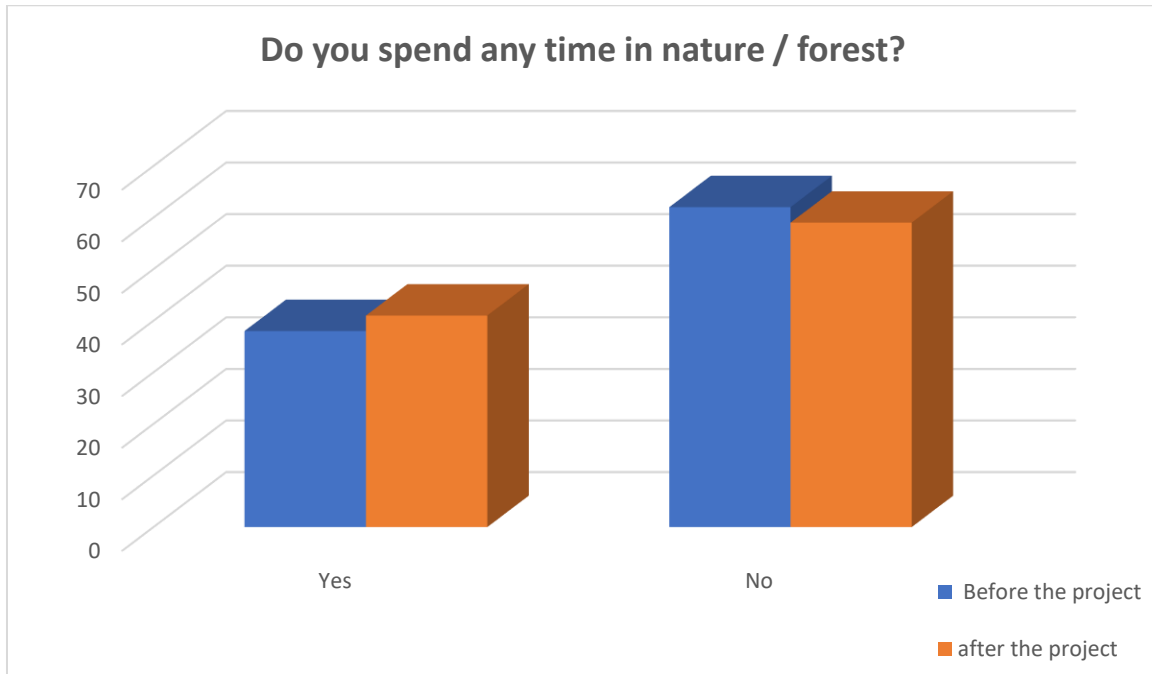
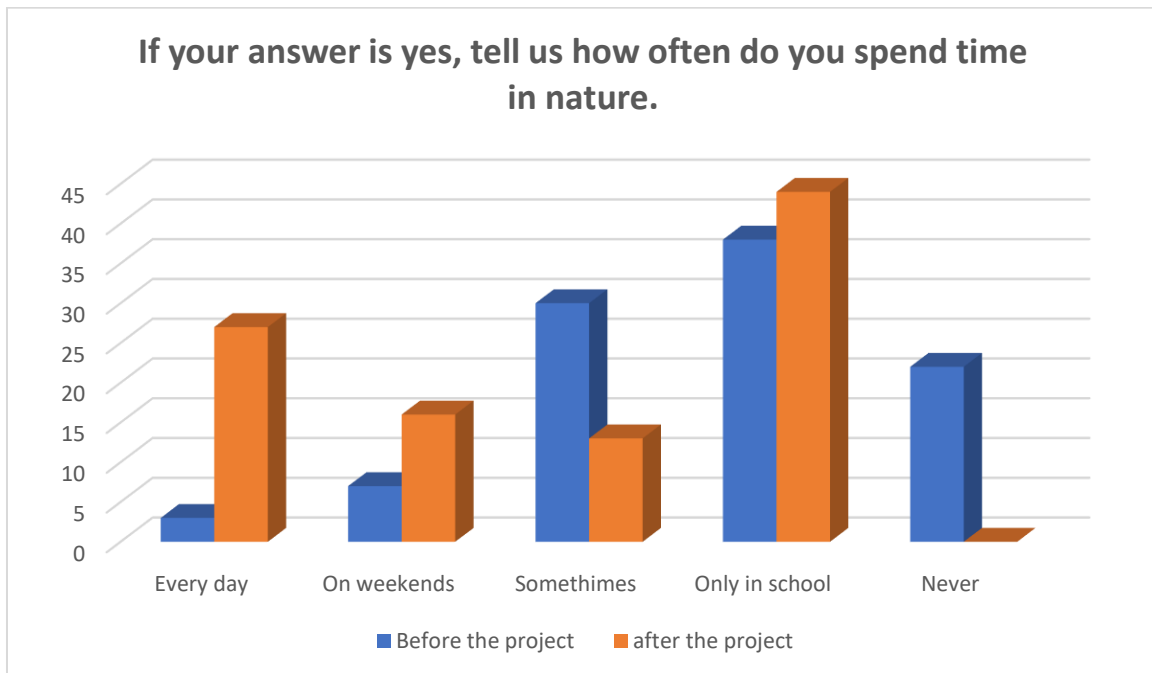


## STUDENTS

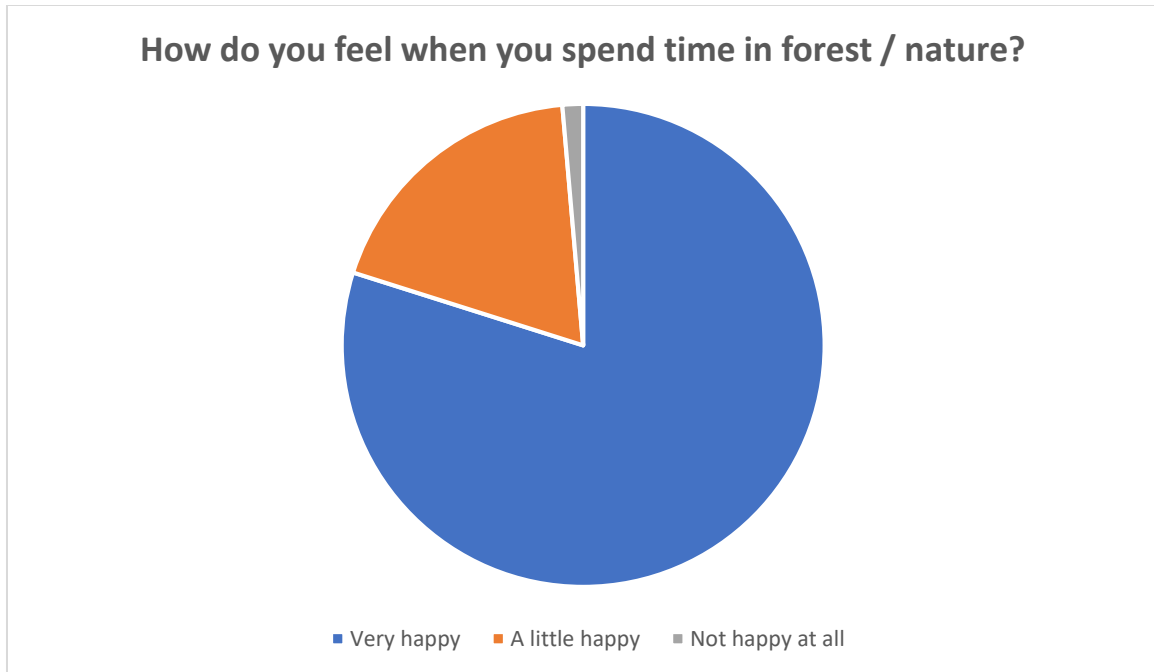
### 1. Do you spend any time in nature / forest? Before the project / after the project



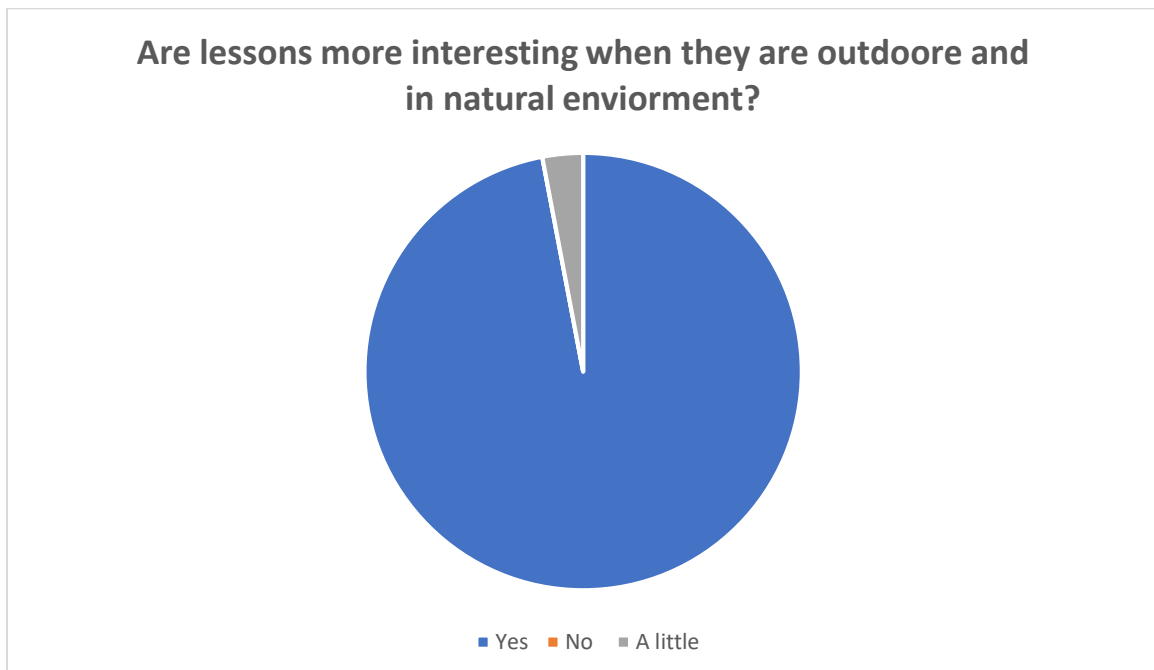
### 1.b If your answer is yes, tell us how often do you spend time in nature. Before the project / after the project



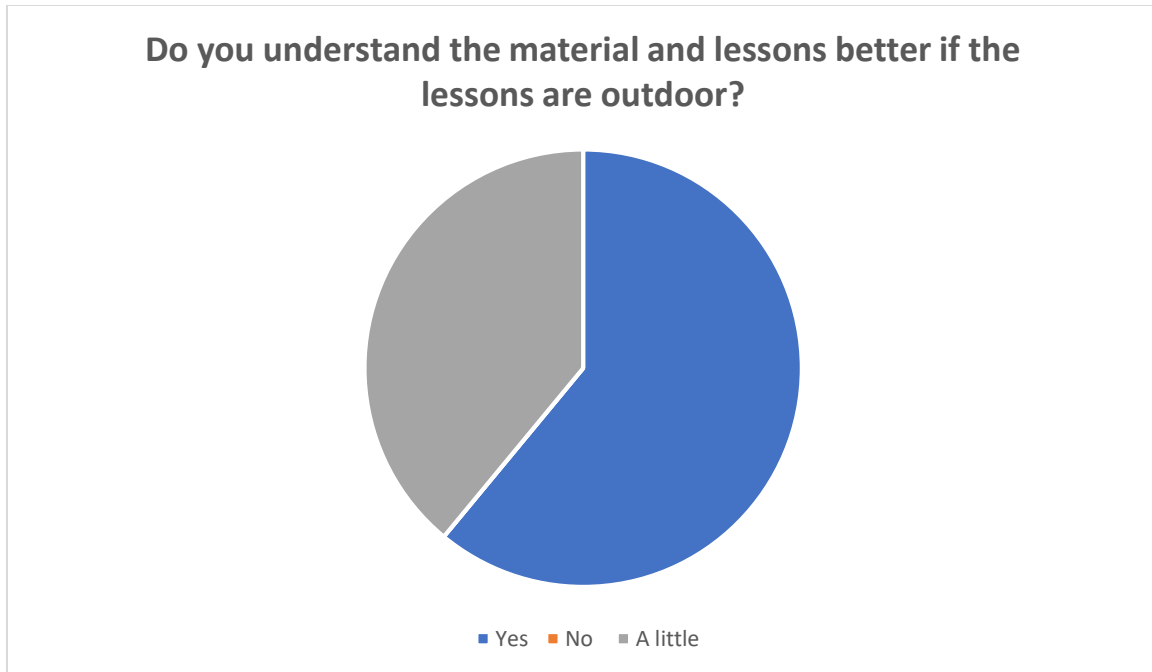
**2. How do you feel when you spend time in forest / nature?**



**3. Are lessons more interesting when they are outdoors and in natural environment?**



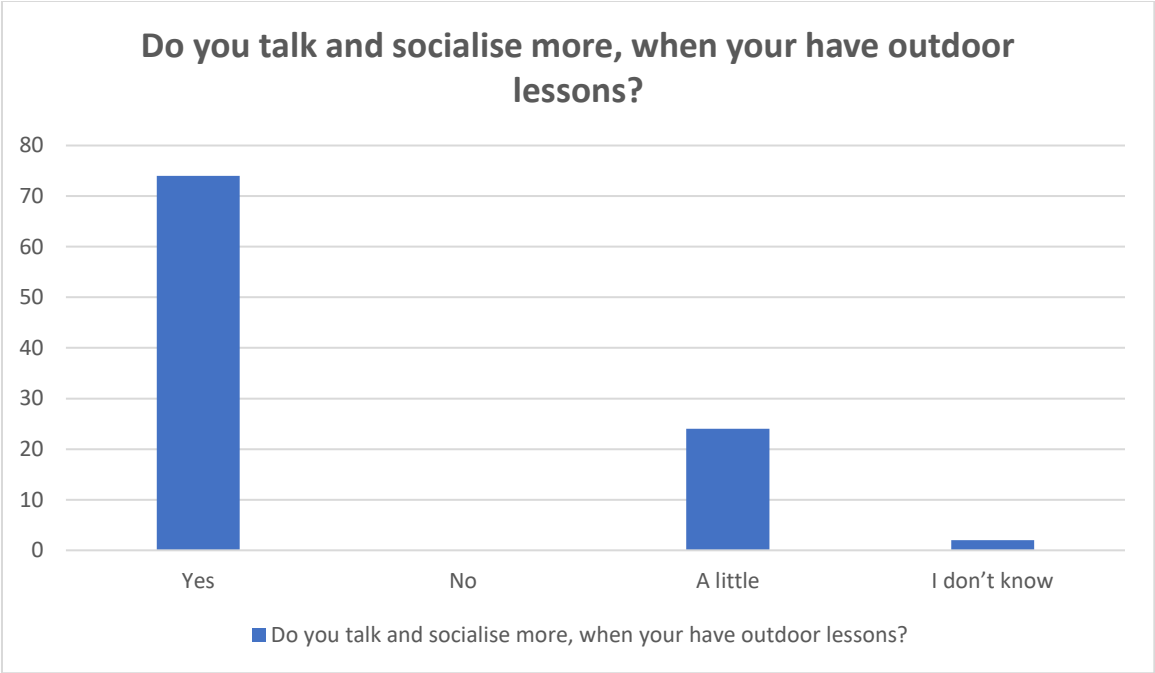
**4. Do you understand the material and lessons better if the lessons are outdoor?**



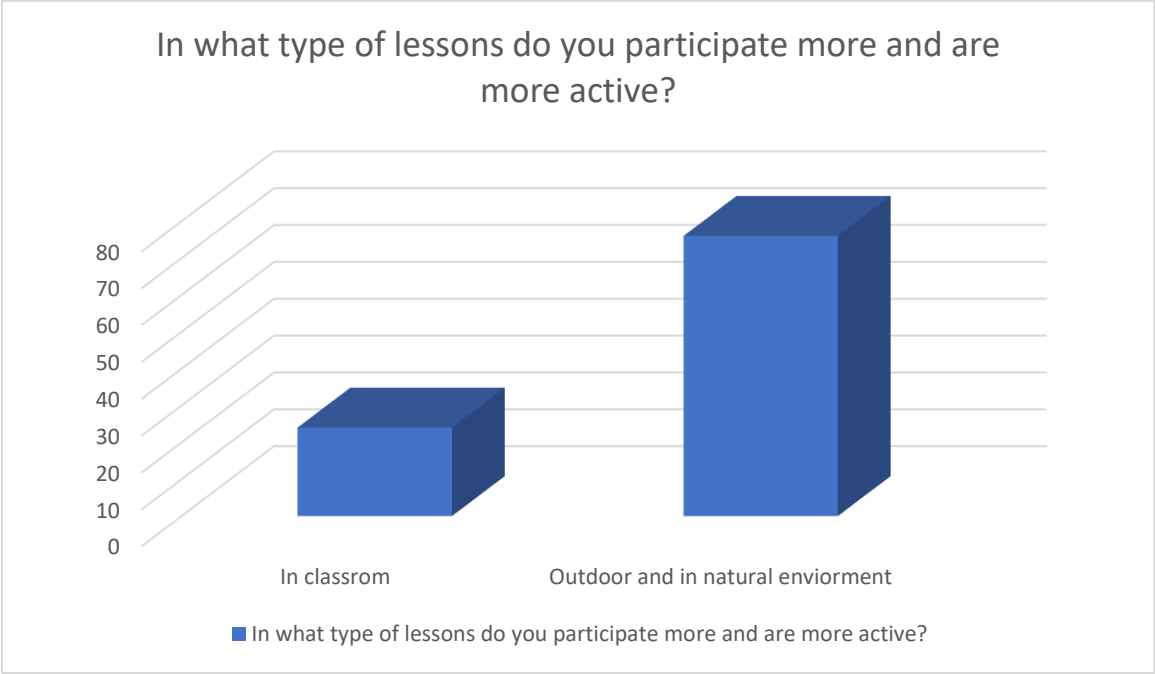
**5. Can a walk in the forest help you forget your stress and make you feel better?**



**6. Do you talk and socialise more, when your have outdoor lessons?**



**8. In what type of lessons do you participate more and are more active?**

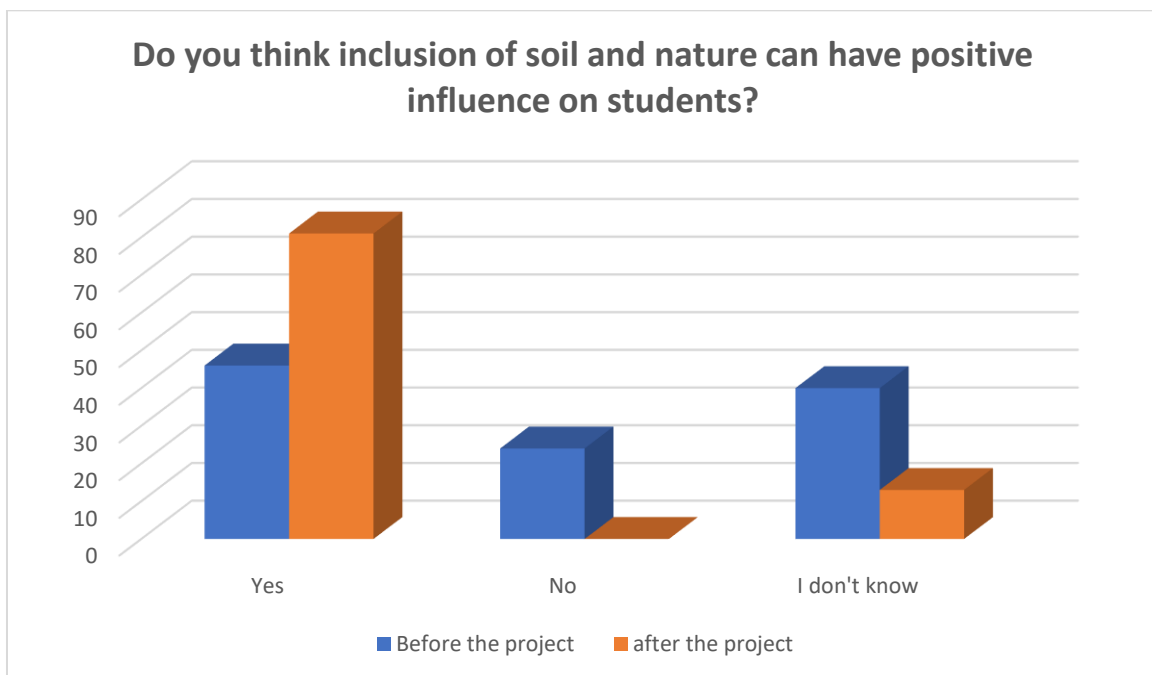


9. Did any of your skills get better from the beginning of the project until now? (You can choose more options.)

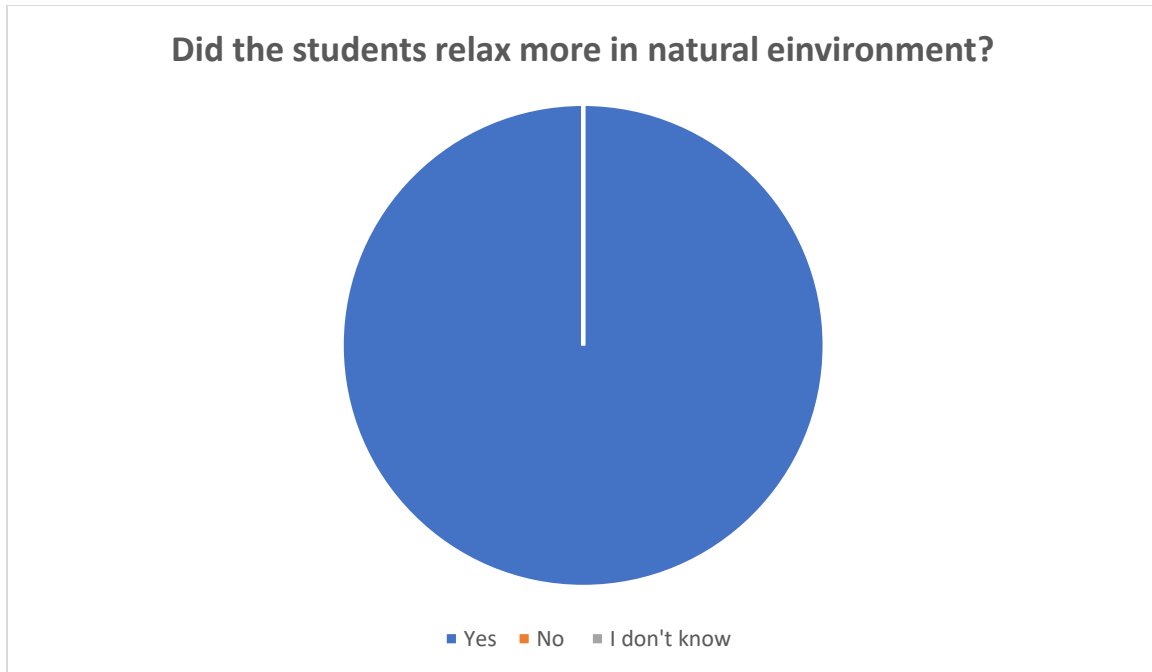


**TEACHERS**

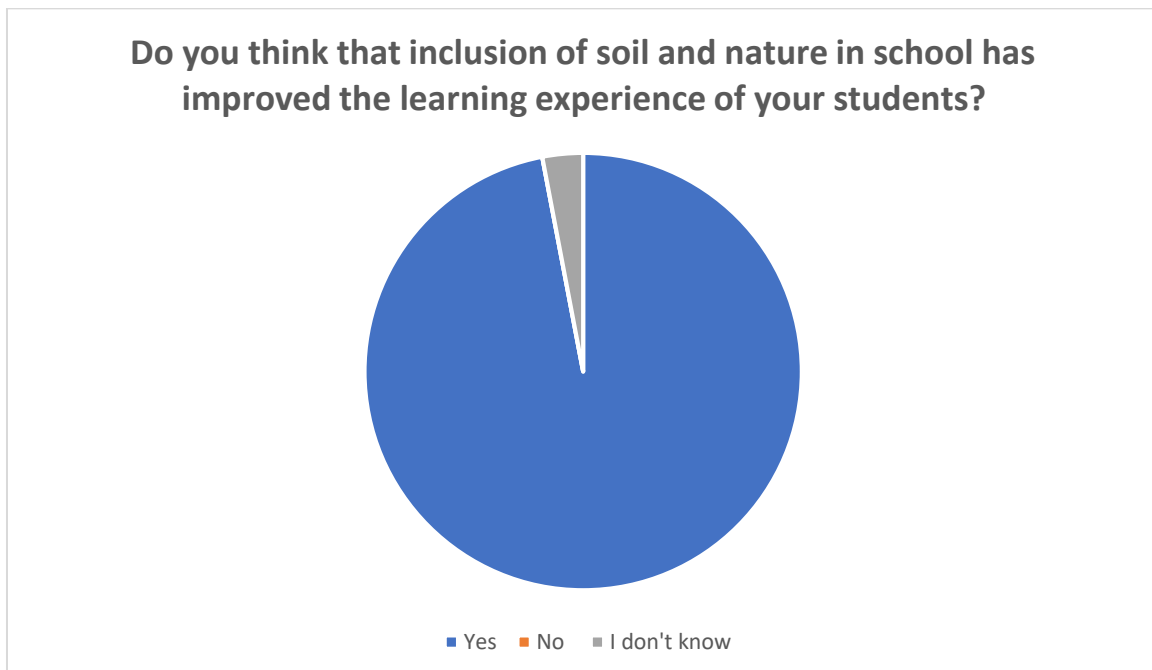
1. Do you think inclusion of soil and nature can have positive influence on students?  
Before the project / after the project



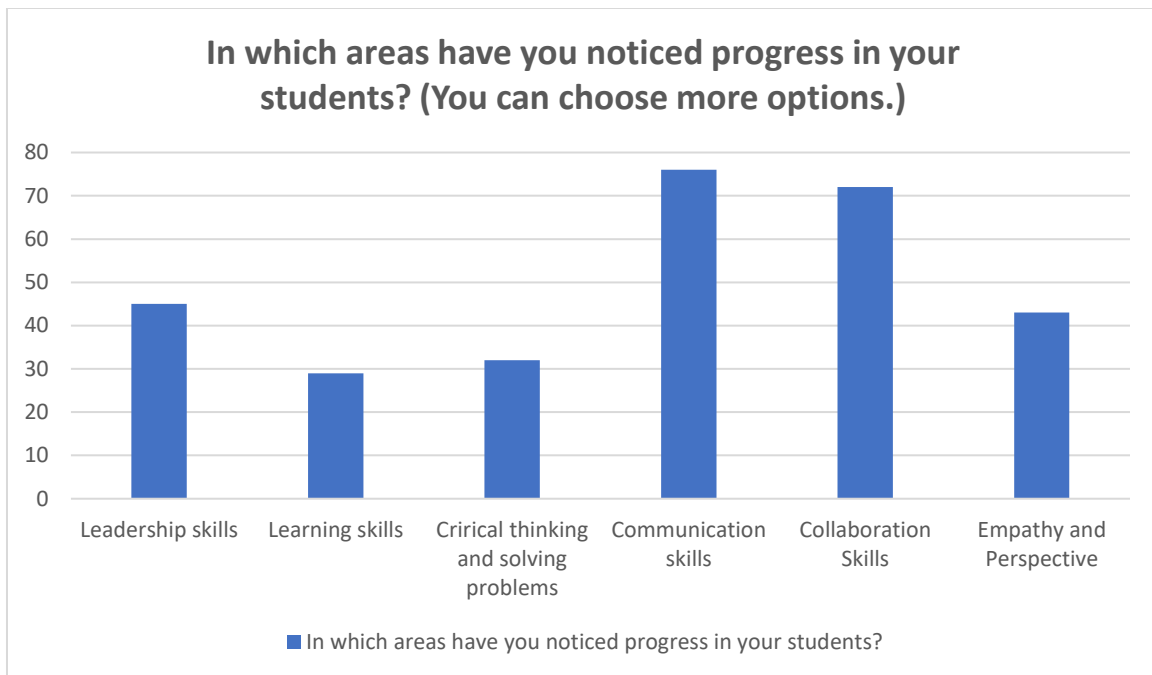
**2. Did the students relax more in natural environment?**



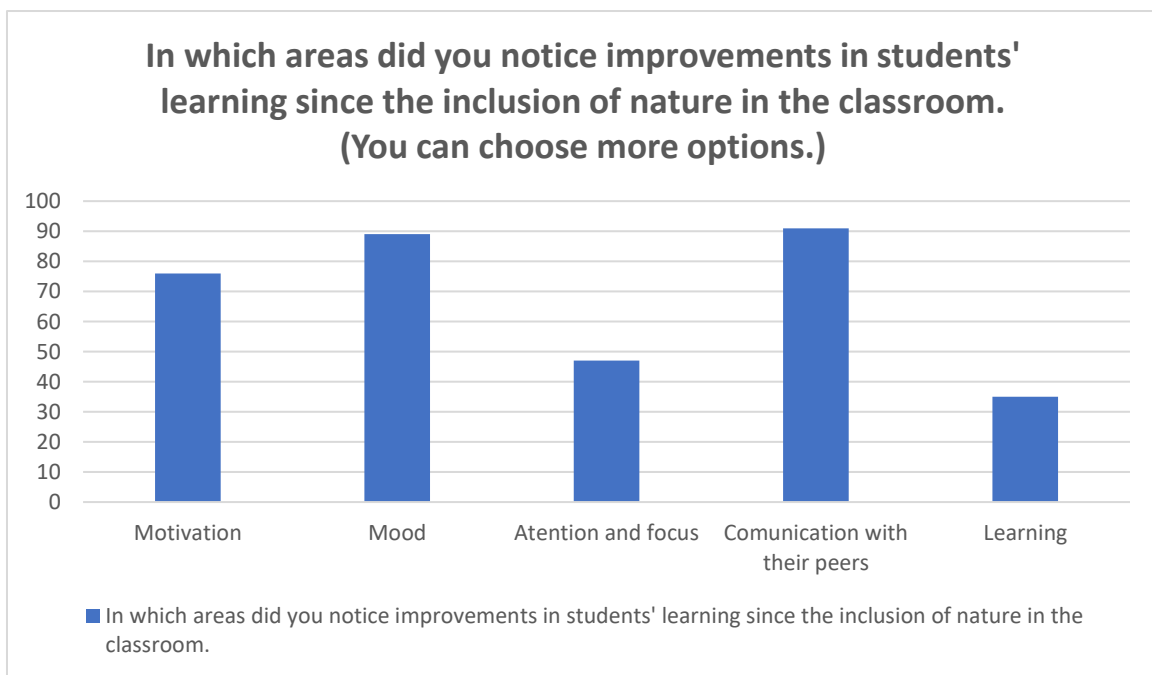
**3. Do you think that inclusion of soil and nature in school has improved the learning experience of your students?**



**4. In which areas have you noticed progress in your students? (You can choose more options.)**



**5. In which areas did you notice improvements in students' learning since the inclusion of nature in the classroom. (You can choose more options.)**



The results of surveys, interviews and observations show that integrating nature into the classroom has a positive impact on pupils. When lessons were held in nature or when the topic was related to nature and soil, pupils were calmer and those with concentration problems found it easier to calm down and concentrate on the material. The lessons and the learning itself were more interesting, the pupils were able to cooperate and communicate without any major problems. Teachers noticed that most pupils gained in self-confidence, group work, problem solving and knowledge. Pupils from disadvantaged backgrounds, from other religions, from a foreign country, and those with various deficits in specific areas also found it much easier and quicker to participate in these activities. Others also found it quicker and easier to welcome them, to cooperate with them, to communicate and to solve the problems.

During the activity days, we started to notice that more and more pupils were missing. However, when the activity days took place in nature, the absenteeism was much lower.

Pupils who had difficulties with their knowledge were able to acquire certain skills more quickly and easily by introducing nature and soil activities. They were more eager to create, read, research and write about it than any other topic.