



FULL ENTRIES

REPOSITORY 3

**Exploring nature through the arts:
examples of children's experiences of learning through
the arts within natural settings**



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1.1. ACADEMIC LITERATURE: BOOKS

Contributor's name + email:	Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr
Language	English
Author	Coutts, Glen, and Timo Jokela (Editors)
Title	Art, community and environment: Educational perspectives (Intellect Books)
Date	2008
Full reference	Coutts, Glen, and Timo Jokela. Art, community and environment: Educational perspectives. Intellect Books, 2008.
Summary	<p>Art, Community and Environment investigates wide-ranging issues raised by the interaction between art practice, community participation, and the environment, both natural and urban.</p> <p>It brings together a distinguished group of contributors from the United Kingdom, Australia, and Finland to examine topics such as urban art, community participation, local empowerment and the problems of ownership. Featuring rich colour illustrations and informative case studies from around the world, Art, Community and Environment addresses the growing interest in this fascinating dimension of art and education, forming a vital addition to Intellect's Readings in Art and Design Education series.</p> <p>Chapter titles:</p> <ul style="list-style-type: none"> • Part One: Environments <ul style="list-style-type: none"> ◦ Chapter 1: 'A Wanderer in the Landscape: Reflections on the Relationship between Art and the Northern Environment' – Timo Jokela ◦ Chapter 2: 'Developing an Environmental Aesthetic: Aesthetics and the Outdoor Experience' – Angus McWilliam ◦ Chapter 3: 'Strategies for the Convivial City: A New Agenda for Education for the Built Environment' – Malcolm Miles • Part Two: Communities <ul style="list-style-type: none"> ◦ Chapter 4: 'Beyond Process: Art, Empowerment and Sustainability' – Mark Dawes ◦ Chapter 5: 'Community Art Projects and Virtual Learning Environments' – Maria Huhmarniemi

	<ul style="list-style-type: none"> ◦ Chapter 6: 'Community-Based Art Education in the North: A Space for Agency?' – Mirja Hiltunen ◦ Chapter 7: 'Crossing the Line' – Sarah Bennett • Part Three: Education <ul style="list-style-type: none"> ◦ Chapter 8: 'Art and Design Education and the Built Environment' – Eileen Adams ◦ Chapter 9: 'Connections between Public Art and Art and Design Education in Schools' – Eileen Adams ◦ Chapter 10: 'Art, Design and Environment: A Programme for Teacher Education' – Eileen Adams and Tony Chisholm ◦ Chapter 11: 'Training Community Artists in Scotland' – Julie Austin ◦ Chapter 12: 'Community Art: What's the Use?' – Glen Coutts ◦ Chapter 13: 'Collaborative Project-Based Studies in Art Teacher Education: An Environmental Perspective' – Timo Jokela ◦ Chapter 14: 'Hard Lessons: Public Sculpture and the Education System in Nineteenth-Century Glasgow' – Ray Mckenzie ◦ Chapter 15: 'Living City: An Experiment in Urban Design Education' – Les Hooper and Peter Boyle <p>Chapter 16: 'Using Multimedia to Teach Young People about Public Art in Glasgow' – Glen Coutts</p>
Key words	environmental, community art, art education, art and design
Other interesting information	Available at: http://www.intellectbooks.co.uk/books/view-Book,id=4602/
Interest for the project	5

1.2. ACADEMIC LITERATURE: BOOKS

Contributor's name + email:	IYMF cinzialaurelli@gmail.com
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Language	English
Author	Mantere Meri-Helga
Title	Coming Back to the Senses An Artistic Approach to Environmental Education
Date	2004
Full reference	Mantere Meri-Helga, <i>Coming Back to the Senses An Artistic Approach to Environmental Education</i> , 2004 Published at: www.naturearteducation.org Retrieved January 2016
Summary	<p>The exercises and examples described in the articles are a kind of basic art and environmental education work.</p> <p>Meri-Helga Mantere is a Finnish art educator who has coined term "arts-based environmental education" (AEE). Mantere describes AEE as a form of learning that aims to develop environmental understanding and responsibility "by becoming more receptive to sense perceptions and observations and by using artistic methods to express personal environmental experiences and thoughts"</p> <p>In short, Mantere's conception of AEE is grounded on the belief that sensitivity to the environment can be developed by artistic activities. As an artist, and as a teacher and therapist, she came to find it more and more important to go back to the basics of the process and skill of perception..</p>
Key words	environmental, community art, art education, art and design
Other interesting information	
Interest for the project	High

1.3. ACADEMIC LITERATURE: BOOKS

Contributor's name + email:	Fondazione Nazionale Carlo Collodi Fondazione@pinocchio.it
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Language	English
Author	Sharon Kallis
Title	Common Threads: Weaving Community through Collaborative Eco-Art
Date	2014-11-01
Full reference	Sharon Kallis. <i>Common Threads: Weaving Community through Collaborative Eco-Art</i> . New Society Publishers, 2014 ISBN: 9780865717787
Summary	<p>A book on creating community-based eco art installations. Focusing on empowering readers to rethink landscape art and its purpose, this book is a study in how we have traditionally used park land and green spaces, and provides suggestion for new ways to think about 'greening' the landscape for children and adults.</p> <p>Sharon Kallis is a Vancouver artist who specializes in working with unwanted natural materials. Involving community in connecting traditional hand techniques with invasive species and garden waste, she creates site-specific installations that become ecological interventions.</p> <p>The book provides a wealth of ideas for:</p> <ul style="list-style-type: none"> • Working with unwanted natural materials, with an emphasis on green waste and invasive species • Visualizing projects that celebrate the human element while crafting works of art or environmental remediation • Creating opportunities for individuals to connect with nature in a unique, meditative, yet community-oriented way.
Key words	community resilience ecology art
Other interesting information	Excerpt is available from http://newsociety.com/var/storage/blurbs/9780865717787_excerpt.pdf Retrieved 8.02.2016
Interest for the project	High

1.4. ACADEMIC LITERATURE: BOOKS

Contributor's name + email:	Fondazione Nazionale Carlo Collodi Fondazione@pinocchio.it
Language	English
Author	David Sobel
Title	Childhood and Nature: Design Principles for Educators
Date	2008
Full reference	David Sobel. <i>Childhood and Nature: Design Principles for Educators</i> . Stenhouse Publishers, 2008 ISBN157110741X, 9781571107411
Summary	<p>David Sobel is considered the “father of place-based education.” and is a celebrated educator and writer who advances and promotes the philosophy of place-based education that uses an educational approach for enhancing students’ achievement, revitalizing schools and communities with the aim to promote human and ecological health.</p> <p>In <i>Childhood and Nature</i>, the autor articulates seven design principles that can guide teachers in structuring learning experiences for children.</p> <p>The seven Children adn Nature Design Principles are: principles are: Special Places, Adventure, Fantasy, Small Worlds, Hunting and Gathering, Animal Allies and Maps and Paths.</p> <p>Place-based education projects makes effective use of the principles that are detailed throughout the book and while engaged in these projects, students learn language arts, math, science, social studies, as well as essential problem-solving and social skills through involvement with nature and their communities.</p> <p>The pressures of test preparation, standards, and curriculum frameworks often reduce the study of nature and the environment to a set of facts and general concepts. However, as <i>Childhood and Nature</i> demonstrates, linking curriculum with an engagement in the real world not only provides students with the thinking skills needed for what ever test comes their way, but also helps them grow into responsible citizens and stewards of the earth.</p>

Key words	child nature environmental behaviour environmental education special places
Other interesting information	<p>The book is partially available on-line http://www.amazon.com/Childhood-Nature-Design-Principles-Educators/dp/157110741X Retrieved 8.02.2016</p> <p>A summary description listing the principles and recommendations for environmental education programs is available at: http://people.stfx.ca/aforan/David%20Sobel%20children%20and%20nature.pdf Retrieved 8.02.2016</p> <p>This publication is covered by copyrights</p>
Interest for the project	High interest for the clear definition of pedagogical principles that can be used for the creation of artistic experiences targeted to children

1.5. ACADEMIC LITERATURE: BOOKS

Contributor's name + email:	Fondazione Nazionale Carlo Collodi Fondazione@pinocchio.it
Language	English
Author	AA
Title	FOREST ALPHABET: VISIONS OF A FOREST IN TRUST TO THE CHILDREN
Date	June 2014
Full reference	Contact Christine Robinson 250 936 6428 or Sabina Leader Mense 250 935 6467 to purchase the book, or click here to order your copy online
Summary	<i>Forest Alphabet</i> features the original artwork and voices of 33 bright-eyed and beautiful children from Cortes Island, speaking out for the protection, in perpetuity, of the Children's Forest – a place they call home in the rainforests of British Columbia.

	<p>Their work is endorsed in dedicated contributions by renowned Canadian wildlife artist Robert Bateman, Greenpeace International's Climate and Energy Co-Director Tzeporah Berman and Canada's iconic singer and playwright Ann Mortifee.</p>
Key words	<p>child nature environmental behaviour environmental education special places</p>
Other interesting information	<p>Links to the Video Documentary of the Artists' Journey. These three videos are the documentary work of artists whose creations have been donated to the cause of publishing "The Forest Alphabet" book.</p> <p>http://www.corteschildrensforesttrust.org/artists-journey/video-documentary/</p>
Interest for the project	<p>tbd</p>

2.1. ACADEMIC LITERATURE: ARTICLES PUBLISHED IN SPECIALISED JOURNALS AND OTHERS

Contributor's name +email	IYMF cinzialaurelli@gmail.com
Language	English
Author	Timo Jokela
Title	From Environmental ART to environmental education
Date	1995
Full reference	In M.H. Mantere (Ed.), (1995). Image of the Earth: Writings on art-based environmental education. (pp. 18- 28) Helsinki, Finland, University of Art and Design
Abstract	This article is based on practical experience in the areas of art education and environmental education. As an instructor, the AuthorI have had the opportunity to plan and carry out environmental education projects for several years. My views are also influenced by my work as an environmental artist.
Key words	
Other interesting information	Timo Jokela As an environmental artist, Timo Jokela seeks an inner landscape; one which can be experienced through all the senses, often using natural materials, wood, snow, ice, or the local cultural heritage as a starting point for his works. He is particularly interested in the relationship between traditional, physical work within the environment and the aesthetic. He has had many exhibitions and he has realized several environmental art projects and community projects in Finland and abroad as well. His practical art and theoretical academic studies focused on phenomenological relationship between art and nature, environment art, community art and art education. He is also responsible for several international cooperative and regional development projects in the field of environmental art and art education. Timo Jokela works also as a professor of Art Education in Faculty of Art and Design at the University of Lapland. Since 1995 he has been as a head of the Department of Art Education. He is working also as a visiting professor of environmental art and art education at University of Strathclyde, in Glasgow, Scotland. He lives in Rovaniemi, northern Finland.
Interest for the project	

2.2. ACADEMIC LITERATURE: ARTICLES PUBLISHED IN SPECIALISED JOURNALS AND OTHERS

Contributor's name +email	IYMF cinzialaurelli@gmail.com
Language	English
Author	Jan van Boeckel jan.vanboeckel@taik.fi ,
Title	Arts-based Environmental Education and the Ecological Crisis: Between Opening the Senses and Coping with Psychic Numbing
Date	
Full reference	Jan van Boeckel <i>Arts-based Environmental Education and the Ecological Crisis: Between Opening the Senses and Coping with Psychic Numbing</i> . University of Art and Design Helsinki, Finland www.naturearteducation.org DRAFT VERSION – Please contact the author about references to this paper and its expected date of publication
Abstract	When educators try to encourage children to establish a bond between them and nature, they are faced with a major challenge. In general, many children seem to have lost interest in nature because it is less exciting than the world of electronic illusions. Educators seem badly in need of innovative ways to awaken and nourish the sensibility of children to the natural world. Art, through engaging the senses, can be a unique catalyst in developing a “sense of wonder” about nature. Art practice encourages us to see the world again afresh, as if we see it for the first time. This state of mind and sensitivity enhances the ability to tune in with the slower rhythms of the “more-than-human-world.” Children are often rather aware of the ecological crisis that is taking place and that manifests itself most dramatically right now through global warming. A common response to this is psychic numbing, a mild form of cognitive dissociation. Art as a therapeutic practice – without being labeled as such – can help children cope with the “idea of crisis”, e.g. through the expression of (often suppressed) inner images and the subsequent discussion of these. In my paper I discuss how arts-based environmental education can both facilitate children in the opening of their senses to nature, and provide them space for coming to terms with their fears about the ecological crisis
Key words	Art practices children
Other interesting information	This is a draft version of a scientific paper

Interest for the project	High
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2.3. ACADEMIC LITERATURE: ARTICLES PUBLISHED IN SPECIALISED JOURNALS AND OTHERS

Contributor's name +email	IYMF cinzialaurelli@gmail.com
Language	English
Author	Meri-Helga Mantere
Title	Ecology, Environmental Education and Art Teaching
Date	1992
Full reference	Meri-Helga Mantere. <i>Ecology, Environmental Education and Art Teaching</i> . In: Piironen, L. (Ed.). (1992). <i>Power of Images</i> . Helsinki, Finland: INSEA Research Congress, Association of Art Teachers, pp. 17-26
Abstract	
Key words	
Other interesting information	http://www.naturearteducation.org/Articles/Ecology,%20Environmental%20Education%20and%20Art%20Teaching.pdf
Interest for the project	

3.1. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

Contributor's name +email	Viksjöforsbaletten, hogatan15@gmail.com
Language	English
Author(s)+ contact information (email)	Department of Conservation. Te Papa Atawhai
Title	EFFECTIVE APPROACHES TO CONNECT CHILDREN WITH NATURE
Date	July 2011
Description	<u>Summary:</u> The Department of Conservation's National Education Strategy emphasises the importance of children and young people connecting with nature, and developing conservation knowledge, values and skills to enable them to get involved and make a difference. To assist with implementing this strategy, this paper outlines the key principles for effectively engaging children and young people with nature, based on a review of relevant research and literature. The paper then provides some insights from research findings on the most effective approaches for engaging with different age groups. Finally, the paper reviews the role of participative, active arts education as a tool for facilitating and effectively connecting children and nature.
Key words	
Full reference (publication /web link)	Publishing Team, Department of Conservation, PO Box 10420, The Terrace, Wellington 6143, NEW ZEALAND http://www.doc.govt.nz/Documents/getting-involved/students-and-teachers/effective-approaches-to-connect-children-with-nature.pdf
Other interesting information	
Interest for the project	

3.2. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

Contributor's name +email	Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr
Language	English
Author(s)+ contact information (email)	Irene Luxbacher
Title	The Jumbo Book of Outdoor Art (Jumbo Books)
Date	2006
Description	With this Jumbo Book as their guide, kids can take their inner artist for a walk on the wild side! Here they will find the inspiration and materials to make 57 projects in the great outdoors, including backyards, parks, forests and beaches. From imagined ogres who live underground to a sculpture that grows, making outdoor art is a blast of fresh air. This book is full to bursting with creative energy and encourages kids to ... take it outside!
Key words	outdoor art, enviromental, art education, handcraft
Full reference (publication /web link)	http://www.amazon.com/The-Jumbo-Book-Outdoor-Books/dp/1553376803
Other interesting information	<p>The Jumbo Book of Outdoor Art motivates children to get outside and discover new avenues to enhance their personal artistic expression. Children are encouraged to find their own way and to express themselves as they so choose. Through this approach, children can recognize that they are the ones in control of their own art endeavours. This will increase their desire to explore and draw upon their own creativity.</p> <p>The presentation is straightforward and makes this book well suited for the recommended age group of 8+. Children can choose from the 57 projects offered which are organized into four different themes. Each is visually appealing and has excellent drawings to illustrate the concepts, including photographic examples of the completed projects. Touching on the topic of earth and the ground beneath us, the book encourages kids to make a layered landscape in a mason jar. The concepts of greenery and growth are explored through topiary and pressed flowers. Inspiration can be found from the elements of nature via children's creating a weather vane or ice chandelier. The book concludes with a segment that utilizes materials to be recycled or composted, such as eggshells for Hilarious Hatchlings or paper pulp to make mushy monster</p>

	sculptures.
Interest for the project	5

3.3. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

Contributor's name +email	Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr
Language	English
Author(s)+ contact information (email)	Cheryl Wagner and Douglas Gordon
Title	Planning school grounds for outdoor learning
Date	2010
Description	This publication covers the planning and design of school grounds for outdoor learning in new and existing K-12 facilities. Curriculum development as well as athletic field planning and maintenance are not covered although some references on these topics are provided. It discusses the different types of outdoor learning environments that can be considered, the value of flexible spaces for outdoor learning, and resources for those interested in outdoor learning environments. Also explored are environmental education's physical impact on school grounds, considerations during school site development when outdoor education is to be included, and existing school site redesign for outdoor education.
Key words	outdoor learning, school grounds, K-12
Full reference (publication /web link)	http://www.ncef.org/pubs/outdoor.pdf
Other interesting information	Although flexible spaces can serve an environmental education curriculum, environmental education also requires specially designed spaces that offer children the chance to observe and effect change in the natural world. Once made easily accessible to students and teachers, the outdoors occupies a more significant role in the educational program and the

	<p>curriculum can evolve along with the outdoor learning environment.</p> <p>School grounds may contain useful instructional habitats such as wetlands, woodlands, and meadows. They may also have gardens from which herbs, flowers, and vegetables are harvested. Pathways or trails with more intimately scaled areas enable students to experience their environment on a personal level, although all options must be checked against the faculty's instructional objectives and teaching styles. While wetlands and other natural areas may be environmentally beneficial in general, on school grounds their true value emerges only through their integration into the school's overall educational program.</p>
Interest for the project	3

3.4. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

Contributor's name +email	Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr
Language	English
Author(s)+ contact information (email)	Our Natural World - Teacher's Guide
Title	2010
Date	This guide includes a section on habitats, exploring wind, recycling, and using tools to explore nature. Through planned explorations, teachers will engage children in the process of scientific inquiry. Teachers will also find suggested activities, related vocabulary, and recommended books and materials for each topic to guide these explorations.
Description	outdoor learning, arts and nature
Key words	<p>http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/domains%20of%20child%20development/science/our_natural_world_print.pdf</p> <p>A number of additional guides and information about the overarching MESS framework can be found at:</p>

	https://www.flmnh.ufl.edu/educators/resources/mess-early-childhood/
Full reference (publication /web link)	<p>Teachers may use this guide as a resource to respond to children’s interests and curiosity as they explore the natural world around them: soil, rocks, water, trees, leaves, worms, and the sounds and colors of nature.</p> <p>Teachers will find a list of equipment, supplies, and books to facilitate children’s science explorations of the natural world around them. The list is divided into basic equipment and materials to support explorations of live specimens such as earthworms, plants, and small animals, and natural materials such as pinecones, feathers, twigs, and seeds.</p>
Other interesting information	5
Interest for the project	Our Natural World - Teacher's Guide

3.5. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

Contributor’s name +email	Fondazione Nazionale Carlo Collodi Fondazione@pinocchio.it
Language	English
Author(s)+ contact information (email)	<p>Anthony Caponi is a sculptor, environmentalist, community leader, teachers and poet and Professor at the Macalester Colleg where he taught art and chaired the art department for more than 40 years.</p> <p>info@caponiartpark.org</p>
Title	Caponi art park in Eagan, Minnesota
Date	
Description	<p>From pasture-land to art park, Caponi Art Park and Learning Center was created from the vision and artistry of founder Anthony Caponi. The Art Park is located on 60-acres of rolling wooded hills in Eagan, Minnesota. Today, this distinctive cultural center offers free programs and educational experiences in an inviting, natural setting that seamlessly blends art and nature..</p> <p>In making the Art Park Anthony Caponi park founder, sculptor and retired profesor used this philosophy to organically integrate art, life and nature into 60 acres sculpture. The Art Park is an extensión of Caponi’s teaching which emphasize the</p>

	role art and creative expression play in the well- being of the individual and community
Key words	Art Culture Outdoor Recreation Wildlife
Full reference (publication /web link)	http://www.caponiartpark.org/
Other interesting information	Video of Caponi Art Park https://www.youtube.com/watch?v=Q9VT0iEPj0
Interest for the project	tbd

3.6. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

Contributor's name +email	Fondazione Nazionale Carlo Collodi Fondazione@pinocchio.it
Language	English
Author(s)+ contact information (email)	Anthony Caponi is a sculptor, environmentalist, community leader, teachers and poet and Professor at the Macalester Colleg where he taught art and chaired the art department for more than 40 years. info@caponiartpark.org
Title	Digital Photography Bridge to Nature Project
Date	2015
Description	Minnesota's statewide Digital Photography Bridge to Nature project uses technology to get kids outside and connect them to nature. Through workshops, educators were trained in the use of digital cameras and assisted in developing nature photo lessons that will meet education standards while enhancing and complementing a part of their existing classroom curriculum in a variety of subject areas. Lesson plans and activities are available at http://digitalbridge.wikispaces.com/Lesson Plans and Activities. To learn more about the project at http://digitalbridge.wikispaces.com/

	This project is funded through a grant from the Legislative-Citizen Commission on Minnesota Resources (LCCMR).
Key words	
Full reference (publication /web link)	Retrieved from https://www.seek.state.mn.us/resource/digital-photography-bridge-nature-project January 2016
Other interesting information	Lesson plans and activities are available at http://digitalbridge.wikispaces.com/Lesson
Interest for the project	

3.7. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

Contributor's name +email	IYMF cinzialaurelli@gmail.com
Language	English
Author(s)+ contact information (email)	Ashley Schopieray
Title	Conserving Water through Art
Date	
Description	In this lesson, students will learn about the scarcity of water and begin to think of ways that they can conserve water in their own homes. They will make a pledge to personally use less water, and will use their creativity to make items that will remind them to conserve in their home
Key words	
Full reference (publication /web link)	http://greenarted.weebly.com/uploads/4/2/2/0/4220682/conserving_water_through_art_k-4_lesson_plan.pdf

	Retrieved February 2016
Other interesting information	http://www.rmi.org/Knowledge-Center/Library
Interest for the project	High

3.8. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

Contributor's name +email	IYMF cinzialaurelli@gmail.com
Language	English
Author(s)+ contact information (email)	Robin Moore Donald Young
Title	Childhood Outdoors: Toward a Social Ecology of the Landscape
Date	
Description	It is a methodological approach to create outdoors places for children
Key words	
Full reference (publication /web link)	https://naturalearning.org/sites/default/files/MooreChildhoodOutdoors.pdf
Other interesting information	Other publications are available at https://naturalearning.org/nli-publications Retrieved February 2016
Interest for the project	High

4. 1. EU FUNDED PROJECTS

Contributor's name +email	
Language	
Title + reference/code	
Project coordinator & partners	
Duration	
Description	
Key words	
Link to the project website	
Other interesting information	
Interest for the project	

5.1. RESEARCH PROJECTS (OTHER THAN EU LIFELONG LEARNING)

Contributor's name +email	IYMF Cinzialaurelli@gmail.com
Language	English
Title + reference/code	ACE project Art Community and Environment
Project coordinator & partners	University of Lapland, Finland and University of Strathclyde, Scotland
Plot summary	NA
Description	<p>The web pages have been developed by students and staff of the University of Lapland, Finland and the University of Strathclyde, Scotland.</p> <p>The collaboration between the two universities allows students to share research, project experiences and knowledge of community art, environmental art and art education using this easily accessible web-archive.</p> <p>The ACE Project is an educational resource that can be used to stimulate debate about current practice in the field of community, environmental art and art education. ACE serves as a research tool, allowing visitors to the site to read about a vast array of projects and compare methodologies. A key aim of the ACE archive is to keep students up to date with projects in both countries.</p> <p>Through the documentation and critical analysis of projects carried out by students and staff, ACE aims to provide others with a place of reference and inspiration for future projects.</p> <p>Two categories of project are contained in the archive and each project is documented using text and visuals. ACE aims to explore the 'why' of projects rather than simply provide a description of the project process.</p> <p>Category A projects detail large-scale, group facilitated projects.</p> <p>Category B projects concern small-scale projects implemented by individuals.</p> <p>It is anticipated that the analysis and discussion of each project will encourage students to focus on current practices, events and developments as they progress in an area of arts practice facing rapid expansion</p>
Key words	IYMF Cinzialaurelli@gmail.com

Link to the project website	http://ace.ulapland.fi/Site_files/about_intro.htm
Other interesting information	
Interest for the project	

6.1. FILMS / DOCUMENTARIES / VIDEOS

Contributor's name +email	Viksjöforsbaletten, hogatan15@gmail.com
Title	SVERIGES MILJÖMÅL SKOLA
Release date	Feb 15, 2013
Director	Naturvårdsverket, Phone nr 010-698 10 00
Plot summary	<p>En film om de svenska miljömålen</p> <p>Utgångspunkten för Sveriges miljöpolitik är att våra stora miljöproblem ska lösas nu och inte lämnas över till kommande generationer. För att uppnå detta har riksdagen beslutat om 16 mål som fungerar som riktmärken för det svenska miljöarbetet. Den här filmen ger en kort introduktion till Sveriges miljömål — vilka målen är och hur miljömålssystemet fungerar.</p>
Key words	
Running time	2 min 18 sek
Screenplay	
Cast	
Other interesting information	Language: Swedish
Interest for the project	https://youtu.be/gg9SGuTHKlg

6.2. FILMS / DOCUMENTARIES / VIDEOS

Contributor's name +email	Viksjöforsbaletten, hogatan15@gmail.com
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Title	SWEDEN'S ENVIRONMENTAL OBJECTIVES
Release date	May 30, 2013
Director	
Plot summary	Environmental problems need to be tackled now, and not passed on to future generations. Watch a short film about Sweden's environmental objectives.
Key words	
Running time	2 min. 24 sek.
Screenplay	
Cast	
Other interesting information	Language: English
Interest for the project	https://youtu.be/Sk4zkqOJQs

6.3. FILMS / DOCUMENTARIES / VIDEOS

Contributor's name +email	Viksjöforsbaletten, hogatan15@gmail.com
Title	CHANGE THE WORLD IN 5 MINUTES - EVERYDAY AT SCHOOL
Release date	Mar 17, 2008
Director	You can find out more and contact the filmmaker, Tristan Bancks, at www.tristanbancks.com

Plot summary	Can a bunch of school kids really change the world in five minutes a day? This class of primary school kids demonstrate over the course of a week that it only takes five minutes a day to make a positive impact—from recycling to planting fruit and veg and telling jokes.
Key words	
Running time	4 min. 32 sek.
Screenplay	
Cast	
Other interesting information	This film was made for Film Australia's Change the World in 5 Minutes project. See more films and upload your own ideas for Changing the World @ http://programs.sbs.com.au/changethew... Help us caption & translate this video!
Interest for the project	https://youtu.be/oROsbaxWH0M

6.4. FILMS / DOCUMENTARIES / VIDEOS

Contributor's name +email	Fondazione Nazionale Carlo Collodi Fondazione@pinocchio.it
Title	Cortes Island: A Poem for the Children's Forest
Release date	20.January 2012
Director	Full credit to Daniel J. Pierce, VancouverObserver.com
Plot summary	A poem written by a 11 year old girl for the forest
Key words	forest poem children

Running time	https://www.youtube.com/watch?v=ad39KfIXC64
Screenplay	
Cast	
Other interesting information	
Interest for the project	

6.5. FILMS / DOCUMENTARIES / VIDEOS

Contributor's name +email	Fondazione Nazionale Carlo Collodi Fondazione@pinocchio.it
Title	Project Wild Thing Documentary
Release date	June 5 th 2014
Director	David Bond Produced by Green Lions
Plot summary	David Bond is concerned. His kids' walking hours are dominated by a cacophony of marketing and a screen dependence threatening to turn them into glassy-eyed zombies. Like city kids everywhere, they spend way too much time indoors-not like it was back in his day. He decides it's time to get back to nature – literally. In an attempt to compete with the brands, which take up a third of his daughter's life, Bond appoints himself Marketing Director of Nature. Like any self-respecting salesman, he sets about developing a campaign and a logo. With the help of a number of bemused professionals, he is soon selling Nature to British families. His humorous journey unearths some painful truths about modern family life.
Key words	children wild comedy nature film nature environment

Running time	1hour 19 minutes
Screenplay	<p>The documentary Project Wild Thing is a real-life story of one man's determination to get children out and into the ultimate free wonder-product: Nature</p> <p>David Bond's engaging and thoroughly admirable film is a record of his attempt to reconnect his own children – and indeed all of Britain's children – with nature. Today's young people stay indoors, unlike their parents and grandparents, who as children loved to roam free. A new generation is addicted to iPads and consoles, getting obese and insidiously depressed in the process, and parents are letting it happen. And more than that, we increasingly assume the outdoors to be dangerous, pointless and irrelevant. "We think we've outgrown nature," says Bond, and wonders if the way is to promote nature as a brand, so the kids can "get" it and "choose" it; with boyish enthusiasm, he devises wacky ad strategies through billboards and social media to spread the good word, and gets out and about to talk to environmentalists like George Monbiot and Chris Packham. It's all great stuff with lots of ideas, though I could have done without the phoney Morgan Spurlock-style "row" he concocts with his wife at the end. This is a project we should all support</p>
Cast	Michael Depledge, Susan Greenfield, Jay Griffiths
Other interesting information	<p>This documentary film about the decreasing connection that children have with nature, has become a community movement of over 10,000 individuals and organisations.</p> <p>http://www.thewildnetwork.com/ contact wildscreening@greenlions.com</p>
Interest for the project	High

7.1. PHD THESIS

Contributor's name +email	Viksjöforsbaletten, hogatan15@gmail.com
Language	Swedish
Author(s) + contact information	Sund, Louise, 1970- (författare) Örebro : Örebro university, http://www.skolporten.se/forskning/avhandling/om-global-etik-miljo-och-hallbarhetsutbildningens-policy-och-praktik/#sthash.CUAlsE6.dpuf
Title	OM GLOBAL ETIK I MILJÖ- OCH HÅLLBARHETSUTBILDNINGENS POLICY OCH PRAKTIK. ISBN 978-91-7529-051-5
Date	2014
Summary	Abstract in English: This thesis takes its point of departure in the change of emphasis in the field of environmental and sustainability education (ESE) towards the inclusion of social and human development issues - - - The first purpose is to describe and investigate theoretical perspectives that take a critical stand on and offer alternatives to universal and consensus-oriented approaches- The second purpose is to investigate teachers' ethical reflections in a first-hand intercultural experience.— The third purpose is to investigate how teachers deal with the complex issues of intragenerational equity or social justice in their teaching.
Key words	Environmental and sustainability education, education for sustainable development, global ethics, morals, social justice, poststructural and postcolonial theories, pragmati
Other interesting information	Doctoral dissertation, University of Oregon Available online at: https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/12899/Silberman_Masters_Project_2013.pdf?sequence=3
Interest for the project	4

7.2. PHD THESIS

Contributor's name +email	Fondazione Nazionale Carlo Collodi Fondazione@pinocchio.it
Language	English
Author(s) + contact information	Panayota Stathopoulou E-mail: pstath@ceed.uoa.gr
Title	Teaching about environment through art http://www.naturearteducation.org/Articles/Pani%20Stathopoulou%20article.pdf
Date	2014
Summary	<p>The Author is Graduated of Ecole Nationale Superieure des Beaux Arts, Paris-France, Dr. of Philosophy, and researcher from 2000 at the Center of Environmental Education, Faculty of Philosophy, Education, Psychology, University of Athens, Greece. The Author is an educator on "Art and Environment" Education theory and practice and design of audiovisual teaching mediums</p> <p>The paper is a brief presentation of the Author's dissertation where the title is "The Environmental Aspect of Art Education in Secondary School. Design, Application and Evaluation of a Teaching Medium about Art and Environment". It is a research about audiovisual teaching and learning. Its theme is environmental art, an art not so well known to the public. Its field is a kind of aesthetic interventions and artworks in natural and artificial environment.</p>
Key words	
Other interesting information	The paper has an extensive bibliography
Interest for the project	High

8.1. WEB RESOURCES

Contributor's name +email	Viksjöforsbaletten, hogatan15@gmail.com
Language	Swedish
Name of the webresource	THE KEEP SWEDEN TIDY FOUNDATION
Web link	http://www.hsr.se/exempelsamling
Author(s) + contact information (email)	Keep Sweden Tidy http://www.hsr.se
Brief description	"Keep Sweden Tidy" educates children and youths about environment, mostly through our Eco-Schools Program, an international programme of the Foundation for Environmental Education (FEE). Eco-Schools aim to empower students to be the change our sustainable world needs by engaging them in fun, action-orientated learning.
User-friendliness (Note. 1)	1
Cost (Note.2)	1
Other interesting information	
Interest for the project	

Notes

1. Score from 1 to 3: (1) means no previous IT knowledge needed, (2) previous IT knowledge needed, (3) expert IT knowledge needed
2. Score from 1 to 3: (1) completely free, (2) partially free, (3) paid

8.2. WEB RESOURCES

Contributor's name +email	Viksjöforsbaletten, hogatan15@gmail.com
Language	Swedish
Name of the webresource	18 LEKTIONSUPPLÄGG OM MILJÖMÅLEN
Web link	http://www.hsr.se/det-har-gor-vi/skola-forskola/lektionsupplagg-om-miljomalen
Author(s) + contact information (email)	Håll Sverige Rent Keep Sweden Tidy http://www.hsr.se
Brief description	18 lesson approach to meeting the Swedish environmental objectives
User-friendliness (Note. 1)	1
Cost (Note.2)	1
Other interesting information	
Interest for the project	

Notes

2. Score from 1 to 3: (1) means no previous IT knowledge needed, (2) previous IT knowledge needed, (3) expert IT knowledge needed

2. Score from 1 to 3: (1) completely free, (2) partially free, (3) paid

8.3. WEB RESOURCES

Contributor's name +email	Viksjöforsbaletten, hogatan15@gmail.com
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Language	Swedish
Name of the webresource	WWF: VÄLKOMMEN TILL ELEVRUMMET! Welcome to the student room!
Web link	http://www.wwf.se/utbildning/elevrum/1522420-elevrum
Author(s) + contact information (email)	http://www.wwf.se
Brief description	“Here you can experience how the climate works, about our lifestyle and what affects our environment. Here you will find a compilation of material and inspiration to learn how to act for sustainable development. We have accumulated a wealth of inspiration for you as a student to use.”
User-friendliness (Note. 1)	1
Cost (Note.2)	1
Other interesting information	
Interest for the project	

Notes

3. Score from 1 to 3: (1) means no previous IT knowledge needed, (2) previous IT knowledge needed, (3) expert IT knowledge needed

2. Score from 1 to 3: (1) completely free, (2) partially free, (3) paid

8.4. WEB RESOURCES

Contributor's name +email	Viksjöforsbaletten, hogatan15@gmail.com
Language	Swedish

Name of the webresource	WWF: VÄLKOMMEN TILL LÄRARRUMMET! Welcome to the teachers' room!
Web link	http://www.wwf.se/utbildning/lrarrum/1522520-lrarrum
Author(s) + contact information (email)	http://www.wwf.se/
Brief description	" WWF would like to support your important work as a teacher and offers a variety of programs, tools and methods"
User-friendliness (Note. 1)	1
Cost (Note.2)	1
Other interesting information	
Interest for the project	

Notes

4. Score from 1 to 3: (1) means no previous IT knowledge needed, (2) previous IT knowledge needed, (3) expert IT knowledge needed
2. Score from 1 to 3: (1) completely free, (2) partially free, (3) paid

8.4. WEB RESOURCES

Contributor's name +email	Viksjöforsbaletten, hogatan15@gmail.com
Language	Swedish
Name of the webresource	WWF: VÄLKOMMEN TILL LÄRARRUMMET! Welcome to the teachers' room!

Web link	http://www.wwf.se/utbildning/lrarrum/1522520-lrarrum
Author(s) + contact information (email)	http://www.wwf.se/
Brief description	" WWF would like to support your important work as a teacher and offers a variety of programs, tools and methods"
User-friendliness (Note. 1)	1
Cost (Note.2)	1
Other interesting information	
Interest for the project	

Notes

5. Score from 1 to 3: (1) means no previous IT knowledge needed, (2) previous IT knowledge needed, (3) expert IT knowledge needed
2. Score from 1 to 3: (1) completely free, (2) partially free, (3) paid

8.5. WEB RESOURCES

Contributor's name +email	Viksjöforsbaletten, hogatan15@gmail.com
Language	Swedish
Name of the webresource	MILJÖMÅL.SE – DEN SVENSKA MILJÖMÅLSPORTALEN
Web link	http://www.miljomal.se/sv/Skola/
Author(s) + contact information (email)	The Swedish Environmental Protection Agency http://www.naturvardsverket.se/

Brief description	<p>Environmental Objectives; The Environmental Objectives Portal is a gateway to information about Sweden's environmental objectives and progress towards achieving them.</p> <ul style="list-style-type: none"> • Powerpoint presentations • Annual reports • In-depth evaluations • Other publications • Film
User-friendliness (Note. 1)	1
Cost (Note.2)	1
Other interesting information	Publications, presentations and a film in English can be downloaded.
Interest for the project	

Notes

6. Score from 1 to 3: (1) means no previous IT knowledge needed, (2) previous IT knowledge needed, (3) expert IT knowledge needed

2. Score from 1 to 3: (1) completely free, (2) partially free, (3) paid

8.6. WEB RESOURCES

Contributor's name +email	Viksjöforsbaletten, hogatan15@gmail.com
Language	Swedish
Name of the webresource	ALLEMANSRÄTTEN
Web link	http://www.skogeniskolan.se/nyheter/lar-dig-mer-om-allemansratten-med-skogen-i-skolan

Author(s) + contact information (email)	SKOGEN I SKOLAN, http://www.skogeniskolan.se/nyheter/lar-dig-mer-om-allemansratten-med-skogen-i-skolan
Brief description	“Forest in School” has for more than 40 years been working across the country to spread knowledge about forest schools. Since last year, there are pupil and teacher materials with practice booklets and a poster. The booklets connects to the curriculum and are divided from grades 1-3, 4-6 and 7-9. The teacher can measure the student's abilities and students get the knowledge of how to behave in the forest. / Forest in School
User-friendliness (Note. 1)	1
Cost (Note.2)	1
Other interesting information	Skogen i Skolan har i över 40 år arbetat över hela landet med att sprida kunskap om skog till skolor. Sedan förra året finns en affisch och elev- samt lärarmaterial med övningshäften om Allemansrätten. Häftena kopplar till grundskolans läroplan och är indelade från årskurs 1-3, 4-6 och 7-9. Läraren kan mäta elevernas förmågor och eleverna får kunskap om hur man beter sig i skog och mark. / Skogen i Skolan
Interest for the project	<ul style="list-style-type: none"> • Åk 1-3, Elevmaterial, övningar till Allemansrätten Pdf-dokument för utskrift (klicka på länken: http://www.skogeniskolan.se/sites/skogeniskolan.se/files/files/pages/sis_ovningar_om_allemansratten_arskurs_1-3_elev.pdf) • Åk 1-3, Lärarmaterial, övningar om allemansrätten. Pdf-dokument för utskrift (klicka på länken: http://www.skogeniskolan.se/sites/skogeniskolan.se/files/files/pages/sis_ovningar_om_allemansratten_arskurs_1-3_larare.pdf) • Åk 4-6, Elevmaterial, Övningar om allemansrätten. Pdf-dokument för utskrift (klicka på länken: http://www.skogeniskolan.se/sites/skogeniskolan.se/files/files/pages/sis_ovningar_om_allemansratten_arskurs_4-6_larare.pdf) • Åk 4-6, Lärarmaterial, Övningar om allemansrätten. Pdf-dokument för utskrift (klicka på länken: http://www.skogeniskolan.se/sites/skogeniskolan.se/files/files/pages/sis_ovningar_om_allemansratten_arskurs_7-9_elev.pdf)

Notes

7. Score from 1 to 3: (1) means no previous IT knowledge needed, (2) previous IT knowledge needed, (3) expert IT knowledge needed

2. Score from 1 to 3: (1) completely free, (2) partially free, (3) paid

8.6. WEB RESOURCES

Contributor's name +email	Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr
Language	English
Name of the webresource	ALLEMANSRÄTTEN
Web link	https://gr.pinterest.com/mdurossmit/outdoor-math-activities-for-the-primary-classroom/ https://gr.pinterest.com/explore/nature-activities/ https://gr.pinterest.com/explore/outdoor-education/ https://gr.pinterest.com/edutopia/outdoor-learning/ https://gr.pinterest.com/explore/environmental-education/
Author(s) + contact information (email)	Pinterest resources on: Outdoor Math activities for the primary classroom Nature Activities outdoor education outdoor learning environmental education
Brief description	
User-friendliness (Note. 1)	
Cost (Note.2)	
Other interesting information	
Interest for the project	

Notes

8. Score from 1 to 3: (1) means no previous IT knowledge needed, (2) previous IT knowledge needed, (3) expert IT knowledge needed

2. Score from 1 to 3: (1) completely free, (2) partially free, (3) paid

8.7. WEB RESOURCES

Contributor's name +email	IYMF Cinzialaurelli@gmail.com
Language	Finnish and English
Name of the webresource	San Festival for children
Web link	
Author(s) + contact information (email)	Anu Taivainen, tel. 040 733 2403 lasten@aurinkojuhla.net
Brief description	Sun Festival for Children is a new concept for giving children education in art, design and environmental knowledge by cross artistic and scientific work shops. The idea is to offer a fresh view to look at the environment nearby as a part of the world and to let children create their own toys, surroundings and the other artifacts needed when playing with materials. Children will get the idea of creating and designing through inspiring materials, cultural influences and social contacts. Sensitivity for environment and aesthetics develops by encouraging their natural interest in nature and handwork. The workshops are organized by a multi-professional team including designers, artists, gardeners and scientists. Use of materials in Sun Festival for Children is based on seasonal cycles.
User-friendliness (Note. 1)	1
Cost (Note.2)	NA
Other interesting information	http://www.naturearteducation.org/Links.htm from this link is possible to access a list of projects worldwide about nature, art and education
Interest for the project	High

Notes

9. Score from 1 to 3: (1) means no previous IT knowledge needed, (2) previous IT knowledge needed, (3) expert IT knowledge needed

2. Score from 1 to 3: (1) completely free, (2) partially free, (3) paid

8.8. WEB RESOURCES

Contributor's name +email	Fondazione Nazionale Carlo Collodi Fondazione@pinocchio.it
Language	English
Name of the webresource	Digital Photography Bridge to Nature Project Lesson plans and activities are available at http://digitalbridge.wikispaces.com/Lesson+Plans+and+Activities
Web link	https://www.seek.state.mn.us/resource/digital-photography-bridge-nature-project
Author(s) + contact information (email)	Minnesota DNR non-game supervisor Carrol Henderson carrol.henderson@state.mn.us
Brief description	The goal of this project is to reach at least 1,000 teachers and naturalists with nature photography outdoor workshops over a two-year period. It is estimated that they will introduce 30,000 of their students in grades 3 through 9 to the opportunities for discovering Minnesota's outdoors through the medium of digital photography and incorporate their discoveries and images into traditional classroom curricula. Thirty learning trunks with cameras and field guides will be available to be checked out from ten teacher facilitators who will be presenting the 80 teacher workshops.
User-friendliness (Note. 1)	1
Cost (Note.2)	1
Other interesting information	Link to a guide dedicated to use digital cameras for children and to on-line resources http://digitalbridge.wikispaces.com/file/view/DPBTN%20Resource%20Guide.pdf/184171201/DPBTN%20Resource%20Guide.pdf
Interest for the project	High

Notes

10. Score from 1 to 3: (1) means no previous IT knowledge needed, (2) previous IT knowledge needed, (3) expert IT knowledge needed

2. Score from 1 to 3: (1) completely free, (2) partially free, (3) paid

8.9. WEB RESOURCES

Contributor's name +email	Fondazione Nazionale Carlo Collodi Fondazione@pinocchio.it
Language	English
Name of the webresource	Map making with Children Power point presentation
Web link	ftp://ftp.itc.nl/pub/pgis/PGIS%20Articles/Mapping%20with%20children/Sobel%20Mapmaking-%20with%20Children%20ppt.pdf
Author(s) + contact information (email)	David Sobel
Brief description	Fostering ecological literacy through mapping
User-friendliness (Note. 1)	1
Cost (Note.2)	1
Other interesting information	
Interest for the project	

Notes

1. Score from 1 to 3: (1) means no previous IT knowledge needed, (2) previous IT knowledge needed, (3) expert IT knowledge needed

2. Score from 1 to 3: (1) completely free, (2) partially free, (3) paid

9.1. SOCIAL NETWORKS (FACEBOOK, BLOGS, DISCUSSION GROUPS, ETC.)

Contributor's name +email	Fondazione Nazionale Carlo Collodi
Language	English
Name of the social network/distributionlist/discussion group	Blog
Web link	http://hilaryinwood.ca/blog/
Brief description	<p>It is a blog about Nature Art and Environment and tracks Hilary Inwood's ongoing explorations of art and environmental education intersections.</p> <p>The blog contains a very interesting section of categories that includes eco-art education, eco art readings, eco art research, eco art projects, eco art sites, eco artists, resources books etc etc</p> <p>Hilary Inwood is a lecturer teaching art education in the Initial Teacher Education program at the Ontario Institute of Studies in Education at the University of Toronto. She holds degrees in education (M.Ed, University of Toronto), art history (MA, York University) and art education (Ph.D), Concordia University. Her research focuses on integrating art education with environmental education to develop learners' ecological literacy in school and community settings. Her work as an educator and artist extends beyond the classroom to include school gardens, outdoor education centres, parks and galleries.</p>
User-friendliness (Note. 1)	1
Cost (Note.2)	1
Other interesting information	The blog contains a very interesting section of categories that includes eco-art education eco art readings, eco art research, ecoart projects eco art sites resoucrces books andmany itherlong series of examples that are available at the link
Interest for the project	High

Notes

Score from 1 to 3: (1) means no previous IT knowledge needed, (2) previous IT knowledge needed, (3) expert IT knowledge needed

2. Score from 1 to 3: (1) completely free, (2) partially free, (3) paid

10.1. OTHER (ANY ENTRY NOT INCLUDED IN THE PREVIOUS SECTIONS)

Contributor's name +email	Viksjöforsbaletten, hogatan15@gmail.com
Language	
Author(s)	
Title	MILJÖMÅLEN I LÄROPLANEN Environmental objectives in the Swedish Curriculum.
Date	
Description/Summary	
Format	
Key words	
Web link	http://www.hsr.se/sites/default/files/laroplanen-miljomalen-matris-141114.pdf
Other interesting information	

Interest for the project	
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10.2. OTHER (ANY ENTRY NOT INCLUDED IN THE PREVIOUS SECTIONS)

Contributor's name +email	Viksjöforsbaletten, hogatan15@gmail.com
Language	
Author(s)	
Title	
Date	
Description/Summary	<p>UTMÄRKELSEN SKOLA FÖR HÅLLBAR UTVECKLING</p> <p>SOU 2004:104 (Ladda ner som PDF 2247 KB Se länk t.h.)</p> <p>Content: - - - Education in sustainable development should be conducted in a way that prepares students to actively participate in society and to develop their ability to take personal responsibility for their actions.</p> <p>Learning for sustainable development is characterized by:</p> <ul style="list-style-type: none"> • democratic functioning • critical approaches • interdisciplinary collaborations • diversity of teaching methods <p>participation and influence</p>
Format	
Key words	

Web link	http://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FBlob%2Fpdf2390.pdf%3Fk%3D2390
Other interesting information	
Interest for the project	

10.3. OTHER (ANY ENTRY NOT INCLUDED IN THE PREVIOUS SECTIONS)

Contributor's name +email	Viksjöforsbaletten, hogatan15@gmail.com
Language	English
Author(s)	Naturvårdsverket ISBN 978-91-620-8522-3.
Title	RIGHT OF PUBLIC ACCESS
Date	
Description/Summary	Do not disturb, do not destroy. Here, you can read about the rules that apply. Please note that the Swedish Environmental Code places especially strict demands on those who conduct organized activities in nature.
Format	
Key words	
Web link	http://www.naturvardsverket.se/Om-Naturvardsverket/Publikationer/ISBN/8500/978-91-620-8522-3/

Other interesting information	
Interest for the project	