**COURSE SCENARIO**

***UNESCO World Heritage : A Trip Through Mankind’s Shared Inheritance***

**CLASS 11**

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| TOPIC | The 2003 Convention and the intangible and living heritage sites | |
| LEARNING CONTENT  - DETAILED  CHARACTERISTICS | This lesson summarizes the most important aspects of 2003 Convention and presents examples and case studies of good practices. The lesson also highlights the importance of the conservation of intangible heritage and how UNESCO is involved in the defence of Human rights. | |
| KEY WORDS | Living heritage, intangible heritage, cultural heritage, ethics. | |
| SUGGESTED TOOLS | Interactive lecture  Power-point presentation  Videos and readings about the concept of heritage  Handouts for analysis in groups  Discussion | |
| TIPS /  METHODOLOGICAL  REMARKS  (If applicable) | It is important to remind students to review the material of the previous lesson at home, as the first activity is a multiple-choice test on the contents covered in previous lessons. | |
| IMPLEMENTATION  OF THE CLASSES | STEP 1 | The students will watch a video to remind them the main concepts explained in the previous session. Then, they will complete a multiple-choice test on the 2003 Convention. |
| STEP 2 | The lecturer will raise the topic of human rights and how the convention complies, defends, and supports this declaration. Besides, the lecturer will also address the question of ethics as regards, not only a legal, but also a cultural and human perspective. |
| STEP 3 | The lecturer will lead the students to browse the intangible heritage websites and will explain the different domains that are covered: oral traditions and expressions, performing arts, social practices (rituals and festive events), knowledge and practices concerning nature and the universe, and traditional craftmanship. |
| STEP 4 | The students will have to browse the web on the own and to pick up an element within every category. See Work card 21. Afterwards, all elements are explained and commented in class. |
| STEP 6 | The case study of Spain will be presented, and the students will have to watch the video about flamenco dancing from the UNESCO website. The students will have to reflect about the visual and textual strategies employed in the video that makes it an excellent example of the presentation of an intangible heritage element. See Work Card 22. |

**ADDITIONAL MATERIAL 1 WORK CARD (Global Strategy)**

**WORK CARDS**

**UNESCO WORLD HERITAGE: A TRIP THROUGH MANKIND’S SHARED INHERITANCE**

**WORK CARD 11: Global Strategy**

1. **Visit the UNESCO website:** [**https://whc.unesco.org/en/list/stat**](https://whc.unesco.org/en/list/stat)
2. **Make a list of 5 countries that have less than five monuments or sites listed. Look for the tentative lists they have registered.**

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|  | **Name** | **# of Listed Sites** | **# of Tentative Sites** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |

1. **Select one and design a strategy. Think about the possibilities of their tentative list.**

|  |  |
| --- | --- |
| **Name** | |
|  | |
| **Type of Listed Sites** | **Type of Tentative Lists Sites** |
|  |  |
| **Strategy** | |
|  | |
| **Recommendations** | |
|  | |