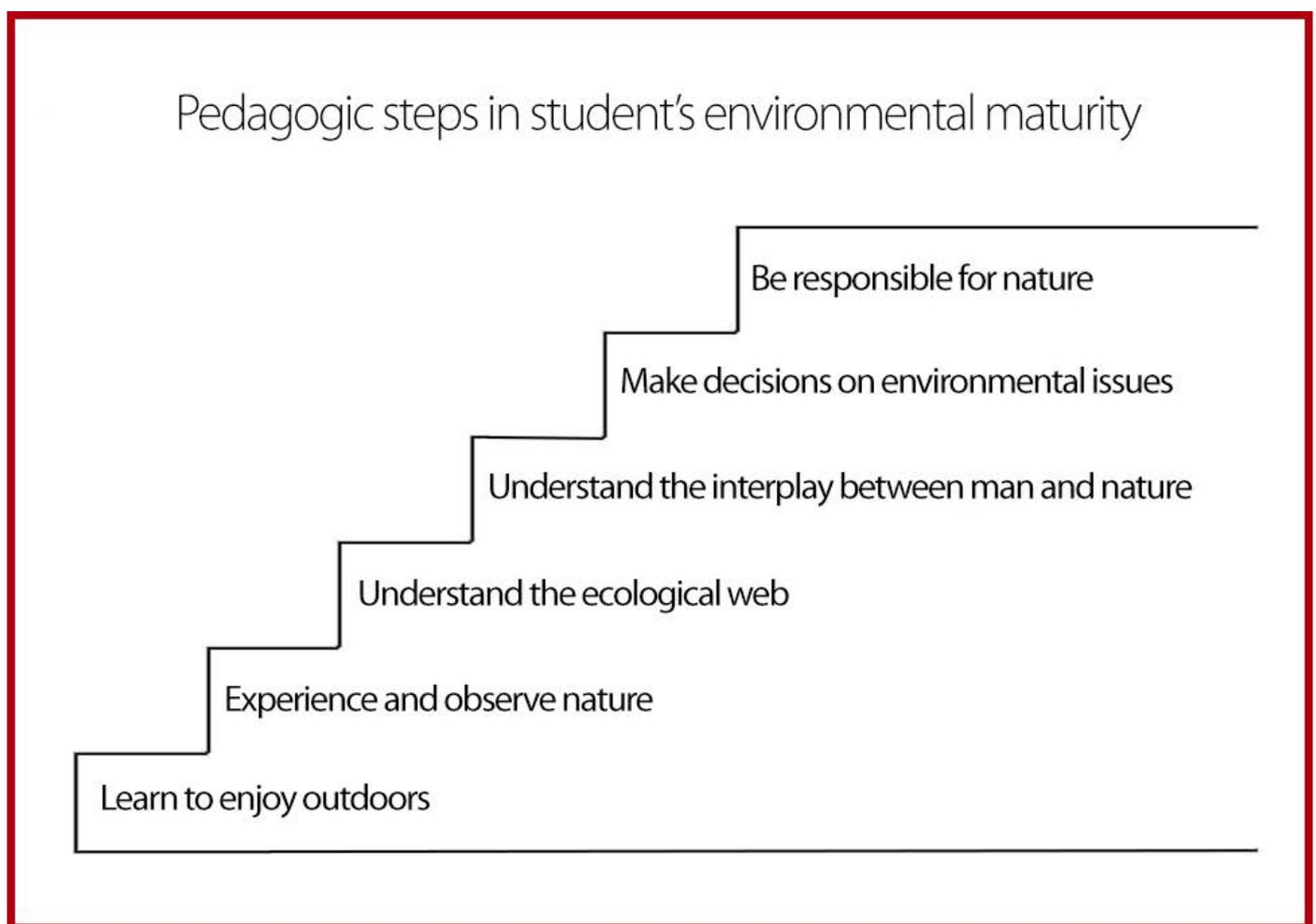


QUALITY STANDARDS FOR FOREST PEDAGOGY, TO ACHIEVE EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Follow the pedagogical steps for all activities to increase environmental maturity.

The pedagogical steps is a way to describe what is required to deliver education for sustainable development (ESD), which goal is to make real changes in behaviour and attitudes amongst the participants.

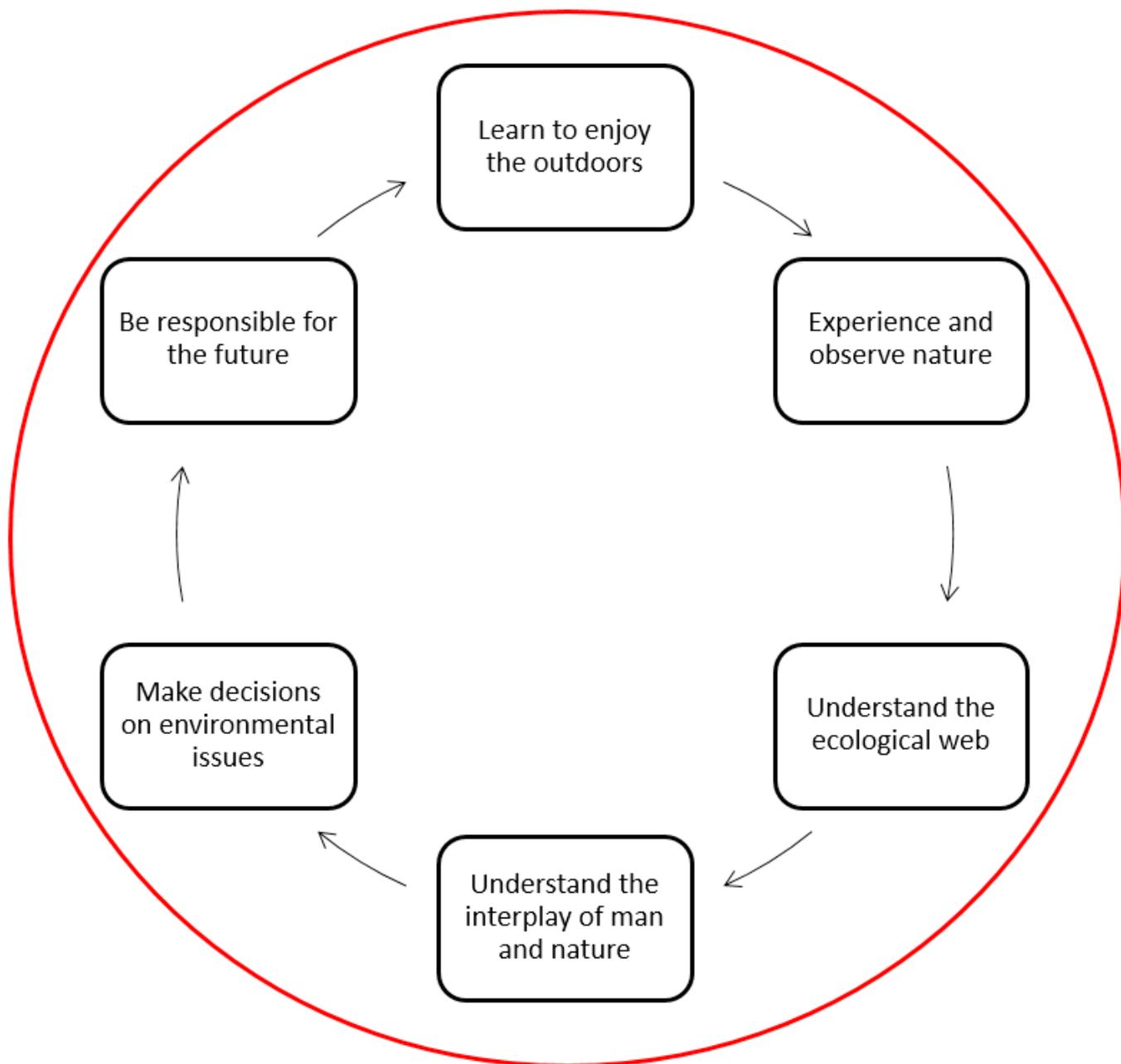
The standard describes these six steps of pedagogical approaches. The six steps need repetition at different ages of the participants and the activities for each step must harmonize with the age of participants, local forest conditions and relevant issues.



Repeating the steps several times will enhance the experience, increase the knowledge and expand the horizon.

The pedagogical steps is not a fixed direction to achieve the goal. Rather they must be repeated with more knowledge each time. For instance, learn to enjoy outdoors is not a one-time step, it can evolve with age. As an example, you can take children from kindergarten to the forest, simply to make them realise what it is. Then you can take first grade children to the forest to eat their lunch. At secondary school, you may want to take them to the forest for a sleep over in tents. Each of these tree activities reinforce the joy of being outdoors in accordance to age group.

So, in short you start with the most basic understanding and as the children’s understanding increases, you can add more complexity.



Step 1: Learn to enjoy the outdoors

To learn to enjoy outdoor activity is a practical sensitivity training. This means to have positive experiences and to develop a positive attitude towards the environment. This step is the most important level to start tuning your heart and feelings towards outdoor activities and to gain a general curiosity about nature, nature processes and human interactions with forests.

Step 2: Experience and observe nature

To experience and observe nature is important to become familiar with nature's systems and different species. When doing observation activities in forests you will also get experience and personal relations to these issues. This knowledge does not change behaviour, but provides us with a better basis for reflections and personal adaption of behaviour.

Step 3: Understand the ecological web

Learning about the ecological web is of importance to understand the interplay between species in forest. The knowledge and understanding of ecological interplay between species, within different ecosystems and within bigger areas with many specific structures, leads to a better understanding of nature's processes.

Step 4: Understand the interplay of man and nature

Understanding the interplay between humans and forests is crucial for understanding the potential conflict of interests that exist between different stakeholders. Learning about forest should reflect all the functions forests fulfil for people; cultural, ecological, economic and social. Understanding the balance between these perspectives is central when studying how humans interact with forests.

Step 5: Make decisions on environmental issues

When understanding the interplay between forests and humans we will identify topics where there are conflicts of interest. When understanding the reason for different opinions, it is possible to make better decisions and take alternative actions. Skills for asking good questions are crucial to collect knowledge and reliable information. With a wide range of knowledge covering dissimilar perspectives, it



is possible to work seriously with the conflict of interest between different opinions and to make up one's own opinion based on facts and reliable information.

Step 6: Be responsible for the future

To become a responsible citizen, we must gain enough insight to all perspectives of forests - economic, biologic and social. Working on responsibility issues spreads knowledge and attitudes to support future consumers and decision makers to make better choices.

