Intangible heritage

Image caption: Baltic song and dance celebrations
https://www.dainusvente.lt/en/
https://2019.laulupidu.ee/en/
https://www.latvia.travel/en/article/song-and-dance-celebration

Both a repository and a showcase for the region's tradition of performing folk art, this cultural expression culminates in large-scale festivals every fifth year in Estonia and Latvia, and every fourth year in Lithuania. These grand events, held over several days, assemble as many as 40,000 singers and dancers. For the most part, the participants belong to amateur choirs and dance groups. Their repertories reflect the wide range of musical traditions in the Baltic States, from the most ancient folk songs to contemporary compositions. Directed by professional choir conductors, bandleaders and dance instructors, many singers and dancers practise throughout the year in community centres and local cultural institutions (https://ich.unesco.org/en/RL/baltic-song-and-dance-celebrations-00087)

CONTENT

General overview

When we visualize cultural heritage, most often we have in mind a significant piece of architecture, a work of art, or even a particular meal - a tangible product - and much less often associate it with certain traditions and customs - phenomena that we attribute to intangible cultural heritage. Language and dialects, festivals and customs, folklore and folk art, traditional crafts, trades, songs, music, dance and knowledge - all helped the countries to survive and be peculiar during the hard times and adversity. Intangible cultural heritage are activities, well established over time, images, forms of expression, knowledge, skills, as well as their facilities, objects, products of human activity and related cultural spaces, are recognized over time by communities, groups and, in some cases, individuals. This phenomenon, passed down from generation to generation, is constantly rebuilt by communities and groups, which leads to the sense of responsibility to the environment, close interaction with nature, and history. It also gives us a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity.

Due to the impact of globalization, the policy of unification and the lack of appreciation of the importance of intangible cultural heritage, many of its forms are endangered. In order to stop this process, UNESCO adopted the Convention for the Protection of the Intangible Cultural Heritage, which entered into force in 2006 April 20th. The UNESCO Convention for the Protection of the Intangible Cultural Heritage regulates 3 lists to which the Member States may designate values and activities, in accordance with the selection criteria and the definition of the Convention's intangible cultural heritage. These are:

- Representative List of the Intangible Cultural Heritage of Humanity,
- List of the Intangible Cultural Heritage in Need of Immediate Protection and the
- Register of Good Practices / Activities for the Protection of the Intangible Cultural Heritage.

The Intergovernmental Committee of States Parties to the Convention for the Protection of the Intangible Cultural Heritage is responsible for compiling and maintaining these lists and the register.

The purpose of the Representative List of the Intangible Cultural Heritage of Humanity is to raise awareness, highlight the importance of the intangible cultural heritage, promote intercultural dialogue and respect for cultural diversity.

The list of intangible cultural heritage requiring urgent protection shall include the values of intangible cultural heritage which, despite the efforts of the community, group, individuals or states, are in danger of disappearing. This list is also intended for intangible cultural heritage which is in danger of disappearing if urgent assistance is not provided.

The Register of Good Practices for the Protection of the Intangible Cultural Heritage shall record national, subregional and regional programs, projects and activities for the protection of the intangible cultural heritage that best reflect the principles and objectives of the Convention (Source: https://en.unesco.org/).

Lists of Intangible Cultural Heritage and the Register of good safeguarding practices can be found here:

https://ich.unesco.org/en/lists?text=&multinational=3&display1=inscriptionID#2018

Activity overview "It is more than we can see"

The activities planned in this exercise invites students to reveal their talent by expressing themselves by images and scenes. During this exercise, students will have a chance to get acquainted with the UNESCO intangible cultural heritage list and find the importance of the individual role to ensure its continuity from the past to the future. To encourage students to take over the values of these cultural practices by using various forms of self-expression during this exercise, they are invited to participate in the integrated activities, which will help to combine and deepen knowledge and develop skills of the different subjects – marketing, client service and ICT.

By understanding how each of us sees intangible heritage, what common points can be found when talking about intangible heritage, they will be able to present intangible heritage more appropriately and qualitatively to guests from abroad and at the same time learn to be proud of it, learn the ways to ensure its continuity. Creation of a promotional video company – teaser campaign that they believe could encourage tourists to come and get acquainted with one of these intangible cultural practices in their country will demand creativity, smart use of the ICT, video and audio resources, effective management of the human resources of the group. During the task inviting students to present their region and its intangible heritage treasures in a letter to potential tourists they will be able to develop their skills in written communication and at the same time deepen their knowledge about the purposive and effective social media use.

What can be attractive for the foreign tourists to choose our country? What makes us unique and at the same time attractive for citizens of other countries who do not understand our language but can understand us by watching the video? The questions should be raised and discussed during this exercise implementation.

General objectives:
- To get acquaint students with the intangible cultural heritage practices of different countries
- Encourage a closer look at it, assessing their individuality and distinctiveness, and alliances intangible cultural heritage practices of other countries
- To arouse students' eagerness to transfer good national practice and to become local ambassadors of intangible cultural heritage list.

The activity can by applied for the VET students of various programmes during the subjects related to #history, # ICT, #literacy, #ethics, #cultural education, #marketing.

Descriptive activity sheet

1st activity "I can guess it"

Resources for the activity implementation. Internet, computer, projector, white board.

The activity starts with the video presentation "What does intangible cultural heritage mean to you?" (link:https://www.youtube.com/watch?v=2phs0pQIgWU)
After the review of the video, teacher should ask students to name possible words – descriptions of the intangible heritage. Words have to be put down in a list.
When the list is ready, the teacher should invite students to follow the discussion and try to think – how each of the listed words can be visualized by the symbols, scenes related without using the words. Think carefully and discuss among the group – is it common or personal view/ understanding of the symbol (scene)?

The results of the discussion should be written down in the separate column, near each word, also can be illustrated graphically.

Results of the activity.
List of the words/symbols describing intangible heritage.

Recommendations for the teacher:
- During the activity students can be offered to make 2 lists – one of them related to the national cultural heritage and second which is common to most of the European countries and discuss the differences and similarities between them.
- To encourage creativity of the students and to agree on the common understandable symbol of the intangible heritage object teacher can recommend students to visualize they words by charadas.
- To check the common (Individual) understanding of the heritage describing words and symbols, students can work in pairs and create individual lists, change them between each other and link both columns individually.
- If students list a few symbols related to one word, teacher can offer discussion to agree on one of them.
- Students can be asked to create their own (or group work) visualization of symbols (painted or digital).

This activity should help students to deepen their knowledge about intangible heritage, find out the values it contains and common symbols it represents, also develop these key competences:

Citizenship competence, by developing their skills:
- to apply the knowledge in basic concepts and phenomena linking individuals, groups, society, and culture;

- to develop arguments and constructive participation in group activities;
- understand the multi-cultural dimensions of European societies, and how national cultural identity contributes to the European identity.

Cultural awareness and expression competence, by developing their skills:
- to apply knowledge of local, national, regional, European and global cultures, and expressions, including their languages, heritage and traditions, and cultural products;
- to communicate ideas in different forms;
- to demonstrate open attitude towards, and respect for, diversity of cultural expression.

The evaluation of the activities of this stage:
Based on the tasks of this activity, we suggest a number of assessment criteria that may be applicable during this stage.

1. Assessment in relation to the requirements of the particular subject (Art: presented symbol in painted or digital form; Cultural cognition related objects: demonstration of the knowledge about the intangible heritage).

2. The whole task can be evaluated in the frame of group workflow – are the students involved in the activity, do they understand the task and can express themselves during it. The main criteria of such task evaluation should be presented to the class:
- activity during the discussion
- creativity in the presentation of words/ symbols/ visualization;
- ability to express their opinion, knowledge and perceptions in a respective way.

3. Use / refinement of skills attributed to specific key competences areas during this exercise also ability to apply the pre- and gained knowledge of different subjects:

Recommended evaluation of the skills related to the citizenship competence:
- an awareness of diversity and cultural identities in Europe, and the world is demonstrated;
- respectful and active communication during the task is demonstrated;
- knowledge about national and European identity is applied.

Recommended evaluation of the skills related to the cultural awareness and expression competence:
- knowledge of local, national, regional, European and global cultures, and expressions, including their languages, heritage and traditions, and cultural products is demonstrated;
- ideas expressed in different forms (orally/ visually)
- open attitude towards, and respect for, diversity of cultural expression is demonstrated.

2nd activity "I should see it!"

Resources for the activity implementation. Internet, computer, projector, white board.

Activity starts with the teacher presentation of the list ts of Intangible Cultural Heritage and the Register of good safeguarding practices:
https://ich.unesco.org/en/lists?text=&multinational=3&display1=inscriptionID#2018
After the presentation, class should agree on the time limit (it also depends on the general level of English knowledge of the students) to prepare the short oral presentation "I would like to see it because…" (Individual or group work) trying to highlight the most interesting points You found, what specifically interests him/ her/group).
After all presentations are done, class, lead by the teacher should discuss shortly:
- Could we define common points of the class presentations - what are the common points that interest most of us?
- Was it influenced by the content of the video presentation?
- Why are some presentations not so interesting for us?

The general findings have to be written down on board.

Results of the activity.
Presentation of the one of Intangible Cultural Heritage practice from the Register of good safeguarding practices/ discussion about content of the presentations.

Recommendations for the teacher:
- Define the length appointed for the information search according to the students pre-entry level.
- Decide on the language of the presentation in line with the learning subject and lesson goals defined.
- According to the available time it is also reasonable to decide how the students will illustrate their findings - (e-)poster, PowerPoint presentation or other available tool.
- Lead the group work to involve as many different countries as possible to ensure that the students will share different available information during the presentation stage.

This activity should help students to deepen their knowledge about good safeguarding practices of intangible cultural heritage, also develop these key competences:
Literacy competence/ Multilingual competence, by developing their skills:
- to identify, understand, interpret facts and opinions in written and oral form;
- to use visual and digital materials across disciplines and contexts, in a national and foreign language, by integrating a historical dimension and existing intercultural competences;
- to formulate and express findings and arguments in a convincing way appropriate to the context. It encompasses critical thinking and ability to assess and work with information;
- to understand and use language in a positive and socially responsible manner.

Digital competence, by developing their skills:
- to use ICT to to support communication process and express their creativity;
- to access, use, evaluate, create and share digital content.

Cultural awareness and expression competence, by developing their skills:
- to gain and apply knowledge of European and global cultures;
- to understand the different ways of communicating ideas between creator, participant and audience within digital forms;
- to demonstrate willingness to participate in cultural experiences.

The evaluation of the activities of this stage:

Based on the tasks of this activity, we suggest a number of assessment criteria that may be applicable during this stage.

1. Assessment in relation to the requirements of the particular subject (Foreign language: ability to listen/understand the video / express ideas in foreign language; Cultural cognition related objects: demonstration of the knowledge about the intangible heritage).

2. The whole task can be evaluated in the frame of group workflow – are the students involved in the activity, do they understand the task and can express themselves during it. The main criteria of such task evaluation should be presented to the class:
- ability to find the required info;
- quality of structured presentation;
- ability to work in group, organize and present the group work findings;
- creativity in the presentation of findings;
- ability to express their opinion, knowledge and perceptions in a respective way.

3. Use / refinement of skills attributed to specific key competences areas during this exercise also ability to apply the pre- and gained knowledge of different subjects:

Recommended evaluation of the skills related to the literacy competence/ multilingual competence:
- the presented findings are in line with the provided task;
- different sources used to collect information in the mother tongue and in foreign languages;
- the all required info is presented/ students are able to motivate the arguments provided in the presentation;
- the provided info is essential, clear, valid and systemized;
- the path of the narrative is clear, catching the attention of the audience.

Recommended evaluation of the skills related to the digital competence:
- demonstrated knowledge of ICT helps to reveal students' ideas and their creativity.

Recommended evaluation of the skills related to the cultural awareness and expression competence:
- knowledge of European and global cultures are demonstrated;
- presentation clearly defines the idea and opinion of the individual/ group;
- willingness to participate in presented cultural experience can be identified.

3rd activity "I should try it!"

Resources for the activity implementation. Internet, computer, software for the video making/ editing (e.g. Windows video maker).

Students have to choose the practice of the intangible heritage from the provided list representing their country (or neighbour country) and create a video teaser campaign about it. The idea of the video should intrigue the tourists to come and practice/ see it. Try to make the viral video – the one which will be presented all around the world and understandable for all. Students have to try to use the little text as possible and also look at the findings of the class made in the previous parts of the exercise.
Windows Movie maker is one of the programs that can be used to implement the task. Available videos, photos and other visual information, music (with some subtitles by the need) should be involved in this video. Students can film their own material or use open sources (e.g.Youtube) and edit them.
Teacher (-s), can provide some examples of the video teasers to inspire the students as e.g.:
https://www.youtube.com/watch?v=2pVRi8Ltunw
https://www.youtube.com/watch?v=XQoRzxjgR34

Recommendations for the teacher:
- The cooperation with the ICT teacher or other professionals of media programs can give wider understanding of video making processes and possibilities to the students.
- Knowledge, gained during the activity 1 and 2, also should be integrated during this task. What are the symbols that can be understandable without understanding the text (act. 1)? What were the details, which made video interesting for us (act.2)? Class also can agree to produce silent video or use only a few words. To inspire students offer them to watch the classic silent films, e/g. Charlie Chaplin - The Adventurer (1917): https://www.youtube.com/watch?v=PANcaG4pYAU. How do we understand them?
- Due to the capacities and pre-knowledge of the students they also can be offered to make a teaser campaign in social media of the chosen practice of intangible heritage. Examples of it can be found here: https://www.canva.com/learn/10-tactics-for-launching-a-product-using-social-media/
- The students must be informed that the question of intellectual property rights is important during the task – the sources used for the video should be clearly identified and named.
- The length of the video should be agreed with in the group.

Results of the activity.
Video, aimed to promote the practice of the intangible heritage.

This activity should help students to deepen their knowledge about the intangible cultural heritage and marketing campaigns, also develop these key competences:

Literacy competence, by developing their skills:
- to communicate and express the idea through the digital tools.

Digital competence, by developing their skills:
- to use digital technologies to support their communication and creativity towards commercial goals;
- create a digital content with ethical, safe and responsible approach.

Personal, social and learning to learn competence, by developing their skills:
- effectively manage time and information, work with others in a constructive way;
- develop individual capability to deal with complexity, critically reflect and make constructive decisions.

Entrepreneurship competence, by developing their skills:
- to plan and manage the project, which include both processes and resources;
- to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity;
- to exploit the creativity towards entrepreneurial goals.

Cultural awareness and expression competence, by developing their skills:
- to solve intellectual property related questions;
- to develop the understanding how the cultural expressions in digital forms can influence individuals and groups, representatives of other cultures;
- to develop commercial awareness in line with the empathy and respect to cultural diversity.

The evaluation of the activities of this stage:
Based on the tasks of this activity, we suggest a number of assessment criteria that may be applicable during this stage.
1. Assessment in relation to the requirements of the particular subject (ICT: creation of digital content, Marketing subject: proper application of the marketing knowledge available (required) during the assignment).

2. The whole task can be evaluated in the frame of group workflow – are the students involved in the activity, do they understand the task and can express themselves during it. The main criteria of such task evaluation should be presented to the class:
- a fulfillment of the idea;
- interdisciplinary approach (integration of knowledge/skills of the different subjects);
- presentation of the idea.

3. Use / refinement of skills attributed to specific key competences areas during this exercise also ability to apply the pre- and gained knowledge of different subjects:
Recommended evaluation of the skills related to the literacy competence:
- text and video image complement each other.

Recommended evaluation of the skills related to the digital competence:
- digital knowledges and new skills are acquainted and applied;
- the implemented task was based on public/business sector examples.

Recommended evaluation of the skills related to the personal, social and learning to learn competence:
- the work was performed in accordance with the task instructions and time limit;
- all team members were involved in the task, their potential was exploited.

Recommended evaluation of the skills related to the entrepreneurship competence:
- the task has been implemented through proper planning of technical and human resources;
- the material presented reflects a commercial approach.

Recommended evaluation of the skills related to the cultural awareness and expression competence:
- the material / authors of it used for the task are identified clearly;
- the presented cultural practice is examined in detail during the task implementation;
- the provided material is based on ethical principles and respect for different cultural practices.

4th activity "I should write about it!"

Resources for the activity implementation. Network, computer.

Activity starts by introducing the situation, the students have to empathize with:

Put yourself in the shoes of the representative of the local tourism office. One day, You notice the public message on Facebook, where the client tells his experience in your city (region/country) and names it the most boring day at his life. Try to give him/ all other potential visitors a reply – invite him to repeat his visit and have the exciting day. Try to intrigue him /others to reveal the experiences of the intangible heritage, other interesting practices can be found here. Include the visual information – photos, videos, to illustrate Your post.

Recommendations for the teacher:
- Decide on the language of the presentation in line with the learning subject and lesson goals defined.
- Discuss with the students the content of such social media post – why it is specific, what specific rules students should follow or avoid (lengths, vocabulary, expressions and ect.), look for some good and bad examples of it (e.g. https://www.authorsguilds.com/social-media-etiquette-seven-rules-for-brands-in-2019/)
- Before the start of the start the activity students can surf in the webpage of local tourism office, look for the websites for travelers (e.g. https://www.lonelyplanet.com/, or blogs e.g. https://www.nationalgeographic.com/travel/intelligent-travel/ for the inspiration.

Results of the activity.
Text the social network post, designated to encourage tourists to come and get acquainted with the practices of intangible heritage of the region.

This activity should help students to deepen their knowledge about the intangible cultural heritage practices in their region, to develop their communication/ marketing skills using social media channels, also develop these key competences:
Literacy competence, by developing their skills:
- develop the skills to be able to choose appropriate communication style in line with the concrete requirements of the situation;
- to expand the available vocabulary and use it in a positive and socially responsible manner.

Digital competence, by developing their skills:
- use social media channels creatively towards commercial goals.

Entrepreneurship competence, by developing their skills:
- combine creativity with strategic thinking in order to achieve clear commercial goals.

The evaluation of the activities of this stage:
Based on the tasks of this activity, we suggest a number of assessment criteria that may be applicable during this stage.
1. Assessment in relation to the requirements of the particular subject (Literacy: grammar/ punctuation, style/ vocabulary, Marketing: commercial attitude of the text).

2. Use / refinement of skills attributed to specific key competences areas during this exercise also ability to apply the pre- and gained knowledge of different subjects:

Recommended evaluation of the skills related to the literacy competence:
- there are no grammatical or stylistic errors in the text;
- the intangible heritage practices of the region is pictorially described in the text.

Recommended evaluation of the skills related to the digital competence:
- the text is in line the common etiquette rules of the social media.

Recommended evaluation of the skills related to the entrepreneurship competence:
- creative and innovative solutions are reflected in the text.

Resources

https://ich.unesco.org/

https://www.youtube.com/watch?v=2phs0pQIgWU

https://www.canva.com/learn/10-tactics-for-launching-a-product-using-social-media/

https://digitalmarketinginstitute.com/blog/how-to-create-the-best-video-marketing-campaign-ever

https://bigseventravel.com/2019/01/15-brilliant-travel-marketing-campaigns/

https://www.shopify.com/blog/social-media-customer-service