Activity 5. Urban-Nature-Tour

Description

The biodiversity is decreasing due to many human activities. About 40 percent of the 40,177 species assessed using the IUCN Red List criteria are now listed as threatened with extinction and scientists have estimated that millions more species are at risk which have not been formally recognized.

This activity aims at discovering biodiversity in our own neighborhoods and also the threats to it. Due to the direct experience and contact with the diversity and endangered species, participants get a more tangible awareness about biodiversity and our impact on it.

Photos/Images

Teaser activity

Ask participants to download the app "PlantNet" and scan the first plant they meet in their neighborhood, so they can get familiar with the app.

Competences addressed

For the competences you can follow the ASK model:

- Attitudes
- Skills
- Knowledge

Traditional schooling has emphasis on knowledge and, especially in adult learning, it is very important to focus on hands-on activities, based on experiential learning.

Ecological:
For ecological competences, the ask model has a correspondence in the heart, head and hand model, where the competence and activities must include all these components to be considered acquired
Personal: select competences that also promote personal development, such as self-awareness on personal identity, values, strengths and weaknesses in connection with the environment.

- Awareness about biodiversity
- Awareness about human impact on biodiversity
- increased responsibility in own actions and choices..
- Knowledges about plants

Social:
Take into account a constructivist approach that valorizes the competences already existent in the group and teamwork competencies.

- Group work
- Sense of observation
- Use of digital tools

Learning objectives

To define the learning objectives in accordance to the envisioned competences, you can take the operational objectives approach or the SMART objectives approach:

- Operational objectives are attainable, action-oriented, short-term goals organizations set and accomplish as a means of partially achieving larger, long-term objectives.
- SMART: S – Specific, M – Measurable, A – Attainable, R – Realistic, T – Time-bound

- The participants can recognize the plants in their city
- The participants learn basic infos of the plants of their city: where they come from, which environment they need, which fruits they have, if they have genetic input, if they are used by humans etc.,
- The participants can recognize plants which are threatened to disappear

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- The participants learn to use a digital app for acquiring knowledges
- The participants learn to teach others about their discoveries and share knowledges
- Sense of belonging: as knowing some "special things" about the city they live in, participants should feel more connected to the place they live.

Group characteristics

Activity can be done in groups of 6 till 30 participants.

Preparation for the activity

The purpose of this part is for the participants to know what materials they need before doing the activity and, at the same time, give them confidence that they don't need much prior knowledge in order to do the activity and encourage them to just do it.

There is no need for special knowledge to do this activity.

1) Participants should install a Plant identification app on their mobile like "PlantNet". If participants have no mobile or no internet, organize that they have one in each couple. All the participants should install the same app.
2) Prepare printed maps of the city: divide the city in areas. Number of areas corresponds to half of the number of your participants: If you have 20 participants divide in 10 areas. Print the map of the areas. Prepare a pen for each area.
3) Prepare a small game where the participants are divided into couples, and attribute an area of the city to them. (maybe it's good if in every area there is also a park)
4) Prepare a briefing in simple languages
5) Prepare a bag of seeds as rewards
6) Prepare a safe space for meeting, sharing and reflecting

The activity / the content

Try to divide and structure the activity in small steps so it is easy to follow by our target groups. You can include links, videos, images etc. in this section in order to make the activity easier to understand and the resource more interactive.

Try to predict possible obstacles, doubts and questions that may arise. This part can also be finalized after the national pilot tests.

1) Divide the participants into couples and give them a printed map of an area of the city: best is to make this task together with an ice-breaker if people don't know each other
2) Explain to them the task: participants have 45 min (or more according to your participants). To discover as many different types of plants as possible in their defined area. Every plant they discover, they take a picture of it, scan it and then write it on their map with the name and basic infos. Every plant = 1 point.

3) Explain to them the use of the app: once they scan the plant, they can identify by crossovers and they can go on different pages with different infos about the plant. Make an example with one plant in front of the group.
4) They can gain special points with 1) Plant who comes from other land = 2 points, 2) Plants who come from other continents = 3 Points and finally Plant which is threatened of extinction (red list plants) = 5 points.
5) When coming back together, Install the maps of the participants so that participants can do a "gallery walk" of the
6) participants make a "puzzle" of their mobiles on the ground with an image of a plant which was not covered by others. Phones need here to be put in no sleeping modus.
7) You gather the points and as reward every point with 1 seed of a flower (for example), which they can plant.

NOTE: If you don't want to play with points and competition, you can also give them instructions: find 5 plants like this, 3 plants which were imported, 1 plant which is threatened by extinction etc.

Questions for reflection, self-assessment and conclusions

Notes

For inspiration, you can use the questions from Kolb's experiential learning model.
- Did you notice?
- Why did that happen?
- Does that happen in life?
- Why does that happen?
- How can you use that?
- Which plant surprised you?
- Which plant should have more space/presence in the city? And why?
- Are certain areas more diverse than others and why?
- Why is it important to have a diversity of plants in the city?

Recommendations on how to adapt to different target groups

- Check if there is some app in the language of your participants
- If people are afraid to walk through the city, you should organize a "mentor" for these groups, which can accompany the exploration
- Writing and reading: if there are some participants who have difficulties reading and writing, put them in couple with one person who can and give them the responsibility to take the picture and identify with the scan.