**COURSE SCENARIO**

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

**CLASS 12**

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| TOPIC | The process of selection of an intangible element. | |
| LEARNING CONTENT  - DETAILED  CHARACTERISTICS | This lesson is centred in the description of the process of application for the inclusion of an intangible element in World Heritage list. In particular, the aim is to elicit the differences in the process in comparison with tangible heritage. The contents will help the students to realise how local communities are required to be more involved in the process. Finally, the lesson also defines global strategies and good practices in the application process. | |
| KEY WORDS | urgent safeguarding list, the representative list, and good safeguarding practices, local communities, NGO’s. | |
| SUGGESTED TOOLS | Interactive lecture  Power-point presentation  UNESCO website  Group work  Role Play | |
| TIPS /  METHODOLOGICAL  REMARKS  (If applicable) | Students are encouraged to work in groups. The material available on the UNESCO website is quite extensive, so it is recommendable to guide the students through the process, so they can focus on the required tasks. | |
| IMPLEMENTATION  OF THE CLASSES | STEP 1 | The lecturer will explain the process of inscription of intangible elements, paying special attention to the differences in comparison with the tangible heritage explained in previous lessons. The lecturer will define the criteria used for intangible elements and will compare it to the criteria used for tangible elements. |
| STEP 2 | The lecturer will explain that the process of safeguarding intangible Heritage is complex and that requires the participation of multiple stakeholders. Students will be given Work Card 23 and will be requested to fill it up with all the stakeholders that are mentioned during the session. |
| STEP 3 | The lecturer will instruct the students to look for the proposed calendar for new admissions. The students will be asked to distinguish between the urgent safeguarding list, the representative list, and good safeguarding practices. If possible, students can work in groups with different materials. At the end of the activities, the groups will share their findings. |
| STEP 4 | The lecturer will explain the process of selection and application, especially pointing out not only the committees and governmental bodies involved, but also the role of the national communities. In the end of the explanation, it is important to emphasize the importance of multinational proposals and global strategies. |
| STEP 5 | Students will participate in a role play where they will take the role of a stakeholder involved in the application of a new intangible heritage element. See Work card 24. |

**ADDITIONAL MATERIAL 1 WORK CARD (European Multilateral Proposal)**

**WORK CARDS**

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

**WORK CARD 12: European Multilateral Proposal**

1. **Consider what type of Heritage is common or shared by different European countries.**
2. **Think about a proposal for the List that could be presented as multilateral Proposal**

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| **Type of site** | | |
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| **Criteria Applied** | | |
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| **Countries involved** | **Where you can find the site** | **Reasons** |
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1. **Present your idea to the class.**