**COURSE SCENARIO**

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

**CLASS 13**

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| TOPIC | The three lists: the Representative list, the Urgent Safeguarding List, and the Register of Good Safeguarding Practices | |
| LEARNING CONTENT  - DETAILED  CHARACTERISTICS | This sessions retakes some of the issues presented in previous lessons in relation with 20023 Convention but focuses on the specific elements of the three intangible lists. The objective is to distinguish between elements and good safeguarding practices and to reflect on the dangers and threats that may affect intangible heritage. | |
| KEY WORDS | Oral traditions, performing arts, social practices, craftmanship, natural practices, safeguarding practices | |
| SUGGESTED TOOLS | Interactive lecture  Power-point presentation  Videos  Discussion  Students’ presentations | |
| TIPS /  METHODOLOGICAL  REMARKS  (If applicable) | It is important that the lecturer encourages students to reflect upon their culture and the intangible elements that are included or could be potentially included in the lists, always considering the sets of criteria explained. This will help them to have a more thorough reflection on the issues raised during the session. | |
| IMPLEMENTATION  OF THE CLASSES | STEP 1 | The lecturer presents examples of different countries with different intangible elements in the list (e.g., Spain, China, etc.). The elements are presented with a reference to their domain, status, and their inclusion in different lists. |
| STEP 2 | Students are given different photos and materials that describe different intangible elements. They will have to classify them in the different domains of the list. See Work Card 25. |
| STEP 3 | A discussion is conducted about the difficulties in the classification of elements in the different domains. |
| STEP 4 | The lecturer will introduce the Urgent Safeguarding List and explain the criteria for selection. Students will be asked to reflect upon the causes that put intangible heritage in danger. A list should be made with suggestions. |
| STEP 5 | Once the class has reflected upon the threats on intangible heritage, the lesson will continue with the introduction of the Register of Good Safeguarding Practices. The lecturer will give some examples and will describe the set of criteria that is used to evaluate the applications. |
| STEP 6. | Students must choose an example from the Register of good safeguarding practices from their country (if possible) and explain it to their classmates. See Work card 26. |

**ADDITIONAL MATERIAL 1 WORK CARD (The 5 C’s)**

**WORK CARDS**

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

**WORK CARD 13: The 5 C’s**

1. **UNESCO Heritage List has five strategic objectives summarized in five words starting with the letter C. Therefore, the activity aims to find which words are these. Think about them and give five words that start with C.**

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| **Words** |
| **C** |
| **C** |
| **C** |
| **C** |
| **C** |

1. **Go to an online platform your lecturer will provide and share the words with your classmates.**
2. **Begin a debate with another partner and try to give a final set of words by consensus.**
3. **Join a bigger group and do the same until everybody agrees on a definite set of words.**
4. **The lecturer will give you the correct answer at the end of the activity.**