**COURSE SCENARIO**

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

**CLASS 9**

|  |  |
| --- | --- |
| TOPIC  | The list of World Heritage in Danger  |
| LEARNING CONTENT - DETAILED CHARACTERISTICS  | This lesson will deal with the danger factors that can affect a world heritage site. These dangers can compromise the World Heritage site/resource and can cause the unlisting of the resource. This unlisting is not devoid of controversy, as some cities and resources have decided to be unlisted due to political, commercial, or developmental reasons. This lesson indices in this controversy and in other undesired events that can comprise the status of World Heritage. An important note is posed on UNESCO aid schemes to support these sites in danger.  |
| KEY WORDS  | Danger factors, potential risk, confirmed risk  |
| SUGGESTED TOOLS  | Interactive lecture Power-point presentation UNESCO website Videos about unlisted sites Discussion  |
| TIPS / METHODOLOGICAL REMARKS (If applicable)  | The lecturer will direct the debates and practical activities, so all the material is covered. In the debate it is important that each group works on one side of the controversy, so the outcome is rich with ideas and contested points of view.  |
| IMPLEMENTATION OF THE CLASSES   |  STEP 1  | The lecturer will ask the students to find how many World Heritage resources are in the list of World Heritage in Danger. Then, she will explain the list of 14 factors of risk and will set examples both of natural and cultural sites emphasising the distinction between potential and confirmed risks.  |
| STEP 2  | Students will be asked to look for some examples in the list of World heritage in Danger and to analyse in detail the risks. Students will have to follow the instructions on Work Card 17.  |
| STEP 3  | Once the activity is finished the lecturer will open a debate about the possible consequences of being in the list and the possible positive or negative outcomes.  |
|  | STEP 4  | After the debate, the lecturer will explain the aid procedures that sites on the list could apply for and how party states can profit from financial aids.   |
| STEP 5  | Students will be directed back to the website and will be asked to look for unlisted sites. The lecturer will divide the students in groups, and they will look at one example each. After a couple of minutes students will share the problems of those sites with the group.   |
| STEP 6.  | Students will watch a video about Liverpool that explains the controversy of being unlisted from the World Heritage Site. The students will be divided in two groups, and they will debate about the pros and cons of such decision. The instructions for the debate are on Work card 18.  |

**ADDITIONAL MATERIAL 1 WORK CARD (The countries and the list)**

**WORK CARDS**

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

**WORK CARD 10: The countries and the list**

**TABLE 1: Are these countries in the UNESCO List? How many sites have they listed?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Presence in the list****YES/NO** | **# Listed Sites** | **# Tentative Lists** |
| **Bulgaria** |  |  |  |
| **Estonia** |  |  |  |
| **Germany** |  |  |  |
| **Italy** |  |  |  |
| **Latvia** |  |  |  |
| **Poland** |  |  |  |
| **Your country** |  |  |  |

**TABLE 2: Strategies and Tentative Lists. Look for information about these countries:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Year of Incorporation** | **# and Type of Listed Sites** | **# and Type of Tentative Lists** | **International assistance?** |
| **Spain** |  |  |  |  |
| **China** |  |  |  |  |
| **The USA** |  |  |  |  |
| **Chile** |  |  |  |  |
| **Afghanistan** |  |  |  |  |
| **Your country** |  |  |  |  |