

INTRODUCTION TO TEACHERS RESOURCE KIT



The best education is education by example and involving the hand, mind and most importantly the heart.

To understand universal values there is an urgent need to make young people aware of our diverse and outstanding heritage. This will enable us to truly identify with our cultural heritage and inspire us to preserve and conserve it. The provision of relevant educational material is the key to create awareness in youth.

Junaid Bin Masood

Student, Grammar School Rawalpindi

INTRODUCTORY MESSAGE

Nasreen Iqbal – Consultant UNESCO

The Teachers Resource Kit Heritage in Young Hands is an endeavour to inspire youth in Pakistan and globally, to learn about, cherish and preserve our natural and cultural heritage sites which are of outstanding universal value and irreplaceable. The kit offers methods of acquiring knowledge, skills and forging attitudes of commitment by the present and



future generations to conserve and preserve their unique heritage. Fredrico Mayor aptly states that by preserving our tangible heritage we contribute to conserve the intangible and ethical heritage which is by far the most important.

The kit aims to build capacities of teachers through student centered, and participatory methodologies. Project based learning is the main teaching strategy used in the resource kit.

The role of the teachers is crucial as they can best understand the importance of heritage education and inspire students to become heritage helpers. They are in a singular position to transmit the message of World Heritage Convention to the youth of today and leaders and implementers of tomorrow. The teachers' interest and passion for this project is of paramount importance for successful outcomes. They are encouraged to be innovative and creative during the teaching process with similar expectations from the students.

The integrated PBL approach requires training of teachers. Therefore, the kit offers the teaching methodology of Project Based Learning in the section titled Teaching Approaches. Specific teaching guidelines have also been provided in all the projects to facilitate the teachers who will be handling the project work.

The experts recommend that the kit should be used from Class V till Class VIII in the social studies / history curriculum. A realistic time frame to complete one project is one academic year.

The field testing experience of the resource kit was quite encouraging. Teachers and students seemed totally involved and participated with enthusiasm and a high level of interest.

The documentary made on students field visit to Taxila and the Taxila museum will serve as good supplementary resource material for other projects as well. Similar activities have

been suggested in all the project plans for their respective field visits.

With the help of four projects, namely, Taxila, Rohtas, Shalamar Bagh and Moenjodaro, the students will be able to explore diverse cultures, living styles, beliefs and worldview of people living long ago. The student activities aim to link the past with today's social and environmental concerns in the local context.

The objective of these activities is to provide knowledge and critical thinking skills which will enable youth to understand the complexities and realities of their lives and acquire solutions. The kit hopes to provide various creative ways of looking at our world to promote a just and peaceful co-existence by providing necessary skills.

The future of this fast moving, exciting, and diverse world depends on people of all cultures working together, in an environment of mutual respect and trust to create a just, safe, and connected world. We hope to empower teachers and youth to bring positive change in our communities and foster long term cooperation at local and global levels. Education curricula has to embed the concept of learning to live together, which is the most important of the Four Pillars of Education for the 21st Century of UNESCO's Delores report.

The Quran endorses this concept in Surah Al Hujraat.

'O mankind I have created you male and female, into tribes and nations so that you know each other.'

With deep appreciation I thank the experts Sitwat Yousufzai, Shahista Shahid and Farrah Ali, for their phenomenal contribution toward developing this Teachers Resource Kit. It certainly has been a labour of love for them and a great learning experience too !

My special thanks to UNESCO and Norway Funds-in-Trust for giving me and my team the opportunity to introduce this teachers resource kit which should serve as a valuable resource of heritage education for Associated Schools Project teachers and others, in all types and levels of schools in Pakistan and globally.

Nasreen Iqbal

ACKNOWLEDGEMENTS




My team, Sitwat Yousufzai, Farah Ali, Shahista Shahid and I, are deeply indebted to UNESCO Islamabad for providing us the opportunity and financial assistance to develop this kit.

We would like to extend our sincerest thanks to Farhat Gul, National Project Officer UNESCO Islamabad who was associated with the kit from the inception of the idea to the completion of the project. She provided useful guidance and mentoring throughout the preparation of the kit. I would like to express my gratitude to the former Resident Representative UNESCO Mr. Maurice Robson who endorsed the idea of the kit and the present Resident Representative UNESCO Mr. Warren Mellor for his willing support.

We acknowledge being inspired and taking guidance from UNESCO's World Heritage in Young Hands and using the basic information given in the chapter on World Heritage Convention, in our kit.

A number of individuals who gave their expertise, time and encouragement deserve special thanks: Federal Minister of Education Sardar Aseff Ahmad Ali, Secretary Education Imtiaz Qazi, Additional Secretary Education Zaigham Shareef Malik DG Federal Directorate of Education Dr. Shaheen Khan, Director training FDE Dr. Tanvir Kiyani, JEA Curriculum Wing Mr. Arif Majeed, DG Pakistan National Commission for UNESCO Mr.



Saqib Aleem, Head Prestep Dr. Mehmood Butt, Mr. Lao Xing Deputy Ambassador China, English Education Officer US Embassy Micah Risher, Mahina Butt, Asim Bashir, Shehzad Raj, Shabana Zahoor from Grammar School Rawalpindi.

The faculty and administration of Grammar School Rawalpindi, a leading UNESCO ASP NET School, deserve special acknowledgement for their support and help in the documentation process. I would like to convey my heartfelt thanks to Guidance Montessori and High School Morgah Rawalpindi, Federal Directorate Education College Korang Town Rawalpindi, for their assistance in the field testing process of the kit.

I am pleased to thank Shahid Khan and Nauman Khan of Armaan Production Team for producing a fine documentary on the field visit to Taxila and Mubashir, our graphic designer for his professionalism and commitment.

With profound gratitude

Nasreen Iqbal,





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PERFORMANCE

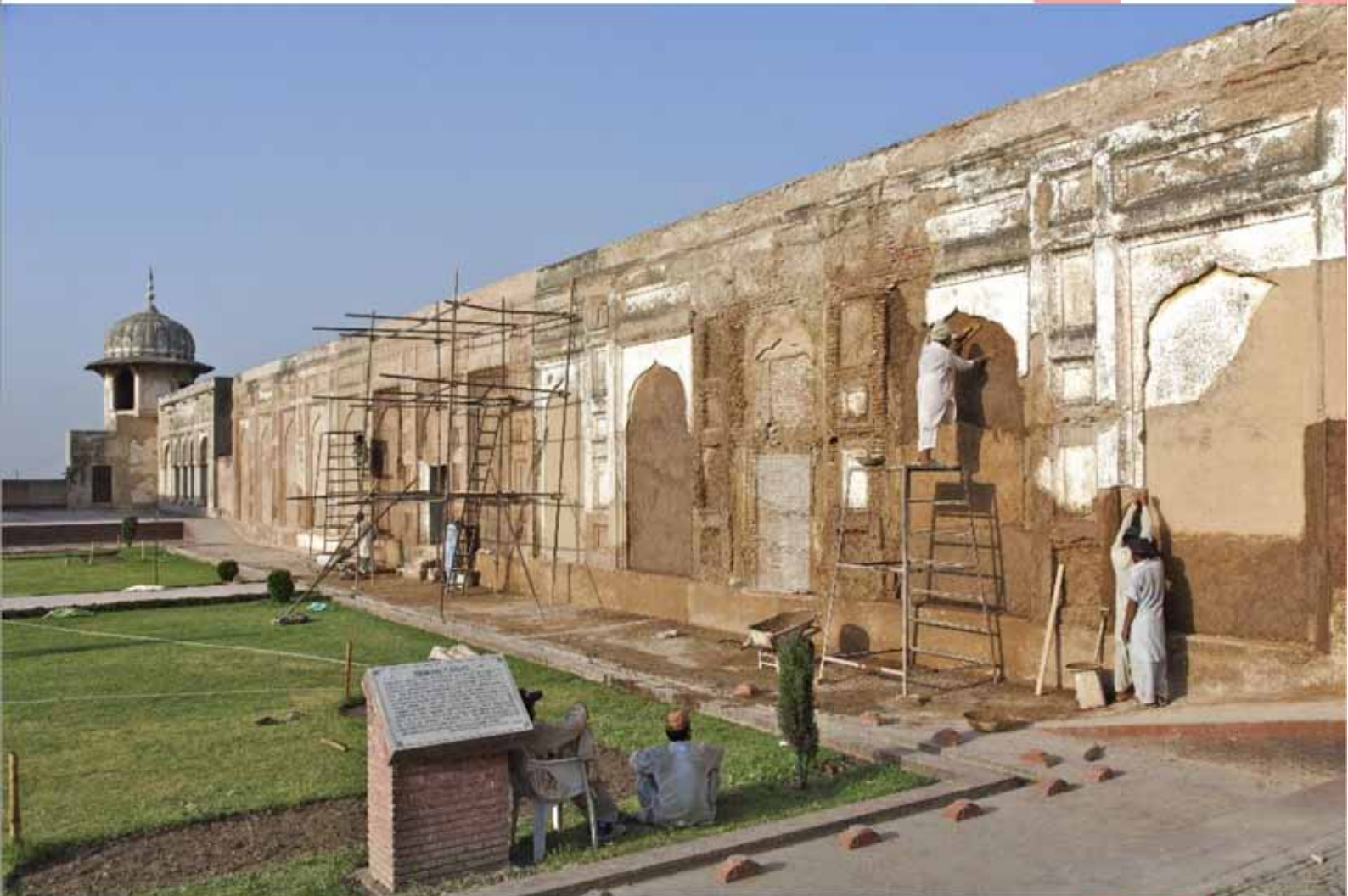
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Activity	Teachers Notes	Estimated Time
1. Put together the pieces of the project (build, write, develop, interview...whatever steps are needed to complete the project). Do the computer work and/or hands -on work. Review the steps needed to complete the project. Have the students organize all their material into a final format. As needed	Review the steps needed to complete the project. Have the students organize all their material into a final format.	As needed
2. Submit final project for review, edits, and changes. Make changes to project as needed.	Review all project materials for changes and improvements.	As needed
4. Present the completed project to class, school group, community or other involved group. Good job!		
5. Review Lesson rubric. Students do self reflection.	Review lesson rubric	As needed



The World Heritage Convention



“Deterioration or disappearance of the cultural or natural heritage constitutes a harmful impoverishment of the heritage of all the nations of the world”

Preamble to the World Heritage Convention

In response to these emerging threats, UNESCO was established in 1945. The work done by the League of Nations was accelerated with the development of several campaigns to save sites of special significance and the drafting of new international conventions and recommendations to protect the heritage of humanity. One of these conventions is specifically designed to protect cultural heritage in times of war;

-The Convention for the Protection of Cultural Property in the event of Armed Conflict (also known as the 1954 Hague Convention)

Rescuing world Heritage

The campaign to save Abu Simbel Temples in Egypt showed that there are sites in the world that are of such outstanding universal value that they are the concern of people far beyond the territory on which the site is located. It also showed the importance of shared responsibility and solidarity of different nations in heritage conservation. The success of the campaign led to other International safeguarding campaigns – Venice in Italy, Moenjodaro in Pakistan and Borobudur in Indonesia, to name but a few, some of which are on-going.

The Concept of World Heritage

- Conservation of heritage of outstanding universal value
- Both cultural and natural heritage
- Heritage which is immovable
- Conservation of irreplaceable heritage
- Conservation of world heritage is dependent on collective international action.

Drafting a convention to save our World Heritage

As a direct consequence of the campaign to save Abu Simbel, UNESCO began, with the help of the International Council on Monuments and Sites (ICOMOS), the preparation of a draft convention on the protection of cultural heritage. The United States and the International Union for the Conservation of Nature now known as World Conservation Union proposed combining, in one legal instrument, the conservation of both natural and cultural sites. This proposal was presented to the September 1972 United Nations Conference on the Human Environment in Stockholm Sweden. A few months after the Stockholm conference on the environment, on 16 November 1972, the convention concerning the Protection of the World Cultural and Natural Heritage was adopted by the seventeenth session of the general conference of UNESCO in Paris, France.

The Convention is the first official international instrument emphasizing the urgent need to identify and protect our cultural and natural heritage of outstanding universal value, which is irreplaceable.

The Convention strongly affirms that it is our shared moral and financial responsibility to protect what is referred to as our common cultural and natural heritage, through international co-operation.

The importance of including World Heritage in educational programmes worldwide is emphasized in Section VI, Article 27, of the Convention, which calls on all state Parties to endeavour, by all appropriate means, and in particular, by educational and information programmes, to strengthen appreciation and respect by their people of the cultural and natural heritage.



The World Heritage List – sites of outstanding universal value.

On signing the World Heritage Convention a country becomes a State Party and pledges to conserve the cultural and natural heritage within its borders for present and future generations.

Once a country has signed the Convention, it may begin the process of nominating sites within its borders for inclusion in the World Heritage List. The initial proposal for a site to be nominated may come from a group of local people, but the nomination must be transmitted to UNESCO through the official government authorities. First, a State Party must decide which sites to nominate. This process of selection is often called identification. The Convention asks State Parties to establish an inventory of cultural and natural sites considered to be of outstanding universal value in their countries. A selection of sites identified by a State Party as possible World Heritage sites should then be submitted to the UNESCO World Heritage Centre as a tentative list.

When a State Party decides to nominate a site it must do so by completing a special nomination form. In particular, the State Party must outline why the site is important enough to be included on the World Heritage list by using selection criteria decided on by the World Heritage Committee and also demonstrate that the site is properly protected and managed. It is also important to provide an analysis of how the site compares with others of the same type. ICOMOS and / or IUCN evaluate the nominations and make recommendations to the World Heritage Committee, which makes the final decision on which sites to inscribe on the World Heritage List.

The World Heritage Conservation Process

The conservation of World Heritage is a lifelong process and involves a number of important steps. At the beginning of this process countries commit themselves to World Heritage conservation, by becoming States Parties to the Convention and then nominating sites for inclusion in the World Heritage List. The illustrations below show the **nomination** process.

1. A country becomes a State Party by signing the World Heritage Convention and pledging to protect their cultural and natural heritage.



2. A State Party prepares a tentative list of cultural and natural heritage sites on its territory that it considers to be of outstanding universal value.



3. A State Party selects sites from its tentative list for nomination to the World Heritage List.



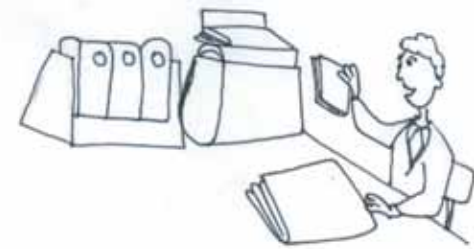
4. The completed nomination form is sent to the UNESCO World Heritage Centre.



The UNESCO World Heritage Centre checks that the nomination is complete and sends it to IUCN and / or ICOMOS for evaluation



6. Experts visit sites to evaluate their protection and management



7. ICOMOS and / or IUCN evaluate the nominations using the cultural and natural heritage criteria



8. ICOMOS and / or IUCN make an evaluation report



9. The seven members of the World Heritage Bureau review the nominations and evaluations and make recommendations to the committee



10. The final decision by the 21-member World Heritage Committee inscribed – deferred – rejected



Students making scale model



STUDENT ACTIVITY

SHEET # 1



Making a Scale Model of a World Heritage Site

Objective:

To stimulate creative skills and to learn in detail about a World Heritage Site

Resources: Photographs of heritage sites of Shalamar Bagh, Moenjodaro , Taxila Rohtas fort. A rt material, clay, cardboard, glue,paints, cutters ,wires, scissors etc.

Instructions for teachers:

- Show your students the pictures of the above mentioned world heritage sites in Pakistan.
- Invite them to select one of the sites and make a scale model.
- The mathematics teacher could explain how to make a model to scale.
- The art teacher could advice on how to make the model.
- The history teacher could advise on historical accuracy.
- Upon completion of the scale model, prepare an exhibition and invite parents and community members for showcasing of the project.

STUDENT ACTIVITY

SHEET # 2



Making a Radio Programme about Heritage Conservation

Objective:

To develop students' communication skills in favour of Heritage conservation.

Resources: Audio cassettes, CD's, books, World heritage list of sites in Pakistan.

Instruction for teachers:

Divide the class into groups and plan a radio programme concerning the World Heritage. The programme could include:

- A dialogue between students for or against including a site on the World Heritage List
- Descriptions of the importance, location and beauty of the site.
- Create a poem promoting the site.
- On the basis of class presentations, agree on the best ideas for a programme and develop them further. Divide tasks between the groups of students. Tape the programme and send it to a local, regional or national radio station.



The Criteria for selecting World Heritage Sites

Special note to teachers about the world heritage criteria

The criteria are an essential aspect of world heritage conservation and should be kept in mind at every stage of your work with World heritage education.

Establishing the world heritage list presents a major challenge to the international community: how can one site, ensemble or monument, as opposed to another, be judged to form part of World Heritage? In other words what is it that constitutes the outstanding universal value or World Heritage value of a cultural or natural site?

The Operational Guidelines for the implementation of the World Heritage Convention have been developed by the World Heritage committee over many years. They explain how to nominate a site for inclusion in the World heritage List and the criteria required.

Criteria for selecting Cultural World Heritage sites


The operational guideline include the following six criteria to be applied to the selection of cultural heritage monuments, groups of buildings and sites that may be considered part of World Heritage.

Cultural sites nominated should:

- i. Represent a master piece of human creative genius
 - ii. Exhibit an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology, monumental arts, town planning or landscape design
 - iii. Bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared
 - iv. Be an outstanding example of a type of building or architectural or technological ensemble or landscape which illustrates a significant stage in human history.
 - v. Be an outstanding example of a traditional human settlement or land use which is representative of a culture (or cultures), especially when it has become vulnerable under the impact of irreversible change.
 - vi. Be directly or tangibly, associated with events or living traditions, with ideas or with beliefs, with artistic and literary works of outstanding universal significance.
- Equally important is the authenticity of the cultural heritage and its protection and management.

Criteria for selecting Natural World Heritage Sites

For the selection of natural heritage sites of World Heritage value, the Operational Guideline includes four criteria;

- 
- i. Be outstanding examples representing major stages of earth's history, including the record of life, significant ongoing geological processes in the development of land forms, or significant geomorphic or physiographic features
 - ii. Be outstanding examples representing significant ongoing ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals.
 - iii. Contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance
 - iv. Contain the most important and significant natural habitats for in situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation.
- Equally important is the integrity of the natural heritage and its protection and management.

Criteria for selecting mixed Cultural and Natural World Heritage sites

Mixed cultural and natural World heritage sites have both outstanding natural and cultural values and so are included on the World Heritage list according to a combination of cultural and natural heritage criteria. There are nineteen such sites on the World Heritage list (for example, the historic Sanctuary of Machu Picchu in Peru and the Laponian Area in Sweden).

Applying the Criteria

The criteria are applied rigorously in order to prevent the World Heritage List from becoming too long or turning into a simple check list of all the places that countries would like to see included on it.

All countries have sites of local and national interest, which are justifiably a source of national pride, and the Convention encourages them to identify and protect their heritage whether or not it is inscribed on the world Heritage List.

Teaching Approaches for Heritage Education



CONFLUENCE OF CULTURES.

As we make strides into the future
Let's look back to our past.
The horizon beckons us onwards,
But can we forget
The origin of our rainbows?
Our heritage – our glorious past
On which we build our futures
Forgetting it we would become homeless,
Faceless, without identity
Our vibrant inclusive culture;
Confluence of the most ancient civilizations.
Hallmarks of innovation and harmony,
Must be shared and preserved,
Be both anchor and springboard
For peace and understanding
For future growth and development.
Our unique heritage, belongs
To all peoples, all nations.
Cultural strands converging
Bringing together people.
Breaking down barriers of prejudice and discrimination.

Nasreen Iqbal.

THE WORLD HERITAGE

The world is our inheritance
It is mine, yours and our too
So let us look after it well for the nations of tomorrow
The peaceful waters of Lake Victoria
The magnificent Victoria Falls and the graceful waters of the Danube with its bird life and the Meandering Mississippi and Missouri Rivers

I look up and what do I see?
I see the beautiful landscape and the ancient ruins of Zimbabwe
The mysterious pyramids of Egypt in the land of the Pharaohs
I see the ancient walls of Jerusalem and the Great Wall of China

I look up and I see
The mighty Drakensburg Mountains
The steep hills of Muchinga Escarpment
The Himalayas and Urals of Russia
I count the Rockies of Canada and the breathtaking Kilimanjaro.

So, you, me and the people out there
The world is our heritage
It is yours to preserve
Do not destroy our World Heritage
Do not level the beautiful landscape and the mountains
Do not destroy the national parks and their wildlife
Nor the forest and the jungles of the Congo and the Amazon
Please save and preserve our World Heritage

Mauyaneyi Marebesa, Student, Zambia, World Heritage Youth Forum,
Victoria Falls, Zambia and Zimbabwe.

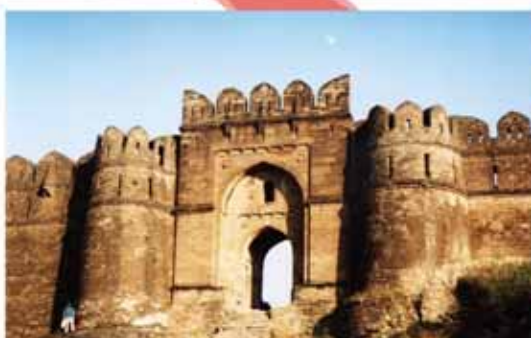
TEACHING ABOUT HERITAGE

Introduction: The teaching of Heritage is a new concept for teachers in Pakistan so it is important for them to know what heritage education is and how it can be made part of curriculum. The topics included in heritage education are closely related to the Social Studies syllabus which makes it relevant to link the two together. Also the expanding environment approach (Concentric Approach) and Interdisciplinary/ multidisciplinary methodologies are applicable to teaching of heritage

Project Based Learning PBL is chosen as the approach for teaching of heritage topics for this resource book. PBL, makes classroom learning meaningful for the students and they learn to link theory to real life issues. PBL, develops the skills and attitudes required to cope with practical life. Students with different learning styles get an opportunity to learn through a variety of activities and media channels.

Studying '**Teaching Approaches**' is for the teacher, who must review this before starting the project so that she has good academic knowledge to guide the students and develop their interest in this work. The students' level of interest will be directly proportional to the passion shown by the teacher in these lessons. Background knowledge of teachers will help them in developing their own ideas and activities.

Lesson planning for Project Based Learning, describes the way a lesson can be developed for planning, preparing and implementing the project. All projects given in this kit are developed on this lesson plan.





Interdisciplinary Approach

Interdisciplinary teaching and learning promotes connectedness between two or more disciplines, hence resulting in more meaningful and holistic learning.

What is Interdisciplinary/Cross-Curricular Teaching?

Interdisciplinary/cross-curricular teaching involves a conscious effort to apply knowledge, principles, and/or values to more than one academic discipline simultaneously. The disciplines may be related through a central theme, issue, problem, process, topic, or experience (Jacobs, 1989). The organizational structure of interdisciplinary/cross-curricular teaching is called a theme, thematic unit, or unit, which is a framework with goals/outcomes that specify what students are expected to learn as a result of the experiences and lessons that are a part of the unit.

Another major benefit for students is that skills students develop in one content area can be practiced in another. It is also a more authentic or real way of learning because it reflects what we experience, both professionally and personally, in the world. And it engages students to a challenging subject..

Sometimes, integrating curriculum enables students to discover their passions. And find something they love doing which compels them to persevere through all challenges, to pass from school, and to go to college to pursue their dreams.

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson. Each one of these fundamental academic skills can be integrated with the other to produce a project-based outcome.)

Students will be able to do the following:

Math: Use math to make necessary calculations for measurements, numbers, or equivalents as necessary for project completion.

Reading: Read information on materials related to the project.

Writing: Write statements, steps, summaries, outlines, scientific procedures, etc for project. Writing outcomes can include reports, presentations, posters, computer-generated brochures or publications. There are endless possibilities for project-based reading and writing!

Technology: Use computers as part of project –based learning to give students hands-on opportunities with technology. Search the internet for relevant sites, use computers to write publications, brochures, design and make spreadsheets, or anything a computer can do to assist in a project outcome.

Science: Apply scientific method/observation to experiments, procedures, observation, deductions, and conclusions.

Art: Skills of art enable the students to understand the social realities and give expression to their thoughts, ideas, creativity and perceptions. They are able to see the world through their own lens . Art helps them to express their inner most feelings which they might not be able to communicate in any other manner.

Heritage Education and Teaching of Social studies

How is heritage education connected to the Social Studies curriculum?

The content of heritage education fits easily into the **multi-disciplinary** approach of the social studies curriculum, such as history and geography. The best means for including heritage education in the curriculum is infusion--integration with existing curriculum. Established goals and subjects in the social studies provide numerous points of entry for teaching and learning about places, buildings and natural environment. Content of heritage education provides opportunities for connection of the social studies to other subjects in the curriculum, such as languages, literature, and fine arts.

The Expanding environment approach / "Concentric Approach"

Expanding Environment Approach is applied to teaching of Social Studies. This approach has a common centre (concentric) and is sometimes called the "Concentric Approach "People are seen to be in the centre and all other things revolve around them. For teaching/learning purposes it uses "known to unknown", simple to complex, concrete to abstract.

The plan starts in primary class with what is closest to the child's own life experiences (home and family). It then expands outwards (school, neighborhood, district and region) as the child matures to increasingly wide areas (such as Pakistan, Region, Asia, and the world)

The purpose of extending content outward, away from a self-centric (centered) focus, is to illustrate how people and places interact; how people of different areas depend on each other.



PATRIMONITO



The Young Heritage Guardian

Patrimonito means 'small heritage' in Spanish and the character represents a young heritage guardian.

Patrimonito has been widely adopted as the international mascot of the World Heritage Education Programme.

Patrimonito was created in 1995 by a group of Spanish-speaking students during a workshop at the 1st World Heritage Youth Forum held in Bergen, Norway. The young students designed Patrimonito on the basis of the World Heritage Emblem which symbolizes the interdependence of cultural and natural sites: the central square is a form created by people and the circle represents nature, the two being intimately linked; the emblem is round like the world and at the same time a symbol of protection.

Students as heritage helpers all over the world use this emblem in heritage activities which makes them connected with other Patrimonitos working for heritage preservation or promotion.

Our Pakistani Patrimonitos proudly display this emblem as they get involved to know, cherish and act as committed heritage helpers.



www.unesco.org/whc



Recommendation for teaching the Resource kit

From class 5 to class 8.

Each class may do one project every year. Teaching time may be eight double periods which means approximately eleven hours, to complete the activities of one project in a year. Two double periods of Social Studies every month may be used for eight months for this project. Art work should be completed in the art periods.

It is recommended to begin with Project Taxila, then Project Shalamar, next Project Moenjodaro and finally Project Rohtas.

Project Based Learning (PBL)

PBL is a comprehensive instructional approach to engage students in sustained, cooperative investigation (Bransford & Stein, 1993).

Features of Project-Based Instruction

Let's take a closer look at four features that facilitate use of project-based instruction in school classrooms.

1. A "driving question" that is based in a real-world problem.
2. Opportunities for students to make active investigations that enable them to learn concepts, apply information, and present their findings in a variety of ways
3. Collaboration among students, teachers, and others in the community so that knowledge can be shared.
4. The use of ICT.



" Tomorrow's illiterate will not be the man who can't read; he will be the man who has not learned how to learn."

-- Herbert Gerjuoy

EVALUATION AND REFLECTION

The following two methods can be used for evaluation and reflection. The students will answer the questions by writing about their experiences and how they felt while working on the project.

1. The Fishbowl Method

1. Arrange students in a large circle.
2. Place a smaller circle of five to seven chairs in the center of the larger circle.
3. Have selected students sit in the inside circle. Keep one chair vacant.
4. Students in the inner circle discuss the outcomes of the project. The audience in the outer circle listens. The vacant chair is for any member of the audience who wants to join the discussion to add a comment or ask a question. Once the comment has been made or the question asked, the participant returns to the audience so that another member of the audience may join the inner circle.

Note that the fishbowl method can also be used for project planning or other tasks that require a group discussion.

Ref: http://pbl-online.org/end_in_mind/emtest/emtest.html



COLLABORATION RUBRIC FOR EVALUATION HANDOUT 3

Name of the Student -----

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Contribute					
Research & Gather Information	Does not collect any information that relates to the topic.	Collects very little information --some relates to the topic.	Collects some basic information--most relates to the topic.	Collects a great deal of information --all relates to the topic.	
Share Information	Does not relay any information to teammates.	Relays very little information --some relates to the topic.	Relays some basic information--most relates to the topic.	Relays a great deal of information --all relates to the topic.	
Be Punctual	Does not hand in any assignments .	Hands in most assignments late.	Hands in most assignments on time.	Hands in all assignments on time.	
Take Responsibility					
Fulfill Team Role's Duties	Does not perform any duties of assigned team role.	Performs very little duties.	Performs nearly all duties.	Performs all duties of assigned team role.	
Share Equally	Always relies on others to do the work.	Rarely does the assigned work--often needs reminding.	Usually does the assigned work--rarely needs reminding.	Always does the assigned work without having to be reminded.	

Value Others' Viewpoints					
Listen to Other Teammates	Is always talking--never allows anyone else to speak.	Usually doing most of the talking--rarely allows others to speak.	Listens, but sometimes talks too much.	Listens and speaks a fair amount.	
Cooperate with Teammates	Usually argues with teammates.	Sometimes argues.	Rarely argues.	Never argues with teammates.	
Make Fair Decisions	Usually wants to have things their way.	Often sides with friends instead of considering all views.	Usually considers all views.	Always helps team to reach a fair decision.	
				Total	

Suggested Student Activities

The proposed student activities concentrate on following main lines of action:

- Discussion
- Global networking and the internet
- Written activities
- Visual sessions
- World Heritage site excursions
- Role play/Drama
- Art / Craft Activities
- Graphic organizers
- Conflict resolution
- Experiments



Discussion and Graphic Organizers

World Heritage education enables young people to reflect on and discuss the meaning and value of heritage, the techniques required to manage world. A variety of Graphic Organizers (time line, cluster, Venn diagram etc) can be used to consolidate the discussion.

Global networking and the internet

It is obviously very expensive to bring together students and teachers from different countries. However, the use of new technology for networking purposes, such as the Internet, is proving to be a very effective means for people to get to know each other and to sustain lively, regular communication and sharing of ideas.

Conflict Resolution: Conflict resolution is a process of working through opposite views in order to reach a common goal or solution.

Key components in conflict resolutions are;

- great listening skills
- flexibility
- willingness to change
- agree to disagree

Students get opportunities to practice these during project building while discussing controversial issues and looking for solutions. Group work and collaboration requires students to show tolerance and acceptance of ideas from all group members.

Experiments: Students learn through experiential activities. They get opportunities for hands on experiences. While visiting sites they learn about materials used for construction and making objects in the past and scientific principles applied in ancient times. They develop scientific skills of Investigation, observation, classification and prediction etc.

Visit to Sites and Museums

An exciting feature of Heritage education is the opportunity it offers to bring young people out of the classroom and have them visit sites and museums in their community, the country, or abroad. For optimum impact the visits require careful planning, effective organization and follow-up-activities.

To be completed by each student prior, during and directly after a visit to a site (preferably a world Heritage site)

Name of site
Name of student

Date of the site visit

Write down your expectations for the visit (what do you want to discover, learn about, etc): _____

During the visit

Make a drawing of a feature of part of the site which you particularly appreciate (use a separate sheet).

Record some facts and figures which you learned about the site:

Report on sensory discoveries: when you closed your eyes describe what you heard, what you smelled and describe the aspect of the site that made the biggest impact on you:

Sound: _____

Smell: _____

Sight: _____

After the visit

Were your site visit expectations fulfilled? Yes No

Explain why do you think that this site is important?

Final Comments

Signature

Date

Museum visits

Visits to museums are another important aspect of Heritage education. Museums are often the only places where evidence of the particular cultural or natural feature can be seen and studied.

For schools which are not located near a museum, other local places, local people, parents and grandparents can play instrumental roles in recalling the past and linking the past to the present.

Visit to craft workshops

Some types of craft (for example, pottery) seen in museums are still being made today by craftspeople whose art has been passed down from one generation to another for decades or even centuries. By organizing visits to craft workshops, students can touch and see for themselves how traditional crafts, which they have seen in museum, are still being made today. They can thus understand the linkages between their identity, heritage (including World Heritage) and local crafts.



Story Telling and Songs: Stories from the past have fascinated children, many happenings can be easily conveyed through stories and old songs. Children love to sing songs, much learning can take place by writing their own songs about an event. Teachers can well utilize these methods during project building. Language learning is done through stories and songs in a joyful manner.

The lesson format has been laid out in three major steps: **Preparation, Practice, and Performance.** This simple sequence provides learners with a way to approach, organize, and implement their project successfully. In this section, write out concise steps for both students and teachers to follow to develop their project. **“Activity”** refers to the specific activity for the students to perform; **“Teachers Notes”** are notes and references for teachers. **“ET”** stands for Estimated Time to complete each step of the project

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PREPARATION

(Prepare for project here.)



While designing the lesson plan, all handouts and supporting materials must be included to facilitate teachers to follow the plan easily. For example, if you present students with a model (good idea!) of what you expect them to produce, include the model or replica or photo of it in the lesson plan, referring to its use in the preparation section.

Activity	Teachers Notes	Estimated Time
1. Discuss the topic of your project. Think about what you already know about the subject and why it is important.	Introduce the project to your group. This is the time to introduce and discuss the main concepts behind your project (i.e. teamwork, health, community improvement). The goal here is to make this project personally meaningful to the student. A great way to begin to include a joke, fable, or storytelling related to the topic. Many students relate to the lesson ONLY when they are engaged in story-telling or group discussion.	Take about 20 minutes to an hour.
2. Discuss lesson rubric.	To let the students know what is expected and important in the lesson. Use the rubric to explain specific assessments.(Rubrics are performance-based assessment devices that judge progress on performance,	10-15 minutes
3. Prepare for your project. Choose your place, people, things, or methods to complete it. Outline or list the steps you or your group will need to take. Remember to include people as helpful resources if you need them!	You may divide your class into groups at this point if necessary. Assist the students in thinking through their preparations. Remember, students learn by doing: when you find they are at an impasse, ask them "How can we accomplish this step? How can we get this done?" Allow the students to experience self direction and construct their place in community involvement.	20minutes; may need to extend into another session

PRACTICE AND PROCESS

(Preliminary information is gathered, background research for project is conducted.)

Activity	Teachers Notes	Estimated Time
1. Review handouts as needed	Develop handouts to supplement the Lesson plan. Handouts should include directions for activities such as laboratory work, steps to complete artwork, or other specific sequences for the students to follow. And remember, creativity and fun is a good ingredient to include for learning success!	As needed
2. Research websites	Incorporate website content into basic academic skills such as reading and writing assignments.	As needed
3. Conduct additional activity to develop understanding and completion of project.	You may have the student s conduct brief activities that enhance understanding of the project such as a laboratory experiment, science activity, interviews, field trips, or other activities that allow the students to become familiar with the subject.	As needed

PERFORMANCE

(show end product)



Activity	Teachers Notes	Estimated Time
1. Put together the pieces of the project (build, write, develop, interview...whatever steps are needed to complete the project). Do the computer work and/or hands -on work. Review the steps needed to complete the project. Have the students organize all their material into a final format. As needed	Review the steps needed to complete the project. Have the students organize all their material into a final format.	As needed
2. Submit final project for review, edits, and changes. Make changes to project as needed.	Review all project materials for changes and improvements.	As needed
4. Present the completed project to class, school group, community or other involved group. Good job!		
5. Review Lesson rubric. Students do self reflection.	Review lesson rubric	As needed

ACTIVITY Checklist



- a. Discuss the topic of your project.
- b. Discuss rubric, goals, and expectations.
- c. Outline steps needed to complete project.
- d. Get permission if needed.
- e. Review handouts.
- f. Read websites.
- g. Do activity if included.
- h. Build/do/make/project.
- i. Review/edit your project.
- j. Present project.
- k. Review lesson rubric. Perform assessments.

Ref: "Developing a Project-Based Lesson" using Leecy Wise's template



Project Assessment Strategy



These are general questions to use in assessment of your lesson. If your lesson is to be used by other teachers,

Preparation, Presentation and Overall Implementation (Teacher)

1. Are the instructions and expectations for the class clear from the beginning?
2. Am I spending sufficient time on modeling the skills I want students to acquire?
3. Is there enough variety in the lesson to appeal to most learning preferences?
4. How many learning intelligences am I addressing?
5. Are students "connecting" to lesson objectives? How?
6. How is this lesson "integrated"?

Performance and Practice (Student)

1. Do all students have the skills to follow instructions? If not, what measures am I taking to address the challenge?
2. Are all students participating in the activities either by active observation or by voicing their thoughts?
3. Am I identifying the strengths of each student and pairing/grouping people accordingly? What results am I getting?
4. How are students performing? Are all of them able meeting 80% of the lesson objectives? If not, what am I doing to help them achieve more?

Technology

1. Is the technology working?
2. How are students reacting to the technology, and what do I need to remember when I teach this lesson again? How are students applying or wanting to apply their technical skills in other areas?

Presentation and Show casing

A day for the students to show their work and present their ideas, students prepare their artifacts, reports, portfolios, pictures etc as given in the list. The teachers help the students to decide what form of presentation they would like to make, posters and charts are commonly used but activities done in the class must also be reflected . The students should be encouraged to use technology while preparing their projects for presentations and showcasing, photography and computer usage gives confidence to the students. Talking and writing about the project motivates the students for original work and thoughts.

School community and other students of the school should be invited to the big day, community members and parents should be welcomed on such days, and colorful displays are encouraged to make learning interesting and joyful for the students.



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