



RĪGAS KOMERCSKOLA  
Tālmācības vidusskola

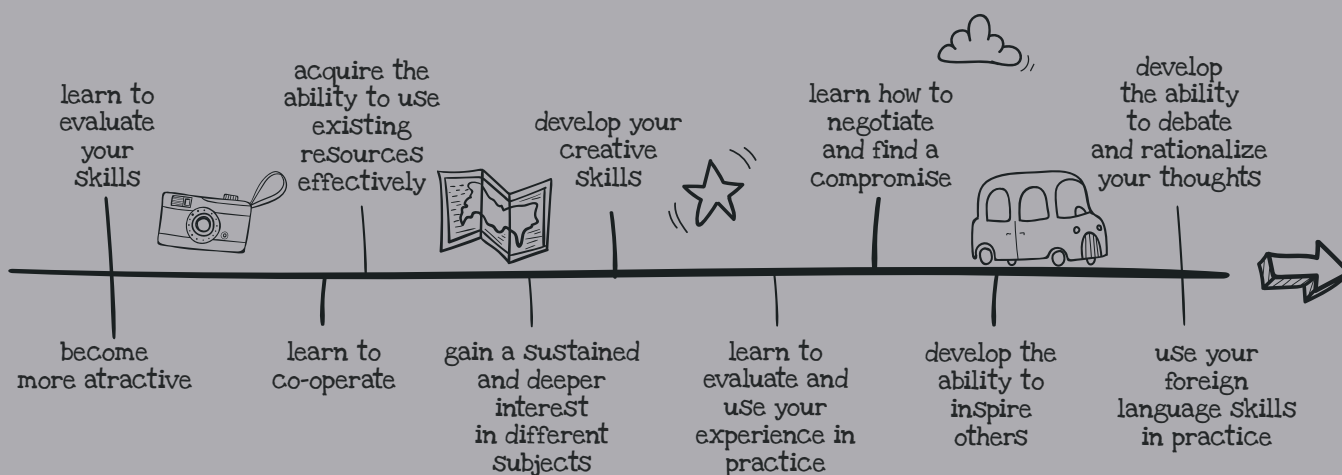
## PARTICIPATE IN AN EXPLORATORY TRIP - COMPLEX TEACHING PRACTICE



„Travelling is actually a visual training. From the beginning You see what you see - everything, a lot of things. By the time ... You start to behold. And it is completely different thing. You start to see something that can be seen, something important. Important just for you. You “take” it for yourself, keep it in memory, and bear in mind the experienced things.”

/ Poet Imants Ziedonis on travelling /

- **The goal of an exploratory trip - complex teaching practice** - is to raise awareness among young people on environmentally friendly behavior by developing knowledge, skills and attitudes in the field of environmental education, addressing challenges in changing real-life situations, leading to lifelong achievements, fostering quality, creativity and innovations in education, harnessing the latest technological advances, strengthening and developing cooperation between schools.
- **Exploratory trip - complex teaching practice** - an integral part of an innovative learning process that ensures an integrated approach to the cognitive process. By participating in it, you will notice positive changes in your personality development.



THE PROGRAM OF EXPLORATORY  
TRIP - COMPLEX TEACHING  
PRACTICE IN GREENLAND

# DISCOVER GREENLAND



## PROGRAM

DAY  
1 

### Riga - Reykjavik - Nuuk

*Let's learn to implement ideas, to negotiate, to find compromise, to learn to cooperate, to accept the different, and to apply our knowledge of foreign languages in practice!*

- Flight: Riga - Reykjavik - Nuuk
- We will get to know **Nuuk**, or **Gothob**, the capital of the largest island in the world- Greenland (Nuuk means "Land of Heaven", but the Danes have given the city the word "Good Hope"). We will get acquainted with cultural and historical sites of Nuuk: National Museum, Theater, Library, wooden architecture and its economic environment through observations - how the natural environment affects the cultural environment and economic activity.



DAY  
2 

### Nuuk - Narsarsuaq - Qaqortoq

*Let's develop our research skills, observational abilities, ability to discuss, agree, compromise, learn to cooperate, accept different and improve our performing skills!*

- Flight: Nuuk - Narsarsuaq
- Discussion "**Causes and Consequences of Climate Change in Greenland - a Challenge or an Opportunity?**"
- We will get acquainted with Qaqortoq, the largest city of southern Greenland, the region affected by civilization, its history, where the ancient traditions of the nation have remained, the culture of the Eskimos (Unite, Greenlandic), the old way of life, language and its economic activities, observing how economic activity might have affected natural diversity.



# PROGRAM

DAY  
**3** 

## Qaqortoq - Narsaq - Qaqortoq

*Let's develop our creative abilities, the ability to perceive nature and man-made environment as aesthetic value, the ability to search for truth, apply the obtained information in practical action!*

We will observe and learn about the untouched nature and cultural environment of **South Greenland**:

- The southern coast robotic coastline around **Qaqortoq**, its formation conditions, ocean level fluctuations;
- **Narsaq** coastal natural landscapes and cultural environments - picturesque fjord valleys, ancient fishing villages, clothing traditions, occupation of the inhabitants, living conditions, etc., observing how the natural environment affects the living conditions of the population, current and future occupation.



DAY  
**4** 

## Qaqortoq - Tasersuaq - Qaqortoq

*Let's promote the ability to use existing resources efficiently, including the latest information technologies, the ability to discuss and rationalize our ideas!*

We will go on a hike, explore and learn about:

- Climatic conditions in South Greenland, analyzing their impact factors;
- Ice formation conditions, ice shield, ice types, their change due to climate change: **compact ice** - salt water, which covers the fjords, ice fields and icebergs formed from inland glaciers, contains a lot of fresh water;
- Facts about the general warming of the biosphere, their possible consequences;
- Ocean giants - whales, watching them in coastal bays and open waters;
- **Tasersuaq Lake** and its surroundings.

DAY  
**5** 

## Qaqortoq - Uunartoq - Hvalsey - Brattahlid - Qaqortoq

*Let's develop our observational skills, our ability to predict, by promoting an environmentally friendly way of thinking!*

During the boat trip, we will observe, forecast and learn about:

- The further development of the Greenlandic terrain and its conditions;
- Hot springs (+38 ° C), the reason for their formation in **Uunartoq**;
- Plants (cotton grass, polar poppies, large flower rhododendrons, etc.) and animals (polar bears, reindeer, musk ox, leming, etc.)
- Greenland's history and ancient settlements - Norwegian Viking settlements, ancient church ruins near **Hvalsey** and **Brattahlid**.

# PROGRAM

DAY

6 

## Qaqortoq

*Let's develop our communication skills, improve our ability to find optimal solutions in changing circumstances!*

We will get to know and explore:

- Greenland's economic development trends, including tourism development opportunities;
- Activities of the inhabitants: fish processing, trade opportunities, visiting the „**Royal Greenland**“ fish processing company, seal and whale hunting, their traditions, reindeer husbandry.



DAY

7 

## Qaqortoq

*Let's become active, develop the ability to inspire others!*

We will go on a hike and learn about:

- The coast of **King Frederick VI**, a high-altitude region, one of the most picturesque and scenic areas in Greenland;
- Movement of glaciers;
- **Fritjof Nansen**, a polar explorer who first crossed the Greenland Inland Ice Shield with skis in 1888.



DAY

8 

## Qaqortoq

*Let's evaluate our abilities and use our experience and insights for further action!*

Educational seminar **“Education for the Future Human”**, in which we:

- Collect and evaluate experiences, insights and personal gains of students and teachers during the exploratory trip;
- We will assess the teaching content acquired from the exploratory trip, the teaching aids used, including the use of the latest information technologies, approaches and methods, forms of cooperation, learning environment that promotes environmental awareness among young people, enhances knowledge, skills and attitudes in environmental education, develops the ability to use knowledge, skills and attitudes to solve problems in changing real-life situations that guide towards achievements in life.



DAY

9-10 

## Flight: Narsarsuaq - Reykjavik - Riga



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 NORDPLUS