

ORIENTATION - LEARNING MODULE

Activity 1: The Landscape and how we perceive it



When: During the presentation of the project at the beginning of the school year.

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): class brainstorming, worksheet, digital and traditional maps

Aim: to introduce to the students the concept of “landscape” and demonstrate the multiple forms and complexity of landscapes.

Learning Objectives:

- ✓ to trace different forms and shapes of the landscape
- ✓ to raise awareness about different perceptions of the landscape held by different people
- ✓ to discuss the students' landscape perceptions
- ✓ to encourage critical thinking
- ✓ to encourage group work and collaboration among students

Learning technique: Brainstorming

Procedure: The teacher asks the students to write down whatever comes to their minds when he/she speaks the word “landscape”. The teacher asks the students for an immediate response, allowing them only a few minutes to think, and as soon as they put their pencils down, encourages them to read to the class what they have written, while the teacher (or a



student) takes notes on a board. Then, the students try to group the writings according to certain common landscape characteristics and features. Subsequently the class discusses the different perceptions people have about different types of landscape, e.g. rural, industrial, urban, peri-urban, natural, man-made landscape etc.

The teacher tries to steer the students away from stereotyped notions of landscape based on idyllic natural scenery with forests, waterfalls, isolated beaches, sunsets etc.

The group centres its discussion on the different perceptions of the landscape held by different people and how important it is to create “a common language” so that we all understand the same thing when referring to the landscape. The group may then be broken down to smaller groups of students, each assigned one landscape type and given the task to collect material (photographs, videos, short texts from literature or news, animation) referring to that landscape type during homework.

Activity 2: Description of the local landscape



When: A few days before or during 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): class brainstorming, worksheet, digital and traditional maps

Aim: to provide a tool for dealing with landscape description and deepen understanding of the landscape

Learning Objectives:

- ✓ to introduce the European Landscape Convention and the definition of landscape
- ✓ to describe a specific landscape
- ✓ to raise awareness about respect of different perceptions of the landscape held by different people
- ✓ to discuss the students' landscape perceptions
- ✓ to encourage critical thinking
- ✓ to encourage group work and collaboration among students

Learning technique: Brainstorming



Procedure: teacher could present the European Landscape Convention (ELC). WaterSTEAM videos and other related to ELC can be shown to the whole class and after teacher invites the pupils to create a description of the landscape in a way that is consistent with the ELC.

The process of understanding and describing the landscape can be carried out in the following steps:

- 1- The teacher can show pictures, videos, paintings, magazine/newspaper articles related to one site, other materials collected on Learning Activity 1, or can take the students outdoors in a field visit to raise the emotional link and the knowledge of the identified area.
- 2- Invite each student to describe the landscape and to comment with personal considerations and to look for links between landscape elements and school subjects (annex 1).
- 3- All responses will be read in class and a constructive synthesis of what has emerged from the considerations will be made. The synthesis must contain all aesthetic characteristics, the emotions that emerged from the comments and the subjects involved in the historical and scientific considerations.
- 4- A map can be created of "sensitive places or/and issues", which are particularly important in the analysis made in the previous point.