



# Kit for sensitization of schools



Project funded by the European Union in the framework of the ENPI CBC Med program

## Discovering and appropriating our Cultural Landscape

### Raising- awareness of the importance and precariousness of a Mediterranean CLC

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#### INTRODUCTION

ONMEST2 aims to raise public awareness of local and potential specificities of Mediterranean territories more famous and less known.

The target group is young people 14-15 old

#### What is LANDSCAPE?

LANDSCAPES are which is called the “combined works of nature and human being”

**“Cultural Landscape: There exist a great variety of Landscapes that are representative of the different regions of the world. Combined works of nature and humankind, they express a long and intimate relationship between peoples and their natural environment”** UNESCO World Heritage center

#### What is the kit aimed at?

This kit is a tool to discover and educate young people about the different characteristics of a Local Cultural Landscape and its related cultural and economic activities especially sustainable tourism and its both local visible and invisible impacts.

Depending on partner country, parents can attend and share some activities.

Some activities where women are involved

The first pilot actions may be guided by the ONMEST2 country partner and its staff. The aim is to help selected member belonging to CLCs to appropriate the action.

The young people involved by our ONMEST2 country partner, will be able, after a first sessions to product a unique descriptions of their villages, cities that are in the heart of the CLCs

#### What are the objectives?

Discovery of the Mediterranean local cities, villages and Cultural Landscape and raising awareness about the sensible equation between local culture and sustainable tourism in order to embed good practices at local scale

#### BY

##### Understanding

the reasons for the existence, development and diversity of a Local Cultural Landscape,

##### Comparison

between the different Mediterranean cultural Landscapes by highlighting the individuality of each Cultural Landscape and similarities shared among them.

##### Raising- awareness

of the precariousness of Cultural Landscape, the difficulty of traditional activities survival in a global economy and the various reasons and methods to promote them.

## **Plan of Actions:**

### **The visit – half day:**

Discovery of one's own landscape through visiting sites, places and activities. Taking pictures, making sketches, writing notes

### **Class work:**

Study of various historical maps and satellite images of numerous Mediterranean landscapes - 1 hour

Watching a documentary on either the landscape or related activities, followed by a discussion on the development of sustainable tourism – 1 hour

### **Research:**

Research the topics that promote for example, traditional fishing or handicrafts awareness. The workshop – 1 day

Developing a mental map of the local landscape, exhibition of pictures, making drawings and write-ups.

### **The exhibition:**

A group exhibition that collates students' works in municipalities participating in the workshop to be held in each country, preferably in a public place near an attractive cultural hotspot in order to share it with local communities.

## **1- THE OLD TOWN / VILLAGE / LANDSCAPE / TOUR AND ITS ACTIVITIES**

Exercise: Guided tour of the local area, (ONMEST2 packages) and the cultural activities

Duration : half day

Equipment : Cameras, notebooks and pens.

-Visit significant local landscapes specificities and activities linked to the tourism and heritage valorization

- Document these activities using photographs, drawings and write-ups to develop an exhibition where each group of young people would introduce their area

## **2. CLASS WORK**

•Understanding the structure of the Local Cultural Landscape

Main theme : Discovery of historical cartography and satellite images.

Duration : 2 hours

Equipment : 1 blank A3 sheet per student, pencil, eraser, pencil sharpener...

Cultural Landscape Documentary

Aim : Discovery and discussion

Duration : 1 hour

Equipment : documentary about the area or a PP presentation

The screening is designed to immerse students in Cultural Landscape images to reflect on the concept of "sustainability" and come up with a project about "development and sustainable tourism" (see writing workshop)

• Choose among the available material, a documentary representing, and different aspects of the studied cultural landscape, including the socio-economic, heritage and environment...

• At the end of the documentary, discussion on the local tourism, its impact on these three areas: economic, heritage and environment...

• Develop with students a list of recommendations to develop local tourism and make it sustainable.

## **3. RESEARCH**

Aim : Research on the cultural landscape and related activities

Duration : Individual or group work at home

Equipment : Computer, library...

The research should enable students to better prepare for the expressive workshop in the following ways:

Students will identify and develop three to five elements in each theme to acknowledge the attractive features of the landscape. The various research topics are:

Daily life activities aspects related to the evolution of the landscapes (tangible and intangible elements (Cultivating land, Landscape of Farming and Mountain Villages, Traditional crafts, Traditional dishes..)

#### **4. EXPRESSIVE WORKSHOP**

It distills the various notions of discovery, understanding comparison, and awareness. Young people will use these concepts to forge their own understanding of their cultural landscape.

These exercises serve two purposes:

- To be aware of landmarks in the area and on the other hand stakeholders will form an empirical as well as a semantic expression of the landscape and the actual perception that young people have about the area.

- The workshop begins with a review of all the knowledge acquired in previous years. Young people will understand what is expected of them and their involvement in a joint exhibition across several Mediterranean area.

•Students will first be asked to produce a mental map of their area

•Each student may then, depending on their expression preference, choose the workshop they want to participate in (photo, drawing or writing).

#### **How**

•On a blank sheet of paper using a pencil, prompt students sketch the area by asking three specific questions.

•Allow them to pinpoint landmarks used as point of reference in their old village or city, without any suggestions (buildings, square, port ...). It is important that students be allowed to spontaneously make their own sketch of the area.

•Compare and contrast the results

•Select a few examples to be used in the final exhibition.

#### **A- Mental Map a of cultural landscape**

Exercise: mental sketch of the city

Duration: 1 hour

Equipment: 1 blank A3 sheet per student, 1 pencil, eraser, pencil sharpener ...

#### **B- Photography Workshop**

Exercise: Photography Workshop

Duration: City tour, 2 hours

Equipment: Camera, computer

•When visiting the area, students will be asked to take a series of photographs with the main subjects: area, its cultural heritage, and its activities.

•Students and teachers will select photos during the workshops. Students will be asked to select a sufficient number of photos to get a complete overview of the local cultural landscape.

These photos will be placed on an A0 board to be displayed in the final exhibition.

### **C- Design Workshop**

Exercise : Design workshop

Duration : A Tour, 2 hours

Equipment : Materials required to draw and paint.

When visiting the area, students will be asked to take a series of photographs or sketches with the main subjects: the old town, the village, its heritage and its activities.

Using sketches, photos, or even mental representation, each student must produce a drawing so that the area both in terms of its activities and its public space is as widely represented as possible.

At the end of the visit and workshops, students will be asked to produce short texts during the write-up workshop

Before embarking on the individual work, teachers will select a range of topics that impacted the students the most during their visit. In this way, teachers will choose these topics so that, together, they provide a holistic representation of the area.

Each student will, thereafter, compose a text on the chosen subject.

This can be done in the language of their choice.

Once the students finish the write-ups, these should be collated in an attempt to produce a single sequential document to be used in the final exhibition

### **D- Write-ups Workshop**

Exercise : Write-ups workshop

Duration : 2 hours

Equipment: Writing material, computer

## **5. EXHIBITION**

The compilation and layout of student work may, time permitting, be made by teachers, with or without the aid of students.

Next, teachers, cultural mediators, will select works by attempting to include all students' works.

Students must display their work on five sheets size A0.

In order to reproduce the work in the different ONMEST2 countries, displayed art work should preferably be done on computer by scanning the items and translated in English.

The name and age of each student should appear at the bottom of each work.

Each country must submit an equal number of photos, texts (at least 3 descriptions), drawings and diagrams made during the year on the mental map. Photos taken during the workshop or visits may also be added.

The name of the CLC, school and the names of all participants (teachers, students, CLCs members) must appear on at least one of the display panels.