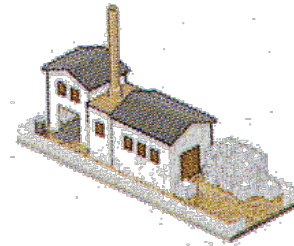


Landscape Education activities for Primary School

*M. del Tura Bovet Pla
Rosalina Pena Vila
Jordi Ribas Vilàs*



8th Conference of the Council of Europe
on the European Landscape Convention
Strasbourg, March 2015

Landscape

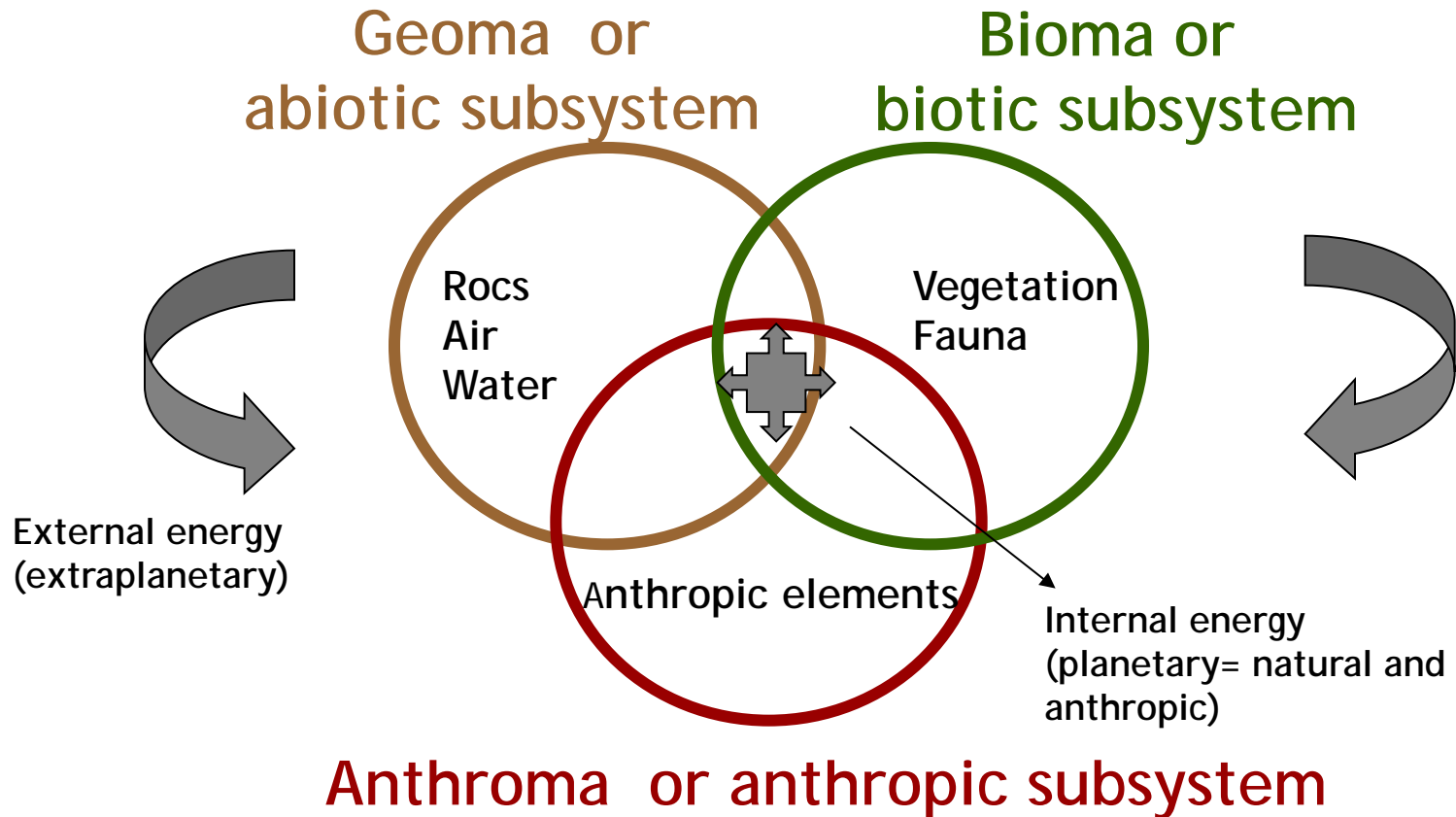
Means an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors

European Landscape Convention

This can be set based on:

- characteristics of the **geosystem** that defines it
- the measure or size to **spatial scale**
- the length of time to **time scale**

Geosystem= teoretical model of landscape



Landscape= geosystem in a determined time and space

Methodology

Perception, observation
ANALYSIS



Classification
DIAGNOSIS



Dinamycs
PROGNOSIS



Prevention
SINTERESIS

LANDSCAPE STUDY

PROCEDURES

TECHNIQUES

Anàlysis

- ❖ Perception
- ❖ Observation
- ❖ Collection of information
- ❖ Treatment of data

Intuitive
Organoleptic (sensitive)
Field work
Office work

Diagnosis

- ❖ Interpretation of the information
- ❖ Issue conclusions
- ❖ Problem identification
- ❖ Impact detection

Descriptions

Graphic representation
Numerical
Communication

Prognosis

- ❖ Prediction
- ❖ Asking questions
- ❖ Develop answers

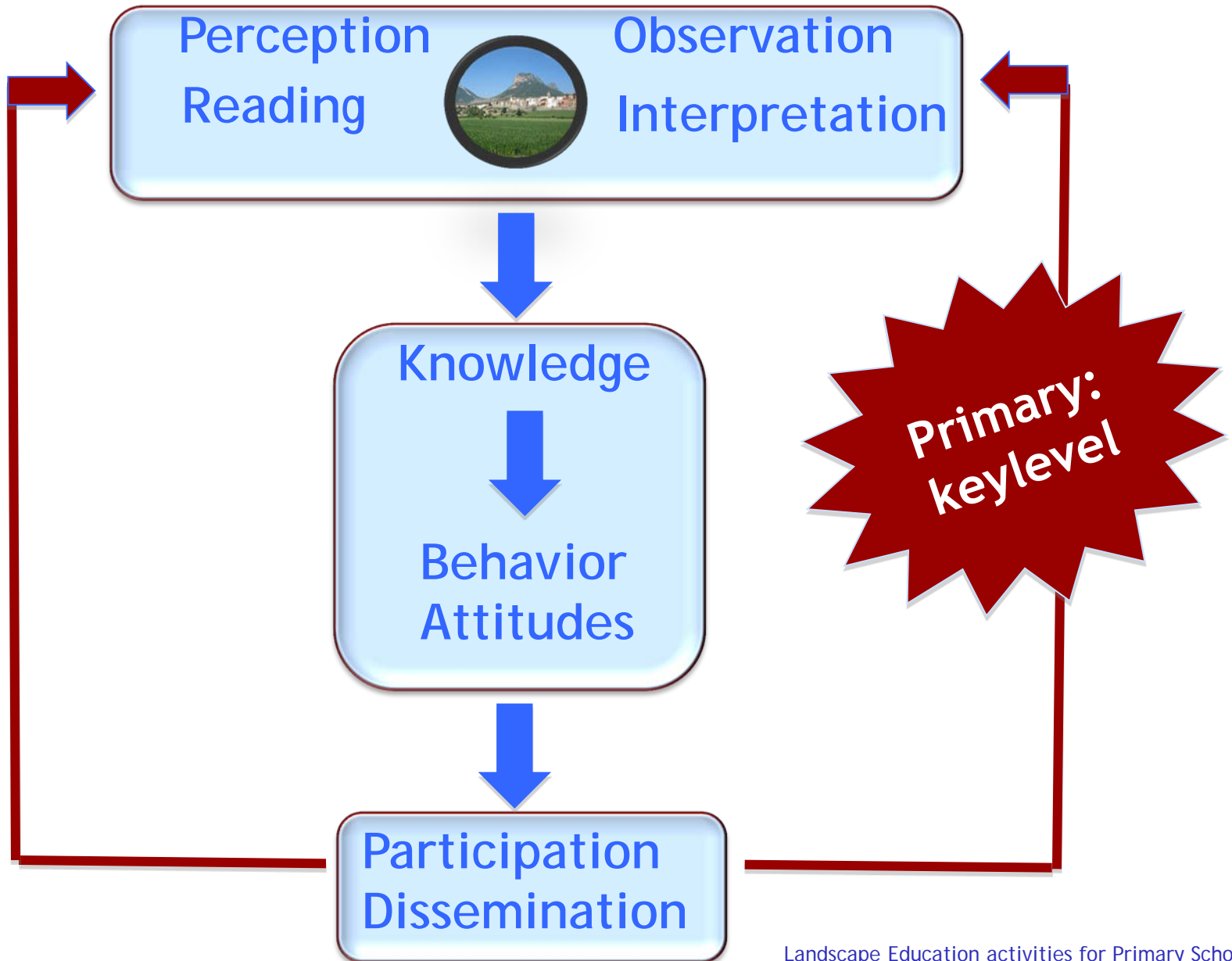
Simulation
Communication






Sinteresis or prevention

- ❖ Elaboration of proposals
- ❖ Argumentation
- ❖ Debate

Creative
Simulation
Communication

Landscape literacy



Activities blocks	Methodological stages
 <p data-bbox="415 334 608 391">Explore</p>	<p data-bbox="967 305 1387 348">Perception and analysis</p>
 <p data-bbox="415 534 608 591">Classify</p>	<p data-bbox="967 505 1360 548">Analysis and diagnosis</p>
 <p data-bbox="376 733 647 791">Investigate</p>	<p data-bbox="967 705 1547 748">Analysis, diagnosis and dynamics</p>
 <p data-bbox="465 933 556 991">Act</p>	<p data-bbox="967 919 1804 962">Analysis, diagnosis, <u>prognosis</u> and prevention</p>
 <p data-bbox="426 1133 595 1190">Report</p>	<p data-bbox="967 1062 1765 1105">Analysis, diagnosis, prognosis and prevention</p>

Pedagogical aims

- **Localization, distribution and recognition** of the role of the elements of the landscape in the spatial organization
- Take into account the special consideration of the **socio-cultural and economical aspects**
- The integrating vision of the **interaction of all the elements** that constitute the landscape
- Understand the **dynamics of phenomena** in the explanation of the processes that occur in the landscape
- Promote coherent transmission of experiences and learning by making **use of various communication strategies**



Activities structure

Activity name

Block

Aims and objectives

Subjects

 **Where**

 **When**

 **How**

 **Who with**

 **Length**

 **What do you need?**

Key concepts

Is it what it seems to be?
An activity to learn how to classify landscapes taking into account their energies.
Section: Classify
Aims and Objectives
To discover how landscapes that feature a dominance of elements belonging to the same group may be classified in another group on account of the cause of its dynamic energy.
Subjects
Science, Geography & History, Mathematics and Art
Where
Preferably in the classroom.
It may also take place outside.

When
Outside: the route should include landscapes in which the change in classification of its operational energy is noticeable.
At any time of day in the classroom.

How
Outside: find a route on which different kinds of landscapes with just one dominant element can be distinguished and whose input of energy changes its classification. Simple examples of this are gardens, vineyards, orchards, abandoned housing developments...
In the classroom: it is easier to find pictures of landscapes (local or distant) where these contrasts are shown in a striking and motivating way. The presence of an element which the pupils describe and which gives them clues to the dominant energy that will change the classification, makes the activity more motivating as it turns it into a game in which you discover what, or who, makes this landscape work. An irrigation channel amongst fruit trees, or a fence at a zoo which sets it apart from the savannah where animals are free etc.
The teacher can provide the pictures or the pupils themselves can find 'trick' landscapes in magazines, on the internet or bring in photos for classifying. If the latter, one group can find pictures to exchange with another group so they classify landscapes which they do not know.
If working in groups, the pictures should be on paper or they can be shown on a computer screen if there is one available in the classroom. If the pictures are shown to the whole group, they should also be projected on a screen and it is best if each pupil classifies them individually. Then the pictures can be shown again and each pupil self-corrects the classification.

Who with
Pupils from 8 to 11 years old.
Individually, although it may also be done in groups.

Landscape Education strategies for Primary School. M.T. Boveri Pic; R. Pena Viló; J. Ribas Vilós; July 2014

Length

From 20-30 minutes, depending on the age of the pupils.
Depending on the route if done outside.

What do you need?

Outside: a plan of the route with the observation points of the landscapes to be studied well marked.
In the classroom: a set of pictures of landscapes that can be seen on paper or projected onto a screen.
Pencil and paper to note down the classifications.

Key concepts

A landscape may feature one kind of a range of dominant elements, but its classification will also depend on the energies responsible for its performance.
A field of fruit displays biotic elements as dominant in extent, but the energy which helps the field of fruit function, as we see it, is anthropic (manual, mechanical ...) as well as solar, just as in a garden for example.



M.T. Boveri Pic; J. Ribas Vilós

Landscape Education strategies for Primary School. M.T. Boveri Pic; R. Pena Viló; J. Ribas Vilós; July 2014



Explore

Methodological stages: perception and analysis

Activities:

I can see...

Listen, who goes there?...

Touch something...

It smells like...

Tasting, tasting...

Approach to the landscape through the senses

Contents

- ◆ Selective **observation of the elements** of the landscape
- ◆ **Colors, shapes and changes** in the landscape
- ◆ Landscape through **hearing, smell, touch and taste**
- ◆ Combinations & types of landscape: **natural, rural and urban**
- ◆ **Aesthetics** of the landscape
- ◆ The landscape as **heritage**
- ◆ **Emotion** and construction of **attitudes**

Objectives

- ◆ To encourage the habit of **observation**
- ◆ To raise awareness towards **beauty, harmony and the functionality** of the landscape
- ◆ To stimulate the visual retentive of **shapes, colors, structure and changes** of landscape
- ◆ To enhance the senses of **hearing, smell, touch and taste**, in front of the landscape
- ◆ To feel and define **emotions and feelings** to the landscape

A large field of tulips in various colors (red, pink, white, yellow) in a park setting. The tulips are arranged in neat rows, and the background shows green grass and trees.

I can see

An activity to identify landscapes through colour and shape.

Section: *Explore*

Aims and objectives

To discover information about the characteristics of landscape, and thus the landscape itself, that the sense of sight can provide us with.



Who goes there?

An activity to identify landscapes through sound.

Section: *Explore*

Aims and objectives

To discover information about landscapes through the sense of hearing.

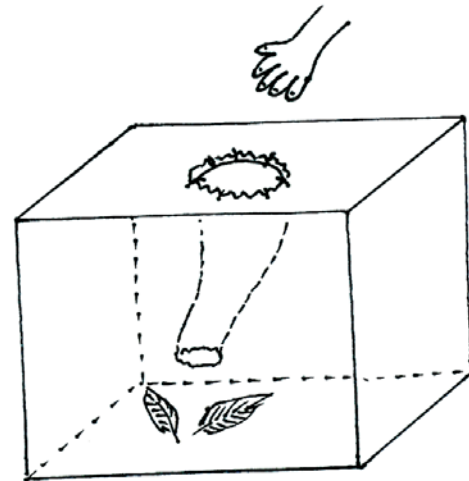
Touch something ...

An individual activity to identify elements through touch.

Section: *Explore*

Aims and objectives

To discover information about the characteristics of landscape, and the landscape itself, through the sense of touch.



A photograph of a geothermal spa. In the foreground, many people are swimming in bright blue water. In the background, there are industrial structures with tall chimneys emitting thick white steam. The scene is set against a backdrop of dark, forested hills under a clear blue sky.

It smells like

An activity to identify elements through smell.
Section: *Explore*

Aims and Objectives

To discover information about landscapes through the sense of smell.

Tasting, tasting ...

An activity to identify elements which are characteristic of a certain landscape through the sense of taste.

Section: *Explore*

Aims and objectives

To discover information about certain elements of landscapes through the sense of taste. To get to know gastronomy as an expression of a culture which uses products which are characteristic of specific landscapes.



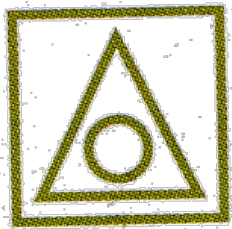
I feel ...

An activity to discover the feeling that a landscape creates.

Section: *Exploring*

Aims and Objectives

To discover the feeling or feelings created by a landscape and how this perception is very personal.



Classify

Methodological stages: analysis and diagnosis

Activities:

What's what

Is it what it seems to be?

The same but different

Even more difficult

To pass from observation to classification

Contents

- ◆ Reading and analysis of the landscape: **presence and distribution of the elements**
- ◆ Elaboration of interpretative synthesis about the **structure and dynamics**
- ◆ Natural landscapes and the **forms of occupation** of rural and urban land
- ◆ Use of **symbols** to express the results of the **classification**

Objectives

- ◆ Identify the **elements** that make up a landscape and their interrelations
- ◆ Define the **location and extension** of the elements in a limited landscape
- ◆ Understanding the **value of the scale** in the space representations
- ◆ Comparing **similarities and differences** among landscapes
- ◆ Value the local, the European and the world landscape **diversity**

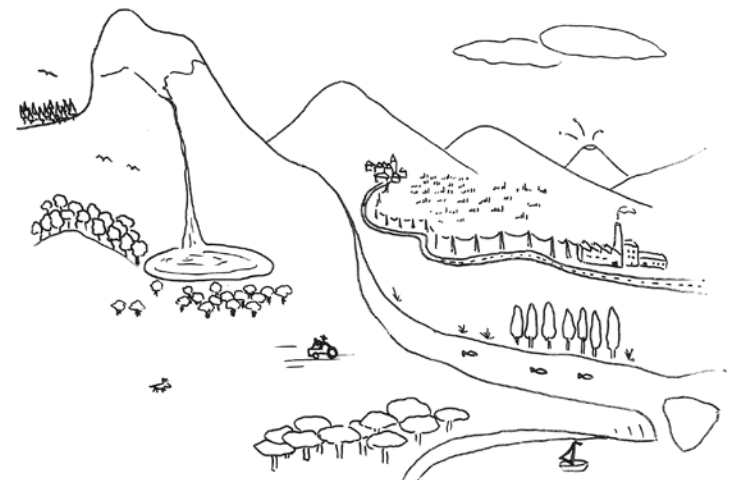
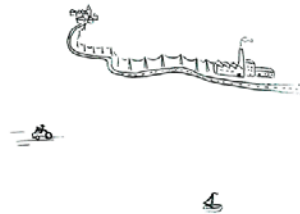


What's what

An individual or group activity to classify the elements of a landscape.
Section: *Classify*

Aims and Objectives

To learn how to differentiate and identify the different elements (abiotic, biotic and anthropic) that make up a landscape



Is it what it seems to be?

An activity to learn how to classify landscapes taking into account their energies.

Section: *Classify*

Aims and Objectives

To discover how landscapes that feature a dominance of elements belonging to the same group may be classified in another group on account of the cause of its dynamic energy.



Even more difficult

An activity to classify complex landscapes according to the dominance of elements and energies.

Section: *Classify*

Aims and Objectives

To learn how to classify landscapes according to the dominance of elements and energies and to understand that the landscapes may be complex and therefore very dynamic and changeable.



Near or far

An activity to observe how the classification landscapes vary according to scale.

Section: *Classify*

Aims and Objectives

To learn how a landscape changes its classification of dominance if we see it close-up or from a distance





Investigate

Methodological stages: analysis, diagnosis and dynamics

Activities:

Growing and growing

Remains

Footprints

What is first

Who goes there?

The magic of a landscape

To Know and to analyze the interrelationships of a landscape and their acting energies

Contents

- ◆ Identification of **different plant species**, **strata of vegetation**, growth and expansion
- ◆ **Plant species in relation** to the presence of water and types of soils
- ◆ Existence of **fauna** in the landscape, the dominant species and their habitat
- ◆ Recognition of **human presence** in landscapes and human waste
- ◆ Importance of **abiotic elements** and basic **erosion** processes
- ◆ The **changes in the landscape**: natural energies and anthropic action.

Objectives

- ◆ Identify on-site plant diversity, their distribution, density and stratification
- ◆ Recognize indicators of the presence of fauna and of human activities in the landscape, its impact and consequences
- ◆ Understand what erosion is and how water works in modeling the relief
- ◆ Define simple interrelationships among climate, vegetation and relief

Growing and growing

An activity to identify the variety in vegetation of a landscape and its dynamics.

Section: *Investigate*

Aims and Objectives

To investigate the different kinds of vegetation in a landscape and its dynamics.

To learn how a landscape changes its dominance ranking if we see it close-up or from a distance



Footprints

An activity to discover the steps of man in landscape.

Section: *Investigate*

Aims and Objectives

To investigate and discover the traces that man leaves with his footsteps on landscapes that are neither infrastructure nor big artefacts.



Remains ...

An activity to discover the presence of fauna in landscapes

Section: *Investigate*

Aims and Objectives

To discover the presence of fauna in landscapes through their remains and various distinguishing signs.

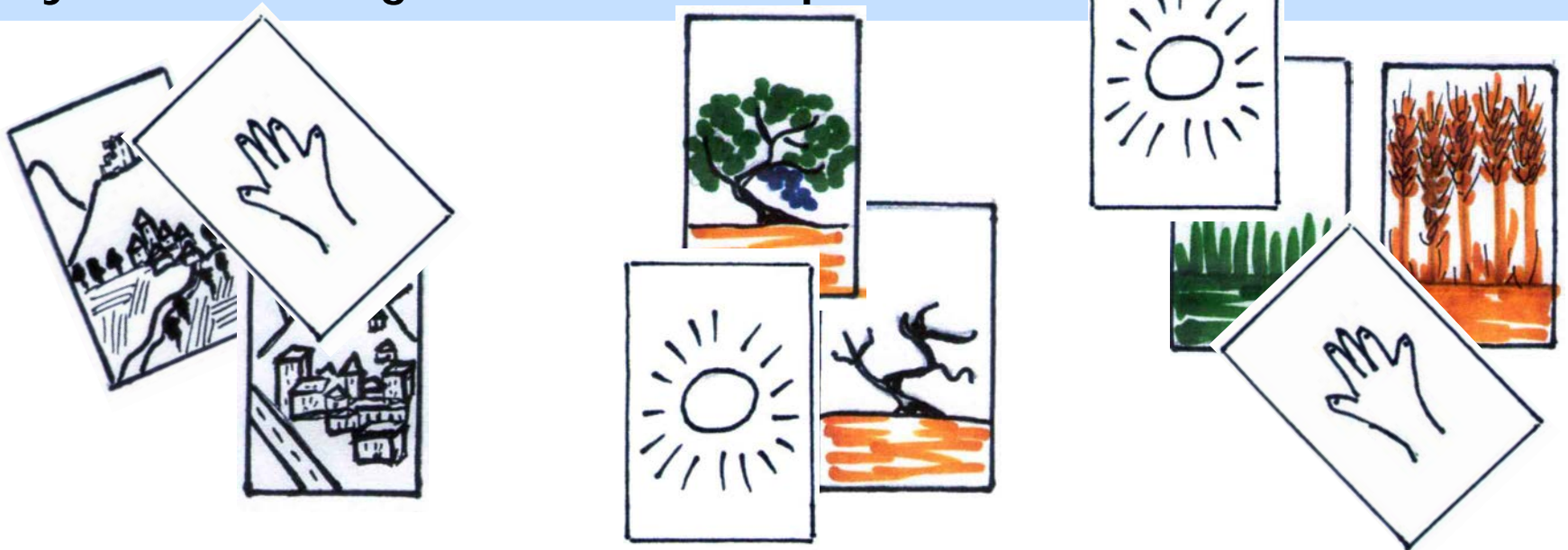
Who goes there?

An activity in which you can play with the energies that have an affect on the landscapes.

Section: *Investigate*

Aims and Objectives

To investigate what kind of fluxes are responsible for the dynamic changes in a landscape



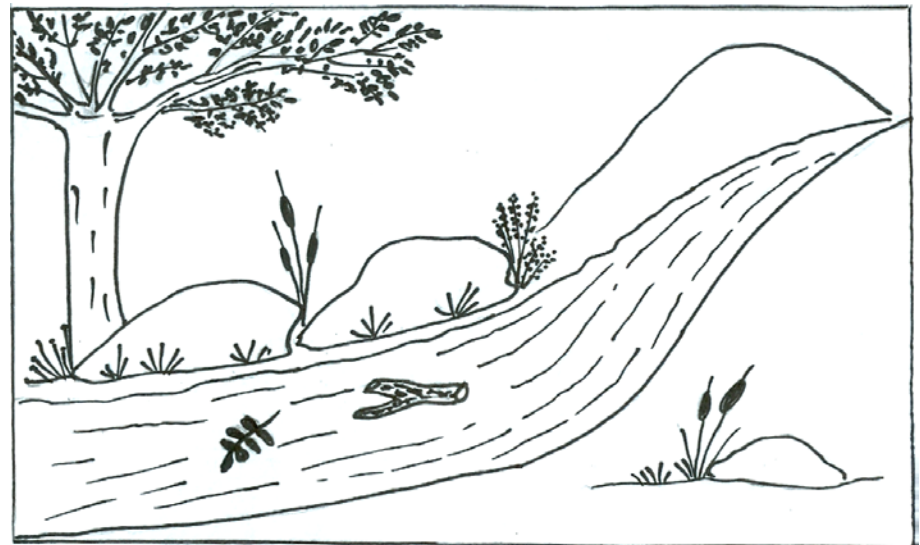
What is first

An activity to identify the interrelationship among the abiotic elements.

Section: *Investigate*

Aims and Objectives

To investigate the role of the abiotic elements in the functioning of the landscape

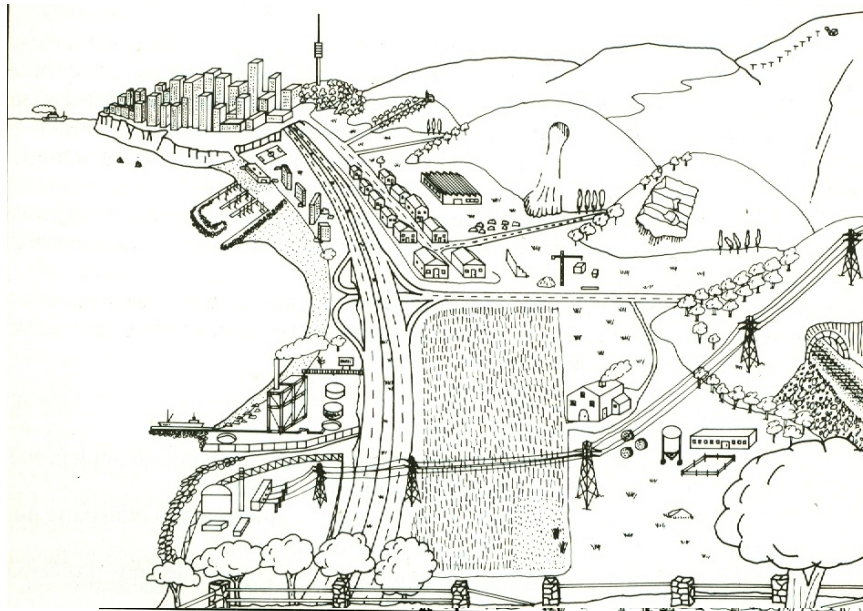


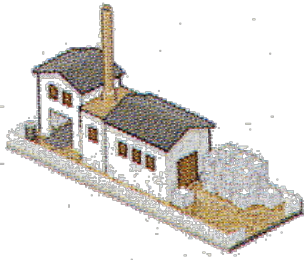
The magic of a landscape

An activity which shows the evolution of landscape.
Section: *Investigate*

Aims and Objectives

To investigate how landscape has changed with time and the reason why





Act

Methodological stages: analysis, diagnosis, prognosis
and prevention

Activities:

Build your landscape

You decide

What do you think would happen if...

Focussing in particular on prediction and also on prevention

Contents

- ◆ **Selective observation** of the elements of the landscape
- ◆ The structure of the **geoecological landscape** (natural resources)
- ◆ The **socio-economic structure of the landscape** (activities and artefacts)
- ◆ **Interrelations** between structures and the forms of occupation of the territory
- ◆ **Spatial and temporal dimension** of the human activities in the transformation of the landscape
- ◆ Recognition and assessment of **anthropogenic impacts** on the landscape

Objectives

- ◆ Understand the **importance of planning** of the landscape
- ◆ **Predict** and detect the evolution of **humanized landscapes**
- ◆ Use **different types of spatial representations**
- ◆ Enhance the **realistic and creative personal responses** to problems of territorial planning

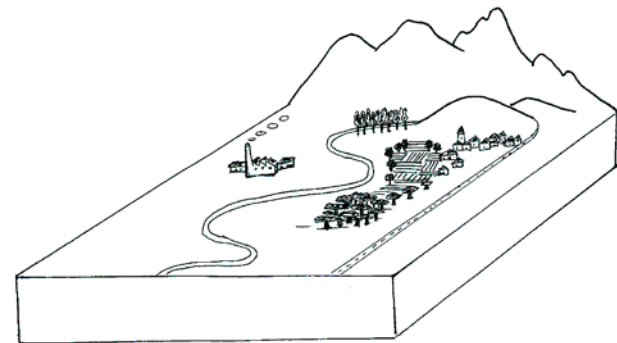
Take care of your landscape

An activity which simulates the grading of a landscape.

Section: Act

Aims and Objectives

To understand the complexity of the performance of a landscape.



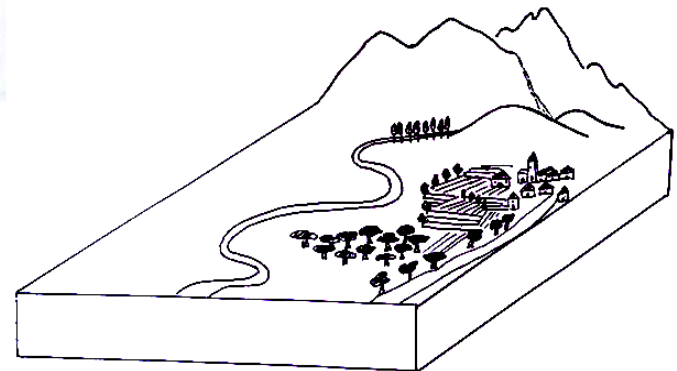
You decide

An activity which presents the difficulty of planning a landscape.

Section: *Act*

Aims and Objectives

To learn how to make decisions about possible anthropic actions on the landscape



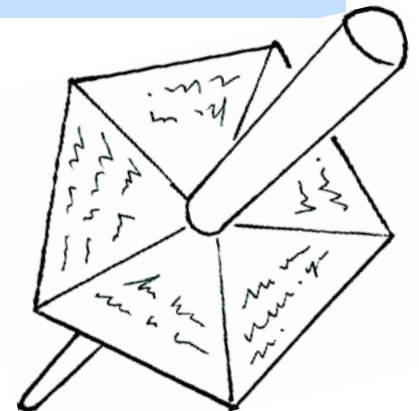
What do you think would happen if ...?

An activity which shows the impact of the extraordinary input of fluxes on landscapes and their consequences.

Section: *Act*

Aims and Objectives

To learn how to predict the changes that will take place in a landscape beginning with the extraordinary contributions of fluxes to the landscapes.





Report

Methodological stages: analysis, diagnosis, prognosis
and prevention

Activities:

My landscape is like this

Routes

Our landscape

My landscape stickers

Dissemination and exchanging experiences on landscape

Contents

- ◆ Use of the written and **graphic-plastic expression** in the description of the landscape
- ◆ **Elaboration of texts** of diverse typology and representative images
- ◆ Definition of **relevant values** of local landscape
- ◆ **Prospection** of opinion to the landscape as **cultural heritage**
- ◆ **Spatial representation** of itineraries and landscape routes
- ◆ Use of **new technologies for the dissemination** on-line and for exchanges

Objectives

- ◆ Develop **communicative competence** over the landscape
- ◆ Enhance **oral and written** interaction as well as the use of the **audiovisual language**
- ◆ Recognize and appreciate the **values of the local landscape** as referents of the **own identity**
- ◆ Recognize **the role of the landscape** in various **traditional cultural** and artistic manifestations
- ◆ Promote the **landscape as a source of inspiration**
- ◆ Promote the **exchange of knowledge and experiences** related to landscape
- ◆ Reveal the **interest in knowing other landscapes** of Europe and the world

My landscape is like this

An activity which maximises communication about landscape.

Section: *Report*

Aims and Objectives

To encourage communication and information exchange about local and European landscapes with the aim of making pupils more aware of their landscapes so that they acquire good personal attitudes and social responsibility.



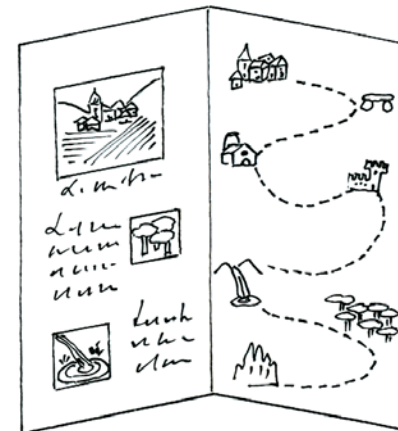
Routes

A synthesis activity which highlights the most characteristic landscapes in our environment.

Section: *Report*

Aims and Objectives

To recognise and select our local landscapes including the most common ones





Our Landscape

An activity which describes our local landscape, highlighting its hereditary values which come from the exchange of the opinion of local people.

Section: *Report*

Aims and Objectives

To assess and introduce the architectural and local folkloric heritage, as well as the natural heritage closest to the town.

My landscape stickers

An activity which collects landscapes, creating a personal sticker (photograph) album resulting from exchanging (pictures) with other pupils.

Section: *Report*

Aims and Objectives

To know, compare and exchange landscapes.



Remarks

“Landscape Education activities for Primary School”:

- ◆ It is based on the principles of the European Landscape Convention
- ◆ The activities are intended to be used on any locality, region or country
- ◆ The methodology allows to progress on the landscape literacy

We expect:

These activities will be disseminated, applied, and through practice will be enriched with the contributions of the educational world

Primary a clue stage for Landscape Education

