

## UNESCO Chair in Learning and Teaching Futures Literacy in the Anthropocene

### Method mosaic

<b>Title:</b>	Lost Places
<b>Target audience:</b>	Secondary Level I, II, university education, adult education
<b>Time:</b>	Project
<b>Objective:</b>	Envisioning sustainable futures (GreenComp 4.3)
<b>Topic:</b>	Urban development local, regional, global
<b>Materials:</b>	Tablet/PC for research, research board

#### Brief Description:

In the plenary session, it is clarified what 'lost places' are – abandoned buildings left to decay – and whether and which such places are possibly known in the learning group (e.g. an old factory, a house that has not been inhabited for a long time, a military facility or sanatorium that is no longer in use). An illustrated book or selected photos help to clarify terms and introduce the topic.

The learners are divided into groups and given the task of researching the type assigned to them: church/monastery, cemetery, railway, mining, factory, power station, hotel, military facility, sanatorium. It is advisable to draw lots when allocating groups so that personal interests are not prioritised.

After initial research on the type, each group decides on a place that they will document in the sense of deep mapping by gathering as much information as possible about the location, history, people, memories, traditions, events, traces, contexts, etc. It is up to the group whether the chosen place is located locally or regionally or elsewhere in the world. The documentation (including sources) is presented multimodally on a research board (or a variant).

The documentation is presented in plenary and discussed with regard to three key questions:

1) What emotions are triggered by the 'lost places'? 2) What responsibility is associated with such a human legacy and who should take it on? 3) What does a vision for the future of this place look like?

After the plenary discussion, the research boards are expanded to include this vision of the future.

#### Citation Suggestion:

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