



YoungArchers

## Lesson Plan 1

# Introduction to Cultural Heritage





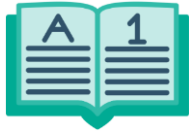
## Disclaimer

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## Title of Lesson: What is cultural heritage?



### Description

This activity acts as an introductory lesson to cultural heritage in primary schools. It comprises an introductory part where the teacher provides the students with key definitions of built heritage. The students are invited to take part in a group activity to create an 'empathy map' of a building they will select from a list provided by their teacher. They will discuss how they interpret the 'empathy map' and how they feel and think about cultural heritage in general.



### Learning Objectives

Students are expected to:

- Recognise key definitions of cultural heritage.
- Demonstrate empathy about built heritage.
- Explain how they feel about buildings and why.

### Related curricular subject(s)

- Primary: Languages, History, Environmental Studies, Geography, Art, Civic Education
- Other topics: (indicatively) Maths (shapes, proportions, size/comparison)

### Age of students

- Primary school students (9 to 12 years old)



## Duration

- 60 minutes

## Level of difficulty

- Easy

## Sequence format

- Introduction, Section 1 out of 4

## Method

- Brainstorming and co-operative learning

## Prerequisites and preparatory actions for teachers

- Teachers are familiar with definitions of built heritage
- A list of buildings and their pictures
- A template for the 'empathy map'

## Prerequisites and preparatory actions for students

- None

## Step by step description of the tasks

- Step 1: Introduction to the topic (10 mins).
- Step 2: Divide the classroom into groups (5 mins).
- Step 3: Provide the students with a list of buildings with photos and guide the students to select some buildings of their own choice (5 mins).
- Step 4: Discussion. Ask the students to state the buildings' significance to them (10 mins).
- Step 5: Give the students a few minutes to build an 'empathy map' on built heritage. The goal of the 'empathy map' is to capture and visualise the



thoughts, feelings and behaviours of the students towards built heritage (15 mins).

- Step 6: Each group presents their 'empathy map' to the rest of the classroom, followed by a general discussion to identify common patterns and interpret the results (15 mins).



### **Digital Tools (if applicable)**

- [Google Jamboard for the 'empathy map'](#) (optional)

### **Other materials needed (if applicable)**

- Laminated photos of the buildings and cards with basic information about each building



### **Advice for accessibility and inclusion**

- Teachers familiarise themselves with concepts related to the importance of inclusive and accessible education.
- Ensure that all students contribute to the discussion in ways they can best express themselves, either orally, in writing or through drawing.
- Provide the assistance of a special education teacher where necessary.



## Evaluation and feedback

- As part of the assessment, the teacher ensures that each of the students in the classroom contributes at least once to the general discussion about their interpretation of built heritage.

## Resources

- Council of Europe (2017) European Heritage Strategy for the 21st Century. Retrieved from <https://www.coe.int/en/web/culture-and-heritage/strategy-21>
- AMI (2020, August 26). Growing Up with a Disability. Retrieved from: <https://www.ami.ca/category/you-cant-ask/media/growing-up-a-disability>
- Square Panda India. (2022, April 21). Using Empathy Maps in Education. Medium. Retrieved from: <https://squarepandaindia.medium.com/using-empathy-maps-in-education-f42c51539502>