

CONCEPTUALIZATION - LEARNING MODULE

Activity 1: The landscape and how it is shaped



When: After the visit to the place.

Time estimated: 1 teaching session

Where the activity takes place: in the classroom, using PC, beamer and Internet

Method (how the students have to work): classroom brainstorming, fieldwork, image and process analysis.

Aim: to understand how landscapes can be transformed by nature itself or by human intervention; and identify a number of “challenges” related to the preservation of landscapes that have environmental value and/or a value for our quality of life.

Learning Objectives:

- ✓ to comprehend the role of nature in forming landscapes
- ✓ to assess the positive and negative human interventions in shaping landscapes
- ✓ to trace the interrelationships between human intervention in the landscape and economic, social, and cultural factors
- ✓ to trace the societal and individual values behind the human interventions in the landscape



- ✓ to discuss conflicts that may arise among different stakeholders regarding preservation and /or exploitation of the landscape for economic or social purposes
- ✓ to encourage critical thinking
- ✓ to encourage group work and collaboration among students

Learning techniques:

- Photo-documentation before and after, group discussion
- Research in the Internet
- Brainstorming

Procedure: Prior to the session, the students are divided in small groups and each group chooses the type of “change” in a landscape they wish to concentrate on. The teacher takes care so that a large variety of changes are covered by the groups. For homework, the students are assigned the task to find in the internet pairs of photos illustrating the situation “before and after” a major change in a landscape, either brought about by nature or by human intervention. Drastic landscape changes (before and after the change), including local/national examples provided by the teachers to reflect issues that are important for the local community or pertinent at national level, may include:

- a flood,
- a landslide or an earthquake
- covering a river or drying a lake (e.g. to produce agricultural land)
- a forest fire,
- urbanization or urban sprawl
- building infrastructure (e.g. a bridge, a dam and an artificial lake, a port etc.) .
- installing alternative sources of energy – e.g. hydroelectric power stations, wind turbines, solar panels
- touristic development, e.g. building second homes or tourist complexes in areas of great natural beauty, building ports for yachts etc.

Optionally, historical documents or ancient mythology may be used, to illustrate how landscape issues were dealt with in earlier times and antiquity.

In the class, the groups work together to identify the major “challenges” reflected in the changed landscapes. Each group creates a poster listing the identified challenges and presents the poster to the class for discussion.

The plenary discussion may try to answer the following questions:

- What features do changed landscapes have in common?
- Do these features reflect whether landscapes change due to natural phenomena or human intervention?
- What may motivate human intervention in the landscape?
- How do you feel about the changes of the landscape (personal evaluation)?
- Do you think the changes were intentional?
- Is human-led landscape change always necessary? What needs does it satisfy?
- What are the conflicts that become visible in some of these changes?
- What kind of human values emerge in some of the changes?

Activity 2: The European Landscape Convention, why we need it



When: After the orientation phase (step 1).

Time estimated: 1-2 teaching sessions (at least 2 hours in total)

Where the activity takes place: in the classroom, using PC, beamer and Internet

Method (how the students have to work): class brainstorming, worksheet

Aim: to familiarise the students with the European Landscape Convention and understand its necessity as a “common policy framework” for the landscape among Europeans.

Learning Objectives:

- ✓ to learn about the European Landscape Convention
- ✓ to understand the three basic components of the European Landscape Convention (protection, management and planning)
- ✓ to become aware that the implementation of the European Landscape Convention is a duty and a right of all European citizens
- ✓ to encourage critical thinking
- ✓ to encourage group work and collaboration among students

Learning techniques: Powerpoint or Prezi or other form of presentation prepared by the teacher, followed by plenary discussion and student work in small groups.



Procedure: The teacher offers a short presentation on the European Landscape Convention to the students, followed by discussion in plenary. Issues to be addressed during the discussion:

- Do the students understand the European Landscape Convention?
- Can the students assign the material collected during the previous Learning Activities, and the “challenges” they illustrate, to the three categories of the ELC: protection, management or planning?
- Can the students identify around or near their school a landscape (of a small or bigger scale) that needs protection, management or planning?

Discussion in small groups: Each small group chooses a water landscape among the ones discussed (around or near their school) and identifies the action that needs to be taken in relation to planning, management and protection of this landscape.