



DIALOGUING WITH MY CITY'S FORESTS

DIALOGUE THROUGH KNOWLEDGE

Introduction for the facilitator

The activities of this section are intended for students to experience the sound map and acquire some basic knowledge about:

- Actions for Climate Change
- Soundscape.
- Importance of the Thomas Van der Hammen Reserve and the Wetland *La Conejera* for Bogotá

Activities:

I take action for Climate Change (Group activity)

I listen to my surroundings and other city ecosystems (Group activity)

I get to know the wetland *La Conejera* and the Thomas Van der Hammen Reserve

TAKE ACTION FOR CLIMATE CHANGE

Introduction for the teacher or guide

Currently young people are aware that Climate Change is a problem we are experiencing. In the news you hear about a flood, a drought or a forest fire that is going on around the planet. Many young people know about the problems that afflict their nearby ecosystems, but they feel paralyzed or they simply ignore the situation because they don't know what to do or how to do it. In order for them to not feel paralyzed, it is important to see what actions can be made that are realistic and that can motivate them.

In this activity, we want the students to experience the sound Universe of an ecosystem in their city, learn more about it and find some actions to commit to be an active part in the cause of climate change, protecting this ecosystem, or others similar in the city, or doing any

other action to help take care of life on this planet. The actions must have clear Who? How? When? Where?

At the end of the activity, students, if they wish, can leave a message to the ecosystem with a format of commitment action against climate change.

The idea is for students to investigate the different actions that can be done against climate change.

The following web pages are suggested so that the facilitator has a reference point about actions that can be done against climate change.

<https://www.un.org/en/actnow/>

<https://www.curbed.com/2017/6/7/15749900/how-to-stop-climate-change-actions>

<https://friendsoftheearth.uk/climate-change/what-can-i-do-to-stop-climate-change>

<https://lowcarbon.city/portfolio/30dayschallenge/>

Activity:

1. Students listen to some audios of the soundscape, both of nature and of the Voice of the People and read the information about the Van der Hammen Reserve and the Wetland *La Conejera*. At the end they answer this question: (The number of audios depends on the time available to do the activity). What does this ecosystem bring to my city? (purer air, water reserve, biodiversity, climate regulation, etc.)
2. The contributions of the ecosystem to the city are shared with the group and placed on the board.
3. In couples they choose two of these contributions, example: Biodiversity and purer Air. They investigate what actions are being done in their city in favor of these two contributions. Students can choose small-scale actions and also investigate and think solutions on a larger scale.
4. The different actions are shared with the whole group. The idea is that the group covers all the contributions of the city ecosystem and the different actions that are carried out to contribute in the different aspects.
5. Of all the proposed actions placed on the board each student commits to make a couple of them that he/her considers possible to help the ecosystem or to help conserve life on this planet.
6. Each student records a message to the ecosystem, and if wanted, leaves his/her commitment using the message format of commitment.

COMMITMENT MESSAGE

I (full name) _____, from (optional school) _____, from (City, Country) _____ I pledge to take care of life on this planet (describe the action to which you are committing).

I LISTEN TO MY ENVIRONMENT AND OTHER ECOSYSTEMS OF THE CITY (Outdoor Activity)

Introduction for the teacher or guide

"Soundscape" is the set of sounds that form the acoustic identity of a place. This term represents the entire continuum of music, speech, noise, including natural, synthetic sounds and silence. This concept of Sound Landscape emerged in the 1960s by members of the World Soundscape Project, led by R. Murray Schafer.

Acoustic ecology or soundscape ecology is the way to evaluate living ecosystems through the different voices of the ecosystem. Bernie Krause classifies the different sounds that are listened in a sound landscape according to their origin into three groups:

Biophony: Sounds produced by living non-human organisms that live in a particular biome.

Geophony: Natural non-biological sounds produced by planet earth such as the wind in the leaves of the trees, the water in a ravine, the movement of the earth, etc.

Anthrophony: Sounds produced by human activity, such as music, language.

Soundscape can give us information about how much a habitat is affected. The organisms that inhabit it, produce sounds that, in addition to communicating with other individuals of their kind, provide information about the health state of that habitat.

More information:

<https://www.anthropocenemagazine.org/2017/08/biophony/>

Activity:

1. I make the exercise I AM IN THE PRESENT * (see below)
2. Students listen to 6 audios of the soundscape imagining they are on a journey to the place. They imagine how the place is, what birds inhabit it and what plants inhabit it.
3. They identify and write down the sound types they hear (animal sounds, natural environment, sounds produced by humans) by classifying them into Geophony, Biophony, Anthrophony. They will also write down if they identify a particular species sound.
4. The group makes an outdoor walk through a forest or green area near the school. The group is divided into several groups to reduce noise.
5. In silence, each group walks through a place focusing on LISTENING. At the beginning of the walk, students close their eyes and take three deep breaths.
6. Identify and draw on a map all types of sound they hear (animal sounds, from the natural environment, sounds produced by human beings) by classifying them into Geophony, Biophony, Anthrophony. They write down if they identify the singing of a specific bird or animal and how many types of them they heard.
7. The members of the group discuss and compare the audios of the Van der Hammen Reserve and the wetland *La Conejera* with their local environment. Are there similar or different sounds? What does this Sound Universe tell you about the place? What does it say about the time of day? How preserved do you think each place is?
8. Each small group socializes with the whole group what they found. They make a reflection on the importance of the soundscape and the act of listening as tools to know what surrounds us.
9. Each participant records a sound message for the ecosystem.

Exercise I'M IN THE PRESENT

Guide the group towards internalization.

Sit down in a comfortable position with your back straight. It is important that your back is straight but also that you are as comfortable as possible, try to keep this position still during the whole practice. (everyone is expected to sit comfortably).

Close your eyes and take 3 deep breaths, releasing any tension. Inhale deeply and when exhaling release any physical tension (pause 2 sec), inhale deeply and when exhaling release any mental tension (pause 2 sec), inhale and when exhaling release any emotional tension (pause 2 sec). Release your body from any tension and surrender to this present moment. Perform a scan of your entire body and where you find tension simply take your breath to that area feeling how with that inhalation, that place recharges with energy, the space is opened and with the exhalation any tension is released. Keep doing this for a moment. (15 sec pause).

Now focus your attention on the sounds that surround you. Bring your attention to the farthest sound, (pause 10 sec), if your mind is distracted bring it back through breathing, continue listening to the farthest sounds (pause 15 sec) Try to find the farthest sound (pause 20 sec). Now start listening to closer sounds (20 sec pause). Now listen to one sound at a time, first one and then switch to another (pause 18 sec). If your mind is distracted again become aware of the sounds (15 sec). Now bring your awareness to your breath and listen to each inhalation and each exhalation (40 sec).

Take a deep breath, become aware of your body. Take another deep breath, open your eyes and listen to different audios from the platform. When you hear the audios, close your eyes and simply begin your sound journey towards the ecosystem.

GETTING TO KNOW THE WETLAND LA CONEJERA AND THE RESERVE THOMAS VAN DER HAMMEN

The goal is for students to know the ecosystems they hear and their importance within the city. For this, we use the audios of people's voice, and the information that appears on the Thomas Van der Hammen Reserve and the Wetland *La Conejera* on the Terra Voice Platform.

Activity:

1. In couples. Each person reads about the ecosystem and listens to 6 people's voice audios and shares what caught their attention and writes it down to share with the companion.
2. Each couple is given two questions about the Thomas Van der Hammen Reserve and the wetland La Conejera.
3. The entire questionnaire is shared among the whole group.

QUESTIONNAIRE ON THE RESERVE (RPFNTVdH) AND THE WETLAND LA CONEJERA

Where are these places located in my city?

What area do they cover?

Do I know these places or their surroundings?

I write what knowledge I have about these places.

What caught my attention of what I learned from these ecosystems?

What ecological importance does the Van der Hammen Reserve has for Bogotá?

What ecological importance does the wetland La Conejera has for Bogotá?

What endemic species can be found in the Van der Hammen Reserve and the wetland La Conejera?

Who was Thomas Van der Hammen?

Why is it important the conservation of the ecosystems in our city?

What is the Main Ecological Structure?

