



Lesson 4

Chinese Welfare Association



Lesson Notes

Subject:

Class

Lesson

Date:

Time:

Materials

Expectations

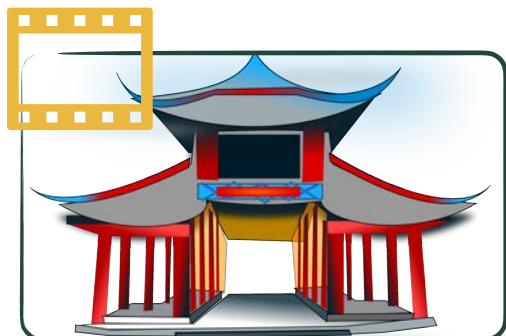
Goals For Success

Lesson Plan

Evaluation

LESSON 4 - CULTURAL HERITAGE

The accompanying materials will be supplied or are downloadable from the Chinese Welfare Association website, in particular the Virtual Chinese Resource Centre. Here in the Conference Room, the video screens on either side of the stage contain hotspots which lead to the resources below.



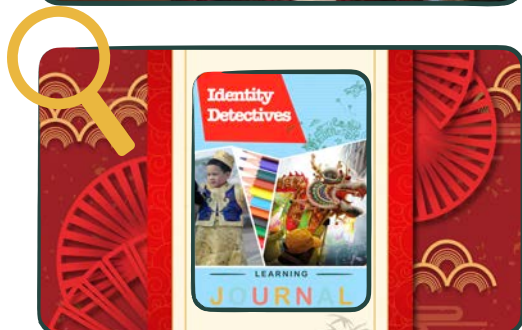
Virtual Chinese Resource Centre

A tour of the Virtual Chinese Resource centre will allow pupils to access information and undertake 'detective' work. Investigation - What are the most important parts of identity?



Video Presentation and Quiz

Let pupils watch Bonny's Introduction Video and how she find cooking an important part of Chinese Culture



Heritage Detectives Research Journal

The main activity will be to explore one aspect of identity and that is heritage and how important it is

ONLINE SAFETY

The materials are designed to be delivered in a class room, or in a home schooling situation, however pupils are encouraged to access the internet and undertake research there, so teachers or parents should ensure they are aware of potential dangers and undertake awareness raising prior to use, and monitor usage.



INTRODUCING IDENTITY & HERITAGE

UNDERSTANDING HERITAGE



Age Suitability: KS1 and 2

Availability: Classroom based

Duration of lesson: 45 minutes – 1 Hour

Maximum Class Size: 35

Content:

This interactive session introduces pupils to the different types of heritage. The aim of this introductory session is to familiarise pupils with heritage in its different forms, and how these are classified. These include natural and cultural or that made by humans. Then cultural heritage is divided into tangible with movable (paintings) and immovable types (buildings) as well as intangible (language).

The lesson will focus on Chinese New Year as a festival or event which is intangible cultural heritage, and examine different aspects of Chinese Culture learning more about them and how they are important and have been passed down from one generation to another making them 'heritage'.

Lesson Background:

The goal of this lesson is to help pupils understand the concept of cultural heritage by looking at Chinese culture, in particular the Chinese New Year Festival. Pupils will be introduced to the event in the Conference Room, and allowed to explore the virtual gallery to learn more about different aspects of Chinese Culture.

Learning Objectives

- Define cultural heritage;
- Describe touchable (tangible) and untouchable (intangible) cultural heritage;
- Recognise 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.

UNDERSTANDING HERITAGE

Lesson Outline:

Introduction (5-10mins): Types of Cultural Heritage

- Begin by explaining that the idea of culture is difficult to define. In fact, there is not a consensus or a single definition of culture. However, cultural heritage refers to what humans have made, either built (castle) or fashioned (costume) or developed (dance). Tell pupils that you are going to explore the idea of culture and cultural heritage together, and remind them that it all helps from identity.
- Ask pupils what the features of culture are and write their answers in their journal. Help them come up with some features, if needed. Explain to pupils 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.
- Analyse features of culture and cultural heritage through the pictures in the Virtual Gallery. After studying each picture, ask pupils to identify touchable and if possible untouchable features of culture. Help pupils to come up with the following:
 - Touchable Cultural Elements: the arts (paintings, sculptures, objects and artefacts that belong to the previous generations, rare books, etc.) buildings/architecture/ fortifications, bridges,
 - Untouchable Cultural Elements: beliefs; norms; rules; social standards; values; language; music
- Then finally with touchable elements can be further broken down into movable and immovable.

For older classes the terms touchable and Untouchable can be substituted for Tangible and Intangible.

Activity 1 (15-20mins): Iceberg Ahead

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

- Explain culture using the iceberg analogy. Make the point that only about only 10% 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

UNDERSTANDING HERITAGE

part of a much larger whole. Ask pupils if they can give any example. If not, provide them, e.g., values cannot be directly observed; holiday customs are visible.

- Next, using their Features of Culture worksheet Review with pupils how 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”).

- 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.

Activity 2 (10-15mins): Tied By Tea

Ask pupils to revisit the Virtual Gallery and find the picture of tea. There they will learn about the Chinese tradition of tea making. They will also be able to download the Tied by Tea Booklet and use that to complete the exercise.

The answer should be used complete their learning journal and some help may be needed to access the internet to look at the word for tea in different languages.

Follow Up (10-15mins): Reflection on Tied by Tea

The story of tea should be seen as a way that the world has adopted something from one culture and adapted it to their own. This may be due to climate and geography, social structures, or even politics. One clear lesson is that many cultures share common activities like tea-drinking, dances, drums. These are part of human development and may represent different things. Their importance, how they are passed down to the next generation and how they have shaped identity make them cultural heritage.

The tea itself, the implements used and the art forms created from it are tangible, while other related aspects like its role in family life, as part of how we welcome visitors or its use in events like wakes or celebrations and how this makes us feel such as ‘at home’ a sense of belonging or part of something like tea time with our families is what turns a practical process, a utilitarian thing like drinking into something of greater value or significance.

UNDERSTANDING HERITAGE

Differentiation/Extension

Importance of Heritage - Heritage is a fundamental source of individual and group identity, vitality, and solidarity. Heritage is a universal process by which humans maintain connections with our pasts, assert our similarities with and differences from one another, and tell our children and other young people what we think is important and deserves to be part of the future.

Heritage is not just “out there.” Heritage guides each of us from within on a daily basis. Heritage is a powerful source of practical suggestions on what to wear, what to eat, how to behave. Clothes, foods, stories, songs, and the patterned actions of the people around you influence your values and preferences. Heritage is one of the ways you determine right from wrong, beautiful from repulsive, meaningful from ridiculous, and so on. The preferences embedded in what we think, say, and do are important building blocks for communities, regions, and nations. Finish the lesson by looking at why it is important and how it is decided by individuals as much as by communities and governments.

Links to Curriculum

These lesson plans have been designed to support teaching of the curriculum for Northern Ireland. A brief summary of how curriculum objectives are met is included below.

The World Around Us

Pupils discuss the development of identity as a concept around the world

Language and Literacy

Pupils watch and then respond in writing to set questions

Personal Development and Mutual Understanding

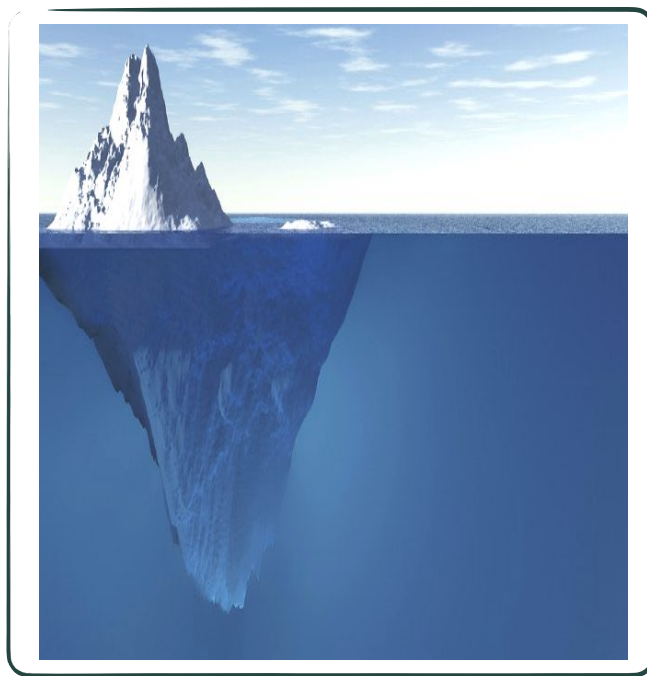
Mental Wellbeing: maintaining a healthy self-concept

Clarifying own values; including reflection on the origins of personal values and beliefs

Self-improvement through constructive self-reflection

ACTIVITIES - HERITAGE

Activities for the second part include Look and Learn based on videos and use of the Virtual Centre Gallery.



ACTIVITY 1-3 WHAT IS HERITAGE

Exercise - Get pupils to think about what they think heritage is. The images below will help generate discussion and show that it is not simply stately homes or monuments. Then use paper or online dictionaries to see what the definition is.

Then we will look more specifically at what they think their heritage is and perhaps even compare with what they think other people's heritage is.

Finally an exercise looking at the difference between history and heritage.

Activity 4-5 Types of heritage

Learning to differentiate between tangible and intangible heritage and to see both the complexity and breadth of heritage is important.

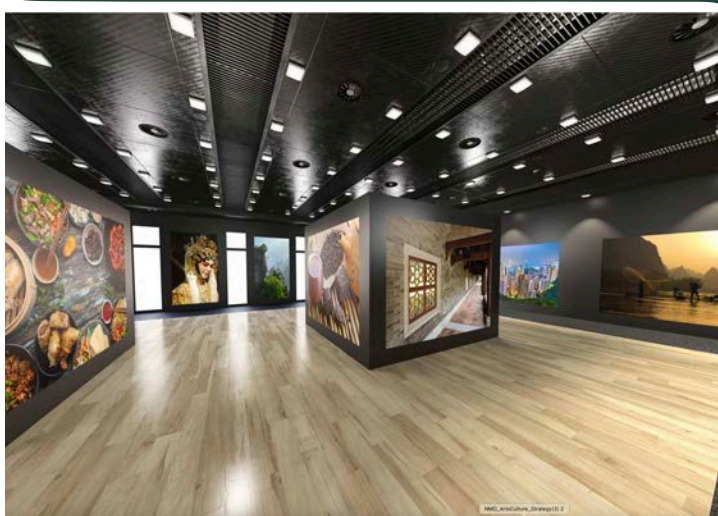
The iceberg analogy will show pupils how much cultural heritage is unseen, and how it is linked to the visible tangible aspects.

ACTIVITY 6: TIED BY TEA

By finding the image of tea making in the Virtual Gallery pupils can discover the amazing journey of tea through time. Watch the video and read the booklet before allowing them to answer the questions.

In this section we will explore how to best use the CHIME platform. This is a virtual museum space created within the Virtual Chinese Resource Centre.

VIRTUAL GALLERY



Pupils can use a PC, tablet or mobile device to explore the Virtual Space acting as online detectives. Alternatively the teacher can navigate through the space, in the gallery hotspots on the floor will move the user on.

Each picture in the gallery has its own hotspot which will bring up further content, from virtual follow up tours, to pages of content to explain or video and picture galleries which will add to the educational experience.



Many of the pictures will lead through to resource pages with their own videos, downloadable material and additional exercises.

IDENTITY DETECTIVES

A learning Resource developed by the Chinese Welfare Association
Used in conjunction with CHIME - Chinese Heritage Interpretative Museum
Experience



Funding Provided by the Department of Communities
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Identity Detectives

Educational materials developed by

