



A HANDBOOK FOR TEACHERS

# Cultural Heritage and Cultural Diversity Lessons

JP - EU/CoE Support to the  
Promotion of Cultural Diversity (PCDK) Project

Funded  
by the European Union



Implemented  
by the Council of Europe





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SEPTEMBER, 2012

JP - EU/CoE Support to the  
Promotion of Cultural Diversity (PCDK)



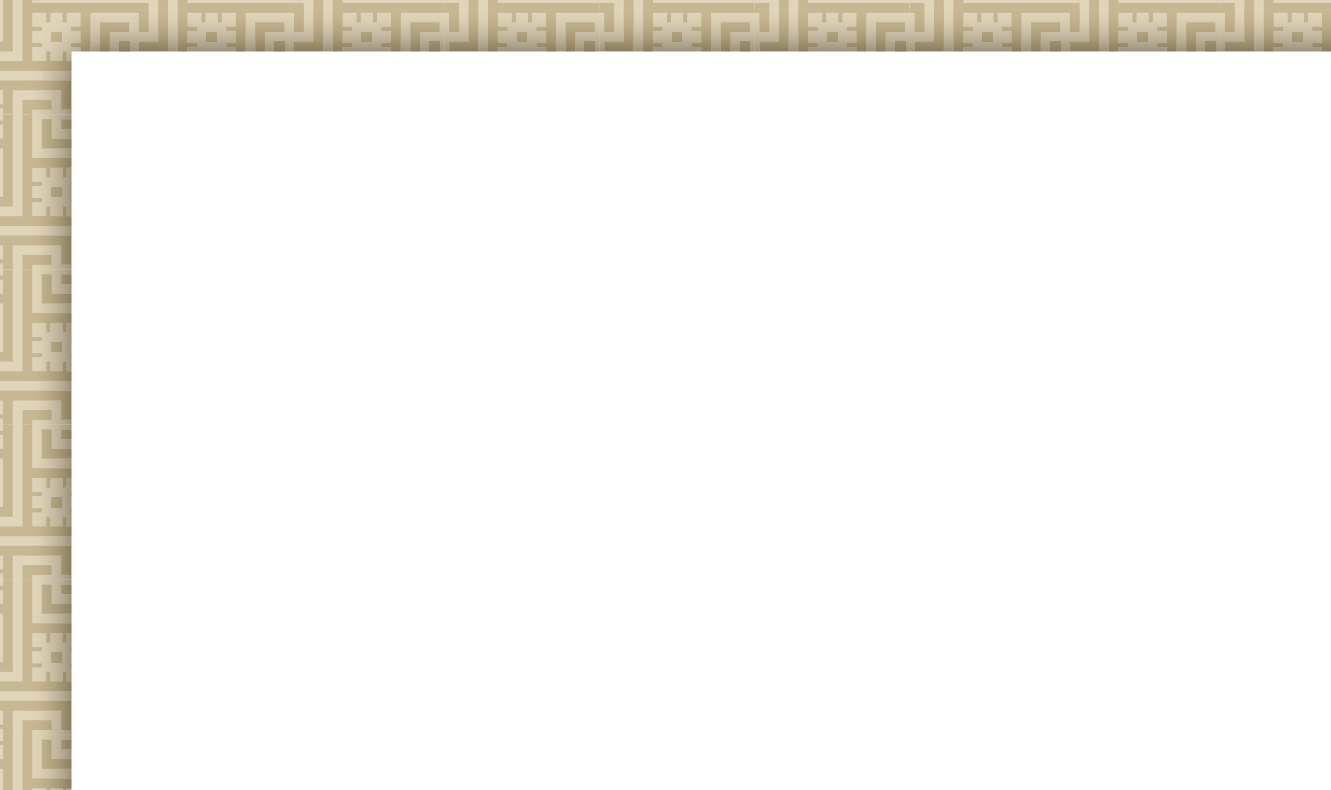
This document was produced within the framework of the Joint Project "EU/CoE Support to the Promotion of Cultural Diversity in Kosovo". The content does not necessarily represent the official position of the European Union and/or the Council of Europe.

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# Acknowledgements

The PCDK project staff would like to take this opportunity to gratefully acknowledge a number of individuals for their great commitment, participation and significant roles in the production of educational course units on cultural heritage and diversity.

The PCDK project staff would firstly like to give special mention and thanks to the schoolteachers and pupils from the 14 elementary schools, for their constructive and professional approach towards the project and their valuable contribution in drafting the elementary school course on cultural heritage and cultural diversity.

Alongside this, the PCDK project staff are grateful to their experts, Ms. Jenny Otting and Mr. Veton Sylhasi, for their invaluable instructions, careful guidance and supervision throughout the whole process; for their precious suggestions and, finally, for drafting the course units on heritage and diversity.

We would also like to thank Ms. Besnike Rraci from the Ministry of Culture, Youth and Sports, and Mr. Arber Salihu from the Ministry of Education for their important input and support on the course units.

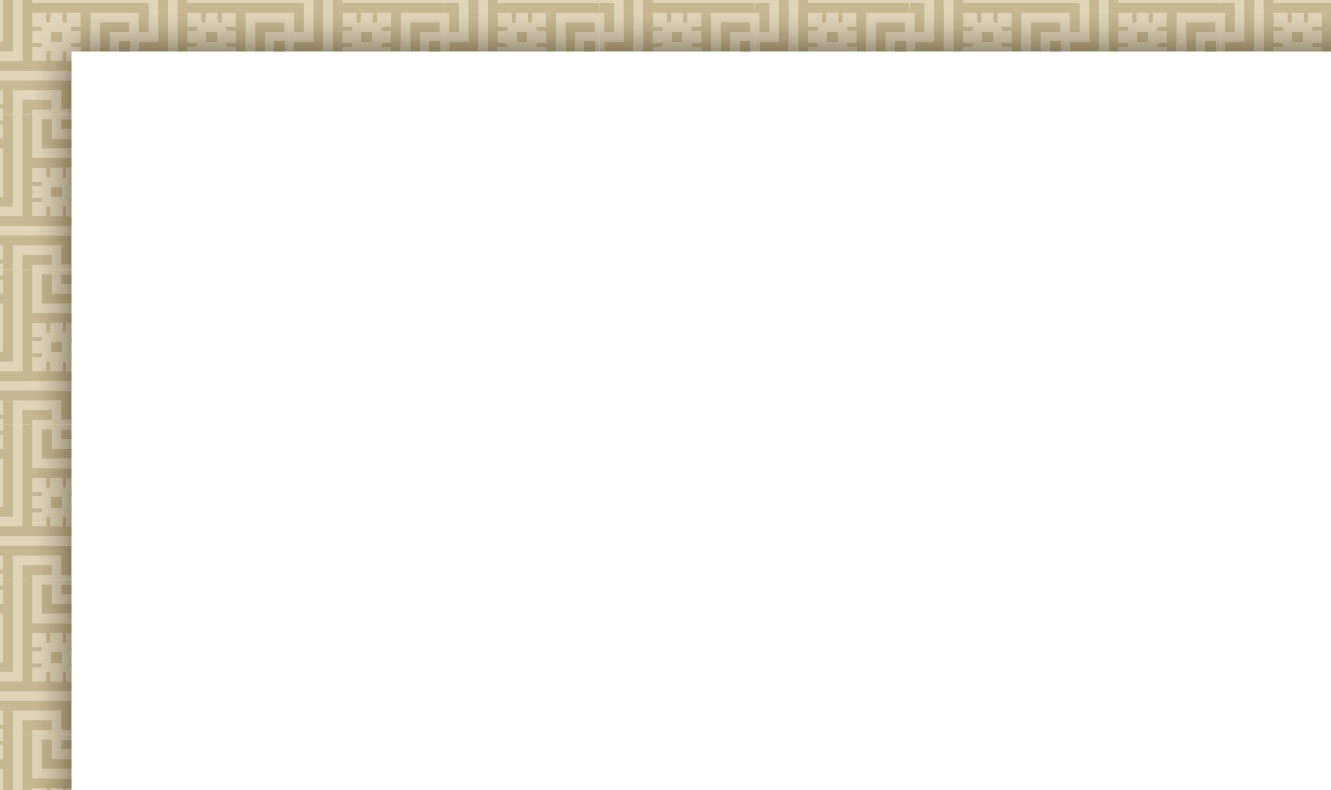
Our great appreciation also goes to the parents of children from the 14 schools who participated in PCDK activities, and who brought along positivity and drive to the process.

A thank you also goes to PCDK's Educational Assistant, Arif Muharremi, for the coordination of this whole process and Julija Trichkovska for the technical support on cultural heritage.

Last but not least, we would like to thank all the individuals who provided support, shared their knowledge, offered their insights, instructions and perspectives, and who have contributed to a successful culmination of the project.

List of participating elementary schools:

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3. Fazli Grajçevci, Obiliq/Obilić
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5. Ismet Rraci, Klinë/Klina
6. Asdreni, Pejë/Peć
7. Edmond Hoxha, Junik/Junik
8. Isa Boletini, Deçan/Dečane
9. Zekeria Rexha, Gjakovë/Đakovica
10. Abdyl Frashëri, Prizren/Prizren
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12. Idriz Seferi, Kamenica/Kamenica
13. Abaz Ajeti, Gjiilan/Gnjilane
14. Selman Riza, Fushë Kosovë/Kosovo Polje



# Foreword

It is often said that young children learn the quickest. Their inquisitive minds explore and question the world around them; they are flexible and eager to be engaged. As they grow they bring with them the skills, knowledge and ideas that they absorbed at an early age. They transmit these to others they meet and, later, to their own children. Investing in early education is therefore one of the most powerful tools to make a positive change for the future.

The Joint Project of the European Union and Council of Europe “Support to the Promotion of Cultural Diversity in Kosovo” (PCDK)<sup>\*</sup> has invested time, skills and resources to support the education of school children in Kosovo linked to the broad themes of the importance of cultural heritage and diversity. We have introduced a highly participatory approach when designing the project and ensuring its impact through the direct active involvement of students, parents and teachers. This has led to the publication of this “Handbook for Teachers,” which is working set of lessons that introduces the topics of heritage and diversity and their importance to daily life into the classroom. Giving communities a stake in this process is a powerful tool to communicate ideas and themes as widely as possible. The process of transmitting to teachers through hands-on, ‘live learning’, who will then transmit it in similar ways to students is a highly innovative approach to educational development in the region.

We hope that the impact of these teaching materials will be result in a growing awareness and appreciation for Kosovo’s cultural heritage. The same teaching methodology might also be used in a range of subjects, where the active engagement of students in the process of exploring, reasoning and questioning ideas will enhance skills of critical thinking and personal development. One of the major challenges in Kosovo for the protection of heritage, in all its forms, is the current relatively low awareness of what actually constitutes heritage and why cultural

heritage must be protected. How can communities resist threats to cultural heritage being caused by rapid changes in social, cultural and demographic trends, and by increasing urbanisation that often does not recognise the fragile – sometimes barely perceptible – value of heritage? Attuning communities to the presence of Kosovo’s rich, diverse heritage, and addressing how they can support it from within is an ongoing and continual process.

The “Handbook for Teachers” can be used now with children in elementary schools. The 14 pilot schools and participants who were involved in its creation have already welcomed our methodology and its outcomes with great energy and enthusiasm. The subject matter of the Handbook embraces cultural heritage as a core part of a community’s sense of identity and place in the world, and helps convey the value of what may have not been readily acknowledged as being of critical importance to society.

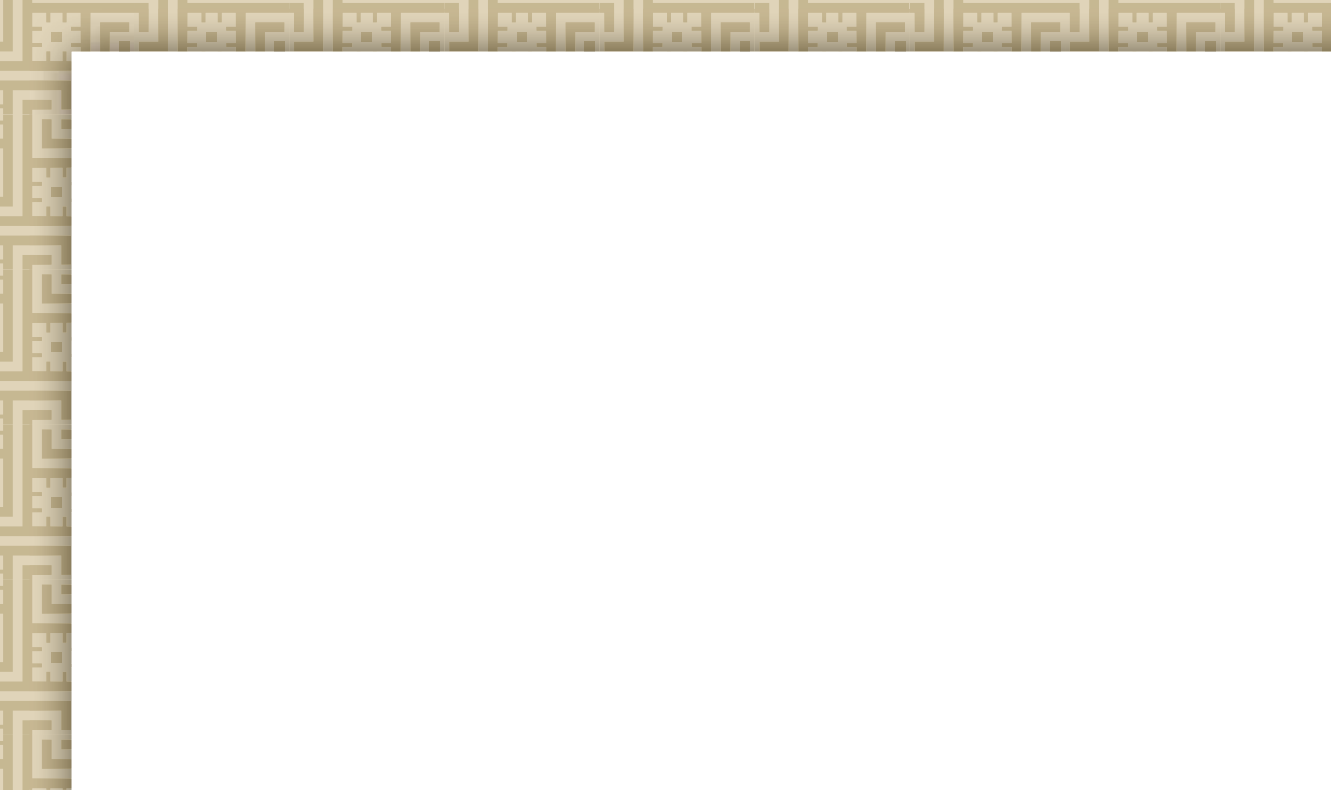
The Council of Europe has long been committed to the idea that education is a fundamental means to help ensure positive social, cultural and economic development, and will continue to support PCDK in monitoring and implementing this important, innovative project on heritage and diversity.

I encourage teachers to look carefully at these materials, and to use and adapt them with ingenuity and creativity as an important contribution to the building of a cohesive understanding between all members of society.

**Robert Palmer**

Director of Democratic Governance,  
Culture and Diversity  
Council of Europe

<sup>\*</sup> This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.



# Foreword

Cultural heritage is widely recognised across Europe as a vehicle of cultural identity. The protection of our common heritage and the promotion of cultural diversity are also very important instruments for bringing different communities closer and enhancing dialogue between different cultures.

How much people know about cultural heritage depends both on what is done to promote it and also on the capacity of Europeans to become familiar with and appreciate their own culture and those of the other communities.

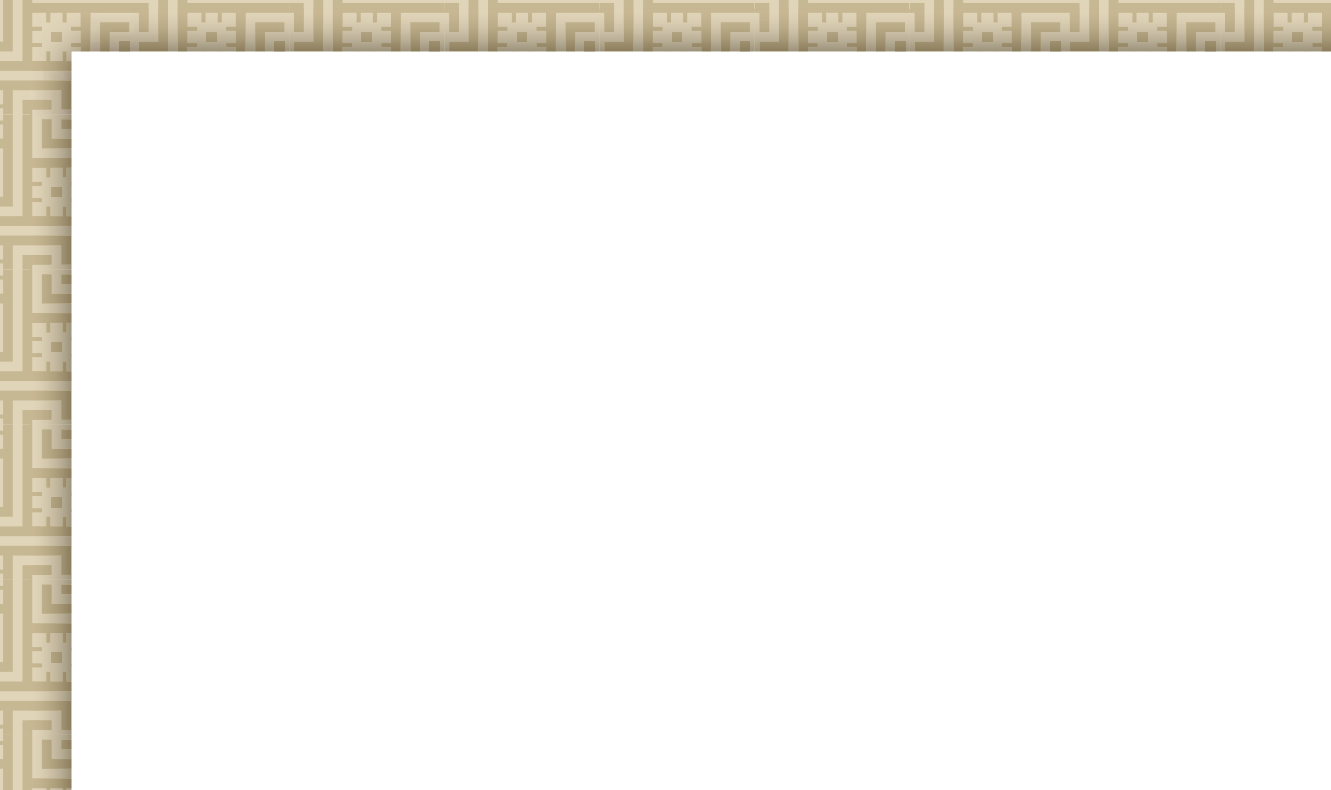
This is why one of the main objectives of the “European Union/Council of Europe Joint Action – Support to the Promotion of Cultural Diversity in Kosovo (PCDK)” is to increase the awareness of pupils, students, and the general population with regard to the importance of cultural heritage as a common good, independent from any ethnic or religious considerations. The pupils of today are the grown-up population of Kosovo tomorrow, and we want this population to value cultural diversity as an opportunity for dialogue, to perceive cultural heritage as a common patrimony which requires protection, and as a vehicle to reconcile and prevent conflict rather than cause it.

“A Handbook for Teachers” was developed in order to give teachers a tool to increase this awareness and enhance civic education by encouraging active involvement and critical thinking. During its development and conceptualisation, students, parents, academics, and a variety of other relevant stakeholders have been involved and have had the opportunity to bring in their diverse cultural backgrounds and perspectives.

Preservation and promotion of cultural diversity are among the founding principles of the European Union, and a guiding principle for our cooperation with Kosovo. By promoting a better understanding of the role and importance of cultural heritage, I hope that the “A Handbook for Teachers” will contribute to strengthening the dialogue between different communities and fostering reconciliation in the longer-term.

**Samuel Žbogar**

Head of the EU Office/EU Special Representative



# Introduction

From the first day of the EU/CoE Joint Project-Support to the Promotion of Cultural Diversity in Kosovo (PCDK), developing a 'culture of community practice', has been one of the main principles of the methodology. Through this approach, active community involvement in PCDK activities was encouraged and supported. The Education and Awareness raising component has been a positive example of implementing this principle where involvement of students, parents and teachers from fourteen schools across Kosovo was a crucial part of the production of "a Handbook for Teachers".

Based on an assessment conducted in 2010, a lack of resources for heritage and diversity was identified as a need in the civic education curriculum. A comprehensive approach was developed with a bottom up approach to education where students would gain first-hand experience and have a say in their own education. While the topic focuses on cultural heritage and cultural diversity, the methodology is worth examination, which could potentially provide a model for other subjects in the curriculum.

"A Handbook for Teachers" was produced as supplementary course design on Heritage and Diversity for elementary schools (3rd to 9th grade), aimed at providing resources for teachers in this field. The lengthy process of producing the handbook was essential for the involvement of over 250 individuals that included students, parents, teachers, school administrators, municipal authorities, Civil Society Organisations and central institutions from the Ministry of Culture Youth and Sports and the Ministry of Education, Science and Technology. Led by the PCDK staff as well as local and international experts, a number of activities took place in preparation of this handbook including site visits, follow up dialogue sessions, working groups, workshops in

Kosovo and a study tour to Switzerland. A draft version of the handbook was tested with teachers across Kosovo at a workshop in Pristina in late 2011.

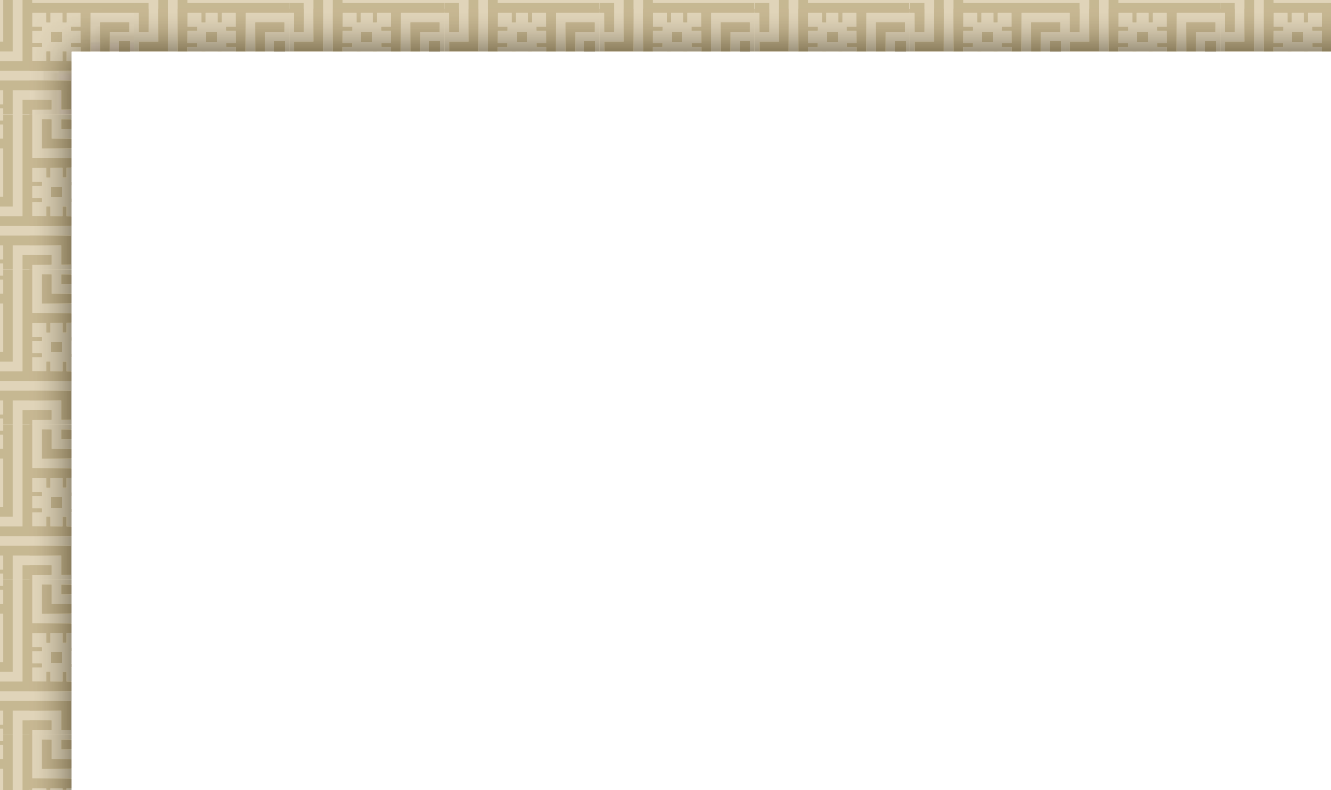
At PCDK we believe this handbook could have a considerable impact on the development of educational practice both with the product and the process itself. Our approach and insistence on situating educational activity in the lived experience of participants opens up a series of possibilities for the way formal and informal educators can approach practice. The possibility of creating new ways of approaching education with active involvement of students, which as practiced in this case has not been done in Kosovo before, generated great interest and enthusiasm by teachers, parents and students.

We believe that the formation of critical consciousness, encouraged through active involvement of students based on experiential learning, allows people to question set ideas and perspectives as well as their relationship to their surroundings to better read their world. Active exchange between teachers and students, where both learn, question and reflect is essential as subjects in the creation of a democratic society.

The handbook, comprised of 8 units, provides teachers with practical tools and a dynamic platform for active engagement of students in a 40 minute class period, specifically designed according to current education pace in Kosovo.

We hope that this handbook plays a constructive role in this process and fills the gap in the civic education curriculum while inspiring further developments of similar course designs in the near future.

**Hakan Shearer Demir**  
PCDK Team Leader



# Note to teachers

The units on cultural heritage and cultural diversity, presented in this handbook, have been designed for the purpose of providing an introduction to general topics related to cultural heritage and cultural diversity. It is meant to be used as supplemental material within the civic education course to provide a basic understanding of some of the issues and begin conversations and thinking about the topic of culture. The themes and learning objectives are meant to be used as a starting point and guide for educators. Thus, teachers are encouraged to develop further discussions and activities beyond what is mentioned.

There are eight different lesson units that address cultural heritage and cultural diversity. Each lesson unit has a thematic focus and contains learning objectives, background information and activities for grades 3-6 and 6-9. After evaluating the level of the students, the teacher can choose a lesson that is grade appropriate. The lessons are designed for a forty minute class period, yet activities can be adapted or revised to be used over several class periods. The activities for each of the lessons are detailed in the procedural instructions and there are basically three components for the lesson activity: Introduction activity, Main activity and Debriefing. This structure

provides the teacher with an activity to introduce the learning topic, and then the teacher and students explore the ideas/themes in more depth during the main activity. Finally, students have the opportunity to share what they learned and felt during the debriefing stage. Follow-up activities and variation of activities are provided in case the teacher would like to further investigate the concepts or adapt activities for each lesson.

We realize that the issues surrounding cultural heritage and cultural diversity are vast and complex and these lessons are not meant to address all of the answers and concerns regarding these issues. Instead, the purpose of the handbook is to provide teachers with interactive learning activities and reflective practices that ignite the student's interest in learning about these topics.

We sincerely hope that you find these lesson units useful for developing citizenship competences with your students!

Best regards,  
**Jenny Otting**  
**Veton Sylhasi**

# Heritage and Diversity

**TITLE:** WHAT IS CULTURAL HERITAGE?

**GRADES:** 3<sup>rd</sup>-6<sup>th</sup> GRADES

**LENGTH:** 40 MINUTE LESSON

## LEARNING OUTCOMES

**Students will be able to:**

- Define cultural heritage;
- Describe touchable (tangible) and untouchable (intangible) cultural heritage;
- Recognize how cultural heritage, by nature, is complex and diverse and that all types of human heritage demonstrate and celebrate this diversity;
- Compare and contrast one's own culture with those of other children around the world.

## MATERIALS/PRACTICAL ARRANGEMENTS

- The map of the world cut in pieces – puzzle of the world (Appendix 1.1);
- Photos – use pictures with touchable and untouchable cultural heritage features (Appendix 1.2);
- Laptop and projector (not necessary).

## BACKGROUND INFORMATION

The goal of this lesson is to help students understand the concept of culture by looking at cultures throughout the world. Students will be introduced to pictures of other cultures so they can begin to identify the different features of culture and learn how cultures contribute to a rich and beautiful world heritage.

## PROCEDURAL INSTRUCTIONS

**Introduction Activity: Pieces of the world**

- Divide students into groups of four or five.
- Give each group the same picture of the map of the world cut in pieces (Appendix 1.1). All groups should have the picture in the same number of pieces.
- Tell students that when you give the sign, they have to start solving the puzzle. The group that solves the puzzle first wins.



## Main Activity:

### Touchable and untouchable culture

- Begin by explaining that the idea of culture is difficult to define. In fact, there is not any consensus on a single definition of culture. However, cultural heritage is clearly defined but interpreted in various ways. Tell students that you are going to explore the idea of culture and cultural heritage together.
- Ask students what the features of culture are and write their answers on the board. Help them come up with some features, if needed. Explain to students the idea of human characteristics or features that can be seen and touchable (tangible) and those that cannot (intangible) as related to culture and cultural heritage.
- Analyze features of culture and cultural heritage through some photos that your project on the wall (if you don't have a projector, pass out printed copies of the pictures. You can use photos from Appendix 1.2) After showing one photo, ask students to identify touchable and if possible untouchable features of culture. Then show another photo and do the same. Help students to come up with the following:
  - Touchable Cultural Elements: the arts (paintings, sculptures, objects and artifacts that belong to the previous generations, rare books, etc.) buildings/architecture/ fortifications, bridges,
  - Untouchable Cultural Elements: beliefs; norms; rules; social standards; values.



### Debriefing

Open the discussion about culture. Ask students:

- Are cultures different from each other? How different are they?
- Can you find similarities between different cultures? Try to come up with two or three elements that these cultures share with the culture in Kosovo (In this moment you may want to project once again photos from the slide show).
- Is one culture better than another? Why/why not?
- Do you agree that the diversity of cultures make the world richer and that similar elements of culture give us the sense of belonging to the entire human race?

Get back to the initial part of the discussion and try to create a shared class definition of culture. Have students work in small groups to write one or two sentences or simple words describing culture. Afterwards, write each group's definition or list of words on the board. As a class, create an agreed-upon definition of culture using the words or sentences chosen by the students. Examples may include:

- the way a specific group of people live, how they perceive situations, and their common behaviors;
- ways in which a group or society adapt to the environment;
- the set of traditions (such as food, dances, and music), knowledge, and beliefs shared and passed from generation to generation among people.



### TIPS TO TEACHERS

#### Variation Activities:

- If you have access to Internet and have four or five computers or laptops, you can organize the puzzle activity online at <http://www.coedu.usf.edu/culture/Activities/JigSaw/World.html>
- You can present short videos of other cultures, instead of photos.

#### Follow-up Activities:

- Students can write a letter to the people from another culture explaining about their culture.
- Students can do an art project that displays the cultural diversity of the world. You can use an analogy of a kaleidoscope to talk and think about the diversity of world heritage. Students can cut pictures representing different cultures and put them together in the shape of a kaleidoscope. Tell students that they will create a piece of a kaleidoscope picture. Each student will cut out the shape of an up-side down triangle. Then have students paste or draw pictures of different cultures on their kaleidoscope triangle piece. After each student has decorated their own kaleidoscope piece, have the students put their pieces together to form the base picture of a kaleidoscope. (8-9 pieces complete a full picture). As a class, talk about how a kaleidoscope can be an analogy to world heritage. Show students pictures from different cultures and point out the diversity that they see. Discuss why this diversity is important in our world.



#### Additional Resources:

The National Geographic website provides pictures and videos about different cultures: <http://www.nationalgeographic.com/>

# Heritage and Diversity

**TITLE:** THE COMPONENTS OF CULTURAL HERITAGE

**GRADES:** 6<sup>rd</sup>–9<sup>th</sup> GRADES

**LENGTH:** 40 MINUTE LESSON

## LEARNING OUTCOMES

**Students will be able to:**

- Identify and describe the touchable (tangible) and untouchable (intangible) features of culture;
- Recognize how culture, by nature, is diverse and that all types of human heritage demonstrate and celebrate this diversity;
- Compare and contrast one's own culture with those of other children around the world;
- Explain how the untouchable aspects of culture influence the touchable ones.

## MATERIALS/PRACTICAL ARRANGEMENTS

- A large class map of the world;
- Copies of the picture of an iceberg for each student (Appendix 1.3);
- Copies of the “Features of Culture” worksheet (Appendix 1.4).

## BACKGROUND INFORMATION

The goal of this lesson is to help students understand the concept of culture by looking at cultures throughout the world. Students will undergo a process of mapping different cultures in the world by sharing ideas about places, or characteristics of these places. They will explore untouchable and touchable aspects of culture and the influences between them by using the iceberg analogy.

## PROCEDURAL INSTRUCTIONS

**Introduction Activity: Ideas about our world**

- Tell students that as a class they are going to explore the world and more specifically, trying to understand how people in different parts of the world live.
- Show a big map of the world. Provide students with stickers and pens. Ask them to think and write on the stickers their ideas about other places in the world or different characteristics of these places. Tell them there are no right or wrong answers.
- Ask students to form small groups and discuss



about what they wrote. Ask them as a group to combine and consolidate their ideas on stickers.

- Then, ask each group to place their stickers on the map and as they do, have them explain their ideas.
- Leave the map somewhere visible.

## Main Activity: The cultural iceberg

– Begin by explaining that the idea of culture is difficult to define. In fact, there is no consensus for a definition on culture. Remind students that everyone has a culture and it shapes how we see the world, ourselves and others.

– Explain culture using the iceberg analogy. Draw a picture of an iceberg on the board and have the students copy it on a piece of paper. (You can refer to Appendix 1.3) Make the point that only about one-eighth of an iceberg is visible above the water; the rest is below. Culture is very similar to an iceberg. It has some aspects that are visible and many others that can only be assumed or learned as knowledge about the culture grows. Like an iceberg, the visible part of culture is only a small part of a much larger whole. Ask students if they can give any example. If not, provide them, e.g., values cannot be directly observed; holiday customs are visible.

– Next, provide students with the Features of Culture worksheet (Appendix 1.4). Review with students that the numbered items on the list are all features of culture. In groups, have them review the features one by one and decide as a group if a particular feature belongs above the line (i.e., is “touchable”) or below the line (i.e., is “untouchable”). Tell them that there are two empty spaces for them to fill with other features they consider important.

– As a class, you will go through each feature of culture and ask groups where they placed the feature on the iceberg– below or above the line. Write the groups’ answers on the board.

– Discuss the results of their work. Pay particular attention if the same feature is both touchable and untouchable. This means that different groups have different thoughts on the same feature. Try to come up with the same understanding of that feature as a class.



### Debriefing

Open a discussion with students by asking questions like this:

- Is culture simple or complex? What does it tell us?
- Are different features of culture interconnected?

How?

- How do untouchable aspects of culture influence touchable ones?

### Link the discussion with the preparatory activity:

- Please, look once again at the map to see things that are characteristic for particular regions or countries. What comes to your mind now?

- What characteristics are unique for these places?

How different are these to your culture?

- What are benefits and challenges from a world of diverse cultural features?

- Can you find similarities between different cultures on the map? What are some of the things written on the stickers that are similar to your culture?

Can you give other examples that are not on the map?

- Do you agree that the diversity of cultures make the world richer, and that similar elements of culture give us the sense of belonging to the entire human race?

As a conclusion, try to create a shared class definition of culture. Have students work in small groups to write one or two sentences or simple words describing culture. Afterwards, write each group's definition or list of words on the board. As a class, create an agreed-upon definition of culture using the words or sentences chosen by the students. Examples may include:

- the way a specific group of people live, how they perceive situations, and their common behaviors
- ways in which a group or society adapt to the environment
- the set of traditions (such as food, dances, and music), knowledge, and beliefs shared and passed from generation to generation among people.



### TIPS TO TEACHERS

#### Follow-up Activities:

- Have the students write dialogues about a conversation that would take place between them and the people from another culture. They have to imagine that they are explaining their cultures to each other. Then have students turn their dialogue into a play and perform it.

- Students could look at culture by making a comparison chart. Have students look through pictures that show different cultures from magazines, the Internet, or pictures included in this handbook (Appendix 1.2). Ask the students to select two pictures that represent the same cultural aspect. (For example, two pictures that represent two different dance forms, or houses or ceremonies, etc.) Have students write an example of this cultural aspect in Kosovo. Students can display these cultural aspects in a chart like the example below:

| Picture One | Picture two | kosovo |
|-------------|-------------|--------|
|             |             |        |

- Assign tasks to small groups of students, to explore a culture other than theirs, and prepare a presentation.

- Ask students to reflect about the following quote and write a response to Gandhi:

**"I do not want my house to be walled in on all sides and my windows to be stuffed. I want the culture of all the lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any."**

**—MAHATMA GANDHI,**  
Indian philosopher and statesman  
(1869-1948)

# Tangible Cultural Heritage

**TITLE:** THE DISCOVERY JOURNEY

**GRADES:** 3<sup>rd</sup>–9<sup>th</sup> GRADES

**LENGTH:** 40 MINUTE LESSON

IN PICTURES: KULLA HOUSE IN DRANOC VILLAGE (DETAIL); MONASTERY OF HOLY ARCHANGELS IN PRIZREN (DETAIL); GRAČANICE/GRAČANICA MONASTERY; SIENA TOWNSCAPE, ITALY; STONE BRIDGE IN GJAKOVË/ĐAKOVICA (DETAIL).



## LEARNING OUTCOMES

**Students will be able to:**

- Give the definition of tangible cultural heritage;
- Identify tangible cultural heritage sites in

Kosovo;

- Describe some details/aspects of the sites in

Kosovo;

- Recognize on a map where sites are located.

## MATERIALS/PRACTICAL ARRANGEMENTS

If the game is played using computers, the following materials are needed:

- A large class map of Kosovo;
- Designed computer game;
- Computer lab;
- Paper flags.

If computers are not an option, the trivia game can be played in the classroom using the following materials:

- A copy of some questions/answers from the computer game, associated with related pictures;
- A large class map of Kosovo;
- Maps of Kosovo for each team of students;
- Artisanal “postcards”.

In both modalities, you need to select the appropriate level of difficulty, depending on the grade of the students. You can also organize the game individually or in teams. Prepare paper flags before the activity begins. For the in-class game modality prepare artisanal “postcards”, as well.

## BACKGROUND INFORMATION

This lesson uses a trivia game to teach students about the different sites in Kosovo and have them learn some information about the sites in a fun/

interactive way. The trivia game can be played using the computer games that comes with the handbook or the game can be played as a classroom activity without technology. In both the computer and in-class games, students will have to answer questions correctly so they can complete their journey of discovery.

## PROCEDURAL INSTRUCTIONS

### Introduction Activity: Where would you go?

- Open the discussion by asking students where is the one place they would like to visit in Kosovo and why.

- Introduce students to the idea of taking a journey around Kosovo to learn about cultural heritage sites by having them look at a large class map of Kosovo.

- Ask the students if they know some heritage sites and have them identify these sites on the map.

- As a class, define the terms “heritage”, “cultural heritage” and “tangible cultural heritage”.

### Main Activity: The journey of discovery

#### Computer Game modality:

- Give students the instructions to the computer game. Students need to complete their journey around Kosovo by answering the questions correctly. For each correct answer they will receive a “postcard” of the site. Once they collect all of the postcards, they complete their journey. When they complete the journey, they need to raise their paper flag.

- Observe the progress of players and provide support to those individuals or teams that are struggling.



- When all the students have raised their flags, congratulate everyone for completing the game.

#### **In-class Game modality:**

- Divide students into teams of 3-5 players. Give each group a map of Kosovo;
- Appoint an assistant to help you count correct answers and display them on the board or flipchart;
- Give students the following instructions to the game: Students need to complete their journey around Kosovo by answering the questions correctly. For each correct answer they will receive an artisanal “postcard”. The Game is played in rounds. Each team will have the same question in the same round. All the teams will have an opportunity to write an answer and then the answers will be collected. The teacher will reveal the correct answer. The team that gets the most postcards by the end of the game will be the winning team;
- Facilitate the game by giving questions, collecting answers and counting results, after each round to determine the winning team.

#### **Debriefing**

Ask students the following questions:

- Did you like the game?
  - What did you learn from it?
  - What tangible cultural heritage sites did you know from before, and what new sites did you discover?
  - What does our tangible cultural heritage represents?
  - How can we explore more in depth about tangible cultural heritage sites?
- The last question can lead to follow up activities.

## **TIPS TO TEACHERS**

#### **Variation Activities:**

- There may be many variations of the in-class game that can be made. Be creative and adapt details of the game to best fit your students.
- If you divide students in groups consider balance between groups, in order to feed cooperative and peer learning.

#### **Follow-up Activities:**

- Have students prepare a presentation about one of the heritage sites from the game.
- Have students plan a trip around Kosovo. Ask students to write an agenda for a trip to visit places and explain why they chose each heritage site.
- Visit a heritage site close to your community if possible.

#### **Additional Resources:**

The following websites can be useful for learning more information about tangible heritage:

- [http://www.coe.int/t/dg4/cultureheritage/cooperation/kosovo/default\\_en.asp](http://www.coe.int/t/dg4/cultureheritage/cooperation/kosovo/default_en.asp)
- <http://chwbkosovo.org/>
- <http://www.visitkosovo.org/>
- <http://www.unesco.org/new/en/unesco/partners-donors/the-actions/culture/safeguard-the-cultural-heritage-in-kosovo/>

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# Natural Heritage

**TITLE:** SEVEN NATURAL  
WONDERS IN KOSOVO

**GRADES:** 3<sup>rd</sup>–6<sup>th</sup> GRADES

**LENGTH:** 40 MINUTE LESSON

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## LEARNING OUTCOMES

**Students will be able to:**

- Identify important natural heritage sites in Kosovo;
- State the geography and resources of natural heritage sites found within Kosovo;
- Describe the importance of natural heritage sites.

## MATERIALS/PRACTICAL ARRANGEMENTS

- Copies of the empty photo album for each group (Appendix 3.1);
- Set of pictures of New Natural Wonders of the World (Appendix 3.2);
- Sets of pictures of the Natural Wonders in Kosovo for each group + one set for plenary work (Appendix 3.3);
- A large class map of Kosovo;
- Scissors and glue.

## BACKGROUND INFORMATION

This activity is based on the concept of the Seven Ancient Wonders of the World. Some organizations have come up with a list of the Seven Natural Wonders of the World. The most recent effort has been to create a list of seven natural wonders chosen through a global polling from 2007 – 2011. The list announced on November 11, 2011 includes the following sites:

1. Amazon Rain Forest
2. Halong Bay
3. Iguazu Falls
4. Jeju Island
5. Komodo National Park
6. Puerto Princesa Underground River
7. Table Mountain



Just as these sites are important and recognized in the world there are also natural places within our own country and community that have historical and cultural importance. If we focus on Kosovo, we could reflect on the following seven natural environments and their contributions to the culture, history and livelihoods of people:

1. Rugova's Canyon
2. Gadime's Cave
3. Mirusha/Miruša Waterfalls
4. Brezovica
5. Spring of the Drini i Bardhë/Beli Drim
6. Bifurcation of Nerodime
7. Canyon of Drini i Bardhë/Beli Drim

## PROCEDURAL INSTRUCTIONS

### Introduction Activity: Seven Wonders of the World

- Ask students if they heard about the Seven Ancient Wonders of the World and if they can mention any. Expand discussion by asking or mentioning modern wonders of the world and point out that most of these wonders are made by man in various historical periods.

- Talk about what the natural wonders of the world are and how the list was created. Show them pictures of these natural wonders (Appendix 3.2) and ask them if they have ever seen them or if they know where they are located.

### Main Activity: The natural wonders in Kosovo photo album

- Ask students to identify places in Kosovo they would call a “Natural Wonder” and make a list on the board. Ask them why it would be a natural wonder and how Kosovo people identify with it.
- Divide students in small groups. Provide each



MIRUSHA/MIRUŠA WATERFALLS



## TIPS TO TEACHERS

### Variation Activities:

- Instead of asking students to write captions, you can provide these captions and have the students match the pictures with the captions.

### Follow-up Activities:

- Students could prepare a guided-tour for students visiting from a school out of the country by choosing which natural sites they would most like to show to the visitors. Additionally, students could get more information and prepare presentations on each of the places in order to be able to act as guides.

### Additional Resources:

You may want to use during the preparations or during the execution of the unit, the following websites:

- [http://en.wikipedia.org/wiki/Wonders\\_of\\_the\\_World#Seven\\_Natural\\_Wonders\\_of\\_the\\_World](http://en.wikipedia.org/wiki/Wonders_of_the_World#Seven_Natural_Wonders_of_the_World)
- <http://www.new7wonders.com/>
- <http://conventions.coe.int/Treaty/en/Treaties/Word/176.doc>

### YouTube Videos about the Natural Wonders in Kosovo:

- <http://www.youtube.com/watch?v=58NI3NILChU>
- <http://www.youtube.com/watch?v=tEN20yKTRUc&feature=related>
- [http://www.youtube.com/watch?v=D\\_R9FEyzq6E](http://www.youtube.com/watch?v=D_R9FEyzq6E)

group with the empty photo album (Appendix 3.1) and also with a set of pictures of the Natural Wonders of Kosovo (Appendix 3.3).

- Ask groups to prepare the album by placing pictures of natural wonders in Kosovo in the spaces provided in their photo album and writing captions explaining their pictures. Have them write where it is and why it is a natural wonder.

- Students will notice that one space will remain empty. Ask them to draw another natural wonder that should be included in their book and have them write a caption.

- When all the groups finish their group photo albums, create a tourist map using a new set of pictures and the large map of Kosovo. Ask each group, one after another, to select one picture and stick it on the map. Next to the picture they should stick the caption about that picture. Then ask each group to show what other natural wonders they thought of. Stick new natural wonders on the map.

### Debriefing

Help students reflect about the natural heritage sites in Kosovo by asking some of the following questions:

- Are you satisfied with your work?
- What did you learn?
- Did you have enough information about the natural sites in Kosovo?
- Does our tourist map look good? How can we improve it? Do we need somebody to assist us?
- What place would you like to visit and why?
- What is the importance of natural heritage sites/landscapes for the life of local people? Does it represent something historically, economically, culturally?
- How should we behave toward our landscape?

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# Natural Heritage

**TITLE:** SEVEN NATURAL  
WONDERS IN KOSOVO

**GRADES:** 6<sup>th</sup> – 9<sup>th</sup> GRADE

**LENGTH:** 40 MINUTE LESSON

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## LEARNING OUTCOMES

**Students will be able to:**

- Identify important natural sites in Kosovo;
- State the geography and resources of natural heritage sites found within Kosovo;
- Describe the importance of landscapes and how they contribute to our cultural identity;
- Engage in promoting natural heritage sites.

## MATERIALS/PRACTICAL ARRANGEMENTS

- Set of pictures of New Natural Wonders of the World (Appendix 3.2);
- Set of pictures of Natural Wonders in Kosovo (Appendix 3.3);
- Small stickers for voting.

## BACKGROUND INFORMATION

This activity is based on the concept of the Seven Ancient Wonders of the World. Some organizations have come up with a list of the Seven Natural Wonders of the World. The most recent effort has been to create a list of seven natural wonders chosen through a global polling from 2007 – 2011. The list announced on November 11, 2011 includes the following sites:

1. Amazon Rain Forest
2. Halong Bay
3. Iguazu Falls
4. Jeju Island
5. Komodo National Park
6. Puerto Princesa Underground River
7. Table Mountain

Just as these sites are important and recognized in the world there are also natural places within our own country and community that have historical



NATURAL LANDSCAPE IN WESTERN KOSOVO

and cultural importance. If we focus on Kosovo, we could reflect on the following seven natural environments and their contributions to the culture, history and livelihoods of people:

1. Rugova's Canyon
2. Gadime's Cave
3. Mirusha/Miruša Waterfalls
4. Brezovica
5. Spring of the Drini i Bardhë/Beli Drim
6. Bifurcation of Nerodime
7. Canyon of Drini i Bardhë/Beli Drim

## PROCEDURAL INSTRUCTIONS

### Introduction Activity: Seven Wonders of the World

- Ask students if they heard about the Seven Ancient Wonders of the World and if they can mention any. Expand the discussion by asking or mentioning modern wonders of the world and point out that most of these wonders are made by man in various historical periods.

- Talk about what the natural wonders of the world are and how the list was created. Show them pictures of these natural wonders (Appendix 3.2) and ask them if they have ever seen them or if they know where they are located.

### Main Activity: Advertising the seven wonders in Kosovo

- Ask students to identify places in Kosovo they would call a "Natural Wonder" and make a list on the board. Ask them why it would be a natural wonder and how do Kosovo people identify with it.

- Divide students into 7 groups. Tell them that you have printed pictures of 7 natural sites in Kosovo, which you considered can be called



## TIPS TO TEACHERS

### Variation Activities:

- If you have access to the Internet and projector in the class you can project new natural wonders of the world on the wall. Also, you can support presentations of the groups by projecting the picture of their natural heritage site.

- Instead of voting, you can open a class debate to decide on which place should be included in the list of natural wonders of the world.

### Follow-up Activities:

- Students could write a letter to the organizers of the Seven Natural Wonders competition, arguing why a natural heritage site in Kosovo should be added to the worlds list. This would give students an opportunity to discuss the cultural and historical importance of the place.

- If there are resources, you can assign groups to go out and record a 5 minute video-advertisement on the natural heritage site they have been given or even other sites. Then you can organize a documentary festival in school.

- You can organize a campaign for protection of natural heritage sites in Kosovo.

### Additional Resources:

You may want to use during the preparations or during the execution of the unit, the following websites:

- [http://en.wikipedia.org/wiki/Wonders\\_of\\_the\\_World#Seven\\_Natural\\_Wonders\\_of\\_the\\_World](http://en.wikipedia.org/wiki/Wonders_of_the_World#Seven_Natural_Wonders_of_the_World)

- <http://www.new7wonders.com/>

- <http://conventions.coe.int/Treaty/en/Treaties/Word/176.doc>

### Youtube Videos about the Natural Wonders in Kosovo:

- <http://www.youtube.com/watch?v=58NI3NILChU>

- <http://www.youtube.com/watch?v=tEN20yKTRUc&feature=related>

- [http://www.youtube.com/watch?v=D\\_R9FEyzq6E](http://www.youtube.com/watch?v=D_R9FEyzq6E)

wonders. Give each group a picture of one of the natural sites (Appendix 3.3). Assign each group the task to prepare a one minute advertisement on that particular beauty. Tell them that it should be a short concise and attention grabbing message just like an advertisement.

- After students prepare, tell them that each group is going to present their one-minute advertisement to promote their natural heritage site. Other groups have to listen to the presentations carefully so they can choose their favorite advertisement.

- Explain that based on the presentations, students will have to choose the natural wonder to be nominated for one of the 7 natural wonders of the world. Each group will act as a judge and have 5 points (stickers) to give to the natural wonders presentations, with the exception that they can not vote for their natural wonder. Each group can decide how to award their stickers. For example, one group can give three points to one natural wonder advertisement and two points to another advertisement.

### Debriefing

Debrief the session by asking questions like these:

- Why is our landscape considered to be heritage?
- How can we benefit from our natural heritage?
- How can we express our culture through our natural heritage?
- What obligations do we have towards our natural heritage sites? Why do we have these obligations?

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# Intangible Heritage

**TITLE:** THE CULTURAL PUZZLE

**GRADES:** 3<sup>rd</sup>–6<sup>th</sup> GRADES

**LENGTH:** 40 MINUTE LESSON

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## LEARNING OUTCOMES

Students will be able to:

- Define the meaning of intangible heritage;
- Recognize different types of elements of intangible heritage;
- Describe the importance that intangible heritage plays in defining/developing culture.

## MATERIALS/PRACTICAL ARRANGEMENTS

- The anecdote (Appendix 4.1);
- Copies of the Kosovo puzzle for each group (Appendix 4.2);
- Art supplies (markers, colors, glue, etc).

## BACKGROUND INFORMATION

The purpose of the lesson is to introduce students to the concept of intangible heritage. Students will create a visual display for the classroom to demonstrate different aspects of intangible heritage. Some of the aspects a teacher can cover are the following:

- Telling stories
- Music
- Dance
- Food
- Language (including expressions/idioms)
- Clothing
- Handy crafts
- Rituals/special ceremonies and performances
- Etc.

Students will put together cultural puzzles to display these aspects. The puzzle can be used as an analogy to explain how intangible heritage fits together to form a cultural identity of a community.

## PROCEDURAL INSTRUCTIONS

### Introduction Activity: Identifying intangible heritage

- Bring in one or two concrete examples of intangible culture to show students. For example,



begin by reading an anecdote or singing a folk song (an example is included in Appendix 4.1)

- Next, help students brainstorm more intangible culture examples. Make a list of intangible aspects (like the list above) on the board and help students think of examples for each aspect.

### Main Activity: Creating a cultural puzzle

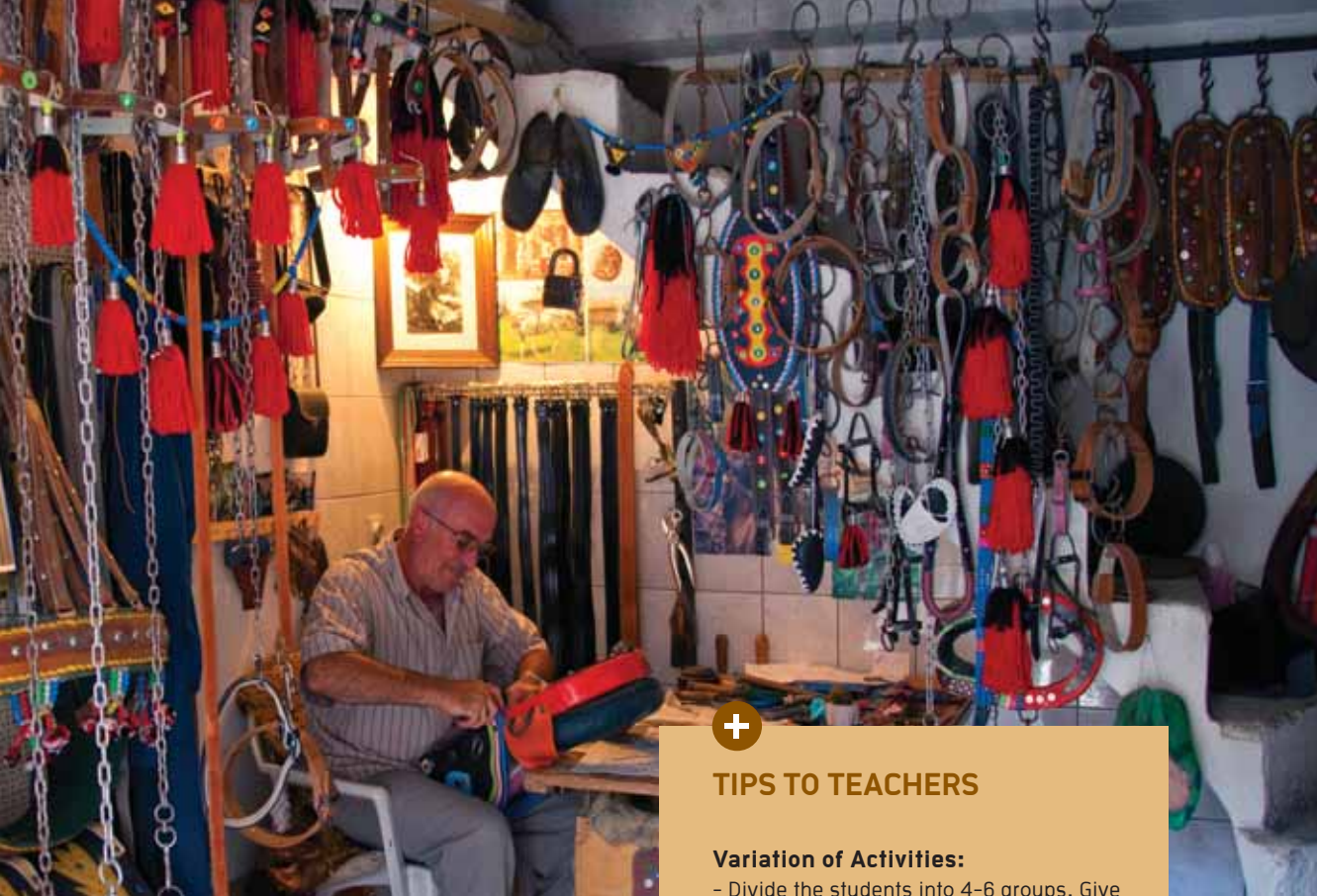
Students will create intangible cultural puzzles to demonstrate the different elements of intangible heritage. Each student will decorate a piece of a puzzle.

- Divide the students into groups of six people. (There are six pieces in each puzzle).

- Give each group the puzzle of Kosovo (Appendix 4.2) and have them cut out the puzzle pieces.

- Have each group focus on one aspect of intangible culture. For example, group 1 would only talk about food making and they would need to come up with a list of the different foods. Group 2 would focus on music and dance and they would come up with a list of different types of music and dance in Kosovo. Have the groups brainstorm all the different ideas that represent their aspect of intangible culture.

- Once the groups brainstorm a list of ideas, have



## TIPS TO TEACHERS

### Variation of Activities:

- Divide the students into 4-6 groups. Give each individual in the group 1 or 2 pieces to complete. Assign each individual within each group a type of intangible cultural heritage to focus on (one person does food and other one does art, etc). Give students time to design and write on their puzzle pieces. Then after each person is finish have them put their puzzle together. The groups could glue their pieces on a large piece of paper so that it can be displayed.

### Follow-up Activities:

- The Puzzle Piece Collage: Teachers can give students a copy of the handout of the puzzle pieces and the students decorate and write different aspects of intangible heritage. The students could cut up the pieces and a class collage could be created with all the puzzle pieces.

### Additional Resources:

- Council of Europe, Intangible Heritage Documentary, Kosovo  
- This following website provides different information on intangible culture: <http://www.unesco.org/culture/ich/doc/src/01857-EN.pdf>

each individual write/draw one idea from the list on one of the puzzle pieces.

- When each person in the group finishes decorating his/her puzzle piece, then all of the students will move around to form new groups. Tell students to form new groups based on six different numbers on their puzzle pieces. For example, a person from the music group, the food group, etc. will join together to form a new group, and each person will have a piece of the Kosovo puzzle to contribute. There should be 6 or 7 different completed puzzles (depending on the size of the class). At the end, the class should have a visual display of puzzle pictures that represent intangible heritage in Kosovo.

### Debriefing

Students will visually be able to see that individual aspects of culture help complete a full picture of intangible cultural heritage in Kosovo. Ask students follow-up questions about the pictures: For example,

- What intangible heritage is represented in the completed pictures?
- Do they think it is accurate?
- What else could have been reflected in the pictures?

# Intangible Heritage

**TITLE:** THE CULTURAL ANTHROPOLOGIST'S PUZZLE

**GRADES:** 6<sup>th</sup>–9<sup>th</sup> GRADES

**LENGTH:** 40 MINUTE LESSON

## LEARNING OUTCOMES

**Students will be able to:**

- Define the meaning of intangible cultural heritage and identify different elements of intangible heritage in Kosovo;
- Describe the importance that intangible heritage plays in defining/developing culture;
- Understand the concept of being a cultural anthropologist;
- Analyze intangible heritage to draw conclusions about the values and beliefs of a society.

## MATERIALS/PRACTICAL ARRANGEMENTS

- Cultural artifacts from another culture or pictures of ancient artifacts. Examples are provided in Appendix 4.3. Focus on the creation of these artifacts and stories that come with these artifact.

## BACKGROUND INFORMATION

This lesson requires students to go deeper into the issue of intangible cultural heritage by asking them to think and act as a cultural anthropologist. The role of a cultural anthropologist seeks to understand the internal logic of a society in regards to human behavior, customs, relationships, belief systems and rituals. The students will have to determine how aspects of intangible cultural heritage in Kosovo portray the value and belief systems in Kosovo.

## PROCEDURAL INSTRUCTIONS

### Introduction Activity: Being an anthropologist

- Begin by talking about the role of an anthropologist.
- Tell students they will play the role of an anthropologist and have to discover more about civilizations.
- Show students the artifact that you brought to class. If you don't have an artifact, you can show the students the pictures of the ancient Egypt artifacts (Appendix 4.3)



- First, ask students to identify the object(s) and the use of the object(s).

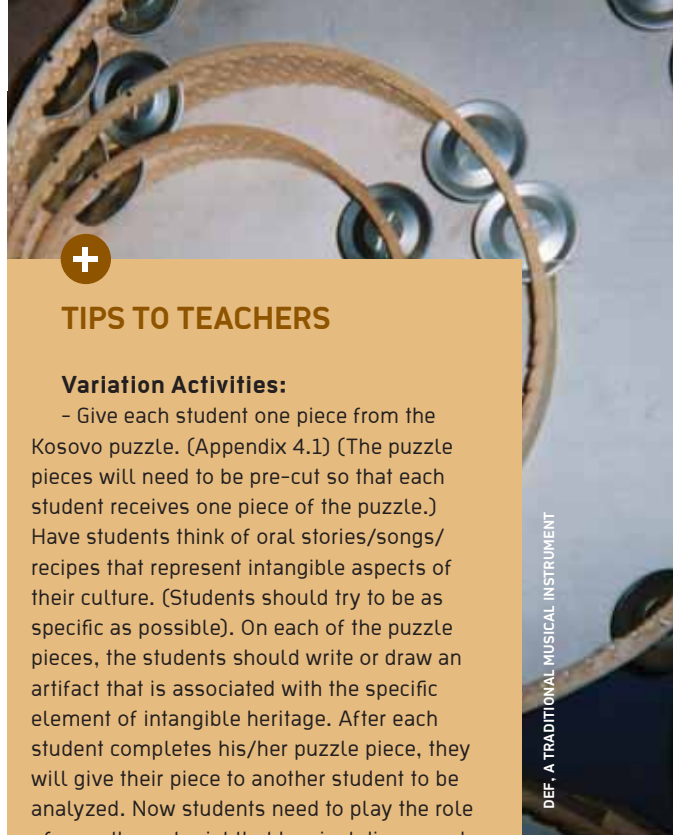
- Then, ask them what the objects represent about the culture. What values/beliefs are demonstrated through the objects? By looking at the objects, what could we assume were important to the people in this culture?

- Help students recognize that tangible objects (buildings & artifacts) reflect intangible aspects of a culture.

- As a class, define intangible heritage and create a list of intangible heritage elements.

### Main Activity: An anthropologist in Kosovo

- Divide students into small groups (3–4 per group).
- Have each group think of an object that represents a cultural aspect from Kosovo. Have the students think about artifacts they would find in the National Museum or things like art/music/clothing/cooking/housing items.
- Have each group decide on one object and have them draw a picture of that object on a piece of paper.
- Once each group has finished their drawing, collect all of the drawings and redistribute a drawing to each group. (Make sure that the group doesn't get their own drawing.)



DEF, A TRADITIONAL MUSICAL INSTRUMENT



## TIPS TO TEACHERS

### Variation Activities:

- Give each student one piece from the Kosovo puzzle. (Appendix 4.1) (The puzzle pieces will need to be pre-cut so that each student receives one piece of the puzzle.) Have students think of oral stories/songs/recipes that represent intangible aspects of their culture. (Students should try to be as specific as possible). On each of the puzzle pieces, the students should write or draw an artifact that is associated with the specific element of intangible heritage. After each student completes his/her puzzle piece, they will give their piece to another student to be analyzed. Now students need to play the role of an anthropologist that has just discovered artifacts of a culture. Each student should then look at their partner's puzzle piece and talk or write about what that puzzle piece says about the culture. What does the piece say about the beliefs or values in Kosovo? Each person should write up a findings report about their partner's piece. Then the students can put the pieces together into a puzzle so it creates a big visual picture of that culture.

### Follow-up Activities:

- Students could go home and find actual artifacts to bring to class for further discussion about this topic.

- Students could collect pictures/recipes/stories that could be compiled into a class anthropology book.

- Students could create a culture calendar from the class collection of items such as pictures, stories and recipes.

### Additional Resources:

- Council of Europe, Intangible Heritage Days Documentary, Kosovo

- <http://www.unesco.org/culture/ich/doc/src/01857-EN.pdf>

- American Anthropological Association

- National Geographic Website

- Now, tell the students that they are anthropologists and they have just discovered this object.

- First, they need to identify the object or what they think it is.

- Then, have them talk about what this object represents about culture in Kosovo. Why is this object important? What does this object say about the values/beliefs in Kosovo? Can we understand about relationships (family, friend, society) from this picture?

### Debriefing

Have each group show their picture and briefly describe what it represents about the culture in Kosovo.

- What values does the object display?

- Does the object illustrate the importance of rituals or ceremonies? If so, how?

Wrap-up this activity by reinforcing to students that culture has many layers. Artifacts/objects, statues and buildings demonstrate tangible cultural heritage, but these objects also demonstrate or show the values/beliefs and rituals of a society. A good anthropologist interprets tangible cultural heritage to understand peoples' thoughts and beliefs to gain a more comprehensive picture of the culture of a society.

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# Protecting and Preserving Cultural Heritage

**TITLE:** OUR COMMUNITY CHEST

**GRADES:** 3<sup>rd</sup> GRADE

**LENGTH:** 40 MINUTE LESSON

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## LEARNING OUTCOMES

**Students will be able to:**

- Describe the role of an archaeologist, art historian, architect or other professionals involved in research, conservation and preservation of cultural heritage;

- Talk about the ways and reasons to protect cultural heritage;

- Give examples of how cultural heritage is protected or should be protected in Kosovo;

- Recognize that all people have a responsibility to protect cultural heritage.

## MATERIALS/PRACTICAL ARRANGEMENTS

- Three examples have been provided for the introductory activity, but you may want to create more guessing examples before class starts;

- Copies of the community chest for each group (Appendix 5.1).

## BACKGROUND INFORMATION

The idea of this lesson is to look at preserving and promoting culture from the perspective of the professionals in the field. They study the past by recovering, analyzing and interpreting artifacts. Therefore, the activities are centered on having students play the role of an archaeologist or art historian that has just discovered artifacts from their community. The students will then discuss ways to protect and the reasons why they should preserve the artifacts that they discover.

## PROCEDURAL INSTRUCTIONS

**Introduction Activity: Where am I?**

- Begin by discussing the role of an archaeologist, art historian, architect or other professionals in the field of cultural heritage



protection. They often look for what has been left behind in the form of artifacts and other evidence in order to make sense of the past.

- Next have students practice being professionals by playing the guessing game. Tell students that the following items were found and ask them to guess the answer to the where they would have found these items. It is simple, but it will demonstrate how you analyze objects and make predictions. Ask them why they said the answer they did.

- Tell students they found the following items:
  - party hat, horn, streamers, party invitation, confetti. *Where would they have been?* Answer is Party.

- pencils, erasers, paper, ruler, crayons, books. *Where could they have been?* Answer is School.

- toothpaste, brush, mouthwash, toothbrush, shampoo. *Where could they have been?* Answer is Bathroom.

- Explain to students that archaeologists do the same type of thinking exercise. Yet, they look for artifacts from the past and have to make conclusions about what the artifacts tell about the culture and the people.

## Main Activity: Creating a community chest

This exercise is the opposite of the introduction activity. The students know the place — the community they live. The objective is for students to think about important artifacts (material objects) that an archaeologist might discover two hundred years into the future.



- Divide students into small groups of 3-5.
- Tell the students that it is 200 years into the future and they are archaeologists. They have been digging in their community.
  - Instruct the students to work as a group to come up with 5 important objects/artifacts from their community that an archaeologist might discover in the future.
  - Give each group a community chest handout (Appendix 5.1) and have them draw or write artifacts that they think are important from their community. (These artifacts would be considered important to the culture. It could be a music CD, a piece of clothing, a building/structure that is important.)

### Debriefing

- Have the groups share their picture in a “show and tell” session. Have them talk about the artifacts they drew/wrote explaining what the artifact means to them and how it represents their culture. Finally, discuss how their community chests should be protected and why. Possible questions to help students reflect about protecting cultural heritage could be:
- What could be done so the artifacts are not destroyed?
  - What can we do as individuals to help protect cultural heritage?
  - Why should we protect these objects for the future?



## TIPS TO TEACHERS

### Variation Activities:

- The main activity can be done individually and each student could complete their own community chest with the objects they think are important. After, the community chest handouts could be displayed.

### Follow-up Activities:

- Instruct students to think about how they would protect the items in their community chest. Tell students that they will create a special password phrase that will open their community chest. The password phrase has to be one way that they can protect their heritage objects. For example, “I will not throw trash on the streets of my community.” It is like a password phrase pledge that will help protect the heritage items.
- Create a classroom community chest that is a living display of cultural artifacts from your community that you want to preserve and pass onto the next generation. Get a big box for your classroom community chest. Have each student bring in an artifact to put in the box.

# Protecting and Preserving Cultural Heritage

**TITLE:** THE ARTIFACTS

**GRADES:** 6<sup>th</sup>– 9<sup>th</sup> GRADES

**LENGTH:** 40 MINUTE LESSON

## LEARNING OUTCOMES

**Students will be able to:**

- Describe the role of an archaeologist, art historian or other professionals involved in investigation and protection of cultural heritage;
- State what it means to protect cultural heritage;
- Give examples of how cultural heritage is protected or should be protected in Kosovo;
- Recognize that they are responsible for protecting cultural heritage;
- Explore ways to involve their community in protecting their cultural heritage.

## MATERIALS/PRACTICAL ARRANGEMENTS

- Copies of the artifact chart for each student (Appendix 5.2);
- Bring in examples of cultural artifacts (old and new) CD's, clothing, pictures of artifacts, etc.

## BACKGROUND INFORMATION

The idea of this lesson is to look at preserving and promoting culture from the perspective of the professionals in the field. Therefore, the activities are centered on having students play the role of a professional exploring their community. The students will then discuss ways to protect and the reasons why they should preserve the artifacts that they discover.

## PROCEDURAL INSTRUCTIONS

### Introduction Activity: The job of an archaeologist

- Begin by discussing the role of a professional in the field (archaeologist, art historian, ethnologist, etc). The professionals often look for what has been left behind in the form of artifacts and other



DEČAN/DEČANI MONASTERY (DETAIL)

evidence in order to make sense of the past. Then they have to make conclusions about what the artifacts tell about the culture and the people.

- Tell the students to imagine that an archaeological expedition at your school has recently uncovered a number of artifacts that the class must now examine and interpret. Stress that the students were picked for this job because they were the foremost experts on the archaeological sites (or experts on architectural monument/, historical site, cultural landscape, etc.) .

- Divide your class into four or five groups of equal size.

- Give each student a copy of the Artifact Chart (Appendix 5.2) and provide each group with an artifact.

- Have each group look at each of the artifacts that you brought so they can fill out their chart.

- Direct your students to examine each object and fill out the chart about each object. Rotate the objects around the room so that each group can look at all of the objects.

- Have students think of other artifacts/objects from their culture and add them to their chart.



## TIPS TO TEACHERS

### Variation Activities:

- To make analyzing objects a little more challenging, instead of using the Artifact Chart, have students categorize objects according to the following chart. In groups, have the students create a list of cultural heritage representations from Kosovo based on the following three categories and ask them to think about where these representation can be found in their communities.

#### Visual representations

Pictures/  
paintings/  
drawings/writing

#### Oral representations

Folk stories/  
tales/oral rituals/  
music

#### Kinesthetic representations

Dances/hand  
crafts/rituals

### Main Activity: Creating a museum display

Now that students have a general idea about identifying and discussing artifacts they should focus on ways of protecting and promoting them.

- Students can remain in their groups.
- Have each group look at the charts that they filled out in the previous activity and choose one of the artifacts.

- Tell the students to pretend that they work in a museum and that the object they chose will be on display. Instruct the students to write a short explanation about the object.

### Debriefing

Have a representative from each group share what they wrote. After each group shares their ideas, discuss as a class what individuals can do to make sure that objects are protected.

- What do people need to do to make sure these items and the culture they represent are not destroyed?
- Is there anything individuals can do to preserve culture for future generations?
- Is there anything we can do as a class?
- What would happen if we do not preserve our culture?

- Students can then create ways they could educate people in their community about these cultural representations. They could create an ad campaign about one of their examples from their chart.

### Follow-up Activities:

- Have students plan and present an exhibition that promotes different cultural representations that they gather from their communities.
- Students could create a poster campaign for the purpose of educating their communities about their cultural heritage sites and ways of preserving them.
- Encourage students to go on the Internet and find out about the laws protecting archaeological sites.
- What types of sites are protected?
- Do you need an archaeological permit from the government to dig?
- If possible, visit an archeology site or talk with agencies that are involved with helping to protect cultural heritage sites.

### Additional Resources:

- The following website shows Cultural Heritage Law in Kosovo:  
[http://www.assembly-kosova.org/common/docs/ligjet/2006\\_02-L88\\_en.pdf](http://www.assembly-kosova.org/common/docs/ligjet/2006_02-L88_en.pdf)

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# Diversity: Our Identity

**TITLE:** WHO AM I?

**GRADES:** 3<sup>rd</sup> GRADE

**LENGTH:** 40 MINUTE LESSON

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## LEARNING OUTCOMES

**Students will be able to:**

- Describe personal characteristics and abilities that they have and how they acquired those abilities and characteristics;
- Identify general aspects that influence the shaping of identity;
- Understand how identity is shaped by our environment.

## MATERIALS/PRACTICAL ARRANGEMENTS

- An open space is needed to do the introduction activity;
- Copies of the “Who am I” handout for each students (Appendix 6.1).

## BACKGROUND INFORMATION

In order to understand the idea of diversity and interacting with other people, we must first begin to learn about ourselves and how we interpret the world based on who we are and on our ideas and beliefs. This lesson aims to help students understand who they are as individuals and where their ideas and beliefs might come from. The lesson is focused on students' reflection on themselves.

## PROCEDURAL INSTRUCTIONS

**Introduction Activity: All Those Who...**

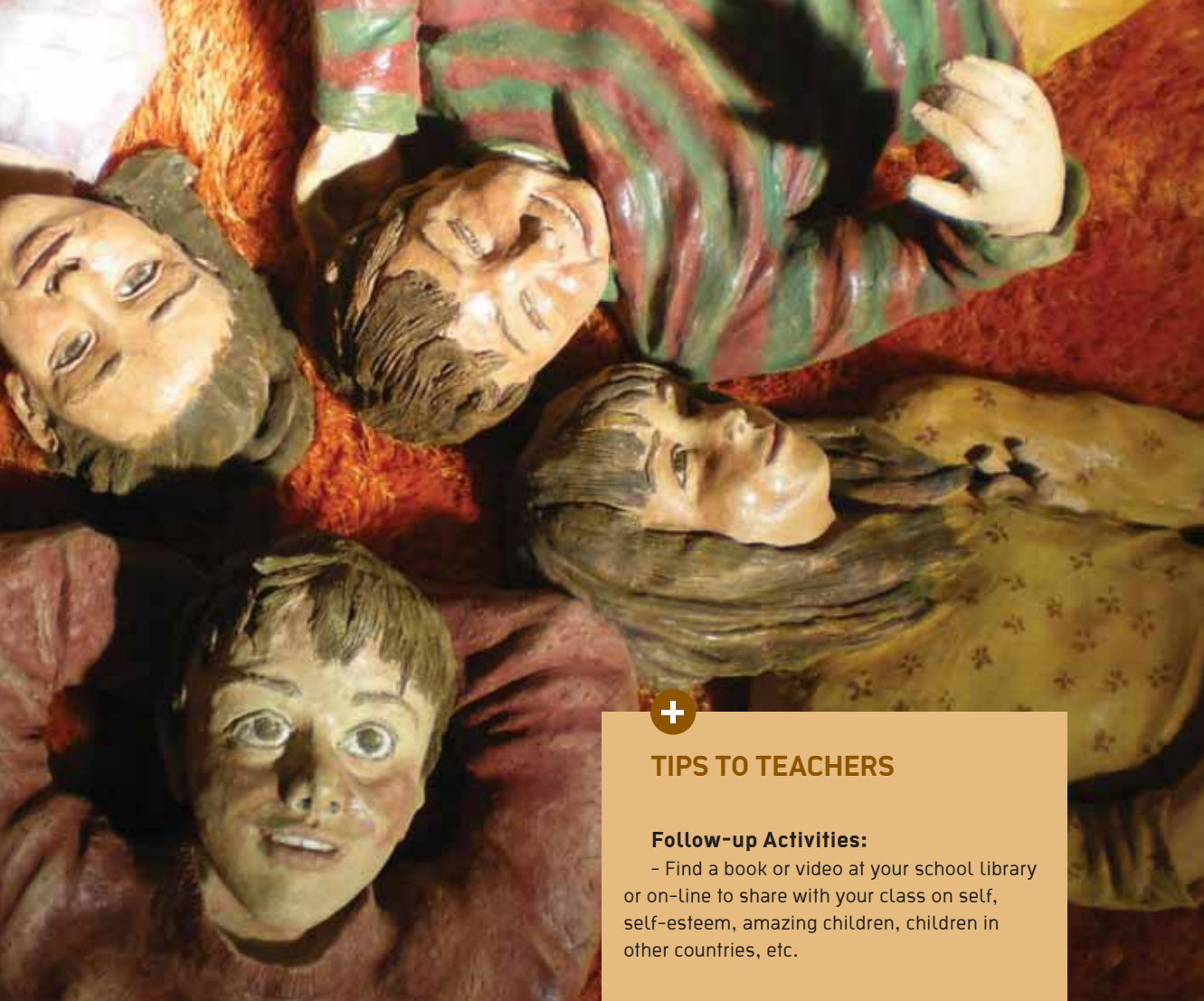
- Ask students to stand on one side of the classroom.
- Explain to them that you are going to read some statements which begin with “All those who...” and continue with some facts. After each statement, students who agree with the statement should walk to the other side of the class. Example: if you say “All those who have brothers and sisters”, then those students that have brothers and sisters should



CHILDREN PLAYING (CERAMIC ARTWORK), BY SEVCANE CERKEZ

step to the other side.

- Begin to read statements one by one and give students time to move if they feel so.
- Once students have moved, you can ask the students follow-up questions related to the statement. For example, how many brothers and sisters do you have?
- Ask statements about information that is both known and unknown by others in the class. Some examples can be:
  - All those who like sports more than music;
  - All those who have read “X” novel;
  - All those who have glasses;
  - All those who live in a family with more than 5 members;
- Try to conclude with a statement that moves all students, for example “All those who are students of the 6th grade”;
- Show the idea of how diverse we are and how many similarities we have with others by asking



## TIPS TO TEACHERS

### Follow-up Activities:

- Find a book or video at your school library or on-line to share with your class on self, self-esteem, amazing children, children in other countries, etc.

students to comment on the activity and the results after statements.

### Main Activity: Who Am I?

- Prepare students to think more in depth about themselves - their abilities, characteristics, likes/dislikes, etc. Tell them that even though they share similar characteristics with each other, they also have a unique personality.
- Give each student a "Who am I?" questionnaire (Appendix 6.1). Ask them to work individually and answer questions. (Be sure to tell them to write their names in their worksheets. After they finish, collect the "Who Am I" worksheets and save them for the next unit lesson).

### Debriefing

Open the discussion by asking students about the process of how identity is shaped and what influenced this process. Ask them:

- Who are the people important in your life? How do they influence you?
- What events in your life will you never forget?
- What groups or organizations do you belong to? Why do you belong to these groups?
- What movies/TV shows/music do you like?
- Can you think of some influences that do not necessarily come from your immediate surrounding? You can conclude by saying that everybody should be aware of their own identity and the way it is shaped. Our identity is shaped by our immediate environment (family, friends, school, etc.), important life events, groups we associate with, national/local history and popular culture, as well as global developments. These are all factors that contribute to what we believe and value.

# Diversity: Our Identity

**TITLE:** OUR SELF FRAME

**GRADES:** 6<sup>th</sup>– 9<sup>th</sup> GRADES

**LENGTH:** 40 MINUTE LESSON

## LEARNING OUTCOMES

**Students will be able to:**

- Identify general aspects that influence the shaping of identity;
- Describe personal characteristics and abilities that they have and how they acquired those abilities and characteristics;
- Understand how identity is formed/shaped from both immediate influences and global influences;
- Realize that identity is not static and is always changing.

## MATERIALS/PRACTICAL ARRANGEMENTS

- A big area for students to move around during the first activity;
- Copies of the frame template for each students (Appendix 6.2);
- A4 or A5 sized papers, markers, glue;
- Don't forget to collect filled self frames and save them for the next unit.

## BACKGROUND INFORMATION

In order to understand the idea of diversity and interacting with other people, we must first begin to learn about ourselves and how we interpret the world based on who we are and on our ideas and beliefs. This lesson aims to help students understand who they are as individuals and what has helped to form their ideas and beliefs. Students will fill their self frames and reflect on themselves. The class discussion will facilitate the process of analyzing the influences from our environment.

## PROCEDURAL INSTRUCTIONS

**Introduction Activity: Creating a self frame**

- Give each student a frame template (Appendix 6.2). Ask them to work individually;



SULTAN MEHMET FATIH MOSQUE DOME, PRISHTINË/PRISTINA

- They need to write their name in the inside of the frame (better option would be to put their photo if it is feasible);
- Have students fill in the strip pieces of their frame. Guide them by asking them to express their personal characteristics and aspects of life that are important for them. For example, their preferences, values, beliefs, social facts (family, school, membership to any group), etc. You can provide an example from yourself “I used to play table tennis”, or “I am married and I have a son”;
- After students have finished filling their self frames, collect them and save them for the next unit.

## Main Activity: What influences my identity?

- Use different areas of the classroom to display A4 papers with the different factors that influence people. Factors:
  - Family
  - Friends
  - Sports
  - Arts/Literature
  - School
  - Media
  - Famous people
  - Government
  - Other



## TIPS TO TEACHERS

### Follow-up Activities:

- Explore the idea of how media influences our self image. Show some pictures from magazines or movie clips and ask students how the media shapes our image. Help them think about how the media defines beauty, masculinity and femininity. Have students analyze advertisements in magazines to determine the message and its influence.
- Explore a popular story from local history and talk about how that contributes to identity. Show historical images and analyze what they mean.
- Have students look at their self frame and determine the biggest factor that influences who they are as individuals. Students should look at the papers around the classroom and walk to the piece of paper that represents the biggest factor that influences them.
- Once everyone goes to a piece of paper, take note of where most of the students are standing and ask them to comment on how this factor influences them.
- Next, divide the students into small groups and give each group a factor. For example, one group will have “school”, another group “media” and so on.
- Give the students a few minutes to discuss how this factor influences people. For example, in what ways does school influence people?
- Have each group report out what they discussed to the entire class.

### Debriefing

- Ask students to reflect on their self frames. Start a discussion by asking them what influences help to shape their identity, beliefs and values:
  - Why do you value certain things?
  - Where do your values/beliefs come from?
  - What are the most important influences in your life?
  - Can you think of some influences that do not necessarily come from the immediate surrounding?
- Remind students that our identity is shaped by our immediate environment (family, friends, school, etc.), important life events, groups we associate with, national/local history and popular culture, as well as global developments. These are all factors that contribute to what we believe and value.
- Help students realize that our idea about ourselves is constantly changing, by asking:
  - Do you think that your self frame looked the same when you were in the 3rd grade? Will it look the same when you become thirty? Why or why not?
- Conclude by saying that our identity is not static but rather dynamic. It is in a constant state of development and change.

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# Diversity: Different Perceptions

**TITLE:** DO I SEE THE WHOLE PICTURE?

**GRADES:** 3<sup>rd</sup>– 6<sup>th</sup> GRADES

**LENGTH:** 40 MINUTE LESSON

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## LEARNING OUTCOMES

**Students will be able to:**

- Understand the meaning of assumptions and stereotypes;
- Recognize how people have different perceptions about what they see;
- Explain how various people may interpret the same reality in different ways;
- Recognize that we interpret other cultures through our perceptions.

## MATERIALS/PRACTICAL ARRANGEMENTS

- Bring “Who am I?” sheets filled from students in the previous lesson;
- Students will need to sit in pairs for the introduction activity;
- For the Statue Activity, the classroom chairs/ desks will need to be arranged in a circle or in four corners.

## BACKGROUND INFORMATION

The aim of this lesson is to help make students aware that we can see things from different perspectives or points of view. We also want to demonstrate to students that we often make assumptions that are incorrect when we only look at something from one point of view.

## PROCEDURAL INSTRUCTIONS

### Introduction Activity: Portraying my partner

- Have students sit with a partner;
- Students are not allowed to speak to their partners. Ask each student to think about their partner's life and who that person is. The students should focus on things that are not visible. Have each student write a few things they believe are true



about their partner's life. For example, they think their partner comes from a big family or their partner likes to play football. Give students a little time to think/write about their partners;

- Give each student the filled “Who am I?” form of their peer, from the previous lesson. Ask them to compare this with what they wrote. Ask two or three students to share their findings, but don't let them go deeper into analysis at this stage.

### Main Activity: Statue Activity

- Arrange chairs in a circle or in four corners of the room.
- Ask for two or three volunteers. Ask them to follow you for a minute outside the room. Explain to them that they have to stand in the middle of the room and act like one single statue (the volunteers' bodies need to be close together in some type of formation). Instruct them to put something unusual on their bodies, i.e. to hang their glasses on their ear, or hold a ring in between their lips. Tell them to be frozen during the activity just like a statue.
- Go back to the classroom and ask students to close their eyes for a few seconds. Bring inside the statue volunteers. When everything is ready, ask students to open their eyes.
- Ask some of the students in different parts of the room or in different corners to answer some questions in regards of the statue: For example:



How many eyes do you see on the statue? How many feet? How many fingers do you see in right hands? etc.

- Now, ask some participants to guess what is on the sides of the statue that they do not see.

- Invite participants to switch places so they have to sit in the opposite side of where they were sitting. Ask them to analyze their answers. Or you may want to ask them the same questions again.

### Debriefing

- Ask students to talk about the activity with their partners. Did they give all the information right about their partner in the first activity? Did they make assumptions that were incorrect?

- Ask students why they may have seen different things in the second activity. Ask students whether they have ever had the experience of going to a movie or watching a video with a friend and, at the end of the movie, each person thought different things in the movie were important, funny, sad, boring, or interesting. Ask students how that can be. How can two people watch the same movie and see different things?

- Ask students why we make assumptions? Where do our assumptions come from?

- Ask students to reflect on the question: How might our perceptions influence our understanding of other people and cultures?



## TIPS TO TEACHERS

### Variation Activities:

#### Agree or disagree?

- On four pieces of chart paper write one of the following: Strongly Agree, Agree, Disagree, and Strongly Disagree. Tape each paper on the wall in a different corner of the room.

- State the issue: My way of doing things is the best way of doing things. Have students move to their desired corner. Ask students to form pairs and explain to each other the reasons behind their opinions (using active listening). Then ask spokespersons from each corner to state the reasons behind their pairs' positions.

- Next, tell students that they will have a chance to see the issue from another point of view. Ask the "Strongly Agree" group to move to the "Disagree" group's corner and the "Disagree" group to move to the "Strongly Agree" corner. Then ask the "Strongly Disagree" group to move to the "Agree" group's corner, as the "Agree" group moves to the "Strongly Disagree" group's corner.

- After students have moved to their newly designated corners, ask them to put their first opinion aside for a moment, to keep an open mind, and to try to think of all the reasons they might take the different position on the same statement: My way of doing things is the best way of doing things. After students have discussed the reasons for their new position with a partner (again, using active listening), ask spokespersons from each corner to state the reasons behind their pairs' new positions.

### Follow-up Activities:

- Have students write about an experience where they think that someone has judged them incorrectly and an experience where they may have made wrong judgments about someone else.

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# Diversity: Different Perceptions

**TITLE:** ONE FRAME DOESN'T  
FIT ALL PICTURES

**GRADES:** 6<sup>th</sup>– 9<sup>th</sup> GRADES

**LENGTH:** 40 MINUTE LESSON

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## LEARNING OUTCOMES

**Students will be able to:**

- Understand the meaning of perceptions/ assumptions/stereotypes;
- Interpret behaviors, customs, actions, and practices from more than one point of view;
- Explain how various people may interpret the same reality in different ways.
- Recognize that when people learn about different people and cultures they interpret it through their cultural/personal frame;
- Understand that their thinking is influenced by social forces like the media, history, and egocentric ideas.

## MATERIALS/PRACTICAL ARRANGEMENTS

- Pictures of people that are not familiar to the students (Examples are included in Appendix 7.1);
- Chart paper, markers, glue.

## BACKGROUND INFORMATION

The aim of this lesson is to help make students aware that we can see things from different perspectives or points of view. We also want to demonstrate to students that we often make assumptions that are incorrect when we only look at something from one point of view. Students will be given the opportunity to examine where their stereotypes and assumptions come from and to challenge stereotypes they have formed.

## PROCEDURAL INSTRUCTIONS

### Introduction Activity: Different Opinions

- Ask students to stand in a circle. Instruct them that they will need to listen carefully to their classmates during this activity.
- Each student needs to think of a famous person.



SCHOOL PUPILS DRAWING DURING A WORKSHOP IN PRIZREN

After students think for a few seconds, ask them in turn to mention their person.

- Once everyone finishes mentioning their famous person, begin a second round. In this round, ask them to mention the person chosen from their peer on their left. You can expect that some of them will not remember what the personality of their peer on the left was. In these cases, students can re-mention their person.

- After everyone speaks, the teacher should have students reflect on the diversity of people mentioned and the diverse opinions in the class. Why are there such different preferences in the famous people that the class mentioned? Is this good or bad? Why?

### Main Activity: Who Are These People?

- Divide students into groups of 3 to 5 people. Give each group a picture of a person/s that the students won't know (these can be pictures of famous people students don't know or pictures of non-famous people that you know about). You can use sample pictures provided in this handbook (Appendix 7.1) or you can select other pictures you find appropriate. The different groups can have copies of the same picture. This will allow you to open a discussion on this during the debriefing.

- Ask students to discuss their picture with their group. Each group needs to create a picture frame for their person/s similar to their self frame in the previous lesson. Show them the template (Appendix 6.2) so they can do something similar and have them write their ideas on chart paper. Encourage them to be



creative and follow their idea of how would they build a frame of the person/s. Students should focus on the person's personal and professional life, including the socio-economic status, age, education, family, etc.

- Once students complete the frames ask them to hang their frame posters on the wall.

- Ask students to walk around and look at all the posters, or if there is time, groups can present their posters.

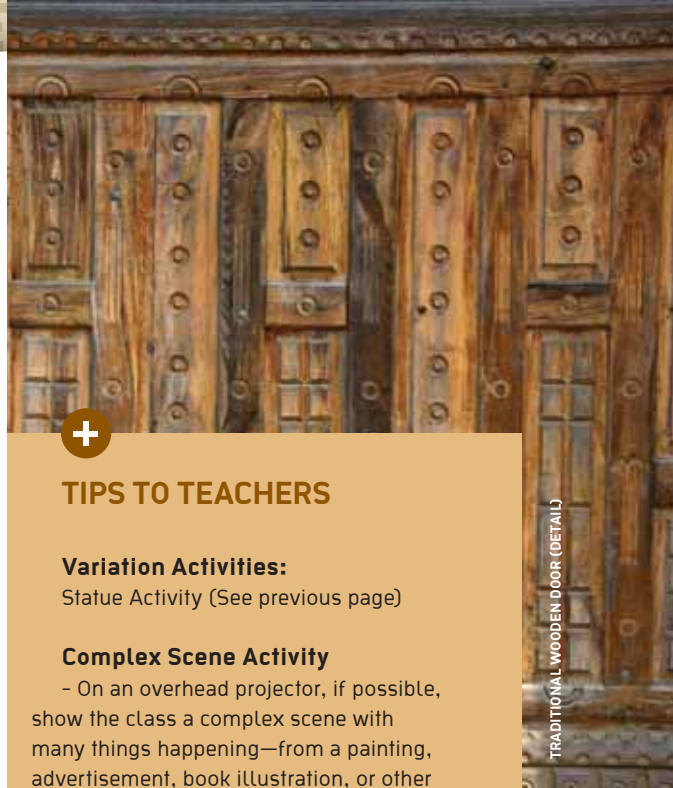
- Highlight the real information about each person in the pictures and leave some time for students to absorb it.

### Debriefing

Help students to explore where their ideas about other people come from. Follow up questions to ask are:

- How and why did you come up with the information for your picture?.
- Was any of the information about the pictures based on stereotypes?
- How can we avoid making assumptions and stereotypes about other people?
- What makes up our perceptions about other people in the world?

Follow these first two activities with a class discussion. Lead students to the awareness that no two people see the same thing in exactly the same way. All people bring to the situation their own values, beliefs, life experiences and powers of observation.



## TIPS TO TEACHERS

### Variation Activities:

Statue Activity (See previous page)

### Complex Scene Activity

- On an overhead projector, if possible, show the class a complex scene with many things happening—from a painting, advertisement, book illustration, or other source that none of the students has seen before. Ask the students to concentrate carefully and expose them to the scene for exactly 10 seconds, and no longer. Then ask several students, in turn, to report what they saw. Ask them to be specific about details, and invite other students to offer their recollections or interpretations if they saw things differently. Students are likely to see and interpret different details—just as witnesses to crimes and accidents often differ as to the details of what they saw fleetingly.

### Follow-up Activities:

- Have students choose a current world event or a historical event and write articles on the event or issue from two perspectives, representing opposing points of view or points of view that represent different countries.
- Have students write about what this quote means: To keep from misunderstanding the behavior of others, you have to try to see the world from their point of view, not yours.
- To better generalize the idea of different perceptions, you can organize an activity where students have to put on themselves, the shoes of one of their peers and walk around. After a few minutes, gather students in a circle and debrief the activity. Explain to students the meaning of the saying “To walk in others’ shoes” that people often mention.

# Diversity: Respecting and Accepting Differences

**TITLE:** COMMUNITY & ACCEPTANCE

**GRADES:** 3<sup>rd</sup>– 6<sup>th</sup> GRADES

**LENGTH:** 80 MINUTE LESSON

(THIS CAN BE DIVIDED INTO  
2 SEPARATE SESSIONS)

## LEARNING OUTCOMES

**Students will be able to:**

- Identify the various communities (groups) to which they belong;
- Realize that people are connected through shared experiences and interests;
- Recognize that there are differences in every community and that creates a diverse and healthy community;
- Discuss what it is like to be excluded from a group;
- Find ways to be more inclusive.

## MATERIALS/PRACTICAL ARRANGEMENTS

- Group activity cards will need to be made in advance for the introduction activity;
- An open space where students can move around;
- A ball of yarn;
- Copies of the “The Groups I Belong to” worksheet for each student (Appendix 8.1).

## BACKGROUND INFORMATION

This lesson can be divided into two different sessions where students can take a break after the debriefing to the introduction activity.

The first activity looks at what happens when people feel excluded from groups and provides students with an opportunity to discuss how everyone can feel excluded. The main activities



ARTWORK BY SCHOOL PUPILS, PRIZREN

focus on the different groups/communities people belong to. It helps us understand how we might share similarities with people who are in different communities and build a greater acceptance for communities different from us.

## PROCEDURAL INSTRUCTIONS

### Introduction Activity: Where do I belong?

#### Pre-activity preparation:

- Stickers/tags for this activity will need to be made in advance. You need to think of different categories and things that represent each category. Here are some examples that you can use:

- **Colors:** Blue, Red, Yellow, Brown

- **Food:** Bread, Meat, Vegetables, Fruit, Oil

- **Animals:** Tiger, Bear, Dog, Horse

- You should write one thing on each tag. For example: one tag has the word “dog”.

- **IMPORTANT:** On three or four tags, there should be a random thing that doesn't belong to any group, or write a question mark on one tag, leave



another tag blank. The objective is to create three or four tags that don't belong to any group.

#### **Activity:**

- Start the activity by having the students to stand in a circle. Tell them they have to close their eyes. Place a sticker/tag on each student's forehead. Then tell the students that they have to keep silent and not talk during the whole activity.
- Tell the students to open their eyes and walk around and find the group they think they belong to.
- You should stand back and watch the activity in order to observe how the students form their groups and to see what happens to the students who don't have a group. Make sure you allow enough time for students to react to the situation of some students not being in a group. You will need to highlight this situation in the debriefing session.
- Signal an end to the activity when all students have had sufficient time to move around and discover their groups.

#### **Debriefing**

Make sure you allow enough time for students to react to the situation of some students not being in a group. You will need to highlight this situation in the debriefing session. You may begin by asking:

- Did everyone belong to a community?
- Ask the students who didn't have a group how they felt.
- Ask if other groups invited them to be a part of their group.
- Ask students what they could have done to include the students who didn't have a place to go.
- Ask students individually to think about a time they weren't invited into a group or invited to an event that they wanted to be a part of. How did it make them feel?

#### **Main Activity 1: Virtual Community Web**

- Have all the students stand in a circle.
- Have students think about the things they like to do or things about their family or life. Tell

students to choose one thing that is important to them or something they are passionate about. They will have the opportunity to discover if someone else is similar to them. Example ideas could be:

- I am a student.
- I like playing games with my friends.
- I like football.
- I enjoy studying math.
- I have a sister.
- I live with my grandparents
- Once each student has individually thought

about something, you can begin the activity. Tell the students that they need to change their statement into a question in order to discover if someone else is similar to them.

- Begin the activity with the ball of yarn in your hand. Begin by asking the first question. For example, "Who has a sister?"

- Tell the students that have sisters to raise their hands.

- You have to select one of the students who is raising his/her hand. Then, wind a piece of the string around your finger before throwing the ball of yarn to that student. Hold the string tight.

- Once the student has the ball of yarn, then he/she asks a question and throws it to the next person. Again, make sure the student winds the yarn around his/her finger before throwing the ball of yarn. Remind students that they have to keep the string tight.

- Tell students that if during a particular question nobody feels like raising their hand, they don't have to do it. In that case, a student with the yarn can throw the ball of yarn to a friend and asks him/her, "So, what is important for you...(friend name)?" Then, the activity continues like it started. The activity ends when all students have had the opportunity to express what is important to them.

- The idea is to make a web to show the different ways we are all connected.

### Main Activity 2: My Communities

- Begin by asking students to think about the different questions that were asked during the web activity.

- Tell students that we often join groups based on our interests and life style choices.

- Give each student the "The Groups I Belong to" handout (Appendix 8.1) and ask them to think about and select all of the groups they belong to.

- After students finish the handout, have them get into small groups and compare their list with others in their group.

- Ask each group to chose a community that they all circled (maybe school or family).



## TIPS TO TEACHERS

### Follow-up Activities:

- Students could write a class or individual action plan that states what could be done to prevent people from being excluded. Write a class motto to deal with the issue of exclusion.
- Have students write a definition for what makes a "good community."

- Next, as a group, have the students talk about/ make a list of ways that the community they chose might be similar to a group in a different city and similar to a group in a different country. Students can think about it in this way:



### Debriefing

Ask students to think about how communities/ groups are formed.

- Why do people belong to different groups?
- How do groups/communities help their members?
- Can groups ever be harmful? If so, how?

Ask the students to talk about the similarities/ differences in communities/groups.

- Do school communities exist in other places in Kosovo?
- How would your community be the same as a community far from you?
- What are some of the differences between the communities?
- Do you think people have the same reasons for belonging to a community as you?



WORKS IN A HERITAGE SITE, KOSOVO

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# Diversity: Respecting and Accepting Differences

**TITLE:** WE ALL BELONG

**GRADES:** 6<sup>th</sup>– 9<sup>th</sup> GRADES

**LENGTH:** 80 MINUTE LESSON

(CAN BE DIVIDED INTO 2 SESSIONS)

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## LEARNING OUTCOMES

**Students will be able to:**

- Develop an understanding of the various communities (groups) of which they belong;
- Realize that people are connected through shared experiences and interests;
- Recognize that there are differences in every community and that creates a diverse and healthy community;
- Discuss what it is like to be excluded from a group and find ways to be more inclusive.

## MATERIALS/PRACTICAL ARRANGEMENTS

- A large space is needed for the activities;
- Colored paper – a sheet of blue paper for each student and three yellow papers for each student;
- Yarn;
- Art supplies (scissors and markers, glue).

## BACKGROUND INFORMATION

This lesson can be divided into two sessions. An appropriate place for a break is after the debriefing of the introduction activity.

The first session looks at what happens when people feel excluded from groups and provides students with an opportunity to discuss how it feels to be excluded. The second part of the lesson focuses on defining communities and looks at the different groups/communities that people belong to. The idea is to understand the connections people from different communities have with each other. By exploring relationships, we can build greater



SCHOOL PUPILS DRAWING DURING A WORKSHOP, PRIZREN

understanding in respecting and accepting groups different from us.

## PROCEDURAL INSTRUCTIONS

### Introduction Activity: Feeling Excluded

- Determine the number of groups you can form with six or seven students in a group.
- Begin by telling the group that you will need some volunteers. Select enough volunteers to equal the number of groups you determined earlier (If you have seven groups, you need 7 volunteers).
- Ask the class to wait just a minute while you take the volunteers out into the hall. Tell the volunteers that you will be back to give them instructions.
- Return to the large group and ask them to get into groups of five or six participants and form a circle. (It is no problem if a few groups are larger or smaller than five).
- Give each group a sheet of paper with a number on it.
- Tell students that the goal of each circle is to keep the volunteers from becoming a part of their group. They should pick a subject to talk about (Like planning a party or a school event). Each group should appear to be having a good time. They can use any means possible (except violence) to keep



the volunteers from becoming a part of the group. (The groups can stand close together, hold hands or turn their backs on the volunteers).

- Leave the groups to prepare and return to the volunteers outside. Tell the volunteers that their goal is to become a part of the circle that you will assign to them. Assign a number to each volunteer, explain that they have to approach to the group with the same number and remind them that their goal is to become a part of that group. Don't let them know that their group is going to resist. They will have to realize it themselves later.

- Bring the volunteers back into the classroom and give the students time to interact. You should be aware of the tactics the groups use to exclude the volunteers.

- After students have participated in the activity for a while, ask them to return to their seats.

### **Debriefing**

Lead a discussion about this activity by asking the volunteers:

- How did you feel about being excluded?
- How hard did you try to become a part of the group?
- What did the group members say to you to keep you out of the group?

Ask group members:

- How did you feel about excluding the volunteer?
- How far were you willing to go to keep the volunteer from joining the group?

Tell them that in this situation they were asked to exclude somebody from a group, but in real life people get excluded because they are thought to be different from group members.

Ask students to reflect and comment on the following questions:

- Can you think of a time when you felt different from others? What is the word that best describes how you felt when you felt different? (You can write these words on the board).
- Have you ever been excluded from a group you wanted to join? How were you excluded?
- What can we do to prevent situations when people feel excluded?

Ask students to think of a person that is different from them. Give students a few minutes to picture this person in their mind. Have students raise their hands when they have this person in mind. Now comes the hard part: Have students think of at least two ways in which that person is the same as them. (You can have students share with a partner if you want). Point out to students that we are all

unique/different individuals, but we still share many similarities.

### **Main Activity 1: Looking for similarities in groups**

- You will use four corners or areas of the classroom for this activity. (If you only have three available areas that will work too).
- Ask the students a simple question and give them four possible answers.
- Assign an answer to each corner (or area) of the room.
- Tell the students to go to the corner (or area) that represents their answer.
- Example: Ask the students: "What fruit would you prefer? Apple, Banana, Pear, Cherry? 1 corner is for apples; 1 corner is for bananas; 1 corner is for pears; 1 corner is for cherries. The students have to choose between these four possibilities and stand in the corner that represents the fruit they chose.
- When all the students have chosen their answer and are standing in the area of the room that represents their answer, there should be four small groups.
- Next, in the four small groups, students should talk about why they chose their answer.
- Students will visually be able to see that in each group, students share a similarity with other students. Example: in the apple group, everyone in that group prefers apples.
- The final task is that in each of the four groups, students should find one more similarity that they all share. For example, in the apple group, maybe after the students talk, they realize that they all also prefer to watch TV.

Additional Possible Questions:

What is your favorite season? Winter, Summer, Fall, Spring?

What wild animal do you prefer most? Lion, Elephant, Gorilla, Polar Bear?

### **Main Activity 2: Community Webs**

- Begin by asking students to define the word "community."
- Next, ask the students (as a class or in small groups) to come up with a list of common elements that communities might share. These elements could be
  - Language;
  - Geography
  - Family relationships
  - Religion
  - Common interests as sports teams/hobbies
  - Common physical characteristics



Tell students they are going to create classroom community webs using the communities/groups they belong to.

- Give each student one piece of blue paper and three pieces of yellow paper.
- Have students write their name on the blue paper
- On each of the yellow papers, have students write a community they belong to. If possible, try to have students think about the communities they belong to on a local level, a national level and a global level.
- Ask them to hang their names somewhere in the middle of one of the walls.
- Then ask them to hang their communities around their name. Have them place their most immediate community (local) closest to their name.
- Next, provide students with yarn and tell them to cut the yarn and attach it from their names to their communities so that they are creating a web.
- Have students look around at others work to



## TIPS TO TEACHERS

### Follow-up Activities

- Have the students create a role play of a situation when someone is excluded. Have the students act it out and as a class think of things you would do or say if you saw someone being neglected/excluded from another person/group. What could be a possible reaction to this act?

- To build on the community web activity, students could use actual pictures from their communities. They could be assigned to take a walk in the community and note down the different groups and report back to the class

- Have students give a presentation about the communities/groups they belong to by having them focus on the following ideas:

- What is the name of the group?
- Purposes of that group (why it is in existence)
- The beliefs of that group
- The rules of the group
- Is membership voluntary or compulsory?
- Do you think this kind of group exists in other parts of the world? If so, how?

see if there are other communities they belong to. If they belong to other communities, they can connect their name to that community with yarn.



### Debriefing

Talk about how people are part of many different communities or groups. Help students to understand that people can be part of a group at a local level/ national level and a global level. Highlight the fact that people are part of many different groups and

we often share similarities with people we may not even know.

Help students think about how a student in a different part of the world might be similar to them and different to them. What type of groups might they belong to? How would your community be the same as a community far from you?

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# Glossary of terms

**CULTURE:** A system of beliefs, values, and assumptions about life that guide behavior and are shared by a group of people. It includes customs, language, and material artifacts. These are transmitted from generation to generation, rarely with explicit instructions

**TRADITIONS:** Beliefs or customs shared among generations

**COMMUNITY:** A group of people who share common interests, beliefs, and/or cultural background

**BELIEFS:** Ideas and viewpoints one perceives to be true

**BEHAVIORS:** Observable actions

**ARTIFACTS:** Materials that represent aspects of human culture

**INTERCULTURAL:** Of different cultures; relating to, involving, or representing different cultures

**INTERCULTURALISM:** Exchanges between cultural groups within a society; sharing and learning across cultures with the aim of promoting understanding, equity, harmony, and justice in a diverse society

**MULTICULTURALISM:** Appreciation, acceptance or promotion of multiple cultures in a specific place; the view that the various cultures in a society merit equal respect.

**HERITAGE:** Something that is passed down from preceding generations

**CULTURAL HERITAGE:** The legacy of physical artifacts and intangible attributes of a group or society that are inherited from past generations, maintained in the present and bestowed for the benefit of future generations.

**TANGIBLE CULTURAL HERITAGE:** Movable or immovable property of great importance to the cultural heritage of every people, such as buildings, monuments, landscapes, books, works of art, and artifacts

**INTANGIBLE CULTURAL HERITAGE:** The practices, representations, expressions, as well as the knowledge and skills (including instruments, objects, artifacts, cultural spaces), that communities, groups and, in some cases, individuals recognise as part of their cultural heritage.

**LANDSCAPE:** An area perceived by people whose character is the result of the action of the nature (characteristic features of mountains, rivers, valleys, etc)

**CULTURAL LANDSCAPE:** An area perceived by people whose character is the result of the interaction of the nature and human factors (cultivated soil, parks, cave's decoration, etc.)

**DIVERSITY:** The condition of having or being composed of differing elements; variety.

**CULTURAL DIVERSITY:** A country where there are a lot of cultures living together in harmony; a group or area containing people from many different cultures and backgrounds

**ANTHROPOLOGY:** The scientific study of the origin, the behavior, and the physical, social, and cultural development of humans.

**ANTHROPOLOGIST:** A social scientist who specializes in anthropology.

**ARCHAEOLOGY:** The systematic study of past human life and culture by the recovery and examination of remaining material evidence, such as graves, buildings, tools, pottery.

**ARCHAEOLOGIST:** An anthropologist who studies prehistoric people and their culture.

**PRESERVATION:** The act or process of preserving, or keeping safe; the state of being preserved, or kept from injury, destruction, or decay; security; safety; as, preservation of life, fruit, game, etc.; a picture in good preservation.

**CULTURAL HERITAGE PRESERVATION:** Action of social actors to preserve cultural heritage

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**RESTORATION:** Reinstatement in a former position, rank, etc.; restitution for loss, damage, etc; a putting or bringing back into a former, normal, or unimpaired state or condition.

**CULTURAL HERITAGE RESTORATION:** Action taken to restore cultural heritage sites, objects, artifacts, etc

**PROTECTION:** The act of protecting somebody or something

**CULTURAL HERITAGE PROTECTION:** International and national acts protecting cultural heritage

**RITUAL:** A religious or solemn ceremony consisting of a series of actions performed according to a prescribed order.

**IDENTITY:** The fact of being who or what a person or thing is; the characteristics determining this.

**EMPATHY:** The capacity to understand, be aware and to be sensitive to feelings (such as sadness or happiness) that are being experienced by another

**ATTITUDES:** A settled way of thinking or feeling, typically reflected in a person's behavior

**STEREOTYPE:** A widely held but fixed and oversimplified image or idea of a particular type of person or thing; qualities assigned to

groups of people related to their race, nationality and sexual orientation, etc.

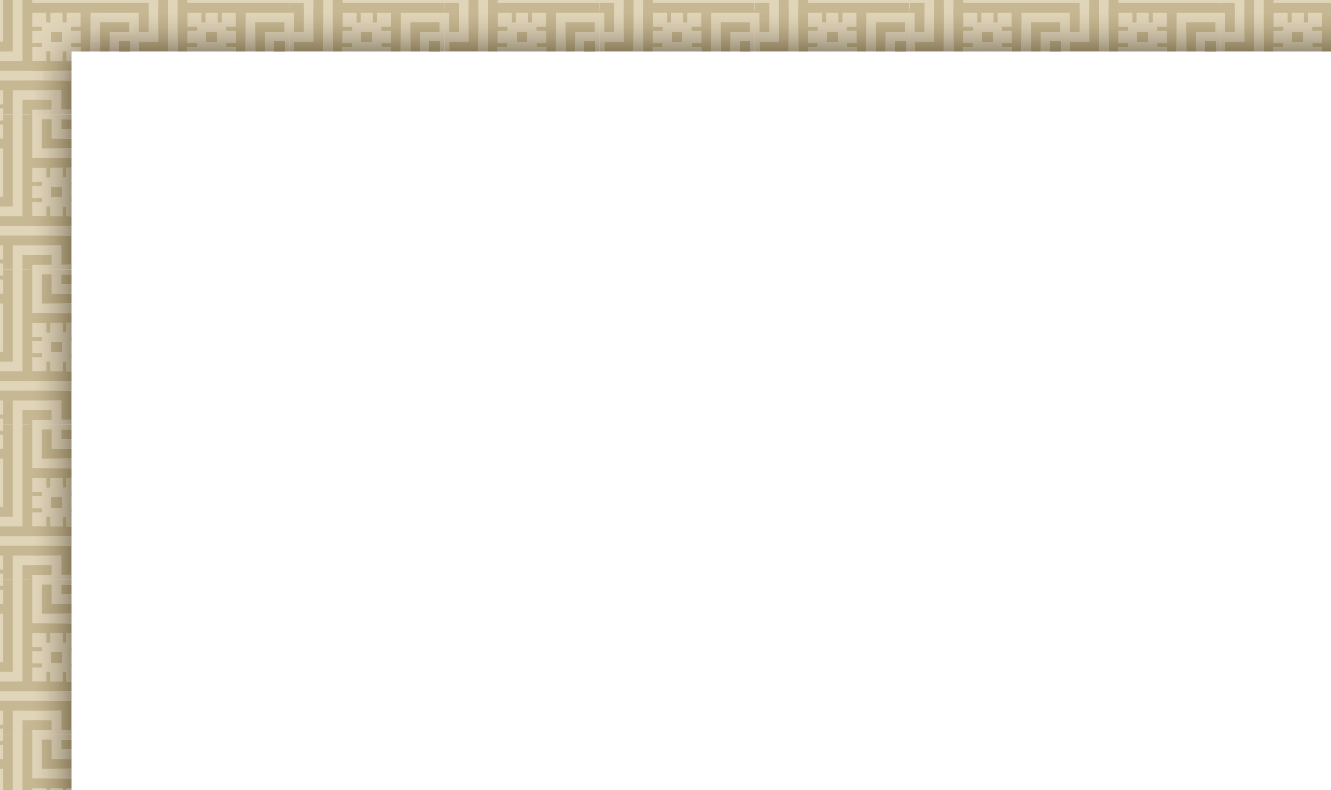
**PREJUDICE:** An unfavorable opinion or feeling formed beforehand or without knowledge, thought, or reason.

**DISCRIMINATION:** The unjust or prejudicial treatment of different categories of people or things, on the grounds, such as race, age, sex, etc. The treating of one particular group of people less favorably than others because of their race, colour, nationality, or ethnic or national origin.

**TOLERANCE:** The ability or willingness to tolerate something, in particular the existence of opinions or behavior that one does not necessarily approve; The capacity for or the practice of recognizing and respecting the beliefs or practices of others.

**RESPECT:** A positive feeling of esteem for a person or other entity (such as a nation or a religion), and also specific actions and conduct representative of that esteem

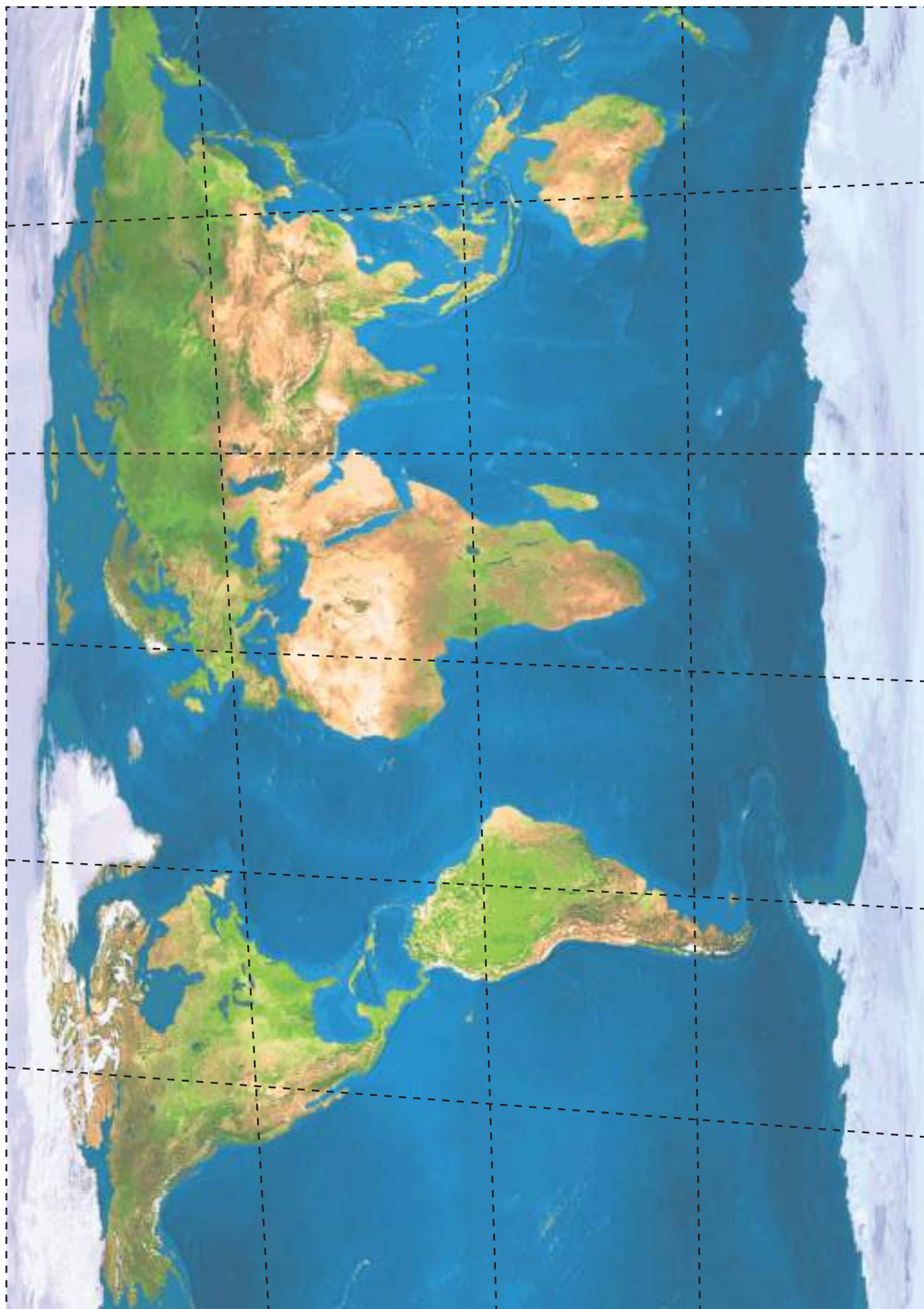
**PERCEPTIONS:** The process by which people translate sensory impressions into a coherent and unified view of the world around them.

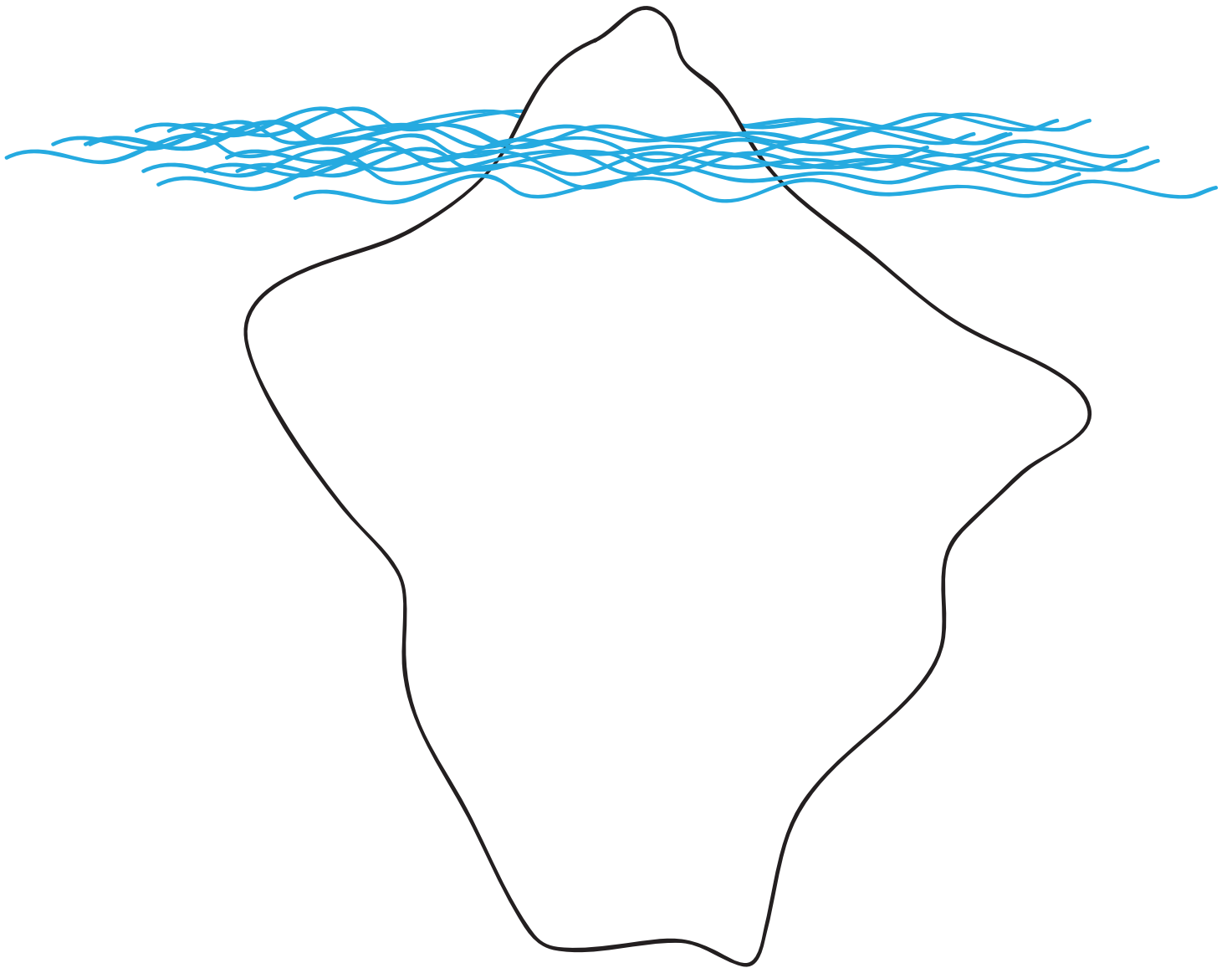


# Handouts



Appendix 1.1 - MAP OF THE WORLD FOR THE “PIECES OF THE WORLD” ACTIVITY





|                                             |                                                          |
|---------------------------------------------|----------------------------------------------------------|
| 1. STYLES OF DRESS                          | 10. WAYS OF GREETING PEOPLE                              |
| 2. THE ARTS (PAINTINGS/LITERATURE)          | 11. BELIEFS ABOUT RESPONSIBILITIES OF CHILDREN AND TEENS |
| 3. MUSIC + DANCE                            | 12. HOLIDAY CUSTOMS + CELEBRATIONS                       |
| 4. IMPORTANCE OF RELIGION/RELIGIOUS RITUALS | 13. FOODS                                                |
| 5. ARCHITECTURE                             | 14. WORK ETHIC                                           |
| 6. THE ROLE OF FAMILY                       | 15. ATTITUDES TOWARD AGE                                 |
| 7. HOSPITALITY                              | 16. NATURE OF FRIENDSHIP                                 |
| 8. ATTITUDE TOWARD PETS                     | 17. GENERAL WORLDVIEW                                    |
| 9. LANGUAGE                                 | 18. ATTITUDES ABOUT PERSONAL SPACE/PRIVACY               |

# MY PHOTO Album



# MY PHOTO Album



# AN ANECDOTE

NASTRADIN WENT TO A WOMAN IN THE NEIGHBORHOOD AND ASKED HER TO LOAN HIM A TUB:

– CAN YOU GIVE ME YOUR TUB, – HE SAID – I WANT TO WASH MY CLOTHES; AS SOON AS I FINISH, AND I WILL BRING IT BACK TO YOU.

AND SHE GAVE HIM THE TUB.

WHEN NASTRADIN RETURNED THE TUB TWO DAYS LATER, HE PUT A LITTLE POT INSIDE THE TUB.

WHEN THE LADY SAW THE POT, SHE ASKED NASTRADIN:

– WHAT IS THIS POT INSIDE THE TUB, NASTRADIN?

– THE TUB GAVE BIRTH TO A POT, – SAID NASTRADIN.

SHE LIKED THIS FACT VERY MUCH AND TOOK BOTH, THE TUB AND THE POT.

A FEW DAYS LATER, NASTRADIN WENT TO ASK HER FOR THE TUB AGAIN. SHE DIDN'T THINK TWICE, AND GAVE IT, THINKING THAT IT WILL AGAIN GIVE BIRTH. BUT, NASTRADIN DIDN'T RETURN THE TUB. SO, SHE WENT TO ASK HIM TO RETURN HER TUB, AS SHE NEEDED IT.

– THE TUB HAS PASSED AWAY! – SAID NASTRADIN.

– HOW COULD A TUB PASS AWAY?! – SHE SAID.

– WELL, IT JUST HAPPENED!

THE CASE WAS BROUGHT TO THE COURT.

– YOUR HONOR, – SAID NASTRADIN, – DOES SOMETHING THAT GIVES BIRTH, ALSO DIES?

– YES, – ANSWERED THE JUDGE – THIS FACT IS EVIDENT!

– THEN, ASK THIS LADY IF HER TUB GAVE BIRTH.

– YES, – SHE SAID, – IT GAVE BIRTH TO A SMALL POT.

– OK THEN, – JUDGE SAID, – IF ONCE IT GAVE BIRTH, IT HAS PASSED AWAY THIS TIME!

THE ANECDOTE WAS COLLECTED IN SHKODËR

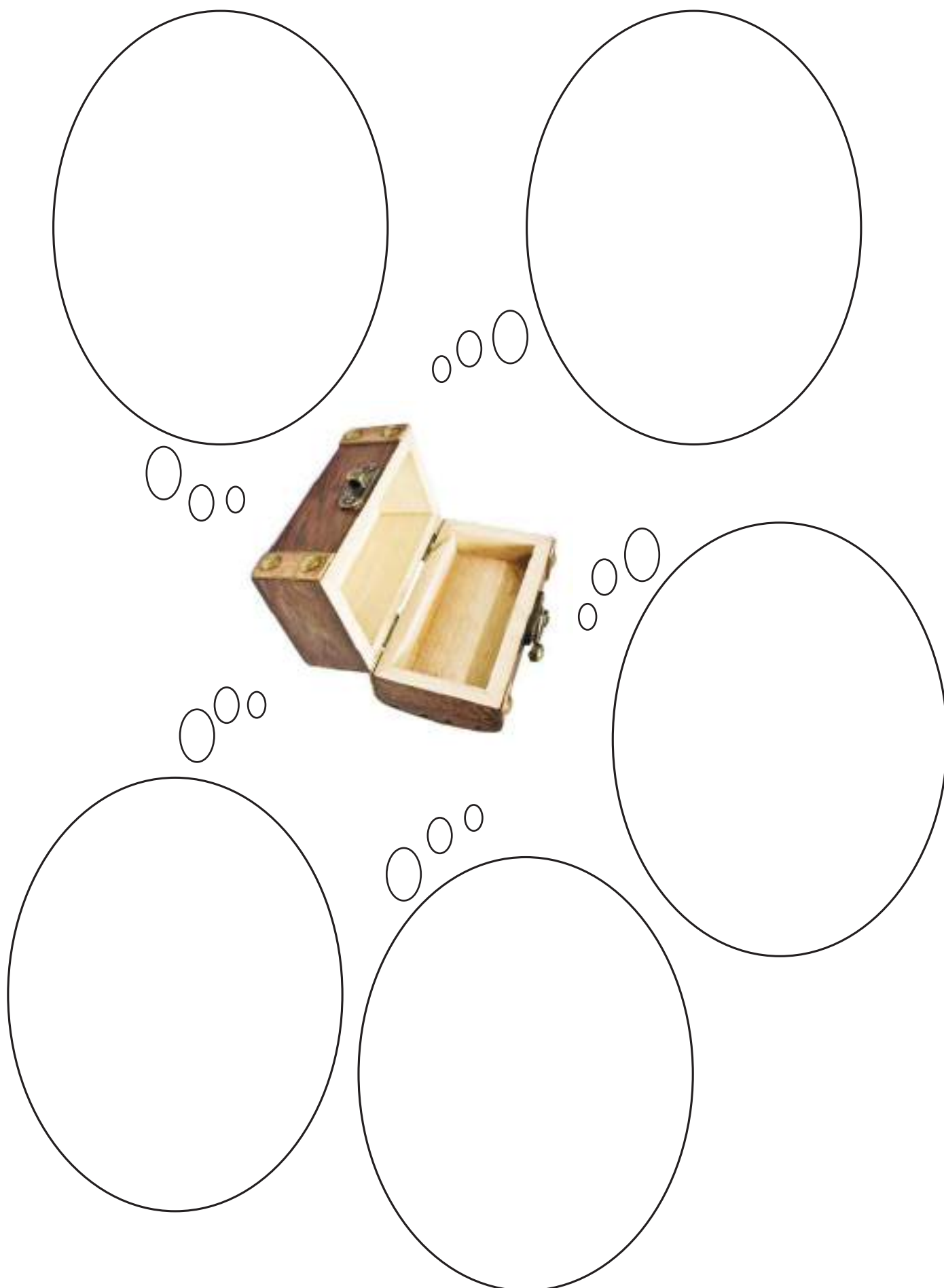
TAKEN FROM:

ANEKDOTA SHQIPTARE

SHTËPIA BOTVESE EUGEN, TIRANË 2001







# ARTIFACT CHART

| Name of object | What is the object made of? | What is the object's purpose? | What does the object say about the culture? |
|----------------|-----------------------------|-------------------------------|---------------------------------------------|
|                |                             |                               |                                             |
|                |                             |                               |                                             |
|                |                             |                               |                                             |

# WHO AM I?

WHAT WORDS DESCRIBE ME?

WHAT CAN I DO WELL?

WHAT DO I LIKE TO DO FOR FUN?

WHAT ARE MY FEELINGS?

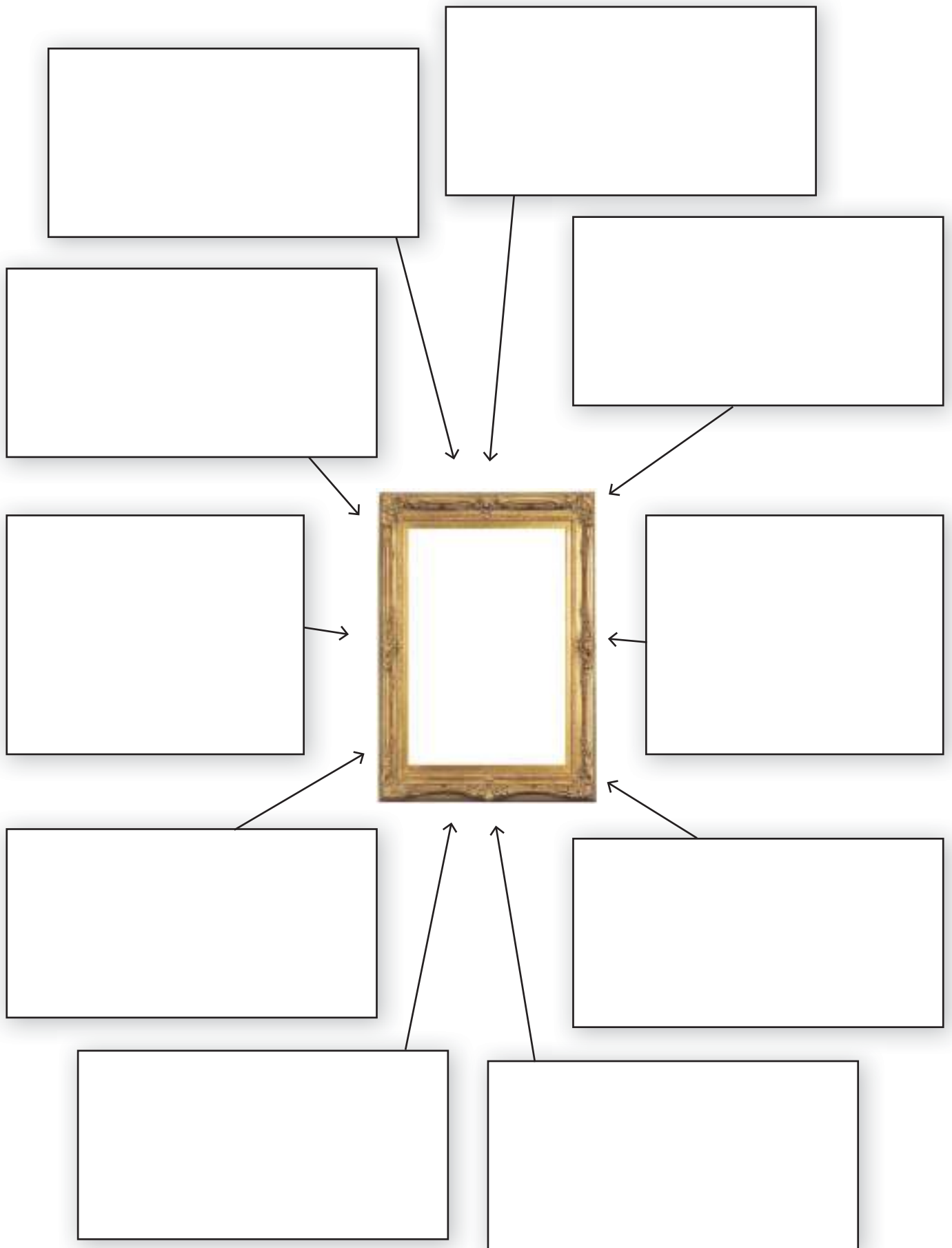
WHAT AM I MOST INTERESTED IN?

WHAT ARE MY IMMEDIATE NEEDS?

WHERE DO I LIVE?

WHICH GROUPS DO I BELONG TO?

WHAT ELSE CAN I TELL ABOUT MYSELF?



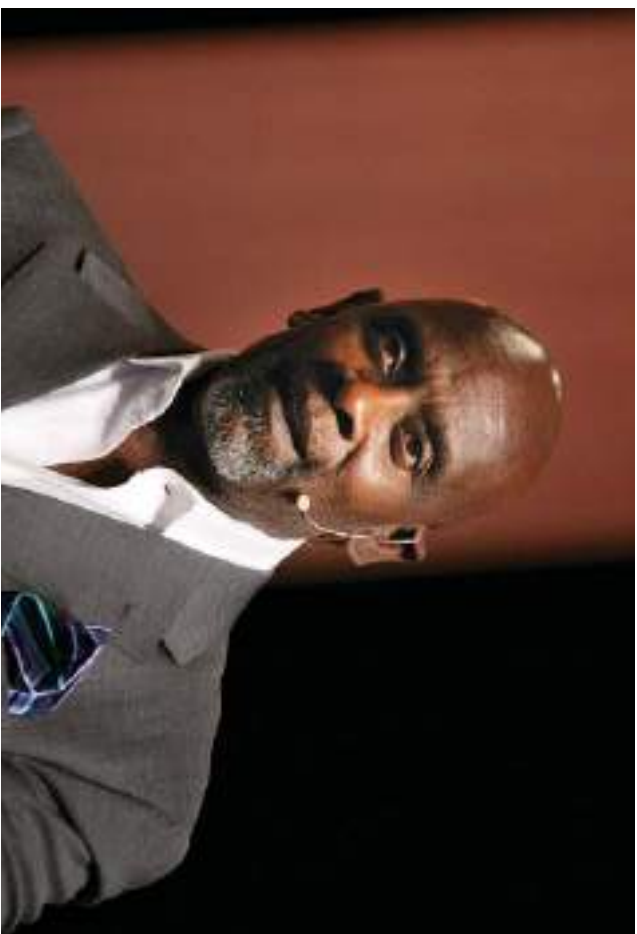
1.



2.



3.



4.



### 1. DILMA ROUSSEFF (THE WOMEN ON THE LEFT)

- FIRST FEMALE PRESIDENT OF BRAZIL.
- HER FATHER WAS A BULGARIAN EMIGRANT AND HER MOTHER A BRAZILIAN TEACHER.
- ECONOMIST BY PROFESSION.
- HAS A DAUGHTER FROM A MARRIAGE THAT ENDED WITH A DIVORCE.
- WAS A POLITICAL PRISONER DURING 1970 - 1972

### 3. CHRIS GARDNER

- AMERICAN ENTREPRENEUR, INVESTOR, STOCKBROKER, MOTIVATIONAL SPEAKER, AUTHOR, AND PHILANTHROPIST
- DURING THE EARLY 1980S, STRUGGLED WITH HOMELESSNESS WHILE RAISING HIS TODDLER SON.
- HIS AUTOBIOGRAPHICAL BOOK "THE PURSUIT OF HAPPINESS" WAS PUBLISHED IN 2006.
- MOTION PICTURE WITH THE SAME TITLE, STARRING WILL SMITH, WAS RELEASED SAME YEAR

### 2. SARI AND FRESKU

- THEY MET AT A TENNIS COURT IN PRISHTINA LAST SUMMER AND HAVE BECOME FRIENDS.
- THE BOY WITH SHORT HAIR IS SARI. HE AND HIS MOTHER ARE ISRAELI OF ALBANIAN ORIGIN. SARI SPEAKS ONLY FEW WORDS IN ALBANIAN.
- FRESKU, THE BOY WITH LONG HAIR WAS BORN IN GJAKOVA AND LIVES IN PRISHTINA.
- BOTH CHILDREN ARE AROUND 7 YEARS OLD, AND BOTH TRAIN IN TENNIS.

### 4. RIGOBERTA MENCHU TUM

- BORN IN A POOR INDIAN PEASANT FAMILY AND RAISED IN THE Q'UICHE BRANCH OF THE MAYAN CULTURE.
- IN HER EARLY YEARS SHE WORKED IN COFFEE PLANTATIONS.
- HER FAMILY WAS VICTIMIZED BECAUSE OF ITS POLITICAL ENGAGEMENT.
- SHE WAS AWARDED THE NOBEL PEACE PRIZE 1992 IN RECOGNITION OF HER WORK FOR SOCIAL JUSTICE AND ETHNO-CULTURAL RECONCILIATION BASED ON RESPECT FOR THE RIGHTS OF INDIGENOUS PEOPLES.

# THE GROUPS I BELONG TO

CIRCLE THE GROUPS YOU BELONG TO

School

Church

Scouting

Choir

Family

Student Union

Clubs

Sports Team

Band or Orchestra

Neighborhood

Other

---



KUMAU OPERA, CHINA



KOREAN TRADITIONAL DRAMA SONGS



OPEN AIR SCHOOLING, NEPAL



ADOBE BUILDINGS IN DJENNE, MALI



THE OLD WHARF OF BERGEN, NORWAY



THE CULTURAL SPACE JEMAA EL-FNA SQUARE, MOROCCO



GEORGIAN POLYPHONIC SINGING, GEORGIA



THE MUSIC OF TRANSVERSE TRUMPETS OF THE TOGEBANA COMMUNITY, IVORY COAST



IGUAZU FALLS



AMAZON RAINFOREST



JEJU ISLAND



HALONG BAY



TABLE MOUNTAIN



KOMODO NATIONAL PARK



PUERTO PRINCESA UNDERGROUND RIVER

MIRUSHA WATERFALLS



RUSOVA'S VALLEY



BREZOVICA



GADIM'S CAVE





CANYON OF DRINI I BARDHË



SPRING OF DRINI I BARDHË



BIFURCATION OF NERODIME