



Technische  
Universität  
Braunschweig

# The Forest

## Environmental Education in Turkey

A. Rabe  
M. Herden  
S. Weber



**StAgEz e.V.**

Studentische Arbeitsgemeinschaft für  
Entwicklungszusammenarbeit

Braunschweig, 02.04.2015

# Table of Contents

1. Introduction .....	3
2. Lesson.....	4
2.1 Preparation: .....	4
2.2 Game “Gustav the bird” .....	4
2.3 Summary and conclusion after the game .....	6
2.3.1 problems effected by the constellation of the forest.....	6
2.4 good vs. Harmful.....	7
2.4.1 Preparations: .....	7
2.4.2 Explanations: .....	7
2.5. Planting a plant.....	9
2.5.1 Preparations: .....	9
2.5.2 Explanations: .....	9
2.6 ABC – quiz .....	10
2.6.1 Preparations: .....	10
2.6.2 Explanation: .....	10

# 1.Introduction

During our studies at the TU Braunschweig we took part in an environmental education project called “Umweltbildung in der Türkei”.

In this project we developed a school lesson for children at the age of six to seven.

We wanted to teach the children something about the forest and the importance of it for our world. We also wanted them to learn how to keep the forest clean and how to save it.

No	Title activity	Type of action	Learning target	Material	Duration [min]
2	Introduction	Build Groups	Learn names	Nameplates	5
3	Gustav the bird	Game	To develop a better understanding of the meaning of the forest as an habitat.	doll	20
4	Good vs. harmful	Group discussion, exercise	To sensibilize the children for the meaning of a natural forest.	Sets with pictures, paper	20
5	Planting a plant	-action	- learn to save forest - how a plant grows	Pots, soil, seeds	20
6	ABC-Quiz	Game	To review the learned stuff	cards	10

*Table 1:Timetable*

## **2. Lesson**

### **2.1 Preparation:**

making name plates for us mentors.

The german and turkish group introduce themselves to the students.

“Good morning children....and these are our friends from Germany Svenja, Ann-Katrin and Manina. They prepared the lesson for today, where we are going to learn some important things about the forest and what we can do to protect it.

Our friend Gustav (hold up the bird) who lives in the forest will join us during this lesson.”

! Building groups!

If it's possible to play the game outside we can set up the group tables before, otherwise we do this afterwards.

❖ *“Now you will empathize how it is to live as Gustav in his world.”*

### **2.2 Game “Gustav the bird”**

We preferred playing a game with the kids to introduce them to this topic.

It would be great playing it outside maybe at the playground to have more space. (Important to decide before we start the project).

## 2.2.1 Realization

### Preparations:

Before starting the game we determine the roles to the children and explain them the process.

We give them each impulse to change the situation.

Time	short description	Activity	Aim	Materials
10 min.	<p>Participants:</p> <ul style="list-style-type: none"> <li>- Gustav the bird</li> <li>- hunter</li> <li>- trees</li> </ul> <p>The hunter wants to catch the bird Gustav, who tries to hide and escape between the trees. The rest of the class represents trees in the forest.</p>	<p>1.situation:</p> <p>The forest grew in a natural way, the trees are mixed up, not in lines</p> <p>Following situations:</p> <p>More and more trees are felled and the forest gets sparser</p> <p>Last situation:</p> <p>New trees are plant in lines to represent a forest plantation</p>	<p>To understand the importance of trees and the vegetation in the forest the children shall represent one by themselves. They get to know about the urgency of the existence of a forest growing and living in a natural way.</p>	<p>Little bird puppet or piece of equipment to mark “gustav” (feather, scarf,..)</p>

*Table 1: Timetable*

## **2.3 Summary and conclusion after the game**

After playing the game the children should come back into the classroom.

We would like to sum up the ideas the children got while playing the game.

This will happen as a mind map.

Some questions to ask:

In which situation did the bird have less difficulties while escaping?

- 1.situation

In which situations was it more difficult?

- When there are less and less trees
- When the trees are planted in lines

Why had the hunter some advantages in the later situations?

- the forest became sparser and the hunter could see and catch the bird easier

### **2.3.1 problems effected by the constellation of the forest**

We would like to talk with the kids about the importance of a forest in general and the problems we have if we change and fell the forests even more.

Which constellation of a forest is the most environmentally acceptable one?

- The natural one without human intervention

Why is it bad to reduce drastically the number of trees in a forest?

- destroy the ecosystem 'forest'
- animals can get caught easier
- the diversity of animals, plants and their habitats gets smaller

- the resistance to illnesses and vermin decrease
- it's not that beautiful anymore

#### Which roles do the trees have?

- Source of energy, food and air
- place for hiding and living
- ❖ “Now you’ve seen one of the main problems Gustav has to encounter. In the following we want to do a little exercise with you, where we will notice more of them.”

## **2.4 good vs. Harmful**

### **2.4.1 Preparations:**

Before starting the lesson we prepare sets for every group table (Mixed pictures, large paper with bad/good sides).

These should be on hand.

### **2.4.2 Explanations:**

One student is going to explain the exercise in front of the class.

“Each table will get a large piece of paper and a bunch of pictures which are mixed up. On the Paper are two sides. On the piece of paper are two columns. The right one is labelled "good" and the left one is labelled "wrong". Now it's your turn to look at the pictures and decide in your groups which picture fits which side. When you think that you related the pictures in the right way, ask us for a final control before you glue it on the paper.”

Afterwards every group gets a set on the table. Then the student in the front gives the sign to

start. We wait for every group to finish discussing the matter. During their work we walk around in the classroom and may support the slower groups. Or if we see a picture on the wrong side we can point it out and ask the children if they were sure about it.

When every group is ready one or more children raises their paper (One of us tells the group which is first) and explain to the whole class why they chose their pictures for their sides.

We'll tell them that they did good.

Aim of the task is it to rethink the lesson before and to give new thoughts for the following parts.

- ❖ “What a sad world if Gustav would only live on the negative side. We have seen that a good forest is full of trees and big diversity. So now we want to help Gustav and his family to get a better home where they feel comfortable. For this we are going to plant a plant.”

## **2.5. Planting a plant**

### **2.5.1 Preparations:**

Before starting the lesson we have to prepare one set for each group table.

One set includes pots for every child of a group, some seeds, newspaper and earth. And also one set for the student in front who will explain the process.

### **2.5.2 Explanations:**

During the explanations of a student in the front, he shows every step.

“Now we will show you how to plant your plant.

- 1) First you take your pot
- 2) Fill  $\frac{3}{4}$  of the pot with the soil
- 3) Put four seeds into it and push them a little bit into the soil
- 4) Cover the seeds with some soil
- 5) At last pour your plant
- 6) When you are done you can come to us and we will hand you a medal with your name on it. You can also think about a name for your plant, which you can write on the medal, too. ”

Afterwards we scatter the sets. Then we tell the children to plant their plant in their groups.

We will walk around the class room and help the kids if they have problems.

After every child got its medal we thank the pupils for helping Gustav and his family and ask them to put their pot aside and clean up the tables.

- ❖ “Now, for resuming what you have learned and experienced so far, we want to play a quiz with you. You will play in your previous groups again. You will get three signs from us, with an A a B and a C on it.”

## **2.6 ABC – quiz**

### **2.6.1 Preparations:**

The questions and answers must be on hand, best as short notes on cards. A quizmaster must be determined. The A,B,C-signs must be handed out to each group table.

### **2.6.2 Explanation:**

Before the quiz starts, the process is explained with one symbolic/test round.

Process:

- The quizmaster will post the first question from the catalogue
- He gives the three possible answers and repeats them if necessary
- The children get 1 minute to discuss the matter within their group and decide together, which answers are right in their opinion
- They hold up the signs representing their choices
- The quizmaster gives the right answer(s) and explains the background
- The process is repeated for each question
- The rules are explained

Rules:

- You have to choose one answer.
- The letters you hold up, represent your answers.
- More than one answer can be right, even everyone or no one.
- If it is played while counting scores: A right answer is worth one point, a wrong one nothing.

“We will explain the rules at first. Than we will show one symbolic round for the children and ask them, if they have understood everything so far.”

- ❖ “And the winner is group X, congratulations! You all did a very good job. Thank you for your great participation and motivation. We enjoyed this lesson very much and we hope, that the same goes for you.”

Note: The time period for the quiz is very flexible.