



e-ARTinED GOOD PRACTICE REPORT

THE SWEDISH CODE OF CONDUCT (three parts)

3. Sustainability and Recycled Art in Nature

The *Swedish Outdoor Access Rights* combined with *the Convention of Children's Rights* fit perfectly well, as can be seen in our three connected best examples, with the Swedish Curriculum and with the two e-ARTinED themes: *Social Inclusion* and *Nature through the Arts*; to Experience Nature as well as to Protect Nature.

Project Partner	Viksjöforsbaletten, Sweden
School involved in piloting	Viksjöfors School
Venue(s)	School and School yard
Date/s and time	April-May 2016
Art form	Drama, Art and Music
Names of the teachers and the artists involved in piloting	Maria Bergstrand, Anki Waltersson, Elisabeth Guthu, Wictoria Kastemyr, Sofie Widarsson, Helena Ehrstrand, Niclas Wahlén and Yohannes Zeray.
Students' age	6-13
Number of students	60
Duration of the piloting	4 x (30-45 minutes)
Teaching Aids	<ul style="list-style-type: none"> • Computer with internet connection, and links to film connected to the television. • Poster with pictures and captions relation to "<i>The Right of Public Access.</i>" • Garbage, tree forks (as seen in photo), sandpaper, brushes, paint, caps, hammer, nails, wire, yardstick, nippers, paper and pencil.

Erasmus+ Grant Agreement Nr: Project: E-ARTinED - ID KA201-01226718

The school: Viksjöfors School

Previous similar experiences: The Art in Ed project.

Prerequisite Student Knowledge: [Recycling Musical](#)¹ and a [Theme Day about the Right of Public Access](#)²

Procedure:

First lesson (30 minutes)

1. Lead-in discussion (introduction) to awake children's interests and previous knowledge before giving them a good understanding on the concept being taught.
2. We took part of and discussed a poster with the thirteen different points incorporated in [The Right of Public Access' code of conduct](#)³.
3. Watched film on [The Right of Public Access](#)⁴

Second lesson (45 minutes)

1. Watched film about [hazardous litter in natural environments and habitats](#).⁵
2. We went to the woods where the class took part in a drama prepared by two teachers that were already equipped and in place:

Litter-Lisa and Maria are the main characters. "Litter-Lisa" throws litter everywhere and doesn't seem to understand the importance of keeping a clean environment, and "Maria" with help from the class shows "Litter-Lisa" the importance of keeping a clean environment by cleaning up after "Litter-Lisa."

3. We also brought caps and other garbage from the woods, as well as tree forks found on the ground to create instruments.

Third lesson (30 minutes)

1. Students made instruments using caps, tree forks and wire.
2. Students polished, painted, measured made holes and put together their instruments.

Fourth and final lesson (30 minutes)

1. We sang and played with handmade instruments.
2. We wrote our own environmental themed lyrics to an existing melody, and all children participated and contributed ideas.

¹ Link to musical: <http://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/recycling-nov-dec-2015/>

² Link to theme day: <http://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/the-right-of-public-access-childrens-rights-april-2016/>

³ Link: http://www.hsr.se/sites/default/files/styles/hsr_content_media/public/allemanratten-affisch-nytt.jpg?itok=-E1W8VqI

⁴ Link: <http://urskola.se/Produkter/155112-Barr-och-Pinne-raddar-varlden-Allemansratten>

⁵ Link: <http://urskola.se/Produkter/155110-Barr-och-Pinne-raddar-varlden-Farligt-skrap-i-naturen>

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Outcomes:

Through this practice, on completion of work, students grasped the following concepts:

1. How people's everyday choices can contribute to a sustainable environment.
2. The right of public access' rights and obligations.
3. Building and constructing with help of different materials, tools as well as techniques.

Observations

Reflections from the teachers:

These were our teaching goals:

- *Promote student's understanding of the "Right of Public Access" (Allemansrätten).*
- *Encourage students to take responsibility for nature and wildlife, and to not disturb nor destroy natural habitats.*

And this is what we noticed:

- *Students had greater knowledge and understanding regarding EVERYONE'S rights and responsibilities when in the wild.*
- *Students showed a willingness to show consideration for not only the environment and different natural habitats, but also for other people.*
- *Students are capable of articulating/expressing themselves through drama, art and music.*

Findings and conclusion

Sustainability and Recycled Art in Nature is the third out of three connected education projects i Viksjöfors school on *the Swedish Code of Conduct*.⁶

We have chosen this part of the e-ARTinEd project, *Sustainability and Recycled Art in Nature* as one of our Best Practices. If you check all three parts, with their *procedures*, *outcomes* and *observations* you can see why!

Visit link to [the community of practices](#)⁷ to see piloting videos, photos, teacher's guides and resources!

⁶*The Outdoor Access Rights* in combination with *the Convention of Children's Rights*

⁷ Link to the community: <https://artinedviksjofors.webbstjarnan.nu/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/recycled-art-in-nature-april-2016/>