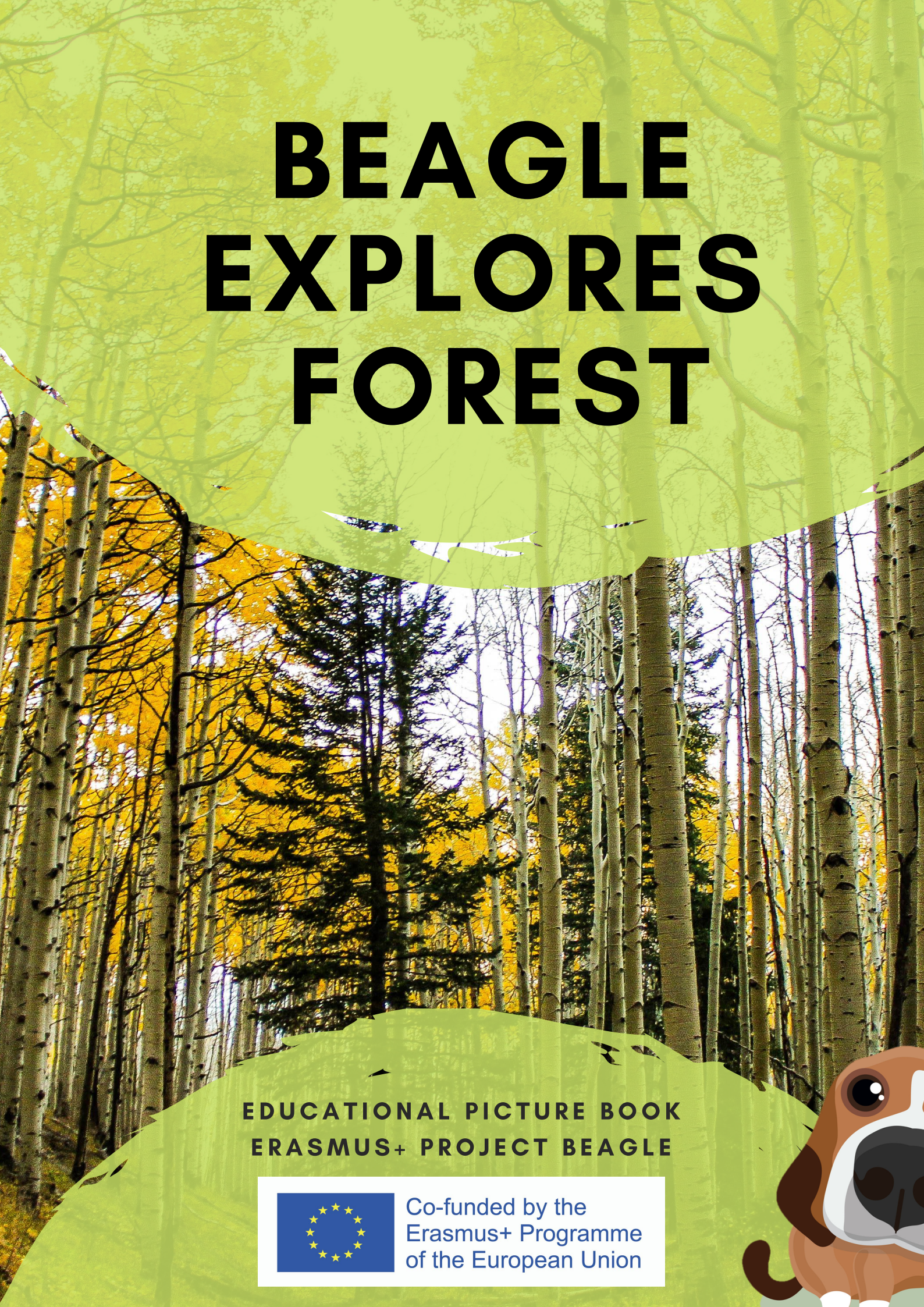
BEAGLE EXPLORES FOREST



EDUCATIONAL PICTURE BOOK

ERASMUS+ PROJECT BEAGLE

Co-funded by the Erasmus+ Programme of the European Union

Page intentionally left blank

First BEAGLE educational picture book

Beagle explores forest

Authors

Antonio Kovacevic & Marija Kragic

Art

©Pixabay/Pexels/UlHere
©Canva

Copyright

Materials can be used according to the:
Creative Commons License – Non Commercial Share Alike.

Disclaimer

This project has been funded with support from the European Commission. This publication reflects the views only of the author(s), and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by the Erasmus+ Programme of the European Union

AGENCY FOR MOBILITY AND EU PROGRAMMES

beagle
Bioethical Education and Attitude Guidance for Living Environment

Contents

- Foreword_____3
- Introduction_____6
- Beagle explores forest_____7
- Methodological chapter_____27
- Workshop cutout materials_____33

Foreword

In your hands you're holding the result of the second intellectual output of the project BEAGLE – Bioethical Education and Attitude Guidance for Living Environment. Project gathers partners from Croatia, Slovenia, Italy, and Greece, under the umbrella of Erasmus+ platform, with a common goal of promoting bioethical education, developing critical thinking, and overall changing of attitude towards better understanding of our environment.

First thing one might notice opening this picture book, is that there are no pictures! Our intention was to create a unique tool for the classroom – one than can serve both students and teachers alike. Thus, this book is not only a didactic tool with educational stories and accompanying questions for discussion, it's also a creative one! It's a canvas on which students can express themselves freely, and engage directly into creating a story.

That being said, there are few distinctive parts of this book, which require further explaining. **On the left pages**, you will find main story of the book which follows our Beagle on its adventure. Each short poem follows main story line, and is accompanied by series of bioethical questions, problems or tasks that can be used to lead a discussion. Questions can be used together in one class, or separately, in few sessions, depending on preferences and resources of the teacher.

As the left pages are dedicated to reading and listening, verbal expression, critical thinking and collective discussion, **right pages** are designed for artistic expression and creative tasks. Right pages are there to remind the students that they are important part of our environmental story! It is their task, if they wish, to accompany the main story with the illustrations, or complete the creative assignments of their choosing. Suggestions at the top of every right page can be taken into consideration or not. It is up to student.

At the end of the book, in separate **methodological chapter**, teachers can find detailed explanations of tools and methods that may be helpful for using this book, in the class or in general.

Additional remark

Educational picture book "Beagle explores forest" is designed as an interactive multipurpose didactical tool. The book is published online, easily downloadable in PDF formatting, and free for use.

Keeping in mind the environmental message we try to convey, it is worth mentioning that the complete book **does not have to be printed in order to be adequately used in the classroom!**

Stories and questions, for example, can be implemented with the help of the computer or projector. Creative tasks and assignments on the right pages, which were constructed to follow the main story, and strengthen the message behind it, can mainly be drawn, painted, or in other creative ways performed **on a plain scratch paper.**

For more info about the BEAGLE project and other open educational resources, visit:

www.beagleproject.eu

Page intentionally left blank

Introduction

Dear reader,
ask a question you might,
what type of book I'm holding,
there's no pictures bright?

There's no pictures dark nor grey,
no pictures at all, it's clear as a day!

Well, dear reader, let me say,
you, yourself, some drawings may lay!

This is a book to create in your class,
you can draw animals, plants or grass.

A book for thinking this is,
as you learn about nature, sea, and trees!

So, dear reader, grab your crayons, brush and pen,
as you meet some animals, from tiger to hen!

Now, follow our Beagle, our smart little dog,
as he guides you from forest, through mountain, to bog.

Beagle explores forest

Our Beagle is smart dog,
he's really curious,
but what he found on his journey,
did make him furious.

As he traveled through the cities,
he saw things that make him sad,
the way people treat environment,
made him even mad.

“So much trash in cities I’ve seen,
why don’t people care about nature,
why are they so mean?”

Questions for class:

- *What other things Beagle possibly saw in cities that could make him sad?*
- *If Beagle visited your city, what would make him sad? Is there anything that could make him happy as well?*
- *How do people treat environment?*

Task no. 1. - recycling:

At the end of this book, on page 34, you will find cut out templates of various trash. Help our Beagle to clean the city, by cutting out the trash, and pasting it under the proper recycling bin.

PAPER	PLASTIC	ORGANIC

Our Beagle was thinking,
hard through and through,
how to save our nature,
with the help of me and you.

He wasn't worried,
although he was alone,
because saving our planet,
means saving everybody's home!

"I know what to do first!"
Shouted Beagle at last,
"I need to learn about the nature,
and I need to do it fast!"

"And when I learn about my planet,
I mustn't keep it to myself,
knowledge is for everyone,
it's not for sitting on a shelf!"

"I'll start my journey,
asking for help my friend,
if I do it in company,
quicker my journey will end."

Questions for class:

- *How can knowledge help us save planet?*
- *Do you think that adults know enough about the environment? Do they talk enough about it?*
- *Do you want to learn more about the environment? Why?*

Task no. 2. - drawing:

What is nature for you?
Think about it, and then draw on this page
what is nature to you.

Our Beagle was thinking,
he pondered his head,
“I may ask owl, she’s smart,”
people have said.

So, to ask owl our Beagle has gone,
but when he got there,
she wasn’t at home.

“Where’s wise owl,”
he asked a nearby ant,
“I need her to help me,”
as the small animal rested on a plant.

“I’m not sure,”
answered small ant,
“I think she flew away,
more than that say I can’t.”

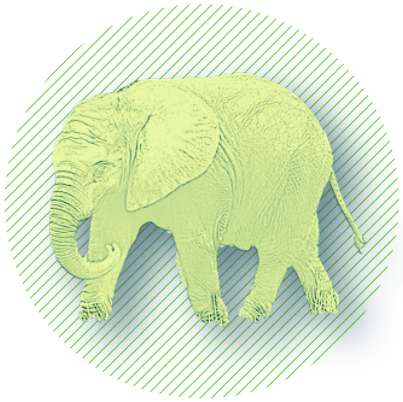
Questions for class:

- *Why people say that an owl is smart?*
- *People say that owl is smart and ant is hardworking, do you know “qualities” of some other animals?*
- *Where could owl fly away? What do you know about owls?*

Task no. 3. - thinking:

In word grid, we've placed 5 different animals, vertically or horizontally. You can see their pictures as well! Find these animals in the grid and circle them!

Q	E	T	Z	I	P	A	D
G	J	L	O	W	L	Y	V
B	M	W	R	Z	B	C	C
S	F	H	D	E	E	R	A
E	L	E	P	H	A	N	T
N	C	Y	J	Q	R	A	S



Our Beagle thanked the ant,
and continued his quest,
he'll search the whole forest,
before he can rest.

He searched the whole woods,
until he found a good spot,
after whole day of searching,
owl was hiding in a forest lot.

"Why are you hiding,
my friend dear,
what happened to your home,
I want your story to hear?"

"Some people came,
and cut down my tree,
my home is destroyed,"
said owl without a glee.

Questions for class:

- *Why do people cut forests down?*
- *For what purposes do people use trees and wood?*
- *In your life, where do you use wood?*

Task no. 4. - building:

Our poor owl has lost her home and is left on a blank page. Try picturing a perfect new home for her. Draw the new home on this page.

"But why did they do that,"
Beagle was confused very,
"why destroy nature,
that sounds so scary!"

Owl wasn't sure,
she was confused too,
not knowing the answer,
made her feel blue.

So owl was thinking hard,
but not without a scare,
"I have an idea!
Let's teach humans to care!"

"If they learn about the nature,
if they think, speak and read,
maybe instead of destroying,
they can plant a forest's seed."

Questions for class:

- *Why do people cut forests down?*
- *For what purposes do people use trees and wood?*
- *In your life, where do you use wood?*

Task no. 5. - investigating:

Have you ever seen, on products such as water bottles or paper boxes, some sign connected with preserving nature? Find that sign, explore what it means, and draw it or cut it out and paste it here!

"So, my dear friend,
listen to my plan,
we can begin with a forest,
let's show its beauty to a man!"

Our Beagle was happy,
that idea sounds great,
we'll explore all the woods,
and set the record straight!

Let's begin to examine,
we can start with a single tree,
let's explore its value,
Beagle, what can you see?

"I see beautiful leaves,
branches, trunk, and root,
I see that it can feed us,
there's many types of fruit."

Questions for class:

- *Do you know any other parts of a tree?*
- *What do trees need to grow healthy and big?*
- *What types of fruit grow on trees?*

Task no. 6. - drawing:

Draw your favorite tree on this page, and mark its most important parts!

"Trees are useful very, they feed you,
and you can rest in their shade,
but most importantly, without trees,
oxygen can't be made!

It would be hard to breathe
with no help from trees and plants,
without its green cover,
Earth won't stand a chance!

Animals would lose their home,
no place for them to sleep,
imagine if someone took your home,
that's quite an issue deep.

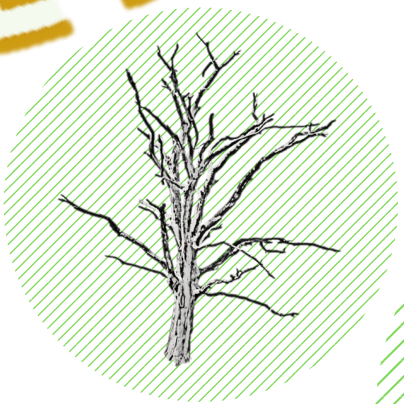
Small animals, big animals,
no matter the size,
we'll lose so many friends,
and that wouldn't be wise!

Questions for class:

- *Can we survive without oxygen?*
- *Why else is it important for Earth to have its green cover?*
- *Can you name some small animals that live in the forest?*
- *Can you name some big animals?*

Task no. 7. - finding a way:

Our Beagle got lost in the labyrinth. There are two ways he can escape outside, one right, and one wrong. Help him to find a right path that will lead him to a healthy tree!



"Among trees, there's birds,
there's bears, all kinds of stuff,
if we start naming them all,
this page won't be enough!

Just for fun,
we can recognize few,
let's start with smallest animals,
we may learn something new.

Some insects make honey,
like hardworking bee,
some bugs carry seeds,
and they'll help to grow a tree!

Some animals are much bigger,
don't get too scared,
they also need help,
so you better come prepared.

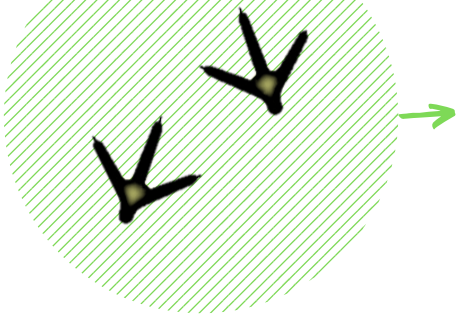
You may see a snake,
a lynx, or a bear,
but they're also in danger,
they also need care.

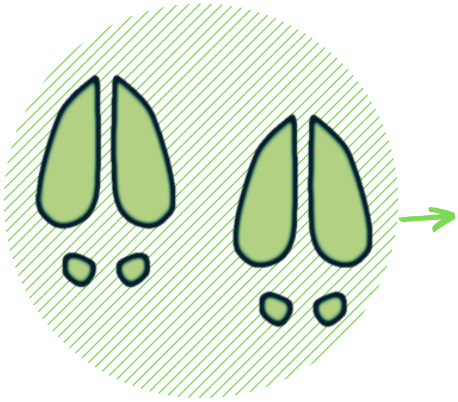
Questions for class:

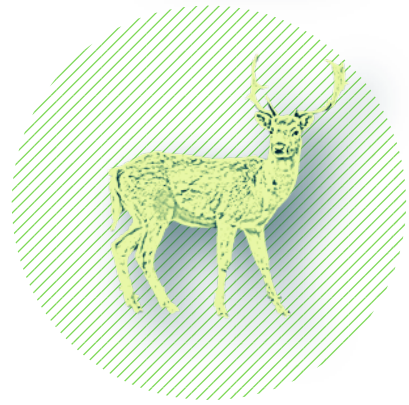
- *Can you name some bugs or insects?*
- *Do you think they are important for forests? How?*
- *Do you think they are important for humans? How?*
- *How can a human be dangerous for big animals like bears?*

Task no. 8. - cleaning up:

Some animals made a mess and left their muddy footprints on this page. Connect the right animal with their footprints.







"But, no matter if they're large,
or fit in palm of a hand,
what all these animals have in common,
is that forest is their land.

They all live together,
in perfect green balance,
some can fly, some may crawl,
they all have their talents.

In keeping our environment healthy,
they all have their role,
by playing their parts,
they keep our planet whole!

Questions for class:

- *Do you know what "circle of life" is?*
- *Do you thinks humans can live on planet alone?*
- *Can you imagine life on Earth without any animals or plants?*

Task no. 9. - connecting:

At the end of this book, on page 36, you will find 4 cut out templates. Cut them out, and paste them in the proper place to complete the circle of life!

So, my dear Beagle,
I think we learned some stuff,
you see, when you talk about the nature,
it's not that though!

I think we have enough for now,
we'll return with a new story,
there's much more to know,
but no reason to worry.

When we return again,
we can talk about more animals, mountains or the sea,
after this first book, we plan to
write at least three!

So go now, dear Beagle,
share what you learned with a friend,
and maybe together, just maybe, our
green home we can mend.

Questions for class:

- *Did you learn something new on these pages?*
- *Why is it important to talk about these issues?*
- *How can talking or thinking about this problem help to solve it?*
- *Is thinking enough, what else can we do?*

Task no. 10.
Making an impact.

Well done!
You've come to the end of our book
and successfully completed
all creative games!

However, there is one more very important task:

Ask your parents or teachers for a bit of help,
find one seed, and plant it in the nature.

Every forest starts with
one single planted seed!

Methodological chapter

The methodological basis for conducting workshops, classes or lectures using this picture book is derived from the educational material **Bioethical café**, developed as a part of the Erasmus+ project BEAGLE (Bioethical Education and Attitude Guidance for Living Environment).

Together with the methodology described bellow, all the materials can be found on the project web-site: **www.projectbeagle.eu**

Bioethical café

Introductory note:

This workshop can be done with wide range of age groups. Make sure that bioethical topic, number of participants, time and level of discussion are adopted to the group age.

- **Age range:** 7-99 years old
- **Time:** 60-90 minutes
- **Group:** 10-15 participants
- **Materials and tools:** Black or white board, several sheets of paper, markers.
- **Educational methods:** Socratic dialogue, philosophical dialogue.
- **Key learning points:**
  Encourage participants to:
  - think about their relationship with nature
  - understand nature and processes in the nature
  - re-establish their connection with the nature
  - think critically

Introduction to Bioethical café

The first Socratic café was organized in Paris in 1992, by Marc Sautet (1947-1998), professor of philosophy at the Paris Institute of Political Science (French Institut d'études politiques de Paris). This workshop is adapted version of philosophical café for bioethical education.

Step by step - how to do it?

- If you are working with children, make sure that they are comfortable and relaxed.
- They can sit however they want, but they need to be aware of your (facilitator's) presence in every moment.
- Facilitator starts the workshop by presenting himself and gets to know participants/children.
- Facilitator presents the rules of participation in the workshop to children:
    - **If you want to say something, you need to raise your hand.**
    - **You need to listen to others very carefully, because it is very important to follow the discussion.**
    - **Think about the topic of discussion and express your opinion.**
- Facilitator explains agenda of workshop:
    - Participants need to propose five to ten topics for discussion. Every topic related to the nature is welcome. If you work with small children (7-12) you propose first few topics. Examples for the discussion can be found on the next page.

Examples for discussion

Keeping in mind that wide variety of themes and subjects can be utilized, next examples were used to set an example for conducting bioethical café:

- **Wolves – good or bad animals?**
- **Should animals be in ZOO?**
- **Should people have pets?**
- **Do we like ugly animals?**

Next steps

- When facilitator proposes a few topics ask children what topic they want to discuss about.
- Encourage children to propose topics. If they propose a topic that is not connected with bioethics, explain to them why this topic is not connected with bioethics.
- Every proposed topic needs to be written on the board.
- Every proposed topic needs to be explained with one or two sentences.
- Children vote for one topic.
- Start discussion about the topic with most votes.
- **Start the discussion** with the explanation of the topic by the author of the said topic. Try to find something interesting in the explanation and ask a question about it.
  - **For example:** *Do you think wolves are good or bad animals?*

- Then, encourage children to answer. Through children's responses the facilitator asks the following question.
  - **For example:** What do you think about common opinion that wolves are bad animals? Or: Why are wolves bad in every fairy tale or fable?

- Every new question needs to be connected with the answers in discussion.
  - **Questions can, for example, go in this direction:**
    - *Are wolves bad for people or are people bad for wolves?*
    - *Who determines goodness or badness of the wolf?*
    - *Who makes more damage? People to wolves or wolves to people? Why?*

- Having final and precise definition is **not the main purpose** of the workshop! The aim is to **encourage** participants/children to think about nature and their relationship with it.

- After 45 minutes of discussion, facilitator is to end the discussion. If you work with adults, discussion can go on for up to 2 hours.

- Take 5 more minutes for meta-discussion, ask children how do they feel about the workshop, did they learn something, etc.

Tips for facilitators

- Tips for facilitator written by Reich (2003) for Socratic method, can be well used in this workshop:
- Look for a suitable space and create a welcoming environment
- Learn participants names and have the participants learn each other's names
- Explain the ground rules
- Ask questions and be comfortable with silence. Silence is productive. If nobody replies, re-phrase your question after a while.
- Create what Reich calls “productive discomfort”. Do not remove discomfort immediately because this is how independent learning feels like. Allow participants to gain comfort with ambiguity.
- Welcome new differences.
- Do not reject “crazy ideas” since they can offer a new perspective but discourage ideas that are an attempts to escape engagement.
- Above all else, use follow-up questions to clarify points in the answer to a previous question
- As a facilitator, be open to learn something new.

For more info about the BEAGLE project and other open educational resources, visit:

www.beagleproject.eu

BEAGLE partners:

Association for supporting of informal education, critical thinking and philosophy in practice "Petit philosophy" (Zadar, Croatia)

STePS (Bologna, Italy)

Association Internet Now! (Athens, Greece)

University of Ljubljana - Faculty of Theology (Ljubljana, Slovenia)

University of Split - Centre for Integrative Bioethics (Split, Croatia)

Co-funded by the Erasmus+ Programme of the European Union

AGENCY FOR MOBILITY AND EU PROGRAMMES

beagle
Bioethical Education and Attitude Guidance for Living Environment

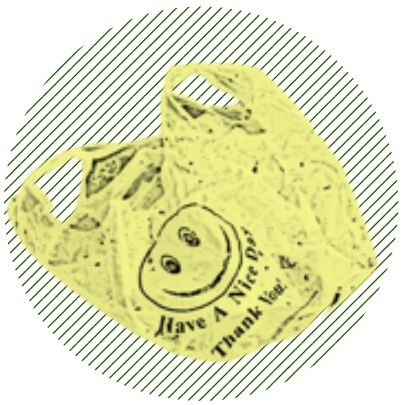
Workshop cutout materials

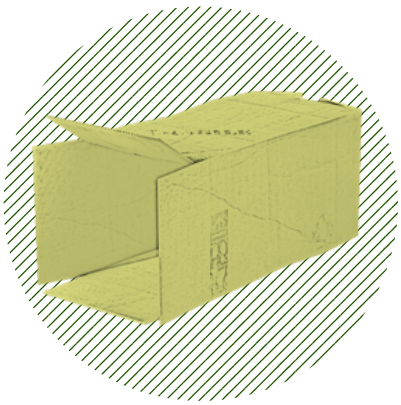
On next few pages you will find cut out templates for tasks **no. 1.** (page 8) and **no. 9.** (page 24).

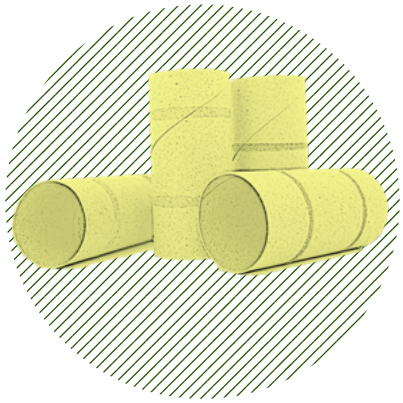
For these tasks, supplies and materials such as scissors, glue or scotch tape are needed.

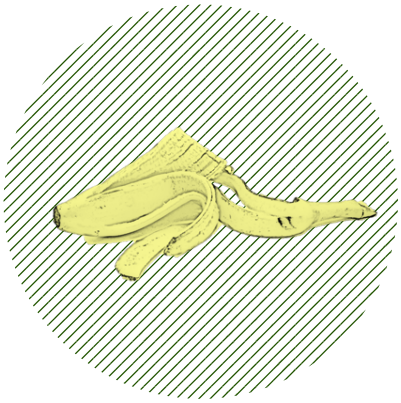
However, keeping in mind the **Additional remark** (page 4), it is worth mentioning that tasks can adequately be completed by drawing or painting cutout templates on scratch or old paper, instead of printing the materials.

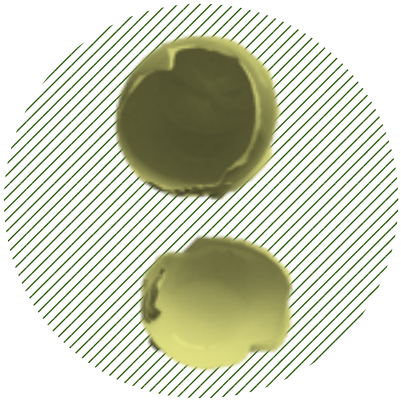
Cut out templates
for task no. 1. - recycling
(on page 8)

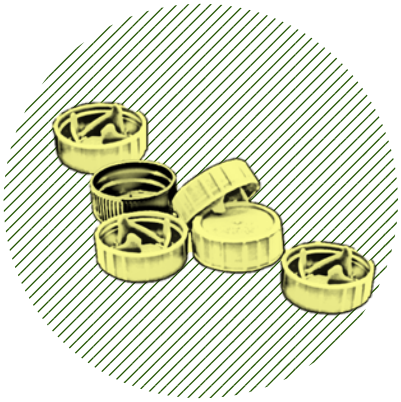
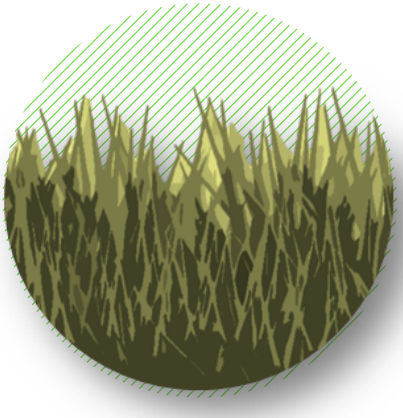
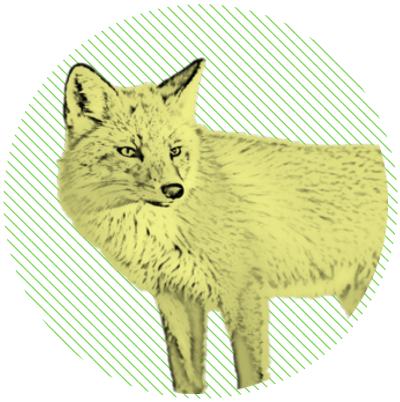












Cut out templates
for task no. 9. - connecting
(on page 24)