



THEMATIC PROJECTS

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|----------------------------------|-------------|
| 1. My Home, My Community | TP-1 |
| 2. My Elders, My Identity | TP-2 |
| 3. Our Town, Our Context | TP-3 |
| 4. My Culture, My Pride | TP-4 |

Instructions & Forms for Teachers



**My Home, My Community
Oral History**

**My Elders, My Identity:
Learning from
Tradition bearers & elders**



**Our Town, Our Context
Field Visit**



**My Culture, My Pride:
School Mela**



**PROMOTING PEACE AND SOCIAL COHESION
THROUGH HERITAGE EDUCATION**

Resource Kit on Intangible Cultural Heritage of Khyber Pakhtoonkhwa & FATA



UNESCO, ISLAMABAD
Serena Business Complex
7th Floor Khayaban-e-Suharwardy
Islamabad
Tel: +92-51-2600242-8
Email: islamabad@unesco.org
Website: www.unesco.org.pk
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THAAP,
43 G, Gulberg 111, Lahore
Tel: +92-42-35880822
Email: thaap.org@gmail.com
Website: www.thaap.pk

Text: Sajida Haider Vandal (editor) with Saba Samee
Photography: Imtiaz Ali with Ali Shahbaz, Tehsin Ullah Jan
Design Team: Imtiaz Ali, Ali Shahbaz, Sameeha Qadeer
Printers:

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Contents



Introduction	1
● TP 1 My Home, My Community	2
● TP 2 My Elders, My Identity	7
● TP 3 Our Town, Our Context	17
● TP 4 My Culture, My Pride	29

The Thematic Projects Part of this resource kit is closely linked with the Lesson Plans of the Student Activity Section.

The Thematic Projects are categorized in the following manner:

- | | |
|---------------------------|------|
| 1. My Home, My Community | TP-1 |
| 2. My Elders, My Identity | TP-2 |
| 3. Our Town, Our Context | TP-3 |
| 4. My Culture, My Pride | TP-4 |

The instructions and related forms for teachers are arranged within each Thematic Project. This section also contains a detailed overview of these Thematic Projects as Table 1. This table provides a detailed outline of the objectives and focus of the Thematic Projects, the Ideas and Methodologies with which these Projects should be carried out and possible research questions which can be investigated under each theme. Each category also contains the outline of the Roles and Responsibilities of various student groups.

OBJECTIVES

- To make students aware of their **Cultural Heritage**.
- To make students **Appreciate** their heritage.
- To help them develop **Interest** in their culture.
- To enable them in developing a **Sense of Ownership** towards their cultural heritage.
- To make students aware of the **Cultural Diversity** present in their culture and to make them appreciate this diversity and encourage **Respect & Tolerance**.

Each Thematic Activity also has its own focal objective

- TA-1 **Gaining Knowledge** from your home and community
- TA-2 **Respecting** the source of knowledge
- TA-3 **Appreciation** for the cultural diversity
- TA-4 **Sharing** of the cultural heritage as Group Heritage

My Home, My Community

The intent of this Thematic Project is that students are drawn to their own community and themselves and start Gaining Knowledge from their home and community. It encourages the students to define their own identity, their 'Self' and how it is embedded within the community in which the student lives and breathes. This Thematic Project is meant to encourage students to make simple observations like notice the words and gestures that their parents and community elders use for saying thank you, how they greet their elders, a peer, a stranger, a youngster and their parents. Gradually this Project can be made more complex; e.g. marriage songs, lullabies, riddles popular in a family. Notes can be compared in the class by devoting 10 minutes daily to this Project. This Project establishes the basis of how and why you should explore yourself and your community.

This Thematic Project would mainly consist of motivating the students to explore their community and their homes. Other opportunities such as establishing an ICH Data Base should be considered by the School to act as a Resource Bank for such Projects. Students must also be encouraged to seek out individuals in their homes and community who might be helpful. This can be an on-going Project which the student starts in a junior class and continues till the final class at increasing levels of complexity. It can be assigned through term time and during vacations. Students can also find out more about some ICH elements which may be under threat of vanishing and need to be safeguarded within their community. For instance it could be health care practices in the community, environmental management which responds to the environmental context and knowledge about the nature of the community concerned.

The methodology for the documentation of this Project can be recording and writing observations made during the visit; interviews conducted of the community members and participation in events. The information gathered during these visits and events under various roles and responsibilities can be carried out through maintaining a separate journal or scrap book for these Thematic Projects. This journal can contain photographs, drawings, sketches, written interviews and other gathered written information. This information can then be formally presented in the form of a written report. Presentations can also be part of the de-briefing discussion in which students can show videos, audios and photographs of this Project. This presentation can be a good start to share the traditional knowledge and appreciate the tradition bearer and create a holistic picture of their valuable cultural heritage.

This section contains the instructions for teachers at various stages of TP-1. An overview of the TP-1 is provided in Table 1.

1- Instructions For Teachers – Organizing & Preparatory Tasks

These instructions should be followed before sending the students in the community under the Thematic Project, 'My Home, My Community'

1. Prepare various types of assignments to be given to the students with clear objectives.
2. Prepare a Checklist for all the tasks and steps to be followed for the assignment in order to reduce the chances of forgetting something. Checklist Form is attached as Annex A. This Checklist can be expanded as per the requirement.
3. It is advisable that the concerned teacher should be well informed of the communities to which the students belong. Otherwise the teacher should make an effort to visit the location prior to sending the

students in the community in order to know the community by him/herself. This will help the teacher in gaining information about what kind of observations students can make upon their visit.

Academic Planning By Teachers

Prepare the activity sheet according to Table 1 indicating the overview of the Thematic Projects. You can take relevant explanatory questions from the table under this Thematic Project and through employing the indicated methodology and objectives instruct your students to gather information.

A separate Journal or Register should be kept for these Thematic Projects in which all the information gathered is recorded. In addition a Recorder should be procured to record audio information such as interviews with people, songs and stories. Preferably a Video Camera would be ideal equipment. For recording, a Digital Camera is also very useful. Students can present their information if they have a visual record.

The following questions should be taken as initial inquiry steps for information gathering:

- i. What I know (from home, elders, school and other sources)
- ii. What I want to know (information gathering)
- iii. How I will gather this information (recording equipment, material)
- iv. What I have learnt through this visit (presentation of the gathered information)

Roles & Responsibilities

In any specific class, your role as a teacher will be that of a Facilitator. You would be leading the class discussion among students to communicate their thinking and ideas among each other. The academic planning will be carried out keeping in mind the objectives of the Thematic Activities as stated in the beginning of this section.

The following table indicates various possibilities of information gathering in any specific class with each having a focused Role assigned for observation.

Group	Class	Role	Observations
Facilitator	<i>Teacher In-charge of any specific class can act as a facilitator. For instance, A Mathematician in a Mathematics Class is also a Facilitator.</i>	Opens lines of communication between students of various groups. Leads preview and debriefing Assigns roles to the group members. Reinforces student learning by asking questions.	What do you notice? Why do you think that? How do you know? Have you ever seen anything like this before? What do you think when it was made? What do you think how big or small this is?

Mathematician	<i>This activity / assignment can be conducted / given in a Mathematics class.</i>	Understands the relationships between objects using numbers and patterns. Responsible to make observations and calculations as per instructions in the activity sheet.	How many siblings do you have? How many languages are spoken in your home? How many houses are there in your street? How many storeys are there in your home? How many windows of your home open in to a courtyard/street? How many friends you have in your neighborhood?
Biologist	<i>This activity / assignment can be conducted / given in Science / Biology class.</i>	Studies life, including plants and animals. Examines the evidence collected by the photographer, and writes a story about the animal and plant life of the area as per the instructions in the activity sheet	Is there a tree in your home? How many trees are there in your street? Do you have a pet in your home? Does your family have a special food dish? When do you cook it? What are the ingredients? How is it prepared and preserved?
Photographer	<i>This activity / assignment can be conducted / given in Photography or Art class.</i>	Finds or locates artefacts, buildings and people, and records their stories about the history of the site using photography.	What do you think the symbol means? What is the story of the symbol? Has anyone seen this symbol been used anywhere? Do you have an object which is very important to you? Why is it important? What is the story of the object?
Environmentalist	<i>This activity / assignment can be conducted / given in an Environmental or Social Sciences class.</i>	Studies the Earth's surface, including landforms, climate, vegetation, and the living conditions of people and their involvement with nature.	What kind of spaces does your home have and how are they used? Do you have open courtyards, garden, trees and rooms? Does your home stay cool?

<i>Musician</i>	<i>This activity / assignment can be conducted / given in a Music or Art class.</i>	Identifies and makes notes on the types of musical instruments played in the community. Work together with the Photographer in documenting evidence.	Do you have any story, activity, song or game which is important to you? Why is it important to you? Why do you remember this song, story or activity? Is it because this song, story, game or activity makes you remember something, such as your grandparents, parents, friends, playful times or any festival or celebration in your family? Is there a musical instrument in your home? If yes, who in your home plays this instrument?
<i>Artist</i>	<i>This activity / assignment can be conducted / given in an Arts class.</i>	Uses imagination and creativity to design spaces, images, and models. His or her role is to draw objects and make notes about them as per the instructions in the activity sheet.	How do you celebrate a Birth in your family? Is there any special food distributed? Is the home decorated? What do you do when a boy is born and when a girl is born? Why is there a difference (if any)? What do you do to mourn a Death in your family? How do you celebrate Weddings in your family? What kind of food is cooked? What types of celebrations do you have before, during and after the day of the wedding? How does your family dress for the occasion? What sorts of gifts are given?
<i>Historian</i>	<i>This activity / assignment can be conducted / given in a History class.</i>	Examines the evidence collected by the photographer, artist, geographer and mathematician and weaves a story about the site as per the instructions in the activity sheet provided.	Who are you? Who were your ancestors? What language do you use in your home? What language do you use in the school? Is it different? Do you know other languages than your own language? What words do you like best in your language and why? Does your family use any unique word which is not used commonly? Do you know of any Metaphors in your language? Do you know any Proverbs in your language? Would you like to investigate the story behind a Proverb?

- Engage each student in discussion by asking the questions above, and encourage the students to use their imagination to observe their homes and communities.

2- INSTRUCTIONS FOR TEACHERS – Conducting the Project Assignments

The following should be observed before sending the students to their homes and community:

- Introduce the assignment in the class with a written activity sheet.
- Ask students if they have understood what the assignment is.

Clearly convey to the students the mode of submission and evaluation criteria

3- INSTRUCTIONS FOR TEACHERS – Class Discussion & Submission

These instructions should be followed AFTER the students come up with the information gathered from their community. A de-briefing session can have the following components

- When the students bring the assignment submission, hold a class discussion.
- Encourage students to share their observations by asking questions from each student. Afterwards, collect the assignment from each student. Mark the assignment according to the assessment criteria.

4- INSTRUCTIONS FOR TEACHERS – Assessment

An assessment of the performance of the students and the successfulness of the Assignment should be carried out upon the completion of the task given.

- After observing the community, do you think the site connected to one role more than the others? If so, which role and why?
- On a scale of 1 to 5, 5 being the BEST, how well do you think you work:

No	Categories	1	2	3	4	5
1	Exploring this Site / Location					
2	Recording of Observations					
3	Sharing your ideas in the Class					
4	Interacting and cooperating with one another					

- What could help you earn a 5 next time?

Annex A:

Checklist For Tasks

Name of the Location		
Name of the Teacher Incharge		
Date of the Assignment		
No	Tasks	Status
	Activity Sheet	
	Discussion Session Question list	
	Assessment/Marking sheet	

My Elders, My Identity

The intent of this Thematic Project is that students are made aware that their elders are the Tradition Bearers and Custodians of the rich cultural assets which give them **identity** and have the right to be **respected as a vital source of transmitting cultural knowledge to the next generation**. This Thematic Project is meant to highlight for the students a critical source of traditional knowledge and wisdom that rests with Tradition Bearers, Practitioners and the respected Elders in their communities. This Project extends one step further from the TP-1 and explores other communities. This opens up more possibilities for the teachers to invite these keepers of traditional knowledge to the schools.

For this TP-2 the word 'Elders' is used to refer to the students' grandparents, recognised *ustads*, poets, writers, historians and other knowledgeable, respected elders of the community. The use of this word can also be expanded or limited as per the requirement of the roles and responsibilities defined for students for making various observations. This Thematic Project would mainly consist of inviting the Tradition Bearer to the school, or the student can be motivated to explore other opportunities such as the Resource Kit. Students must be encouraged to seek out such individuals in their own community and elsewhere.

The methodology for documentation of this Project can be recording and writing observations made during the visit; interviews conducted of the community members and participation in events. The information gathered during these visits and events under various roles and responsibilities can be carried out through maintaining a separate journal or scrap book for these Thematic Projects. This journal could contain photographs, drawings, sketches, written interviews and other gathered written information. This information can then be formally presented in the form of a written report. Presentations can also be part of the de-briefing discussion in which students can show videos, audios and photographs of this Project. This presentation can be a good start to share the traditional knowledge and appreciate the Tradition Bearer and create a holistic picture of their valuable cultural heritage.

This section contains the instructions for teachers at various stages of TP-2. It also contains necessary formats of various permission and invitation letters, forms for logistics and for the procurement of equipment and materials, attendance sheet, detailed roles and responsibilities and a checklist for all the tasks to be conducted for this project. An overview of the TP-2 is provided in Table 1.

1- INSTRUCTIONS FOR TEACHERS – Organizing & Preparatory Tasks

These instructions should be followed while preparing and organizing for inviting a Tradition Bearer or Elder under the Thematic Project of 'My Elders, My Identity'.

1. Obtain permission from the School for inviting the Tradition Bearer. The relevant form is attached as Annex A.
2. Invite the Tradition Bearer. The relevant form is attached as Annex B.
3. Students must be informed about this visit well before time so that they can come prepared.
4. Organize logistics for the transport to and fro of the Tradition Bearer. The form for the logistics is attached as Annex C.
5. Procure the required equipment and material/s for academic activities and recording to be carried out

during the visit. Form attached as Annex D.

5. Prepare Attendance Sheet for the students. Attendance Sheet format attached as Annex E.
6. Prepare a Checklist for all the tasks and steps to be followed for organizing the Field Tour in order to reduce the chances of forgetting something. Checklist Form is attached as Annex F. This checklist can be expanded as per the requirement of the Field Tour.
7. It is advisable that the concerned teacher and a class representative should visit the Tradition Bearer and present the Letter of Invitation personally.
8. With mutual consent establish what kind of observations students can make upon his or her visit.

Academic Planning For Teachers

Prepare the activity sheet according to Table 1 indicating the overview of the Thematic Projects. You can take relevant explanatory questions from the table under this Thematic Project and through employing the indicated methodology and objectives instruct your students to gather information.

A separate Journal or Register should be kept for these Thematic Projects in which all the information gathered is recorded. In addition a Recorder should be procured to record audio information such as interviews with people, songs and stories. Preferably a Video Camera would be ideal equipment. For recording, a Digital Camera is also very useful. Students can present their information later on if they have a visual record.

The following questions should be taken as initial inquiry steps for information gathering.

- v. What I know (from home, elders, school and other sources)
- vi. What I want to know (information gathering according to the Role)
- vii. How I will gather this information (recording equipment, material, activity sheet)
- viii. What I have learnt through this visit (presentation of the visit)

Roles & Responsibilities

As a teacher your role will be that of a Facilitator. You would be introducing the Tradition Bearer among the students and encourage the students to interact with him/her and ask questions related to his / her expertise. A Facilitator should also stimulate students to communicate their thinking and ideas among each other and the Tradition Bearer. The academic planning will be carried out keeping in mind the objectives of the Thematic Activities as stated in the beginning of this section and in Table 1.

The following table indicates various possibilities of Group formation with each having a focused Role assigned for observation and information gathering.

Group	Role	Observations
Facilitator	Opens lines of communication between students of various groups. Leads preview and debriefing Assigns roles to the group members. Reinforces student learning by asking questions.	What do you notice? Why do you think that? How do you know?
Mathematician	Understands the relationships between objects using numbers and patterns. Responsible to make observations and calculations as per instructions in the activity sheet.	Mathematics Teacher can invite a Tradition Bearer who is known for his / her traditional mathematics skills, or musical skills.
Biologist	Studies life, including plants and animals. Examines the evidence collected by the photographer, and writes a story about the animal and plant life of the area as per instructions in the activity sheet.	The Science or Biology Teacher can invite a Tradition Bearer who is known for his / her traditional knowledge of local plants and animals.
Photographer	Finds or locates artefacts, buildings or people and records their stories about the history of the site using photography.	An Art Teacher can invite a Tradition Bearer who is known for his / her traditional knowledge of portrait making, painting, sketching or photography.
Environmentalist	Studies the Earth's surface, including landforms, climate, vegetation, and the living conditions of people and their involvement in nature.	A Science or Social Studies Teacher can invite a Tradition Bearer who is known for his / her traditional knowledge of the environment of the area, its climate, vegetation, landscape, and people.
Musician	Identifies and makes notes on the types of musical instruments played in the area. Works together with the Photographer in documenting evidence.	A Music Teacher can invite a Tradition Bearer who is known for his / her traditional knowledge of Music and Musical instruments, traditional Songs, Poetry and so on.
Artist	Uses imagination and creativity to design spaces, images, and models. His or her role is to draw objects and make notes about them as per the instructions in the activity sheet.	An Art Teacher can invite a Tradition Bearer who is known for his / her traditional knowledge of portrait making, painting, sketching, and so on.
Historian	Examines the evidence collected by the photographer, artist, geographer and mathematician and weaves a story about the site as per the instructions in the activity sheet provided.	A Social Studies, Art and History Teacher can invite a Tradition Bearer who is known for his / her traditional knowledge of the History of the area, tribes, crafts and others.

2- INSTRUCTIONS FOR TEACHERS – Introducing the Tradition Bearer and Conducting an Interactive Session

These instructions should be followed before the beginning of the interactive session with the Tradition Bearer.

1. Introduce the Tradition Bearer to the students and then the students should one by one introduce themselves to their guest.
2. Give a brief description of the expertise the Tradition Bearer will be talking about and then invite him / her to an interactive session with the students.
3. Talk to the students to ask if they understand the importance of the guest who has come to visit the School and to share his knowledge with them. Ask the students if they appreciate his / her gesture of spending his valuable time with them.
4. Act as a Mediator and a Facilitator during this session. Keep the discussion on the right path so that the maximum number of objectives is achieved and the students get the best out of this visit.
5. Encourage the students to use their imaginations to analyse the information provided by the Tradition Bearer.
6. Conclude the talk with a question and answer session.

3- INSTRUCTIONS FOR TEACHERS – Debriefing, Presentations

These instructions should be followed **AFTER** the interactive session with the Tradition Bearer has concluded. A de-briefing session can have the following components

- A discussion among teachers and students on various observations made by students during the visit of the Tradition Bearer.
- A presentation of the information gathered by students in groups.
- A written report by each group stating the gathered information.

4- INSTRUCTIONS FOR TEACHERS – Assessment

An assessment of the performance of the students and the successfulness of the Field Tour should be carried out upon the completion of the tour.

- Did anyone notice a group who seemed to do a really good job exploring the expertise of the Tradition Bearer? What, specifically, did that person say or do which you liked?
- On a scale of 1 to 5, 5 being the BEST, assess you worked together as a group:

No	Categories	1	2	3	4	5
1	Understanding the expertise of the Tradition Bearer					
2	Recording of Observations					
3	Sharing your ideas in the Class					
4	Interacting and cooperating with one another					

- What could help you earn a 5 next time? Annex A:

**Annex A:
PERMISSION FROM SCHOOL ADMINISTRATION FOR INVITATION**

To,
The Principal,
<Name of the School>,

Subject: PERMISSION TO INVITE <NAME OF THE TRADITION BEARER>

Dear Madam / Sir
I am writing this letter to seek your permission from the school's administration for inviting

Name of the Tradition Bearer:
Expertise:
For the Class:
Number of Students:
Staff/Facilitator:

We wish to invite the Tradition Bearer On (Day)_____ (Month)_____ (Year)_____
At _____ a.m or p.m
For _____ hours/days

I would also like to request the following:

1. A vehicle and driver to transport the Tradition Bearer to and fro.
2. A token of appreciation for the Tradition Bearer for his/her invaluable services rendered.
3. Cash in advance to purchase informative material such as books, maps and other related literature and for the procurement of required equipment.
4. Light Refreshments for the Tradition Bearers and others

We look forward to your kind approval.

Yours faithfully,

<Name of Staff>
Designation

-Approval granted
-Regret, not granted

Signature
<Approving Authority>

Date:
Stamp:

**Annex B:
LETTER OF INVITATION**

To,
<Name of the Tradition Bearer>,
<Expertise>
<Address>,

Subject: LETTER OF INVITATION

Dear Madam / Sir
I am writing this letter to invite you warmly to our School as a Tradition Bearer / respected Elder.

School:
Class:
Phone Number of School:
Phone Number of Staff-in-Charge:

Number of Students:
Staff/Facilitator:

The school is planning for your visit

On (Day)_____ (Month)_____ (Year)_____
At _____ a.m or p.m
For _____ hours/days

Should you require it, we shall be pleased to provide school transport to and from your home/other. Do let us know.

This invitation is related to the Thematic Project of 'My Elders, My Identity' with the following objectives:

- To make students aware of their Cultural Heritage.
- To make students Appreciate their heritage.
- To help them develop an Interest in their culture.
- To enable them to develop a Sense of Ownership towards their cultural heritage.
- To make students aware of the Cultural Diversity present in their culture, to make them appreciate this diversity and to encourage Respect & Tolerance.

Your kind help in achieving our objective will be highly appreciated.
We look forward to your visit.

Yours faithfully,

<Name of Staff> (Designation)

Date:
School Stamp:

Our Town, Our Context

The intent of this Thematic Project is that students can explore various aspects of their surroundings, their Towns and their Context and begin to **appreciate the Cultural Diversity of their towns and context**. For this TP-3 the word 'Town' is used to refer the student's city, town, village, tribe; and the word 'Context' is used to refer the region (South Asia), country (national context), province and district. The use of these two words can also be expanded or limited as per the requirement of the roles and responsibilities defined for students for making various observations. This Thematic Project would consist mainly of Field Tours to various Locations and Sites. They could be World Heritage Sites, Factories, Craft Workshops, Museums and Libraries.

The methodology for documentation of this Project can be recording and writing observations made during the visit; interviews conducted of the community members and participation in events. The information gathered during these visits and events under various roles and responsibilities can be carried out through maintaining a separate journal or scrap book for these Thematic Projects.. This journal can contain photographs, drawings, sketches, written interviews and other written information gathered during the field tour. This information can then be formally presented in the form of a written report. Presentations at the end of the tour can also be part of the de-briefing discussion in which students can show the videos, audios and photographs they have collected during the field tour. This presentation can be a good start to share ideas and create a holistic picture of the field tour.

This section contains the instructions for teachers at various stages of TP-3. It also contains necessary formats of various permission letters, forms for logistics and for the procurement of equipment and materials, attendance sheet, detailed roles and responsibilities and checklist for all the tasks to be conducted for this project. An overview of the TP-3 is provided in Table 1.

1- INSTRUCTIONS FOR TEACHERS – Organizing & Preparatory Tasks

These instructions should be followed while preparing and organizing for the Field Tour under the Thematic Project, 'Our Town, Our Context'

1. Obtain permission for conducting the Field Tour from the School and obtain security clearance from authorities. The relevant form is attached as Annex A.
2. Obtain permission from the relevant authorities / owners of the Location/s. The relevant form is attached as Annex B.
3. Students must obtain written permission from their parents. The relevant form is attached as Annex C.
4. Organize logistics, Guides / Facilitators and Staff for the tour. The Guides / Facilitators can be volunteer parents of students, community members and helpers. They must always stay with the students and will be responsible for the safety of the students and the sites they visit. The form for the logistics is attached as Annex D.
5. Procure the required equipment and material/s for academic activities and recording to be carried out during the Field Tour. Form attached as Annex E.
6. Prepare Attendance Sheet for the students. This will also come in handy for checking and keeping track of the students. Attendance Sheet format attached as Annex F.
7. Prepare a Checklist for all the tasks and steps to be followed for organizing the Field Tour in order to reduce the chances of forgetting something. Checklist Form is attached as Annex G. This checklist can be expanded as per the requirement of the Field Tour.

8. It is advisable that the concerned staff should visit the location prior to taking the Field Tour and make all the necessary arrangements, such as
 - b. Prior arrangements for any advance bookings, purchasing of tickets and obtaining any informative brochures and pamphlets
 - c. Checking the toilet facilities and health and safety measures
 - d. Organizing availability of food and water
 - e. Establishing what kind of observations students can make upon their visit
9. For the purpose of identification and orientation, student Groups must carry some kind of identification pole or flag designated to their group which is visible from a distance.

ACADEMIC PLANNING FOR TEACHERS

Prepare the activity sheet according to Table 1 indicating the overview of the Thematic Projects. You can take relevant explanatory questions from the table under this Thematic Project and through employing the indicated methodology and objectives instruct your students to gather information.

A separate Journal or Register should be kept for these Thematic Projects in which all the information gathered is recorded. In addition, a Recorder should be procured to record audio information such as interviews with people, songs and stories. Preferably a Video Camera would be ideal equipment. For recording, a Digital Camera is also very useful. Students can present their information later on if they have a visual record.

The following questions should be taken as initial inquiry steps for information gathering:

- i. What I know (from home, elders, school and other sources)
- ii. What I want to know (information gathering according to the Role)
- iii. How I will gather this information (recording equipment, material)
- iv. What I have learnt through this visit (presentation of the visit)

ROLES & RESPONSIBILITIES

As a teacher your role will be that of a Facilitator. You would be getting students of various groups to communicate their thinking and ideas among each other. The academic planning will be carried out keeping in mind the objectives of the Thematic Activities as stated in the beginning of this section.

The following table indicates various possibilities of Groups formation with each having a focused Role assigned for observation and information gathering.

Group	Role	Observations
Facilitator	Opens lines of communication between students of various groups. Leads preview and debriefing. Assigns roles to the group members. Reinforces student learning by asking questions.	What do you notice? Why do you think that? How do you know? Have you ever seen anything like this before? When do you think it was made? What do you think about how big or small this is?

Mathematician	(A Mathematics Teacher can accompany the tour and lead this group) Understands the relationships between objects using numbers and patterns. Responsible to make observations and calculations as per instructions in the activity sheet.	How tall are the doors? How many windows are present in each space? How many various kinds of spaces are used in the plan? How many tiles are used in the flooring? What is the size of each tile? Calculate the size of the space? How high are the ceilings? How old do you think it is?
Biologist	(A Science or Biology Teacher can accompany the tour and lead this group) Studies life, including plants and animals. Examines the evidence collected by the photographer, and writes a story about the animal and plant life of the area as per the instructions in the activity sheet	How many kinds of plants are growing on the site? How many kinds of animals did you see on the site? Did you see any extraordinary plants, animals or flowers? What sort of flowers did you see? Were there any medicinal plants of which you know?
Photographer	(An Art Teacher can accompany the tour and lead this group) Finds or locates artefacts and buildings and also people and records their stories about the history of the site using photography.	What did you notice? Is it a unique thing? Do people still use it? Have you ever seen anything like this before? When do you think it was made? How big or small do you think this is? How old do you think it is?
Environmentalist	(A Science or Social Studies Teacher can accompany the tour and lead this group) Studies the Earth's surface, including landforms, climate, vegetation and the living conditions of people and their involvement with nature.	How many kinds of stones did you gather? What is the color of the soil at the site? Is the climate humid, hot, dry or cold? What is the landscape of the site, its grounds and gardens? Were there any old trees present on the site? How many did you see? What kinds of flora and fauna and types of houses did you see?
Musician	(A Music or Art Teacher can accompany the tour and lead this group) Identifies and makes notes on the types of musical instruments played in the area. Work together with the Photographer in documenting evidence.	How many different kinds of noises did you hear at the site? Could you distinguish them? Could you see any musical instruments or pictures of them? Is somebody playing the instrument? Can you play an instrument? Are there any songs related to the site? Is there any traditional poetry associated with the site? Is there any rhythm in the decorations and features on the site? (such as door-window-door, or window-column-door-column-window)
Historian	(An Art Teacher can accompany the tour and lead this group) Uses imagination and creativity to design spaces, images, and models. His or her role is to draw objects and make notes about them as per the instructions in the activity sheet	What do you notice? Is it a unique object? Do people still use it? Have you ever seen anything like this before? When do you think it was made? How old do you think it is?

Historian	(A History and Social Studies Teacher can accompany the tour and lead this group) Examines the evidence collected by the photographer, artist, geographer and mathematician and weaves a story about the site as per the instructions in the activity sheet provided.	What is the Timeline of the site, building, and object? What is the importance of the site, building or object? Does the site, object or building have any significant features? What are they? Are they old or new?
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- Talk to each group and student, ask the questions above, and encourage the students to use their imaginations to observe the Location/site through the roles and responsibilities assigned to them.
- Please set aside five-ten minutes before entering and leaving the sites to conduct preview and debriefing sessions with your group.
- Please fill the following table in order to identify students in their groups and roles. Every group should have no less than 5 students and no more than 10 students.

<h1>Group 1</h1>	Name of Group
Date	

2- INSTRUCTIONS FOR TEACHERS – Briefing before leaving the School

These instructions should be followed before leaving for the Location from the school. Students should be assembled in one classroom and all the relevant material and equipment should be distributed. Groups should be formed and Roles should be clearly identified.

1. Divide the students into Groups identified in the Roles & Responsibilities.
2. Every group should have no less than 5 students and no more than 10 students.
3. Ask the students to read the descriptions of their responsibilities aloud.
4. Make sure every student has an activity sheet.
5. Allow time for idea sharing.

3- INSTRUCTIONS FOR TEACHERS – At the Site

Start by giving the students five-ten minutes to explore the site. Instruct each student to select one element, or have 1 question ready from within their Roles and Responsibilities. Upon their return the students should hand over that question/s to the teacher who will respond to these observations.

1. Ask the students to look at the name of the site and think about how it might connect to their roles, culture and heritage.
2. Tell the students they will be exploring the site with connections to their responsibilities. They should be prepared to play their role at the site.
3. Encourage students to read their questions silently using them to guide their thinking.
4. Tell the students they will have 30 minutes to explore the keeping in mind their assigned responsibility.
5. Reinforce a student is learning by asking questions such as:
 - a. What do you notice?
 - b. Why do you think that?
 - c. How do you know?
 - d. Have you ever seen anything like this before?
 - e. When do you think it was made?
 - f. How big or small do you think this is?
6. Select a meeting place at the site and show students where you will debrief at the end of the 30 minutes.
7. Emphasize among groups that a good group member always help others learn by sharing new ideas and listening to others. This will generate an environment of positive sharing and coordinated efforts.
8. Emphasize to students that good listeners look at the person speaking with great concentration and respond only when the speaker has finished. A good student should always wait for his/her turn.
9. Ask students to look at the questions on their activity sheets and make observations. Select a few students at each site location to share their ideas with the rest of the group.
10. All students will share their ideas at the end of the activity.

4- INSTRUCTIONS FOR TEACHERS – Field Work Debriefing, Presentations

These instructions should be followed AFTER the tour has been successfully conducted and the students are back in the class. A de-briefing session can have the following components

- A discussion among teachers and students on various observations made by students of each Group.
- A presentation of the information gathered by each group according to their roles and responsibilities.
- A written report by each group stating the gathered information.

5- INSTRUCTIONS FOR TEACHERS – Assessment

An assessment of the performance of the students and the success of the Field Tour should be measured upon the completion of the tour.

- Did anyone notice a group member who seemed to do a really good job exploring the site/field? What, specifically, did that person say or do which you liked?
- After visiting the site, do you think the site connected to one role more than the others? Which role was that and why?
- On a scale of 1 to 5, 5 being the BEST, how well do you think you worked together as a group:

No	Categories	1	2	3	4	5
1	Understanding the expertise of the Tradition Bearer					
2	Recording of Observations					
3	Sharing your ideas in the Class					
4	Interacting and cooperating with one another					

- What could help you earn a 5 next time? Annex A:

Annex A: PERMISSION FROM SCHOOL ADMINISTRATION & SECURITY CLEARANCE

To,
The Principal,
<Name of the School>,

Subject: PERMISSION TO CONDUCT A FIELD TOUR

Dear Madam / Sir

I am writing this letter to seek your permission to conduct a Field Tour for students as follows:

Class:

Number of Students:

Staff-in-Charge:

Accompanying Staff:

Voluntary Guides (Parents / Community Members / Helpers):

The Group will be visiting

Name of Location:

Date of the Visit:

Time of the Visit: Departure _____ Return _____

On receiving your approval, the students will seek permission from their parents / Guardian. Permission from the custodians of the Location have been obtained. The Permissions attained have already been submitted to your offices prior to taking students on this Field Tour, for your reference.

I would also like to request the following:

1. A vehicle along with a driver and conductor
2. Cash in advance to purchase tickets and informative material such as brochures, maps and pamphlets and for the Procurement of required equipment
3. Security Clearance from the Authorities

With kind regards,

Yours faithfully

<Name of Staff>
(Designation)

Approval granted
Regret, not granted

Signature: _____

Date:

Stamp:

Annex B: PERMISSION FROM AUTHORITIES /OWNERS

To,
<Name of the Authority / Owner>,
<Designation and Department>
<Name of the Location>,

Subject: PERMISSION TO VISIT <NAME OF THE LOCATION>

Dear Madam / Sir

I am writing this letter to request your kind permission to visit_____.

A Field Tour for students has been planned as follows:-

School:
Class:
Phone Number of School:
Phone Number of Focal Person:

Number of Students:
Teacher Incharge:
Total Number of Visitors:

We are planning to visit as follows:

Date (Day)____Date____Year____
Time of Visit:_____hours or ____am/pm
Duration of Visit:_____hours

This Field Tour has been organized with the following objectives:

- To make students aware of their **Cultural Heritage**.
- To make students **Appreciate** their heritage.
- To help them to develop an **Interest** in their culture.
- To enable them to develop a **Sense of Ownership** towards their cultural heritage.
- To make students aware of the **Cultural Diversity** present in their culture, to make them appreciate this diversity and to encourage **Respect & Tolerance**.

Your kind help in achieving these objectives will be highly appreciated.

We look forward to your kind permission to visit your site.

With our thanks,

Yours faithfully,
<Name of Teacher>
(Designation)

-Approved
-Regret, not approved

Signature
<Designation>
Stamp:
Date:

Annex C: PERMISSION FROM PARENT / GUARDIAN

PERMISSION FOR YOUR CHILD TO PROCEED ON A FIELD TOUR TO

Dear Parents / Guardian

As part of this term's curriculum students are required to go on a Field Tour. As the Staff-in-Charge I am writing this letter to request you to grant permission to your child to visit <Name of the Location>. The following are details of the Field Tour:

Phone Number of The School:
Phone Number of Focal Person:

The school is planning to conduct this Field Tour on the

Date of Visit:
Time of Visit:
Time of Return:

This Field Tour has been organized with the following objectives:

- To make students aware of their **Cultural Heritage**.
- To make students **Appreciate** their heritage.
- To help them develop a greater **Interest** in their culture.
- To enable them to develop a **Sense of Ownership** towards their cultural heritage.
- To make students aware of the **Cultural Diversity** present in their culture and to make them appreciate this diversity and encourage **Respect and Tolerance**.

Please provide your child with a packed lunch and drink. A full school uniform should be worn for easy identification. You are welcome to accompany this tour as a voluntary guide / facilitator in support of this tour and the children.

Kindly please fill in the attached form with your written permission.

Your cooperation will be highly appreciated.

With thanks and kind regards,

Yours faithfully
<Name of Teacher>
(Designation)

Written Permission

I / We give permission to _____ to go on a school-organized Field Tour to_____

Name of the Child_____ Name of the Location_____

Parental/Ward Signature _____ Date _____

Name in block letters_____Father/Mother/Guardian

My Culture, My Pride

The intent of this Thematic Project is that students can **share and celebrate their common Cultural Heritage and Expressions with communities, friends and guests as a Group Heritage collectively owned by the entire community**. This Thematic Project would mainly consist of a School Mela as an end-of-the-year activity. In this activity students are encouraged to showcase what they have learnt during the year regarding their ICH. The Tradition Bearers identified through TP-2 can also participate in this Mela. In the present circumstances there are few opportunities for the traditional melas to be held thus the young people have diminished choices and venues of informal transmittal of cultural knowledge.

The methodology for documentation of this Project can be recording and writing observations made during the Mela; interviews conducted of the community members and participation in events. The information gathered during these visits and events under various roles and responsibilities can be carried out through maintaining a separate journal or scrap book for these Thematic Projects.. This journal can contain photographs, drawings, sketches, written interviews and other written information gathered during the Field Tour. This information can then be formally presented in the form of a written report. Presentations at the end of the event can also be part of the de-briefing discussion in which students can show the videos, audios and photographs they have collected during the activity.

This section contains the instructions for teachers at various stages of TP-3. It also contains necessary formats of various permission letters, forms for logistics and for the procurement of equipment and materials, attendance sheet, detailed roles and responsibilities and checklist for all the tasks to be conducted for this project. An overview of the TP-3 is provided in Table 1.

1- INSTRUCTIONS FOR TEACHERS – Organizing & Preparatory Tasks

These instructions should be followed while preparing and organizing for the School Mela under the Thematic Project, 'My Culture, My Pride'.

1. Obtain permission for conducting the School Mela from various authorities. The relevant form is attached as Annex A. Preparation for the Mela can be used to highlight traditional systems of management and conflict resolution such as the Jirga. The Planning Phase should be visualized as the opportunity for students to imbibe skills of social organization and management and develop interpersonal skills for social cohesion. Representatives of the community, parents, teachers and students can work together for preparing the event. During the Mela students can be given specific assignments based on observation and interviewing as well as specific roles and responsibilities.
2. Prepare a Checklist for all the tasks and steps to be followed for organizing the School Mela in order to reduce the chances of forgetting something. Checklist Form is attached as Annex B.

ROLES & RESPONSIBILITIES

As a teacher your role will be that of a Facilitator. You would be getting students of various groups to communicate their thinking and ideas among each other. Groups can present relevant information in the Mela or prepare a cultural Drama.

The following table indicates various possibilities of Groups formation with each having a focused Role assigned for observation and information gathering.

Group	Role
Facilitator	Opens lines of communication amongst students of various groups. Leads preview and debriefing. Organizes and prepares multiple activities. Assigns roles to the group members. Reinforces student learning by asking questions.
Musician	Can prepare a music composition representing traditional musical songs and poetry, others
Biologist	Can present a play with a story line concerning the safeguarding of trees, flowers and animals and demonstrating their importance.
Photographer	Can act as the official photographer of the Mela and capture cultural moments of the celebrations
Environmentalist	Can make the participants aware of the importance of preserving our environment.
Artist	Can design the decorations and stage settings, Crafts, stall management and other creative activities.
Historian	Can employ traditional ways of Mela and festival management and make students aware of the importance of these events.

- Please fill the following table in order to identify students in their groups and roles. Every group should have no less than 5 students and no more than 10 students.

Group 1	Names of the Participants
Date	

2- INSTRUCTIONS FOR TEACHERS – Briefing before leaving the School

These instructions should be followed before initiating the School Mela. Students should be assembled in their respective classrooms and all the relevant material and equipment should be distributed, Groups formed and Roles clearly identified.

1. Divide the students into Groups identified in the Roles & Responsibilities.
2. Provide them with the description of their Roles and Responsibilities.
3. Ask students to read the descriptions of their responsibilities aloud.
4. Allow time for idea sharing.

3- INSTRUCTIONS FOR TEACHERS – Assessment

An assessment of the performance of the students and the successfulness of the School Mela should be carried out upon the completion of the tour.

- Did anyone notice a group member who seemed to do a really good job organizing and preparing for the School Mela? What, specifically, did that person say or do which you liked?
- On a scale of 1 to 5, 5 being the BEST, how well do you think you worked together as a group:

No	Categories	1	2	3	4	5
1	Understanding the expertise of the Tradition Bearer					
2	Recording of Observations					
3	Sharing your ideas in the Class					
4	Interacting and cooperating with one another					

- What could help you earn a 5 next time?

Annex A: PERMISSION FROM ADMINISTRATION

To,
The <Authority>,

Subject: PERMISSION TO CONDUCT A SCHOOL MELA

Dear Madam / Sir

I am writing this letter to seek permission to conduct a School Mela

Number of Students:
Teacher Incharge:
Accompanying Teachers:
Voluntary Guides (Parents / Community Members / Helpers):

Plans for the Mela

Venue:

Date: Day_____Month_____Year_____

Time:_____am/pm to_____am/pm

Duration:_____hours

I would also like to request the following:

1. A vehicle along with a driver and conductor for transporting participating students
2. Cash in advance for the procurement of material and equipment
3. Security Clearance from the Authorities

With our thanks and kind regards,

<Name of Teacher>
(Designation)

-Approved
-Regret, Not approved

Signature
<Approving Authority>

Date:
Stamp:



UNESCO ISLAMABAD
Serena Business Complex,
7th Floor
Khabayan-e-Suhrwardi
ISLAMABAD
Tel: +92-51-2600242-8
Web: www.un.org.pk/unesco

