

IDEAS TO IMPROVE PRESERVATION OF HERITAGE



Module IV



Course 2



T1



L1

Activity

- **Short Description:** Cultural heritage should be part of the interpretive stories that link this particular heritage to beliefs and values that are essential for young people. This activity will help analysing why is important to preserve heritage and how to do it through multimedia tools
- **Methodology:** Brainstorming in two phases: ¿Why is important to preserve heritage? ¿How can we help preserving heritage by using multimedia tools?
- **Duration:** 2 hours
- **Difficulty (high - medium - low):** medium low
- **Individual / Team:** Teams 5-10
- **Classroom / House:** Classroom
- **What do we need to do this activity?**
 - Flipchart
 - Internet Connection
 - Paper, pen, markers

Description:

- Cultural heritage should be part of the interpretive stories that link this particular heritage to beliefs and values that are essential for young people.
- The contexts and stories should be selected to enable them values of self-determination and acceptance of change that will help them maintain their identity as a fluid and adult.



- The interpretation should include several points of view that reveal the importance of this particular heritage for individual historical groups (eg. with different socio-economic backgrounds).
- Interpretation should lead to open-ended questions that cause interaction, dialogue and it feeds on thought rather than simply providing answers.
- Emancipatory interpretation must respect one's autonomy and - sometimes provocative - his point of view.
- The performer himself can be challenged by teenagers who will respect him for its well-founded views and synthetic behaviour.

¿Why is important to preserve heritage?

¿How can we help preserving heritage by using multimedia tools?

Instructions

1. STEP 1: Presentation of the challenge and time schedule
2. STEP 2: Individual reflexion
3. STEP 3: Brainstorming (brainstorming may be conducted through the brainstorming tool (IV.2.L1 T2P.01) or through the Six hats thinking process ((IV.2.L1 T2P.01))
4. STEP 4: Classification of the ideas
5. STEP 5: Panel session and conclusions

The teacher can come up with a subject regarding the cultural heritage based on inherent heritage, natural, urban and rural landscapes, digital heritage and cinema.

Afterwards, the teacher will facilitate the conversation and negotiation with students based on the selected topic. The students will be given the opportunity to stimulate their imagination based on videos that the teacher will provide.

Additionally, the teacher will ask students to explain their views and ideas on the subject and negotiate on whether they agree or not. The main objectives of this exercise is to provide students with the opportunity to generate their own new key ideas on multimedia elements based on natural and rural landscapes, or digital heritage and cinema. Through this motivation process, the students will be encouraged to freely express and explain their ideas and judge the ideas of their classmates in order to reveal multiple aspects of the subject and enriching their knowledge. Then

Try to encourage to Take enough time to discover de more creative ideas. The more, the better.

Then, In the classification of the ideas' phase, mark those that are.

- With and "x" those ideas that might be seen as absurd and
- With a check mark those that could be feasible to or relatively ordinary

Usually you have more check marks than "X"



Expected outcomes

- List of ideas

Image: <https://www.lucidchart.com/blog/13-effective-brainstorming-techniques>

This activity can be used in other (module, course, topic, lesson):

- Course IV. 2 Developing Creativity / L1: Creativity and Problem solving

REFERENCES:

- O-City Platform <https://ocityplatform.webs.upv.es/dashboard/map>
- Culture & creativity. Three examples of cultural heritage preservation: <https://www.culturepartnership.eu/en/article/three-examples-of-cultural-heritage-preservation>

