



## PLANT TREES

**Goal:** Pupils will find a place for a new forest, wilderness or orchard. They will prepare everything for planting or sowing in the autumn.

**How long:** One month

**Who:** 13–99

**Where:** Developed areas / rural areas / woodland

**When:** All year round

The first challenge, Memorable Tree, protected the old and massive trees, which are so easy to cut down but it's worse to plant them again in the right place. This challenge invites you to actively plant new trees or promote rejuvenation in forests. It is divided into three „sub-challenges“;

consider which ones are possible for you:

- 1. Plant a Tiny Forest – a wild corner in a city full of trees that will grow quickly and densely.**
- 2. Plant or care for a school forest – a forest stand in existing woodlands, within the limits of the law.**
- 3. Enrich your school grounds with traditional fruit tree varieties or contribute to a community orchard.**

It would be easy to say „plant trees“. It is a call to action that is heard from many sides these days. But sometimes it happens that trees are planted where they do not belong (as far as trees or the location is concerned). For example, steppe localities where flowery meadows matter a lot would be devastated by tree planting. Or trees are planted in a place where its roots rupture water or other underground utilities. Or planting trees that will have to be taken down by the roadmen, or on property where the owner does not want them there...

**That is why we offer some places where trees belong: in the forest, in the garden, in the orchard, and in urban areas, if allowed by local authorities.**



### TINY FOREST

Find some inspiration on <https://earthwatch.org.uk/get-involved/tiny-forest> or from these Irish schools: <https://leafireland.org/leaf-schools-planting-tiny-forests/> or the Dutch schools: <https://www.ivn.nl/tinyforest> planting small forests near their schools. You can find more information Maybe you will find it too much bother for a tiny piece of woodland. Give it a chance anyway, you might find out after reading this that you like the idea of a Tiny Forest and you will start thinking about places for planting.

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## SCHOOL FOREST

Is there a real forest close to your school, or has it already been eaten by a bark beetle? Are there forests owned by municipality, city, state, or church, or privately owned? Find a benefactor who will give you or lend you half a hectare of land, and plant or sow a new forest on it, or just encourage succession and watch the forest grow on its own.

## PLANT A FRUIT TREE (OR AN ORCHARD)

You will always make your loved ones happy by giving them a fruit tree and at the same time help revive old fruit varieties. Present your teacher or head of school with a fruit tree. Choose a tree and a location but wait because most trees get planted in the autumn or spring.

Do you not have a school grounds that could use some trees? You can place your tree in any of the orchards in your city. Do you want more trees? Your local nursery could prove to be a good supplier.

**Planting a tree is challenging (especially the planning part), but it has a huge impact. The more trees there are around us in the city, garden or orchard, the more stable the environment we will have.**

However, May is not an ideal month for planting trees. Wild little woods, school forests and orchards are not planted whenever you get to think of it. You need to know the place, agree on the types of trees you will grow, even the actual planting or sowing needs to be planned ahead. Therefore, today's challenge is: planning! Let us know how far you are, which sub-challenge you decided for, sketch some plans and organise a collection so that you can start sowing and planting this autumn. It's the most demanding challenge, though worth it. We are looking forward to tiny forests, woodlands and orchards.

### EVALUATION OF THE GOALS OBJECTIVE (EVIDENCE OF LEARNING)

- Pupils actively searched for and found a place to establish a new stand (forest, orchard).
- Pupils talked to landowners and officials to lobby for their forest.
- Pupils have a plan for when and where they will shop for, plant and build supports for the trees and should have come up with a plan for follow-up care and an overall time schedule.

