

Appendix

Full list of program activities:

1. Nature name: In this game, participants come up with a “nature name” for themselves, write it down on their nametags, and share it with the group with an accompanying action. The group repeats the name and action back to each person. For example, Meng Ji is called “Foxtail” (狗尾巴草), and his action is to clasp his hands together above his head and sway in the wind. The group then repeats, “Hi, Foxtail!” while doing the same action.

2. Where the wind blows: A slight variation on the classic ice-breaker; participants stand in a circle with one person in the middle, and each find an item to mark their spot. The person in the middle calls out “the wind blows for [some trait].” That trait could be based on the nature names (e.g., “the wind blows for plants!” or “the wind blows for animals with two legs!”) or participants’ physical features (“the wind blows for people wearing black pants!”). The person in the middle and everyone who satisfies her description must leave their original spot and find a new spot, leaving someone else in the middle. The new middle person showcases a short skill (like singing, dancing, poetry recital) before starting again with a new call of “the wind blows for...”.

3. Group formation: In advance of the activity, a teacher prepares different types of items found in the forest like rocks, pinecones, and twigs. Each item should be able to be clasped in two hands without sticking out. Participants put both hands behind their backs and the teacher gives each participant an item at random. The participants then find their groupmates with the same type of item by sense of touch only: two participants stand back to back, exchange their items with each other, and feel to determine if they are the same type. If groups have teachers or adult supervisors, each supervisor takes a different type of item, and participates in the game with the students. Once participants have grouped up, they check to confirm their items. The newly formed small groups then come up with a team name.

4. Hike and bird nest observation (group-based): In the small groups, group teachers lead students to take a hike and observe what’s around them. Guanba has many bird nests, so the activity is specifically focused on identifying nests, observing and noting the location, distance from the ground, size, materials used, and what type of bird might have created the nest. The small groups then gather back and a representative from each group shares what they have observed.

5. Bird nest creation (group-based): Based on what the students have observed about how birds build their nests, each group creatively uses any materials that can be found around the activity area to create a nest for an imagined bird. The group teacher asks participants to think critically about the features and traits of their imagined bird, and what that means for the nest they create. A representative from each group shares what they have created.

6. Lunch break: Lunch is canteen style at a guesthouse, cooked by a local guesthouse owner. The chef explains the ingredients and teaches students about the source of their food.

7. Hike and nature observation (group-based): Groups are led by local birders and teachers on a short hike after lunch to observe wildlife, identifying birds, small mammals, and any other creatures they come across. Each group has a few binoculars to share among the students.

8. Trapping tools demonstration: Local forest rangers showcase different trapping tools that their ancestors used. They explain their how the village's economy has changed, and their work today as rangers in Giant Panda National Park.

9. Bird scare tape: In a classroom setting, a teacher explains the dangers of transparent glass to birds and shows videos of birds flying into glass windows. The students are then given bird scare tape to tape onto a local village house.

10. Final reflections: In a classroom setting, participants are given a piece of paper to annotate and reflect on the animals and plants that they observed today. They each share what they have drawn and written, and the papers are collected and displayed in the local village classroom.