**COURSE SCENARIO**

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

**CLASS 15**

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| TOPIC | A Critical view on UNESCO | |
| LEARNING CONTENT  - DETAILED  CHARACTERISTICS | This is a conclusive lesson whose aim is to reflect and share the learning outcomes of the course. The activities try to foster a critical appraisal of UNESCO and party states actions for the conservation of heritage. Students need to realise that all actions have a negative side that is important to foresee and assume. | |
| KEY WORDS | Fair, critical appraisal, constructive criticism, critical thought. | |
| SUGGESTED TOOLS | Interactive lecture  Three big size cardboards in three colours, white, black, and grey.  Filter-pens  Tables and boards  Gaming  Discussion  Collaborative work | |
| TIPS /  METHODOLOGICAL  REMARKS  (If applicable) | This last lesson must be conducted by the students. They will share their opinions, reflections, and points of view. The activities may seem simple, but they require time as it is important that the students share their thoughts, reflect upon the others’ ideas, and write down their final comments. The final task is conceived as a systemic task which serve as evaluation of the course. | |
| IMPLEMENTATION  OF THE CLASSES | STEP 1 | Students are divided in three groups and assigned to three different tables. On each table, they will have to reflect upon positive, negative, and confusing or ambiguous consequences of the conservation actions promoted by UNESCO. See Work card 29. |
| STEP 2 | After the previous activity, one student will summarise the ideas on each cardboard, and a final discussion will be opened. |
| STEP 3 | Final activity: the Heritage fair. Students will be divided in two groups: presenters and judges. The first group will establish different standpoints around the class to present a proposal for the inclusion in the UNESCO list of a heritage element of their choice. They will have to defend their idea in front of the judges that will visit their stands. The judges will have a grid to evaluate the proposals. When the first group of judges visits all the stands, the roles will reverse. At the end of the activity, the votes will be counted, and the winner of each group will be revealed. See Work Card 30. |
| STEP 4 | Questions and doubts. |
| STEP 5 | Presentation of further readings and complementary material for the ones interested in the topic. |

**ADDITIONAL MATERIAL 1 WORK CARD (La Habana)**

**WORK CARDS**

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

**WORK CARD 15: La Habana**

**Old Havana and its Fortification System**

A street with cars and buildings

Description automatically generatedOld Havana and its Fortification System, proposed

by Cuba as a best practice, is interesting as a case

study for the following aspects: special housing

programs, special decree to strengthen capability to

obtain financing, specialised teaching system,

intense cultural programming and plan of integral

development

**1. Why has Old Havana been recognised as a good practice? Have a look at the UNESCO website.**

**2. Choose one of the areas of improvement and make an oral case in defense of Old Havana’s effort to preserve this heritage.**

Tourism &

Interpretation

Education &

Interpretation

Programmes

Sustainable Development

Local

People

Sustainable Finance

Legal

Framework

Conservation

Boundaries

Staffing

Training &

Development