



COPE. Children, Outdoor, Participation, Environment

A Guide on How to Engage Children in Issues
Regarding Health, Nature, Environmental Problems
and Outdoor Life

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Environmental Problems and Outdoor Life

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Preface

This guide can be an inspiration to you if you think that it is important to:

- develop children's engagement and ability to act upon issues such as health, nature, environmental problems and outdoor life;
- develop your school's use of nature and the local community in daily teaching; and
- develop cooperation between local authorities, schools, children and young people working with management of nature, nature resources and outdoor places.

The guide provides you with theoretical background that claims that children have the right to:

- healthy living;
- experience nature and outdoor life;
- a clean environment that does not harm their health;
- space for outdoor life that can contribute to their physical and mental well-being;
- influence their own life conditions; and
- develop their competence so that they can take care of their own and others' health.

Who will find This Guide useful?

This guide can be used by teachers at primary and secondary schools and after-school activity centres, health staff in local communities, institutions for pre-service and in-service training of teachers and health staff, local authorities, nature interpreters, organisations working with nature, environmental problems and outdoor life.

You can use it in:

- ordinary teaching in many subjects or for cross-cutting issues in primary and secondary schools;
- after-school centres or activity centres;
- local communities in relation to projects about health, nature, environmental problems or outdoor life that involve children and youth, e.g. city planning, health campaigns;
- pre-service and in-service training of teachers and health staff; and

- projects developed by organisations working with children and youth focusing on health, town planning, nature, environmental problems or outdoor life.

How to use This Guide

The guide will provide you with conceptual background and with activities that can inspire you to develop a project in which children's participation is important.

The guide is divided into three parts. *Part One* provides you with a short theoretical background to the importance of children's participation, commitment and ownership to the process, visions and actions.

Part Two provides you with a detailed guide on how to involve children so that they can develop their own ideas and visions together with responsible grown-ups.

Part Three provides you with good methods on how to implement your school's use of nature and the local community in daily teaching.

The guide is based on experiences from 42 schools in nine Nordic and Baltic countries. Following the circulation of draft versions, recommendations from the schools have been integrated.

Methods, activities and the way they are used must be adapted according to children's age, the setting of the project, curriculum teaching traditions, etc. Some of the activities have pages in the appendices that can be copied or adapted to become worksheets.

You could choose to work with nature or environmental problems or outdoor life and how they relate to health separately. Or you could choose to work with all three or two of the issues together. It will depend on your focus, your local opportunities, etc.

Do you have questions or do you want help to run a project as described in this guide? Why not contact the Eco-School organisation in your country for support? You'll find contact details for Eco-Schools in Appendix 8.

Summary

The aim of the COPE-project is to develop children's engagement and ability to act upon issues such as health, nature management, environmental problems and space for outdoor life.

Important perspectives are children's rights to healthy living, experience nature and outdoor life, a clean environment that does not harm their health, developing of competences so that they can take care of their own and others health, participation, democracy and empowerment.

The teaching ideas have been piloted with success in 42 schools and after-school activity centres in nine Nordic and Baltic countries in 2005 and 2006.

Contributions and experiences from all the schools and activity centres are worked in this project guide.

The project guide contains a short conceptual background and suggestions for many activities where children's ideas, visions and actions are central.

The project guide also outlines six steps for involving children in developing a project:

1. Preparation and organisation
2. Clarifying understanding of health
3. Status
4. Development of visions
5. Action and change
6. Informing and involving

The guide also provides ideas on how schools can make use of the many possibilities in nature and the local community for teaching.

The guide can be used by teachers in primary and secondary schools and activity centres, by health staff in local communities, institutions for pre-service and in-service training, local authorities (for example, in town planning), nature interpreters, etc.

Results from the COPE-project

During the schools' project period it is estimated that

- 8–900 proposals for better nature, environment and outdoor life were developed, and
- more than 60 projects were actually implemented.

The COPE-project has contributed not only with new ideas for teaching in the schools but also with concrete projects and project ideas for the near future.

The project was very well received, not only by the pupils and teachers, but also by the local communities. Children showed great creativity with developing ideas and visions, e.g. by making models of their visions.

The schools established many contacts through their projects. Many schools concluded their projects with special events including local politicians and local authorities. The pupils demonstrated their ideas for change through exhibitions, speeches, song and dance. The politicians promised to take their ideas back to the town council. Projects in some schools were supported financially by local authorities and with sponsorships from local companies.

The children learned that they can make a difference. They also developed their confidence and their ability to act. Many schools claimed that their pupils began to see themselves as important persons. They appreciated being heard and were proud of their concrete projects.

Read about the results from the project on the website: www.cope-project.dk.

Experiences, quotations etc. from the pilot-projects are presented in boxes such as this throughout the guide.

Acknowledgements

Concepts in this guide are based on experiences from a pilot project (July 2005–August 2007) funded by the Nordic Council of Ministers. The pilot project was called “COPE – Children, Outdoor, Participation, Environment”.

The pilot project was developed drawing on ideas from many other projects such as “Barnetråkk” (Norway), “The Health Promoting Schools” (WHO), “Environmental Education in Nordic Countries – MUVIN” (Nordic Council of Ministers).

At the start of the project a group of specialists acted as an informal inspiration group. They contributed valuable information and perspectives and many ideas that improved the project.

The inspiration group was: Eva Almhjell (Senior Adviser, County Council of Vestfold, Norway), Malene Bendix (Projectleader, LEAF Denmark), Marie Louise Bistrup (Projectleader, National Institute for Public Health, Denmark), Bjarne Bruun Jensen (Professor, School of Education, University of Aarhus), Børge Koch (Senior Lecturer, Centre for Higher Education South Jutland, Denmark), Espen Koksvik (Senior Adviser, Ministry of Environment, Norway), Nina E. Nielsen (National Adviser, Ministry of Education, Denmark), Kim Rasmussen (Associate Professor, Roskilde University, Denmark) and Anette Schulz (Lecturer, Centre for Higher Education South Jutland, Denmark).

3300 pupils, 179 classes, hundreds of teachers in 42 schools and activity centres in nine Nordic and Baltic countries – Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Norway, Sweden and Russia – were involved in the pilot project during the period from January to October 2006. The project was organised by the Eco-School Coordination offices in the nine countries. Experiences and ideas have been contributed to this guide from all the schools and activity centres.

The editor therefore wishes to thank the Nordic Council of Ministers for funding the project, the inspiration group for important ideas, perspectives and comments in the start of the project, the Eco-School Coordination offices in the nine countries and all the pupils and teachers involved.

Part One: Theoretical Background

Why is Teaching about Health, Nature, Environmental Problems and Outdoor Life Important?

In many countries there is a growing concern regarding the health of children – often with regard to weight problems due to lifestyle. Other factors are also threatening the health of children, for instance, air pollution and heavy traffic. A healthy natural environment, a clean local environment and space for outdoor life all contribute to our health.

Children's possibilities for outdoor activities are also threatened by the use of areas for roads, buildings etc. There are however many places, such as parks, with unexploited possibilities for children's outdoor life. There are also plenty of possibilities to develop further areas for children's outdoor activities.

It is increasingly being seen as important that children learn to take care of their health. Often this is done through information campaigns. But information campaigns can be limited. Another possibility is – through education – to develop a child's own reflections on his or her health and to develop competences for making decisions to take care of their own and others' health. It is in this paradigm that this guide has been developed.

Teaching outside schools can be very valuable – in nature, in local communities, at public plants such as waste and water treatment, factories and other private enterprises, farms etc. It can make the teaching come alive and be authentic. It also gives pupils possibilities for meeting people with extensive knowledge regarding their work and many alternative views on different problems.

In many countries, teaching outside schools is part of the school curriculum. But because of teaching traditions, traditional curriculum thinking, lack of money for transport, and busy everyday life in schools etc., possibilities for teaching outside the school are often not fully exploited. This project guide encourages schools to coordinate and utilize more possibilities for teaching outside the school.

This guide provides you with ideas on how children and young people:

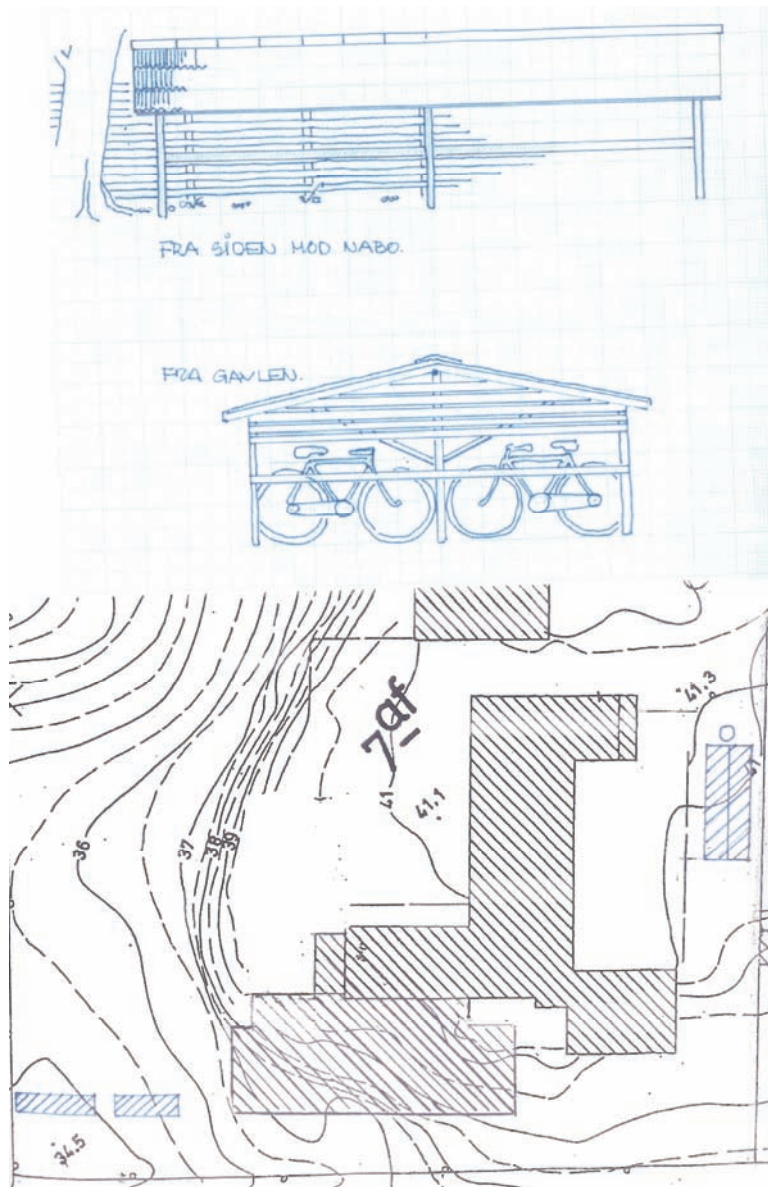
- can work with their own interest in health to focus on a healthy natural environment, a clean local environment and space for outdoor life;
- develop ideas about their needs and possibilities; and
- develop their confidence and ability to act on a personal level, group level (e.g. school, family etc.) and within a democratic society to promote their health.

Furthermore you can find inspiration to develop:

- visions and action plans for the schools concerning their use of the outdoor environment, nature and the local community in teaching; and
- cooperation between local authorities, children and young people working with management of nature-resources and places for outdoor life.



*“There are many places with unexploited possibilities for children’s outdoor life”.
What can we use this area for? Selásskóli, Iceland.*



Bicycle shed. Some of the children at Hørsholm Lille Skole, Denmark, suggested a bicycle shed for the school and made a drawing. They hope that more children will ride bicycles to school everyday rather than driving in cars with their parents.

Some Important Perspectives

The concept of health

COPE takes its starting point from the World Health Organisation's (WHO) concept of health:

"Health is not only the absence of illness and infirmity but also a condition with complete physical, mental and social well being."

Many factors influence our health, for instance, heredity, infectious diseases, exercise, tobacco smoking, access to doctors and medicine, air pollution, unemployment etc. Health is therefore influenced not only by the absence of illness but also by living conditions and quality of life. This can be called the broad and positive concept of health. It is represented by area 4 in the diagram below.

	Negative (absence of illness)	Positive (quality of life and absence of illness)
Narrow (lifestyle)	1	2
Broad (lifestyle and conditions of life)	3	4

Figure 1 The Broad and Positive Concept of Health



Children at Kohila Gymnasium, Estonia, discussing healthy lifestyles.

Nature areas of great beauty can promote our health by providing a setting for outdoor life, exercise and nature experiences.

Environmental problems influence our health in many ways through, for example, polluted water or air pollution.

Outdoor life: exercises and outdoor experiences affect our health. In 2003 the Danish Outdoor Council suggested that the following are central aspects of outdoor life:

spirit, health, harmony, activities, movement, well-being, senses, stillness, positive experiences, being together, nature, landscape, freedom, competences, insight, muscles, exercise, water, play, motor coordination, knowledge, joy, trees, space, well-being.

In many countries outdoor life in the spring, summer, autumn and winter makes up a very significant part of children's leisure time, e.g. playing in the schoolyard, playing around their homes, playing and sport activities in parks, forests, beaches etc.

Outdoor life promotes health through increased exercise, well-being, nature experiences, social experiences etc.

United Nations Rights for Children

The United Nations convention on the rights for children forms the basis of ideas behind this guide. The convention emphasises that children are capable of forming their own views and have the right to express their views, have the right to enjoyment the highest attainable standards of health, have the right to be directed to the preparation for a responsible

life in a free society and lastly have the right to rest and leisure and to recreational activities.

You can find a summary of the most important articles in the United Nation's declaration concerning this teaching concept in Appendix 1.

This guide is based on concepts which claim that children have the right to

- a healthy living;
- a healthy natural environment for experiences in nature and outdoor life;
- a clean local environment that does not harm their health;
- space for outdoor life that can contribute to their physical and mental well-being;
- influence their own life conditions; and
- develop their competence so that they can take care of their own and others' health.

You can use these concepts with schools and local authorities to highlight and implement the United Nation's Rights for Children.

Participation and Democracy

The United Nations convention on the rights for children states clearly that children have the right to form their own views and to express their views freely in all matters affecting them.

In many countries these rights are incorporated in the aims of the national education system. In Denmark the aims of the primary and lower secondary schools are:

“The school shall prepare the pupils for active participation, joint responsibility, rights and duties in a society based on freedom and democracy. The teaching of the school and its daily life must therefore build on intellectual freedom, equality and democracy.”

You can without doubt find similar statements in the education acts in your country.

Pupil participation is a priority in the concepts described in this guide. Participation means that pupils have to be involved in decisions about the content, process and outcome of the teaching.

Pupil participation is essential for:

- ethical reasons (it's about children, therefore children should be involved),
- learning-efficiency reasons - about creating ownership (the children should experience that they themselves can create learning), and

- education for democracy reasons (pupils should experience how they can act in a democracy, learning by acting).

Action

It is important that pupils are given the opportunity to take action regarding health and environmental problems. They can act on a personal level, group level (e.g. school, family) and within society.

Action is not the same as activity. An action is directed towards a solution of a health or environmental problem. An action is directed towards influencing the real world. To be an action – and not simply an activity – the pupils have to participate in decisions about which kind of actions are appropriate.

An action can be individual or collective, direct or indirect. An indirect action, for example, could be an application to the local authorities.

Empowerment

In health and environmental education the concept “action competence” or “empowerment” is central. The components of this concept in relation to this guide can be described as:

- knowledge about health and/or environmental problems;
- seeking normative arguments;
- knowledge of action possibilities;
- belief in own influence; and
- wish to act.

Working with the concept of “empowerment” in teaching can be described as teaching about

- knowledge and understanding – of the problems and possibilities;
- visions and alternatives – how could it be otherwise, imagination;
- critical thinking and reflection – e.g. about conflicting interest; and
- participation and action – how to have influence in a democracy.

The “IVAC” Approach

Involving children and youth in decisions about the content, process and outcome of the teaching can be challenging. IVAC is an abbreviation for Investigation, Visions, Action and Change.

The “IVAC” approach or a similar method can be a useful framework for teaching:

- Investigation
 - Why is it important?
 - Do lifestyle and living conditions influence us?
 - How was it in former times and how has it changed?
- Visions
 - What alternatives can we imagine?
 - How are conditions in other countries and cultures?
 - What do we prefer and why?
- Action and Change
 - What changes will bring us closer to the visions?
 - Changes in our own life, in the school, in society?
 - What are the action possibilities for making the changes?
 - What action will we carry out?

How do we as teachers or grown-ups practise this? The role of teacher in this situation is quite different from traditional teaching. The teacher has to be a responsible adult and a professional discussion-partner. He/she needs to take part in the discussions, offer advice, make suggestions for proposals and participate in the decision-making.

The teacher, for example, has to:

- ask open-ended questions where there is not only one answer;
- let the pupils come up with suggestions; and
- discuss the pupils' ideas encouraging argument of pros and cons.

The pupils must be active. They should:

- investigate;
- ask questions;
- find answers;
- find advantages and disadvantages to different ideas visions and decision proposals; and
- express themselves.

Often children's, especially smaller children's, suggestions can be unrealistic. It's the teacher's responsibility to discuss unrealistic suggestions and propose alternative, more realistic solutions.

This guide aims to provide you with good ideas for involving children and youth within an IVAC framework.

Outdoor Teaching

It is very important that children not only hear about nature, environmental problems and outdoor life, but also make investigations in nature and the local community. This makes the teaching more authentic and meaningful for the children.

Outdoor teaching is a part of the curricula in many countries. Schools in, for example, Norway and Estonia, have a long tradition of teaching in nature. The curriculum in your country will provide you with a framework for outdoor teaching. Investigate the possibilities. They are often better than you expect. Often daily life in the school, the school's economy etc. prevents using nature and the local community in teaching.

Definition

Nature classes, outdoor teaching and outdoor classes all focus on using nature as a teaching resource. See Appendix 2.

One definition is:

“Outdoor schools are a way to teach, where you move parts of the everyday school life outside in the local environment. The outdoor school implies regular activity outside the classroom.

Outdoor schools give the pupils possibilities to use all their senses, so they will have personal and concrete experiences of meeting the real world. Outdoor schools make room for activities using subjects as a basis, spontaneous development and play, seeking of curiosity, fantasy, experience and being together.

Outdoor schools are about activating schools in an integrated education, where the activities outside and inside are closely related. The children learn about reality in reality; that means about nature in nature, about the society in society, and about the near environment in the near environment.”

(Arne N. Jordet, Norway 1998)



A lavvo is a traditional tent for the Sami people. It's also a good base for outdoor life. Frosta School. Norway

Part Two: Project Guide

Introduction

This part provides you with a detailed guide on how to involve children so that they can develop their own ideas and visions together with responsible grown-ups.

Steps in the Project

The guide is divided into seven steps building upon the IVAC approach described in Part One. In each step you'll find some suggestions for activities. The guide does not provide you with all the possible activities to work in your project. The activities provided are simply suggestions. You can add other activities such as role plays, different kind of games etc. You can also leave out some activities according to children's age, your possibilities etc.

The steps in the project are

- *Step 1* Preparation and Organisation
- *Step 2* Clarifying Understanding of the Concept of Health
- *Step 3* Status
- *Step 4* Development of Visions
- *Step 5* Action and Change
- *Step 6* Informing and Involving

Some Definitions

Nature in this project is defined as nature within a defined area (see "Geographical Area" page 13) for the project. Nature areas can be forests, meadows, lakes, rivers, beaches, local parks etc.

Environmental problems in the defined area can be polluted waters (lakes, rivers etc.), ground- and drinking water, the air, traffic, waste, polluted grounds etc. This project is focussing on environmental factors that might harm children's health.

Places for outdoor life are pavements, smaller or larger outdoor possibilities in residential areas, the school grounds, parks, lakes, beaches, forests etc. Remember that places for outdoor life can change depending on the season.



An example of outdoor teaching. Hørsholm Lille Skole established a storytelling corner below the the cherry tree.



Investigation of the environment: waste in the nearby stream. Fossvogsskóli, Iceland

Step 1 Preparation and Organisation

Organisation of the Project

The way you organise a project will depend on the setting – whether you are based in a school, after-school activity centre or community programme.

Children of all ages can participate. The project will need to be adapted to the age and to the experiences of the children. During the preparation of this guide children from the age of ten have worked with nearly all the activities. Younger children are often more spontaneous, curious and can be easier to get interested while older children usually have more knowledge.

From the pilot-projects

The teaching as in this project can be carried out with success with pupils between 8 to 15 years old. The teaching concepts and teaching methods should be adapted to pupils' ages.

Pupils of all ages were engaged and interested.

You have to decide how you will organise your project. In schools the project can be a part of the teaching in individual subjects and lessons, or it could be developed as a cross-cutting issue for a short or longer period, e.g. project weeks. You must be clear about how long you will need for the different phases of the project.

You also have to clarify which materials you need – for example, maps, paper for posters, writing materials, cameras, computers, cardboard boxes, crayons or paints etc.

Decide on the area that will be a part of the project (see Activity 8). It could be the local area around the school or the residential areas where the pupils spend their everyday life.

It's also important to link the project to curriculum. Consider which subjects are related to such a project, which aims etc

Contacting Partners

It is important that everyone affected by the project and everyone needed for cooperation and for assistance, are informed and have a common understanding of the project. This will include pupils, parents, colleagues, headmasters, potential sponsors, local authorities and maybe even politicians. Inform everyone you need with letters if necessary. It's important to prepare the local authorities and community for the pupil's actions.

Cooperation with the municipality is vital where town planners, professionals in health care projects, politicians etc. are important collaborators. They may be of assistance with practical or even economic support. They will also be the key collaborators in concluding the project when pupils present their ideas, projects etc.



Children at Hørsholm Lille Skole, Denmark, suggested a maze of willows. A maze such as this is expensive to develop so they talked with potential sponsors about their project. The sponsors were very positive

From the pilot-projects

The projects have given the schools many very good contacts and supporters in the local community. These contacts can be used in the future teaching and projects.

Examples of contacts established during the pilot-projects

plot-owners, mayors, local authorities, local politicians, artists, park administration, youth department, outdoor department, department for planning and building, museums, parents organizations, local contractors, all stakeholders, health visitor, nature planning department, forest guard, forester, parish council, Agenda21-office, town planning department etc.

Geographical Area

Before you start you have to choose the geographical area the pupils will investigate during the project (see especially Activity 8).

The area chosen does of course depend on the age of the children, the local area, the landscape and upon the topics and perspectives of your project – nature, environmental problems and/or places for outdoor life. The area chosen should not be larger than the participating pupils can investigate on foot during a couple of hours (See Activity 8). Divide the area between the groups of pupils.

It's a good idea to choose the area in cooperation with the children.

Step 2 Pupils Clarify their Understanding of Health

As a starting point it is important to discuss the concept of health regarding the themes of nature, environmental problems and outdoor life. Children's understanding of health can be quite different from that of adults.

It's also important to give the children an idea of the broad and positive concept of health as outlined in Part One of this guide.

From the pilot-projects

The teaching as in this project promotes a better and broader understanding of health especially an understanding of the coherence with nature, environmental problems and outdoor life.

"The 3rd graders are quite young for the project, but they already know that it's good for your health to be outside", Finnish teacher

"During outdoor activities we have focussed on good physical health as a means of improving and doing well at school in general." Norwegian teacher

Activity 1: Definitions

Define nature, environmental problems and places for outdoor life together with the pupils.

A variety of activities can be used. Let the pupils look at pictures from different surroundings, or let the pupils themselves find pictures. Look at nature, areas with and without environmental problems and areas for outdoor life. Discuss what is good and bad, healthy/unhealthy, good to live in, potential for outdoor life, how we use the areas etc.

Let the children draw pictures of different kind of areas and together try to develop a definition. A definition of nature can be especially com-

plex. Try to use a broad definition where nature is also part of the school grounds and not simply “wild nature”.

Activity 2: Concept of Health

Depending on the age of the pupils you can introduce the wide and positive concept of health to the pupils as outlined by WHO in Part One. This includes issues pertaining to absence of illness, lifestyle, living conditions and life quality. The introduction can be used as a reference for the next five activities.

What promotes health? Brainstorm and write all ideas on yellow post-its, on the blackboard or on posters. Pupils should then sort all the ideas under four headings:

- Lifestyle
- Conditions of life
- Absence of illness
- Quality of life

Activity 3: Four Corner Exercise

Different kinds of value-clarification exercises have been tried out in Swedish schools. It's important that children develop their own positions regarding different kind of questions. You can use a variety of exercises. The Four Corner Exercise and the Line are two examples described below.

The pupils are presented with a question. The four corners in the room present four answers to the question. The participants place themselves in the corner that reflects their opinion.

A question could be: “What is most important when we think about pleasant school grounds?” – Many toys? Bushes and trees? Security? Nice and clean?

The participants then have an opportunity to explain their position. Later they are allowed to change places.

Activity 4: The Line

The Line is another value-clarification exercise. The participants are asked a question or are presented with a statement. Then they take a position on a imagined line between the statements “totally agree” and “totally disagree” or YES or NO.

A question or a statement could be: “Nature is important.” Answer YES or NO.

Both exercises can be used at different stages of the project. Make up your own questions and answers – it's easy.

Activity 5: Health Game

This game is suitable for pupils of 11 years and older.

The children are divided into groups. There are three coloured sheets of paper at the front of the classroom: one green, one yellow and one red. There are also cards with health-questions in an envelope (see Appendix 3). Draw out and read questions from the envelope. Place the questions on the coloured papers. If you place the question on the green paper it is because the group has agreed that it is important for the good health. If you place the question on the yellow paper, it is not so important for the good health – or you might not agree within the group. There is uncertainty. If you place it on the red paper, it is because the group has agreed that the question is about something unhealthy.

Activity 6: Good and Bad

This activity requires pictures presented by the teacher or pictures found by the pupils.

A) Show the pupils pictures of nature – for instance a picture of a green forest with undergrowth of bushes with berries etc. and a picture of a degraded area near some highways. Choose, if possible, pictures from the local community.

Ask the pupils how nature can contribute to health (e.g. makes them happy to know about a place with many flowers and animals and high biodiversity, a place for nature experiences, a place for education, a place for outdoor life, a place for playing, building shelters etc.).

B) Show the pupils pictures of, for example, a street with many polluting cars and heavy traffic and a road with little traffic and people cycling. Discuss how different kinds of environments can influence our health. Choose, if possible, pictures from the local community.

C) Show pictures of many kinds of outdoor activities to the pupils, and ask how outdoor life can contribute to our health. Show the pupils a picture from an area where outdoor activities are missing but could be developed. Ask the pupils how they think the area could be developed for outdoor activities.

After working with the pictures discuss how nature, environmental problems and outdoor life influence our health.

Activity 7: Painting Healthy and Unhealthy Actions

Let the pupils paint different kind of actions that are healthy and unhealthy. Discuss why people choose these actions.



Bicycling is a healthy way to investigate the local area and the roads. Kehtna Primary School, Estonia.

Step 3 Status of Nature, Environment and Space for Outdoor Life

In this phase we will find out which

- nature areas can be found in the defined areas and how the nature areas are used;
- areas with environmental factors that might influence children's health negatively; and
- areas the children use for outdoor living or can be used as outdoor areas.

From the pilot-projects

Nearly all the schools found it easy to get relevant maps, for example from local authorities, the Internet or even local telephone books.

Old maps of historical interest were also used.

Using maps has great potential for a project like this. The use of maps contributed to the children's learning about maps and at the same time knowledge about their own home areas etc.

The mapping was carried out through field work. It provided the pupils with focused and new perspectives of their own home areas.

Activity 8: Working with Maps

In this activity the pupils mark nature areas, areas with environmental problems and places for outdoor life in the local area on a map. Then they visit some of the areas in a field trip and assess each area using a questionnaire.

Choose an area of appropriate size. You can get maps from the local authorities, the Internet etc. Maps scaled around 1:5000 are the most useful generally.

Hang up a map of the chosen area in the classroom and let the pupils get to know the map.

Include the following aspects in your maps:

- *Nature*: The pupils should map the nature areas they visit during school or in their spare time. They should also record what kind of nature (forests, meadows, lakes, beach etc.), the state of the nature, who else is using it etc.
- *Environmental problems*: The pupils should then map the environmental factors that might influence their health negatively, for instance: streams, ground water, air, waste, polluted (play)grounds, dangerous traffic areas etc.
- *Outdoor life*: The pupils should also map all areas of value to them: the walking paths to and from school, all places they use for play both in the summer and in the winter. All kind of areas should be mapped: schoolyards, playgrounds, pavement, asphalt, small areas around their houses etc

From the pilot-projects

“Pupils like to tell where they are spending their time. This is also very interesting information for adults.” Finnish teacher

“This project has brought the nearby surroundings into a new light and has given the pupils an opportunity to appreciate their local area in a new way.” Finnish teacher



Two examples of maps from Finnish schools

Questions that can remind children about places for outdoor life and activities:

- Where do you play in the summer – winter – spring – autumn?
- Where do you walk, cycle etc.?
- Where do you play football in summer, skate in winter etc.?
- Where do you swim in summer?
- Where do you play near the roads?
- Where are the roads dangerous?
- Where do you use rollerblades, skateboards etc.?
- Which nature areas do you visit?

Mark the areas on the map in the classroom and on the subsequent field trip in the local area. See Appendix 4.

1. Draw a circle around the houses where the pupils live.
2. Draw all nature areas that the pupils use, all areas where they cycle, walk and play, all areas with environmental problems (water, waste, air-pollution, heavy traffic etc.) and all roads that they feel are dangerous or not safe.
3. Give each area on the map a number.

Visit if possible all areas on the field trip. Otherwise choose the most interesting areas. Bring along the map and questionnaire for every chosen area.

It's very important to adapt this exercise according to the children's age. Use the questionnaire in Appendix 5 as a starting point. Depending on the age of the children, simplify the questions and adapt to local conditions. Proposals for change in the use of the areas are discussed in Step 4.

Organise the children in groups with starting points where they live. Groups of a maximum of eight pupils are recommended. If possible there should be two adults in every group and allow up to two hours for the mapping (if longer the pupils can become tired and bored).

1. Develop the map during the field trip.
2. If possible take photos of some of the chosen areas.
3. Fill in a questionnaire for each number.
4. Tell stories about the chosen areas.

Products

- Maps;
- Questionnaire for each area; and
- Pictures and stories from some of the places.

Activity 9: Nature, Environment and Places for Outdoor Life in the Past

Interview some older people from the local community and let them tell about nature, the environment and places for outdoor life for children in the "old days".

The interview could give the pupils some new perspectives to their investigations. It can be that life was quite different in the past, or that children played other games. It is also a way to bring together people from different generations. Children in the pilot schools were all very well received and found the interviews interesting.

Finally develop a map about nature, environmental problems and outdoor life in the past as in Activity 8.

The children may also find pictures from life in the past.

From the pilot-projects

Through the interview and other kind of work regarding nature, environmental problems and outdoor life in the old days, the pupils acquired knowledge about the historical changes – a historical perspective on their own life. At the same time the pupils enjoyed good personal contact with older people.

"The children were very well received by grandparents and other elderly people in the local community. Many elderly people were good story-tellers. They have a lot to tell the younger generation." Norwegian teacher

"It's important to communicate with the older generation – they are our history and experience". Lithuanian teacher.

"I think the interview with parents and grandparents brought the generations more together." Estonian teacher

Products

- Interview on tape, posters or written notes;
- Maps of nature, environmental problems and places for outdoor life;
- Pictures; and
- A list of games that were played in the past.



Above: Girl from St. Petersburg exploring an outdoor area.

Below: Old and new maps reveal city development. Kalinigrad, Russia.



Children trying the old games, Hørsholm Lille Skole, Denmark

Step 4 Development of Visions

The vision-phase is very important. The pupils need to develop an argument for their own ideas.

In this phase it is essential that the pupils have space to develop their own ideas. The teacher is a discussion partner but is also responsible for supporting pupils to express their ideas and should help to discuss the reality behind the ideas.

From the Pilot-Projects

The schools found the vision-part of the COPE-project very exciting. Much creative work was done and numerous ideas and visions came to life.

The concrete visions in models and other different kinds of presentations were very good for the events and for exhibitions in town halls etc. They were a very visible part of the project and were received with great interest.

“It’s always surprising how creative children can be and what exciting ideas they can develop.” Estonian teacher

Activity 10: Taking the Maps Further

This activity can be carried out as an extension to Activity 8.

- *Nature*: How could the natural environment be improved?
- *Environmental problems*: Which of the registered areas could be harmful to children's health?
- *Places for outdoor life*: Which of the registered areas could be better for outdoor life? Are there any unused areas that could be used for outdoor life?

The pupils should make a list and eventually prioritise the suggestions.



A jungle path in the nearby forest could be fun. Hørsholm Lille Skole, Denmark.

Activity 11: Creating Visions

Discuss ideas on how these areas could be improved and develop a vision. This activity can be an extension of Activities 8 and 9.

Visions and ideas regarding *nature* could be to:

- increase the biodiversity;
- make the natural environment more exciting and interesting;
 - a new forest, a new park, better plant mixture with, for example, bushes with berries, a small pond for water animals, nest boxes for birds and bats, flowers for insects etc.; or
- make a forest playground, an exercise track etc.

Visions and ideas regarding *environment* could include:

- ideas and plans for taking care of groundwater or saving water;
- decreasing waste and waste-sorting;
- regulations for traffic to reduce air pollution; or
- regulations for traffic to increase traffic safety.

Visions and ideas regarding places for *outdoor life* could include:

- ideas for new uses of outdoor places (parks, parking lots, etc.); or
- ideas for new playgrounds, activities, football grounds, table tennis tables, water sports, swimming, places for roller skating etc.

Write down the suggestions in brief. All ideas and visions must contribute to improved health in children.

Activity 12: “Draw” an Interview

This activity is linked to Activity 9 and could even replace it. The pupils conduct an interview with an older person, taking along a large piece of paper. The paper is divided into four rectangles. The person interviewed is asked:

1. How were things with (choose nature, environment (or specific water, waste, traffic etc.) and outdoor life), for instance, 20 years ago? Draw the answer in the first square.
2. How do you think it will be 20 years from now? Draw the answer in the second square.
3. How do you wish it to be 20 years from now? Draw the answer in the third square.
4. How do we get from where we are now to how we would like it to be? What do we have to do? What kind of initiatives are needed? Draw the answer in the fourth square.

Activity 13: Development of Visions

Let the children create drawings and models of their ideas, e.g. posters and three-dimensional models. It is very important that children try to be both practical and creative with their ideas. This activity should provide the children with new perspectives, new ideas and also some ideas about how realistic the vision or idea is.

Products

- Models, posters, drawings etc.



Models make ideas concrete. Kehtna Primary School, Estonia

Step 5 Action and Change

Try to make a difference. Important learning is tied to this step. To develop an idea further and make it real involves valuable learning. What do we do? Who shall we ask? Who can support us? What is realistic? Can we do it in practice? Shall we recommend our ideas to the local authorities or to the mayor?

Activity 14: Making an Idea Real

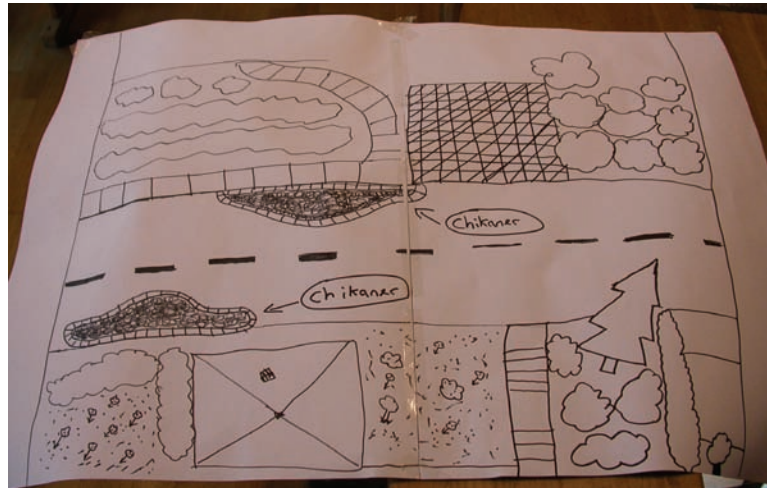
Some of the ideas can be carried out immediately maybe with help from parents or other adults. Some activities might need a sponsor. Let the children – depending on age – contact potential sponsors explaining their projects. Often it can be easier for a child than an adult to involve a potential sponsor.

Activity 15: Is Everything Possible? Are all suggestions possible? Who decides what?

Using a decision flow chart (Appendix 6 is an example) as a starting point the children can discuss and decide how realistic all their ideas and visions are. If an idea of, for example, buying tennis tables for the park is very expensive and needs funding from the local community, the pupils have to consider who makes the decisions and how these decisions are

made. They can then consider how and to whom they will present their ideas – and what answer they can expect.

The pupils should carefully consider how realistic their projects are. Some of their ideas may be realistic in two or five years – and some may never be.



A proposal for traffic control at the highway just outside the school. Skibet Skole, Denmark



The children at Berghult Skolan in Sweden decided to make four different running tracks: 1.5 kilometre, 600 metre, 300 metre and a track for obstacle races. Each marked with different colors.

From the pilot-projects

The pupils have learned that they can make a difference.

The projects were carried out with a lot of engagement and enthusiasm.

The concrete projects act as visible signs of active and creative schools.

“Pupils have learned, that their opinions are important and that there are channels in the city organizations that they can influence. This was a big surprise for the pupils.” Finnish teacher.

From the pilot-projects

Here is a list of some of the projects carried out in the pilot-projects:

Park projects (soccer goals, wall for ball kicking), outdoor classrooms, actions to diminish car traffic around schools, active school yards, school gardens for plant research, running tracks in the neighbourhood of the school for athletics and leisure time, one hour of outdoor teaching each week, green classrooms, specific outdoor areas for each class level, outdoors storytelling corner, orienteering race lane in school grounds, city of nest boxes for starlings, climbing stands in parks and climbing areas, fields for skaters and roller skaters, campsite, beach at nearby lake (sand bought by the local council), nature trails with interpretation in English, building of a lapp hut, use of the nearby forest for excursions.

From the pilot-projects

Pupils at several schools produced letters for the local government with suggestions for new bicycle ways, streets as pedestrianized streets, new traffic lights, plans for dangerous and polluted areas, encouraging fewer pupils to come to school by car etc.

Some schools have, after the project, made agreements with, for example, owners of forests to use the forest for teaching and outdoor life.

Some schools have later found sponsors for their projects, e.g. an Estonian school found funds for an adventure track.

In other schools the Eco-School Committees are carrying through projects proposed during the COPE-project.

Step 6 Informing and Involving

Activity 16: A Special Event

It is important to celebrate good work with a special event. This event could take place at the school or at the local government office. Invite politicians, relevant officers from local government, parents, decision-makers, the press etc.

Pupils are proud when their work is taken seriously and presented to adults. Telling others about their work and their ideas is important not only for the children's engagement, but also for their learning. At the same time the pupils' visions and ideas can be stimulating to adults in the local community, providing alternative ways of looking at local life. A special event is therefore positive for the children, the school and for the local community.

From the pilot-projects

It's of great value to let children present and discuss ideas and projects with decision makers.

The COPE-project has without doubt contributed to greater confidence in pupils and to their ability to act in a democratic society. Actions for better health are not only taken individually but also together in smaller or larger groups. Experiences from the COPE-project can be used later in life.

Here are some ideas for the event:

- Make an exhibition of the maps, completed questionnaires, interviews, photos, projects, models – all the work, ideas and visions. Show how creative the children have been.
- Present the teacher's action plans for more outdoor teaching (see Part Three).
- Pupils can act as guides, nature interpreters and outdoor life rangers. They can show participants where they play, where good places in the natural environment are, where the traffic problems are etc. Discuss some of the solutions at each site if possible.
- You could finish with a panel debate with the participation of politicians, officers, parents etc.

Encourage the local press to write articles and inform local radio and television stations. You could develop a press release (or the pupils could) providing a background to the event. Make use of technology – web-pages, mobile phones etc.



Many parents participated in the events. Fossvogsskóli, Iceland.



The final event at Kolpino, St Petersburg with representatives from the local municipality.

From the pilot-projects

The invitations were well received. Mayors, deputy mayors - and in Iceland even the minister of environment – visited the schools. Other politicians such as politicians from children and youth committees also participated. Proposals and concrete projects were observed with great interest.

Some politicians expressed that they now were informed about the need for improvement of, for example, playgrounds and green areas and promised they would take the suggestions back to the town council.

In one event in Finland a green politician told the pupils who and how to influence in questions about nature, environmental problems and outdoor life. Some pupils made a demonstration for a cleaner environment and less waste.

Many schools state that the pupils felt important. They appreciated being listened to and were proud of their concrete projects.

“This project was an excellent way for the pupils to see how they could make a change in their own surroundings.” Finnish teacher

“They have learned that adults listen to them and they can affect matters that are important to them.” Finnish teacher

“It’s important for the pupils to develop their own opinion, get adults to listen to them and to try to complete their ideas”, Lithuanian teacher.

“The children had the opportunity to tell their ideas to the representatives of the government. They showed that they are not indifferent to their land, and can present concrete and realizable suggestions.” Lithuanian teacher

“The ideas in the COPE-project are a good way to educate the pupils in democracy. They are proud of being listened to and find out that their efforts are useful.” Danish teacher

Formateret: Punktopstilling

Part Three: The School as an Institution

Use of Nature and Local Community in Teaching

Important learning happens when you are in the field: investigating nature and environment or when you are talking to people and hear their opinions about, for instance, nature, environment and outdoor life. Theoretical issues are brought to life.

Many schools are only using nature and the local community for learning in a very limited way. Try to find opportunities and make a plan for your school to use this important source of learning. You could use the model for continuous development of outdoor education developed by the Eco-Schools in Norway and Norwegian teachers (see Appendix 7).

Step 1 How much do We use Nature and the Local Community in our Teaching?

Gather a group of teachers representing different subjects in the school, for example science, biology, geography, athletics, social studies, etc. Ask them the following questions:

- Which requirements for teaching in nature and the local community can you find in your curriculum?
- How has the school used nature and the local community for teaching purposes in the last year? In which subjects?
How have you used nature?
- Make a list of which areas (nature, areas with environmental problems, local community) that have been used the last year for outdoor teaching.
- Make a list of other areas that could be a resource for teaching.

You could use a similar method to the one used with maps in Step 3 (refer to Activities 8, 10 and 11).

Step 2 Aims and Visions

Working through each subject in the school, try to answer the following questions:

- What part of teaching can be done in nature and in the local community?
- Which teaching topics are best examined in nature and in the local community?
- Why is it important to place some of the teaching outside the school?

Develop your vision and ideas. Include ideas about nature classes, outdoor teaching and outdoor classes.

Step 3 Action Plan for the School

Make an action plan for the school. Discuss aims, which subjects, links to curriculum etc. Make a list of all the possibilities in nature and in the local community and for outdoor life.

Present the action plan to all the teachers in the school, the head teacher, the school board etc. or even at the event described in Activity 16.

Step 4 Continuous Development Model

The Eco-School organisation in Norway has together with Norwegian teachers developed a model for the continuous improvement of outdoor education based on a management system model from ISO 9001 and similar standards. The development model is very useful for continuous improvement of your schools outdoor education. You'll find the model in Appendix 7.

The model can be used as inspiration for the development of outdoor teaching or even as a table of contents for the school's handbook for outdoor education.

Some References

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- Breiting, S. Miljøundervisning i udvikling. Erfaringer fra MUVIN-projektet. Undervisningsministeriet, Danmark, Folkeskoleafdelingen 1997. <http://pub.uvm.dk/1998/bog2/index.html>
- Breiting, S., Meyer, M. & Mogensen, F. Quality Criteria for ESD-schools. SEED and ENSI 2005.
- Breiting, Søren and others. Handlekompetence, interessekonflikter og miljøundervisning – MUVIN-projektet. Odense Universitetsforlag 1999.
- Clausen, T.A., Esbjørn Hess, A., Jørgensen, G. and Rasmussen, K. Giv børnene en stemme i byplanlægningen – hvorfor, hvornår, hvordan? Copenhagen 2004 (Give children a voice in city planning).
- Driskell, D. Creating Better Cities with Children and Youth. A Manual for Participation. UNESCO 2002.
- Jensen, B.B. A case of two paradigms within health education. Health Education Research, Vol. 12, no. 4: 419-428, 1997.
- Simovska, V. and Jensen, B. B. Youngminds.net/lessons learnt: Student participation, action and cross-cultural collaboration in a virtual classroom. Danish University of Education Press 2003.

Some Useful Links

- Barnetråkk in miljolare.no, Norway
<http://beta.nml.uib.no/aktiviteter/by/areal/ba3/>
- Barnetråkk in Sandnes Municipality, Norway
<http://www.sandnes.kommune.no/Fillager/Internett/resultatenheter/parkidrett/barnetraakkrapport.pdf>
- Convention on the Rights of the Child
www.unicef.org/crc/
- Cope-project
www.cope-project.dk
- Eco-Schools
www.eco-schools.org
- Nordic Council of Ministers
www.norden.org

Appendices

Appendix 1: United Nations Rights for Children (selected articles)

Summary of relevant articles from the United Nations Rights for Children.

In connection with the ideas in this guide, six articles are of particular importance:

- *Article 12* states that children that are capable of forming their own views shall have the right to express their views freely in all matters affecting the child.
- *Article 13* states that children have the right to freedom of expression.
- *Article 24* states the right of the child to the enjoyment of the highest attainable standard of health, and that in particular, children shall be informed, have access to education and support in the use of basic child health knowledge.

The same article stresses that the State's Parties are to promote and encourage international co-operation with a view to progressively achieving the full realisation of the right recognised in the present article.

- *Article 28* recognises the right of the child to receive education.
- *Article 29* states that the education of the child shall be directed to the preparation of the child for a responsible life in a free society, in the spirit of understanding, peace, tolerance, etc. and the development of respect for the natural environment.
- Finally *Article 31* states the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child.

www.unicef.org/crc/

Appendix 2: Ten Good Reasons for Outdoor School

1. *Better subject-related results:* All subjects of the school can be taught partly in the natural and local environment. For the pupils, it is often easier and more motivating to work with something real and concrete in the learning process. According to the Swiss psychologist and biologist, Jean Piaget, children from 7–11 years have difficulties understanding themes, which they do not see and sense.
2. *Better learning:* Concentration and the ability to hold one's attention are two basic elements of learning. Different experiences from Norway and from the Swedish research project "Ute på dagis" show that both abilities are better developed when children are taught regularly in nature. In nature, the wonder and curiosity of the children can often motivate learning.
3. *Differentiated teaching:* The exploration of nature and the local environment is never a well-defined task. The pupils can continue digging deeper, and seek answers at different levels. By using nature as a room for learning, you have the means for simple and dynamic differentiation of your teaching.
4. *Better understanding of nature, science and environment:* Pupils who regularly watch, examine and work in nature, will have fundamental knowledge about nature and the environment, built on their own experiences. Some of the pupils might also develop more responsibility towards nature and the environment.
5. *Increased health:* A Danish research project based upon the nature class from a school in Rødkilde shows that the pupils were moving twice as much in a school day in the forest compared to an ordinary day in the school. Outdoor education can give the pupils good exercise and outdoor life habits, which can be the basis for a healthy body.
6. *Better motor coordination:* In nature, moving in trackless terrain, running, balancing, climbing and working with fire, knives and axes helps train and develop the motor coordination and courage of pupils.
7. *Learning in many ways:* In outdoor school the pupils have possibilities to explore and strengthen many sides of them selves. The pupils learn in many ways "with both hand and spirit" (Grundtvig), "with many intelligences" (Howard Gardener) or by working with "the whole human" as described in the Norwegian curriculum L97.
8. *Better social understanding:* In outdoor schools the typical class is often divided into smaller groups, which are working independently. This creates room for everybody, and often a need for different abilities to those required by traditional teaching. This gives the pupils a greater understanding and respect for each other's abilities, and is a useful tool, if you are going to work with the social structure of the class.

9. *Better knowledge of local area:* Outdoor education is based on the exploration of nature and culture in the local surroundings. Through outdoor education the pupils anchor themselves in their own area, by getting to know the place and its people.
10. *More direct experiences:* In a time where virtual experiences can dominate the lives of children and young people, it is important to keep them in the real, wind-swept, beautiful world – and aware of everything you can do there.

(From the Danish publication: “Let them go!” – A Guide for Outdoor Schools, by Malene Bendix and Henrik Gretoft)

Appendix 3: Health Game

It is good for you to be active for at least 60 minutes a day	Active children make friends more easily
Active children are healthy	You <i>have</i> to be outside during lunch break
It is healthy to ride your bike to school	It is healthy to swim

It is healthy to smoke	It is fun to be with your friends
Sport is good	It is good to move during class
Health is the opposite of sickness	You decide if you are healthy or not
The parents decide whether their children are healthy or not	It is unhealthy to watch TV
It is smart to get healthier	Children only make unhealthy decisions

Sport is more fun than exercises	Exercises are for grown-ups
Sport makes you healthy	Everybody should do sport
Sport makes losers	Activity makes you happy
Active children are healthy	A good friendship makes you strong
It is healthy to wear a helmet when riding a bike	It is healthy to brush your teeth

It is healthy to laugh	It is healthy to be a professional athlete
Sport is good	Doping is cool
It is healthy to be outside	Healthy children have red cheeks
One hour of daily exercise at school is important	It is unhealthy to play video games
Children are able to decide on their own	Children can change things

Stress is unhealthy	A healthy childhood guarantees a long life
It is unhealthy to sleep less than 8 hours	It is unhealthy to live in a big city
You'll be fit if you run everyday	Athletics is healthier than mathematics
Rich people are healthy	

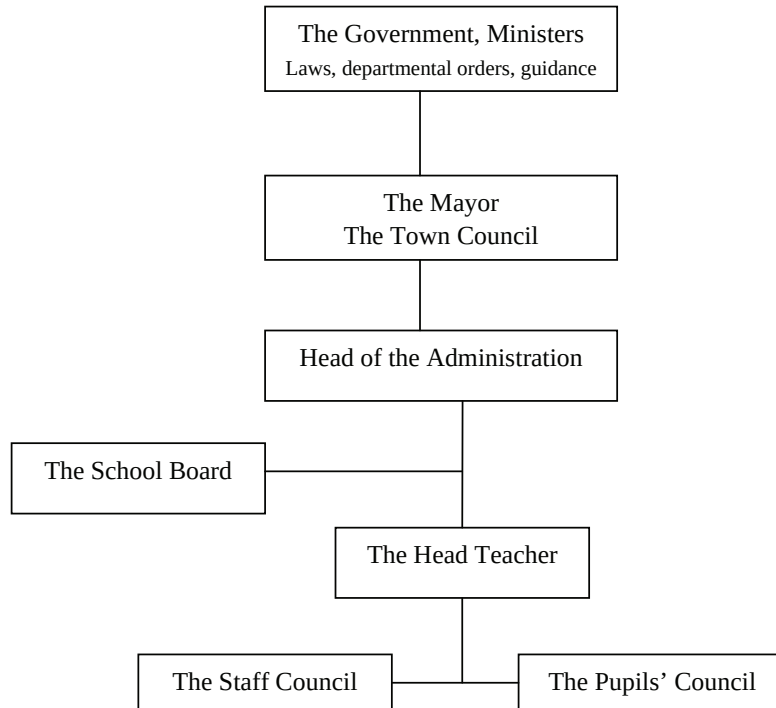
Appendix 4: Example of symbols for mapping (for Activity 8)

	Draw a black ring around your houses
	Draw a green ring around nature-areas in the defined area. Then colour in the area.
	Draw a red ring around areas with environmental factors that might influence health negatively. Then colour in the area.
	Draw a blue ring around the areas used by children for outdoor life or areas with potential for outdoor life. Then colour in the area.
	Map the roads where the pupils cycle and/or walk to school or use in their spare time.
	Map dangerous or unsafe stretches of roads.

Appendix 5: Questionnaire (for Activity 8)

Area number:	City:	Area (e.g. street, park):
Municipality:		
School:		Date:
Class, group:		
Nature		
Who uses the area? (also age of users and frequency)		
What do they do?		
Describe the natural area.		
Describe the quality of the nature. (Number of different animals and plants, old trees etc.)		
How do you estimate the value of the experience in the nature area?		
Suggestions for improvement and development:		
Environment		
Describe the environment (river, ground water, waste etc.).		
What kind of condition is it in?		
How can it harm children's health?		
Suggestions for improvement:		
Places for outdoor life		
Describe the areas available for outdoor life?		
Who uses the area? (also age of users and frequency)		
What do they do?		
What do you remember the area for?		
Suggestions for improvement and development:		

Appendix 6: Who decides what? (For Activity 15)



Who decides? Who has influence?
Who is affected?

Appendix 7: Development Model for Outdoor Education

Outdoor Education Handbook

Table of contents

Sect.	Title	Comments
01	Vision and Objectives	Formulation of visions and objectives developed by the school.
02	Organisation	Agreements with the landowner or property owner.
	Agreements	Responsible person for outdoors education within the school organisation (methodology, activities and operation).
	Responsibilities	
	Personnel and competence	Define personnel resources available for the outdoors education. Development of teacher's competence, courses and training.
	Courses and training	
	Financing	Budgeting and financing the operation of outdoors education activities.
	Safety	
	Interdisciplinary	Safety rules and formalities (insurance, emergency plan, acceptance of equipment. Interdisciplinary approach.
03	Planning	Description of activities that is implemented. All activities should refer to curricula/curriculum, thematic approach.
	Activities	
	Areas (places)	The activity listing is an idea-bank related to actual levels and seasons.
	Annual Schedule	
	Resources (personnel and equipment)	Areas describe places approved for use (see agreements).
04	Development and implementation	Method for development, testing and implementation of new activities.
05	Evaluation	Evaluation methods.
06	Improvement process	Continuous improvement, updating existing activities, plans and schedules, identification of new activities, delete activities not functioning.

Appendix 8: Eco-School Organisations in Nordic and Baltic Countries

Denmark

Friluftsrådet
The Danish Outdoor Council
Scandiagade 13
DK-2450 Copenhagen SV
Denmark
Tel.: +45 33 790079
Fax: +45 33 790179
e-mail: groentflaf@friluftsradet.dk
www.groentflag.dk

Estonia

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Keep the Estonian Sea Tidy
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11911, Tallinn
Estonia
Tel.: +372 628 1239
Fax: +372 623 9127
e-mail: inna.laanmets@hmb.ee
www.hem.ee

Finland

The Finnish Association for Environmental Education
Pohjoinen Hesperiankatu 15 A
00260 Helsinki
Finland
tel. +358 9 4541 8150
fax +358 9 2600 122
e-mail: vihrealippu@ymparistokasvatus.fi
www.ymparistokasvatus.fi/vihrealippu

Iceland

Landvernd - National Association for the
Protection of the Icelandic Environment
Skúlatúni 6
105 Reykjavik
Iceland
Tel.: +354 552 5242
e-mail: graenfani@landvernd.is
www.landvernd.is/grafenfanninn/

Latvia

Vides izglitibas fonds
11 Novembra Krastmala 35-78,
Riga LV-1050
Latvia
Tel.: +371 722 5112
Fax: +371 761 5883
e-mail: girts@vak.lv
www.videsfonds.lv

Lithuania

Lietuvos Zaliuju Judejimas
Lithuanian Green Movement
P.O. Box 160, 44002 Kaunas
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