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Naturdannelse/Nature literacy in theory and practice

The project "Børns Naturdannelse" was completed by Friluftsrådet with support from AAGE V. JENSEN NATURFOND

Multifaceted-concept e.g.:

The non-human

That, which we wish to preserve

NATURE

The "Out there"

The green and the blue

That which includes us

All of it

Entails the child's independent positioning and understanding of itself and its surroundings/nature.

Enables the child to act.

LITERACY

An ongoing and elongated process

Influenced by factors in the child's surroundings

Happens in the dynamics/tensions between

socialisation and the child's own

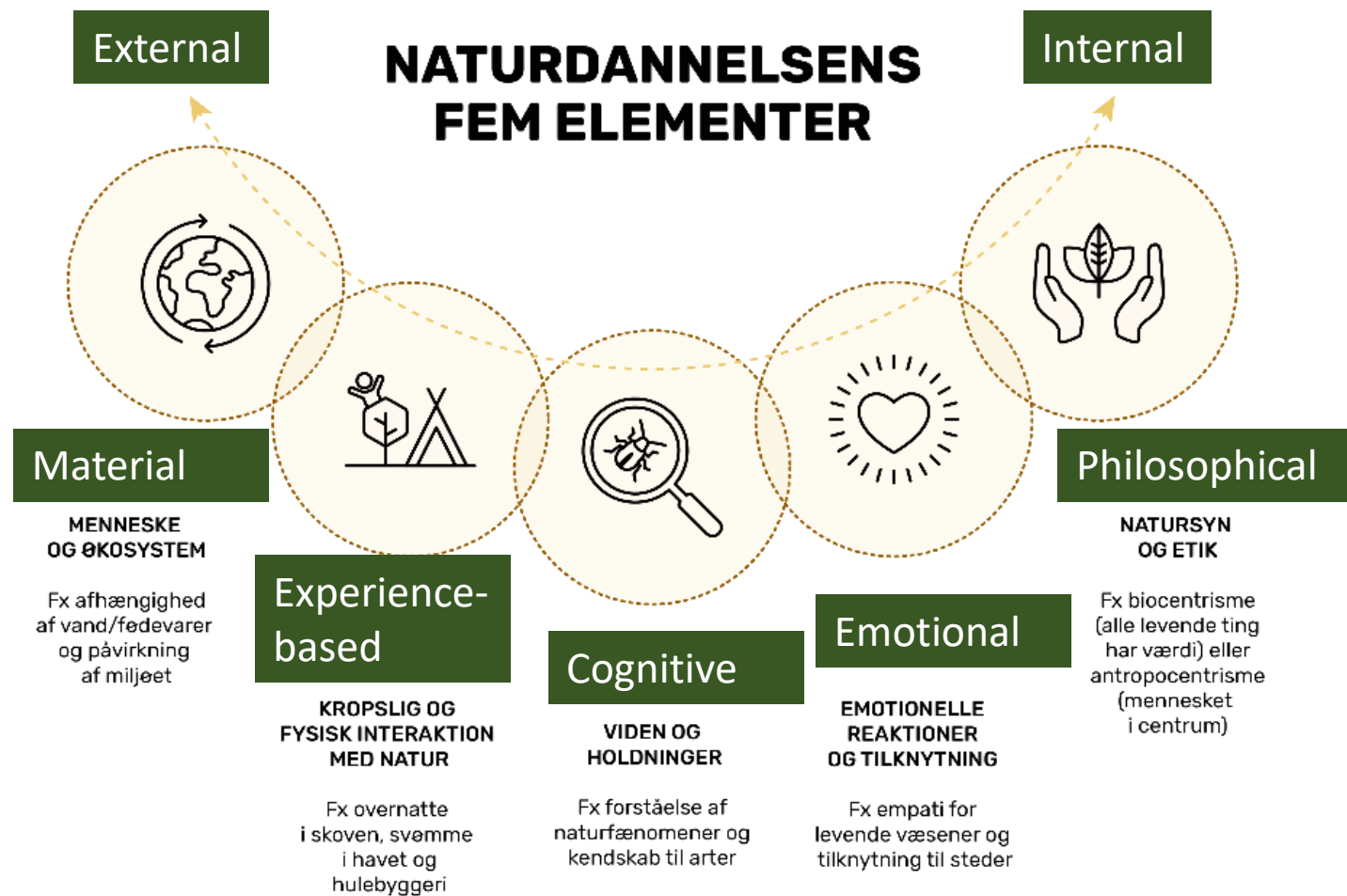
experience/perception.

In short:

Nature literacy is a process in which the child's relationship with nature is strengthened. Different types of relations to nature are embedded in the process. These relations can be categorised into five interconnected elements of nature literacy. These relations are dynamic and of varying internal and external character.

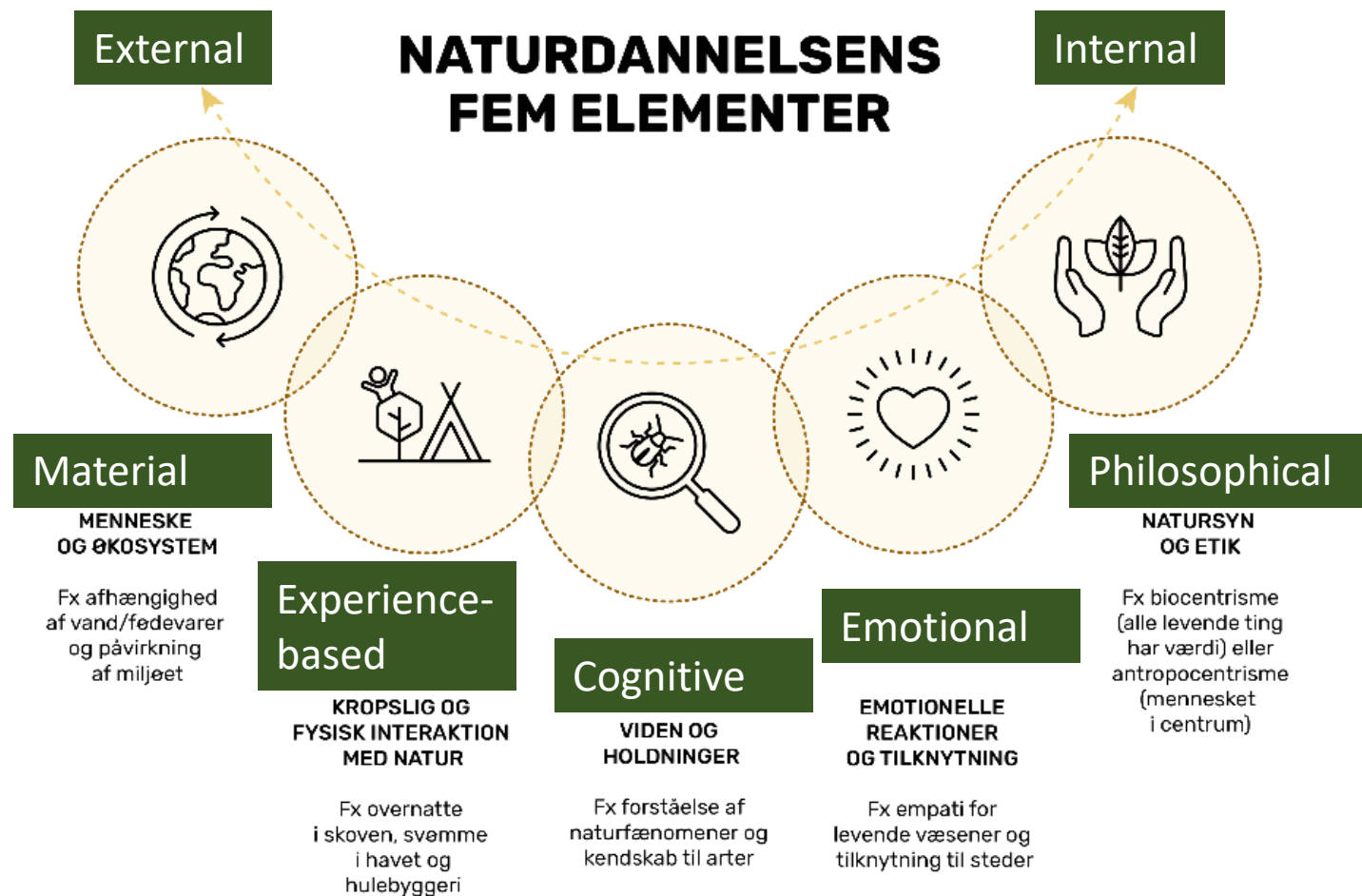
As at theoretical concept "naturdannelse" nature literacy is described by [Center for Børn og Natur](#) (Center for Children and Nature) for [Friluftsrådet](#) (Danish Outdoor Council), if you are interested have a look at "[Børns Naturdannelse – Naturen i barnet, barnet i naturen](#)"

The five element: The elements are dynamic and of varying internal and external character



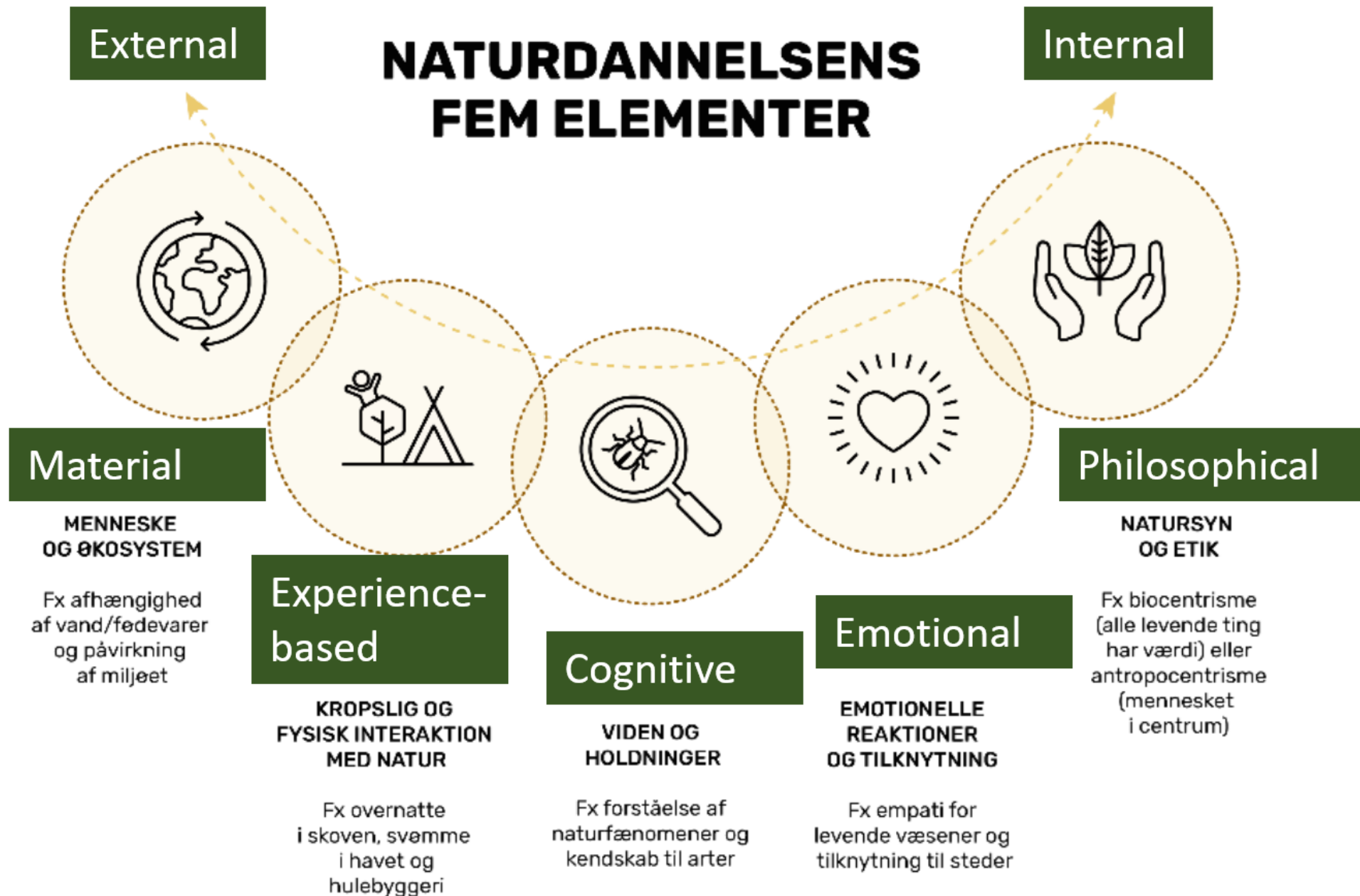
Children from the kindergarten Glentebo Børnehus visit the local nature school, Brøndby Naturskole

The five element: The elements are dynamic and of varying internal and external character



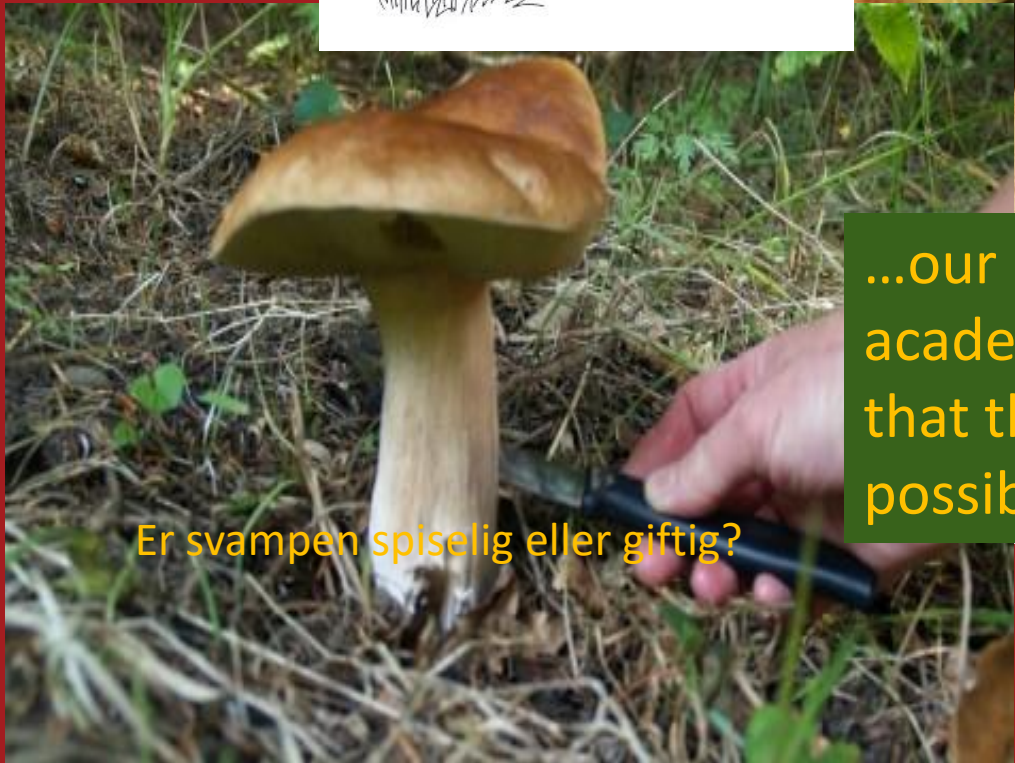
HOW TO STRENGTHEN RELATIONSHIP WITH/TO NATURE AS A NATURE-INTERPRETER

- Through increased knowledge of nature, we come to love it..... *very scientific.*
- But how is scientific knowledge accompanied by responsibility
- *-we have biodiversity crisis and climatechanges.*



- **Natureinterpretation –
often knowledge**
- **Natureconnection - ???**

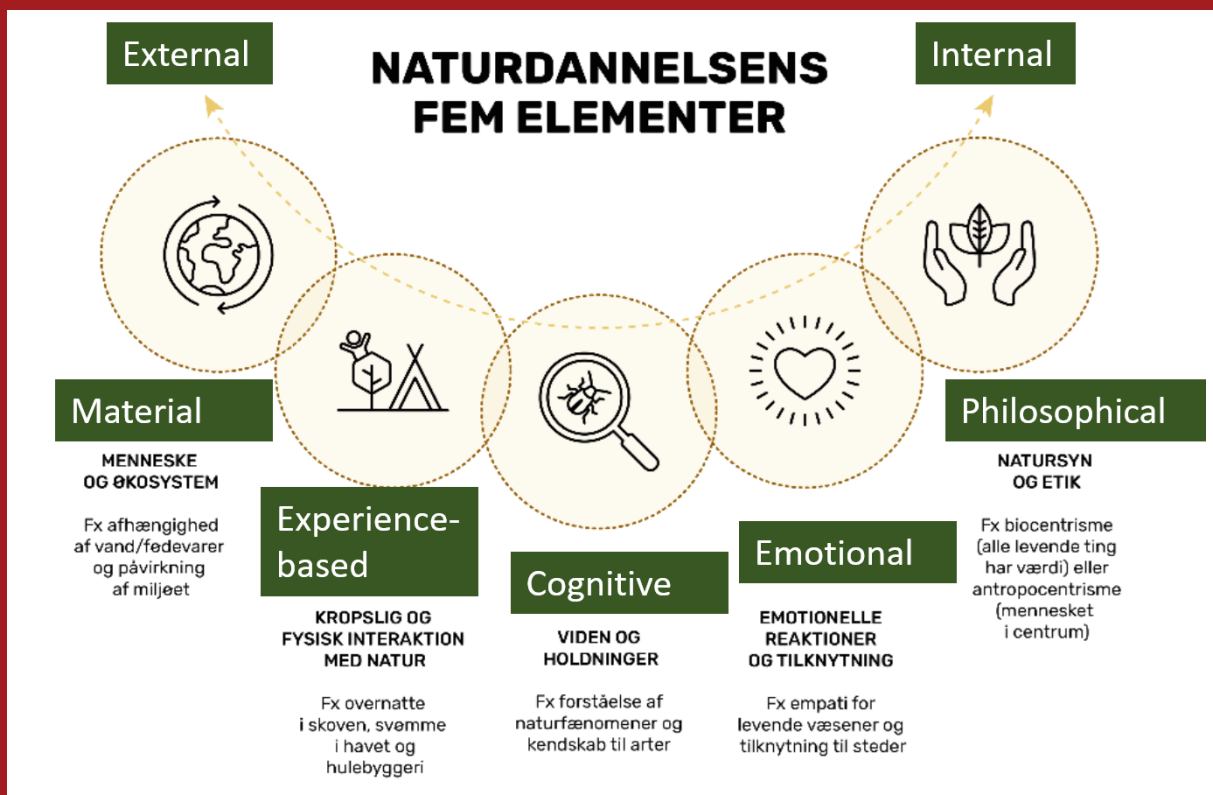




Er svampen spiselig eller giftig?

...our nature-interpretence supports the common academic goals and we always try to adapt our days so that the teaching is as relevant and professional as possible.

REFLECTION AND DISCUSSION



- 1) In your experience can nature interpretation and environmental education strengthen nature literacy?
- 2) Should we be more willing/brave to integrate the emotional and philosophical elements in our work/practice?

Write your input in the chat, remember to indicate which question you are responding to.