PRACTICAL TOOL 2

How can we learn with living heritage? Possible linkages between school subjects and living heritage.

There are many ways to learn with living heritage. Below you will find some ideas that you may find helpful when thinking about integrating living heritage in your classroom or extracurricular activities.

Other useful ideas and examples can be found in the following publications: *Textbooks for sustainable development: a guide to embedding* or *Making textbook content inclusive:A focus on religion, gender, and culture*.

Language (mother tongue and multilingual education)

Read songs, texts, stories, legends, recipes or archives associated with the element and its practice. Analyse the style, structure and characteristics of these texts.

Research, learn and translate words, expressions, sayings related to the element and its semantic field.

Develop a set of instructions that compile knowledge about craft production, the organization of a festival or the steps of a ritual.

Write a poem, a research report or a promotional advertisement for the element.

Compare words used in different regions or examine how word use and meaning has changed over time.

Mathematics

Arithmetic problem-solving: Explore local systems and tools for calculating, measuring and recording. Convert measurement units for length, weight or volume. Calculate ratios of cooking ingredients or raw materials. Determine the quantity of raw materials required for a final product of specified dimensions.

Geometry: Find the dimensions, diameter or circumference of a craft item with an interesting geometric form. Explore aspects of symmetry and geometric transformations present in local textiles, paintings, architecture or other patterns. Use these patterns to calculate line equations, slopes and angles.

Logical thinking: Use crafts, oral traditions, songs or dances to analyse patterns and sequences.

Example: In the Mediterranean area, crops used to be planted on terraces supported by dry stone walls. Going up the hill, the length of the dry walls decreases. Each new level was built with 27 fewer stones than the one below. If 467 stones were used for the lowest level, how many stones were used to build the dry wall at level 7?

Economy

Calculate the production cost of a traditional recipe. Compare income vs expenses for local elements of living heritage including traditional festivals, craft production, or agriculture practices.

Discuss contribution of living heritage to sustainable economy.

Analyse the commercial and entrepreneurial skills associated with the sustainable production of traditional goods such as pottery.

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Sciences

Physics: Explore the properties of objects or materials used in a local practice, for example as they relate to phenomena such as sound (musical instruments, bells), textures (pottery, metalwork, textiles) or optics (glasswork). Measure the velocity and friction of moving objects like children's toys or tools used in crafts or agriculture. Experiment with the electric and electrostatic characteristics of the materials employed in an ICH element. Build a model replica (e.g. of the atom, molecules, the solar system, etc.) using local building, crafting or drawing techniques or describe a scientific phenomenon using a poem or a local literature style.

Chemistry: Use a local rhythm to learn the periodic table of elements. Measure the pH or other chemical properties of elements of the regional cuisine or local materials. Explain how ingredients transform when mixed or heated (e.g. in food and dyes). Discuss positive/ negative impact on chemical processes on nature.

Natural sciences and biology: Study the life cycles of plants and animals, including pests and their impact. Observe how surroundings change with the seasons. Discover where raw materials (fibres, dyes, food) come from, how they are cultivated, possible environmental issues related to their use. Understand the nutritional and medicinal values of local plants.

History and social sciences

Interview practitioners. Compare past and current practices and production methods. Learn about common daily activities or rituals (e.g carnivals or celebrations).

Analyse and compare the historical, social and political context of this practice in the past and nowadays, and how it is possibly being debated, challenged and deployed in our contemporary world.

Discuss how practices have evolved over time, borrowing from other cultures and adapting to necessity and circumstance.

Compare past and present practices using songs, stories and visual arts as a reference.

History of knowledge and knowledge systems: Explore the underlying science behind the practice. What was the evidence at the time? What are the underlying beliefs?

Geography

Read and draw maps, identifying locations where the ICH element is and was practised, where different craft or music styles come from or where raw materials are collected.

Analyse why certain locations are more or less suitable and why this might or might not change over time.

Observe, analyse and explain natural signs according to local knowledge.

Analyse how local building and architectural techniques are related to the environment.

Civic and citizenship education

Study how the transmission of living heritage is affected by laws and regulations such as intellectual property (crafts, performing arts), land management (agricultural practices, land ownership) or health regulations (traditional medicine, food practices). Compare traditional and contemporary legal mechanisms.

Understand governance structures: who makes decisions, who participates, who does not participate and why?

Analyse values and ethics in the local belief system.

Practice local methods for decision-making or conflict resolution processes.

Arts and culture

Observe and analyse the elements of local artistic expressions, including aesthetic values, decorative elements, movements, sequences, symbols, etc. Examine how artistic elements change over time and space.

Explore how the element is depicted in existing artwork, which can be used as a source of inspiration.

Create an inventory of different patterns. Mix dyes.

Design costumes for use in an enactment of the practice. Create posters or advertisements for an event, object or food product.

Learn local songs and music related to the practice.

Tune an instrument.

Technical and practical skills

Learn a local craft skill and use it in the classroom environment; these can include weaving, embroidery, pottery, dying textiles, carving, calligraphy, metalwork, etc.	Measure ingredients to prepare a recipe, learn to cook or bake.	
Sew costumes. Make artefacts, masks, floats, etc.	Learn to make and use local agricultural tools, traditional technics for building a house, irrigation, etc.	Make, use and repair instruments, costumes or artefacts.

Physical education

Learn and rehearse expressions such as traditional dance, theatre performance, circus, etc.	Play traditional games.	Practice traditional sports.	Participate in traditional agricultural fieldwork.

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Web-page: https://ich.unesco.org/en/resources-for-teachers-01180

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