

Lesson 3

I am at home in Europe (building a physical map II)

Rivers, mountains and landforms in Europe

Learning objectives	The students become aware of all the different characteristics of Europe as a continent. They start to grasp the concept of spatial relationships by seeing where they come from.
Student tasks	After having laid out the borders and countries, the students continue with characteristics of landforms. They lay out rivers, mountains and other important things on the physical map. At the end a photo is taken of the physical map.
Resources	Printed copies of the map of Europe as templates, blue material for laying out rivers (paper, textiles, etc.), coloured material for laying out mountains and landforms (paper, textiles, etc.), atlas, camera.
Methods	Pair and group work.

Lesson description

After having laid out the country borders and marked the capital cities and flags, the students continue to work on the rivers and landforms. Not all students will be busy as not all countries will have major rivers and landforms. The teacher might possibly wish to assign these students to new groups or to assign students who have already finished with their country to another group.

The students should use different materials, such as textiles, paper, etc., to lay out the rivers and landforms.

The students can also add other things to the physical map, but this should be voluntary. The students should decide whether or not to do this; it also depends on the information they collected during their country research (on food, famous people, etc.).

When the physical map is finished, photos are taken. Ideally, the map should be photographed twice – once with the students standing in “their” countries and once without the students, so that all the landforms, rivers, etc., can be clearly seen.