not experts in every field they have to teach. That is the



reason why it would be useful for example a garden planting guide in detail or information about pruning trees.

3.6. Pappus training

Some of the interviewees, 3-4 people, were open to participate in the training. However, they emphasized that their participation in training depends on the duration and location of the training, and there are so many other circumstances which could be determinative but we got some maybes too.

Concerning the date of the training they mentioned the weekends and school holiday periods, but they would be willing and able to attend a longer, multi-day training as well. However it depends on many conditions.

Which affect the content of the training the interviewees mainly mentioned the knowledge:

- how to collect mushrooms,
- how to plant plants, herbs, spices,
- how these plants and herbs can be used, and how many ways,
- how to organize an eco-camp,
- more about the nature protection.

3.7. Any other ideas / suggestions from interviewees

Please summarize all other interesting points, arising from the interviews (+/- 1 page)

Most of the interviewees emphasized that the root of the attitude towards nature lies in the family, that is the reason why they think, that the family background is very important in this topic. Changes are also available for children where the family background is not supportive, but its sustainability of these changes can be questionable.

Despite that it was clarified that in the focus of the PaPPUS project are plants, four of our interviewees was mentioned the importance and the benefit of the connection not only with nature but animals as well. Their opinion is based on their personal experiences. Some interviewees have taken part our they met projects were the animals played main role in developing children's behaviour and also they skills.

Our Interviewee no 7. told us about bird feeder they made with the students. They order seeds from which children make titmouse dumplings or balls. They also observe storks through surveillance cameras to analyse they behaviour and habits. Using the worksheet, they record what they see.