

Worksheet 1: World Heritage (part 1)

1. Match the following definitions and highlight key words/phrases in each one. Share your answers with the rest of the class and make sure you understand all of them with the help of your classmates and teacher.

1. World heritage	a. artefacts, monuments, a group of buildings and sites, museums that have a diversity of values including symbolic, historic, artistic, aesthetic, ethnological or anthropological, scientific and social significance.
2. Cultural World Heritage	b. traditions or living expressions inherited from our ancestors and passed on to our descendants, such as oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts.
3. Natural World Heritage	c. the most extraordinary natural places on the planet, characterized by their natural beauty or outstanding biodiversity, ecosystem and geological values.
4. Intangible Cultural Heritage (or Living Heritage)	d. places on Earth that are of outstanding universal value to humanity and as such, have been inscribed on the World Heritage List to be protected for future generations to appreciate and enjoy.





2. Designed by Belgian artist Michel Olyff, the World Heritage emblem, which appears above, represents the interdependence of the world's natural and cultural diversity.

- a.** Discuss in pairs what you think the different shapes symbolize and share your ideas in class.
- b.** Visit UNESCO webpage on <https://whc.unesco.org/en/emblem/> to check your answers (alternatively, your teacher can report on your guesses).



3. Many people have heard about UNESCO Word Heritage. What about you?

- a.** Watch [an animated short video](#) on World Heritage provided by the Australian Commission for UNESCO and in groups, try to answer the following questions assigned to your group.
- b.** Report your answers in class, listen to the other teams and get informed on Unesco World Heritage for good.

Group 1	a. What is Unesco? b. When and why was it founded?
Group 2	a. What specific incident made the idea of World Heritage be born? b. What are some threats to World Heritage?
Group 3	a. When was the World Heritage Convention signed? b. What is it about?
Group 4	a. What are the three steps to be followed for a site to be included in the World Heritage List?
Group 5	a. What do World Heritage sites show? b. How does Unesco World Heritage contribute to the world?



4. With your group visit [Unesco World Heritage Interactive Map](https://whc.unesco.org/en/interactive-map/) (<https://whc.unesco.org/en/interactive-map/>). Make sure to have the map in 2D.

- a.** Look at the following signs used on the map and try to find out what they mean. Complete the following box and report your answers in class.

- b.** On the same webpage, search World Heritage sites by States-Parties typing Greece and check how many Greek sites are on the World Heritage List. Are there any Natural World Heritage sites included? Report your findings in class.

Worksheet 2: World Heritage (part 2)



1. Read an extract from the interview with Dragutin Dado Kovacevic, designer of the new UNESCO emblem for the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and be ready to explain the meaning of the emblem in class.

How did the idea of this emblem arise?

I started with the basic figures of triangle, square and circle, and came up with the idea of a comic strip bubble that would circle all three figures, encapsulating the story. The drawing started and ended with a hand movement. Thus, without any interruption – once again, using a minimalist method – the triangle becomes a square, the square becomes a circle and the circle takes the form of the bubble. However, I had to remove the “stem” from the bubble that designates the character who is speaking because this form was becoming repetitive, as it was also present within the sign, in the triangle.

Indeed, your emblem does not recall a comic strip bubble.

Yes, now it recalls the@ sign. This resemblance is unintentional, it is coincidental. But I didn't seek to play it down, because it highlights the link between traditional – characterized by the hand movement, and modern – symbolized by the at-sign, which ties in with our theme: heritage in the age of modernity.

(adapted from <https://ich.unesco.org/doc/src/00447-EN.pdf>, p.4)



2. Navigate through the following map (<https://ich.unesco.org/en/dive&display=domain#tabs>) and try to find how many elements are listed by UNESCO on Intangible Cultural Heritage for Greece. Can you name them?



3. Choose one of the following : **a) a Cultural World Heritage site, b) a Natural World Heritage site or c) an Intangible Cultural Heritage element** to briefly **present in pairs in class** (tips for oral presentations and peer assessment forms available in e-class).

Worksheet 3: The Ceramic Art (Mediation)



1. This is the logo of our school. Which element of Intangible Cultural Heritage (ICT) can you identify?
2. Can you guess why this element was chosen? Watch the following video https://www.youtube.com/watch?v=crLEh_kZjnc and further justify your answer in class.
3. As part of a school twinning programme, a group of 20 students from Stoke-on-Trent in England, aka The Potteries, are coming to visit our school for one week. They are going to stay near our school in Maroussi and they have asked for some information about the area and ceramics in particular. They want to visit a place in Maroussi related to ceramics, participate in a ceramics workshop and buy some Greek ceramics as souvenirs for their friends. Finally, they would like to visit a Greek island with pottery tradition during their next trip to Greece.

As a class you are responsible for getting prepared for their visit and present all the information collected in a common Google slide presentation.

TEAM 1: Find some info on Stoke-on-Trent, the place where your visitors come from. Prepare some questions to ask them.

TEAM 2: Make a short presentation of Maroussi highlighting its connection to ceramics.

TEAM 3: Propose ceramics places/exhibitions to visit.

TEAM 4: Recommend ceramics workshops to join.

TEAM 5: Propose some ceramics shops to buy souvenirs.

TEAM 6: Suggest a Greek island with pottery tradition for a future visit.

USEFUL LINKS:

<https://en.wikipedia.org/wiki/Stoke-on-Trent>

<https://www.visitstoke.co.uk/see-and-do/the-potteries>

<https://www.toptourist.com/world-capital-ceramics/>

<https://digimarousi.weebly.com/mualpharhoomicron973sigmaiota---iotasigmatauomicronrho943alpha.html>

<https://maroussi.gr/dimotes/politismos/keramiki/mikri-anadromi/>

<https://maroussi.gr/dimotes/politismos/keramiki/>

<https://www.greeknewsagenda.gr/ceramic-art/>

<https://ayla.culture.gr/keramiki-paradosi-sifnou/>

<https://ayla.culture.gr/keramiki-kourtzi/>