

Council of Europe Landscape Convention
**LANDSCAPE EDUCATION ACTIVITIES
FOR PRIMARY SCHOOLS**
Pedagogical booklet



COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Council of Europe Landscape Convention
**LANDSCAPE EDUCATION ACTIVITIES
FOR PRIMARY SCHOOLS**
Pedagogical booklet



Council of Europe

French edition:
*Activités d'éducation au paysage pour
l'école primaire – Livret pédagogique*
ISBN 978-92-871-8841-0

*The opinions expressed in this work are
the responsibility of the authors and
do not necessarily reflect the official
policy of the Council of Europe*

All rights reserved. No part of this
publication may be translated, reproduced
or transmitted, in any form or by any
means, electronic (CD-Rom, internet, etc.)
or mechanical, including photocopying,
recording or any information storage or
retrieval system, without prior permission
in writing from the Directorate of
Communications (F-67075 Strasbourg
Cedex or publishing@coe.int).

Cover and layout: Documents and
Publications Production Department
(SPDP), Council of Europe

Drawings of activities 1-16, 18-24:
Rosalina Pena Vila

Drawing of activity 17: G. Fernández Tatjer

Photographs of the activities:
Maria del Tura Bovet Pla; Jordi Ribas Vilàs;
Rosalina Pena Vila; Marta Travé Sánchez

Cover photo:
Gian Paolo Bardazza, *Helianthus*
Council of Europe Publishing
F-67075 Strasbourg Cedex
<http://book.coe.int>
ISBN 978-92-871-8840-3

© Council of Europe, 2021
Printed at the Council of Europe

Council of Europe Landscape Convention
European Spatial Planning and Landscape
Series, 2021, No. 121

Editorial director: Maguelonne Déjeant-Pons
with the co-operation of Susan Moller and
Eva Nagy

www.coe.int/en/web/landscape

Contents

| | |
|---|-----------|
| Foreword | 5 |
| Introduction | 7 |
| I. Landscape perception activities | 9 |
| Activity 1 – Seeing the landscape | 10 |
| Activity 2 – Listening to the landscape | 12 |
| Activity 3 – Touching the landscape | 14 |
| Activity 4 – Smelling the landscape | 16 |
| Activity 5 – Tasting the landscape | 18 |
| Activity 6 – Feeling the landscape | 20 |
| II. Landscape identification activities | 23 |
| Activity 7 – What is that? | 24 |
| Activity 8 – Is it what it seems to be? | 26 |
| Activity 9 – Different but similar | 28 |
| Activity 10 – Even more difficult | 30 |
| Activity 11 – Near or far | 32 |
| III. Landscape analysis activities | 35 |
| Activity 12 – Plant growth | 36 |
| Activity 13 – Signs of animals | 38 |
| Activity 14 – Human footprint | 40 |
| Activity 15 – What is going on here? | 42 |
| Activity 16 – What is formed first? | 44 |
| Activity 17 – The magic of landscape | 46 |
| IV. Landscape reflection activities | 49 |
| Activity 18 – Plan the territory! | 50 |
| Activity 19 – What do you think would happen if...? | 52 |
| Activity 20 – You decide | 54 |
| V. Landscape reporting activities | 57 |
| Activity 21 – The landscape path | 58 |
| Activity 22 – Our landscape | 60 |
| Activity 23 – My landscape album | 62 |
| Activity 24 – My landscape is like this | 64 |
| Conclusion | 67 |

Foreword

“A human being without a landscape is nothing”

José Ortega y Gasset

The Council of Europe Landscape Convention (ETS No. 176) applies to the entire territory of the states parties and covers natural, rural, urban and peri-urban areas. It includes land, inland water and marine areas, and concerns landscapes that might be considered outstanding, as well as everyday or degraded landscapes.

Each party undertakes to “recognise landscapes in law as an essential component of people’s surroundings, an expression of the diversity of their shared cultural and natural heritage, and a foundation of their identity” (Article 5.a of the convention).

The convention states that the landscape plays an important public-interest role in cultural, ecological, environmental and social fields, and constitutes a resource beneficial to economic activity, whose appropriate protection, management and planning can contribute to the formation of local cultures and to job creation. It underlines that the landscape is an important part of the quality of life for people everywhere, and a key element of individual and social well-being. Its protection, management and planning entail “rights and responsibilities for everyone” (Preamble to the convention).

For the purposes of the convention (Article 1):

- ▶ “landscape” means an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors;
- ▶ “landscape policy” means an expression by the competent public authorities of general principles, strategies and guidelines that permit the taking of specific measures aimed at the protection, management and planning of landscapes;
- ▶ “landscape quality objective” means, for a specific landscape, the formulation by the competent public authorities of the aspirations of the public regarding the landscape features of their surroundings;
- ▶ “landscape protection” means actions to conserve and maintain the significant or characteristic features of a landscape, justified by its heritage value derived from its natural configuration and/or from human activity;
- ▶ “landscape management” means action, from a perspective of sustainable development, to ensure the regular upkeep of a landscape, to guide and harmonise changes which are brought about by social, economic and environmental processes;
- ▶ “landscape planning” means strong forward-looking action to enhance, restore or create landscapes.

The convention provides that the parties undertake to increase awareness among civil society, private organisations, and public authorities of the value of landscapes, their role and changes to them. They thus undertake to promote:

- ▶ training for specialists in landscape appraisal and operations;
- ▶ multidisciplinary training programmes in landscape policy, protection, management and planning, for professionals in the private and public sectors and for associations concerned; and
- ▶ school and university courses which, in the relevant subject areas, address the values attached to landscapes and the issues raised by their protection, management and planning.

Recommendation CM/Rec(2015)7 of the Committee of Ministers of the Council of Europe to member States on pedagogical material for landscape education in primary school was developed on the basis of work carried out by the Council of Europe Working Group on Landscape and Education, presented at the Council of Europe Conference on the European Landscape Convention (Strasbourg, 18-20 March 2015), and then at the meeting of the Council of Europe's Steering Committee for Culture, Heritage and Landscape (Strasbourg, 1-3 June 2015). The working group comprised national representatives responsible for the implementation of the European Landscape Convention and a representative of the Council of Europe's Steering Committee for Education Policy and Practice. The working documents (CDCPP (2015) Add. 15) were prepared by Council of Europe experts: Mrs Maria del Tura Bovet Pla, Mr Jordi Ribas Vilàs and Mrs Rosalina Pena Vila, professors and researchers from the Faculty of Geography and History, University of Barcelona (Spain), in co-operation with Mrs Annalisa Calcagno Maniglio, professor of landscape architecture of the University of Genoa (Italy).

Support for this work was provided by the Ministry for the Environment, Agriculture and Sustainable Development of Andorra, the Ministry for the Environment of Finland, the Ministry for Sustainable Development and Energy of France, the Ministry for Local Government and Modernisation of Norway, the Ministry for Environmental Protection of Serbia, and the Federal Office for the Environment of Switzerland.

The pedagogical booklet, *Landscape education activities for primary schools*, presents a summary of the work carried out. It was produced by Mrs Maguelonne Déjeant-Pons, head of the Landscape, Environment and Major Hazards Division of the Council of Europe, and Mrs Susan Moller, administrative assistant at the Council of Europe, with contributions of Mrs Veronika Strilets, lawyer at the University of Odessa (Ukraine), Mrs Aurélie D. Majeldi, Ms Bénédicte Blaudeau, and Ms Marie Boucher, experts in political science and international relations (France).

The activities presented in this booklet can be carried out within the framework of formal and non-formal education. They can lead pupils to take an interest in the multiple dimensions of the landscape, in order to become actors and protagonists of it.

Maguelonne Déjeant-Pons
*Executive Secretary to the
Council of Europe Landscape Convention*

Introduction

Aim

Landscape education aims to arouse pupils' curiosity and interest in landscape by bringing them to:

- ▶ think about what they mean by "landscape": is it where they live, or another place?
- ▶ consider the landscape with its environmental, social, cultural and economic dimensions, both in space and time;
- ▶ understand that the character of the landscape results from the action and interaction of natural and/or human factors;
- ▶ consider the landscape as an open system which is constantly evolving;
- ▶ understand the challenges of protecting, managing and planning the landscape;
- ▶ take into account the particular values assigned to the landscape by the interested parties and the population concerned;
- ▶ imagine what their role could be in relation to the landscape with a view to sustainable and harmonious evolution, as individuals and members of society.

Method

The activities concern several subjects, and can be carried out in an interdisciplinary manner. They can refer to any type of landscape (natural, semi-natural, rural, urban or peri-urban), whether near or far. These can be "everyday" landscapes, landscapes recognised as remarkable or degraded landscapes.

Activities can be carried out inside or outside the school grounds. Pupils are particularly motivated when they do outdoor activities. They can also search media libraries and conduct surveys.

Activities are meant to be done individually and in groups. The participation of pupils' family members or other people often contributes to enriching discussions and strengthening intergenerational relationships.

The activities take place in five pedagogical sequences. They concern: landscape perception; landscape identification; landscape analysis; landscape reflection; and landscape reporting.

Some activities are inspired by traditional games. Teachers can adapt them to the context in which they are conducted.

I. Landscape perception activities

Landscape perception activities aim to have an understanding of the landscape through the senses, thoughts and emotions.

Goals

- ▶ To observe the significant or characteristic aspects of a landscape, both natural and resulting from human intervention.
- ▶ To consider questions of landscape functionality and harmony.
- ▶ To consider the landscape as a living environment, a source of inspiration and creativity.

Tips

- ▶ Ensure the continuity of activities carried out, on and off school grounds.
- ▶ Allow sufficient time to complete individual work before continuing with group work.

Activity 1 – Seeing the landscape

Aim

To perceive the landscape through sight.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

Outside preferably, or in the classroom.

1 When

Throughout the day.

With whom

Pupils work individually and in groups.

Duration

From 20 to 60 minutes.

Equipment

Outside: notebooks, graphite and coloured pencils. In the classroom: a selection of representations of landscapes (photographs, drawings, paintings).

How

Outside, pupils follow a path along which they observe the shapes and colours of the landscape. They discern the shapes of the landscape (mountain silhouettes, cities, geometry of fields, shapes of rural plots, meanders of rivers, roads, garden paths, contours of coasts, lakes, and so on). They draw the landscape by reproducing the observed shapes and hues.

In the classroom, pupils look at representations of landscapes to see whether those with similar shapes and colours are in fact similar or different. They participate in a general discussion.

Key notions

Sight makes it possible to distinguish landscapes with varied structures and dynamics by considering their shapes and colours.

The brightness varies, depending on the time of day and the weather.

After an initial aesthetic impression of the landscape, it is possible to discover its manifold aspects.



Activity 2 – Listening to the landscape

Aim

To perceive the landscape through hearing.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

Outside preferably, or in the classroom.

When

Outside, throughout the day (care should be taken to ensure that sounds and noises can be heard). In the classroom, throughout the day.

With whom

Pupils work on their own and in groups.

Duration

From 20 to 60 minutes.

Equipment

Outside: notebooks, graphite and coloured pencils. In the classroom: recordings of sounds and noises from landscapes, and representations of these landscapes (photographs, drawings, paintings).

How

Outside, pupils follow a path (with listening points) along which sounds and noises can be heard (these generally vary according to the season and time of day). Eyes closed, they count in silence the number of sounds and noises they hear, and they memorise them. They record them in order to compose a “soundscape”. They draw the landscape to be able to remember it.

In the classroom, pupils listen to recordings of sounds and noises from various landscapes. They take notes on what they hear, and draw the landscape that the sounds or noises evoke. They check whether or not it is usual to hear them in certain landscapes, and participate in a general discussion.

Key notions

Hearing gives information about the landscape. While noise is easy to hear, only careful listening can distinguish certain sounds.

A soundscape is a combination of sounds and noises that define an environment. Each landscape has a specific soundscape.

Usually, the main sounds and noises coming from a landscape give an indication of its nature.



Activity 3 – Touching the landscape

Aim

To perceive the landscape through touch.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

Outside and in the classroom.

1 When

Throughout the day.

With whom

Pupils work on their own and in groups.

Duration

From 25 to 60 minutes.

Equipment

Opaque bags (for collecting landscape elements), scarves for blindfolding, cardboard box (with a cut-out hole), samples of elements (natural and resulting from human intervention).

How

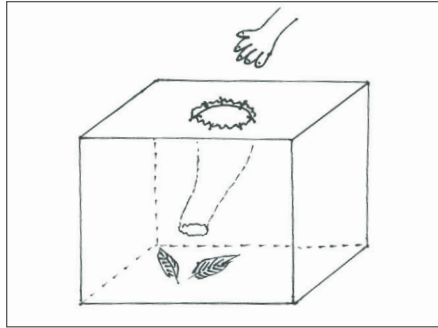
Outside, pupils follow a path along which they collect samples of natural elements (leaves, bark, moss, lichen, pebbles, sand, shells) and resulting from human intervention (bottle cap, paper, plastic bag).

Back in the classroom, pupils put these samples in the cardboard box. They take turns, blindfolded, inserting their hands into the box to take samples. They try to identify the elements, imagine where they might come from (a pine cone might come from a forest, moss from a damp wood, gravel from a path, seashells from a beach), and explain why. They participate in a general discussion.

Key notions

The contact with natural elements, solid (earth, stone), liquids (water) or fluids (air) provides information on the landscape.

The texture, shape and temperature of the landscape elements shape the landscape.



Activity 4 – Smelling the landscape

Aim

To perceive the landscape through smell.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

Outside preferably, or in the classroom.

When

Throughout the day.

With whom

Pupils work individually and in groups.

Duration

From 30 to 60 minutes.

Equipment

Notebooks, graphite and coloured pencils.

How

Outside, pupils follow a path detecting odours, both pleasant and unpleasant. They plot the path followed in their notebook, marking the places where they detect odours (representing them with different colours). They describe them, then compare them with other odours. They indicate if any of them are unusual in a given place (pollution in a forest) and whether it is difficult for them to identify the source (volatile organic compounds). They examine whether odours are more intense in the heat.

If an odour (unpleasant or pleasant) is intense, its source will be easy to identify (manure could come from a barn, chemicals from a factory, stagnant water from a tank, the smell of food from a catering area, of fish from a fishing port, plant scents, the sea air of a coast).

In the classroom, pupils comment on their experience and imagine how some unpleasant odours could be eliminated, while other, pleasant odours, could be amplified (fragrant plants). They participate in a general discussion.

Key notions

Odours influence the perception of a landscape, both favourably or unfavourably.

Olfactory memory plays an important role in life and odours are often associated with landscapes.

Beautiful landscapes become less attractive if unpleasant odours are sensed there.



Activity 5 – Tasting the landscape

Aim

To perceive the landscape through taste.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

Outside preferably, or in the classroom.

When

Throughout the day.

With whom

Pupils work individually and in groups.

Duration

From 20 to 60 minutes.

Equipment

Representations of the landscapes (photographs, drawings, paintings), food (raw, cooked, ready-made dishes), plates, trays, blindfolds, notebooks, graphite and coloured pencils.

How

Outside, pupils follow a path observing whether it is possible to find edible wild plants, flowers, fruits, or cultivated fruits and vegetables.

Outside, or in the classroom, pupils associate flavours with landscapes (which may be near or more distant). After tasting food, they imagine what landscape they could come from (a vegetable could come from a market garden, a fish from the sea, a berry from a mountainous region, meat from a farm, fruit from an orchard, cereals from a field) and why (type of soil, climate, cultivation methods). They can repeat the exercise blindfolded. They draw the image they have of “tasted” landscapes and they participate in a general discussion.

Key notions

Taste perception is personal: a food can be enjoyed by some and not by others.

An agriculture making use of traditional or contemporary knowledge respectful of the quality of the places, makes it possible to produce quality food, while maintaining the landscape in a sustainable way.



Activity 6 – Feeling the landscape

Aim

To perceive the landscape through thoughts and emotions.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

Outside preferably, or in the classroom.

1 When

Throughout the day.

With whom

Pupils work individually and in groups.

Duration

From 20 to 45 minutes.

Equipment

Outside: map, notebooks, graphite and coloured pencils, indicative list of emotions.
In the classroom: representations of landscapes (photographs, drawings, paintings), indicative list of emotions.

How

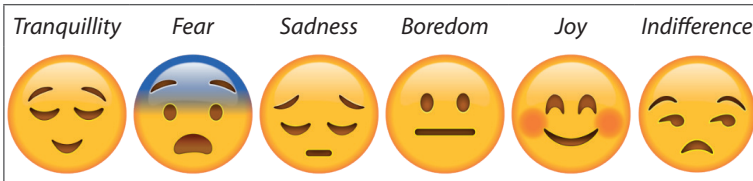
Outside, pupils walk through a landscape, indicating their path and observation points on a map. They go in silence, focusing on their thoughts and emotions. They take notes and represent their emotions with symbols. They participate in a general discussion.

In the classroom, pupils select representations of landscapes. They describe them and look for recordings, samples of elements, natural and resulting from human intervention, scents and foods that evoke these landscapes. They participate in a general discussion.

Key notions

Although a landscape can elicit different thoughts or feelings depending on the people, it often elicits similar thoughts and feelings for many of them.

In addition, the perception of a landscape can vary, depending on whether it is considered in reality or virtually.



II. Landscape identification activities

Landscape identification activities aim to describe and classify the landscape taking into account its significant and characteristic features.

Goals

- ▶ To take into account the notion of scale in the representation of the features of the landscape, estimate their proportions and understand how they are configured.
- ▶ To study the structure of the landscape in order to understand how it functions.
- ▶ To examine the significant and characteristic features of the landscape.

Tips

- ▶ Identify areas that can be considered everyday, remarkable and degraded.
- ▶ Observe the diversity of landscapes at different levels (local, regional, national, continental, global).
- ▶ Compare landscapes to identify their similarities and differences.

Activity 7 – What is that?

Aim

To identify features of the landscape, natural (abiotic and biotic) and resulting from human intervention.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

Outside or in the classroom.

1 When

Outside, preferably in the morning. In the classroom, throughout the day.

With whom

Pupils work individually and in groups.

Duration

From 20 to 30 minutes.

Equipment

Representations of landscapes (photographs, drawings, paintings), tracing paper, notebooks, graphite and coloured pencils.

How

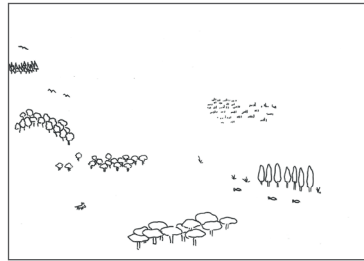
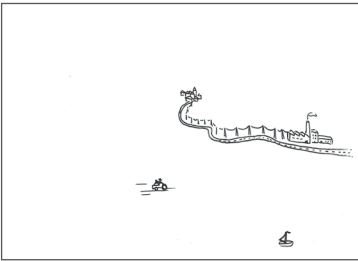
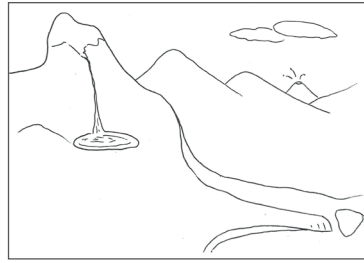
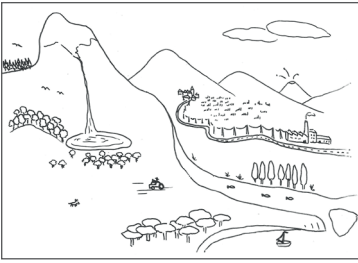
Outside, pupils draw features of the landscape using only three colours: one for natural abiotic features, another for natural biotic features and a third for elements resulting from human intervention. They can also use symbols (square, circle, triangle, depending on whether the features are abiotic, biotic or from human intervention). They continue the activity counting the number of features drawn per category. They observe the place that each type of feature occupies in the landscape and participate in a general discussion.

In the classroom, pupils observe a representation of a landscape. They trace some of its features (abiotic, biotic and resulting from human intervention) onto three separate sheets of tracing paper. They superimpose the three sheets to represent the landscape as a whole, with all its elements. They continue the activity counting the number of features drawn per category. They observe the place that each type of feature occupies in the landscape and participate in a general discussion.

Key notions

The structure of a landscape is constituted of natural aspects (abiotic and biotic), as well as aspects resulting from human intervention.

According to its dominant characteristics, a landscape can be considered natural, semi-natural, rural, urban or peri-urban.



Activity 8 – Is it what it seems to be?

Aim

To observe the character of the landscape resulting from the action and interaction of natural and human factors.

Subject

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

Outside or in the classroom.

When

Outside, preferably in the morning. In the classroom, throughout the day.

With whom

Pupils work individually and in groups.

Duration

From 20 to 30 minutes.

Equipment

Outside: notebooks, graphite and coloured pencils, map of a path (on which are indicated the observation points). In the classroom: representations of landscapes (photographs, drawings, paintings), notebooks, graphite and coloured pencils.

How

Outside, pupils follow a path while observing whether the character of the landscape results from the action of natural factors (growth of wild plants, streams coming from a natural source) or humans (field of cultivated plants, urbanised district, canalised river). They examine the interrelationships between these factors (plants covering a stone monument, avenue of trees planted along the banks of a river, sand dumped to fight against erosion of the beach). They participate in a general discussion.

In the classroom, pupils carry out the same activity based on representations of landscapes. They participate in a general discussion.

Key notions

The landscape is composite in that it results from the action of both natural and human factors.

The landscape is dynamic in that it results from the interaction between these factors.



Activity 9 – Different but similar

Aim

To observe that landscapes may differ in their appearance but be similar in their mode of functioning.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

Outside or in the classroom.

1 When

Outside, preferably in the morning. In the classroom, throughout the day.

With whom

Pupils work individually or in groups.

Duration

From 30 to 120 minutes.

Equipment

Outside: notebooks, graphite and coloured pencils, map of the path to follow (on which are indicated observation points). In the classroom: representations of landscapes (photographs, drawings, paintings), notebooks, graphite and coloured pencils.

How

Outside, or in the classroom, pupils examine whether landscapes of the same type have a generally comparable mode of functioning, even though they are geographically distant (urban landscapes: buildings, administrative buildings, offices, public gardens; rural landscapes: meadows, fields, isolated houses; coastal landscapes: sand, dunes, wetlands; mountain landscapes: topography, relief; tropical landscapes: dense vegetation; industrial landscapes: hangars, factories, mines; desert landscapes: sand, oases). They participate in a general discussion.

Key notions

In everyday life, different types of landscape can be observed, considering their main characteristics.

Landscapes may differ in their appearance, while having the same mode of functioning.



Activity 10 – Even more difficult

Aim

To classify complex landscapes, made up of a combination of features deriving from their natural configuration and from human intervention.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

Outside or in the classroom.

1 When

Outside, preferably in the morning. In the classroom, throughout the day.

With whom

Pupils work individually and in groups.

Duration

From 30 to 120 minutes.

Equipment

Outside: notebooks, graphite and coloured pencils, map of the path to follow (on which are indicated observation points). In the classroom: representations of landscapes (photographs, drawings, paintings), notebooks, graphite and coloured pencils.

How

Outside, pupils follow a path along which they can observe a wide variety of complex landscapes, made up of a combination of features deriving from their natural configuration and from human intervention. They observe whether certain characteristics dominate, identify the most striking aspects, describe and classify the landscape. They participate in a general discussion.

In the classroom, pupils carry out the same activity starting from representations of complex landscapes (local or distant). They describe them, identify the most striking aspects, classify them and participate in a general discussion.

Key notions

Generally, landscapes whose natural and human significant or characteristic features show only little variability, and that are not subject to strong transformation factors (natural or human), are easy to classify.

Conversely, landscapes with varied natural and human features, and that are subject to major transformation factors (natural or human), are complex and difficult to classify.

Landscapes in which the predominant aspects are not very varied may be the subject of different classifications, depending on how they are perceived.



Activity 11 – Near or far

Aim

To consider the notion of scale in the classification of landscapes.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

In the classroom and outside.

When

Outside, preferably in the morning. In the classroom, throughout the day.

With whom

Pupils work individually and in groups.

Duration

From 60 to 120 minutes.

Equipment

Outside: card, drawing paper, scissors, glue, rigid supports (that pupils can lean on when drawing), notebooks, graphite and coloured pencils. In the classroom: the drawings that were made outside.

How

In the classroom, pupils cut card to make observation frames of various sizes and shapes (square, rectangular, triangular, round).

Outside, pupils examine a landscape by making a first classification of this landscape. They then hold up their observation frames at arm's length, to examine parts of this landscape. They check whether their initial classification is still valid, or whether it is likely to vary according to the angle of orientation chosen (for example, towards dwellings, or towards a forest close to these dwellings), or according to the frame's size or shape. Pupils draw the landscape they observe through their frames, reproducing the outline of the frames.

In the classroom, pupils present the result of their work indicating whether certain features of the landscape dominate. They participate in a general discussion.

Key notions

A landscape classification must include the notion of scale, taking into account the proportions between the features of the landscape.

The same landscape can be classified differently depending on the scale chosen and whether it is perceived from near or far.

The same scale should be used throughout the study of a landscape.



III. Landscape analysis activities

Analysis activities aim to awaken the spirit of curiosity and critical thinking about the landscape.

Goals

- ▶ To analyse how natural and human factors act and interact on the landscape.
- ▶ To examine the geomorphology of the landscape and land use patterns (natural, rural, urban and peri-urban areas).
- ▶ To study natural abiotic and biotic features, as well as the features resulting from human intervention (marks, traces and remains, constructions, agricultural and marine crops) and their interaction.
- ▶ To examine the problems resulting from environmental pollution (water, soil, air, climate).

Tips

- ▶ Explain the effects of natural and human factors and their interactions on the dynamics and transformation of a landscape.
- ▶ Consider that landscapes evolve and change over time.
- ▶ Promote the rigour necessary for scientific research (methodical collection of clues, clear notes, exact measurements).
- ▶ Encourage group work, with a division of tasks.

Activity 12 – Plant growth

Aim

To research the different types of vegetation in order to understand their dynamics.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

Outside and in the classroom.

1 When

Outside, preferably in the morning. In the classroom, throughout the day.

With whom

Pupils work individually and in groups.

Duration

From 40 to 80 minutes. The activity may be repeated for different types of landscape.

Equipment required

String, tape measure, graph paper, notebooks, graphite and coloured pencils.

How

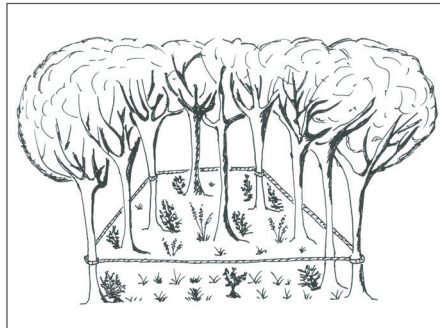
Outside, pupils work in small groups on a plot of land of a few square metres, marked off with string. They count the number of plant species they find there, look up their names, check for seedlings, estimate the density and height of vegetation, and measure the width of tree trunks. They take notes, mark on graph paper where certain species are found, and draw them.

Outside, or in the classroom, pupils present the results of their research by examining whether the vegetation is rich and varied, and whether it differs from one plot to another. They examine the dynamics of vegetation in the landscape and participate in a general discussion.

Key notions

Plant communities are made up of individuals of several species, interacting with individuals of the same species, as well as with individuals of different species.

Vegetation plays a major role in the production and protection of soils and humus, the carbon cycle and the production of oxygen.



Activity 13 – Signs of animals

Aim

To discover the presence of animal species from clues and signs.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

Outside, then in the classroom.

When

Outside, preferably in the morning. In the classroom, throughout the day.

With whom

Outside, pupils work individually and in groups.

Duration

From 40 to 60 minutes.

Equipment

Outside: notebooks, graphite and coloured pencils, gloves, bags and boxes (to collect samples), and labels (to identify them). In the classroom: magnifying glasses, roll of drawing paper.

How

Outside, in small groups, pupils walk in silence to listen for sounds of animals. They look for traces of their passage (paw prints) or leftover samples (feathers, hair, moults, droppings). They take note of their location, draw them and collect some samples.

In the classroom, the pupils examine the samples collected and attempt to trace on a wall panel the path taken by the animals to find shelter and food. They participate in a general discussion.

Key notions

Although they are not always easy to see or hear, animal species are present in most landscapes, especially if there is water.

Knowledge of animal species enables the understanding that the degradation of the landscape has negative effects on these species.

In landscape studies, the population density of the most abundant species should be measured, and the endemic species identified.



Activity 14 – Human footprint

Aim

To identify the impact of human beings on the landscape.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

Outside, then in the classroom.

1 When

Outside, preferably in the morning. In the classroom, throughout the day.

With whom

Pupils work in small groups, then participate in a general discussion.

Duration

From 40 to 80 minutes outside. 30 minutes for the presentation of conclusions in the classroom.

Equipment

Notebooks, graphite and coloured pencils, bags and gloves (to collect waste).

How

Outside, pupils divide into small groups along the path and explore a few metres. They search for footprints (of men, women and children) and vehicle tracks (bicycles, strollers, motorcycles, cars), as well as waste (cardboard, paper, plastic bags, bottles, cans, scraps of glass and cloth, cigarette butts). They note their quantity, where they come from and the impact they have on the landscape. They draw footprints, vehicle tracks or garbage.

Back in the classroom, pupils present the results of their research. They assess the level of use of the path and the impact that this use can have on the landscape. They participate in a general discussion.

Key notions

Human beings transform the landscape much more than animal and plant species do. Since the Industrial Revolution, few landscapes have not been marked by a human presence.

Certain activities generate pollution and nuisances which affect the landscape, not only from an aesthetic point of view but also from a functional one.



Activity 15 – What is going on here?

Aim

To analyse the action and interaction of natural and human factors on the landscape.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

In the classroom.

When

Any time of day.

With whom

Pupils work individually and in groups.

Duration

Several sessions of 60 minutes.

Equipment

Card, graphite and coloured pencils, scissors.

How

Pupils cut out 32 cards. They prepare two series of cards which they illustrate with drawings or collages.

The cards in the first set (10 cards) are titled “Transformation factor”. They represent landscape transformation factors that are either natural (wind, tide, volcanic eruption), human (construction of infrastructure, automobile traffic), or of both natural and human origin (erosion, climate change).

The cards in the second series (22 cards) are titled “Landscape before and after”. Pairs of cards represent the same landscape, before and after a transformation. The shapes, colours and reliefs of the landscape features may differ (for example: a fallow field and the same field after cultivation; a field in its natural state and the same field crossed by a motorway; vines in summer, then in winter; a deciduous forest in summer, then in winter; a forest before and after a fire; a natural beach and the same beach having become a marina; a small village and the same village that has become a town; a town before and after a volcanic eruption).

The cards are shuffled and dealt. A pupil plays a card from the “Landscape before and after” series. The pupil who has the paired card plays it. Pupils see if they have a “Transformation factor” card in hand that can explain the transformation of the landscape in question. Whoever plays it first and explains why the landscape has been transformed, wins the pair of “Landscape before and after” cards. The winning pupil discards the “Transformation factor” card and draws a new card. The pupil who wins the most pairs of “Landscape before and after” cards wins the game. Once the card game is over, pupils shuffle the cards and deal them again.

Key notions

The landscape undergoes transformations due to its own dynamics, as well as the natural and human factors which act and interact in it.

Although the landscape changes, with each season and over the years, it generally remains similar.

If the transformation of a landscape is such that it cannot regenerate or be restored, this landscape will definitely change.



Activity 16 – What is formed first?

Aim

To examine how natural abiotic elements transform the landscape.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

Outside preferably, along a shallow stream. In school, in the playground.

1 When

Any time of day.

With whom

Pupils work in groups.

Duration

From 60 to 80 minutes.

Equipment

Outside: piece of metal for scraping stones, dilute hydrochloric acid (to be used only by the teacher). In school: basin, soil, watering can, stones, piece of metal for scraping stones, dilute hydrochloric acid (to be used only by the teacher).

How

Outside, by the stream, pupils throw three items into the water (for example a leaf, a piece of bark and a small branch). They compare their speed of travel and watch where they stop (other elements carried by the stream will probably have accumulated in the same place). They observe the force of the water and its dynamics (erosion, sediment and seeds transportation, changes in the sinuosity of rivers).

Pupils continue the activity by gathering a few stones, of various shapes and compositions. They inspect them, test their hardness (by scraping them with a piece of metal), then listen to the sound they produce when they come into contact with another element. They examine whether some stones (sandstone, limestone) are wearing out, and if the rain and the wind have eroded the softer ones. The teacher can conduct a test by placing a drop of dilute hydrochloric acid on a piece of stone to verify whether it dissolves. Pupils participate in a general discussion.

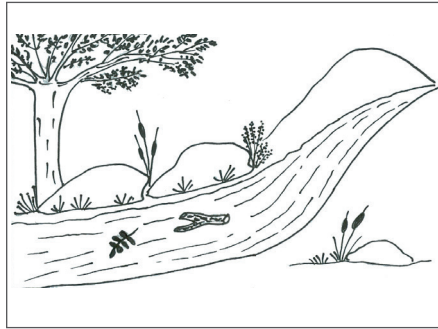
If the activity is being carried out at school, pupils try to make a stream in the playground to observe the force of the water and its dynamics. They also examine the nature and composition of stones. They participate in a general discussion.

Key notions

Water and wind shape the relief of the landscape.

Water exerts considerable force. A modest stream can turn the wheel of a watermill.

Depending on its nature, resistance and permeability, rock generates different types of soil.



Activity 17 – The magic of landscape

Aim

To investigate how the landscape changes over time.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

Outside, then in the classroom.

1 When

Any time of year.

With whom

Pupils work individually and in groups.

Duration

From 30 to 60 minutes.

Equipment

Old and recent documents relating to an urban area and its surroundings (photographs, engravings, paintings, documentaries, films, articles from old newspapers or other writings), tracing paper, roll of drawing paper, notebooks, graphite and coloured pencils.

How

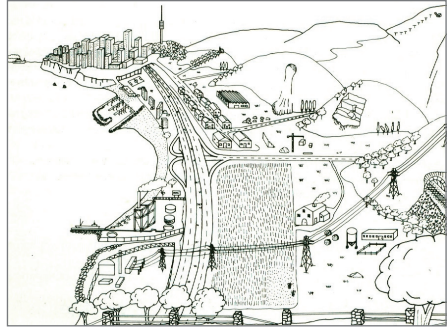
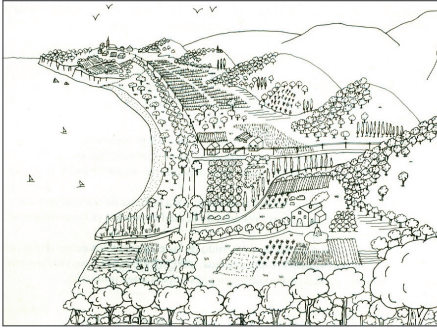
Pupils compare a familiar landscape with an older representation of the same landscape. If they notice that the landscape has changed, they analyse the factors, natural and human, that caused the change. They investigate and consult archives.

Pupils represent a landscape in two distinct eras, but that are considered from the same viewpoint. They trace (on a sheet of tracing paper) the outline of a landscape as it was, then (on another sheet of tracing paper) the outline of the landscape that it has become. They superimpose the two sheets to see whether the outlines differ. They identify the main transformations (houses, roads, squares, fields), and prepare a wall panel to represent them. They participate in a general discussion.

Key notions

The landscape, as a system, is not static but dynamic.

It changes over time, depending on interacting natural and human factors.



IV. Landscape reflection activities

Landscape reflection activities aim to promote the ability to reason about the dynamics and pressures that modify the landscape, in order to form an opinion.

Goals

- ▶ To identify the natural and human factors of landscape transformation.
- ▶ To identify old and current knowledge to protect, manage and plan the landscape.
- ▶ To organise meetings with interested parties of the territory and in particular the population concerned.
- ▶ To assess the landscapes identified, taking into account the particular values assigned to them.

Tips

- ▶ Apply acquired knowledge by carrying out experiments drawing inspiration from real situations.
- ▶ Develop pupils' ability to formulate hypotheses, as well as to make creative but realistic proposals.
- ▶ Ensure that pupils are aware that games (especially video games) are simulations of reality, not reality. In the real world, it is not always possible to "do and undo", as with a magic slate or a computer.

Activity 18 – Plan the territory!

Aim

To understand the complexity of territorial planning.

Subject

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

In the classroom or in the playground.

1 When

Any time of day.

With whom

Pupils work individually and in groups.

Duration

From 30 to 60 minutes.

Equipment

Card, scissors, glue, plasticine, cork, roll of drawing paper, cardboard (for a model).

How

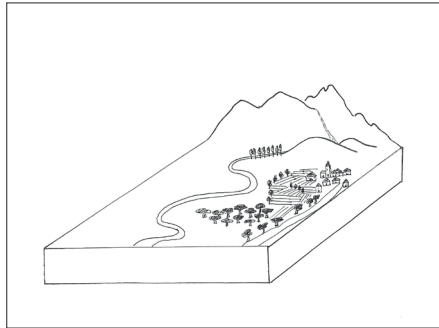
Pupils conceive of a way of distributing human activities over an area. On a wall panel (or on a model), they mark the location for necessary transport and communications infrastructure, homes, squares, parks and gardens, agricultural, livestock and fishing areas, as well as the location of habitats necessary for the conservation of wildlife, and terrestrial and aquatic corridors.

They cut figurines from card stock representing landscape elements and features, both natural (rivers, rocks, trees, plants, animals) and resulting from human intervention (schools, homes, theatres, museums, sports fields, shops, factories, hospitals, quarries). They place and glue these figurines on the wall panel (or in the model). They indicate the names of streets, squares, buildings, trees and other elements or features, and participate in a general discussion.

Key notions

Territorial planning refers to the methods used by the public sector to influence the distribution of people and activities in spaces at various scales, as well as the location of infrastructures, recreation and nature areas.

Landscape planning means strong forward-looking action to enhance, restore or create landscapes.



Activity 19 – What do you think would happen if...?

Aim

To predict the evolution of a landscape over time.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

In the classroom.

When

Any time of day.

With whom

Pupils work in small groups.

Duration

From 30 to 60 minutes.

Equipment

Card stock and soft paper, representations of landscapes (photographs, drawings, paintings), graphite and coloured pencils.

How

Each group of pupils considers a landscape (for example their neighbourhood, the entrance to the city, a rural area). They make a spinning top and represent, on each of its faces, natural and human factors capable of transforming this same landscape (flood, erosion, construction of a new neighbourhood, creation of a park, warming of the atmosphere).

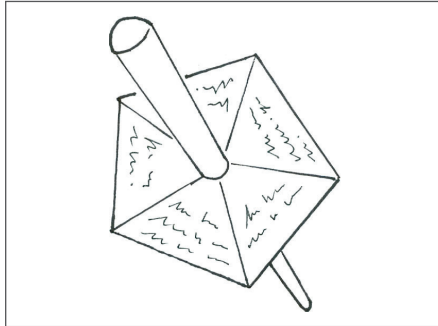
Pupils spin the top on a desk and, when it stops, examine the landscape transforming factor on the side that rests on the desk. They explain what the consequences might be if this transformation happened. They develop evolution scenarios and formulate proposals to protect, manage and plan the landscape. They participate in a general discussion.

Key notions

The landscape changes over time, depending on the interactions of natural and/or human factors.

Landscape decision making must be based on an understanding of the processes that underpin landscape evolution.

Complex landscapes can change irreversibly under the effect of strong pressures.



Activity 20 – You decide

Aim

To make decisions about the protection, management and planning of a landscape.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

In the classroom.

1 When

Any time of day.

With whom

Pupils work in groups.

Duration

From 30 to 60 minutes.

Equipment

Information and data on the landscape, collected in the field, from residents, in libraries or on the internet (maps, photographs and aerial shots).

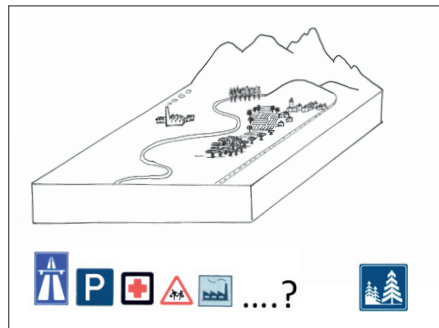
How

Pupils examine controversial projects, real or fictitious, concerning landscapes (for example construction of a motorway, railway line, dam or large parking lot at the entrance of a village, operation of a mine, construction of a hypermarket, demolition of buildings, alteration of a natural park or an archaeological site). They role play to defend points of view (for example, they can consider several options for deciding the location of a hospital: a garden of hundred-year-old trees, a disused factory in an area of heritage interest, a relatively unproductive cultivated field in a peri-urban area). Each pupil defends a point of view (an environmentalist may oppose the construction of the hospital in a garden, a defender of industrial heritage may oppose the demolition of the factory, a small producer may refuse to lose fertile soil). Pupils examine the options available and make choices. They participate in a general discussion.

Key notions

Divergent interests often make it difficult to make decisions about the landscape.

Landscape quality objectives enable competent public authorities to take into account the aspirations of the public with regard to the landscape features of their surroundings.



V. Landscape reporting activities

Landscape reporting activities aim to learn how to present the results of the work carried out on the landscape.

Goals

- ▶ To report on significant or characteristic features of the landscape.
- ▶ To map paths to be followed through the landscape.
- ▶ To present information and testimonies collected about the landscape.
- ▶ To refer to artistic achievements (literary, pictorial, musical, theatrical, cinematographic).

Tips

- ▶ Encourage pupils to share the results of their research.
- ▶ Use different modes of expression (written, oral, graphic, plastic, sound, body), in order to represent and evoke the landscape.
- ▶ Learn to communicate and debate (without audio-visual means at first, and then with).
- ▶ Involve pupils in landscape events and promote the exchange of experiences.

Activity 21 – The landscape path

Aim

To present characteristic aspects of a landscape.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

In the classroom and outside.

When

Any time of day.

With whom

Pupils work individually and in small groups.

Duration

From 30 to 60 minutes, in two sessions.

Equipment

Map and representations of landscapes (photographs, drawings, paintings), tracing paper, graphite and coloured pencils.

How

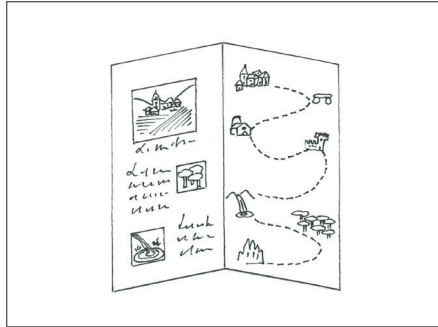
In the classroom, pupils design a landscape path. They plot the route on a map, indicating stopping points and the time needed to follow it. They prepare explanations about the landscape which can be given at each of these stopping points. They present the results of their work to their families and a wider audience.

Outside, pupils guide a small group of people (their families and others) on this path and, at each stopping point, present the prepared explanations.

Key notions

The landscape represents a space essential for well-being and health, both physical (walking, leisure, sport) and mental (contemplation, inspiration).

Following an existing path allows the walker to perceive a landscape without harming it.



Activity 22 – Our landscape

Aim

To report on how a landscape is perceived.

Subject

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

In the classroom and outside.

1 When

Any time of day.

With whom

Pupils work in small groups.

Duration

Several sessions of 30 to 60 minutes.

Equipment

Outside: sound recording device, paper, graphite and coloured pencils, notebooks, map. In the classroom: roll of drawing paper, graphite and coloured pencils.

How

In the classroom, pupils prepare a survey with questions about a landscape they are familiar with.

Examples of questions:

- ▶ Which parts of the territory and features of the landscape do you prefer (or like least)? Why?
- ▶ What are the most significant or characteristic features of the landscape (and the least significant or characteristic)? Why?
- ▶ Do you know the history of the territory?
- ▶ Would you like to rehabilitate or restore some features or parts of this landscape?
- ▶ Do you know a work of art related to it (writing, painting, piece of music, film)?
- ▶ Do you know any traditions or customs linked to this landscape (cuisine, dance, party, game)?

- ▶ Do you know any skills (construction of houses or dry-stone walls, cultivation methods, tree planting and maintenance) or crafts (pottery, embroidery) related to it?
- ▶ What traditional knowledge (construction of houses, dry-stone walls, methods of cultivation, planting and maintenance of trees) or crafts (pottery, embroidery) are, in your opinion, related to the landscape? What current knowledge can you also cite?

Outside, pupils ask their questions to their families or other people.

In the classroom, pupils analyse the responses and then check whether the survey results have led them to change their perception of the landscape. They participate in a general discussion.

Key notions

Landscapes influence the ways in which human beings and societies think, live and act.

Landscapes bear traces of the adaptation of human beings and societies to their environment.



Activity 23 – My landscape album

Aim

To present, exchange and compare information about landscape.

Subjects

Science and technology, history, geography, languages, mathematics, arts, civic education.

Where

In the classroom.

When

Any time of day, over several sessions.

With whom

Pupils work individually and in groups.

Duration

The activity can last one term or the whole year.

Equipment

Representations of landscapes (photographs, drawings, paintings), notebooks, graphite and coloured pencils, glue.

How

Each pupil prepares an album by freely choosing the way to present it and illustrate it. Pupils present their own discoveries, impressions, reflections on the landscape, and formulate proposals in order to protect, manage and plan it. They present the results of their work to their families or a wider audience.

Pupils create a newspaper on the landscape or an audio-visual presentation, intended to share the results of their activities with pupils from other schools, near or far.

Key notions

Knowledge of the landscape calls on many disciplines.

Sharing knowledge is enriching and promotes open-mindedness.



Activity 24 – My landscape is like this

Aim

To encourage the presentation and communication of information on the landscape.

Subjects

Science and technology, history, geography, languages, mathematics, arts, physical education, civic education.

Where

In the classroom.

1 When

Any time of day. The “Landscape Day” can be held on 20 October, the date of the International Landscape Day of the Council of Europe.

With whom

Pupils work individually and in groups.

Duration

Several sessions of variable duration.

Equipment

Representations of landscapes (photographs, drawings, paintings), drawing or graphic art equipment, musical instruments, maps.

How

Pupils organise a “Landscape Day”, to which they invite teachers, their families and, if possible, a wider audience. They prepare an exhibition (wall panels, models, landscape album), as well as a presentation (plays, sketches, role play, poetry or testimony readings, audio-visual recordings).

They make sure they know the history and geographic location of their school. They prepare the entrance to the school and their classroom, as well as the playground, to make them welcoming.

Key notions

Interest in the landscape helps to promote its protection, management and planning.

The presentation and communication of information on the landscape promotes awareness of its value and role.



Conclusion

The natural landscape is alive, of extraordinary diversity and beauty. Over the centuries, humans have shaped it, giving rise to an even greater diversity. However, it is necessary to consider the consequences that too rapid and radical transformations could have over time.

Developments in agriculture, forestry, industrial and mineral production techniques and in regional planning, town planning, transport, infrastructure, tourism and recreation, as well as, at a more general level, changes in the world economy, are in many cases accelerating the transformation of landscapes.

Some cultures may have their own unique concept of landscape, but all relate to notions of quality of life and the living environment. It is therefore necessary to continue to take care of the landscape.

Sales agents for publications of the Council of Europe

Agents de vente des publications du Conseil de l'Europe

BELGIUM/BELGIQUE

La Librairie Européenne -
The European Bookshop
Rue de l'Orme, 1
BE-1040 BRUXELLES
Tel.: + 32 (0)2 231 04 35
Fax: + 32 (0)2 735 08 60
E-mail: info@libeurop.eu
<http://www.libeurop.be>

Jean De Lannoy/DL Services
c/o Michot Warehouses
Bergense steenweg 77
Chaussée de Mons
BE-1600 SINT PIETERS LEEUW
Fax: + 32 (0)2 706 52 27
E-mail: jean.de.lannoy@dl-servi.com
<http://www.jean-de-lannoy.be>

CANADA

Renouf Publishing Co. Ltd.
22-1010 Polytek Street
CDN-OTTAWA, ONT K1J 9J1
Tel.: + 1 613 745 2665
Fax: + 1 613 745 7660
Toll-Free Tel.: (866) 767-6766
E-mail: order.dept@renoufbooks.com
<http://www.renoufbooks.com>

CROATIA/CROATIE

Robert's Plus d.o.o.
Marasovičeva 67
HR-21000 SPLIT
Tel.: + 385 21 315 800, 801, 802, 803
Fax: + 385 21 315 804
E-mail: robertsplus@robertsplus.hr

CZECH REPUBLIC/ RÉPUBLIQUE TCHÈQUE

Suweco CZ, s.r.o.
Klecakova 347
CZ-180 21 PRAHA 9
Tel.: + 420 2 424 59 204
Fax: + 420 2 848 21 646
E-mail: import@suweco.cz
<http://www.suweco.cz>

DENMARK/DANEMARK

GAD
Vimmelskæft 32
DK-1161 KØBENHAVN K
Tel.: + 45 77 66 60 00
Fax: + 45 77 66 60 01
E-mail: reception@gad.dk
<http://www.gad.dk>

FINLAND/FINLANDE

Akateeminen Kirjakauppa
PO Box 128
Keskuskatu 1
FI-00100 HELSINKI
Tel.: + 358 (0)9 121 4430
Fax: + 358 (0)9 121 4242
E-mail: akatilaus@akateeminen.com
<http://www.akateeminen.com>

FRANCE

Please contact directly /
Merci de contacter directement
Council of Europe Publishing
Éditions du Conseil de l'Europe
F-67075 STRASBOURG Cedex
Tel.: + 33 (0)3 88 41 25 81
Fax: + 33 (0)3 88 41 39 10
E-mail: publishing@coe.int
<http://book.coe.int>

Librairie Kléber
1, rue des Francs-Bourgeois
F-67000 STRASBOURG
Tel.: + 33 (0)3 88 15 78 88
Fax: + 33 (0)3 88 15 78 80
E-mail: librairie-kleber@coe.int
<http://www.librairie-kleber.com>

NORWAY/NORVÈGE

Akademika
Postboks 84 Blindern
NO-0314 OSLO
Tel.: + 47 2 218 8100
Fax: + 47 2 218 8103
E-mail: support@akademika.no
<http://www.akademika.no>

POLAND/POLOGNE

Ars Polona JSC
25 Obbroncow Street
PL-03-933 WARSZAWA
Tel.: + 48 (0)22 509 86 00
Fax: + 48 (0)22 509 86 10
E-mail: arspolona@arspolona.com.pl
<http://www.arspolona.com.pl>

PORTUGAL

Marka Lda
Rua dos Correiros 61-3
PT-1100-162 LISBOA
Tel: 351 21 3224040
Fax: 351 21 3224044
E-mail: apoio.clientes@marka.pt
www.marka.pt

RUSSIAN FEDERATION/ FÉDÉRATION DE RUSSIE

Ves Mir
17b, Butlerova ul. - Office 338
RU-117342 MOSCOW
Tel.: + 7 495 739 0971
Fax: + 7 495 739 0971
E-mail: orders@vesmirbooks.ru
<http://www.vesmirbooks.ru>

SWITZERLAND/SUISSE

Planetis Sàrl
16, chemin des Pins
CH-1273 ARZIER
Tel.: + 41 22 366 51 77
Fax: + 41 22 366 51 78
E-mail: info@planetis.ch

TAIWAN

Tycoon Information Inc.
5th Floor, No. 500, Chang-Chun Road
Taipei, Taiwan
Tel.: 886-2-8712 8886
Fax: 886-2-8712 4747, 8712 4777
E-mail: info@tycoon-info.com.tw
orders@tycoon-info.com.tw

UNITED KINGDOM/ROYAUME-UNI

The Stationery Office Ltd
PO Box 29
GB-NORWICH NR3 1GN
Tel.: + 44 (0)870 600 5522
Fax: + 44 (0)870 600 5533
E-mail: book.enquiries@tso.co.uk
<http://www.tsoshop.co.uk>

UNITED STATES and CANADA/ ÉTATS-UNIS et CANADA

Manhattan Publishing Co
670 White Plains Road
USA-10583 SCARSDALE, NY
Tel: + 1 914 472 4650
Fax: + 1 914 472 4316
E-mail: coe@manhattanpublishing.com
<http://www.manhattanpublishing.com>

Council of Europe Publishing/Éditions du Conseil de l'Europe
F-67075 STRASBOURG Cedex

Tel.: + 33 (0)3 88 41 25 81 – Fax: + 33 (0)3 88 41 39 10 – E-mail: publishing@coe.int – Website: <http://book.coe.int>

The Council of Europe Landscape Convention provides that its parties undertake to promote school courses addressing, in the relevant subject areas, the values attached to landscape and the issues raised by its protection, management and planning.

This pedagogical booklet, *Landscape education activities for primary schools*, aims to arouse the curiosity and interest of pupils in landscape by inviting them to think about what they mean by "landscape" and to consider it with its environmental, social, cultural and economic dimensions, both in space and time.

The activities can lead pupils to imagine what their role might be, as individuals and members of society, in order to become actively involved with landscape.

These activities can be carried out within the framework of formal and non-formal education.

www.coe.int

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.



<http://book.coe.int>
ISBN 978-92-871-8840-3
8,50€/17\$US

