**COURSE SCENARIO**

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

**CLASS 2**

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| TOPIC | UNESCO and its Cultural Conventions | |
| LEARNING CONTENT  - DETAILED  CHARACTERISTICS | The aim of this unit is to put into context the origins of UNESCO and reflect upon its goals and purposes through a historical vision from its foundation until current time. | |
| KEY WORDS | UNESCO, conventions, cultural heritage, Sustainable Development Goals. | |
| SUGGESTED TOOLS | Interactive lecture  Power-point presentation  Video about UNESCO foundation  Computer and Internet access  Discussion | |
| TIPS /  METHODOLOGICAL  REMARKS  (If applicable) | Lecturers should foster discussion and critical reflection, especially about the historical development of UNESCO aims. | |
| IMPLEMENTATION  OF THE CLASSES | STEP 1 | As a warming-up, the students watch a video of Conference for the Establishment of UNESCO. The video presents Ellen Wilkinson, British Minister of Education, reading the UNESCO constitution. See Work Card 3. |
| STEP 2 | The lecturer introduces the history of UNESCO. |
| STEP 3 | Students are asked to browse the Internet and find information about the membership of UNESCO. The lecturer must open a discussion about the role of the different members and its commitment to the foundation of UNESCO, especially the USA’s. |
| STEP 4 | The students are given this quotation from UNESCO’ constitution:  *“Since wars begin in the minds of men and women, it is in the minds of men and women that the defences of peace must be constructed”.*    A debate is open about UNESCO’s objectives now and in the times of its constitution, putting the emphasis on the post-war context when it was created. The discussion must be conducted towards the following topic. |
| STEP 5 | The lecturer asks the students about UN Sustainable Development Goals. Students must try to make the list of the 17 methods. During this activity, the lecturer gives background about the history of the goals. |
| STEP 6 | As a final activity, students are asked to go to UNESCO website and look up for the UNESCO Conventions. See Work Card 4. |

**ADDITIONAL MATERIAL 1 WORK CARD (Assessing Values in Conservation Planning: Methodological Issues and Choices By Randall Mason)**

**WORK CARDS**

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

**WORK CARD 2: Assessing Values in Conservation Planning: Methodological Issues and Choices By Randall Mason**

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| SOCIOCULTURAL VALUES | | | |
| Historical Value | | | |
| Educational/Academic value | | Artistic value | |
|  | |  | |
| Cultural/Symbolic Value | | | |
| Ethnic-group identity | Political value | | Craft- or work-related values |
|  |  | |  |
| Social Value | | | |
|  | | | |
| Spiritual/Religious Value | | | |
|  | | | |
| Aesthetic Value | | | |
|  | | | |
| ECONOMIC VALUES | | | |
| Use Value (Market Value) | | | |
|  | | | |
| Nonuse Value (Nonmarket Value) | | | |
| Existence Value | Option Value | | Bequest Value |
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