

The Day of Nature and Traditional Landscapes

Introduction

The aim of the workshop is to become aware of phenomena related to nature and landscape, and thus increase the sensitivity to phenomena (also to people, their needs, diversity) and art. In addition, the workshop builds an attitude of openness, cognitive curiosity, shapes a desire to learn about other cultures, important places, and protect nature and landscape. Students learn about the concept of cultural landscape and world heritage according to the Unesco criteria and conventions.

Cultural landscapes by UNESCO

“There exists 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.”

<https://whc.unesco.org/en/culturallandscape/>

World Heritage Convention

“The World Heritage Convention is one of the most successful international instruments to recognize the most exceptional natural places in the world, characterised by their outstanding biodiversity, ecosystems, geology or superb natural phenomena. The Convention has provided international recognition to around 3,500,000 km² in over 250 terrestrial and marine sites across more than 100 countries, and while certain gaps in the World Heritage List remain, it currently protects an extremely valuable sample of our natural heritage.”

“Heritage is our legacy from the past, what we live with today, and what we pass on to future generations. Our cultural and natural heritage are both irreplaceable sources of life and inspiration.” <https://whc.unesco.org/en/about/>

An important mission of Unesco is to encourage participation of the local population in the preservation of their cultural and natural heritage; Unesco also encourages international cooperation in the conservation of our world's cultural and natural heritage. Unesco encourage State Parties to the Convention to nominate sites within their national territory for inclusion on the World Heritage List;

The relationship between art and nature

To begin with, it should be noted what the relationship between nature and art is. The original inspiration for art was the broadly understood nature and the ties linking it with man. The artistic activities that arose from this deep relationship reflected the attitude of man towards the natural environment he experienced and were shaped dynamically, depending on the directions of development of philosophical and technocratic thought. (G. Böhme: *Filozofia i estetyka przyrody w dobie kryzysu środowiska naturalnego*, Warszawa 2002; H. Skolimowski: *Filozofia żyjąca. Eko-filozofia jako drzewo życia*. Warszawa 1992.) This is due to the fact that nature and natural phenomena contain an aesthetic potential that moves emotions and the mind, and through artistic activities man expresses his attitude to the natural world. Nature perfectly visualises human emotional states and that is why they



often become the axis of artistic expression. (K. Czerwińska, Sztuka jako narzędzie budowania relacji między człowiekiem a naturą, *Studia Etnologiczne i Antropologiczne* 17, 2017, s. 103-114, [Studia Etnologiczne i Antropologiczne-r2017-t17-s103-114.pdf](#))

An example of nature inspiring the art of Russian artist Anastasia Trusova:

https://www.artpeoplegallery.com/dreamy-landscapes-in-rich-layers-of-color-by-russian-artist-anastasia-trusova/?utm_source=rss&utm_medium=rss&utm_campaign=dreamy-landscapes-in-rich-layers-of-color-by-russian-artist-anastasia-trusova

Ukrainian artist Igor Ropyanyk is known for his realistic landscape oil paintings. He was born in Ivano Frankivsk in the year 1957:

<https://pl.pinterest.com/pin/5207355799759124/>



https://commons.wikimedia.org/wiki/File:Kosmach_Ihor_Ropyanyk.jpg

Art of Natli Dubina from Ukraine:

<https://pl.pinterest.com/pin/304767099769539089/>

Włodzimierz Czurawski has exhibited his art multiple times in his home country of Belarus. His work is characterised by its subtlety and calm, dimmed colour scheme. The artist in his landscape art or still life uses his masterful skills to create an effect of a magical depth:

<https://pl.pinterest.com/pin/292734044504040643/>

Blackwater 2001 by Alexander Grishkevich (Belarusian painter):

<https://www.pinterest.co.uk/pin/395964992231107866/>

Nowadays, the development of a consumer society, as well as the development of industry and urbanization, deepens the degradation of nature. We all observe various types of ecological conflicts. In this context, a new awareness is emerging, which is the basis for questioning the technocratic development that is wreaking havoc on the natural

environment. The deteriorating condition of many parts of the Earth becomes an inspiration for radical movements to defend natural ecological relations. In connection with these phenomena, new forms of art are also emerging. They can be called ecological art - the idea of ecological art cannot be reduced to the level of superficial and subjective emotions related to the aesthetic feeling of the beauty of nature. It is a wider phenomenon, which is an expression of an appropriate attitude and action to maintain the sustainable development of the natural and cultural environment. When a work of art evokes a reflection on the inextricable relationship between man and nature, the consequence of which is the awareness of the appropriate place and role of man in nature and a conscious partner in dialogue with it - then we can talk about ecological (K. Czerwińska, 2017)

Materials necessary

Paper, coloured pencils, crayons, coloured markers, scissors, coloured paper, painting materials: brushes, paints, cups, painter's paper - Bristol board, youtube, video presentations, natural elements.

The teacher uses a projector, the Internet - photos of individual countries and films about tourism to the discussed regions.

Step-by-step instructions

Activity No 1

The first task is to recall nature in the minds of students and evoke various associations with landscape and natural phenomena. Students listen to the sounds of nature and write down their associations, thoughts and memories related to a given area of nature sounds.

Sound of nature

FOREST: <https://www.youtube.com/watch?v=g-EUMDWF4dU>

<https://www.youtube.com/watch?v=MFLVmAE4cgg>

WIND: <https://www.youtube.com/watch?v=sGkh1W5cbH4>

WATER: <https://www.youtube.com/watch?v=jkLRith2wcc>

MEADOW: https://www.youtube.com/watch?v=qSc3Q_9VQIA

RUSTLING LEAVES: <https://www.youtube.com/watch?v=aT66uumZ0Zo>

RAIN: <https://www.youtube.com/watch?v=AzeN3eZo7n4>

<https://www.youtube.com/watch?v=gVKEM4K8J8A&t=11s>

If there is enough time, before the class, students can go for a walk in the park or forest and "look" for the sounds of nature on their own, which they will talk about in class.

Then the teacher discusses the idea of the workshop described in the introduction. It can also refer to landscapes that are close to children.

If there are children from different cultural backgrounds in the class, we refer to their associations with the landscape and nature that characterize their country in particular.



Examples from European and other countries

Greece

Greek nature – Combination of different landscapes - Mountain and sea

Greece is a peninsular and mountainous country located in South-Eastern Europe, in the Balkans peninsula, and has a land area of 128,900 km². The country has the largest coastline in Europe (13,676km) due to its numerous islands. Greece has a total of 2,000 islands but only 168 are inhabited. The country is washed to the east by the Aegean Sea, to the west by the Ionian and the south by the Mediterranean Sea.

Mountainous landscapes of Greece: Two-thirds of the territory is covered with mountains. The highest mountain peak is at Mount Olympus, at an altitude of 2917m.

The special features of the geography of Greece have formed an equally special natural environment. Greece has a rich diversity in flora and fauna and many species are original in this country, which means that they are found only there in the world. These rare species are found in forests, lakes, rivers, underground caves and canyons. The limestone and volcanoes of Greece have composited the Greek territory and allowed the formation of many caves and canyons.

Mount Olympus



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Mount Olympus is the highest mountain in Greece. It is part of the Olympus massif near the Thermaic Gulf of the Aegean Sea, located in the Olympus Range on the border between Thessaly and Macedonia. Mount Olympus has 52 peaks and deep gorges. The highest peak, Mytikas, meaning "nose", rises to 2,917 metres (9,570 ft). It is one of the highest peaks in Europe in terms of topographic prominence.

Olympus is notable in Greek mythology as the home of the Greek gods, on Mytikas peak. It is also noted for its exceptional biodiversity and rich flora. It has been a National Park, the first in Greece, since 1938. It is also a World Biosphere Reserve. In addition it is registered in the list of Natura 2000 European Network as a special protection area and a site of community interest.

Every year, thousands of visitors admire its fauna and flora, tour its slopes, and climb its peaks. Organised mountain refuges and various mountaineering and climbing routes are available. The usual starting point for climbing Olympus is the town of Litochoro, on the eastern foothills of the mountain, 100 km (62 mi) from Thessaloniki.

Mountain Olympus National Park: <https://www.youtube.com/watch?v=JeNPKSrbpFY>

Meteora



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Located in the Kalampaka region on Greece's mainland, the UNESCO World Heritage Site of Meteora has to be seen to be believed. Meaning 'suspended in air', Meteora refers to a set of 24 monasteries, six of which are still active today, which perch perilously atop sandstone pinnacles that were formed 11 million years ago.

One of the most stunning sites in Greece, Meteora literally means ‘suspended in air’. It refers to a collection of 24 monasteries, six of which are open to the public, which sit at the top of rock formations in central Greece. The monasteries which you can visit are connected by paths and staircases, rather than the ropes and baskets that monks had to rely on in the olden days! Many of those who come to Meteora for the monasteries often stay for rock climbing and hiking.

Meteora: <https://www.youtube.com/watch?v=NqQ6xgGnfsU>

Island of Santorini



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Santorini, one of the Cyclades islands, is arguably the jewel in Greece’s crown. It forms the southernmost member of the Cyclades group of islands, with an area of approximately 73 km² (28 sq mi) and a 2011 census population of 15,550. More than 3,500 years ago, one of the largest volcanic explosions ever to occur took place here, submerging much of the caldera. The island is now the perfect blend of natural and man-made beauty. Blue domed churches and whitewashed houses line the slopes of the still-active volcano, which last erupted in 1950.

Santorini:

<https://www.youtube.com/watch?v=fbumPrvwWmo>

Activity 2 Draw your feelings

Present students with the landscapes provided from Greece and their videos. Point out the fact that in one country there are multiple natural features: mountains, lakes and sea and this brings the beauty.

Make them imagine a person with too different characteristics as well or even more, a team with many different characteristics of its members.

- How can diversity be combined in one country/team/person?
- What are the good elements of diversity?

- How can we be open to diversity?
- What emotions come up to you when you are thinking of diversity?

After discussing the above mentioned questions invite students to draw their feelings toward diversity being inspired by a landscape presented before.

France

Activity 2: The Corsican Maquis

The Corsican maquis covers 40% of the territory and rises to an altitude of 1000 metres. Dense, green, fragrant and invasive, it is mainly made up of thorny plants and proliferates on abandoned land.

For a long time, the maquis was used by the Corsicans as a means of defence. During the era of the barbarian raids, when the coast was no longer safe, the Corsican population migrated inland, building villages nestled in the heart of the maquis, barely visible thanks to the vegetation. This allowed them to develop while being sheltered from danger.

Sometime later, olive and chestnut trees were planted, slightly changing the vegetation. The abandoned olive and chestnut groves are now overgrown with bushes specific to the maquis. In order to escape from a Vendetta or from justice, fugitives used to reach the most remote corners of this vegetation. At the time of the war, the resistance fighters also used these same paths to hide from the occupiers and to fight for freedom.

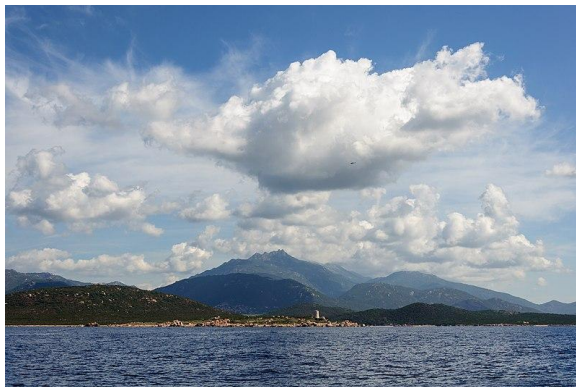
Mainly composed of arbutus, heather, rockrose, myrtle, rosemary, bramble and holm oak, it is the habitat of wild animals and is certainly the most representative ecosystem of Corsica. The vegetation is more or less dense depending on the relief and altitude. At higher altitudes, the maquis is less varied and is mainly composed of heather and shrubs between pines, cedars, oaks and chestnut trees.



<https://commons.wikimedia.org/w/index.php?search=The+Corsican+Maquis&title=Special:MediaSearch&go=Go&type=image>



https://commons.wikimedia.org/wiki/File:Coal_mine_tailings,_Osani,_Corsica.jpg



https://commons.wikimedia.org/wiki/File:Corse_cote_tour_Olmeto.jpg

Activity: Recognising plant species

The activity consists of making the pupils work on the representations of the different plants that make up the Corsican Maquis. For this, it is essential that the teacher prepares several things:

- photos of the different characteristic plant species: pines, cedars, oaks, chestnut trees, olive trees, arbutus trees, etc.
- a list of the different characteristics of each species (2 or 3 per species)

Then place the young people in working groups (3 or 4 groups depending on the number of pupils). Each group will have to guess the different species presented in the form of a photo and using the characteristics listed. The young people will then be asked to discuss the different elements presented.



Activity 3: The Loire Valley

The Loire Valley in western France is located in the Centre-Val-de-Loire and Pays-de-la-Loire regions. This cultural landscape covers the entire river.

The Loire has been shaped by centuries of interaction between the river, the land it irrigates and the people who have settled there throughout history. The Loire was a major axis of communication and trade from the Gallo-Roman period until the 19th century, thus encouraging the economic development of the valley and its towns.

The rural landscapes, the organisation of the land and the types of cultivation (market gardening, vineyards), as well as the urban landscapes, have been shaped by the river. Thus, large towns have been built on the banks of the Loire, such as Orléans, Blois, Tours and Amboise. Many well-known vineyards are also located along the Loire.

In the history of France from the Middle Ages to the Renaissance, the Loire Valley was a place of royal power. Numerous buildings and castles were erected and are now famous in the region such as Chambord, Chenonceau, Amboise, Blois and Azay-le-Rideau.

Castle of Chenonceau



https://commons.wikimedia.org/wiki/File:Ch%C3%A2teau_de_Chenonceau,_Loire_Valley,_France.jpg

Castle of Chambord



[https://commons.wikimedia.org/wiki/File:Chambord_\(Loir-et-Cher\)_34467538966.jpg](https://commons.wikimedia.org/wiki/File:Chambord_(Loir-et-Cher)_34467538966.jpg)

Castle of Azay le Rideau



https://commons.wikimedia.org/wiki/File:Azay-le-Rideau_castle,_aerial_view.jpg

The Loire



https://commons.wikimedia.org/wiki/File:Loire_river_in_Ch%C3%A2teauneuf-sur-Loire_B.jpg

Activity : French Gardens

<https://www.valde Loire-france.com/balades/balades-jardins/jardins-de-chateaux#top>

The formal garden is a type of garden with fittings and decorations, an expression of classicism in the art of gardening, i.e. the search for formal perfection, theatrical majesty and a taste for spectacle.

For this activity, the teacher should initiate a discussion with the pupils by showing them several photographs of the gardens of châteaux in the Loire Valley. The different characteristics of the French garden will also be explained:

- the geometric plan
- carved plant elevations (topiary)



- raised terrace
- perspectival axes and symmetry
- water features, fountains, jets...
- statues in the alleys...
- etc.

Next, draw the plan of a garden inspired by French gardens and the different characteristics.

Map of the different castles: <https://grandsgites-chateauxdelaloire.com/chateaux-de-la-loire/>

Latvia

Activity 2 Daugava Bows

The Daugava Valley Nature Park was established in the stretch from Krāslava to Naujene to preserve the unique and peculiar landscape of the middle Daugava valley, the biodiversity of plant and animal species, as well as cultural and historical monuments.

The Nature Park, located in the south-east of Latgale, was established in 1990 with the aim of preserving the unique natural and cultural values. The Daugava River has also served as a border between times and people - between the Whites and the Finno-Ugrians, Livonia and the Polish-Lithuanian Commonwealth.

The characteristic bows of the Daugava River were formed around 13-15 thousand years ago, and the site is unique for its population of rare plant and animal species.

The Nature Park includes eight 4-6 km long, picturesque bows or meanders, which are considered to be the oldest formations of the Daugava valley in Latvia, where the river has preserved its natural course. The Daugava meanders are part of the protected landscape area "Augšdaugava", which was recognised as a NATURA 2000 site in 2004 and included in the Latvian UNESCO World Heritage List in 2011.





Daugava Bows / Wikimedia Commons

Active leisure

Travel by bike - **the cycling route in the Nature Park "Daugava Bows"** is circular with a total length of 128 km. Krāslava - Tartaks - Naujene - Daugavpils - Elerne - Jaunborne - Veckaplava - Krāslava route is educational and includes both architectural gems of the two cities with churches, castles and a fortress, and natural landscapes of one of the most beautiful stretches of Latvian rivers in the upper Daugava, riding along both the right and left banks of the Daugava in the territory of the Nature Park "Daugava Bows", which is included in the Latvian national UNESCO list.

Sail on the Daugava - Take a scenic boat trip, see the castle mounds and the Daugava valley, enjoy the river's varied flow - its rapids and calm stretches, pass through the **Daugava Gate** and get an idea of what the Latvian river was like before the construction of three hydroelectric power plants downstream. Two days are needed to take a leisurely look at the Daugava bows from a boat. Overnight stays are possible in camping sites, guest houses and campsites.

Links:

<https://www.visitdaugavpils.lv/turisma-objekts/dabas-parks-daugavas-loki/>

<https://www.latvia.travel/lv/apskates-vieta/dabas-parks-daugavas-loki>

Task - a metaphor based on the diverse nature of the Daugava bows

The pupils look at photographs of selected landscapes of the Daugava River bows and are given a task to complete in small groups (3-4 people):

"If you were a natural element of the Daugava bows, what would you choose? What landscape or natural phenomenon describes your person? "



Tell your group about it. Then present your common landscape metaphors on a large cardboard poster (children get different art materials and large cardboard), you can add your own elements that are close to your heart. Create a picture of the relationships in your group by referring to the landscape.

Questions:

- What do you have in common? What are the differences between you?
- Why is it worth appreciating diversity in nature and in a group of people?

Activity 3 Liv villages

The villages are located in a narrow coastal strip between the sea and the forest. The formation of the villages was closely linked to the coastal topography (vigas and kangars), ancient roads, rivers and streams. Today, these 12 villages of North Kurzeme, which have grown into the surrounding coastal environment, still allow the recognition of a Liv cultural landscape of conservation value.

Liv villages have names in both Latvian and Liv: Lūžņa – *Lūž*; Miķeļtornis – *Pizā*; Lielirbe – *Īra*; Jaunciems – *Ūžkilā*; Sīkrags – *Sīkrōg*; Mazirbe – *Irē*; Košrags – *Kuoštrōg*; Pitrags – *Pitrōg*; Saunags – *Sānag*; Vaide – *Vaid*; Kolka – *Kūolka*; Melnsils – *Mustānum*.

Over time, the buildings of the villages were complemented and the landscape shaped by buildings belonging to the manor, municipality, parish or state:

Churches – in Kolka, Pitrags, Mazirbe, Lielirbe, Miķeļtornis;

Pubs – in Kolka, Mazirbe, Miķeļtornis;

Lighthouses – in Kolka and Miķeļtornis;

Pastoral Manor – in Mazirbe.

Also schools, forest guards' houses, border guards' cordons, warehouses.

Link: <http://livones.kolka.lv/libiesu-ciemi/>

Task - Nature-inspired associations of Liv villages with the cosmos

Pupils look at photographs of Liv villages, the seaside and beaches. The teacher leads a discussion about natural space, referring to the concept of their own space.

They do a movement exercise in which they should "feel the space" around them. They form pairs and their task is to make contact with the other person but at the same time to keep their own space. Then they talk about natural places in their neighbourhood that they associate with space without boundaries.

The children collect or bring from home natural elements such as stones, pine cones, chestnuts, shells, etc.

Art activity: Present a composition on a poster using natural elements and other art materials to represent a space without boundaries.



Questions:

- How does nature give us a sense of freedom?
- In what landscape do you feel particularly free and creative?
- Why is space in nature important to people?
- What is space without boundaries to you?
- How do you create your own space? How much space do you need in your life?
- What role do other people play in your personal space?

Activity 4 Grobiņa Archaeological Monument Complex

The Grobiņa archaeological ensemble is an authentic and well-preserved collection of mainly Viking-age archaeological sites and structures. The richness and diversity of the material recovered from the archaeological excavations confirms that Grobiņa was one of the most important Viking sites of its time in the eastern part of the Baltic Sea.

The archaeological ensemble of Grobiņa includes six archaeological monuments of national importance - Grobiņa Castle Mound (Skābaržkalns) and Ancient Town, Priediena Ancient Mounds, Smukumu Ancient Mounds, Atkalnu Ancient Mounds and Porāni (Pūrāņi) Ancient Mounds, as well as Grobiņa Medieval Castle with bastions.

The first application for the list was submitted by the people of Grobiņa on 28 January 2014 in Paris, at the UNESCO World Heritage Centre. According to UNESCO, it was an application for the transnational serial nomination "Viking Age Monuments in Northern Europe" to be inscribed on the UNESCO World Heritage List. Latvia, along with Iceland, Germany, Denmark and Norway, was part of the serial nomination, representing the Grobiņa archaeological ensemble, which preserves significant evidence of the Viking Age in Northern Europe.

The Municipality of Grobiņa together with the State Inspectorate for Protection of Cultural Monuments had already started preparing the application in 2010.

Links:

<https://grobina-turisms.lv/lv/jaunumi-5/latvija-piesaka-grobias-arheoloisko-ansambli-pasaules-mantojuma-sarakstam/>

<https://www.youtube.com/watch?v=5uPQQSNBEg&t=152s>

<https://www.youtube.com/watch?v=XNXgQ9ACF8w&t=15s>

Activity 5 - Love of nature - a dialogue of trees

The teacher asks the pupils questions to be answered by writing an imaginary tree dialogue (work in groups or pairs): "If trees could talk, what would they say to people?"

It could also be an art activity: "If a forest could talk, what would it say to a person?" Write a tree (forest) dialogue about the role of humans in their lives. Take inspiration from pictures of forests.



Then pupils go for a walk (in a park, a forest) and each is given a task: Find a tree that is special to you in some way, that evokes positive emotions. Tell me about this tree.

Art activity: 'If a tree was your friend, what kind of friend would it be?' - Pairs make a short story called Man's Friend Tree.

Activity 6 - Feeling nature

Art activity: listen to the sounds of the Kurzeme Sea and draw your feelings related to the sounds.

Link: https://www.youtube.com/watch?v=iFCT_aFOdhM

Present your images and talk about the relationship between music and image.

Final thoughts:

- What is the importance of our friendship with the natural environment?
- What value do we place on natural diversity?
- What value can cultural diversity have? - Find an analogy with the relationship between people and nature.

Poland

Love of nature in the Primeval Forest of Bialowieza (Polish part of the forest)

The Bialowieza Primeval Forest which is also included in the World Heritage list by UNESCO. It is worth seeing extraordinary photos of the forest on the UNESCO website:

<https://whc.unesco.org/en/list/33/gallery/>

“Bialowieza Forest

The Białowieża Forest World Heritage site, on the border between Poland and Belarus, is an immense range of primary forest including both conifers and broadleaved trees covering a total area of 141,885 hectares. Situated on the watershed of the Baltic Sea and Black Sea, this transboundary property is exceptional for the opportunities it offers for biodiversity conservation. It is home to the largest population of the property's iconic species, the European bison.” <https://whc.unesco.org/en/list/33>





https://commons.wikimedia.org/wiki/File:Puszcza_Bialowieska_stanowisko_13.07.2009_p.jpg



[https://commons.wikimedia.org/wiki/File:Puszcza_Bialowieska_1938_\(73256950\).jpg](https://commons.wikimedia.org/wiki/File:Puszcza_Bialowieska_1938_(73256950).jpg)

Thanks to such natural phenomena, we can appreciate the inspiring role of forests and trees that require special protection.

The teacher shows the students photos from the Bialowieza Forest: <https://www.national-geographic.pl/galeria/te-zdjecia-wbija-sie-w-twoja-pamiec-i-zostawia-w-niej-slad-na-za/saga-o-puszczy-bialowieskiej-2>

and they also watch the films together:
<https://www.youtube.com/watch?v=OU2QnZfLEb0>

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Then they discuss why it is a special area of protected nature as well as a magical meeting place for Polish, Belarusian, Ukrainian and Jewish cultures. The region of the forest is a **reminder of the value of tolerance and acceptance for diversity**. Then they start a discussion on the role of trees and forests in our lives. Why are they important, why should they be protected? Students remember known species of trees and animals that live in the forest. Students look at paintings from Polish painters illustrating nature and forests and they discuss the important value of forests, trees and nature for humans. They choose images that are of special value to them, evoke emotions, recall important memories, and relate to their experiences and interests. Students remember what the forest in their surroundings looks like. They can also recall poems or songs about animals, trees and nature popular in their country.

<https://sztuka.agraart.pl/licytacja/17/1010>

Leon Wyczółkowski
BIAŁOWIESKIE OAKS
watercolour, paper 47.5 x 62.5

<https://pl.pinterest.com/pin/818458932261420257/>

Polish painting Czesław Wasilewski "Wild in the Winter Forest", oil on canvas, 68.5 x 115.5 cm, private collection

<https://www.pakamera.pl/malarstwo-obraz-las-akryl-na-plotnie-nr2939903.htm>

<https://artinfo.pl/dzielo/mistyczny-las-2019>

Konrad HAMADA (born 1981, Krakow)
Mystical forest, 2019
oil / canvas, 60 x 90 cm
signed and dated lower left: 'Konrad | Hamada 2019 '

Task 1 - Feeling nature

<https://www.youtube.com/watch?v=MayZ0hquv0Y>

<https://www.youtube.com/watch?v=Gxh2-L9u7S0>

Art Activity: *Listen to the sounds of the Bialowieza Forest and paint your feelings related to the sounds.*

Present your pictures and talk about the relationship between music and image.

Task 2 - a metaphor based on the diverse nature of the forest

Children look at photos from selected landscapes of the Bialowieza Forest (<https://www.national-geographic.pl/galeria/te-zdjecia-wbija-sie-w-twoja-pamiec-i-zostawia-w-niej-slady-na-za-saga-o-puszczy-bialowieskiej-2>) and are given a task that they carry out in small groups (3-4 people)

Art activity: *"If you were an element of the forest, what would you choose? What natural phenomenon describes your personality? "*



Tell your colleagues in the group about it. Then, on a large piece of cardboard, present your common landscape metaphors (children get various art materials and a large cardboard), you can add your own elements that are close to you. Create a picture of relationships in your group by reference to the landscape.

Questions:

- What do you have in common? What's the difference between you?
- Why is it worth appreciating diversity in nature and in a group of people?

Task 3 - Love of nature – dialogue of trees

The teacher asks the students questions to be answered by writing an imaginary tree dialogue (work in groups or pairs)

*"If trees could talk, what would they say to man?"
(these can be trees from the Bialowieza Primeval Forest)
It can also be:*

Art Activity: *"If a forest could talk, what would it tell a man?"
Write a tree (forest) dialogue about the role of humans in their lives. Get inspired by the images from the forest.*

Then the students go for a walk (it can be a park or a forest) and everyone is given a task:
Find a tree that is special for you in some way, it evokes positive emotions in you. Tell me about this tree.

Art Activity: *"If a tree were your friend, what friend would it be?" - in pairs, make a short story entitled Man's friend tree.*

Final reflection:

- What is the importance of friendship with the natural environment for us?
- What value is the diversity of nature for us?
- What value can cultural diversity be? - find an analogy with the relationship between man and nature.

Spain

The National Parks Network

A National Park is a natural space of high natural and cultural value, little altered by human activity which, due to its exceptional natural values, its representative character, the singularity of its flora, its fauna or its geomorphological formations, Its conservation deserves preferential attention and it is declared of general interest to the Nation as it is representative of the Spanish natural heritage.



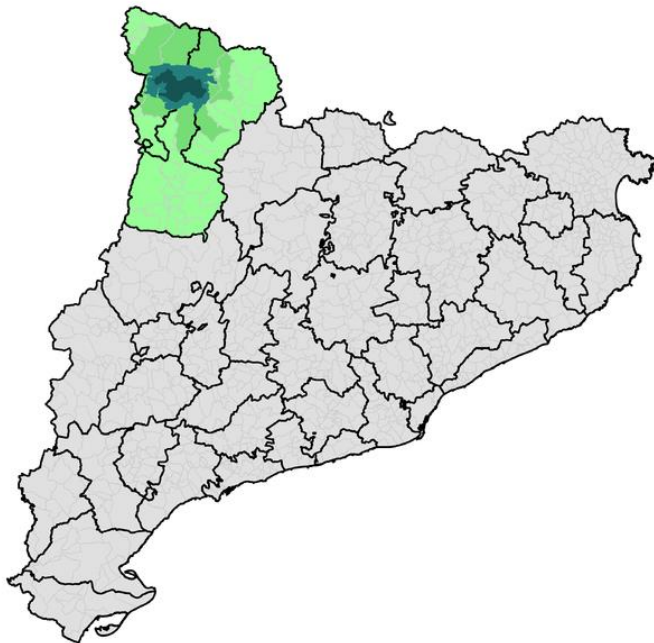
Spanish National Parks have international recognition due to their state of conservation, planning and integrated management of natural resources (Natura 2000 Network, Biosphere Reserve, RAMSAR, European Charter for Sustainable Tourism, ISO 14001, EMAS...).

The purpose of the national parks is to ensure their conservation and enable their public use and the improvement of scientific knowledge of their natural and cultural values, as well as to promote a conservationist social awareness, the exchange of knowledge and experiences in matters of sustainable development, the training and qualification of the professionals who work in it and their incorporation and participation in international networks and programmes.

Spain is one of the pioneering countries in Europe in its commitment to protecting nature. The first National Parks Law was passed in 1916 and now there are 16 National Parks in Spain: <https://www.miteco.gob.es/es/red-parques-nacionales/nuestros-parques/>

- **Aigüestortes and Estany de Sant Maurici National Park (High Pyrenees, Catalonia)**

Its main hallmark corresponds to the more than 200 lakes or ponds, the impressive cliffs of "Els Encantats" and its characteristic high mountain meanders (las aigüestortes). It is a true paradise for nature lovers: lakes, streams, waterfalls, peat bogs, scree, wild peaks and lush forests of black pine, fir, Scots pine, birch and beech, are home to many interesting plants and fascinating animals, of alpine or boreal origin.



https://commons.wikimedia.org/wiki/File:Parc_Nacional_d%27Aig%3BCestortes_i_Estany_de_Sant_Maurici_respecte_Catalunya.png





[https://commons.wikimedia.org/wiki/File:Estany de Ratera, Aig%C3%BCestortes i Estany de Sant Maurici National Park.jpg](https://commons.wikimedia.org/wiki/File:Estany_de_Ratera,_Aig%C3%BCestortes_i_Estany_de_Sant_Maurici_National_Park.jpg)

- **Maritime-Terrestrial National Park of the Cabrera Archipelago (Cabrera, Balearic Islands)**

Just over an hour by boat from Mallorca, the Cabrera Archipelago is the best example of undisturbed island ecosystems in the Spanish Mediterranean. Since 1991, the Terrestrial Maritime National Park shelters all the natural wealth of this set of calcareous islands and islets: important colonies of seabirds, endemic species and one of the best preserved seabeds of our coastline.

In this Park, woody shrubs with small, leathery leaves predominate, forming the garrigue, a thicket perfectly adapted to the rigours of the Mediterranean climate. There are several endemisms: Balearic astragalus (*Astragalus balearicus*), blonde (*Rubia angustifolia* ssp. *cespitosa*), swallows (*Dracunculus muscivorum*), Balearic hypericon (*Hypericum balearicum*), etc. It is an important stopover point on the migratory route of more than 150 species of birds, both in spring and autumn. They are neighbours of the islands from the Audouin's gull (*Larus audouini*) to the Eleonora's falcon (*Falco eleonorae*). The seabed also represents a very important part of the Park, with more than 200 species of fish and numerous endemic invertebrates.



[https://commons.wikimedia.org/wiki/File:Cabrera_Archipelago_Maritime-Terrestrial_National_Park_-_panoramio_\(6\).jpg](https://commons.wikimedia.org/wiki/File:Cabrera_Archipelago_Maritime-Terrestrial_National_Park_-_panoramio_(6).jpg)

- **Cabañeros National Park (Toledo, Castilla La Mancha)**

Famous for having been on the verge of becoming a shooting range, this refuge park for large birds of prey, black storks and many other endangered species is today one of the most valuable protected corners of the Montes de Toledo, a region located in the sub-plateau south, in the heart of Spain, in the provinces of Ciudad Real and Toledo.

The recent history of this National Park begins in June 1987, the date on which the Ministry of Defense bought the estate, located in the heart of the Montes de Toledo and with an area of 16,000 hectares. At first, it was intended to install a shooting range in the area. This demand aroused protests from neighbours and environmental organizations from all over Spain. They, together with an important citizen movement, managed to stop the project. Shortly after, on July 11, 1988, the Castilla-La Mancha Community Board declared the Cabañeros estate a Natural Park. On April 28, 1995, the Cortes approved a government project by which the Cabañeros estate and part of its surroundings, with an area of more than 40,000 hectares, were declared a National Park.





https://commons.wikimedia.org/wiki/File:Los_Navalucillos-Caba%C3%B1eros_2022_08.jpg

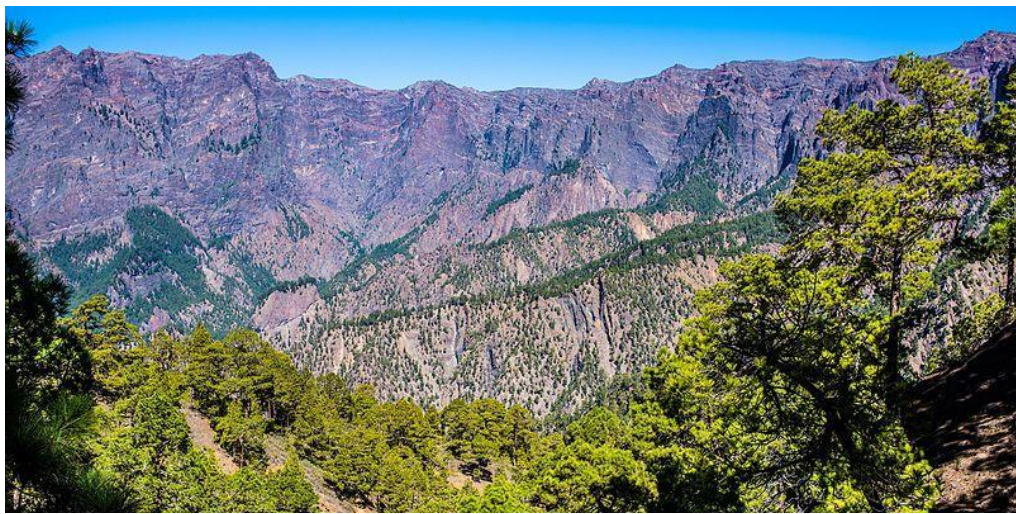


https://commons.wikimedia.org/wiki/File:Montes_de_Toledo_-_Retuerta_del_Bullaque2.jpg



- **Caldera de Taburiente National Park (La Palma, Canary Islands)**

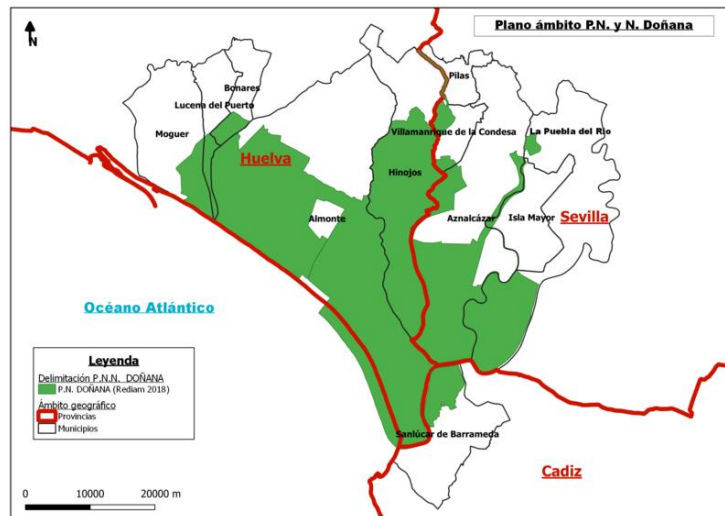
The Caldera de Taburiente National Park is characterised by being an enormous cirque of 8 km in diameter with the appearance of a cauldron, where multiple volcanic eruptions, large landslides, the erosive force of water and time have shaped its geomorphology, turning it into a rugged landscape with almost 2,000 m of difference in altitude. The landscape of La Caldera de Taburiente is dominated by a summit cirque 8 km in diameter with slopes of up to 2,000 m, with a spectacular network of streams and torrents with great erosive force. A great variety of plant and animal species have developed in this environment, including a large number of Canarian endemisms.



[https://commons.wikimedia.org/wiki/File:Caldera_de_Taburiente_D81_7354_\(32330521420\).jpg](https://commons.wikimedia.org/wiki/File:Caldera_de_Taburiente_D81_7354_(32330521420).jpg)

- **Doñana National Park (Huelva, Andalusia)**

The Doñana National Park is a mosaic of ecosystems that are home to a unique biodiversity in Europe. The marsh stands out above all, of extraordinary importance as a place of passage, breeding and wintering for thousands of European and African birds. Unique species live in the Park, and are in serious danger of extinction, such as the Iberian imperial eagle and the Iberian lynx. Doñana represents the confluence of a set of ecosystems (beach, dunes, preserves, marshes...) that give this Park a unique personality.



https://commons.wikimedia.org/wiki/File:PN_DO%C3%91ANA_ambito.png



https://commons.wikimedia.org/wiki/File:Playa_de_Do%C3%B1ana._Parque_de_Do%C3%B1ana.jpg



https://commons.wikimedia.org/wiki/File:Parque_nacional_de_Do%C3%B1ana_61.jpg



https://commons.wikimedia.org/wiki/File:Do%C3%B1ana_1986_10.jpg

- **Garajonay National Park (La Gomera, Canary Islands)**

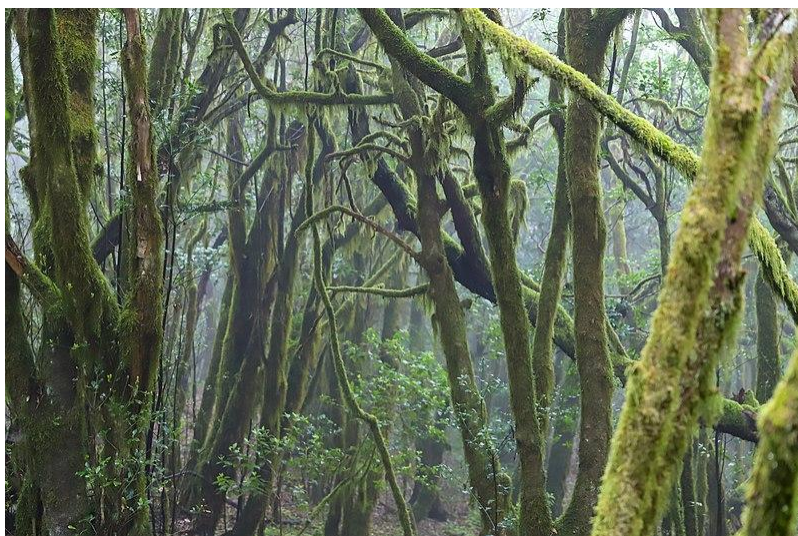
A short distance from the desert Saharan coasts, along the rugged peaks of the Canary Island of La Gomera, one of the most unique and emblematic forests of the Spanish State takes refuge. The persistent envelope of mist that rises from the Ocean sticks to

the insular peaks, impregnating them with humidity and freshness, favouring the miraculous existence of these splendid and mysterious forests, the last surviving vestiges of the ancient subtropical forests that populated the Mediterranean area millions of years ago.

The Canarian laurel forest, a relict ecosystem from the Tertiary period that disappeared from the continent as a result of the climatic changes of the Quaternary, finds refuge in the fog zone of the Canary Islands. Garajonay is currently the best preserved sample of this ecosystem, housing more than half of the mature laurel forests of the Archipelago. Other values of the National Park are the diversity of types of plant formations, the large number of endemic species and the existence of spectacular geological monuments, such as Los Roques.



https://commons.wikimedia.org/wiki/File:Garajonay_National_Park,_La_Gomera_02.jpg



[https://commons.wikimedia.org/wiki/File:Mossy_trees_in_the_Garajonay_National_Park_o
n La Gomera, Spain \(48293708696\).jpg](https://commons.wikimedia.org/wiki/File:Mossy_trees_in_the_Garajonay_National_Park_on_La_Gomera,_Spain_(48293708696).jpg)

- **Maritime-Terrestrial National Park of the Atlantic Islands (Galicia)**

These islands are chained from the Arousa estuary to the Vigo estuary, emerging from the ocean and embellishing the seascape with the magic of its cliffs. In its bowels, at the bottom of the sea, the most precious ecological riches of this National Park are kept, guarded by the cannons of the ancient ships sunk here. It is undoubtedly a place to discover the mysteries and legends of the Atlantic. It represents natural systems linked to coastal areas and the continental shelf of the Eurosiberian Region. The cliffs, the bushes, the dunes and the beaches, as well as the different sea beds (rock, sand, shell...) create a great mosaic of ecosystems on these islands and the waters that surround them.

This diversity of scenarios makes room for a large number of species: more than 200 types of algae among which a large number of fish and molluscs take refuge and breed, seabirds that nest on the ledges of the cliffs and fish in the shallow waters, plants surprisingly adapted to living among the sands of the dunes or in the narrow crevices of the cliffs... The conservation of these natural values is a challenge in which we all must participate.



https://commons.wikimedia.org/wiki/File:Illas_Cies_Praia.jpg

- **Monfragüe National Park (Cáceres, Extremadura)**

Monfragüe, with 18,396 hectares, was the first protected area in Extremadura. It was declared a Natural Park on April 4, 1979, after several years of struggle to prevent the eucalyptus plantations from terracing and eliminating the native scrub and forest, habitat of a large number of endangered fauna.

Since its declaration as a protected area until today, Monfragüe has been consolidating itself as a true sanctuary for bird watching. Every year, thousands of tourists come to the area to enjoy the flight of black storks, Egyptian vultures or the very rare imperial eagle. From its Public Use area, a privileged area like few others, you can enjoy not only endangered fauna but also incomparable landscapes and vegetation.



https://commons.wikimedia.org/wiki/File:PARQUE_NACIONAL_DE_MONFRAG%C3%9CE._VISTA_DESD_E_LA_SIERRA_DE_LAS_CORCHUELAS.jpg

- **Ordesa and Monte Perdido National Park (Aragon)**

Ordesa and Monte Perdido were declared National Parks in 1918. Mountaineers, naturalists, scientists and tourists have sung in recent centuries about the natural excellence that this magnificent corner of the Pyrenees houses, a place where life forms and beauty have been confined in quality and quantity, to the point to reach great proportions.

Its orography is dominated by the Monte Perdido massif (3,355 m), with the peaks of the Tres Sorores, from which the Ordesa, Pineta, Añisclo and Escuaín valleys derive. A landscape of great contrasts: the extreme aridity of the highlands, where rainwater and meltwater seeps through cracks and sinkholes, contrasts with the green valleys covered by forests and meadows, where the water forms waterfalls and crosses canyons and ravines. The need to protect the integrity of the gea, fauna, flora, waters, atmosphere and, ultimately, the set of ecosystems of the Monte Perdido mountain range, led to the extension of the original National Park to the current 15,608 hectares.





https://commons.wikimedia.org/wiki/File:Valley_of_Ordesa,_Ordesa_y_Monte_Perdido_National_Park,_Spain.jpg

- **Picos de Europa National Park (Asturias)**

Picos de Europa represents the ecosystems linked to the Atlantic forest. The Picos de Europa has the largest limestone formation in Atlantic Europe, with important karstic processes, sinkholes that reach more than 1,000 m, very obvious glacial erosion and the presence of lakes. Among its cliffs inhabits the chamois, in the dense forests the roe deer, wolves and the occasional presence of a bear. More than 100 species of birds live in the Park, among which the black woodpecker and the capercaillie stand out, and among the large birds of prey the griffon vulture and the golden eagle. But here there is much more than landscape, there are centuries of history written in the towns, in the valleys, in the churches, in the cabins of the ports and on their paths.

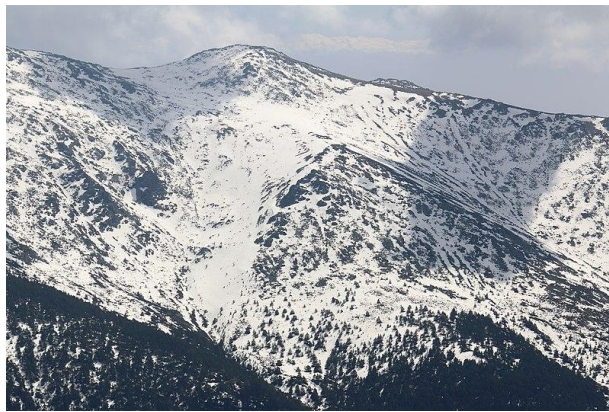


https://commons.wikimedia.org/wiki/File:Parque_nacional_de_Picos_de_Europa,_en_mayo_de_2016_07.jpg



- **Sierra de Guadarrama National Park (Madrid)**

The Sierra de Guadarrama is part of the Central System, a long mountain chain, 500 kilometres long, that crosses the centre of the Iberian Peninsula from east to west. The conditions of the Sierra, cooler and more humid than the plateaus, and their lesser transformation by human activity, have turned these mountains into a privileged refuge for biodiversity. In its physical environment, its cirques and glacial lagoons and its granite rocks stand out; between its vegetal landscapes, the high mountain ecosystems and the extensive pine forests of Scots pine.



https://commons.wikimedia.org/wiki/File:Parque_nacional_de_la_Sierra_de_Guadarrama_39.jpg

- **Sierra de las Nieves National Park (Malaga, Andalusia)**

The Sierra de las Nieves is located in the extreme southwest of the Betic Cordillera, forming part of the highest portion of the Serranía de Ronda (Málaga), constituting the highest mountains in western Andalusia, with the 1919 metre high Torrecilla Peak. Its strategic geographical location, together with its particular geological and orographic conformation, and the consequent complexity of the substratum, makes the vegetation characterized by its high diversity. The Sierra de las Nieves is an important refuge for wildlife. In it are located, fundamentally, typical species of medium and high mountains.

The name of the place is due to the presence of snow on its high peaks, which was formerly maintained throughout the year and was stored in the snowfields to be distributed during the summer by the towns of the province.



https://commons.wikimedia.org/wiki/File:Sierra_de_las_nieves_nevada.jpg

- **Sierra Nevada National Park (Granada, Andalusia)**

Its steep peaks, while dominating an immense horizon, dotted with towns and hamlets, with meadows full of greenery, are covered with snow and ice, which at a height of 9,180 feet are perpetual, despite the mild climate of the picturesque countryside that surrounds them. It represents the natural systems linked to the average and high Mediterranean mountains.

Immortelles, foxgloves, chamomile from the Sierra, violet from Sierra Nevada, star of the snows, poppies from Sierra Nevada and monkshoods, are part of the more than 2,000 plant species (66 exclusive endemisms), of great showiness and colour, that live in the park. Amphibians, reptiles, mammals, birds and a rich entomofauna (80 exclusive endemisms) make up the fauna of Sierra Nevada, especially linked to high mountain habitats. The mountain goat, common in the high peaks, is the park's most characteristic species.





https://commons.wikimedia.org/wiki/File:Parque_nacional_de_Sierra_Nevada_74.jpg

- **Tables of Daimiel National Park (Castilla-La Mancha)**

Las Tablas de Daimiel is a practically unique wetland in Europe and the last representative of the ecosystem called fluvial tables, once characteristic of the central plain of the Iberian Peninsula. It is a complex ecosystem that mixes the characteristics of a flood plain, produced by the overflow of the Guadiana and Gigüela rivers at their confluence, with that of an area of groundwater discharge from a large aquifer.

These overflows, favoured by the lack of slope in the land, are paired with the development of a powerful and characteristic vegetation cover that constitutes an exceptional habitat for all the fauna linked to the aquatic environment.

With the declaration of the National Park, a great step was taken in the conservation of one of the most valuable ecosystems of La Mancha, thus ensuring the survival of the birds that use these areas as wintering, moult of feathers and nesting areas, creating an Integral Zone of waterfowl.





https://commons.wikimedia.org/wiki/File:PN_Tablas_de_Daimiel_-_Ciudad_Real_-_Spain_-_panoramio.jpg

- **Teide National Park (Tenerife, Canary Islands)**

"Nivaria is called because of the snow that usually silvers the highest summit of the sacred Mount Teide, exalted Atlante, and for the same reason they gave it a worthy name for Tenerife then; that Tener, in their language means white snow and means ife high mountain Thus, because of the great Teide, Tenerife is called la Nivaria, which is the same as mount of snow" (Antonio de Viana: Antiquities of the Fortunate Islands - 1604).

It is the largest and oldest of the Canarian Parks. Its extraordinary landscape is one of the most spectacular geological monuments in the world, in which the volcanic cones and lava flows form an extraordinary set of colours and shapes. Its great biological wealth, the extraordinarily high percentage of endemic plant species and the importance in terms of number and exclusivity of its invertebrate fauna cannot be forgotten.



<https://commons.wikimedia.org/wiki/File:SP-teneriffa-teide-seilbahn.jpg>



- **Timanfaya National Park (Lanzarote, Canary Islands)**

"This island was almost half destroyed by a furious volcano that erupted on Friday 1st of September in the year 1730, at ten o'clock at night in the Village of Chimanfaya, three leagues from the capital Villa Teguise, which repeated, opening various mouths, four years, devouring many villages and raising great mountains, reaching its small sands more than six leagues away." Carmen Romero Ruiz, 1991. The Volcanic Manifestations of the Canary Archipelago.

They say that this place is not a dead land, but a newborn one. Although apparently desolate, these rugged landscapes have been colonised mainly by the plant world. Black and reddish shades of lapilli and sand predominate, as well as the dark shades of basaltic lava, all dotted with spots of different colours belonging to numerous lichen species. Its biological richness and the large number of plant and animal endemisms cannot be forgotten.



https://commons.wikimedia.org/wiki/File:Timanfaya_National_Park_IMG1865.jpg

Activity 1. Diversity of ecosystems

Task - Watch the following video together https://www.youtube.com/watch?v=4Y8ORI-p_4g

Art activity: Choose one of the natural parks of Spain and draw it. Imagine the animals that live there, and draw them too, in their habitat.

Questions:

- Why is it important to protect natural spaces?
- What can we do to protect them?



Activity 2. Relate artistic works with National Parks' landscapes

Show the students the following pictures and make them guess which National Parks are depicted and why they think so.

1. Doñana National Park

Title: Flamencos en Doñana (Flamingos in Doñana). Author: Maria Angeles Batanero <https://www.artexpone.com/obras/flamencos-en-do-ana.htm>

2. Timanfaya National Park

Title: El Diablillo (The little devil, symbol of the Timanfaya). Sculpture. Author: César Manrique <https://www.superstock.com/asset/statue-el-diablo-artist-cesar-manrique-lanzarote-canary-islands-symbol/1566-13428896>

3. Sierra Nevada National Park

Title: La Alhambra y Sierra Nevada (Alhambra and Sierra Nevada). Author: Francisco García-Valenzuela <https://www.artelista.com/obra/4510991996997512-alhambra-y-sierra-nevada.html>

4. Las Tablas de Daimiel National Park

Title: Las Tablas de Daimiel (Tables of Daimiel). Author: Eugenio Retamosa Espadas : <https://www.artelista.com/obra/7326973085260191-tablasdedaimiel.html>

5. Garajonay National Park

Title: Garajonay. Author: Andrea Gedl: <https://www.artmajeur.com/andrea-gedl/en/artworks/14655677/garajonay>

6. Teide National Park

Title: Cuadro al óleo de un paisaje del Teide en Tenerife (Oil painting of a landscape of Teide in Tenerife). Author: Rubén de Luis.

<https://www.pinterest.es/pin/91057223700134949/>

7. **Atlantic Islands**

Title: Islas Atlánticas de Galicia (I): Las Islas Cíes (Galicia's Atlantic Islands (I): The Cíes Islands). Author: Jose Arcas:

<https://elecoturista.com/arte/islas-atlanticas-de-galicia-i-islas-cies/>



Russia

Activity 2 Diversity of nature of Russian Federation

<https://whc.unesco.org/en/statesparties/ru>

The huge area belonging to Russia makes the country very diverse in terms of nature and climate. Russia is situated in two climatic zones (moderate and polar). Each zone has many subtypes, which also in terms of climate, the country is very diverse. The famous "Siberian frosts" reach even several dozen degrees below zero, while the western and southern parts of Russia are characterised by much milder weather conditions, mainly due to the influence of the seas and oceans. The word that best describes Russian nature is "diversity". This is a dream destination for anyone who enjoys contact with nature and getting to know its uniqueness. The northern part of Russia is a mixture of the polar desert, tundra and taiga (in several varieties), European areas are mostly covered with mixed and deciduous forests; the further east, the more forest and steppes (more and more willingly used by farmers); the areas on the Caspian Sea are inhabited by semi-deserts. There are also numerous lakes (2 million) in Russia, with the deepest - Lake Baikal and the largest - the Caspian Sea. There is also a developed river network, in Russia there are over 2 million of them, and the longest of their European part - the Volga - is also the longest river in Europe (while in part Asian Lena is longer). Russia also has extensive mountain ranges: the most famous mountains separating Europe and Asia - the Ural Mountains, but also the Wierchojńskie, Czerski, Chukockie, Central, Altai, State, Aldansk and Caucasus Mountains with the highest peak in Russia - Mount Elbrus (5642 m above sea level). In Russia, there are as many as 53 national parks, over a dozen UNESCO biosphere reserves, and over 100 reserves. Places under this special protection are unique on a global scale, though in large part also quite demanding as tourist destinations (due to their location, climate or insufficiently developed infrastructure). The animal world is very numerous and diverse, the most interesting species are the walrus, the polar bear, the Baikal seal, the Amur leopard, the snow leopard, the brown bear, the lynx, the Siberian marten, the gopher, the spearhead goat, the Caucasian ibex or the endangered tiger. <https://www.bezkresy.pl/rosja-ogromny-kraj-pelen-sprzecznosci/>

Extreme and nature tourism

With its variety of landscapes and climatic zones, Russia seems to be contrived for natural and extreme tourism. Forests and tundra, volcanoes and rivers, lakes and waterfalls, mountains and steppes - there is absolutely everything! Many Russians love nature and extreme tourism, and «nature trips» on weekends have already become a tradition. Professional traveller clubs exist in many cities. Their elders with special training and great experience make up the bulk of hiking instructors. Climbing and multi-day river and lake rafting, fishing, diving, hiking and horse riding, off-road and quad riding, and paragliding are only a small number of all possible activities. Many places are still virgin and keep their natural primevallyness. On the one hand, it allows you to feel a true merging with nature, on the other hand, a lack of people for



100-300 kilometres area can create extreme challenges in case of emergency situations. <https://russia.com/activity/extreme-nature-tourism/>

The teacher discusses the diverse nature of Russia and presents photos from the UNESCO biosphere reserve - I suggest Lake Baikal and Landscapes of Dauria.

Task - a metaphor based on diverse nature of Russia

Children look at photos from selected landscapes of Russia and are given a task that they carry out in small groups (3-4 people):

Art activity: *"If you were an element of Russian nature, what would you choose? What landscape or nature phenomenon describes your person? "*

Tell your colleagues in the group about it. Then, on a large piece of cardboard, present your common landscape metaphors (children get various art materials and large cardboard), you can add your own elements that are close to you. Create a picture of relationships in your group by reference to the landscape.

Questions:

- What do you have in common? What's the difference between you?
- Why is it worth appreciating diversity in nature and in a group of people?

Ukraine

Activity 2 Boundlessness of Ukraine

The nature of Ukraine captivated painters, but also romantics, and writers of Romanticism. The emptiness of fields and steppes was made the dominant feature of Ukrainian space, so empty, undeveloped space was associated with melancholy, endlessness, and stimulated the creative imagination. "Freedom was a function of space. Not only vast, empty, unknown, steppe, with originality that has no equivalent in Europe, but also dangerous, unpredictable, wild. A space not tamed by civilization and free as nature is free. " (A. Witkowska, *Dziko – pięknie – groźnie czyli Ukraina romantyków*, *Teksty Drugie* 1995, 2 , s. 20-30, [WA248 73248 P-I-2524_witkowska-dziko_o.pdf](#), 1.11.2021)

<https://dzikiezycie.pl/archiwum/2010/listopad-2010/stepy-ukrainy-na-krawedzi-unicestwienia>

Apart from the steppe, it is worth paying attention to other elements of the Ukrainian landscape. Ukraine has the wildest and most undiscovered mountains in Europe - the Ukrainian Carpathians. The Carpathian region (mainly beech forests) is



listed by UNESCO as a World Heritage area.

<https://whc.unesco.org/en/statesparties/ua>

If we look at photos from this region, the space and wilderness will also be captivating, evoking associations with freedom, individualism and romanticism. Therefore, we will relate the workshop on the landscape of Ukraine to the space without borders.

<http://www.staciabalkany.pl/zdjecia-z-ukrainy/>

<https://ukrainer.net/meotyda/>

<https://ukrainer.net/regions/karpaty-pl/>

<http://carpathian.land/pl/biosphere-reserve#video>

Task - Associations with space inspired by the nature of Ukraine

Students look at photos of the steppe and the Ukrainian Carpathians, paying attention to the space. The teacher conducts a discussion about the space of nature referring to the concept of his own space.

They perform a movement exercise in which they are supposed to "feel the space" around them. They form pairs and have the task of making contact with the other person but at the same time maintaining their own space. Then they talk about places of nature in their surroundings, which they associate with a space without borders.

Children collect elements of nature such as stones, pine cones, chestnuts, shells, etc. or bring them from home.

Art activity: *Present the composition on a board, using elements of nature and other art materials, representing a space without borders.*

Questions:

- how nature gives us a sense of freedom?
- in what landscape do you feel especially free and creative?
- why is space in nature important for humans?
- what is space without borders for you?
- how do you build your space? how much space do you need in your life?



- what role do other people play in your personal space?

Belarus

Activity 2 Love of Nature in the Forest of Belarus

Referring to the natural resources of Belarus, it is worth mentioning the Białowieża Primeval Forest, which is also included in the World Heritage list by UNESCO.

It is worth seeing extraordinary photos of the forest on the UNESCO website:

<https://whc.unesco.org/en/list/33/gallery/>

“Białowieża Forest

The Białowieża Forest World Heritage site, on the border between Poland and Belarus, is an immense range of primary forest including both conifers and broadleaved trees covering a total area of 141,885 hectares. Situated on the watershed of the Baltic Sea and Black Sea, this transboundary property is exceptional for the opportunities it offers for biodiversity conservation. It is home to the largest population of the property’s iconic species, the European bison.”

<https://whc.unesco.org/en/list/33>

Thanks to such natural phenomena, we can appreciate the inspiring role of forests and trees that require special protection.

<https://pl.pinterest.com/pin/524106475394545288/>

<https://pl.pinterest.com/pin/154248355963880558/>

An interesting fact about nature in Belarus is a special discipline called marshing. It is related to the swamps occurring in Belarus.

<https://www.belarustourism.by/en/blog/marshing-a-new-type-of-active-recreation-in-belarus/>

The teacher shows the students photos from the Białowieża Forest, and they also watch the films together:

<https://www.youtube.com/watch?v=OU2QnZfLEb0>

Then they discuss why it is a special area of protected nature as well as a magical meeting place for Polish, Belarusian, Ukrainian and Jewish cultures. The region of the forest is **a reminder of the value of tolerance and acceptance of diversity**. Then they start a discussion on the role of trees and forests in our lives. Why are they important, why should they be protected? Students remember known species of trees and animals that live in the forest. They recall literary works that concerned the important history of the tree, such as the epic poem by Jan Kochanowski "Na Lipę".

Task 1 - Love of nature – dialog of trees

The teacher asks the students questions to be answered by writing an imaginary tree dialogue (work in groups or pairs)



*"If trees could talk, what would they say to man?"
(these can be trees from the Bialowieza Primeval Forest)*

It can also be:

Art Activity: *"If a forest could talk, what would it tell a man?"*

Write a tree (forest) dialogue about the role of humans in their lives. Get inspired by the images from the forest.

Then the students go for a walk (it can be a park, or a forest) and everyone is given a task:

Find a tree that is special for you in some way, it evokes positive emotions in you. Tell me about this tree.

Art Activity: *"If a tree were your friend, what friend would it be?" - in pairs, make a short story entitled Man's friend tree.*

Task 2 - Feeling nature

<https://www.youtube.com/watch?v=MayZ0hquv0Y>

<https://www.youtube.com/watch?v=Gxh2-L9u7S0>

Art Activity: *Listen to the sounds of the Bialowieza Forest and paint your feelings related to the sounds.*

Present your pictures and tell about the relationship between music and image.

Final reflection:

- What is the importance of friendship with the natural environment for us?
- What value is the diversity of nature for us?
- What value can cultural diversity be? - find an analogy with the relationship between man and nature.

