# HERITAGE CHARACTERIZATION

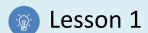




Module II







## Activity

- **Short Description**: In order for students to familiarize themselves with the concepts of Cultural and Natural Heritage, students must make a list of 10 true or false questions.
- Methodology: Collaborative learning.
- **Duration:** 2 hours.
- Difficulty (high medium low): Low
- Individual / Team: Individual
- Classroom / House: Classroom.
- What do we need to do this activity? (Indicate what resources we need to be able to carry out the proposed activity)
  - Computer







## Description

Text description: The teacher will assign the reading of the Definition of Cultural Heritage to the students
and share with them the product sheet of the exercise "Peer Dialogue" and also the reading on Types of
Heritage. With this information, and based on a Power Point template and the instructions available at the
following link <a href="https://www.wikihow.com/Create-a-Computer-Game-Using-PowerPoint">https://www.wikihow.com/Create-a-Computer-Game-Using-PowerPoint</a>

## Instructions

1. STEP 1: Students shall read the material provided by the teacher.

Students must create 10 questions, with the answer options True or False.

- 2. STEP 2: Go on the link provided by teacher
- 3. STEP 3: After Reading the instructions, each student should elaborate 10 true or false questions.

## **Expected outcomes**

• Our aim is to help students familiarize themselves with the definition of Cultural Heritage and the importance of preserving it to secure the existence of the different communities around the world.

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

• In all the lessons of this module.

DIGICOMP (Competences developed): N/A

**ENTRECOMP** (Competences developed): Creativity, self- awareness and self- efficacy.

#### ANNEX:

| DIGCOMP   | ENTRECOMP                            |
|---|--------------------------------------|
| 1. INFORMATION AND DATA LITERACY  | IDEAS AND OPPORTUNITIES              |
| 1.1 Browsing, searching and filtering data, information and digital content | 1.1 Spotting opportunities           |
|   | 1.2 Creativity                       |
| 1.2 Evaluating data, information and digital content                        | 1.3 Vision                           |
| 1.3 Managing data, information and digital content                          | 1.4 Valuing ideas                    |
| Content   | 1.5 Ethical and sustainable thinking |
| 2. COMMUNICATION AND  | 2. RESOURCES                         |
| COLLABORATION   |                                      |







| 2.1 Interacting through digital technologies  2.2 Sharing through digital technologies  2.3 Engaging in citizenship through digital technologies  2.4 Collaborating through digital technologies  2.5 Netiquette  2.6 Managing digital identity | 2.1 Self- awareness and self- efficacy  2.2 Motivation and perseverance  2.3 Mobilizing resources  2.4 Financial and economic literacy  2.5. Mobilizing others |
|---|--|
| 3. DIGITAL CONTENT CREATION   | 3. INTO ACTION   |
| 3.1 Developing digital content 3.2 Integrating and re-elaborating digital   | 3.1 Taking the initiative 3.2 Planning and management  |
| 3.3 Copyright and licences  | 3.3 Coping with uncertainty, ambiguity and risk  |
| 3.4 Programming   | 3.4 Working with others  |
|   | 3.5. Learning through experience   |
| 4. SAFETY   |  |
| 4.1 Protecting devices  4.2 Protecting personal data and privacy  |  |
|   |  |
| 4.3 Protecting health and well-being  |  |
| 4.4 Protecting the environment  |  |
| 5. PROBLEM SOLVING  |  |
| 5.1 Solving technical problems  |  |
| 5.2 Identifying needs and technological responses   |  |







- 5.3 Creatively using digital technologies
- 5.4 Identifying digital competence gaps





