



Listen to the trees

The skills of adaptation to climate change

Type of pedagogical project, activity, action, accompanying	Activity - debate
Key words of relevant disciplines/ Pedagogical content	Skills of adaptation, trees, life in community
Problematic	What can we learn by exploring the functioning of trees-community and the ways the trees are adapting to changes in the environment?
Thematic	Consequences / adjustment to climate change
Disciplines (sciences, geography)	<i>Science, Mother tongue, Civic education</i>
Pedagogical Objectives/New targeted skills	<p>The students will be able to:</p> <ul style="list-style-type: none"> - Understand and explain the message (content) of an informative text - Extract and summarize the most important details from a text - Determine (recognize and explain) the sequence of causal links in the "learning process" of trees - Determine the consequences of "unreasonable" water consumption on trees - Establish an analogy between "unreasonable" behaviour of trees and human beings - Identify (recognize and explain) the benefits of life in community - Conclude on the analogy (life in community, advantages and disadvantages) - Predict the consequences (What could happen in the forest under certain circumstances? In the human community?) - Formulate ideas for discussion - Discuss based on arguments - Formulate conclusions based on discussion - Report about the discussion
Public target(s) (age, requested skills...)	<p>12 – 14 years</p> <p><i>Prerequisite:</i> elementary knowledge on growth and development of trees</p>





<p>Description (step by step)</p>	<p>Step 1) Reading a short chapter from a book (<i>Peter Wohlleben: The Secret Life of Trees</i>).</p> <p>Step 2) The work on the text begins with a short questioning to determine if the students understood the details of the text. The students are guided towards determining causal relationships between the details in the text to the conclusion that trees learn from experience acquired through their own skin. The second part of the work on the text refers to the life of the tree community - the forest (which are the advantages or disadvantages of life in community?).</p> <p>Step 3) After processing the text the thesis for discussion are formulated (thesis eventually selected: <i>The most effective way to learn is through someone's own skin</i>) <i>Pros and cons</i> teams are selected as well as a jury who will formulate and propose the final conclusions of the debate. After most of the arguments are stated, each group forms a conclusion. Finally, we come to a common, acceptable conclusion from all proposals.</p> <p>The teacher encourages students to compare the "social" life of trees with life in the human community. As many examples as possible should be stated, explaining the similarities and differences with trees evolution and their life.</p>
<p>Place (meeting room, outside space, ...)</p>	<p>classroom</p>
<p>Individual and / or collective actions</p>	<p>Group work</p>
<p>Material needed</p>	<p>-</p>
<p>Duration of pedagogical project or activity</p>	<p>4 hours</p>





Evaluation of the new acquired skills	The validity of arguments in the debate
Eco-citizen adaptation, knowledge enhancement and links to other topics	<p>Link to: Activity sheets: Exploring the consequences of climate change in our environment / Activity to introduce Climate Change with students / The impacts of Climate change in your region / When Mediterranean species are threatened by climate change</p> <p>Croatian:</p> <ul style="list-style-type: none"> • http://alternativa-za-vas.com/index.php/clanak/article/tajni-zivot-drveca <p>Greek:</p> <ul style="list-style-type: none"> • http://www.wwf.gr/images/pdfs/gr_adapting.pdf • https://www.wwf.gr/areas/forests/forests-and-climate-change <p>French:</p> <ul style="list-style-type: none"> • http://www.inra.fr/Grand-public/Rechauffement-climatique/Tous-les-dossiers/Foret-mediterraneenne-modele-d-adaptation-au-changement-climatique/Adaptation-des-forets-au-changement-climatique
Observations	<p>Students had a strong emotional response about the forest community; they began to think differently about the life of trees (not just from the human point of view, but also of the welfare of the forests). Working on similar texts enables students to connect more strongly with nature, which leads them to more respectful attitude towards nature.</p>

