Landscape Education activities for Primary School

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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** = theoretical model of landscape

Landscape = geosystem in a determined time and space

- **Rocs**
- **Air**
- **Water**
- **Vegetation**
- **Fauna**
- **Anthropic elements**

**Geoma** or abiotic subsystem

**Bioma** or biotic subsystem

**Anthroma** or anthropic subsystem

- **External energy** (extraplanetary)
- **Internal energy** (planetary = natural and anthropic)

Landscape Education activities for Primary School. Strasbourg, March 2015
Methodology

Perception, observation

ANALYSIS

Classification

DIAGNOSIS

Dinamycs

PROGNOSIS

Prevention

SINTERESIS
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| **Analysis** | - 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

Perception
Reading

Observation
Interpretation

Knowledge

Behavior
Attitudes

Participation
Dissemination

Primary: key level

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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

# Activiti name

## Block

### Aims and objectives

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### Where

![Location](image)

**Where**: Specialised schools and schools with natural landscapes, appropriate to the level of education.

1. **How**: Decide on the type of landscape to be studied and the classification scheme to use. The choice between a qualitative or quantitative analysis should be based on the objectives of the study.

2. **When**: The landscape can be classified into different classes, e.g., natural, cultural, or urban.

3. **Who with**: In the classroom, a set of pictures of landscapes can be used as paper, poster, or digital.

### Who with

**Who with**: Students of all ages, from 3 to 18 years old.

### Length

**Length**: From 20 to 70 minutes, depending on the size of the group.

### What do you need?

**What do you need?**: Plenty of pictures of landscapes that can be seen on paper or projected on a screen and paper to draw down the classifications.

### Key concepts

A landscape can feature one or more of the following elements, and its classification will depend on the elements responsible for its performance.

- **Elements**
  - Elevation
  - Vegetation
  - Aquatic systems
  - Soil
  - The energy that helps the field of work (economic, industrial, social) as well as the site, built or natural, on a field of vision.
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
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
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.
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.
An activity to classify 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 observe how landscapes with the same dominance may show a different appearance.
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
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.
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