



MONUMENTAL ADVENTURES

at the greek unesco monuments



GUIDEBOOK FOR THE TEACHER

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Guidebook for the teacher

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Introduction

The multidimensional educational material entitled “**Monumental Adventures at the Greek UNESCO Monuments**” is a project of the Department of Educational Programmes and Communication of the Directorate of Archaeological Museums, Exhibitions and Educational Programmes of the the Ministry of Culture¹.

Through it, important ancient temples, byzantine churches, medieval cities and ports, in different regions of Greece, are all presented in the light of their enrollment as World Heritage Monuments. The enumeration of the 18 entries to date follows the chronological order of their inclusion in the UNESCO World Heritage List, intending to make children and adults mentally travel to them.

The monuments are presented using various educational tools, so that not only the basic concepts that make them unique, but also the common elements that characterise their historical course are highlighted. The provided material can be used selectively or in different combinations, depending on the total duration of the action, the capabilities and interests of each group. The aim is to bring out the different aspects of the subject through dialogue, interaction and active participation. This rich material is provided in digital and print form.



DIGITAL MATERIAL

The website greekunescomonuments.gr contains:

- Main material with the booklets in digital format (e-books).
- Additional informative material.
- Online activities.
- Three digital booklets with activity suggestions.
- An informative short film.



PRINTED MATERIAL

The educational folder contains:

- Guidebook for the teacher.
- 22 double-sided educational cards.
- 18 booklets for the presentation of each Greek monument in the World Heritage List.
- Poster, bag.

Group of interest

The content is addressed to Primary and Secondary Education, especially to students aged 10–15 years, as they possess the necessary knowledge and cognitive skills to understand the concepts covered.

However, with appropriate adaptation, the available printed and digital material can also be used for the educational needs of more classes, as well as from the general public.

The digital availability of the educational material in Greek, English and French facilitates access to all: students and general public in Greece and the world! It gives autonomy and flexibility in the use of various educational tools and allows to be adapted to the needs of people younger or older, special groups of people, as well as people with visual, motor or cognitive difficulties.



Goals

Students are invited to turn their gaze to monuments and archaeological sites of particular beauty or historical or architectural value in Greece and discover them through interactive and multisensory experiences. Through thematic walks students are invited to shape their own perspective, so as to realize the constant changes, to connect the imprints of history with memories, but also to recognize the perspectives that are formed for the present and the future. In this way, empirical knowledge is strengthened, artistic expression and creation are developed and, at the same time, the collective as well as the particular identity of each place is highlighted.

THE AIM IS FOR THE STUDENTS

- To understand the concepts: monument, heritage, universality, as well as the concept of “outstanding global significance” and to “unlock” the riddle of “cultural heritage”.
- To learn about UNESCO, the World Organization for Culture and Education, and its role in protecting the world’s cultural and natural heritage.
- To become familiar with Greek monuments and Greek culture.
- To learn about their country’s past and understand its importance.
- To raise awareness of issues of acceptance and protection of cultural and natural heritage, both local and global.
- To develop their creative skills and cultivate the intellectual skills of analysis and synthesis, through the experiential and interactive use of the educational material.



Website & video...



ONLINE ACTIVITIES

With varying degrees of difficulty:

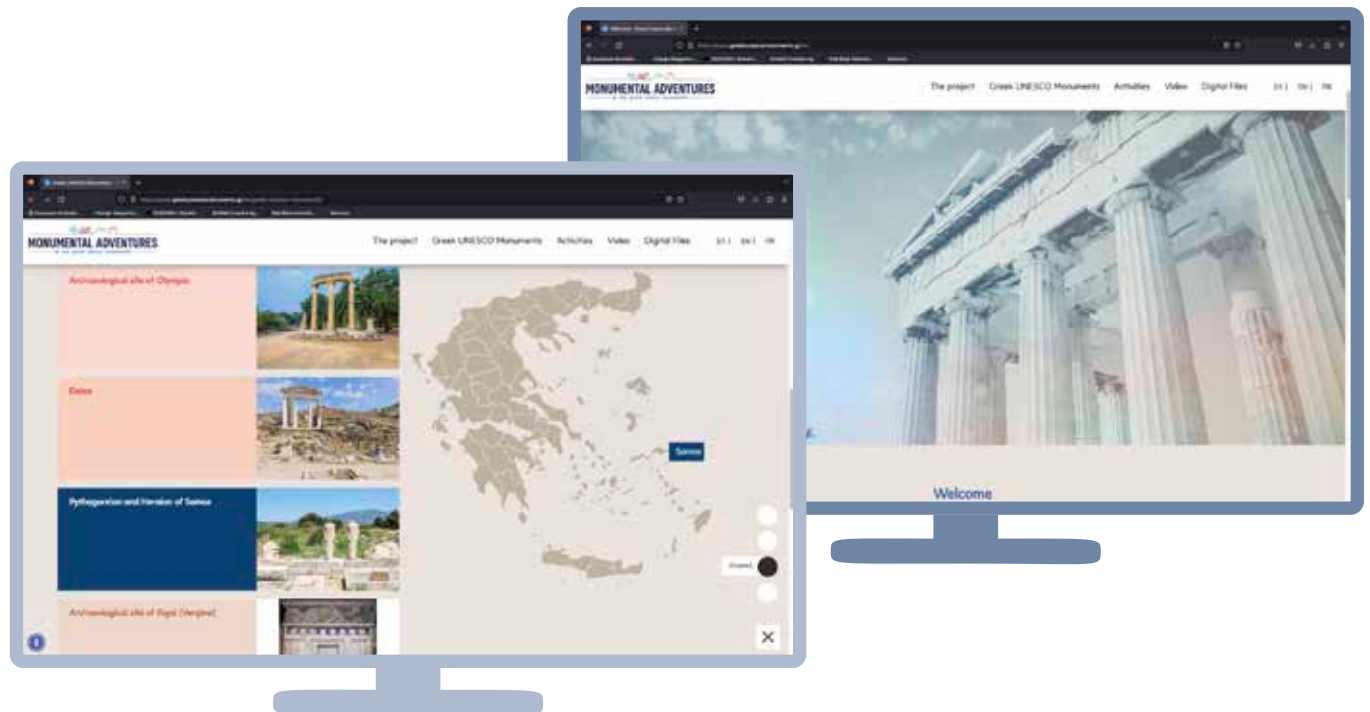
- **Puzzle game.**
- **Memory game.**
- **Quiz game.**
- **Interactive video**, to uncover small secrets about selected World Heritage Monuments.
- **Podcast “Listen and Timetravel”**. Through short original narratives the listeners walk around the monuments accompanied by people of past eras. People with visual difficulties and younger children are invited to a quick and interesting “tour” to acquaint themselves with every monument and become familiar with life in the past.
- **Digital activity booklets:**
 - “**Learn about UNESCO–Decipher the monuments**”: to print and use to comprehend basic concepts.
 - “**Discover the monuments**”: για εκτύπωση και χρήση κατά την επίσκεψη σε μνημείο και αρχαιολογικό χώρο.
 - “**Explore the museums**”: to print and use during the visit in a museum.

Knowledge accessible to all!

The website www.greekunescomonuments.gr in Greek, English and French contains all the printed material of the educational folder in digital format (flip book and pdf), as well as additional informative and photographic material, activity suggestions and games.

Main material

The eighteen Greek monuments are presented in the order of their inclusion in the World Heritage List of UNESCO. The interactive map and timeline “**In time**” facilitates “travelling” through space and time. There are a lot of photographs in the Photogallery, and the transition to the hyperlink of the Ministry of Culture www.odysseus.culture.gr provides detailed information on each monument and archaeological site.



... beyond the classroom!



SHORT FILM (VIDEO)

The video “**Monumental adventures at the Greek Unesco Monuments**” presents in a few minutes:

- the role of UNESCO globally.
- the basic concepts: monuments, cultural heritage, universality.
- the Greek monuments in the World Heritage List of UNESCO up to the year 2022.
- the educational project with the same name.

The video is the best introduction to the presentation of the topic, but can also be used at the teacher’s discretion in the next steps.

LEARN MORE

The short film is also provided in an **interactive format** entitled “**Observe and Explore**”, enriched with additional information, for more targeted educational use and acquaintance with specific monuments.



Additional support material

The website includes extra content that gives a wider dimension to the acquaintance with the Greek UNESCO monuments.

- “**Green Cultural Routes to Greek UNESCO Monuments**”: Observe the relationship of the monuments with their environment in the past, learn about the dangers that threaten them in the present and take action for the future!
- “**Read a city from A to Ω**” (in Greek): Monuments have their own special words to describe them! Solve the riddle of the words and comprehend the ancient cities with the digital glossary of architecture!



- **Suggestions for activities**, in the context of formal and non-formal education.

Based on the special interests of the group, organise discussions and visits to one or more monuments. Spend time getting to know the monuments. Recall monuments in your area, to which the schoolclass could have access, for comparison and constructive dialogue.

To complete each step, use the activity suggestions in the [guidebook for the teacher](#), games and activity e-books on the website: "Learn about UNESCO-Decoder the Monuments", "Discover the Monuments" and "Explore the Museums".

- Understand the variety and diversity of the World Heritage: The main tool to get to know the UNESCO monuments is the World Heritage Center website
- Learn about the 17 UN Sustainable Development Goals with the help of UN educational material with a **board game**, **storybook** and other activities!
- Read in Greek the book «Fairy tales for a fairer world»: (available in many languages)

- Book club:
<https://www.un.org/sustainabledevelopment/sdgbookclub/book>
 "Fairy tales for a fairer world":
<https://sdgstorybook.com>
<https://issuu.com/perceptionchange/docs/en-contents-fairytales-final-forpri>

Myst is a computer game that has been called "the most beautiful game ever made." It's a first-person puzzle game that takes place in a mysterious, ancient world. The game is set in a series of interconnected islands, each with its own unique architecture and environment. The player's goal is to explore these islands, solve puzzles, and uncover the secrets of the world. The game is known for its stunning graphics and atmospheric music.

Educational cards



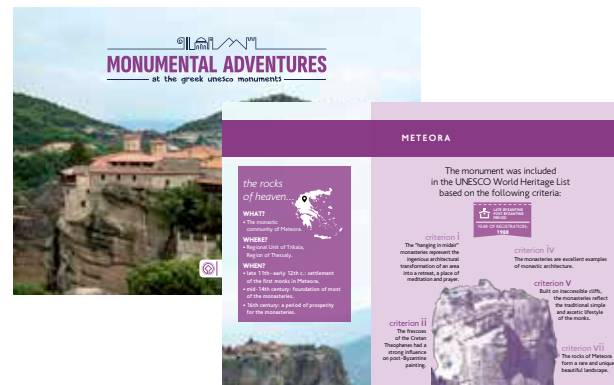
PORTABLE ILLUSTRATED CARDS

The folder contains 22 double-sided cards in A4 size. They are used in conjunction with the booklets, for quiz, games of knowledge and consolidation.

- One card lists the ten criteria for inclusion in the World Heritage List. On its other side the “Heritage Circle” is presented, while the good initiatives and actions that bring out accordingly good results are pointed out.

- Each one of the rest 21 cards shows the photograph of a monument without its name, while on the reverse side there is important identity information about the same monument as described in the World Heritage List.

The cards are to be distributed among the classmates or spread out in the middle of the group for all to see, to stimulate students to focus on the specific monuments and ask questions about them through observation and game.



Booklets for the presentation of monuments

18 listings in UNESCO... 18 booklets

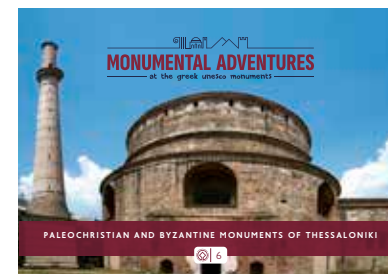
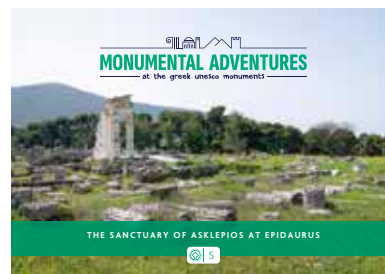
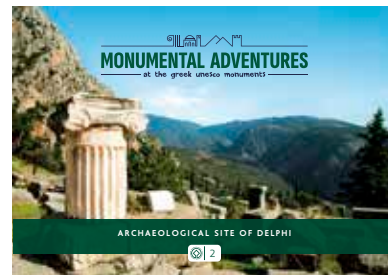
Each booklet corresponds to an inclusion in the World Heritage List. The 18 booklets present monuments in 21 regions of the country, because some inclusions relate to more than one monument that belong together to a single category. The booklets are numbered according to the time order of the registration of a monument in the World Heritage List. Each monument is presented through ten chapters (recurrent topics) in every booklet, which cover the most important aspects for the study of a monument, with easy-to-understand and short texts.

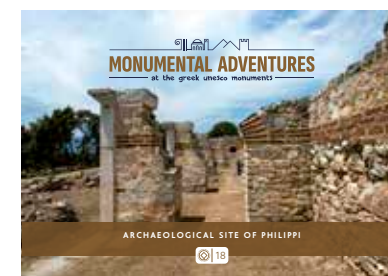
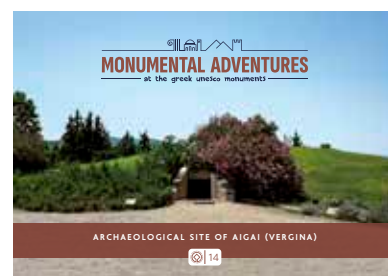
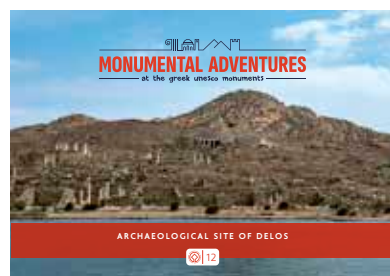
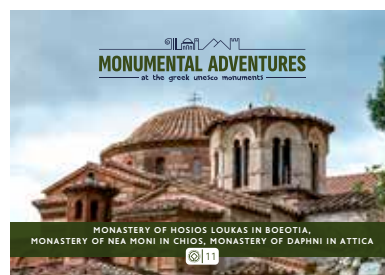
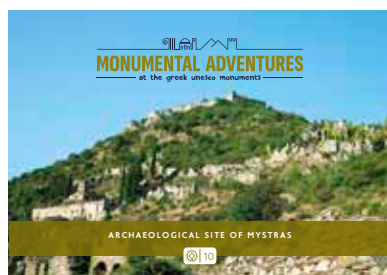
The similar structure of the brochures facilitates their horizontal use, enabling the team to go through all the monuments with a common axis per thematic and discover similarities and differences. Words describing architectural terms are written in cursive script. They are usually described briefly in the booklet, but there is a lengthy description in the e-book **“Read a city from A to Ω”**, which is the glossary for a better understanding of ancient cities, and is posted on the website www.greekunescomonuments.gr



The booklets do not provide exhaustive information on each monument, but they provide interesting stimuli that, through different approaches, encourage discovery, teamwork and interdisciplinary activities, with the objective of:

- Getting to know the monuments, placing them in space and time and linking the natural and man-made environment.
- Understanding their unique cultural value.
- Exploring their global dimension and their contemporary radiance.
- Reflecting of ways of protecting, managing and enhancing them, recognizing risks and threats.
- Developing a sense of individual and collective responsibility.





Selection and composition

At all stages, the class is encouraged to observe, compare, analyse and compose data, also utilise the material in other monuments of Greece or even of the world. The teacher and the team may choose to deal with all the thematics of a selected monument or to work by combining data, that is to compare a particular thematic in more monuments and reflect on them. The booklets are the starting point for

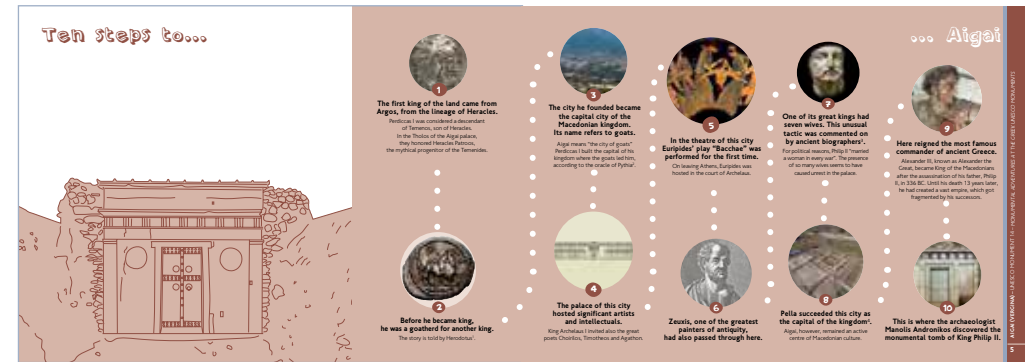
Discussion, either in the classroom, before visiting the monument, or at the monument, in the context of getting to know it. The different aspects of the topic/monument and the varied information provided can also be used in lessons on History, Geography, Environmental Education, Maths, Literature, Arts and Crafts, Theatrical Education, Technology and Computer Education etc.

Structure of the monument presentation booklets

Below is the detailed presentation of each module:

10 steps to...

The introductory activity is based on the discovery method. The aim is for students to collect ten pieces of information that will allow them to discover and identify the monument, moving from the least known to the most known.



Identity of the monument in the UNESCO list

A concise and step-by-step presentation of the main information about the site, including the name and type of the monument, the region, its basic characteristics and the criteria according to which it was inscribed on the UNESCO World Heritage List. In addition, interesting figures relating to the monument are provided.

Walking around the monument... with a companion

The first acquaintance with the monument is in the form of an illustrated short story (comic strip) in the company of a fictional character, inspired by an actual person from the history of each monument. The story takes place close to the heyday of the monument and often the conventional names of the monuments or their design representation are used, as many of them do not survive to this day in their original form. The aim is to familiarize students with the monument and its basic features, while it was functionally integrated into the life of the area, but also draw a logical route for today's visitors based on the surviving remains.



The environment... and the landscape

The thematic includes basic information on geography, the natural environment, site selection, people's interaction with the area and the shaping of the cultural landscape. It also presents an interesting piece of environmental information for each monument.

The environment...

The stone forest

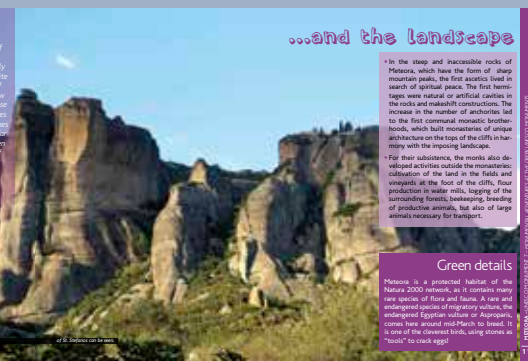
The grey and smooth, giant rocks of Meteora rise at the northwestern edge of the vast Thessalian plain and the beginning of the course of the river Peneios, between Trikala and the Aetolia Mountains. This unique geological phenomenon was created millions of years ago and is one of the rarest natural landscapes in the world. Kalambaka is built in the shadow of the sandstone and cobblestone rocks, while the picturesque village of Kastraki is a short distance away.



...and the landscape

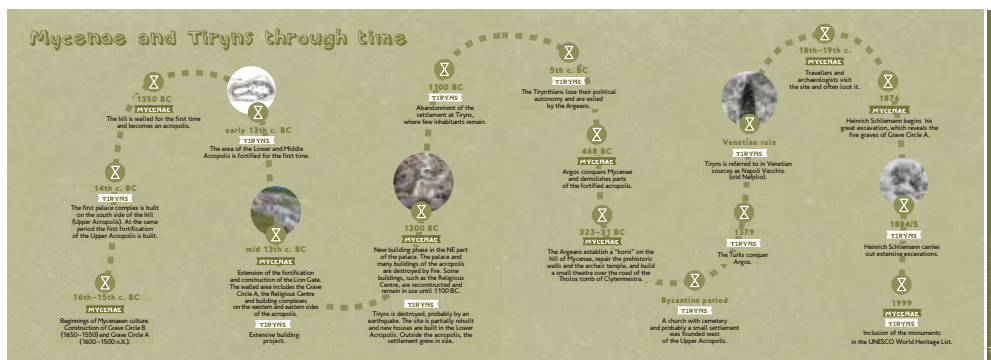
“These massive stone pillars, cut off from each other, crowned by the shelters of the monks, rise vertically through a sea of foliage. Silver-white goats protruded from the edges of the rocks into the black abyss below us. The simple forms of the rocks rose high in the air, crowned with churches and monasteries, while the eye reached out to see the Thessalian plain, as far as the distant hills of Agrinio. No pen or pencil can render the scenery of Meteora as it deserves.”

E. van Goyen, *Landscapes of Greece*, 1840-1849. London 1991.



Green details

Meteora is a protected habitat of the Natura 2000 network, as it contains many rare species of flora and fauna. A rare and endangered species of migratory vulture, the endangered Egyptian vulture or Egyptian falcon, comes here around mid-March to breed. It is one of the clearest birds, using stones as "tools" to crack eggs!



The monument... through time

A concise timeline with key milestones in the monument's history, so that it can be linked to the wider historical-cultural context of the period, based on the relevant school curriculum.

Historical figures through the ages

The sites that are now monuments, were constructed by people for people. Thousands of anonymous people -and some well-known people- lived, worked, prayed, travelled and had fun there. Their connection to the monument adds a human aspect and leads into the present. Often there is a repetition, as some persons are associated with different monuments. However, each time only the the specific relationship of that person with the particular monument is presented rather than a comprehensive presentation of their personality and work.

Historical figures through the ages

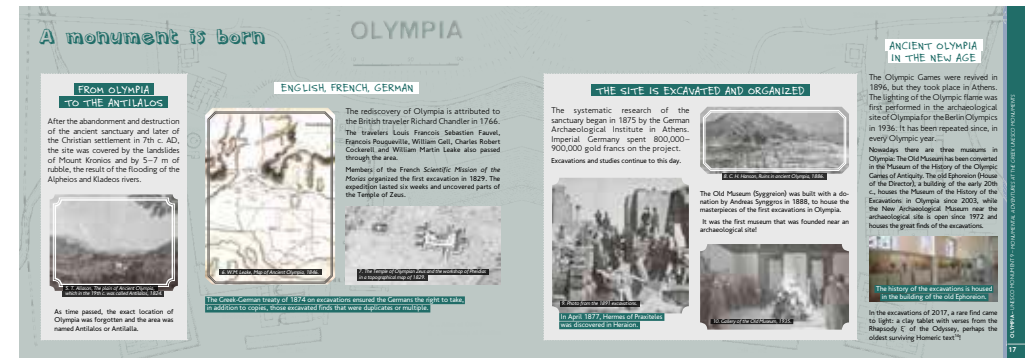
Numerous believers, patients—suplicants flocked to the sanctuary expecting to be healed and dispense with their illness.

DIVINE HEALERS	THE GLORIOUS ASKLEPIADES	PATIENTS SUPPLICANTS	SKILLED CRAFTSMEN	PILGRIMS	IN THE THEATRE
Asklepiod' wife Enione and her children Hippodamia, Agathon, Panagiotis, and the famous doctors of the Temple of Asklepios, and the famous doctors of the Temple of Asklepios.	the ancient doctors As early as the 5th c., the doctors claimed their origin from Asklepios, whom they worshipped as their patron and offered votives (offerings) to his shrine. the legendary Hippodamia from Kos, the father of Panagiotis (460-375 BC) studied in the famous Asklepieia of their city. Their ability was often attributed to their descent from the god or even to personal guidance from the god himself through dreams.	The paragonized Hermodotus from Lemnos in Asia Minor is cured. Close, priestess for five years, manages to give birth to a boy. The Hand Absorption AMPHOTIS regains her sight.	Polydorus the Younger from Argos was the architect of the theatre and the Tholos. The sculptor Timotheus worked on the decoration of the temple of Asklepios. Perikles (495-429 BC) is the architect of the Abaton or Enklimetation.	The traveler Panagiotis Clair + 400 visited Epitaphios describing in detail the sanctuary and advising the buildings of the complex. The Roman emperor Hadrian visited Epitaphios in 124 AD. He was honored as a savior, because he recognized the worship and games at the sanctuary.	Katrina Papanikolaou and Vaso Papanikolaou were the first actresses to perform in the ancient theatre of Epitaphios. Soprano Maria Callas performed Giacomo Bellini's "Norma" in 1960, the first opera staged at the ancient theatre of Epitaphios.

Structure of the monument presentation booklets

A monument is born

A monument was not established as a “monument” from the beginning, but served specific uses, needs and functions, which in many cases continue to this day. In this thematic characteristic evidence (engravings, documents, texts, photographs, archival material) is provided to help the team understand the process of research, of “discovery”, of highlighting the special significance and, ultimately, of “monumentalisation” of the site.



A unique monument... with timeless radiance

Each monument is unique, but the UNESCO sites are of outstanding timeless and intercultural value. They have a universal appeal, are a source of inspiration and carry global messages. This thematic highlights the most characteristic aspects of the monuments and presents a variety of them that creatively interweave with the past, bringing out their contemporary dimension.

Moumental dialogues in Greece and all over the world

Respect, mutual understanding, cooperation and dialogue are key principles of UNESCO. Recognition of the special value of a monument does not imply is uniqueness, nor does it imply the exclusion of different cultures as not being important or worthy.

This thematic stresses the principle that juman culture is a web of interactions and exchanges. In this spirit, every monument is in dialogue with four others: two from Greece and two from other countries. The occasion, some feature they share in common, is more or less obvious.



A message today... for a better tomorrow

A unique monument...

The “Greek Pompeii”

Climbing the steep hillside of Mystras today, strolling through the cobbled alleys, and passing through imposing gates and humble passageways, one can contemplate the grandeur and beauty of the once densely populated castle city.



The despots' palace, the rich mansions, the imposing churches, the great monasteries and a number of other buildings, many of them restored today, stand intact among the ruins, testifying that Mystras "still lives, in the perpetual flow, a life always the same."²⁵

"For yes, it [the city] is desolate and ruined, but it stands with all its houses, streets, arches, monuments, walls, same as when they were alive. And every nation that has passed through, has left its own footprints, and will leave them still."²⁶

“They called Mystras
Greek Pompeii. What nonsense!
In Pompeii, everything is ash,
with molten lava and merciless death.
In Mystras everything is continuation.
A vibration of eternity that you can
feel lurking, a drugged life.
The waves lull it to sleep,
the sun, the blue beauty
of the Taigetos lulls it to sleep
descending from above

Elías Venetis, *Mystras: Animal*,
Athens 1958 (second revised edition).



“Our wanderings on the hill brought us to Despotico... At one time, this palace would have been magnificent. Today, however, it is such a wreck, that we cannot even imagine what it was like when it was inhabited by the proud Kataloizenos and Paleologos, who had brought to Mystras the luxuries and etiquette of the Byzantine court, their ladies with their precious silk gowns and lavishly ostentatious jewels, their courtiers and their bodyguards



... with timeless radiance ★

The castle city of Mystras inspires



The centuries-old fair of Mystras



On August 29, in celebration of Saint John the Baptist, a great fair is organised with roots that probably go back to the 14th century.

In the 18th century, this was the largest trade fair in the Peloponnese, lasting a week and hosting the main trade in silk and felted textiles.

In the early 1900s, it was replaced by fairs also

Additional information

 notes

[illegible][illegible] origin of pictures[illegible]

A message today...

The most important road network of Philippi ran from the centre of the city, along the northern side of the Roman Agora (Forum), connecting the eastern side of Nafplio with the western "Gate of Kifissos". The first excavations in 1912 found "Egnatia odos", as the avenue was considered to be the continuation of Via Egnatia, one of the greatest military and trade routes of the ancient world, which ran through the entire Roman Empire, connecting the Illyrian coast (today's Albania) with Byzantium (later Constantinople) for 2000 years²². In Philippi, the avenue is 6 m wide, although its original width is estimated around 9 m and is covered with marble slabs, for the comfortable passage of carriages.

The passing of the Egnatia Road through the town of Philippi contributed decisively to its economic and commercial development.



... for a better tomorrow!

Goals 2030 >  11 SUSTAINABLE CITIES AND COMMUNITIES > We create safe, resilient, inclusive, sustainable cities and human settlements without exclusions

Utilisation of the material... longterm



The teacher can choose to deal with monuments in general and to compare them (by time period or per use and function etc.), thus dedicating several teaching hours. He could also organize an **annual project** that would include all monuments or a **thematic project** and choose to work with one or more thematics in every booklet for all the monuments.

* A Questionnaire for the evaluation of the educational material is available at the website.



1ST STEP

Get informed

The **short video** is a good way to introduce the theme to the students. The **Guidebook for the teacher** and the activity e-booklet “**Learn about UNESCO-Desipher the monuments**” presents the main concepts and acquaints the students with the terminology of the monuments.

2ND STEP

Get to know

The **booklets for the monuments**, the **educational cards** and the **website** (with interactive map, interactive video, games, audio tour/podcasts, activity e-booklets) help students get to know the monuments.

Using the abundant material, motivate the students to inquire about them, to identify and describe their characteristics, especially those that make them so significant.

Based on the special interests of the group, organise discussions and visits to one or more monuments. Spend time getting to know the monuments. Recall monuments in your area, to which the schoolclass could have access, for comparison and constructive dialogue.

3RD STEP

Learn

For in-depth study of individual sections, it is recommended to use the **printed material** of the folder, per monument or per thematic section, as well as the **website**.

Combine the feature with a school visit to an archaeological site, monument or museum, to one or more of those presented in the folder, but also to local monuments that are accessible to the school group.

Get to know better the monuments the museums and archaeological sites of your area.

PLAY AND HAVE FUN
WITH YOUR GROUP!

4TH STEP

Verify

To complete each step, use the activity suggestions in the **guidebook for the teacher**, games and **activity e-books on the website**: “Learn about UNESCO-Decipher the Monuments”, “Discover the Monuments” and “Explore the Museums”.

Utilisation of the material... shortterm



The teacher can also choose to present and visit one **particular monument**, related to the group's interests, thus devoting fewer teaching hours to getting to know the monument and preparing the visit.

* A Questionnaire for the evaluation of the educational material is available at the website.



1ST STEP

Preparing the visit

Study the **guidebook for the teacher** and the **booklet** that presents the specific monument, which provide the necessary background knowledge. Master the terminology related to the topic with the help of the suggested activities in the booklets and on the website.

Watch the short film with the school group.

Explain the use of the booklet about the monument to the group:

- Look through the photos and rich illustrations together and discover the clues they provide.
- Comment on the numbers and find the real information behind them.
- Convert the numbers to the modern way of counting.
- Evaluate the monument and the findings also based on the technology and sciences of its time.
- Refer to the timeline and briefly see the development of the monument.
- Discover interesting information.
- Make use of the digital extra material and especially the additional e-book «**Διαβάζοντας μια πόλη από το Α ως το Ω**».

2ND STEP

During the visit

Use the picture story (or her narrative on the website) to engage students' interest. Walk around the site following the steps of the illustrated story.

Take a closer look at what has made an impression on the students during the preparatory presentation.

The **booklet** could be useful to you also during the visit. Share interesting information from the booklet (or from another source) with the students on site. Use the relevant **activity e-books** from the website.

PLAY AND HAVE FUN
WITH YOUR GROUP!

3RD STEP

After the visit

Recall the visit, discuss your impressions and have fun in the classroom with creative activities. See about it in the **guidebook for the teacher** and on the **website**.

The truth behind the words

Understand the basic concepts and... solve the puzzle of the monuments

MONUMENT

Monuments are the cultural assets that constitute material evidence and belong to the cultural heritage of each country.

CULTURAL HERITAGE

is the total of the tangible and intangible assets that characterize the culture of a group or society, in a region, and is handed down from older generations to younger ones. It includes:

- **tangible culture**, that is immovable monuments, such as public and private buildings and movable monuments, such as books, works of art, tools, every day artifacts.
- **intangible culture**, such as folklore, customs and traditions, traditional techniques, language, dance and music etc.
- and **'natural' heritage**, which includes important natural landscapes, natural phenomena and biodiversity.



“The ancient Greeks called the creation Cosmos, which means ornament, but they called especially Cosmos all that is found on the Earth and adorned it as if it were its rich garment. In the old days, girls used to embroider pictures* on their clothes, representing Heaven with stars, Earth with flowers, and the Sea with fishes. And most of the statues represented allegorically with faces, sometimes the Sea, sometimes the Sun, sometimes the Moon and others.”

Fotis Kontoglou, *Astrolabos*, 1935².



A global organization for a global cause!

“As wars begin in the minds of men,
it is in the minds of men
that the defenses of peace
must be built.”

Introductory chapter of the Constitution
establishing UNESCO, 1946.



Learn about UNESCO

The horrors of World War II demonstrated the need for peaceful coexistence of nations and the acceptance of different cultures. Thus, on 16 November 1945, UNESCO, the United Nations Educational, Scientific and Cultural Organization, was founded.

UNESCO is one of the 15 specialized organisations belonging to the United Nations (UN) system, that serve the public and perform a variety of tasks. Based in Paris, it operates throughout the world and promotes the solidarity of humanity through respect and cooperation among nations in Education, Culture and Science, as its acronym stands for **United Nations Educational Scientific and Cultural Organization**.

Its emblem is the façade of an ancient Greek temple (inspired by the Parthenon), where the Doric columns have been replaced by the initials of its name³.

The protection of the world's cultural and natural heritage is intended to awaken local communities in every corner of the world to the important role that these play in their lives and to make them aware of the fragility of this heritage, so that they can take initiatives to protect and preserve it.



An important Convention

Recognition of the value of World Heritage

The Convention Concerning the Protection of the World Cultural and Natural Heritage, which was signed in Paris at the 1972 UNESCO General Conference, is a typical example of global action for preserving cultural and natural heritage.

The concept of Outstanding Universal Value

The 1972 Convention established a “**World Heritage List**” –WHL–, which includes properties, both cultural and natural, that are considered irreplaceable and of “**Outstanding Universal Value**” –OUV.

Until 2004, the selection criteria were divided into two groups: Cultural and Natural. Today, the ten criteria are not divided into categories, and monuments can be included in the List as cultural, natural or mixed. The criteria are systematically revised to reflect modern developments.

When a monument is inscribed on the List, the honor and recognition is international. This is why inscription entails important obligations for the institutions that manage it. One of these is the signage of the sites with a special UNESCO sign.



The emblem of the World Heritage List is a reminder of acceptance, respect for each other's culture and the need to protect it.



The main features of the World Heritage Convention

Obligations

The management bodies are also obliged to:

- ensure its maintenance and sustainable management.
- respect its history and promote the values it represents.

Privileges

The recognition of the monument as a World Heritage Site.

- International cooperation and research.
- International promotion of the monument and touristic, social and economic development of the area.
- Appreciation and awareness.
- Increased protection and conservation.
- Ability to enter the List of World Heritage in Danger and to get international mobilization in case of a threat.

The Convention for the Protection of the World Cultural and Natural Heritage introduces some very important concepts:

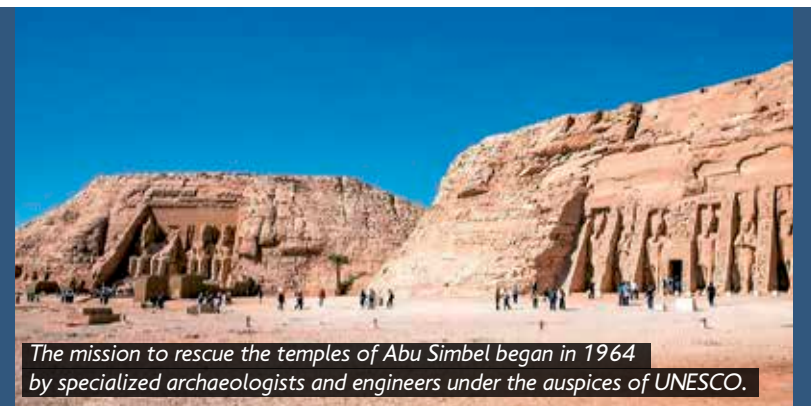
1. The global dimension of heritage.
2. The distinction between natural and cultural heritage, but at the same time, their common treatment as «heritage».
3. The commitments and obligations of the States-Parties to the Convention.
4. The need for close cooperation between nations to protect World Heritage.

SUCCESS STORIES

World Heritage was associated from the outset with the successful rescue of the temples at Abu Sibel in Egypt in the '60s. But there are also cases where monuments have been removed from the **World Heritage List**⁴¹



The magnificent temples of Abu Simbel, after transport in the Nubian village in southern Egypt.



The mission to rescue the temples of Abu Simbel began in 1964 by specialized archaeologists and engineers under the auspices of UNESCO.

The ten points of excellence!

Which monuments are of “Outstanding Universal Value”?

Every monument that is inscribed on the World Heritage List meets one or more of the following criteria:

Criterion i

It is a masterpiece of human creative genius.

Criterion ii

It exhibits 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.

Criterion iii

It bears a unique or at least exceptional testimony to a cultural tradition or to a **civilization that is living or that has disappeared**.

Criterion iv

It is an outstanding example of a type of building, architectural or technological ensemble or landscape which illustrates (a) **significant stages in human history and creation**.

Criterion v

It is 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.

Criterion vi

It is directly or tangibly associated with **events or living traditions, with ideas, or with beliefs**, or with artistic and literary works of outstanding universal significance.

Criterion vii

It contains superlative **natural phenomena** or areas of exceptional natural beauty and aesthetic importance.

Criterion viii

It is an outstanding example 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.

Criterion ix

It is an outstanding example representing significant ongoing ecological and biological processes in the evolution and development of terrestrial, water ecosystems and **communities of plants and animals**.

Criterion x

It contains the most significant and **representative 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.

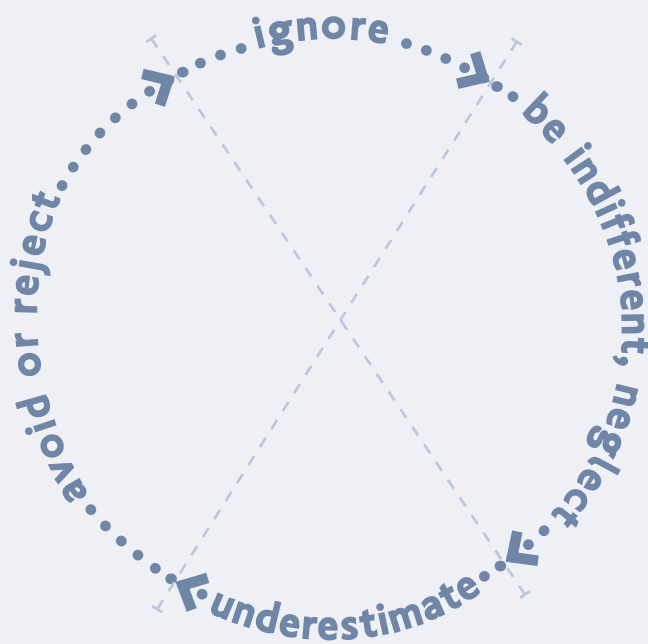
The World Heritage List of Cultural and Natural Monuments contributes in the acceptance and respect of the cultures of the entire planet and is constantly enriched.



There is no inheritance without heirs!

The vicious circle

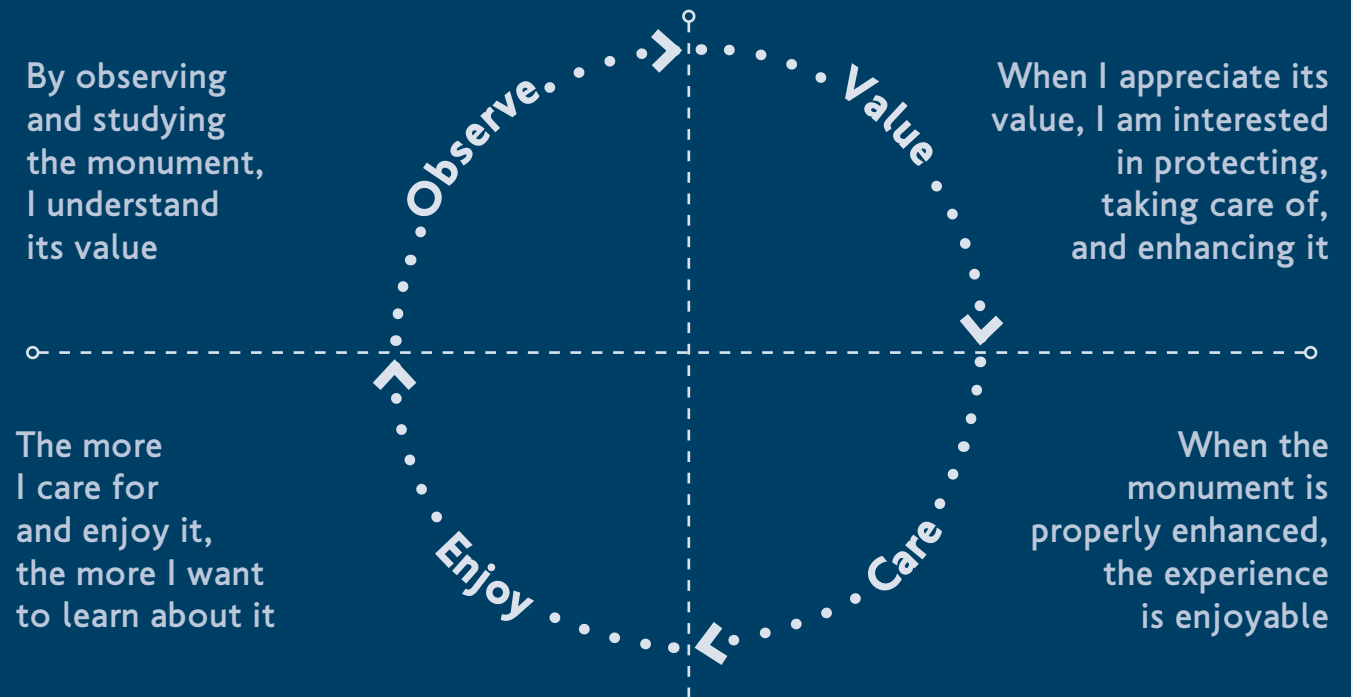
At the opposite end of the “virtuous circle” is the “vicious circle”, which is activated when...



“Love responsibility.
Say, “I, I alone will save the world.
If it is lost, I will be to blame””
Nikos Kazantzakis, *Asceticism*, 1927.

The virtuous circle of cultural heritage

Natural and cultural heritage is in our hands. We all have a responsibility to protect it, to pass it on to future generations. The cultural heritage circle depicts in a simple way how one positive action leads to the next, so that the past and the present become part of the future⁵.



THE VIRTUOUS CIRCLE HELPS:

- To develop new skills that contribute to the protection of monuments
- To adopt a conscientious attitude towards natural and cultural heritage
- To think, to judge, to propose, to make decisions
- To gain knowledge
- To take action and play an essential role in the preservation and promotion of the heritage of humanity
- To contribute to world peace and cooperation through the recognition and respect of diversity

Planning our future

The United Nations (UN) is the largest international organisation in the world⁶. It was founded on 24 October 1945. It is based in New York and has headquarters in Geneva, Nairobi, Vienna and Hague. Up to now it has 193 member states. It provides services that are necessary for international peace, security, stability and prosperity of nations.

UN Goals

- Preservation of world peace and security
- Development of friendly relations between nations
- Cooperation for the improvement of human life, the eradication of poverty, disease and illiteracy
- Cooperation to protect the environment
- Cooperation to enhance respect for each other's rights and freedom



“Sustainable Development is the path that leads us to a fairer, more peaceful and prosperous world and a healthy planet. It is also a call for solidarity between generations. There is no greater task than investing in young people's well-being.”

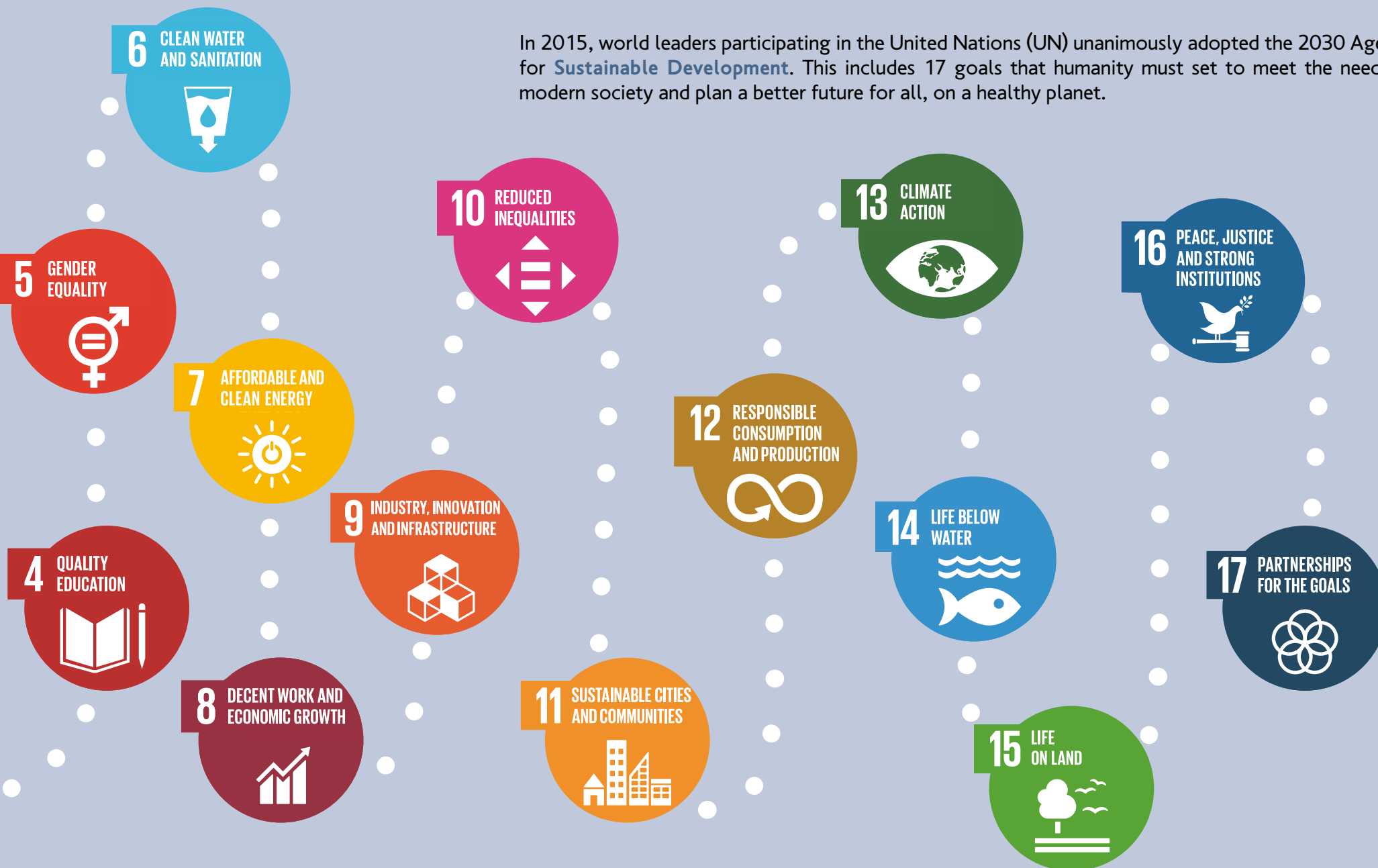
António Guterres,
UN Secretary-General, Speech 16-06-2018.



<https://unric.org/en/united-nations-sustainable-development-goals/>

17 Goals to change our world!

In 2015, world leaders participating in the United Nations (UN) unanimously adopted the 2030 Agenda for **Sustainable Development**. This includes 17 goals that humanity must set to meet the needs of modern society and plan a better future for all, on a healthy planet.



Time to play!



Discover the subject and Understand the basic concepts

- See detailed proposals and presentation plans of the topic in the -ebooklet “**Learn about UNESCO - Decipher the Monuments**” and takeaction!
- Make a **crossword** or use the crossword in the digital form and solve the puzzle!
- Understand the variety and diversity of the World Heritage: The main tool to get to know the UNESCO monuments is the World Heritage Center website
- Learn about the 17 UN Sustainable Development Goals with the help of UN educational material with a **board game**, **storybook** and other activities!
- Read in Greek the book «Fairy tales for a fairer world» (available in many languages)

THIS IS WHERE ALL THE ANSWERS LIE!

- Extra material, e-booklets:
<https://www.greekunescomonuments.gr>
- World Heritage Centre:
whc.unesco.org
- Regional Information Centre of UN for Western Europe:
<https://unric.org/el/εκπαιδευτικό-υλικό-3/>
- Board game UN “We have goals”:
<https://go-goals.org>
- Book club:
<https://www.un.org/sustainabledevelopment/sdgbookclub/book>
“Fairy tales for a fairer world”:
<https://openday.unog.ch/fairy-tales-for-a-fairer-world/>
<https://issuu.com/perceptionchange/docs/en-contents-fairytales-final-forpri>





Get to know the monuments of your area

- Learn how to approach a monument in the e-booklet «**Μαθαίνω για την UNESCO – Αποκρυπτογραφώ τα Μνημεία**»
- Prepare a **nomination file**!
- Adopt local monuments.
- Inform your family, your friends, your fellow citizens!
- Make original leaflets about local monuments with texts and pictures by the students, as well as **stories, posters** or **comics**.
- Create **works of art** inspired by the monuments.
- Make a **digital feature** or **dedicate a digital page** about local monuments in the school website. Use the social media. Direct **short videos**. Upload **Insta-stories**, e.g. photograph a monument in the four seasons, etc.
- Organise an **exhibition** with your creations.

Get to know the monuments of the world

- Get inspired by the chapter “Monumental dialogues in Greece and the World!” **Fraternise** with schools from regions with similar monuments and historical course!
- Visit “virtually” the World Heritage List Monuments.
- Find and discuss the different possible answers to the search: Great monuments of World Heritage / Top World Heritage Sites to Explore.

Theatrical games

- Play **role-playing games**. Become emperors, historians, travellers, generals, peasants, architects and artists and tell your impressions of the various monuments from the perspective of the important figures you met in the booklets.
- Deal with a monument or archaeological site from a different perspective. Transform into inhabitants, archaeologists, merchants, tourists, local authorities, and discuss its protection and its utilization!



Time to play!



Get to know the Greek World Heritage Monuments

- Familiarize yourself with the Greek monument in the World heritage List with the **Educational Cards**. Use them in various ways! Guess which monument is in the photo! Discuss different associations among the monuments (by period, geographical area, UNESCO classification criteria, environmental value and ecology, etc.).
- Create your own **board games** with the information and ideas of the folder and the website. Get inspiration by the different thematics and by the website www.greekunescomonuments.gr
- Read again the **selected literary passages** after visiting the monument and compare them to the impression the monument left you with.
- Explore the **website** www.greekunescomonuments.gr. Select some of the rest monuments that you have not discovered yet, see the interactive chronology

map, watch the interactive video, talk about them, play online games and quiz.

- Discover the connection between the cultural and the natural environment! Assisted by the digital extra e-booklet **“Πράσινες Πολιτιστικές διαδρομές–Green Cultural Routes to Greek Unesco Monuments”**!
- Understand the way to organize a city and conquer the difficult words, the terminology, of the monuments! Use the e-booklet **«Διαβάζοντας μια πόλη από το Α ως το Ω»**.
- Use the illustrated story in the booklets, together with the podcast on the website, to experience a journey in the monument at the era of its peak.
- **Print** and use the activity e-booklets “Discover the monuments” and “Explore the museums”.



Interdisciplinary activities



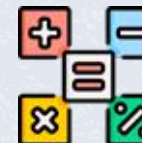
Language and Literature

- Read novels, short stories or passages from literary works, related to a monument of your choice.
- Compare different texts about a monument: check when they were written, as well as the point of view or sentiment that is expressed by each writer. Express your own opinion.
- Write a theatrical play or a short story inspired by a monument you study or by one you visited.
- After visiting a monument write an article about it.
- Write an article about the importance and value of cultural heritage and cultural identity.
- Write together informative leaflets about a monument, for different audiences: general public, foreigners, young people, people with disabilities. Find catchy slogans that arouse their interest.



History

- Visit a monument and fit it in the timeline.
- Study a specific period and explore monuments in Greece, but also all over the world, that are related to that period.
- Use role-playing games, to understand the life of people in the past. What kind of people walked around the sites that are now monuments?
- Talk with friends and fellow students from other countries and learn about their culture, during the period you have been studying.
- Talk with friends or fellow students from other countries about significant monuments of their country.



Maths

- Collect numbers and statistics about UNESCO and discuss about them.
- Draw diagrams, charts or statistics with the numbers you will find.
- Study the numbers for one or more monuments. Convert them into modern units of measurement. Discover the meaning behind the numbers!
- Compare sizes! Make models of buildings on the same scale.

Interdisciplinary activities



Physics/Environmental Study/ Cross-culicular Environmental Study

- Search more information about flora and fauna around every monument you study or visit. Compare the facts.
- Explore and photograph the environment around each monument you study or visit. Prepare an illustrated catalogue of plants, trees, animals, insects etc. Compare the facts.
- Conduct a questionnaire or interview research about a monument. Ask the opinion of visitors, inhabitants and employees about various subjects. Do they all have the same opinion?
- Study the natural environment around a monument. Recognise the environmental threats for the conservation of the monument.
- Explore the monument in relation with the environment around it. Compare the present situation with the past and see if they are in a harmonious or competitive relationship.

- Check if the history and the present of the monument results to a local, nationan ora international tourism. Talk about the negative and positive consequences of tourism for the monument and for the area.
 - Choose momuments of cultural and natural heritage all over the world. Acquaint yourselves with the countries in different places in earth, observe the geomorphology.
- Discuss the role of the natural environment in the development of different cultures.
- Learn about the situation in different countries in the world, e.g. war conflicts, natural disasters, economic situation.

Follow the developments by area and collect the relevant reports in newspapers, internet etc. Consider how the Cultural Heritage is affected.



Arts and Crafts

- Use photographs and information from the World Heritage Monuments to teach Art History.
- Photograph, paint or draw the monuments. Organise an exhibition and present your works!
- Build models of the monuments.
- Make board games for one or more monuments.
- Design posters, an informative leaflet! Make a video or other digital material to inform others or promote one or more monuments!



Foreign Languages

- Read texts in foreign languages about world heritage monuments. Compare with similar texts in the Greek language.
- Find or translate important words in different languages, such as: monument, culture, cultural heritage, world, universal, universal value, peace, respect, natural heritage, environment, equality.
- Collaborate with schools around the world.

Present the cultural heritage of your area and learn about theirs. Exchange views on issues related to the protection of cultural and natural heritage.

- In the event of an educational trip outside Greece, prepare to visit important local monuments.
- Make a digital tribute to the monuments of your country on social media, in a foreign language, so that foreigners can get to know them.
- Translate informational material about the monument into other languages.



Information Technology

- Visit the suggested websites. Take advantage of available online materials and activities.
- Learn about important international organizations such as the UN and UNESCO.
- Find out about the world heritage monuments in Greece and in the rest of the world. «Travel» to distant monuments with the new technologies.
- Show the monuments of your place on the school website. Write articles, upload photos, create movies, posters, games, contests and themed e-competitions inspired by your favorite monument.
- Design your own blog for one or more monuments.
- Organize an exhibition of digital paintings inspired by the monuments.



Religious Education

- Study religious monuments of different historical periods in Greece!
- Look for World Heritage Sites around the world related to different religions and cultures. Observe similarities and differences, for example in relation to their location, architecture, decoration and symbolism.

Interdisciplinary Links



The educational material of the folder is compatible with the Analytical Curriculum for the Studies (APS) and the Interdisciplinary Integrated Framework of Curricula (ICFSP).

In terms of subject matter, the educational material can be linked to many subjects in the classes to which it is addressed. The following are indicative examples:

ELEMENTARY CLASSES: 4, 5, 6	MIDDLE SCHOOL CLASSES: 1, 2, 3
English 5, 6	Ancient Greek Language 1, 2, 3
Anthology of Literary Texts 5,6	Ancient Greek Literature 1, 2, 3
Geography 5, 6	Ancient Greek Texts 1, 2
Cross-curricular Environmental Education	Geography 1, 2, 3
Arts and Crafts 4, 5, 6	Cross-curricular Environmental Education
Theatrical Education 5, 6	Arts and Crafts 1, 2, 3
Religious Education 4, 5, 6	Religious Education 1, 2
History 4, 5, 6	History 1, 2, 3
Social and Political Education 6	Social and Political Education 3
Environmental Study 4	Maths 2
Music 5	Modern Greek Language
Greek Language 5, 6	Modern Greek Texts 1, 2
IT	Home Economics 2
Physics 5	IT, Technology



notes

1. The project was implemented within the framework of the action “Greece and UNESCO: Production of pedagogical tools for the promotion of world heritage sites and monuments in the Greek territory” (code OPS 5010662) NSRF 2014–2020, in the Operational Programme “Human Resource Development Education and Lifelong Learning” of the Ministry of Development and Investment. The aim of the act is to present them to the educational community and highlight them by designing model educational tools, as a means of strengthening the teaching of students in primary and secondary education.

2. School book Language 5, Unit A. We and nature.

3. Source: Η Ουνέσκο και ο ρόλος της – Η Ελλάδα στην Ουνέσκο (mfa.gr)

4. The three monuments that were officially delisted of the World Heritage List are: Al Wusta Wildlife Conservation Center in Oman, home to the Arabian oryx (species of antelope, gazelle), the Elbe River Valley in Dresden, Germany, and the commercial and shipping center of the city of Liverpool in the United Kingdom. Partial annexation took place in the registration of the city of Kutaisi in Georgia, as the Bagrati Cathedral was annexed, but the Selati Cathedral remained.

All these monuments have undergone major modern interventions which were considered to have altered their character and authenticity. See also <https://whc.unesco.org/en/list/?delisted=1>

5. See the first reference in the Heritage Cycle: Thurley Simon, “Into the future. Our Strategy for 2005 – 2020”, στο *Conservation Bulletin [English Heritage]*, 2005, 49. (Heritage Cycle © Simon Thurley)

6. About UN see <https://www.un.org/en/> και <https://unric.org/el/>

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ICOMOS, *International Cultural Tourism Charter. Principles And Guidelines For Managing Tourism At Places of Cultural and Heritage Significance*, ICOMOS International Cultural Tourism Committee, 2002.

UNESCO, *All Different, All Unique*, 2004

UNESCO, *Managing Cultural World Heritage*, 2013

UNESCO, *Engaging Local Communities*, 2014

UNESCO, *World Heritage in Europe Today*, 2016

Internet sources:

About the 17 Sustainable Development Goals see <https://www.youtube.com/watch?v=zt7l1Ky4-gQ>

Find UNESCO educational material <https://whc.unesco.org/en/educationkit/#downloadkit>
<https://whc.unesco.org/en/educationkit/>

Educational videos about 14 monuments in the World Heritage List:
<https://whc.unesco.org/en/patrimoinito/>

Online educational games about UNESCO for adolescents
<https://mgiep.unesco.org/gamesforpve>

ASSOCIATED SCHOOLS PROJECT NETWORK (ASPnet)
<http://www.unesco.org/education/asp>

INTERNATIONAL COUNCIL OF MUSEUMS (ICOM)
<http://www.icom.org>

INTERNATIONAL COUNCIL ON MONUMENTS AND SITES (ICOMOS)
<http://www.icomos.org>

INTERNATIONAL CENTRE FOR THE STUDY OF THE PRESERVATION AND THE RESTORATION OF CULTURAL PROPERTY (ICCROM)

<http://www.iccrom.org>

INTERNET RESOURCES FOR HERITAGE CONSERVATION
<http://www.cr.nps.gov/ncptt/irg/>

ORGANIZATION OF WORLD HERITAGE CITIES (OWHC)
<http://www.ovpm.org>

UNESCO WORLD HERITAGE CENTRE
<http://www.unesco.org/whc/>
e-mail: wh-info@unesco.org

WORLD HERITAGE JOURNEYS
<https://visitworldheritage.com/en/eu/>

WORLD HERITAGE LIST
<http://www.unesco.org/whc/nwhc/pages/sites/main.htm>

WORLD CONSERVATION UNION (IUCN)
<http://www.iucn.org>



MONUMENTAL ADVENTURES

at the greek unesco monuments



HELLENIC REPUBLIC
Ministry of Culture

General Directorate of Antiquities and Cultural Heritage



- Directorate of Archaeological Museums,
- Exhibitions and Educational Programmes
- Department of Educational Programmes and Communication



European Union
European Social Fund

Operational Programme
Human Resources Development,
Education and Lifelong Learning

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