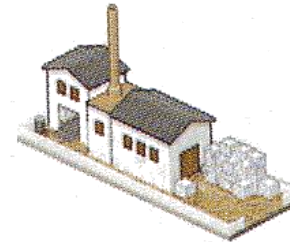


Permanent Landscape Education activities for Primary School

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



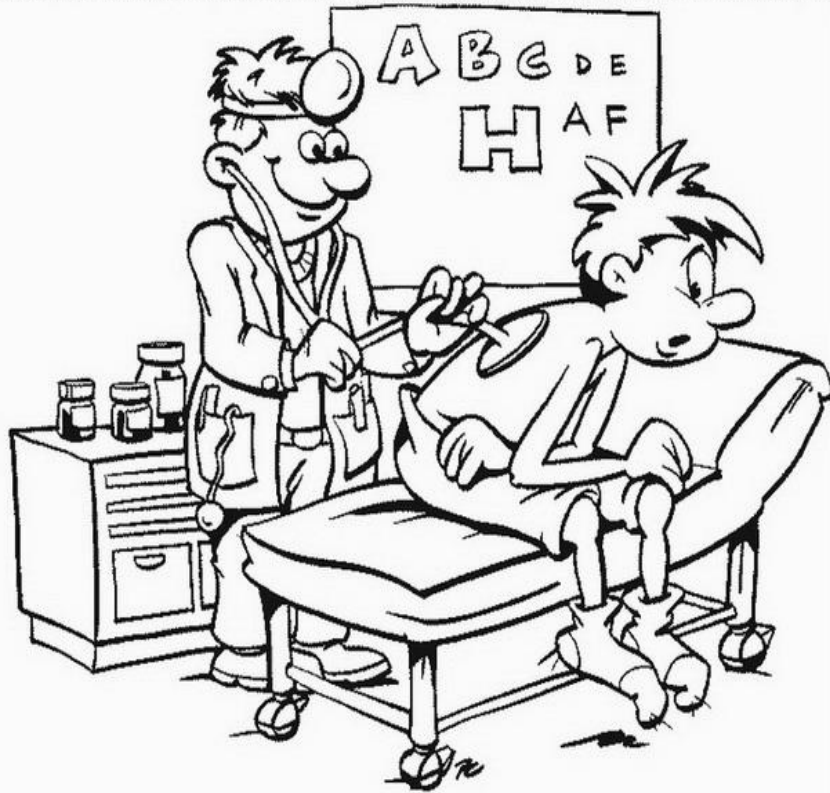
21st Council of Europe Meeting
“Landscape and Education”
Tropea, Calabria, Italy 2018

The landscape program

- uses its own Methodology
- proposes Activities to develop in Primary
- can be used in different landscapes
- is useful to any level of education



Landscape studied like a patient



Phases of the study:

- Analysis / characteristics
- Diagnosis / description
- Prognosis / prediction
- Sinteresis / prevention

LANDSCAPE STUDY

PROCEDURES

TECHNIQUES

Anàlisis

- ❖ 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




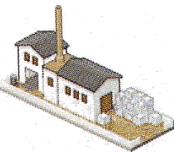

- ❖ Prediction
- ❖ Asking questions
- ❖ Develop answers

Simulation
Communication

Sinteresis or prevention

- ❖ Elaboration of proposals
- ❖ Argumentation
- ❖ Debate

Creative
Simulation
Communication

Activities blocks	Methodological stages
 <p data-bbox="374 225 643 301">Explore</p>	<p data-bbox="967 201 1532 254">Perception and analysis</p> <p data-bbox="967 275 1647 328">Discovering through senses</p>
 <p data-bbox="374 444 643 519">Classify</p>	<p data-bbox="967 415 1493 468">Analysis and diagnosis</p> <p data-bbox="967 489 1682 542">Identify elements and fluxes</p>
 <p data-bbox="316 662 701 738">Investigate</p>	<p data-bbox="967 629 1754 682">Analysis, diagnosis and dynamics</p> <p data-bbox="967 704 1808 819">Deep study of elements and their interactions</p>
 <p data-bbox="446 939 568 1001">Act</p>	<p data-bbox="967 911 1789 1026">Analysis, diagnosis, <u>prognosis</u> and prevention</p> <p data-bbox="967 1048 1702 1100">Avoid environmental impacts</p>
 <p data-bbox="388 1219 629 1295">Report</p>	<p data-bbox="967 1133 1773 1249">Analysis, diagnosis, prognosis and prevention</p> <p data-bbox="967 1270 1721 1323">Communication and exchange</p>

General Pedagogical aims of the activities

- **Localization, distribution and recognition** of the elements of the landscape
- Take into account the **socio-cultural and economical aspects**
- The integrating vision of the **interaction of all the elements**
- Understand the **dynamics** of the processes that occur in the landscape
- Promote transmission of experiences by **use of 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. Bovee Plo; R. Pena Villo; J. Ribas Villos; July 2014

60

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. Bovee Plo; J. Ribas Villos

Landscape Education strategies for Primary School. M.T. Bovee Plo; R. Pena Villo; J. Ribas Villos; July 2014

61



Explore objectives

- ◆ To encourage the habit of **observation**
- ◆ To raise awareness towards **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



Explore

Methodological stages: perception and analysis

Activities:

I can see...

Listen, who goes there?...

Touch something...

It smells like...

Tasting, tasting...

It makes me feel...

Approach to the landscape through the senses



Who goes there?

to identify landscapes through





It smells like...

identify landscapes through smell

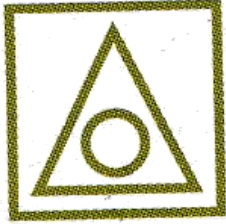


I feel ...



An activity to discover the feeling that a landscape creates and how this perception is very personal.





Objectives of Classify

- ◆ 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



Classify

Methodological stages: analysis and diagnosis

Activities:

What's what

Is it what it seems to be?

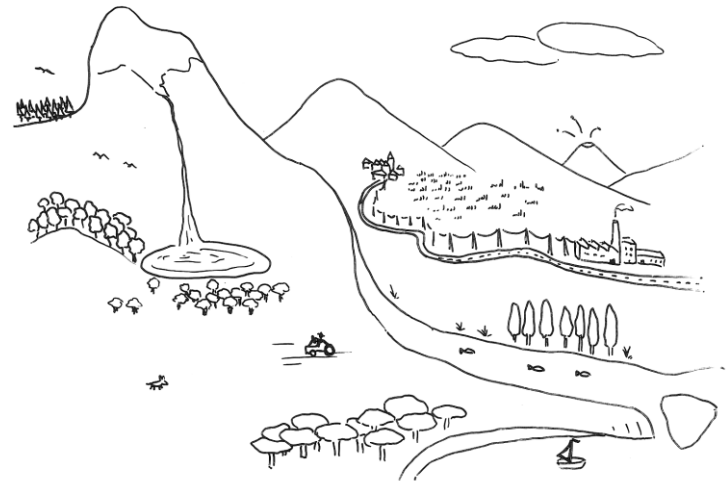
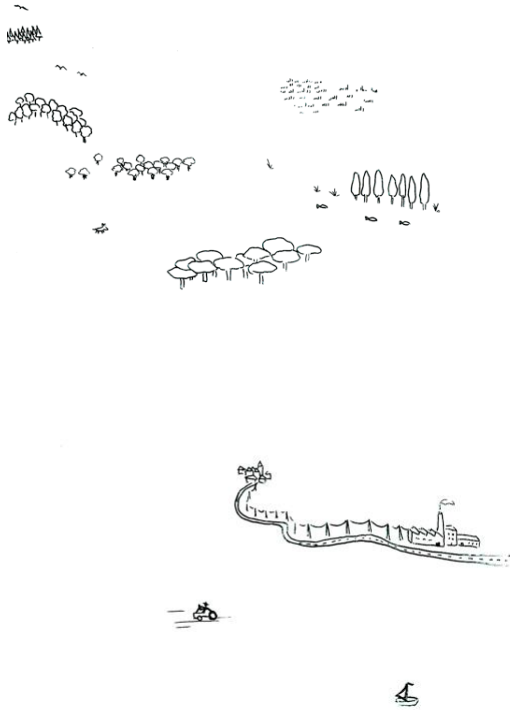
The same but different

Even more difficult

To pass from observation to classification

What's what

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



Even more difficult

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

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





Objectives of Investigate

- ◆ 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



Investigate

Methodological stages: analysis, diagnosis and dynamics

Activities:

Growing and growing

Remains

Footprints

What is first

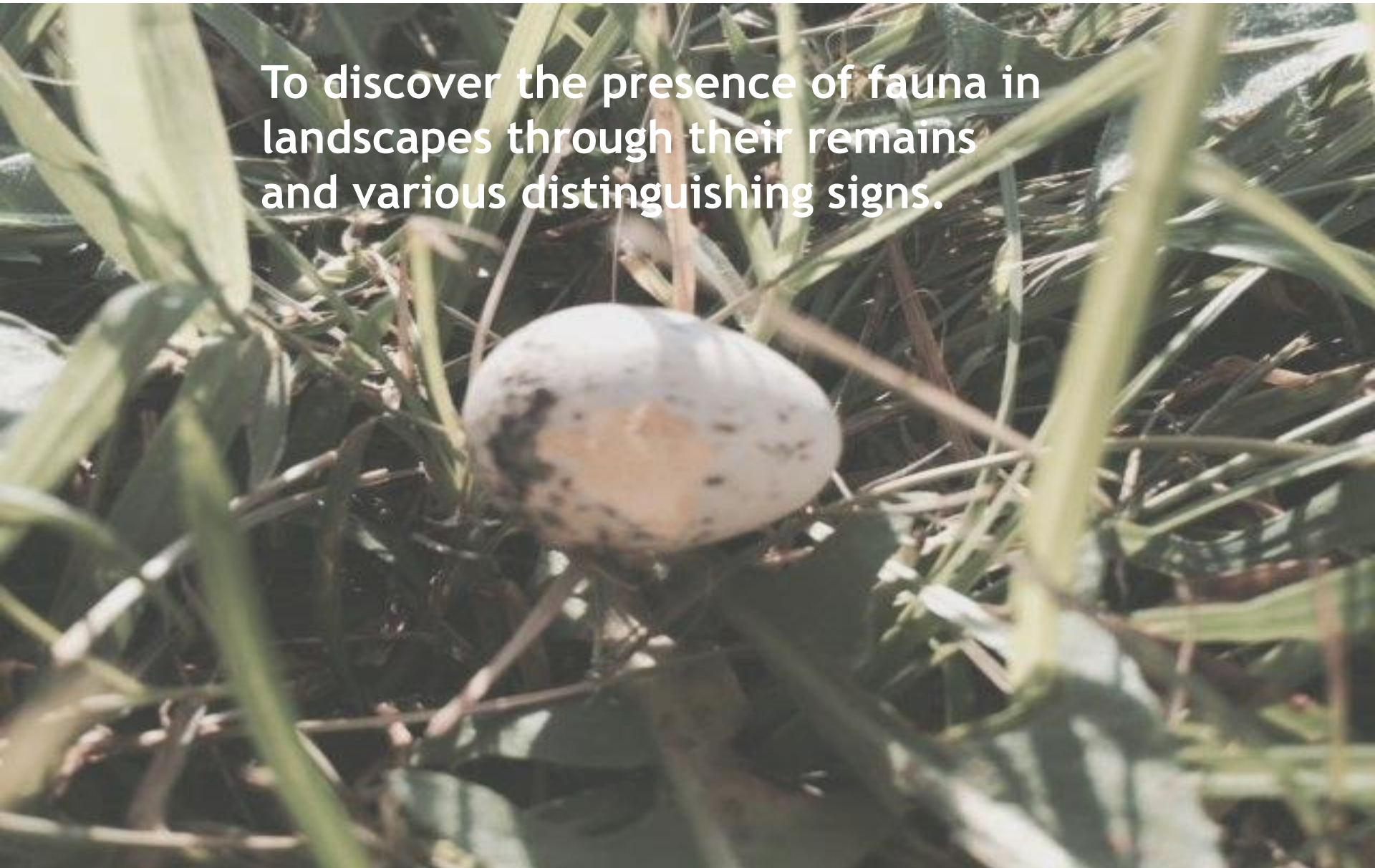
Who goes there?

The magic of a landscape

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

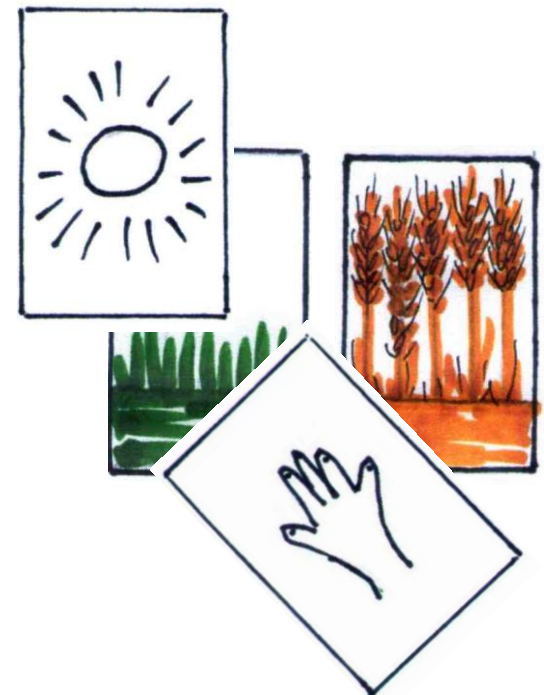
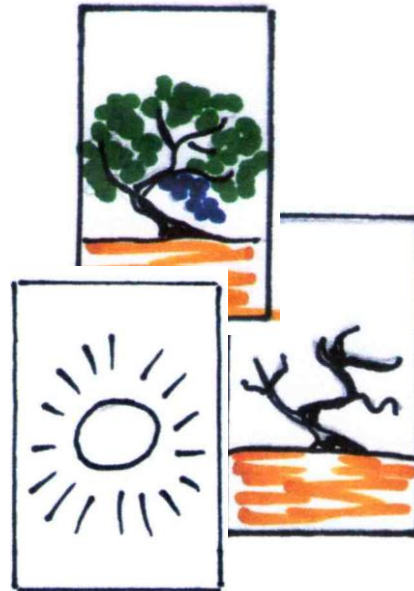
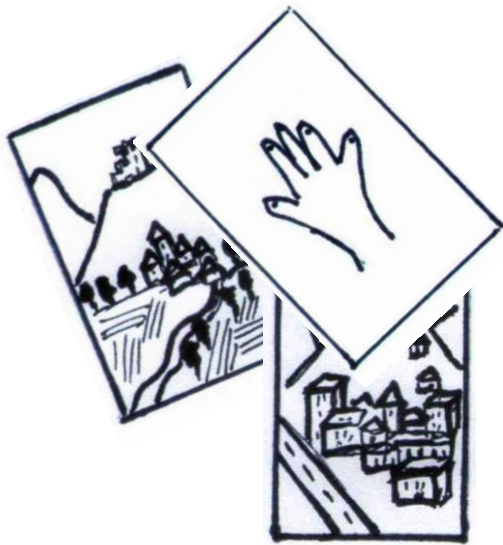
Remains ...

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



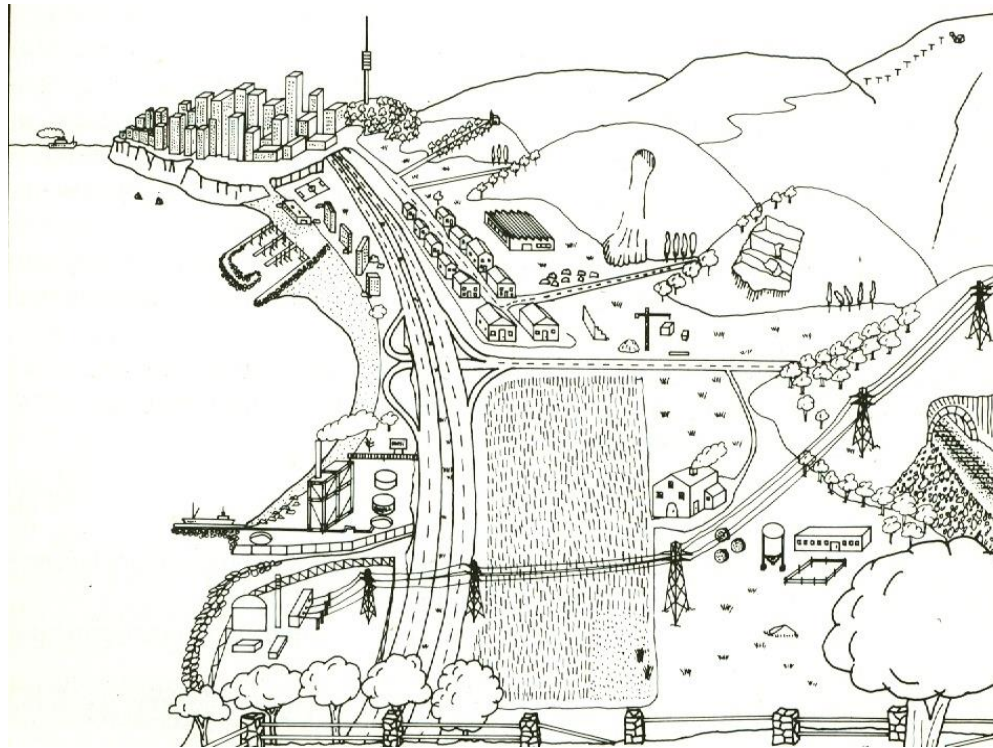
Who goes there?

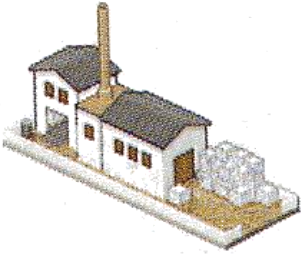
An activity in which you can play with the energies that are responsible for the dynamic changes in a landscape have an affect on the landscapes.



The magic of a landscape

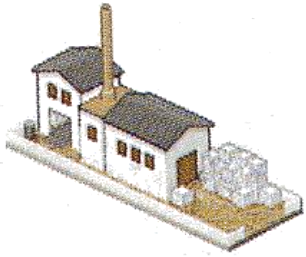
To investigate how landscape has changed with time and the reason why





Objectives of Act

- ◆ 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



Act

Methodological stages: analysis, diagnosis, prognosis
and prevention

Activities:

Build your landscape

You decide

What do you think would happen if...

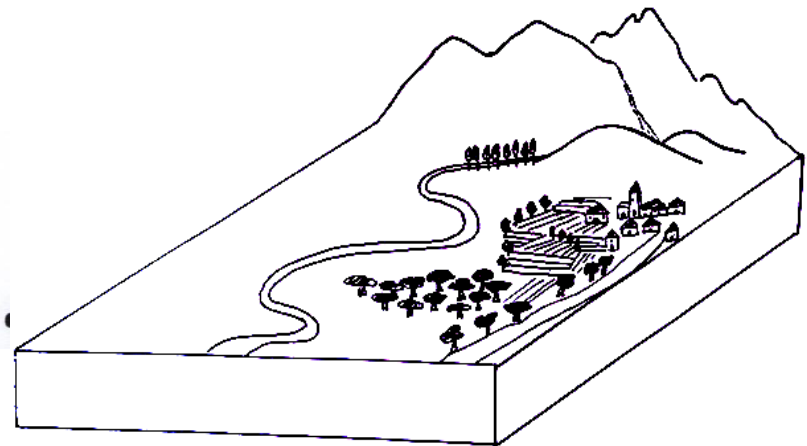
Focussing in particular on prediction and also on prevention

You decide

To learn the difficulty of planning and how to make decisions about possible anthropic actions on the landscape

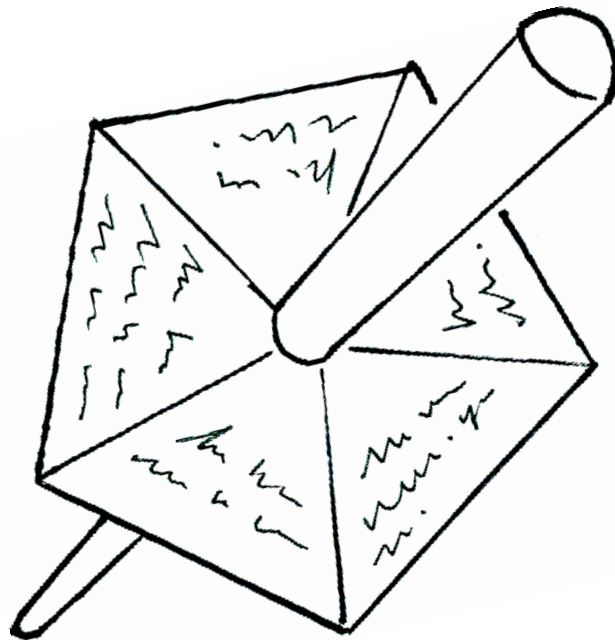


.....



What do you think would happen if ...?

To learn how to predict the changes that will take place in a landscape by the impact of the extraordinary input of fluxes, materials or energies





Objectives of Report

- ◆ Develop **communicative competence** over the landscape by means of **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** and 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 and the **interest in knowing other landscapes** of Europe and the world



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

My landscape is like this

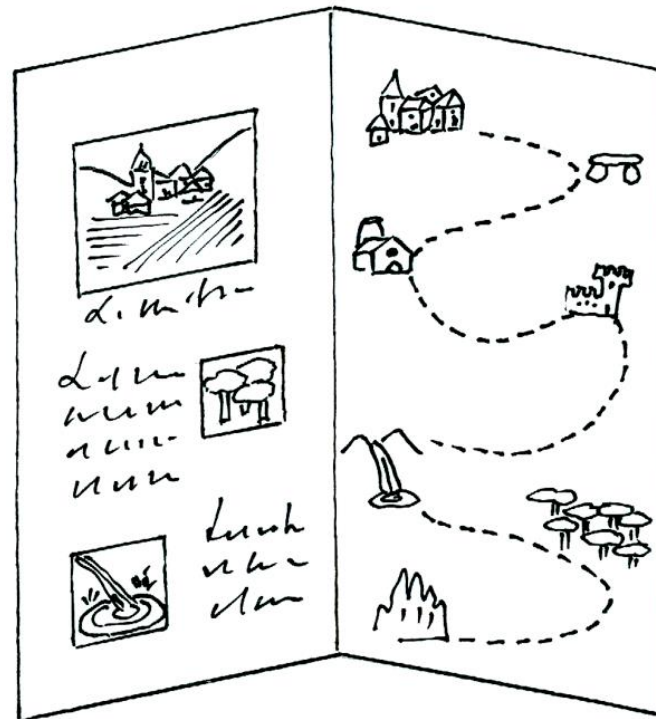
t

To encourage communication and information exchange about local landscapes with the aim of making pupils they acquire good personal attitudes and social responsibility.



Routes

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



My landscape stickers

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



The Landscape program

- adapts to rapid changes
- allows a holistic and integral education
- facilitates to develop the multiple intelligences of new generations



We expect these 24 activities will be disseminated, applied and through practice will be enriched with the contributions of the educational world

Find them at:

<https://www.coe.int/en/web/landscape/cep-cdcpp-2015>

Point 14.Education CDCPP (2015) Add.E

Thank you very much for your attention