

# 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.



# Launching

2023-2024  
2023-2024





# Foreword


The future of our irreplaceable, common heritage lies in the hands of young people, the future custodians of this heritage. Recognising this fact, UNESCO launched, in 1994, an inter-regional project, “Young People’s Participation in World Heritage Preservation and Promotion”. The project was launched in all regions of the world, financially supported by NORAD, the Rhône-Poulenc Foundation, the World Heritage Fund and the UNESCO Regular Programme. The project was implemented by several entities including the UNESCO Associated Schools project Network (ASPnet) – a network of more than 5,000 schools at that time, involved in the issues of contemporary times – peace, international understanding, human rights, environmental education and World Heritage Education.

Since the role of teachers is of great importance for the success of any educational project, a resource kit for teachers, “World Heritage in Young Hands” was developed in English and French, and was later translated in many other languages, including Urdu. Based on an interactive approach, the kit invited teachers of various disciplines to share their knowledge about the value of heritage and of heritage preservation with their students in the form of a journey to some of the world’s magnificent cultural and natural heritage sites.

Fifteen years later, it has become all the more urgent to impart ethical and humanistic values to children and young people so that they and future generations can be spared the evils of famine, war, environmental degradation and the loss of human dignity. It has become equally essential, especially in developing countries like Pakistan, that young people learn to appreciate and value the rich legacy of the past and to participate actively in safeguarding it, thereby contributing towards a prosperous future. In the rapidly changing world of today, they need to reaffirm their identity, while being open and respectful of other cultures.

In this context, UNESCO Islamabad, with support from the Government of Norway has developed a revised version of the teachers’ resource kit, “Heritage in Young Hands”, to ensure the participation of young people in heritage safeguarding through an interdisciplinary approach.

As a practical tool, the Kit provides background information and pedagogical guidelines, proposes classroom and extra-curricular activities and offers visual material, such as photographs, posters, maps and thematic video CDs for classroom discussions.



The Kit has been adapted to the Pakistan context for country-wide dissemination and adoption as supplementary educational material in both formal and non-formal schools. UNESCO Islamabad had proposed some modifications of the previous content, so that the thematic areas have a direct relevance to culture and its linkages with the Millennium Development Goals, particularly poverty alleviation.

We are grateful to Nasreen Iqbal, Principal of Grammar School Rawalpindi, and her team of experts for having worked tirelessly and with commendable enthusiasm on the Resource Kit, which is already at a field testing stage.

We sincerely hope that this modest initiative will go a long way to inculcating a sense of pride and of responsibility among the young people of Pakistan for the preservation of their culture and cultural heritage.

*Dr. Warren Mellor  
Director/Representative  
UNESCO Islamabad*



# INTRODUCTORY MESSAGE

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.

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.

It is recommended that the kit 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 student's field visit to Taxila and the Taxila museum will serve as a supplementary resource material for other projects as well.



The field visit to Taxila and Its museum could be replicated for the other projects as well

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 world view of people living long ago. The student activities aim to link the past with today's social and environmental concerns.

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.

With deep appreciation I thank the experts Sitwat Yusufzai, Shaista Shahid and Farah Ali, for their phenomenal contribution towards 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 be part of 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  
Director  
Grammar School Rawalpindi

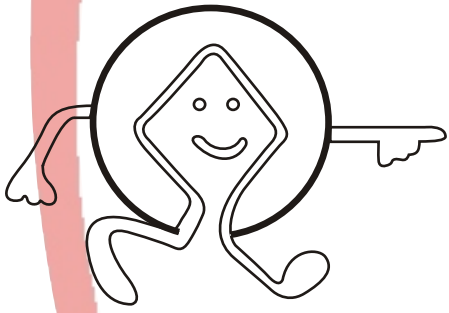




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# The World Heritage Convention



*“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**

# LESSON OBJECTIVES

- Knowledge
- Skills
- Attitudes

## **Knowledge**

To help students develop knowledge and understanding of:

- The concepts of heritage and World Heritage
- The threats facing World Heritage
- The importance of the World Heritage convention
- The criteria used to justify the inclusion of sites on the World Heritage list
- The vital process of world Heritage conservation.

## **Skills**

To help students develop their ability to:

- Take responsible decisions to preserve local heritage and World Heritage
- Suggest and contribute to problem solving regarding heritage issues
- Contribute to heritage conservation
- Conduct research and use analytical techniques to learn more about World Heritage.

## **Attitudes**

To encourage students to:

- Become involved in local heritage protection
- Respect and value World Heritage sites
- Become more aware of , and interested in , other cultures
- Have respect for cultural and natural diversity.

# AWARENESS OF OUR HERITAGE

## What is Heritage?

Heritage is often defined as our legacy from the past, what we live with in our present, and what we pass on to future generations to learn from, to marvel at and to enjoy.

In a dictionary you will find that heritage is defined as something which has been inherited.

## Heritage

- That which has been or may be inherited.....
- The fact of inheriting: hereditary succession.....
- Anything given or received to be a proper possession.....
- An inherited lot or possession.....

Shorter Oxford Dictionary

These are cultural and natural places and objects that we value because they come from our ancestors, are beautiful, scientifically important and irreplaceable examples and sources of life and inspiration. They are our touchstones, our points of reference, our identity. This heritage often reflects the lives of our ancestors and often survives today only because of specific efforts to preserve it.

The world includes both cultural and natural heritage. In your region or local area you may know of archeological and rock sites, mosques and historic buildings and monuments from history. We call this cultural heritage. You may live close to a forest or a magnificent coastal area. We call this natural heritage. This heritage is all immovable heritage (it cannot be easily moved). Heritage objects, such as coins, botanical samples, paintings, statues, or archeological artifacts are movable heritage (they can be easily moved from one place to another).

Our cultural and natural heritage is fragile and has been greatly threatened, particularly over the last hundred years.

## Causes of damage to heritage sites

- Wars: For example in the first and second world wars many old towns and cities were destroyed.
- Important cultural monuments were damaged or disappeared
- Increasing urbanization
- Poverty
- Natural disasters
- Pollution of our environment
- Neglect by authorities and people
- Excessive tourism.

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.



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 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 guidelines 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 value 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



# 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 the 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 the teaching of heritage.

**Project Based Learning:** PBL is chosen as the approach for teaching of heritage 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.

Studying **Teaching Approaches** is for the teacher, who must review this before starting the project so that she has the capacity 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 premise.





## 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. It engages students in taking up diverse challenges.

Sometimes, integrating curriculum enables students to discover their passions. They can find something they love doing which compels them to persevere through all challenges.

### Integration of Functional/Academic Skills:

Critical thinking is developed throughout the lesson. Fundamental academic skills can be integrated to produce a project-based outcome.

Students will be enabled 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 during project work. 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.

**Science:** Apply scientific method/observation in experiments, procedures, observations, 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 feelings which they might not be able to communicate in any other manner.

## **Heritage Education and Teaching of Social Studies**

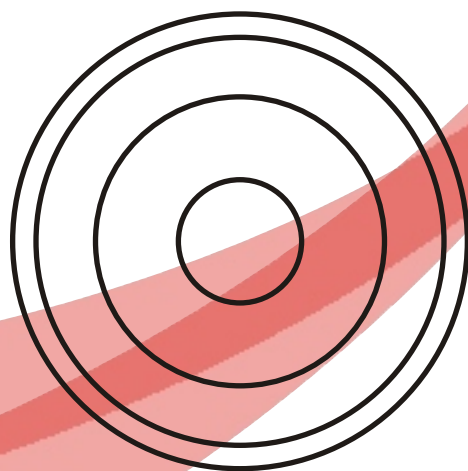
The content of heritage education fits easily into the **multi-disciplinary** approach of the social studies curriculum, such as history and geography. The best means for including heritage education in the curriculum is infusion--integration with existing curriculum. Established goals and subjects in 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 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 as the child matures to increasingly wider areas of national, regional and global levels.

The purpose of extending content outward, away from a self-centric focus, is to illustrate how people and places interact and 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](http://www.unesco.org/whc)



# Project Based Learning

## 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.

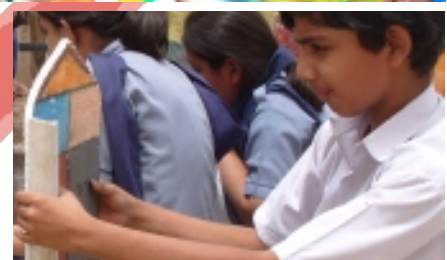
## Project Based Learning (PBL)

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





# Lesson Format



## 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 the teacher's lesson.**

## **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 to meet 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 should be selected for the students to show their work and present their ideas, prepare their artifacts, reports, portfolios, pictures etc as given in the Activity Checklist. 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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