

YOUTH FOR EMBLEMATIC MOUNTAINS - Y4EMM

Tresure hunt:

The Enchanted Forest

1. Reminder of the Y4EMM project aim and objective of pedagogical activity

The Youth4EmblematicMountains project was launched to increase awareness about cultural and environmental heritage and prepare youth to be the future key players of the green transition, since they play a key role in achieving this goal.

Moreover, schools can be powerful in raising awareness of natural and cultural environments and the different challenges that must be addressed. Learning through concrete examples from their local area can be a way to reach young people and encourage them to remain in their areas, choosing green careers, and proactively protecting natural and cultural heritage. In this regard, teachers have a key role in order to introduce these topics in their classrooms.

For this reason, the project aims to train teachers of local territories to provide them with strategies and tools to work on natural and cultural heritage as well as how to orient their students towards eco-friendly jobs. The following pedagogical activity/tool aims to be directly used by teachers/trainers to help them to address the previous mentioned topics with their pupils, in class and/or during field visits. █

2. Introduction / General overview of the pedagogical activity / tool

Name of the tool: Enchanted Forest

Main topic: This treasure hunt helps students discover the richness of local flora and experience the emotions that hiking offers.

Age / curs: 10-12 years old*

Category of tool: Field visit, cartography, physical game, cooperative learning, gamification.

** If the participants are younger, the teacher may offer help whenever he/she deems it necessary.*

3. Description of the main topic and content of the activity/tool

3.1 Description of the activity

The “**Enchanted Forest**” is a treasure hunt with *clues*. The children are divided into groups. Each group consists of about 10 to 15 students (depending on the number of participants). Each team has a map of the area and a card with the first *clue*. When the children solve the first riddle, they are led to where the next one is hidden and the next and the next until they finally find the treasure. When they arrive at a point where the next *clue* is hidden, they point it out on the given map. The participants of the first team gather at the starting point and the storyteller makes an introduction to the fairy tale. He/she gives the card with the first *clue* and the hunt begins. After 30 minutes, the second team does the same, and so on. The team that finds the treasure the fastest is crowned the winner

In this activity, participants must work as a team, think outside the box, and use their imagination to achieve a common goal!

3.2 Main steps and duration. Before the field visit 1/3

Before the game, all the participants gather in the field and the teacher introduces the place visited and relates it to what the students know: geographical location, historical events, local flora and fauna, etc.

Explain the rules of the treasure hunt to the participants.

Form different groups of students to carry out the activity.

Duration: 45 minutes

3.3 Main steps and duration. During the field visit 2/3

The enhanced forest starts when the “game supervisor” read the first clue in front of all the participants. Each clue leads to a location within walking distance, where players must find the next clue.

Teams travel through the forest or the village racing to see who will be first to solve all the clues and find the hidden treasure.

Duration: 3 hours

The clues



ΓΡΙΦΟΣ 1

ΙΤΗΝ ΑΡΧΗ ΤΗΣ ΔΙΑΔΡΟΜΗΣ, ΜΙΑ ΜΙΚΡΗ ΤΑΜΠΕΛΑ ΘΑ ΒΡΕΙ
ΕΝΑ ΓΡΑΜΜΑ ΚΙ ΕΝΑ ΨΗΦΙΟ, ΕΧΕΙ ΠΑΝΘ ΤΗΣ ΓΡΑΜΜΕΝΑ
ΚΙ ΑΝ ΤΟ ΓΡΙΦΟ ΜΑΣ ΘΑ ΛΥΣΕΙΣ ΘΑ ΤΑ ΒΡΕΙΣ ΙΥΓΚΕΚΡΙΜΕΝΑ

ΓΡΑΜΜΑ
ΜΙΑ ΧΩΡΑ ΕΚΕΙ ΙΤΙΣ ΑΛΠΕΙΣ, ΕΙΝΑΙ ΜΕΙΑ ΙΤΑ ΒΟΥΝΑ,
ΕΧΕΙ ΠΛΟΥΣΙΟΥΣ ΚΑΤΟΙΚΟΥΣ ΚΑΙ ΤΗ ΒΕΡΝΗ ΓΙΑ ΠΡΩΤΕΥΟΥΣΙΑ
ΑΡΙΘΜΟΣ
ΠΑΝΘ ΙΣ ΜΙΑ ΠΥΣΙΔΑ, ΤΟΣΙΑ ΦΑΙΝΟΝΤΑΙ ΙΗΜΕΙΑ,
ΕΙΝΑΙ ΑΥΤΑ ΠΟΥ ΒΟΗΘΑΝΕ, ΤΟΥΣ ΧΑΡΤΕΣ ΙΣΙΑ ΝΑ ΚΡΑΤΑΝΕ,
ΟΣΙΟΙ ΨΑΧΝΟΥΝ ΘΗΣΙΑΥΡΟΥΣ Η ΤΟΥΣ ΔΡΟΜΟΥΣ ΤΟΥΣ
ΙΩΙΤΟΥΣ



ΓΡΙΦΟΣ 2

ΜΕΙΣ ΤΟ ΔΡΟΜΟ ΜΑΣ ΘΑ ΒΡΕΙΣ, Ο,ΤΙ ΠΙΟ ΠΟΛΥ ΠΟΘΕΙΣ,
Ψ ΕΙΜΑΙΤΕ ΑΔΕΛΦΕΙΣ, ΠΟΥ ΙΤΟΝ ΤΟΠΟ ΤΟΥΤΟ ΖΟΥΜΕ,
ΤΑ ΠΙΕΡΙΑ ΑΓΑΠΟΥΜΕ ΚΑΙ ΤΙΣ ΤΕΧΝΕΣ ΤΙΣ ΥΜΝΟΥΜΕ



ΓΡΙΦΟΣ 3

ΔΥΣΙΒΑΤΟ ΕΙΝ' ΤΟ ΜΟΝΟΠΑΤΙ, ΙΤΟΥ ΝΕΡΟΜΥΛΟΥ ΤΗΝ ΠΛΑΤΗ,
ΑΝ ΤΑ ΙΩΙΤΑ ΑΚΟΛΟΥΘΗΣΕΙΣ, ΚΑΤΙ ΙΠΟΥΔΑΙΟ Θ'ΑΝΤΙΚΡΙΣΕΙΣ
ΕΝΑ ΜΑΡΜΑΡΟ ΑΝΑΦΕΡΕΙ, ΚΑΠΟΙΟΝ ΗΡΩΑ ΙΠΟΥΔΑΙΟ,
Τ' ΟΝΟΜΑ ΤΟΥ ΠΑΡΑΠΕΜΠΕΙ ΙΤΟ ΒΟΥΝΟ ΜΑΣ ΤΟ ΘΡΑΙΟ



ΓΡΙΦΟΣ 4

ΑΝ ΤΟΣΑ ΚΑΤΗΦΟΡΙΣΕΙΣ, ΕΝΑ ΙΠΙΤΙ Θ'ΑΝΤΙΚΡΥΣΕΙΣ,
ΠΟΥ ΦΥΛΑΕΙ ΤΙΣ ΠΑΡΑΔΟΣΕΙΣ ΚΑΙ ΤΟΥ ΚΟΣΙΜΟΥ ΤΙΣ ΔΙΑΔΟΣΕΙΣ

ΜΙΑ ΓΡΑΜΜΕΝΗ ΛΕΣΗ ΒΡΕΙΣ, ΠΟΥ ΙΗΜΑΙΝΕΙ ΚΑΤΟΙΚΙΑ
ΚΑΙ ΕΚΕΙΝΗ ΘΑ ΙΟΥ ΔΩΣΕΙ, Τ' ΑΠΑΡΑΙΤΗΤΑ ΙΤΟΙΧΕΙΑ



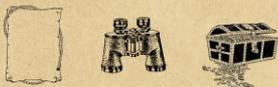
ΓΡΙΦΟΣ 5

ΑΝ ΜΑΖΙ ΜΟΥ ΤΑΣΙΔΕΥΕΙΣ, ΤΟΥΣ ΑΙΘΕΡΕΣ ΚΥΡΙΕΥΕΙΣ,
ΜΑ Ο ΜΑΤΟΣ ΜΕ ΚΑΡΑΒΙ, ΗΘΕΛΕ ΝΑ ΦΥΓΕΙ ΒΡΑΔΥ,
ΜΗ ΔΥΣΙΤΥΧΗΜΑ ΙΥΜΒΕΙ ΚΑΙ Ο ΘΗΣΙΑΥΡΟΣ ΧΑΘΕΙ



ΓΡΙΦΟΣ 6

ΚΑΘΕ ΜΕΡΑ ΕΓΩ ΨΗΝΩ, ΤΑ ΑΦΡΑΤΑ ΜΟΥ ΨΩΜΑΚΙΑ,
ΜΑ ΙΤΟ ΙΤΟΙΧΕΙΩΜΕΝΟ ΔΑΙΣΙΟ, ΒΑΖΩ ΜΟΝΟ ΠΑΙΔΑΚΙΑ



ΓΡΙΦΟΣ 7

Η ΝΕΡΑΙΔΑ ΠΕΡΙΜΕΝΕΙ ΑΠΟ ΞΕΝΑ ΝΑ ΤΗ ΙΣΩΣΕΙ,
ΜΑ ΤΟ ΜΙΟΣ ΔΕ ΒΟΗΘΕΙ, ΓΙΑ ΝΑ ΤΗΝ ΕΛΕΥΘΕΡΩΣΕΙ
Η ΑΦΡΟΔΙΤΗ ΕΧΕΙ ΦΤΙΑΞΕΙ, ΕΝΑ ΔΡΟΜΟ ΠΟΥ ΟΤΑΝ ΤΟΝ ΒΡΕΙΣ,
ΜΕ ΤΡΑΓΟΥΔΙΑ ΚΑΙ ΦΙΛΙΣ, ΣΤΗ ΖΩΗ ΘΑ ΠΟΡΕΥΘΕΙΣ



ΓΡΙΦΟΣ 8

Η ΣΥΝΕΧΕΙΑ ΑΥΤΟΥ ΤΟΥ ΔΡΟΜΟΥ ΑΝ ΠΙΣΤΑ ΑΚΟΛΟΥΘΗΣΕΙ,
ΠΙΝΑΚΙΔΑ ΕΜΦΑΝΙΖΕΙ ΑΠΟ ΜΕΡΟΣ ΠΟΥ ΞΕΙΣ ΔΕΙΙ
ΨΑΣΕ ΕΚΕΙ ΓΙΑ ΤΟ ΣΤΟΙΧΕΙΟ, ΠΟΥ ΤΗ ΝΕΡΑΙΔΑ ΘΑ ΓΥΡΙΣΕΙ
ΠΡΙΝ Η ΑΝΤΙΠΑΛΗ ΟΜΑΔΑ ΤΑ ΦΛΟΥΡΙΑ ΓΙΑΣ ΑΝΤΙΚΡΥΣΕΙ!



ΓΡΙΦΟΣ 9

ΑΝ ΠΡΟΣ ΤΑ ΚΑΤΟ ΠΑΛΙ ΣΤΡΙΨΕΙΣ ΚΑΙ ΓΙΑ ΛΙΓΟ ΠΕΡΠΑΤΗΣΕΙΣ,
ΕΝΑ ΔΕΝΤΡΟ ΘΕ ΝΑ ΒΡΕΙΣ, ΠΟΥ ΜΕΙΑ ΧΩΡΑΙ ΝΑ ΜΠΕΙΙ
ΚΡΥΒΕΙ ΜΕΙΑ ΜΥΣΤΙΚΑ, ΑΠΟ ΣΠΟΥΔΑΙΑ ΣΩΤΙΚΑΙ
ΧΑΧΑΧΑΧΑΧΑΧΑ!!!



ΓΡΙΦΟΣ 10

ΚΑΠΟΤΕ Σ'ΑΥΤΟ ΤΟ ΔΑΓΟΣ, ΣΟΥΣΑΝ ΝΑΝΟΙ ΣΥΛΟΥΡΓΟΙ,
ΠΟΥ ΦΕΛΑΝ ΝΑ ΔΙΑΣΤΡΟΥΝ, ΚΑΘΕ ΠΟΤΑΜΗ ΚΑΙ ΠΗΓΗ,
ΕΤΣΙ ΒΡΗΚΑΝΕ ΤΗ ΛΥΣΗ, ΝΑ ΠΕΡΝΟΥΝ ΤΟΥΣ ΠΟΤΑΜΟΥΣ,
ΚΑΙ ΣΤΟ ΤΕΛΟΣ ΕΧΟΥΝ ΑΦΗΣΕΙ, ΕΝΑ ΣΤΟΙΧΕΙΟ ΓΙΑ ΣΟΦΟΥΣ!



ΓΡΙΦΟΣ 11

ΟΤΑΝ ΒΡΕΙΣ ΕΝΑ ΛΥΧΝΑΡΙ 3 ΘΑ ΚΑΝΕΙΣ ΚΑΙ ΘΑ ΒΡΟΥΝ,
ΜΑ ΣΕ ΤΟΥΤΟ ΤΟ ΚΗΝΥΓΙ, ΟΛΟΙ ΜΟΝΟΠΑΤΙ ΨΑΧΝΟΥΝ ΝΑ ΒΡΟΥ



ΓΡΙΦΟΣ 12

ΑΡΧΙΣΕ ΝΑ ΠΑΝΙΣΤΕΙΣ, ΚΑΙ ΤΟ ΘΗΣΑΥΡΟ ΘΑ ΒΡΕΙΣ,
ΜΑ Ο ΜΑΓΟΣ ΤΟΝ ΕΧΕΙ ΚΡΥΒΕΙ, ΚΑΙ ΠΡΟΣΙΜΕΝΕΙ ΝΑ ΧΑΘΕΙ
ΤΟΤΕ Η ΘΕΑ ΑΘΗΝΑ, ΠΟΥ ΚΟΙΤΑΖΕΙ ΑΠΟ ΨΗΛΑ,
ΣΤΕΛΝΕ ΜΠΑΣ ΣΟΦΑ ΠΟΥΛΙΑ, ΝΑ ΣΟΥ ΠΟΥΝ ΤΑ ΜΥΣΤΙΚΑ



ΓΡΙΦΟΣ 13

ΒΡΕΙΣ ΠΑΝΘ ΣΤΟ ΜΟΝΟΠΑΤΙ, ΟΧΙ ΜΟΝΟ ΤΗΝ ΑΓΑΠΗ,
ΜΑ ΕΝΑ ΔΕΝΤΡΟ ΠΟΥ ΟΠΟΙΟΣ ΤΟ ΕΙΔΕ, ΚΑΘΙΣΕ ΝΑ ΣΑΠΟΙΣΤΑΙΕΙ,
ΤΗΝ ΕΥΧΟΥΜΕ ΤΟΥ ΝΑ ΚΑΝΕΙ, ΤΗΝ ΨΥΧΗ ΤΟΥ ΓΙΑ ΝΑ ΠΑΝΕΙ
ΕΙΝΑΙ ΔΕΝΤΡΟ ΜΑΓΙΚΟ, ΚΑΙ ΠΟΛΥ ΠΟΛΥ ΣΟΦΟ,
ΔΙΑΒΑΣΕ ΚΑΤΟ ΤΟ ΡΗΤΟ, ΜΑ ΚΟΙΤΑ ΠΙΩ ΑΠΟ ΑΥΤΟ



ΓΡΙΦΟΣ 14

ΑΜΑ ΜΕΧΡΙ ΕΔΩ ΕΧΕΙΣ ΦΤΙΑΞΕΙ, ΚΑΙ ΤΟ ΔΡΟΜΟ ΔΕΝ ΕΧΕΙΣ ΧΑΞΕΙ,
ΤΟΤΕ ΠΡΕΠΕΙ ΝΑ ΣΥΝΕΧΙΣΕΙΣ, ΤΟ ΜΟΝΟΠΑΤΙ ΝΑ ΒΑΣΙΣΕΙΣ,
ΚΙ ΕΚΕΙΝΟ ΘΑ ΣΕ ΟΔΗΓΗΣΕΙ, ΣΙΝΑ ΟΡΑΙΟ ΠΑΡΕΚΚΛΗΣΙ
ΜΑ ΔΕΝ ΕΙΝΑΙ ΕΚΚΛΗΣΙΑΚΗ, ΟΠΩΣ ΤΑ ΞΕΙΣ ΣΥΝΗΘΗΣΕΙ,
ΕΧΕΙ ΣΤΗΝ ΑΥΛΗ ΜΝΗΜΕΙΟ ΚΑΙ ΔΕΝ ΕΙΝΑΙ ΜΙΑ ΒΥΣΣΗ,
ΕΙΝΑΙ ΕΝΑ ΔΕΝΤΡΟ ΙΕΡΟ, ΔΙΠΛΑ ΑΠΟ ΣΗΜΑΝΤΡΟ ΡΗΚΟ

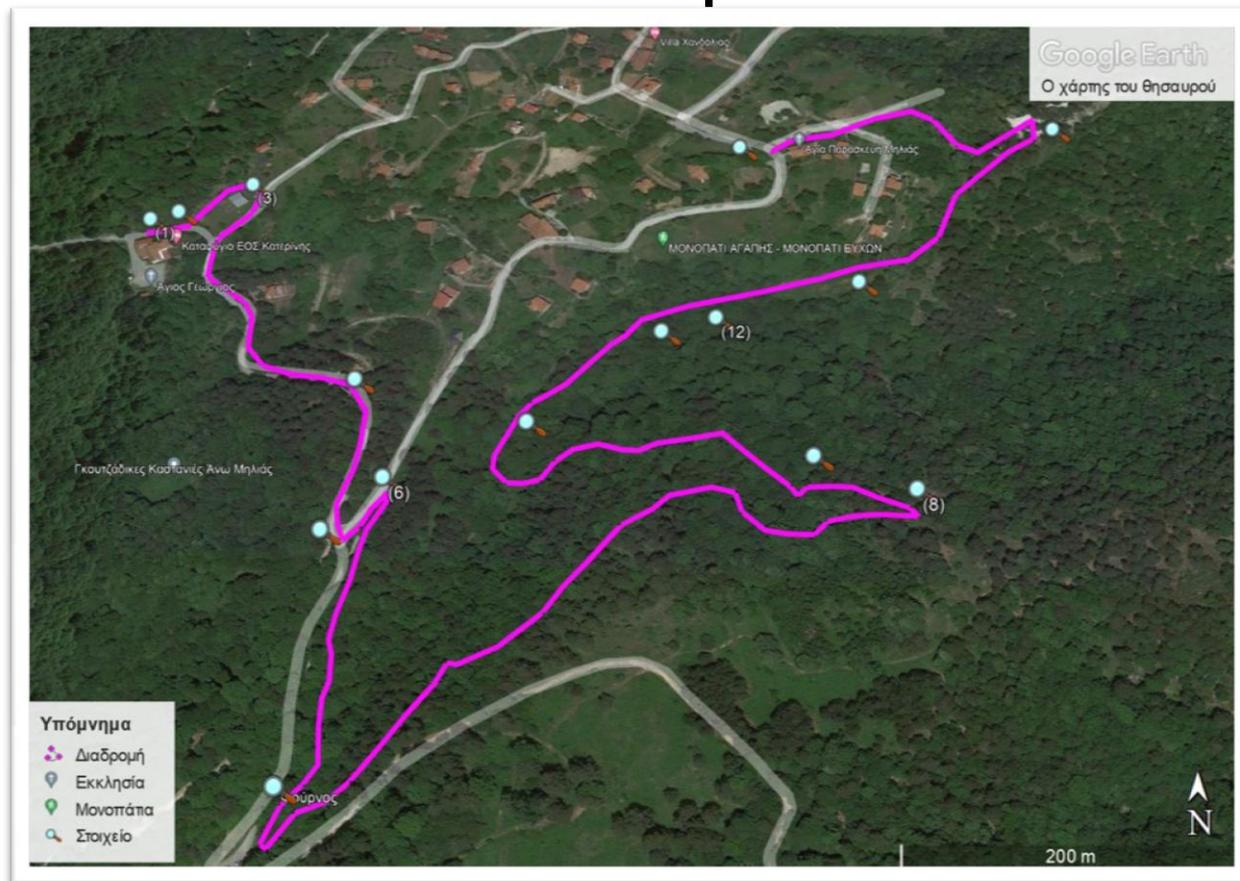


ΓΡΙΦΟΣ 15

ΤΟ ΚΛΕΙΔΙ ΠΟΥ ΣΟΥ ΠΡΟΣΦΕΡΟ, ΤΟ ΣΙΝΤΟΥΚΙ ΣΟΥ ΑΝΟΙΓΕΙ,
ΜΑ ΕΚΕΙ ΠΟΥ ΕΙΝΑΙ ΚΡΥΜΜΕΝΟ, ΤΟ ΜΥΑΛΟ ΣΟΥ ΘΑ ΣΕΦΥΓΕΙ
ΑΝ ΤΗΝ ΑΝΥΦΟΡΑ ΠΑΡΕΙΣ ΚΑΙ Σ' ΑΥΤΗΝ ΘΑ ΠΡΟΧΘΕΙΣ,
ΜΕΙΑ ΣΕ ΜΙΑ ΠΛΑΤΕΙΑ, ΜΕ ΤΗΝ ΟΜΑΔΑ ΘΑ ΒΡΕΘΕΙΣ
ΕΧΕΙ ΜΙΑ ΟΜΟΡΦΗ ΕΚΚΛΗΣΙΑ, ΜΑ ΚΑΙ ΧΩΡΟ ΓΙΑ ΠΑΧΝΙΔΙ,
ΟΜΩΣ Η ΣΠΟΥΔΑΙΑ ΓΝΩΣΗ, ΣΕΡΕΙΣ ΠΟΥ ΚΡΥΒΕΤΑΙ ΝΗΗ

ΑΝ ΣΤΗ ΖΩΗ ΣΟΥ ΠΟΡΕΥΘΕΙΣ, ΜΕ ΑΓΑΠΗ ΚΑΙ ΕΛΠΙΔΑ,
ΑΚΟΛΟΥΘΗΣΙ ΛΟΓΙΑ ΣΟΦΩΝ, ΓΝΩΡΙΣΕΙΣ ΤΗΝ ΠΑΤΡΙΔΑ,
ΘΑ ΒΡΕΙΣ ΜΕΓΑΛΟΥΣ ΘΗΣΑΥΡΟΥΣ, ΘΑ ΑΝΑΚΑΛΥΨΕΙΣ ΔΡΟΜΟΥΣ
ΚΑΙ ΟΛΑ ΑΥΤΑ ΘΑ ΜΟΙΡΑΙΣΤΕΙΣ ΜΕ ΑΣΙΟΥΣ ΑΝΘΡΩΠΟΥΣ

The map



3.4 Main steps and duration. After the field visit 3/3

- Talk about all the historical monuments, plants, and special sights they discover during the hunt.
(After the hunt, the teacher rereads the clues with all the students together. Each clue refers to a tree or a monument, such as a church, and the group has a chance to talk about it).
- Students analyze the tactics of the game they are following and whether they think this method is the best for solving problems.

Duration: 1 hour

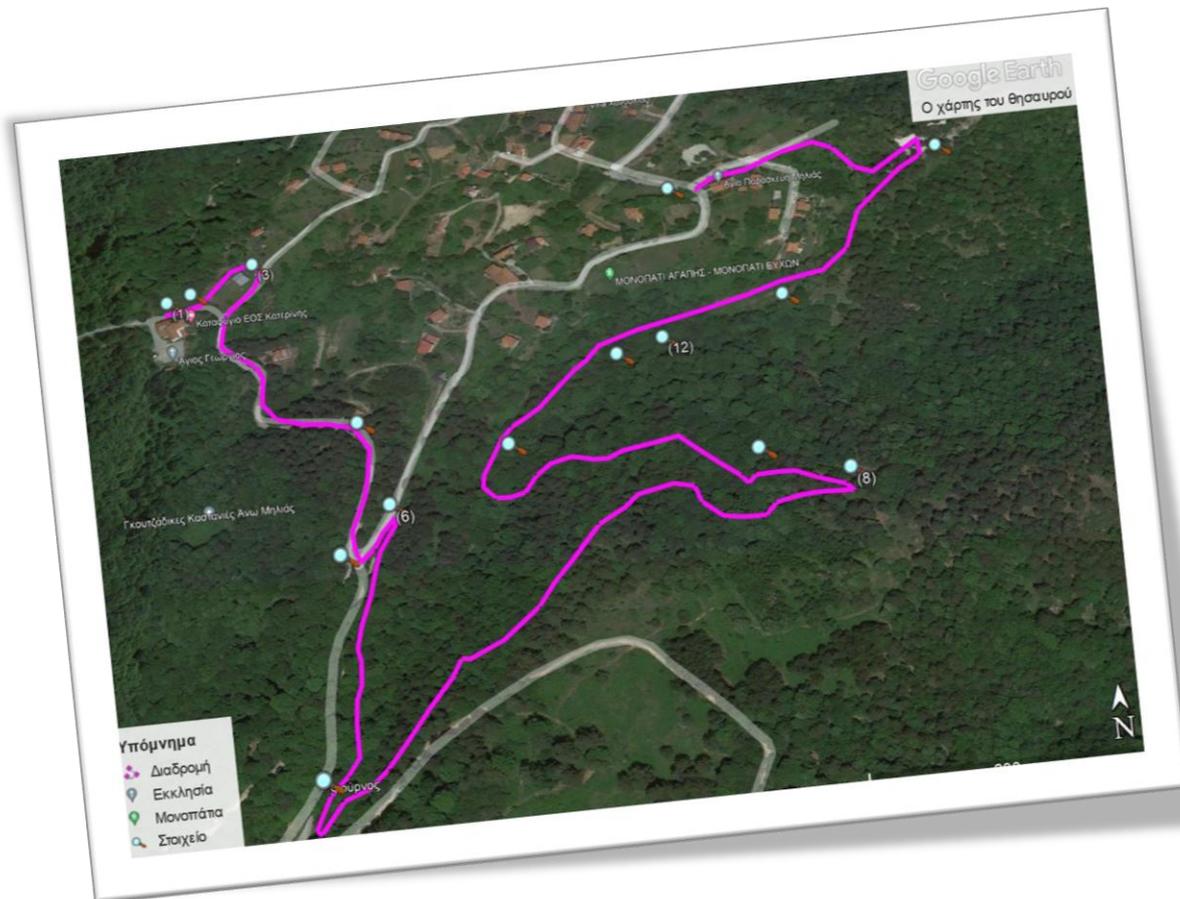
4. Learning strategy / objectives

4.1 Learning objectives:

In the treasure hunt game, children win twice. In addition to the treasure at the end, the treasure hunt game provides social skills "training" and a good opportunity for physical activity.

In detail:

(a) Use a map: In order to find the treasure the students should use the map correctly. If a team understands how to find the path with the help of the map, it will save valuable time!



(a) The map

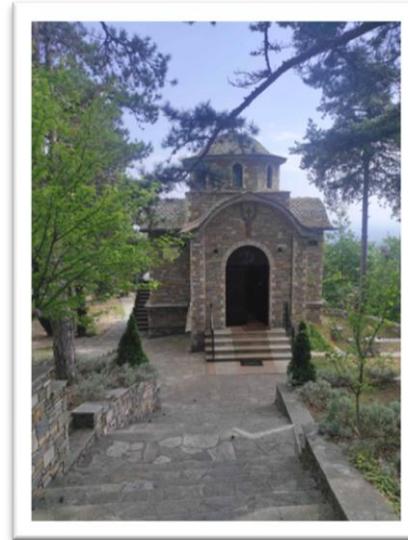
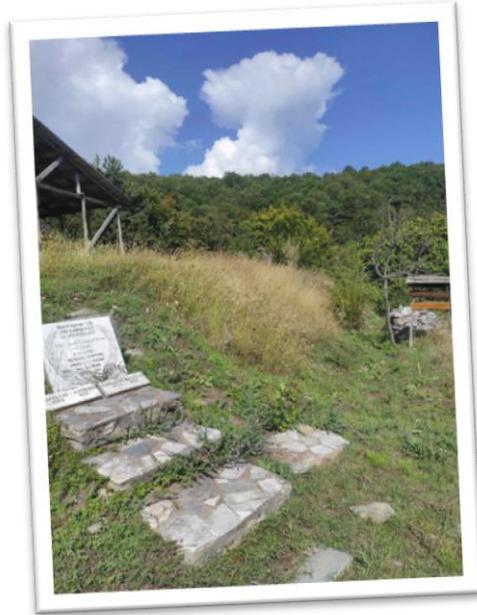
(b) Respect nature: Walking into the forest children discover the local flora and fauna and appreciate this natural wealth. Meanwhile they stop and read signs with more info for the trees that they see.

(c) Raise awareness of cultural heritage: There are clues located in local monuments (Lazeos Tower), churches (St. Cosmas Chapel), the public library. While the children are there looking for the next clue, they read the labels and learn about the history of the monument through play.



(b) Infos about chestnut

(c) Lazeos towers



(c) St Cosmas chapel

(c) Sign with info



4.2 Skills to be worked on

- Appreciation of cultural and natural heritage as a legacy of the past, defense of its preservation, and encouragement of future generations to appropriate it. (section 4.1c)
- Team working as the most appropriate way to reach your final goal. (section 4.1a all the team use the same map and have the same target)
- Creative thinking as a tool of solving problems. (trying to find the clues using imagination)

4.4 Evaluation / assessment

During the last part of activity (3/3), the teacher reread the clues and ask students to answer 4 questions:

1. Name one Greek “armatolos” and military commander during the Greek War of Independence against the Ottoman Empire.
2. Name one monk who where visit the village and help the people After the main part of the activity the “game supervisor” make some questions to the participants and they should answer from 1 to 3 (1 as not satisfied and 3 as totally satisfied). The supervisor can use these results to improve the game and make it more attractive to new groups.

3. Name the European long distance path that crosses our region.
4. Which type of tree is the “tree of wishes”?



5. Practical information to launch and led the activity

5.1 Educational material needed

- cards with the clues during the hunt game (15 cards)
- pencils and paper for taking notes (1 per team)
- map of the area
- an extra fancy treasure (a chest full of chocolate golden coins)
- the excitement of the discovery

5.2 Place of the activity

Place of the activity

Kato Milia Pierias,
PC 60100
Pieria, Central Macedonia
Greece

<https://goo.gl/maps/yV16K58mtkhtsPj7A>

5.3 Logistical information to organize the activity

Check the forecast and wear comfortable cloths. Long pants and sneakers, a hat and some sunscreen. A bottle of water is recommended but is not obligatory. In several places along the way there are traditional fountains with drinkable water where you can refresh yourself.

5.4 Size of the group

The recommended number of participants for this activity is about 20 children, divided into two groups. More participants are welcome, but the duration of the game can be shortened.

Each team should also have at least 2 adults per group to ensure that no child goes a way alone or notifies the others in case of emergency.