

Non – material cultural heritage



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Activity No. 1

Part of the lesson: EVOCATION

The aim of the activity: Familiarize students with problems of intangible cultural heritage - an introduction to the topic.

STEP 1.

Brief description of the activity:

Brainstorming at the beginning of the lesson, the division of students into groups in which they brainstorm about what is intangible cultural heritage. Their opinions and ideas are written on flipchart paper and results are presented by groups. Teacher helps finding common solutions through summarizing.

Instruction (what you need to tell the students):

When I say “the intangible cultural heritage”, what comes to your mind? What do you think, what belongs to the intangible cultural heritage?

STEP 2.

Brief description of the activity:

Based on the results of the brainstorming teacher guides the discussion with students on this issue.

Instruction (what you need to tell the students):

Do you know the elements of intangible cultural heritage? Have you ever heard the term and do you know what does it mean? Who is the bearer of intangible cultural heritage? Did you know that there is a Convention for the Safeguarding of the Intangible Cultural Heritage?

Tools for the activity (everything you need to take to the classroom): Flipchart paper for each group, pen, markers, paper tape to stick the paper on the walls

Estimated time (max. 40 min.): 10 minutes

Notes: After the brainstorming in groups teacher tapes flip papers in a visible place/on the walls, while one student from each group presents the results. At the end teacher helps the students to identify common findings. Afterwards controlled discussion continues.

Activity No. 2

The aim of the activity: Familiarize students with the Convention on the protection of intangible cultural heritage.

STEP 1.

Brief description of the activity:

Divide the class into six groups of about 4 - 5 pupils in each. There are always two groups concerned with the same task. Each group gets two specimens of the Convention and their task is to study the concrete part of the Convention and find the correct answers. Answers are entered on the whiteboard or flipchart. Groups that worked on the same task, while writing on the blackboard complement the answers of their fellow students. Students work in the groups for about 10 minutes.

Instruction (what you need to tell the students):

Group A - Locate on the document **objectives of the convention**.

Group B - Locate on the document, **areas of intangible cultural heritage**.

Group C - Locate on the document through which States Parties **ensure recognition of the intangible cultural heritage**.

Find the answers to your task, which is mentioned in the “Convention for the Safeguarding of the Intangible Cultural Heritage” from 2003 and write down your findings. In the groups with the same task, sit down together, compare and complement your conclusions. Select a speaker for both groups, to present your findings to the class.

Part of the lesson:
APPRECIATION

STEP 2.

Brief description of the activity:

By means of experiential activities, focus on your national intangible cultural heritage. Pupils in the class are divided into 9 groups. The task of each group is to prepare a radio / television broadcast presenting one of your intangible cultural heritage elements listed on the National List of the heritage. Pupils randomly draw one concrete monument or element from the list. The broadcast should include:

- description of the place, its uniqueness,
- fragments of poems, short stories and literary texts, linked to a given place/element, if known, or a story/poem/song made up by students
- music and sounds that characterizes a place/element,
- advertising slogans that could convince others that this place/element rightfully belongs to the list of intangible cultural heritage.

After the group work the presentation and evaluation of all programs will follow. Pupils have to prepare it for about 30 minutes.

Examples of themes for Slovakia (need to be localized by each country):

- 1. The Radvaň Fair,**
- 2. “Aušus” services of Spania dolina miners**
- 3. Traditional Manual Bell Ringing and the Bell Founders’ Tradition in Slovakia,**
- 4. Fujara - a musical instrument and its music,**
- 5. Music of Terchová,**
- 6. Čičmany ornaments,**
- 7. Parade Salamander in Banská Štiavnica,**
- 8. Traditional puppetry in Slovakia,**
- 9. Bagpipes and pipers culture in Slovakia.**

Instruction (what you need to tell the students):

Prepare short radio / television broadcast on the chosen intangible heritage places/elements. Imagine that you are the key person, on who it depends whether the concrete memory/ place/element will be entered into the world heritage list or not. Do not forget to include all the required points into your broadcast. Use your creativity without any limits. Your broadcast should not last longer than for about 30 seconds.

Tools for the activity (everything you need to take to the classroom): PC, internet, books, publications, encyclopaedias, costumes, Annex 1

Estimated time (max. 40 min.): 30 minutes

Notes: Topics can be adapted to the local conditions, of course. We recommend to allocate two lessons to this activity not to lose its effectiveness and meaningfulness or reasonably split two lessons so that continuity hasn't been interrupted for a long time period. Modification can be also to finalize the preparation of the broadcast as the homework. It is also the option to create less groups and to give pupils the choice of more elements/places to work with.

If you have only one lesson available, pupils have to prepare for a shorter time so that you have for about 10 minutes for presenting their ideas.

Part of the lesson:
APPRECIATION

Activity No. 3

The aim of the activity: Familiarize pupils with the importance of intangible cultural heritage.

STEP 1.

Brief description of the activity:

Presentation of the prepared program/broadcasts.

STEP 2.

Brief description of the activity:

Application of gained knowledge in practice. Individual groups will present their prepared programs/broadcasts. The final reflection should follow after seeing all the presentations so that the students can vote on to creating a ranking of the best program ideas that can be further developed. Everyone can vote for only one presentation.

Instruction (what you need to tell the students):

After you watched all the presentations, you vote on the programmes you liked the most. Together we will make their list.

Tools for the activity (everything you need to take to the classroom): PC, internet, projector, flipchart paper, markers, blackboard, chalk

Estimated time (max. 40 min.): 35 minutes

Notes: The teacher asks questions asking for the opinions of students about the concrete monuments/places/elements of the intangible cultural heritage.

Part of the lesson:
APPRECIATION

Activity No. 4

Part of the lesson: REFLECTION

The aim of the activity: Awareness of the importance of intangible cultural heritage.

STEP 1.

Brief description of the activity:

Find out what intangible cultural heritage means for the students, using the method of incomplete sentences.

Instruction (what you need to tell the students):

Think and individually complete the sentences:

- To me, the intangible heritage means ...
- I think the intangible cultural heritage we should / should not preserve for future generations, because...
- If there weren't intangible cultural heritage, I think ...

Tools for the activity (everything you need to take to the classroom): Paper, pen

Estimated time (max. 40 min.): 5 minutes

Notes: -

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Annex 1 - CONVENTION FOR THE SAFEGUARDING OF THE INTANGIBLE CULTURAL HERITAGE

NOTE:

Please, find the current Convention for the Safeguarding of the Intangible Cultural Heritage or use relevant document, for example:

<http://www.unesco.org/culture/ich/en/convention>

NOTES