

# Worksheet

## Target group

First-grade primary school students

## Group size

We recommend 10 students per instructor; in case of more technically demanding tasks, it is necessary to provide a second instructor (technician).

## Total time allocation

10 topics divided into 1.5-to-2-hour blocks

## Material equipment for the implementation of the Programme

According to another specification, some of the materials within the blocks can be created by the students individually, while others should be created through group work.

## Programme structure and instructions

The Programme is currently being implemented in the 2021/22 and 2022/23 school years as an extracurricular educational activity under the title "Sparing Nature" within the Prague Programme Implementation of the Regional Action Plan 2, "Innovation in Education"; it is being funded by the ESF through the Operational Programme Research, Development, and Education and the budget of the City of Prague. The cooperating partner institution is the Jarov Vocational High School from Prague 9, and the implementer is 01/14 ZO ČSOP "Natura, quo vadis?" and its Eco-centre in Malešice in Prague 10.

## Programme layout

Each topic is situated in one of the calendar months so that it corresponds to a given season, or so that the material outcomes created will be applicable relatively soon. Some themes naturally build on each other. The final themes bring together the children's work throughout the year and are intended to help them realise the possibilities of their own contribution to their local communities, which is an urban residential district. The layout of the themes is indicative, and they are recommended in the following sequence:

1. *Landscape and the urban environment (September)*
2. *Bird feeders (October)*
3. *Waste prevention (November)*
4. *Water, you can't do without it (December)*
5. *Birdhouses (January)*
6. *Insect hotels (February)*
7. *Flora (March)*
8. *Fauna (April)*

9. *Our neighbourhood, our home (May)*

10. *City climates (June)*

### **Objectives of individual blocks and time allocations**

1. *Landscape and urban environment: A walk through the city focused on green spaces, searching for life in them (plants, animals), and tracing conflicts with human creations.*
2. *Bird Feeders: Making bird feeders and an introduction to the rules of feeding small birds.*
3. *Waste prevention: Sustainable consumption as the basis for a sustainable household. Waste sorting as a foundation, and the best waste is the waste that is not created! Illustrative examples of products that promote personal zero-waste management. Let's clean up our forests!*
4. *Water, you can't do without it: Without water there is no life (not only in nature); saving water at home and at school; experiments with water.*
5. *Birdhouses: The production of birdhouses for other species; birds at the bird feeder; who did we observe?*
6. *Insect hotels: The production of insect hotels; the importance of insects in the natural cycle and the food chain.*
7. *Flora: What's blooming here? An introduction to the uses of some urban plants and crops, drying herbs, and planting and caring for a (new) school tree.*
8. *Fauna: Visit the local forest and see who lives with us in our cities. Who has taken up residence in the insect hotels? A living garden is a proper garden!*
9. *The housing estate, our home: A walk with an architectural urban planner or other expert through the attractions of our residential districts. What would you, as children, like to change or improve?*
10. *The city climate: Where did we help nature during the year? Species diversity and environmental friendliness as a local contribution to climate change mitigation.*

Each topic can be implemented as a 1.5-to-2-hour instructional block. Alternatively, it is possible to consider combining some parts into other, longer blocks of time (e.g., such as in weekend implementations during after-school activities).

### **Instructions for facilitator or instructor and instructions for students**

The Programme is primarily intended for urban settlements, but its individual blocks (themes) are also, with some exceptions, applicable to any residential district (municipality) regardless of its size. Implementation is possible either directly through teachers' involvement efforts or as a separate environmental education Programme. The Programme is also replicable within science clubs or the year-round activities of after-school clubs for children and young people, however, regardless of their previous level of involvement in nature conservation and environmental awareness.