

## *DISCOVERING OPEN SPACES*

**Final task:** To record a documentary about the surrounding natural environment: characteristics, ecosystem, wildlife... with the objective of distributing it to other regions to promote tourism.

### Objectives in relation to the competence of learning to learn

- To share knowledge and experiences with the team.
- To participate positively to reach a common goal.
- To value as a source of richness other people's contributions.
- To use knowledge learnt and experience gained while carrying out this task in other situations.

### Framework of Learning to learn descriptors

Time Management

Organization of the information

Motivation and self-esteem

**Team work**

### Descriptors:

17.- I am able to share my knowledge and experiences with the team

Areas of knowledge within Adult Education

Level II

**Core skills****Communication and social skills****Science – Technology**

### Objectives

- To learn basic information about the nearby environment.
- To read texts on geography.
- To develop a critical mind about the natural reality of the surroundings.
- To know and identify wildlife diversity: classification of fauna and flora, representative species...
- To increase knowledge about physical medium: types of soil, rivers, lakes, reservoirs, climate ....
- To write the script for a documentary.
- To improve verbal skills to convey information and describe facts in a clear orderly manner.
- To know how to argue to achieve an objective.

**Evaluation**

Each person reflects on their own performance as a member of the team, with the help of the questionnaire.

**Preparation**

<b>Timing</b>	<b>Materials</b>	<b>Activity to be done</b>	<b>Where</b>
12 hours: 8 in class 4 for the outing	Video recorder	Individually, in pairs, in groups of 3 and the whole group	In class At the library Tourist office

**Process**

**0.-** Presentation of the task, objectives and evaluation.

**1.-** Each participant writes on a piece of paper the first thing they remember and know about their surrounding natural environment.

**2.-** In pairs, they exchange their knowledge and write together an outline about the environment. They must also write down their experience in the handling of a video camera: have you ever recorded anything? What? Did you enjoy it?

**3.-** Brainstorming with the whole group, compiling all the ideas on the blackboard or on a card. Next, form groups of 3 or 4 people according to their knowledge of different aspects of the subject, for example, one group can work on the climate, another on the fauna... This way, each group will contribute their knowledge on the aspect of environment they know better or like most, to the joint production of the documentary.

**4.-** Each group studies their subject in depth, looks for more information, analyses it and writes the first draft of the script of their share of the video. In this activity they will also work? the sub competence Organisation of the information.

**5.-** Each group presents their scripts and ideas for the video with the objective of promoting tourism in the area. The rest of groups contribute with ideas, suggestions and assessment, with a view to improving the scripts. In the end, all the scripts are put in order to draw up the sequences of the video.

**6.-** All the scripts are improved with the contributions of the groups. The final script is handed out to all the participants.

**7.-** Plan an outing to find filming locations, use maps of the area, pictures, leaflets... and suggestions of the groups. Decide together what places to visit to prepare the recording. During the outing, do some recording, take pictures, write down

ideas...Afterwards, settle on the filming locations and the time to spend in each location.

**8.-** Each group draws up a list of the missing or necessary tasks to begin the recording phase, for example: writing a table of contents of the video, deciding who will speak on it, how long will it be, what materials we need ...

Later, with the whole group, all these ideas are put together, and a single list is agreed and drawn up. Tasks are distributed among the groups and/or single persons, always highlighting the importance of sharing everybody's knowledge and what they can contribute to the achievement of objectives.

**9.-** Record the documentary. Other possibilities are: to make an information leaflet, a poster, a CD with pictures, a PowerPoint presentation ...

**10.-** Watch the documentary.

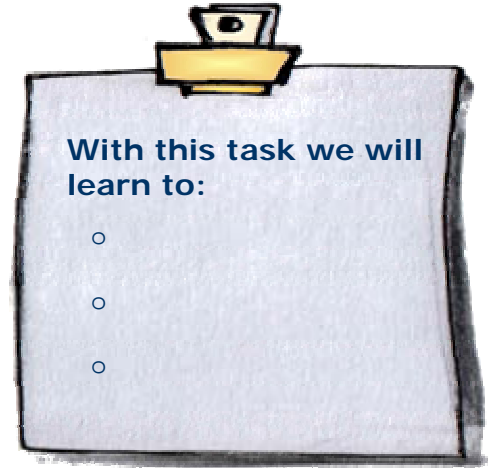
**11.-** Evaluation.

## Guidelines about learning styles

For the development of the task, the following learning styles will be considered:

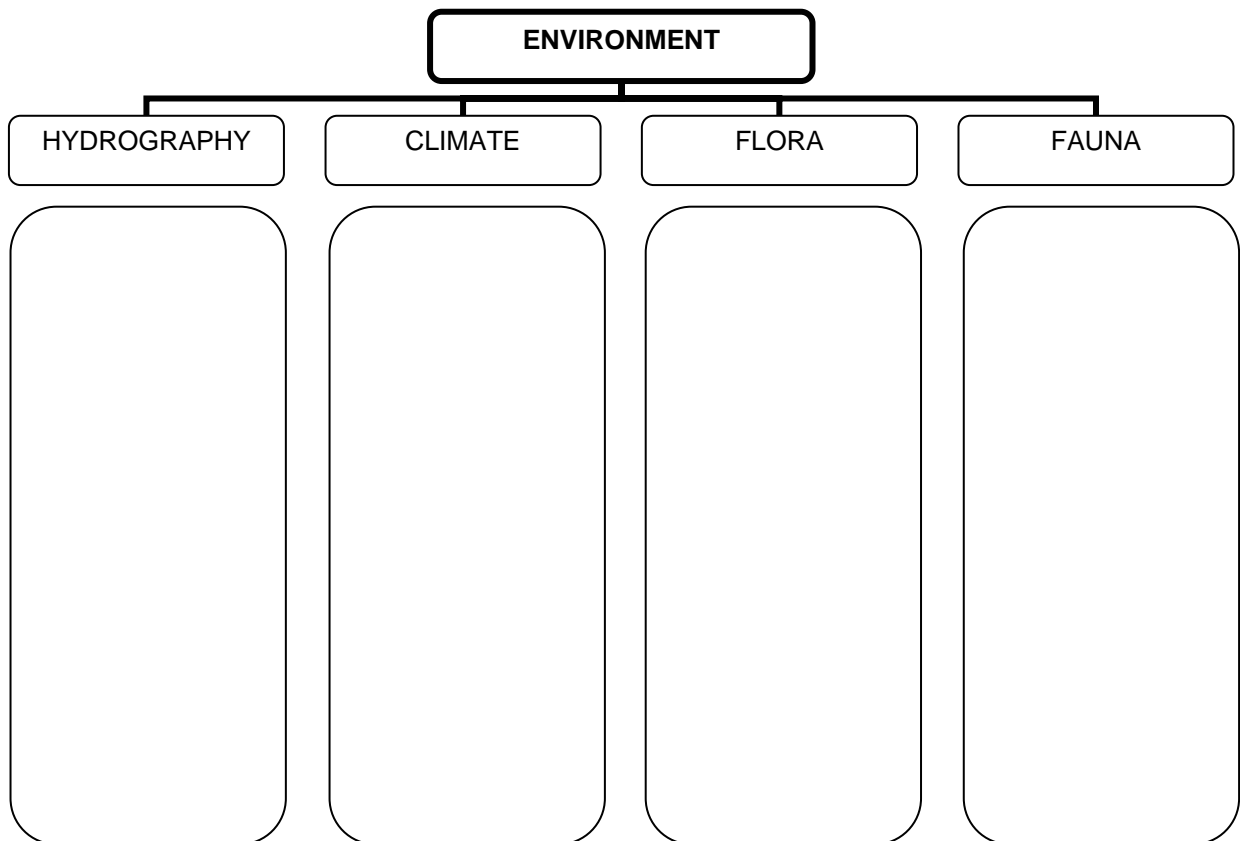
- **Visual:** give them detailed view of what they are going to learn. You can describe the process on a worksheet that compiles the objectives, the methodology and the work plan. Encourage them to use visual resources when carrying out the tasks. With regard to the final task, they could be suited? as the persons in charge of taking pictures, describing interesting locations where to record the video...
- **Auditory:** for this type of learner verbal instructions are basic; for that reason it is important to give them very clear verbal messages as to how to do the tasks, reading out loud the worksheet that explains the process. On the other hand, group work, which requires good verbal communication, is highly beneficial for them; plan activities such as debates, verbal guidelines, watching videotapes, have them act as commentators or presenters in the video ...
- **Read / write:** give them a list of questions about the contents of the process. Information leaflets about the area could help them to summarize the information; have them take notes on the filming locations, encourage them to write the scripts...
- **Kinesthetic:** have them participate actively in the activities, for instance, give them the steps of the process out of order and ask them to put them in the order they consider a logical sequence. They can also arrange to go to the Tourist Information Office in search of information about the area, preparing logistical support to record the video, actually recording the video ...

# DISCOVERING OPEN SPACES



1.- What do you know about your environment?

2.- In pairs, write your ideas on a concept map.

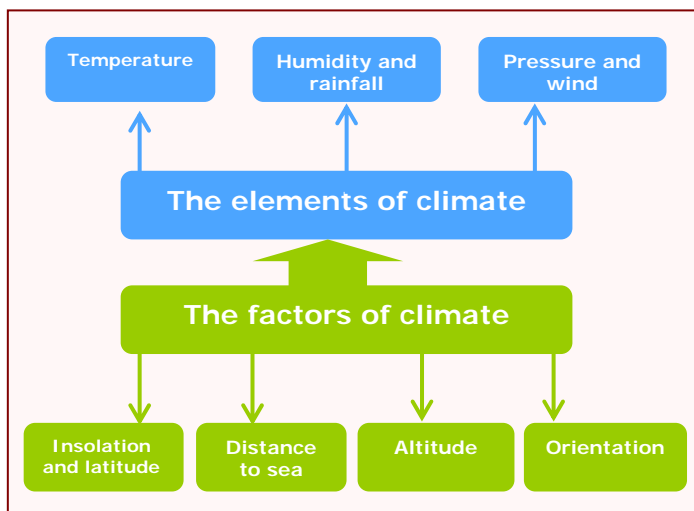


3.- Who knows a lot about fauna? Who knows about rivers? Let's make groups:

- Group for Hydrography
- Group for Climate
- Group for Fauna
- Group for Flora

5.- We write the first draft of the script for the documentary. First, we make an outline of the content we want to communicate. Afterwards, we write the script.

Example:



Outline of content

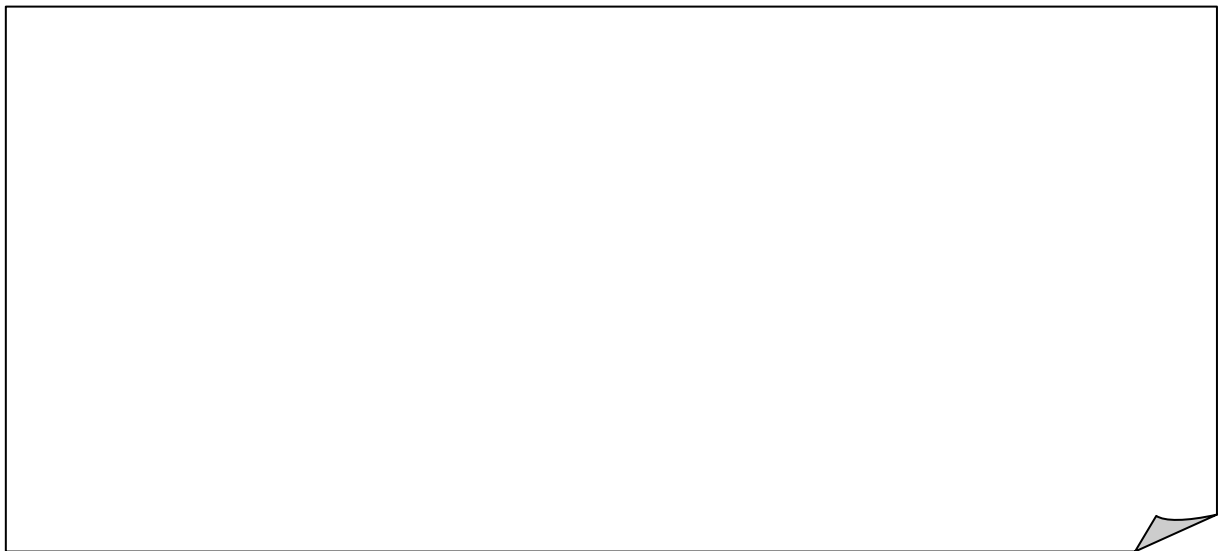
Story board

Sequence nr	Story (text in the script)	Shots ...	Picture image
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

6.- We present the script and ideas. We listen to the contributions of our classmates, take notes and, in groups, assess them in order to improve the script.

**7.- Where are we going to record? We visit the Tourist Office, look at the brochures, pictures... of the possible locations and choose where to go.**

**8.- What is still missing before we can start recording? We make a list and give out the tasks.**



**9.- We record. We go on an outing to the chosen destination.**

**We select the final settings *in situ*...**

**Let's record!**



**10.- We watch the video, take notes and contribute our ideas to improve it.**

**FOR EVALUATION...**

<b>With this task, I've been able to...</b>	<b>Yes</b>	<b>No</b>	<b>From 1 to 9...</b>
<b>Improve my teamwork skills</b>			
<b>Share knowledge with my classmates</b>			
<b>Participate actively and positively to achieve a common goal</b>			
<b>Value the richness of sharing experiences</b>			
<b>Value my classmates knowledge</b>			
<b>Learn from my classmates</b>			
<b>Brush up on my knowledge and experience about the subject</b>			
<b>Use my written and verbal skills</b>			
<b>Know better the natural environment I live in</b>			