

NICOLA MASE'
THE DOLOMITES: A REAL TREASURE

School	<input type="radio"/> Primary <input type="radio"/> Middle <input type="radio"/> High			
Year / Class	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5			
Subject : LAW AND TOURISM LEGISLATION	Topic: THE DOLOMITES			
CLIL language	ENGLISH			

Teacher / Teaching team profile	Teacher's role: <input type="radio"/> Main Teacher <input type="radio"/> Co-teacher <input type="radio"/> Other: _____	Subject taught: _____
	Teacher's role: <input type="radio"/> Main Teacher <input type="radio"/> Co-teacher <input type="radio"/> Other: _____	Subject taught: _____

Student group profile (general)	CEFR Level: <input type="radio"/> A1 <input type="radio"/> A2 <input type="radio"/> C1 <input type="radio"/> B1 <input type="radio"/> B2 <input type="radio"/> C2		
	<div style="display: flex; justify-content: space-between;"> <div> <input type="radio"/> Experiences of CLIL <input type="radio"/> English mother tongue <input type="radio"/> Other mother tongue </div> <div> <input type="radio"/> Migrant background <input type="radio"/> Special Educational Needs : 2 <input type="radio"/> Other: _____ </div> </div>		

Timetable fit	<input type="radio"/> Module <input type="radio"/> Lesson	Previous lessons: the lessons will be dedicated to the Italian legislation about the Historical and Artistic Heritage and the Natural Landscape (Legislative Decree no. 41/2004). The Constitutional concept of "Historical and Heritage and of Natural Landscape" will be analysed and discussed
		Future lessons: how to develop a consciousness of protecting areas to gain a sustainable development

Resources & tools	From UNESCO website: http://en.UNESCO.org ; from UN website: http://un.org/en
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Students' prior knowledge, skills, competencies	Subject	Language
	Students should already have studied some aspects of the public International Law from the previous years, together with the knowledge of Geography (the territory of Trentino Alto Adige and its valleys and the territory of the other Regions; together with scientific knowledge of the rocks conformation, also already studied in the previous years in Science lessons.	Students should have the skills to understand all the verb tenses (especially the conditionals to compare and to create hypothesis). They have already studied some specific terms in English in the previous years.
Learning Outcomes expected for this lesson	Most learners should know: <ul style="list-style-type: none"> - The concept of heritage and natural landscape - The main concept of sustainable development - The way to combine the protection of the Dolomites with the development of tourism - The skill of developing opinions and positions regarding the best ways to spread knowledge and education - The art of supporting UNESCO initiatives 	
Methodology	<p>The lesson will start by activating prior-knowledge on three important subjects, as a sort of multidisciplinary task: Geography, Science and Law. About Geography: the students will remember their studies about the places where the Dolomites are located; about Science: they will recall their knowledge about the conformation of the rocks. At the end, in the specific subject of Law, students will explain the concepts of international and national law.</p> <p>The lesson will begin with a mind-map to give the students an overview of the topic¹.</p> <p>Then the students will be guided but they will also have to work in pairs reasoning and getting to know the goals and the aims of UNESCO.</p> <p>After that, the lesson will focus attention on the ten criteria of the UNESCO. A site can be listed in the UNESCO World Heritage list if it matches at least one of the criteria. The students will work in pairs in writing a summary about the scope of this “Intellectual Agency” of the UN, finding themselves pieces of information on the web.</p> <p>Before assessing them, the students will play a game with cards where some sites, listed in the UNESCO World Heritage list, are represented. With the division of the class in six groups, each group will receive 4 cards and they will have to match the sites with the criteria of UNESCO.</p> <p>The lesson will terminate with a formative assessment activity that will include a discussion to see if the students have understood the main concepts. There will be also a summative assessment.</p> <p>Moreover, they will have a specific homework task that will especially include the creative skills, consisting in producing a video on the Dolomites</p>	

¹ See mind-map created by the teacher (see sheet no.1)

	where they will explain and justify some aspects.
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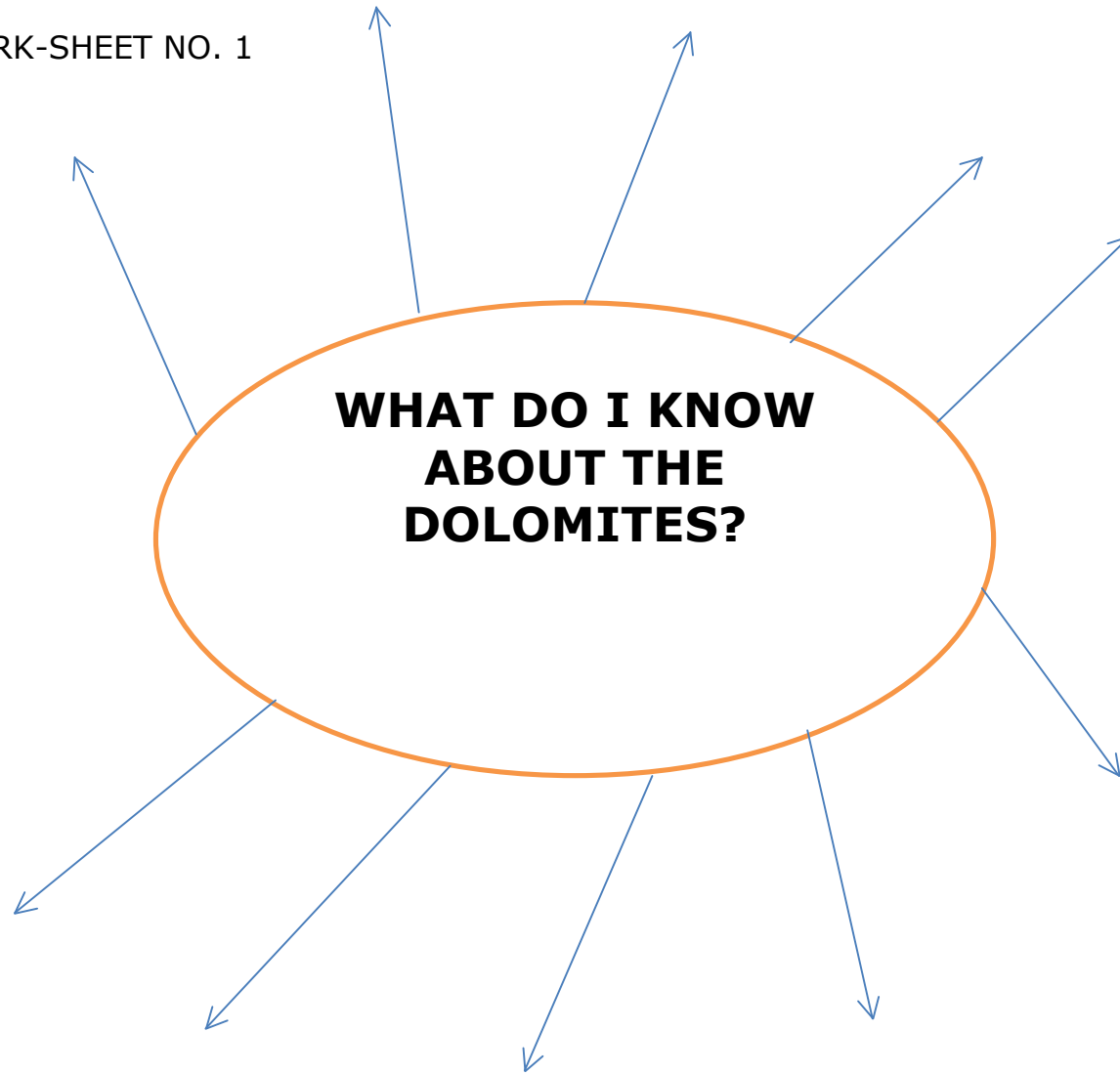
Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
1 BRAIN STORMING	To activate learners' prior knowledge of the topic	Two words on the blackboard: ROCKS & LOCATION A sheet with the big question: What do I know about the Dolomites?	Teacher guides the students with some extra words	<ul style="list-style-type: none"> ○ Whole class ○ Group work ○ Pair work ○ Individual work 	Individual worksheet, created by the teacher	08:50 – 09:00 10 minutes	Recognise and understand the words related to the location and the rocks of the Dolomites
2 ICE BREAKER	To activate students' interest	Today's slogan of UNESCO is <u>"Building peace in the minds of men and women"</u>	Where do you stand on this issue? What do you think about it?	<ul style="list-style-type: none"> ○ Whole class ○ Group work ○ Pair work ○ Individual work 	Written on the Lim board	09:00 – 09:10 10 minutes	Developing opinions and judgements on everyday life and students' position in the world

3 WORK SHEET 2	To make the students familiar with the aims and the purposes of UNESCO and the reason for setting up UNESCO	Teacher distributes worksheets with exercise, activities and readings. Students read, answer the questions and follow the tasks (using coloured pencils to identify the various parts of the texts: - the aims and purposes of UNESCO; - the ways in which the aims will be guided	Nouns, adjectives	<ul style="list-style-type: none"> ○ Whole class ○ Group work ○ Pair work ○ Individual work 	Worksheet no. 2 ² All the materials will be in font “Verdana” because of the students with special needs	09:10 – 09:30 10 minutes	Analyse the aims of UNESCO and determine the reasons behind the creation of this international body.
4 WORK SHEET 3	To understand the ten criteria to make a place included in the World Heritage List	Teacher reads the ten criteria of UNESCO (or he sees if there is a volunteer) The students then read the sheet with the criteria by themselves then they will discuss it in pairs	Subject specific vocabulary Imperative form for instructions	<ul style="list-style-type: none"> ○ Whole class ○ Group work ○ Pair work ○ Individual work 	Worksheet no. 3 ³ All the materials will be in font “Verdana” because of the students with special needs	09:30 – 09:50 20 minutes	Understand and distinguish the ten criteria

² Adapted from <http://en.UNESCO.org>

³ Adapted from <http://en.UNESCO.org>

5 WORK SHEET 3	To understand how the Dolomites got the recognition	<p>The students together with the teacher will focus their attention on the 7th and the 8th criteria</p> <p>Each student will then describe and compare all the reasons and aspects why these two criteria are adapted to the Dolomites</p>	Conditionals and future tenses	<ul style="list-style-type: none"> ○ Whole class ○ Group work ○ Pair work ○ Individual work 	<p>Worksheet no. 3.</p> <p>All the materials will be in font “Verdana” because of the students with special needs</p>	<p>09:50 – 10:10</p> <p>20 minutes</p>	Understand and examine why the Dolomites are part of UNESCO
6 FORMATIVE ASSESSMENT	Formative assessment to discuss main goals	The teacher will motivate the students in a sort of “agorà” to present their personal point of view	Adjectives, present tenses, past tenses, agreeing and disagreeing	<ul style="list-style-type: none"> ○ Whole class ○ Group work ○ Pair work ○ Individual work 	The worksheets no. 2 and 3	<p>10:10 – 10:20</p> <p>10 minutes</p>	Debate and give them the possibilities to create their own personal opinion of the social and international issues about education and sustainable development



WORK-SHEET NO. 2

UNESCO: the «INTELLECTUAL» agency of the UN.

The aims of UNESCO.

- Peace must be established on the basis of humanity's moral and intellectual solidarity.
- By: Mobilizing for education: so that every child, boy or girl, has access to quality education as a fundamental human right and as a prerequisite for human development.
- Building intercultural understanding: through protection of heritage and support for cultural diversity. UNESCO created the idea of World Heritage to protect sites of outstanding universal value.
- Pursuing scientific cooperation: such as early warning systems for tsunamis or trans-boundary water management agreements, to strengthen ties between nations and societies.
- Protecting freedom of expression: an essential condition for democracy, development and human dignity.
- Nowadays a new thinking on sustainable development reaffirms the founding principles of the Organization and enhances its role: In a globalized world with interconnected societies, intercultural dialogue is vital if we are to live together while acknowledging our diversity.
- In an uncertain world, the future of nations depends not only on their economic capital or natural resources, but on their collective ability to understand and anticipate changes in the environment - through education, scientific research and the sharing of knowledge.
- In a connected world - with the emergence of the creative economy and knowledge societies, along with the dominance of the Internet, the full participation of everyone in the new global public space is a prerequisite for peace and development.
- At a time when the world is looking for new ways to build peace and sustainable development, people must rely on the power of intelligence to innovate, expand their horizons and sustain the hope of a new humanism.
- UNESCO exists to bring this creative intelligence to life; for it is in the minds of men and women that the defence of peace and the conditions for sustainable development must be built.

Task Text Analysis

Using coloured pencils to identify the various parts of the texts, underlining: the aims and purposes of UNESCO and the ways that the aims will be guided.

Discuss in pair about the goals of UNESCO: do you think they are utopist or real? Why?

The Criteria for Selection.

To be included on the World Heritage List, sites must be of outstanding universal value and meet at least one out of ten selection criteria.

- **THE FIRST** To represent a masterpiece of human creative genius;
- **THE SECOND** To exhibit an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology, monumental arts, town-planning or landscape design;
- **THE THIRD** To bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared;
- **THE FOURTH** To be an outstanding example of a type of building, architectural or technological ensemble or landscape which illustrates (a) significant stage(s) in human history;
- **THE FIFTH** To be an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture (or cultures), or human interaction with the environment especially when it has become vulnerable under the impact of irreversible change;
- **THE SIXTH** To be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance. (The Committee considers that this criterion should preferably be used in conjunction with other criteria);
- **THE SEVENTH** To contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance;
- **THE EIGHTH** To be outstanding examples representing major stages of earth's history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features;
- **THE NINTH** To be outstanding examples representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals;
- **THE TENTH** To contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation.