**Workshop descriptions**

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|  | **WHAT KNOWLEDGE DO WE NEED TO INTERPRETE & EDUCATE?** | **WHAT TOOLS / METHODS DO WE NEED TO SUPPORT AND INSPIRE?**  **(NATURE FORMATION / LITERACY)** | **HOW TO WORK WITH DIFFERENT VIEWS ON NATURE?**  **(communication can lead to conflicts)** |
| SWEDEN | **1. Research on different practices of interpretation** | **2. “The nature boost – communicating nature and biodiversity 2025-2030"** | **3. Supporting democratic dialogue in nature interpretation** |
| FINLAND | **4. GreenComp – What sustainability competencies do we need in the future?** | **5. From observation to understanding of nature** | **6. National Park Simulator** |
| DENMARK | **7. Scientific Knowledge in Nature Interpretation** | **8. Nature Formation (Naturdannelse)** | **9. Views of Nature (Natursyn)** |
| NORWAY | **10. Visitor Management and Communication. How can we facilitate deeper nature relations?** | **11. Public right of access! Possibilities and boundaries for Interpretation** | **12. Fear of working with conflict-filled topics?** |
| ICELAND | **13. Nature interpretation in everchanging nature** | **14. Creative ways to interpret nature** | **15. What is more important: climate change vs. biodiversity?** |

**TEAM SWEDEN**

**Workshop 1 – Research on different practices of interpretation**

***As the long-term goal of developing knowledge and methods on nature interpretation as a reflective practice, CNV has established a Nature Interpretation Lab and through that we collaborate in transdisciplinary research programs and projects in Sweden. At this workshop we will present how we approach practice-based research and show some collaborative projects and how we connect theory and practice of nature interpretation there. As participants you will also have opportunity to share your experiences from collaboration with researchers and how that have influenced your practices in nature interpretation.***

**Aim (why)**

* To present, reflect and discuss transdisciplinary collaborations among researchers and practitioners

**Content (what)**

* Discuss the connection between theory and practice when it comes to research in nature interpretation
* Show how research and education can help each other in the development of both of them
* Sharing of good examples from participants on cooperation between education and research

**Methods (How)**

* Presentation on how nature interpretation practices have been incooperated into a university text book
* Discussions on cooperation between education and research.
* Sharing of good examples.

**Responsible:** Jasmine Zhang

**Venue:** Indoors

**Workshop 2 - “The nature boost – communicating nature and biodiversity 2025-2030"**

***The nature boost (Naturlyftet) is a collaborative initiative from SCNI that aims to help Sweden to reach the 2030 goals set for biological diversity. At this workshop we will share our plans and ask the participants to share their experiences from similar initiatives and come with advice.***

**Aim (Why)**

* To share how we plan to work in Sweden (in broad collaboration NGOs, outdoor educators, nature interpreters, museums, agencies) the coming five years to reach the CBD-goals to 2030 through communication and education.
* To learn from similar initiatives and experiences
* Inspire other countries for similar initiatives.

**Content (What)**

* Presentation of the nature boost and some concrete projects in Sweden witihin the initiative. With connections to education for nature interpreters.
* Discussions to learn from similar initiatives, for example in the Nordic countries.

**Methods (How)**

* Presentation of project
* Workshop to get input from participants. “how to reach further”

**Responsible:** Per Bengtson

**Venue:** Indoors

**Workshop 3 - Supporting democratic dialogue in nature interpretation**

***Democratic dialogue can work as an important part in nature interpretation. Especially when we want it to contribute to sustainability. In this workshop we look at when dialogue should be used in nature interpretation. We will also present the concept Value based interpretation. Participants at the workshop will also be able to try some of the methods.***

**Aim (Why)**

* One of the keys to sustainability through nature interpretation is about how to stimulate participants’ involvement, co-creation and dialogue when producing or delivering activities in a site or on a specific theme.
* If successful nature interpretation can be part of the practice of democratic dialogue in our societies.

**Content (What)**

* A discussion on when dialogue is relevant to use in nature interpretation.
* SCNIs toolbox for dialogue methods will be presented.
* Presenting the concept Value based interpretation.
* Participants will be able to try some of the methods.

**Methods (How)**

* Presentation
* Discussion
* Workshop to try and discuss exercises that stimulates dialogue.

**Responsible:** Per Sonnvik

**Venue:** Both indoors and outdoors.

**TEAM FINLAND**

**Workshop 4 - GreenComp – What sustainability competencies do we need in the future?**

***GreenComp is the European sustainability competence framework that should promote environmental learning throughout the European Union. But what does GreenComp mean in practise? In this workshop we will ponder how to boost sustainability skills in our target groups, and how to evolve our educational programs even further through GreenComp.***

**Aim (Why)**

* GreenComp helps to identify a set of sustainability competences to feed into education programmes to help learners develop knowledge, skills and attitudes to promote sustainability.

**Content (What)**

* Getting familiar with EU’s GreenComp sustainability competencies
* How to benefit from this framework in environmental education and nature interpretation?
* Testing methods in applying sustainability competencies in action

**Methods (How)**

* Methods for valuing sustainability and supporting fairness
* Methods for embracing complexity & systems thinking
* Methods for futures literacy and adaptability

**Responsible:** Satu Jovero/ Environmental education specialist at SYKLI

**Venue:** Indoors

**Workshop 5 - From observation to understanding of nature**

***Everyone has the right to understand how human actions impact nature and our environment. Up-to-date knowledge is essential to assess nature's state and the effects of our actions in a changing world. In this workshop, we’ll explore biodiversity, global goals to halt its loss, Finland’s national measures, and digital tools to learn about local nature. Through species observations, we’ll build an ecosystem and practice systemic thinking in a hands-on "nature expert" activity.***

**Aim (Why)**

* To increase understanding of ecosystems and environmental changes
* To see us humans as a part of nature
* To increase understanding of biodiversity efforts

**Content (What)**

* From observation to understanding nature
* From international agreements to national activities
* Nature information from researchers to citizens

**Methods (How)**

* Observation of nature
* Modelling: we model the ecosystem from observations and bring in human caused environmental impacts
* Role play: taking on the role of a naturalist or expert

**Responsible:** Sanna Saari-Vesterinen/ LYKE-network

**Venue:** Indoors

**Workshop 6 - National Park Simulator**

***In this workshop you will play the National Park Simulator, an educational game developed by the nature school in Haltia Nature Centre, Finland. The aim of the game is to make a miniature national park with as high biodiversity as possible.***

**Aim (Why)**

* to learn about biodiversity and nature conservation in an inspirational way
* to get to know different methods of nature conservation
* to discuss how to reconcile nature conservation with recreation

**Content (What)**

* an outdoor educational game for 5th-9 th grade students and adults
* creating miniature national parks with high diversity of species and habitats
* planning sustainable hiking facilities with a strong emphasis on biodiversity

**Methods (How)**

* gamification: doing assignments and getting rewards
* cooperation skills, teamwork
* creativity and imagination skills

**Responsible:** The workshop is led by Haltia´s nature educators Maria Salin and Elina Pilke.

**Venue:** Outdoors

The game materials are mostly in Swedish and Finnish, but we will give the instructions in English. Here you can have a look at the game materials in swedish: [https://julkaisut.metsa.fi/sv/publication/nationalparkssimulatorn/](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fjulkaisut.metsa.fi%2Fsv%2Fpublication%2Fnationalparkssimulatorn%2F&data=05%7C02%7C%7C5a2376f60144481ab70808dceea76cc0%7Cba786a811f15494e8af9b6050456db10%7C0%7C0%7C638647650062688778%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=t7NaBgS3hrbzGpd6p24Ldskquxr55FSquSP4zLMvIms%3D&reserved=0)

**TEAM DENMARK**

**Workshop 7 - Scientific Knowledge in Nature Interpretation**

***Based on the Danish nature interpretation pedagogy, which emphasizes practical application and experiential learning where participants’ encounters with nature are central, this workshop will focus on balancing scientific knowledge with the participants’ own experiences.***

**Aim (Why)**

* Scientific knowledge underpins effective nature interpretation, grounded in hands-on learning and using nature as a classroom.
* Danish nature interpretation tradition emphasizes that scientific knowledge is not just about providing information but about creating curiosity and a deeper connection to nature.
* Focusing too much on facts can create distance if participants' experiences are ignored. The Danish approach connects both mind and heart.

**Content (What)**

* Exploring how scientific knowledge can be used to inspire wonder and deeper understanding of nature through active learning methods.
* Focus on developing interpretative methods that integrate knowledge with participants’ sensory experiences and reflections on their own relationship with nature.
* Introduction to methods where complex scientific concepts are conveyed through simplicity and practical examples that resonate with participants.

**Methods (How)**

* Activities that combine scientific depth with engagement.
* Field exercises to adapt communication for both children and adults while sparking curiosity.
* Reflecting on using nature as a learning space where knowledge and experience come together.

**Responsible:** Rikke mortensen and Søren Rafn

**Venue:** Indoors and Outdoors

**Workshop 8 - Nature Formation (Naturdannelse)**

***This workshop delves into the Danish approach to nature formation, integrating the five elements (material, experiential, cognitive, emotional, and philosophical) and using Giusti’s 10 signs of nature connectedness as an evaluation tool. The focus is on enhancing participants’ connection to nature through sensory experience, reflection, and practical actions, while assessing and refining their nature connectedness.***

**Aim (Why)**

* Nature formation integrates elements to foster a comprehensive relationship with nature.
* To give means to educators to assess the depth of participants’ connection to nature, ensuring that activities go beyond surface-level engagement.
* By evaluating these signs, nature interpretation can be tailored to foster more meaningful, emotional, and lasting bonds with nature, ultimately leading to stronger environmental awareness and action.

**Content (What)**

* The workshop will explore how the five elements of nature formation (material, experiential, cognitive, emotional, and philosophical) can be combined to create an immersive, holistic learning experience.
* Giusti’s 10 signs of nature connectedness will be used to evaluate participants’ nature connectedness across dimensions of sensory engagement, emotional bonds, and actions for nature.
* Participants will learn how to design activities that support both nature formation and the evaluation of nature connectedness to improve their interpretative practices.

**Methods (How)**

Participants will engage in exercises that blend sensory experiences, emotional reflection, and practical actions to deepen their own and others’ connection to nature.

Methods will be provided for using Giusti’s signs to evaluate participants’ nature connectedness during and after activities, ensuring meaningful engagement.

Tools for adjusting nature interpretation activities based on evaluation results will be discussed, allowing educators to better meet participants’ needs for connecting IN, WITH, and FOR nature.

**Responsible:** Jaris Bigler and Giuliano Matessi

**Venue:** Indoor and Outdoors

**Workshop 9 - Views of Nature (Natursyn)**

***This workshop explores how Danish nature interpretation works with views of nature to facilitate reflection on humanity’s role in the natural world. Aligned with the Danish tradition, it focuses on how nature interpreters can facilitate debates and reflections on ethical and sustainable relationships with nature.***

**Aim (Why)**

* Understanding different views of nature is central to Danish nature interpretation, as it shapes participants’ attitudes and actions regarding nature conservation and sustainability.
* Awareness of the conflicts that may arise between different views of nature (anthropocentric, ecocentric, biocentric) is crucial for navigating a modern society where nature’s space is under pressure.
* Reflection on views of nature promotes a more nuanced interpretation, helping participants develop a deeper ethical relationship with nature.

**Content (What)**

* The workshop presents among others three primary views of nature and examines how they influence teaching and pedagogical practices in Danish nature interpretation.
* Focus on how different views of nature can be communicated so that participants have the opportunity to reflect on their own viewpoints and understand others’ perspectives.
* Discussion of how nature interpreters can manage conflicting views of nature, e.g., in debates on conservation, sustainability, and humanity’s place in nature.

**Methods (How)**

* Through case-based exercises, participants will practice methods to facilitate discussions about views of nature.
* Practical exercises in identifying views of nature in interpretation situations and adapting communication to participants’ perspectives.
* Reflection on personal views of nature and their impact on interpreting nature’s role in sustainability and conservation.

**Responsible:** Sanne Rimpler and Johanne Christiani

**Venue:** Indoors and Outdoors

**TEAM NORWAY**

**Workshop 10** - **Visitor Management and Communication. How can we facilitate deeper nature relations?**

***There is an increasing tourism pressure on natural landscapes and heritage areas in certain areas across the Nordic countries. This pressure has led to a focus on the field of visitor management. This workshop will attempt to create an overview of this topic and engage participatns to discuss fruitful approaches that can contribute to the work in the Nordic countries.***

**Aim (Why)**

* There is an urgent need to provide effective ways of working and concrete (communication) tools to those actors that are facing increased tourism pressures across the Nordic countries
* There is a need to gather more knowledge and practical experiences on how communication, and interpretation, can contribute to protecting natural sites and local communities.
* In this work, there is also an opportunity to help facilitate stronger nature relations among visitors (and local populations).

**Content (What)**

* More knowledge about visitor management and communication among site managers in parks and protected areas can ensure the protection of valuable natural areas.
* How interpreters can contribute to meaningful experiences.
* A reduced footprint is still a footprint. Discussion about this fact.

**Methods (How)**

* Initially a short presentation on the field of visitor management and how it applies to communication (and more specifically interpretation).
* The presentation and discussion of relevant examples across the Nordic countries.
* Group discussions and a joint statement on future work in this area.

**Responsible:** Kristian Bjørnstad (director of the Norwegian Parks Association). He is an interpretive planner and trainer, and the Norwegian country coordinator for Interpret Europe.

**Venue:** Indoors

**Workshop 11** - **Public right of access! Possibilities and boundaries for Interpretation!**

***The public right of access is a fundamental right for people in the Nordic countries, and a prerequisite for outdoor life, nature experiences and interpretation. Both new challenges for the public right of access and new possibilities for interpretation in our time is part of this workshop.***

**Aim (Why)**

* This workshop will discuss how the public right of access gives us as nature interpretators’ huge possibilities to use both public and private own areas as arenas for nature and cultural interpretation.
* We need to inspire outdoor-life and nature experiences especially for people that have some kind of limitation for taking part in the possibilities, and people that are not familiar to the possibilities the public right of access gives.
  + Knowledge about public right of access and its boundaries is necessary to avoid conflicts and ensure support for access to outdoor life in the Nordic countries.

**Content (What)**

* The workshop presents examples of how it has been worked with the topic in Norway from different perspectives.
* To spread knowledge about public right of access to our new inhabitants as an integration topic.
* To have knowledge about public right of access is prerequisite for nature interpretation activities.

**Methods (How)**

* Initially a short presentation of the history and situation today for public access in the Nordic countries.
* Prepared presentations and discussions of how the participants in the group practice their teaching about public access, especially with immigrants as a target group.

**Responsible**: Torfinn Rohde (Nature and culture interpretator and retired World Heritage coordinator.)

**Venue:** Indoors and outdoors.

**Workshop 12** - **Fear of working with conflict-filled topics?**

***Carnivors? - “I don’t dare.”***

***Salomon hearding? - “I don't like.”***

***My footprint? - “What I do doesn't matter!”***

***Our world is entering a time of worrying contrasts in the environment and also in relation to people's knowledge and opinions. As nature interpreters, we need to practice working with conflict-filled topics in a neutral way.***

**Aim (Why)**

* Understanding why and how the nature interpreters’ function is relevant when we have to work with difficult topics that are subject of major discussions in society?
* In the years to come the level of potential conflict areas will increase, due to increased pressure upon nature resources. We need to touch conflict-filled topics.
* By ensuring equal knowledge of difficult topics, it will reduce the level of conflict.

**Content (What)**

* By understanding different opinions on difficult issues, we become better able to find solutions.
* The nature interpreters are objective and unpolitical and by giving knowledge about difficult topics people will be able to – by themselves – to choose the best solutions which also will reduce the conflict level.
* The workshop will show examples on how we have been working with conflict topics in Norway by using the fear of carnivours as an example.

**Methods (How)**

* Introduction to the topic. Stencils, news articles, posts from social media, “kitchen table talk”. To understand where the conflicts originate.
* Examples from the conflict interpreters in Norway, using examples from the interpretation of the teaching plan; “fear of bears”.
* Discussion of other conflict areas in the Nordic countries and how to deal with them.

**Responsible:** Benny Sætermo (Nature interpreter Nordland nationalpark center)

**Venue:** Indoors

**TEAM ICELAND**

**Workshop 13 - Nature interpretation in everchanging nature**

***The constantly evolving landscape in Iceland provides a unique opportunity to observe the impact of climate change and volcanic activity. This workshop aims to share experience on how the everchanging nature in Iceland is incorporated into our nature interpretation.***

**Aim (Why)**

* To share how nature interpretation is used to educate about everchanging nature

**Content (What)**

* Geodiversity – Glaciers, volcanoes and natural hazards
* Iceland as a natural laboratory on climate change and glaciers
* Interpreting through different senses – samples from Iceland

**Methods (How)**

* Different ways to work with geodiversity.
* Discussions on how you can interpret nature you are not familiar with
* Various hands-on methods that can be used to engage people to understand the topic in the classroom

**Responsible:** Nína Aradóttir

**Venue:** Indoors

**Workshop 14 – Creative ways to interpret nature**

***Art, storytelling and hands-on making are powerful tools to connect us with nature. This workshop aims to share insights into how creativity is used to enhance nature interpretation in Iceland.***

**Aim (Why)**

* To share ideas among the Nordic countries to work creatively in nature interpretation

**Content  (What)**

* Storytelling in nature interpretation
* How to engage with the broader community
* Natural materials and their possibilities

**Methods  (How)**

* Head – Hand – Heart – How we connect with nature?
* Discussion on various ways to work creatively in nature interpretation
* Activity working with hands-on materials and storytelling

**Responsible:** Helga Aradóttir & Torfi Stefán Jónsson

**Venue:** Indoors

**Workshop 15 – What is more important: climate change vs. biodiversity?**

***Climate change and biodiversity loss are interconnected. However, actions against climate change can have a negative effect on biodiversity.This workshop explores how nature interpretation can be used to tackle different views on nature protection.***

**Aim (Why)**

* Enhance education on biodiversity

**Content (What)**

* Raise awareness on how climate change and biodiversity are intertwined
* The role of national parks and protected areas
* Overview of traditional actions against climate change and how they affect our ecosystems

**Methods (How)**

* Ecosystem approach – the definition of biodiversity
* Interactive games and puzzles
* Discussions on different views on nature protection

**Responsible:** Helga Hvanndal Björnsdóttir

**Venue:** Indoors