



Go, see and show it to others

Title of activity	Go, see and show it to others
Theme	Understanding heritage through field research
Learning goals	<ul style="list-style-type: none"> • To observe and to enumerate specific features of the landscape • To understand and to explain the content of the concept of heritage • To understand and explain the causal link between the living conditions in an area and specific characteristics of natural and cultural heritage • Clearly, concisely and creatively present the heritage features (with posters, an invitation to a heritage celebration, a play, an advertisement for a restaurant, object-souvenir...).
Target audience	Young people aged 12 to 27.
Type of activity	Research, games and practical exercises
Keywords	Heritage (tangible and intangible), Natural living conditions, Social and historical context, Sustainable development, Creative presentation of heritage
Step-by-step	<p>1. Introduction - gathering information The group goes out into the field (or observes photos)</p> <p>The task is to observe the landscape, to note details that dominate, note details that are not present elsewhere (each person writes down their observations).</p>

Four groups are formed. Each group has the task to observe and focus on a range of topics and record the results of their observations:

a) the characteristics of flora

b) the animals observed in the landscape

c) man-made features - the work of human hands (buildings, different constructions, installations, monuments)

d) natural features (hills, valleys, water) and other natural objects.

2. Processing information

After returning from the field / photo observations, individuals and groups report their results. The activity leader guides the conversation to linking cause and effect (how the specific features of the relief and natural conditions affect flora and fauna, linking man-made features with natural conditions and a historical context):

1. Define the concept of heritage.

What can be called heritage? Provide examples from your region, connect it with what was visible on the ground or in photographs.

2. Connect the concept with the future and sustainable development.

Who or what is a friend of heritage? Who or what is an enemy of heritage? Provide examples of the impact of social and technical development on heritage.

3. Discuss how rapid changes in living conditions affect heritage.

How can changes in some living conditions, eg. water, affect the culture of life, and consequently cultural heritage? Running water on the islands improved the people's daily lives, but contributed to the neglect of traditional ponds. Ponds are necessary for the existence of wild animals and birds. What will impact will this ultimately have on economy and people's lives?

4. Identify the differences in living conditions, past and present.

What changes most threaten heritage? What endangered heritage in the past? What threatens now? Why has heritage, as a whole, changed more in the last 50 years than in the previous millennium? How do technical developments affect living conditions? Do we

know what the long-term consequences of this will be? What do we know about the traditional ways of production, construction, food... and why these traditions have held on this long (because the behaviour of people reflected the living conditions?)

POSSIBLE CONCLUSIONS: for a large part of history, heritage owed more to circumstances rather entering into human consciousness. Today our technical superiority requires great responsibility awareness about the need to preserve heritage.

Drawing conclusions about why it is important to preserve the heritage: Can heritage contribute to improving living conditions in **a sustainable way**?

POSSIBLE CONCLUSIONS: Sustainable development means improving the culture of life without compromising natural living conditions (water, soil, air, light and heat). Since our ancestors mastered this art and sustained life for thousands of years, their experience and legacy should be studied and followed.

3. The application of knowledge (practical work)


We propose different tasks for the creative expression of findings:

Divergent creativity

1. Write the recipe for a new dish using plants you encountered when exploring the local area.
2. Invent a folklore celebration and present the area you explored (the venue for the ceremony, decorations, menu, entertainment programme, ceremonial dress, a souvenir that visitors will get as a gift, etc.)
3. Design an advert for the best-selling product
4. Invent a tourist slogan for the area you explored
5. Draft a speech for an old man for a ritual handover of heritage to the new generation of inhabitants.

Convergent creativity

1. Select one heritage object (e.g. a traditional boat) and "read" all information about it by observing it.
2. For example, based on appearance and function, the material used to build the boat can be

	<p>determined, the material evokes trees that grow in an area; the shape of the ship and decorations speak of cultural influences and history of a region; its technical performance speaks about the tools that were available to people and the tools themselves evoke the materials and cultural influences, etc.</p> <p>3. List the variables underlying the economic promotion of heritage (e.g. the amount of attractive heritage objects in the environment, visitor numbers, benefit for the community, maintenance costs, the price of neglect, especially if this is a natural heritage object).</p>
Venue	Outdoor space, classrooms or meeting rooms
Materials required	Paper, pens, cameras
Duration	One working day
References	Examples of the YCHARe Workshop in Croatia, Island of Brač. “Brač stones” and “Elaphos 2018”
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