

ART in NATURE

Exploring Nature through the Arts

Background Report

A Swedish Birds Eye View on What is Done

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INTRODUCTION

Sweden is a secular country where you might say that nature has taken the place of a religion. For Swedes it is necessary to spend time outdoors in nature.

When looking through what has been published on Art and Nature, some countries are more well represented than others. We found a lot from Finland and English speaking countries as the US, UK and Canada on how to enjoy and experience nature in an artistic way. We did not find a lot from Sweden. Instead however when we looked for published material on environmental protection we found that a lot has been published in Sweden.

NOTES FROM THE LITERATURE

EXPERIENCING NATURE.

FINNISH, BRITISH AND NORTH AMERICAN EXAMPLES

FINLAND

*ARTBASED ENVIRONMENTAL EDUCATION*¹

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"

THE US

*CHILDHOOD AND NATURE*²

David Sobel is considered the "father of place-based education." His principles are: Special Places, Adventure, Fantasy, Small Worlds, Hunting and Gathering, Animal Allies and Maps and Paths. Students learn language arts, math, science, social studies, as well as essential problem-solving and social skills through involvement with nature and their communities.

*BRIDGE TO NATURE*³

Minnesota's statewide Digital Photography Bridge to Nature project uses technology to get kids outside and connect them to nature. Through workshops, educators are 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.

¹ 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

² David Sobel. Childhood and Nature: Design Principles for Educators. Stenhouse Publishers, 2008 ISBN157110741X, 9781571107411

³ Lesson plans and activities are available at <http://digitalbridge.wikispaces.com/LessonPlansandActivities>

*THE JUMBO BOOK OF OUTDOOR ART*⁴

The Jumbo Book of Outdoor Art motivates children to get outside and discover new avenues to enhance their personal artistic expression.

THE UK

*PROJECT WILD THING*⁵

The British 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

CANADA

THE FOREST ALPHABET

Forest Alphabet features the original artwork and voices of 33 children from Cortes Island, speaking out for the protection a place they call home in the rainforests of British Columbia.

*THE HILARY INWOOD BLOG*⁶

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.. The blog is about Nature Art and Environment and tracks Hilary Inwood's ongoing explorations of art and environmental education intersections.

PROTECTING NATURE.

SWEDISH AND AUSTRALIAN EXAMPLES

AUSTRALIA

*CHANGE THE WORLD IN 5 MINUTES - EVERYDAY AT SCHOOL*⁷

Can a bunch of school kids really change the world in five minutes a day? This class of primary school kids in Australia 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 joke. Read more about effective approaches from Australia to connect children with nature⁸

⁴ <http://hilaryinwood.ca/blog/http://www.amazon.com/The-Jumbo-Book-Outdoor-Books/dp/1553376803>, 2006

⁵ <https://vimeo.com/ondemand/projectwildthing>

⁶ <http://hilaryinwood.ca/blog/>

⁷ www.tristanbancks.com

⁸ 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-nat>

SWEDEN

*SKOGEN I SKOLAN*⁹

The Swedish foundation "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 posters.

WWF

The World Wide Foundation presents a lot of useful materials in *THE TEACHERS ROOM*¹⁰ as well as in *THE STUDENTS ROOM*¹¹

See more under the chapter School Practice 3. The Swedish Outdoor Access Rights - Allemansrätten

SCHOOL PRACTICE

SOME GOALS IN THE SWEDISH CURRICULUM¹²

The school is responsible for ensuring that each pupil on completing compulsory school:

- has obtained knowledge about the prerequisites for a good environment and sustainable development,
- can use and understand many different forms of expression such as language, art, music, drama and dance, and also has developed an awareness of the range of culture existing in society,
- can use modern technology as a tool in the search for knowledge, communication, creativity and learning, and - - -

SOME FUNDAMENTAL VALUES AND TASKS OF THE SWEDISH SCHOOL¹³

FUNDAMENTAL VALUES

The national school system is based on democratic foundations. The Education Act (2010:800) stipulates that education in the school system aims at pupils acquiring and developing knowledge and values. It should promote the development and learning of all pupils, and a lifelong desire to learn. Education should impart and establish respect for human rights and the fundamental democratic values on which Swedish society is based. *Each and everyone working in the school should also encourage respect for the intrinsic value of each person and the environment we all share.*

⁹ .skogeniskolan.se/sites/skogeniskolan.se/files/files/pages/sis_ovningar_om_allemansratten_arskurs_7-9_elev.pdf

¹⁰ <http://www.wwf.se/utbildning-gammal/lrarrum/1163398-utbildning-lrarrum-start>

¹¹ <http://www.wwf.se/utbildning/elevrum/1522420-elevrumure.pdf>

¹² The overall Swedish curriculum contains three parts: 1. Fundamental values and tasks of the school 2. Overall goals and guidelines for education 3. Syllabuses which are supplemented by knowledge requirements. (The syllabuses contain the aim of the subject and its core content.)

¹³ From The curriculum for the compulsory school, preschool class and the recreation centre, 2011

TASKS OF THE SCHOOL

The task of the school is to promote learning by stimulating the individual to acquire and develop knowledge and values. --- An *environmental perspective* provides opportunities not only to take responsibility for the environment in areas where they themselves can exercise direct influence, but also to form a personal position with respect to overarching and global environmental issues. *Teaching should illuminate how the functions of society and our ways of living and working can best be adapted to create sustainable development.*---

Pupils should have the opportunity of experiencing knowledge in different ways. They should also be encouraged to try out and develop different modes of expression and experience feelings and moods. *Drama, rhythm, dance, music and creativity in art, writing and design should all form part of the school's activity.* Harmonious development and educational activity provide opportunities for exploring, researching, acquiring and communicating different forms of knowledge and experiences. Creative ability is a part of what the pupils should acquire. (p.12)

THE SWEDISH OUTDOOR ACCESS RIGHTS - ALLEMANSRÄTTEN

The Swedish Outdoor Access Rights combined with the Convention of Children's Rights fits perfectly well with the two e-ARTinED themes: Social Inclusion and Nature through the Arts

THE KEEP SWEDEN TIDY FOUNDATION

The Keep Sweden Tidy Foundation is a creator of public opinion that promotes recycling and combats litter through public awareness campaigns, awards and environmental education. The Foundation strives to influence people's attitudes and behavior in order to encourage a sustainable development.

The Foundation was founded in 1983 by the Swedish Environmental Protection Agency and the company Returpack. Its origins, however, is in the Keep Nature Tidy campaign that was launched in 1963 by the Swedish Society for Nature Conservation. The Foundation logotype was introduced at this time: the spruce forest reflected in a lake – a symbol for clean water and unspoiled nature. The Keep Sweden Tidy Foundation offers a large variety of school material in Swedish as well as other languages spoken in Swedish schools.

[18 Lektionsupplägg för miljömålen](#), 18 lesson plans for The Environmental Goals

[Quiz about the Outdoor Access Rights »](#)

[Read more about the Outdoor Access Rights »](#)

[Allemansrätten 1](#) The Outdoor Access Rights. Teachers guide, PDF

[Allemansrätten på andra språk](#), The Outdoor Access Rights in other languages

[Posters with the Outdoor Access Rights »](#)

[Allemansrätten 2](#) from Forest in school/*Skogen i skolan*, Teachers guide, PDF, and working material

[Allemansrätten 3 – Aktivitetsbank](#), from the Scouts/*Scouterna*

[Miljömålen i Läroplanen](#), The Environmental Goals in the Swedish Curriculum from

[Biosfärskandidat Voxnadalen](#), UNESCO Biosphere candidate, *Ovanåker community*

THE CONVENTION OF CHILDREN'S RIGHTS - ALLEBARNSRÄTTEN

Work with [Children's Rights](#) can be organized in many ways. Unfortunately we haven't had time to explore them all. The [Scouts Activity bank](#) however contains enough for the time being, it suggests drama.

SUMMARY

Others' experiences, as listed above, are a rich resource in the efforts that are made in Viksjöfors School when working with Social Inclusion and Nature through the Arts. When the project e-ARTinED is over we will know more about: Process, Materials Required, Teachers's skills and Suggested duration.