

PRACTICAL TOOL 3

Frequently asked questions, associated challenges, possible solutions

Teachers' questions

I am interested in using living heritage in my lesson, but I am not familiar with it. How can I move forward?

In addition to my usual lesson preparation, what materials and information will I need to implement the learning activities and reach the learning objectives?

Possible materials and resources include:

- ▶ General information on living heritage or on a selected practice to prepare lessons and develop materials;
- ▶ Space to organize events or invite guest speakers;
- ▶ Stationery and supplies or objects related to the selected ICH practice;
- ▶ Technical items (audio and video equipment to document a school activity with ICH, vehicles to go on field trips, etc.);
- ▶ Funding to purchase supplies or organize out-of-school visits.

Preparing a lesson with living heritage may take more time than for the usual lessons.

How much time do I need for the preparation?

Do some tasks need to be completed before I can start the next one?

What is the best time to schedule a lesson with living heritage?

Is there a more suitable time/period to teach it (e.g. if it is linked to a special event, celebration, or to a specific theme in the curriculum)?

The challenge is that...

...I may not find enough information on ICH.

... I cannot access these resources.

... I do not have enough time to prepare this lesson.

...living heritage practitioners and bearers may be unavailable to take part in your school activity because of time constraints (e.g. if they are busier than usual during certain times of the year).

To mitigate this challenge, I can...

...collaborate with others to find more information and inspiration, such as teachers, parents and, most importantly, community members, living heritage practitioners and bearers or cultural associations.

...conduct the lesson without some of these resources.

...use other resources to replace the missing ones.

...modify some activities without impacting the learning objectives.

...collaborate with partners who have these resources.

...collaborate with other teachers or partners and share the preparatory tasks.

...skip some preparatory tasks.

...reschedule the lesson.

... schedule the lesson outside the busiest periods of the year in order to involve bearers and community members.

...seek support from community members long before the lesson.

...identify other resource persons who can help me when practitioners and bearers are not available (e.g. a cultural institution or NGO).

Teachers' questions

The challenge is that...

To mitigate this challenge, I can...

Is the way the information on ICH is presented in the lesson or the materials acceptable to the community? Does it reflect community values?

...the ICH practice is decontextualized.

...involve community members in the preparation phase and/or during lessons involving living heritage.

Do the learning aims include objectives related to the selected living heritage practice?

...the learning aims only focus on objectives related to the school subject, without considering living heritage or the selected ICH element.

...include specific objectives related to living heritage in general or the selected ICH practice.

Are the learning objectives, activities and pedagogical materials, especially those linked to ICH, appropriate for the level, interest and needs of the students?

... students may not be interested in the content.
...students may not understand the content.

...test the pedagogical materials before the lesson.
...involve certain students in the preparation and implementation of the lesson plan or school activity with living heritage.

Is the living heritage integrated in the lesson plan or the school activity in line with the values* promoted by the UNESCO 2003 Convention?

*under the 2003 Convention, the definition of living heritage is limited to elements that are "compatible with existing international human rights instruments, as well as with the requirements of mutual respect among communities, groups and individuals, and of sustainable development" (Article 1).

...the way information on ICH is presented in the lesson or materials might introduce bias or discrimination (e.g. with respect to gender roles, religion, country of origin, ethnicity, etc.).

...the activities proposed do not provide enough opportunities for students to share their experiences and express a diversity of opinions.

...select living heritage elements that reflect my students' cultural diversity and the diversity of the living heritage practices present in my school community. Doing so will help cultivate respect and appreciation for cultural diversity, facilitate intercultural dialogue, and contribute to building more resilient, peaceful and inclusive societies.

... develop other activities.

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Does the evaluation tool include ways to measure how the lesson or extracurricular activities contribute to ICH awareness raising and safeguarding?

...the evaluation only focuses on academic objectives and does not include any aims related to living heritage or the selected ICH element.

... include specific evaluation questions related to ICH awareness. Examples may include 'Why do you think living heritage was part of this lesson?' or 'Identify reasons why this ICH is important for my community'.

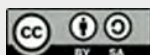
Is the lesson plan or activity replicable with other student groups, for example in the following school year?

... the organization or the logistics are too complicated to teach this lesson on a regular basis.
...external resource persons – if they are involved – may not be able to participate in future school activities.

... simplify the organization.
...replace logistics-heavy components (e.g. a field trip) with more manageable components (e.g. inviting a guest speaker to school, using existing audio-visual materials).
...film the guest speaker during one activity at the school and use the video for subsequent lessons.

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Contact: ICH-capacity@unesco.org

Web-page: <https://ich.unesco.org/en/resources-for-teachers-01180>

