



MONUMENTAL ADVENTURES

at the greek unesco monuments



LEARN ABOUT UNESCO-
DECIPHER THE MONUMENTS
ACTIVITIES E-BOOKLET

► credits

GENERAL COORDINATION

Anastasia Lazaridou, Dr Archaeologist, Emeritus Director of Archaeological Museums, Exhibitions and Educational Programmes
Nikoletta Saraga, Archaeologist, Deputy Director of Archaeological Museums, Exhibitions and Educational Programmes

GENERAL EDITING

Andromachi Katselaki, Dr Archaeologist, Head of the Department of Educational Programmes and Communication

IDEA CONCEPTION

Andromachi Katselaki

PROJECT MANAGER

Nikitas Georgiopoulos, Archaeologist, Department of Educational Programmes and Communication

PROJECT COORDINATION

Athina Papadaki, Archaeologist, MSc Cultural Management, Department of Educational Programmes and Communication

GRAPHIC EDITING

Spilios Pistas, Graphic Designer, Department of Educational Programmes and Communication

EDUCATIONAL ADJUSTMENT

Eleftheria Vlachou, Archaeologist–Museologist
Athina Papadaki

GRAPHIC DESIGN

Eirini-Margarita Kalomoiri, Graphic Designer, Museologist
Vasilis Dimopoulos, Graphic Designer, DEPC, DAMEEP
Spilios Pistas, Graphic Designer, DEPC, DAMEEP
Eirini Charalampidi, Graphic Designer, DEPC, DAMEEP

SCIENTIFIC RESEARCH–AUTHORS OF TEXTS

Ioannis Vaksevanis, Archaeologist, Byzantine Post Byzantine Antiquities
Eleftheria Vlachou
Ioannis Evrenopoulos, Dr Archaeologist, Prehistoric and Classical Antiquities
Athina Papadaki
Nikitas Passaris, Dr Archaeologist, Byzantine Post Byzantine Antiquities

TEXT EDITING

Ioannis Vaksevanis
Athina Papadaki

TRANSLATION

Translix USCS IKE

PHOTOS

Radiant Technologies: Andreas Santrouzanos
Spilios Pistas, Eirini Charalampidi



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

The project is co-financed by the European Social Fund through the Operational Programme “Human Resources Development, Education and Lifelong Learning”, NSRF 2014-2020.



Operational Programme
Human Resources Development,
Education and Lifelong Learning

Co-financed by Greece and the European Union





MONUMENTAL ADVENTURES

— at the greek unesco monuments —

Learn about UNESCO – Decipher the Monuments

Activities / Symbol Explanation

WHAT?



observe!



combine elements!



find!



create!



study
the map!



search for
information!



get inspired
and write!



discover
the theme!

WHERE?



in the classroom!



on the internet



during the visit
to the monument!

A monumental adventure



discover the theme in the classroom!

What do the Acropolis of Athens, Notre Dame in France and the Sydney Opera House in Australia have in common?
Is Delphi the (only) centre of the earth?
What is Angkor Wat?
Where are the rocks of Walingyan located?
What is Venice in danger from?
You will learn all these and much more,
when you occupy yourselves with the World Cultural Heritage!

Heritage is identity, a point of reference and pride. It can be unique, irreplaceable and connected to important values.



“The projects were rising in size and were insurmountable in beauty and grace, while the artisans competed to overcome each other in artistic work...”

This is exactly why they are admired the works of Pericles, because they happened in a short time but for a long time. Because each one had the beauty of the ancient from the time it was made, but it keeps up to now the freshness of a recent project. On these works such youth blooms, that keeps forever untouched from time their form, as if they had in them an immortal breath and ageless soul.”

Plutarch, *Parallel Lives: Pericles*, 12–13.

Comment the text of the ancient historian.

The truth behind the words



- use the three key-words in sentences
- work in groups to search for words that belong to the same family with each of the three key-words
- explain their meaning
- find the corresponding words in the languages you speak or study at school

Mnemeion in Greek: Monument

mnome: memory, commemoration,
commemorative, memorial, monumental

Good memory, memory like an elephant,
collective memory, historical memory...

- > What do you remember from last summer?
- > From your birthday?
- > What's the first gift you remember getting?
- > What is your oldest memory?
- > Do you remember a characteristic smell?
- > Is memory only about knowledge and events?
- > Do you know of any monuments?
- > Have you seen the Tomb of the Unknown Soldier? Where?
- > Do you think all the monuments were built as such in the first place or some became monuments through time?

Heritage

inherit, heir, heiress...
Inheritance, inherited,
hereditary, heredity...

Cultural, Natural, Material,
Intangible, Movable, Immovable

- > Do you have something that used to belong to a family member that you particularly love?
- > Do you want to bring it to class –or bring a picture of it– and explain what it means to you?
- > Is inheritance only about objects?
- > Did you inherit your grandmother's eyes or your father's voice?
- > What is the value of heritage? economic, emotional, symbolic?
- > What happens when there are more heirs?
- > Is heritage linked only to rights or also to obligations?

Pancosmios in Greek: World, Global

pan- : a prefix meaning "all" in Greek
panorama, pantheism, pantheon, pandemic

Cosmos: universe,
cosmos in Greek: jewel, world,
harmonious universe

- > Do you know of any world events? e.g. World Championships in football, athletics, basketball?
- > Do you know of any world organisations?
- > Can a heritage be global?
- > In what way does it stand out from the others?
- > Are monuments "jewels" of our world?

Learn about UNESCO

There are serious issues of concern to the global community!



Can you think of some of them?

International organisations are set up to address them.

Which ones do you know?

Most international organisations were founded after World War II.



Can you imagine why?

Comment on the UNESCO logo.

What does it remind you of?



United Nations
Educational, Scientific and
Cultural Organization



Match the name of the organisation with its logo.

Can you recognise from the name their special area of action?

Group into teams and present your chosen organisation.



Doctors without Borders



United Nations

UN



Doctors of the World



Greenpeace

Amnesty International



unicef

UNICEF



Action Aid

GREENPEACE

WWF

act:onaid



UNESCO

Red Cross



Understand the concept of Outstanding Universal Value



Think and discuss:

- > What makes these monuments so special that they transcend the boundaries of place and time?
- > What could the Acropolis of Athens mean to an Indian or the Great Wall of China to a Greek?
- > What value can a 5000-year-old monument have for the 21st century and –above all– for the future?



Choose in class some monuments that you think might be World Heritage sites and think about what criteria justify your choices.

1. _____
2. _____
3. _____



One logo, a thousand words

Describe the logo of World Heritage

- > What words are included in the logo?
- > In which languages are they written?

--> What shapes does it include, and how do they relate to each other?



Do you know that the square symbol stands for the towns and the circle for nature?



The concept of World Heritage



learn about the creation of the concept of world heritage

The temples of Abu Sibel are among the most important Egyptian monuments of the Nile Valley. Carved out of rock, they were built by the Pharaoh Ramses II in commemoration of his victory against the Hittites.

In 1959, an international campaign was launched to save them, as they were in danger to be submerged by the construction of the Aswan Dam. Fifty countries participated in the campaign, which raised 80 million dollars, while the impressive solution that qualified was the dismantling and transfer of the temples to a higher point. This is how the idea of “world heritage” was born, as the rescue of the monument immediately mobilised the international community. The idea took concrete form with the UNESCO Convention on Protection of World Cultural and Natural Heritage (1972).



Look for other international conventions related to cultural heritage.
Comment on their importance and how they complement each other.

INTERNATIONAL CONVENTIONS ABOUT CULTURE

- > Protection in the Event of Armed Conflict (1954)
- > Obstruction and prevention of illegal import, export and transfer of ownership of cultural goods (1970)
- > Convention for the Protection of the Architectural Heritage of Europe (1985)
- > European Landscape Convention (2000)
- > Protection of the Underwater Cultural Heritage (2001)
- > Safeguarding of the Intangible Cultural Heritage (2003)
- > Protection and promotion of diversity of cultural expression (2005)

Institutions and procedures



Understand the World Heritage inscription process



Who manages World Heritage?

How is a monument inscribed on the List?

GOVERNANCE

- **Member States** (194 members in 2020)– **General Assembly** (every 2 years)
- **Committee** (21 members): ensures the implementation of the Convention. Decides on inscriptions (and de-listings) on the World Heritage List and the List of Monuments in Danger. It manages the World Heritage Fund.

MANAGEMENT

- **Centre for World Heritage:** organises the annual meetings of the Commission. Manages the Nomination Files and acts in an advisory capacity. Organises international rescue missions. Organises seminars and workshops and produces information and training material. Coordinates periodic reports and first aid actions.
- **Competent bodies per State (e.g. ministries etc).**

ADVISORY BODIES

- **ICOMOS** (International Council on Monuments and Sites)
- **IUCN** (International Union for Conservation of Nature)
- **ICCROM** (International Centre for the Study of the Preservation and Restoration of Cultural Property)

Success stories

(whc.unesco.org/en/success-stories/)



World Heritage has been linked from the start with a success story that you have come to know already: saving the temples in Egypt.

--> Look for other cases of monuments (or some of their elements) that were transferred elsewhere, such as the temple of Ares in Ancient Agora of Athens or the frescoes of Episkopi in Evrytania. Work into groups and present some of them in the classroom.

--> Make a script based on the above facts and decide which media you want to chose to present your story (film, newspaper article, audio report, comic...).

The nomination process



Nominate a local monument for inclusion with the role play below!



- 1** The state signs with UNESCO the Convention for the Protection of the World Cultural and Natural Heritage.

Based on the national list of monuments, it prepares a tentative list of the monuments it intends to propose for inclusion.



- 2** It selects the monuments to be nominated and prepares a complete nomination file, presenting information about the monument and the criteria for inclusion that substantiate its outstanding global significance.



The World Heritage Centre checks the file and sends it to ICOMOS (cultural sites) and/or IUCN (natural sites) for consultation.



- 5** The experts visit the site and check the monument's criteria, authenticity and state of conservation of the monument, its management, and other elements to prepare their recommendation.

The (7) members of the World Heritage Bureau study the recommendations and deliver their opinion.



- 7** At the annual meeting of the Committee, all nominations are examined, and a decision is made as to which sites will be inscribed on the World Heritage List, which will be rejected and which will be reconsidered in the light of the Committee's comments.

The monument is included!

8

Understand the diversity of World Heritage



Your main tool for getting to know the UNESCO sites is the World Heritage Centre website:

whc.unesco.org

This is where all the answers lie!

Find in which year the first (12) entries in the List were made:

MONUMENT	COUNTRY / REGION	CULTURAL / NATURAL

Identify, for the current year:

TOTAL NUMBER OF RECORDS	
CULTURAL MONUMENTS	
NATURAL MONUMENTS	
MIXED MONUMENTS	
MEMBER STATES OF THE CONVENTION	



Take a glance at the UNESCO world map! Which continent would you say most of the registrations come from? Which category do they belong to?

--> If you have ancestry, friends, or relatives from another country, find the World Heritage Sites from that region and present them to the class.

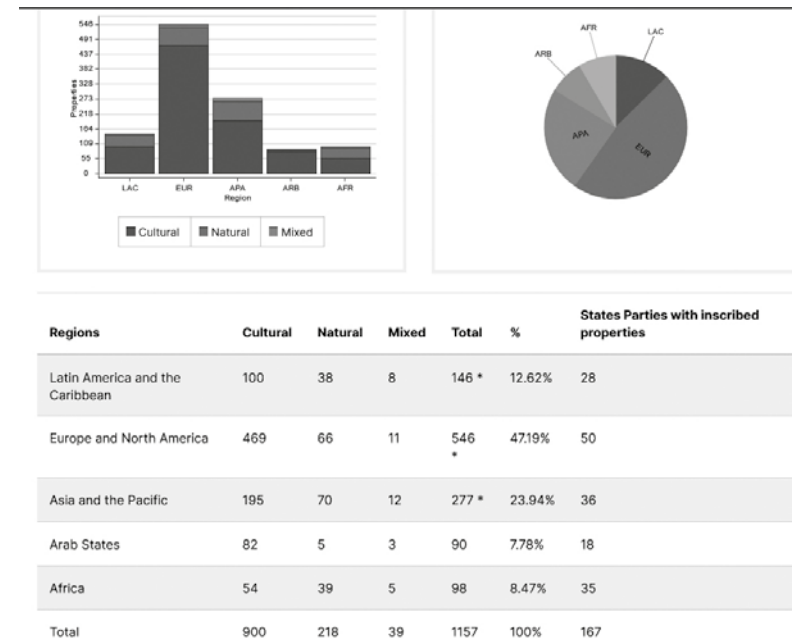
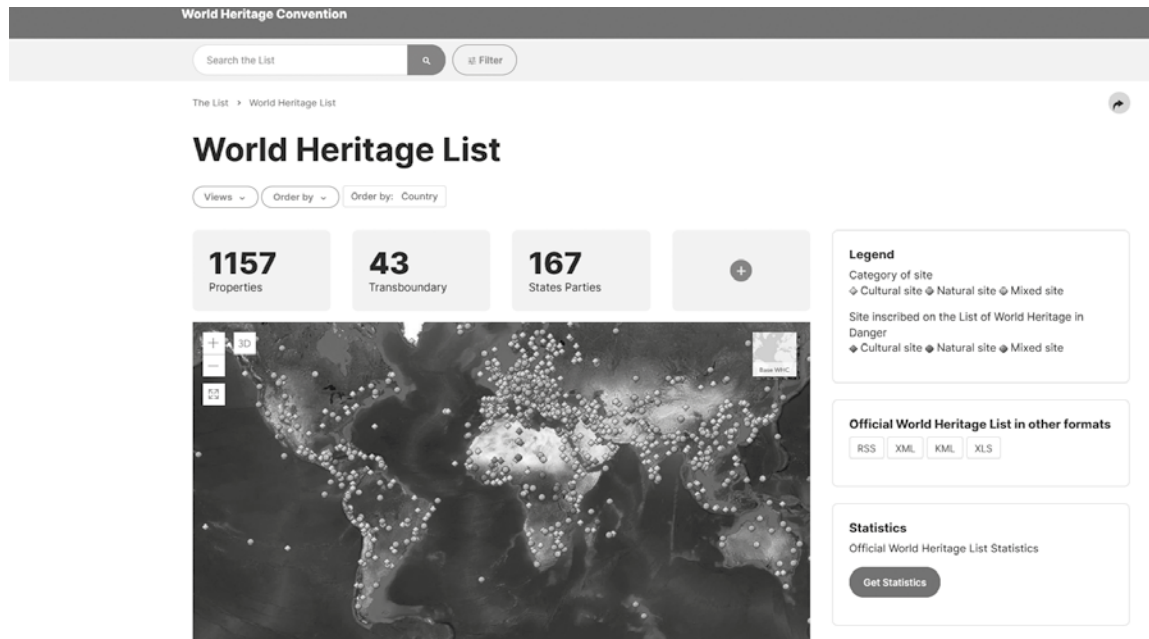
--> Have you traveled abroad? Have you visited a monument, and do you think it may be a World Heritage Site? Look it up in the List.

--> Choose a country/continent you are studying in Geography and find out which monuments are on the List: organise a class presentation.

The secrets of the numbers

 Find ten monuments from different regions of the world, corresponding to a specific criterion chosen by your group. Compare them with each other.

If you like numbers, you can make interesting comparisons and draw statistical graphs. For inspiration, take a look at the following charts and graphs relating to Europe and prepare something similar for a continent/country/region or year you choose.
Source: wch.unesco.org/en/list/stat



We can say that the first... World Heritage List was “The Seven Wonders of the Ancient World”!

--> Discover what were the seven most important monuments of the ancients!

--> Compare with contemporary lists!

--> Visit “virtually” some modern significant Monuments. Search for top monument lists online and compare them with each other. e.g. 8 Top World Heritage Sites to Explore–Google Arts & Culture, Google Earth.

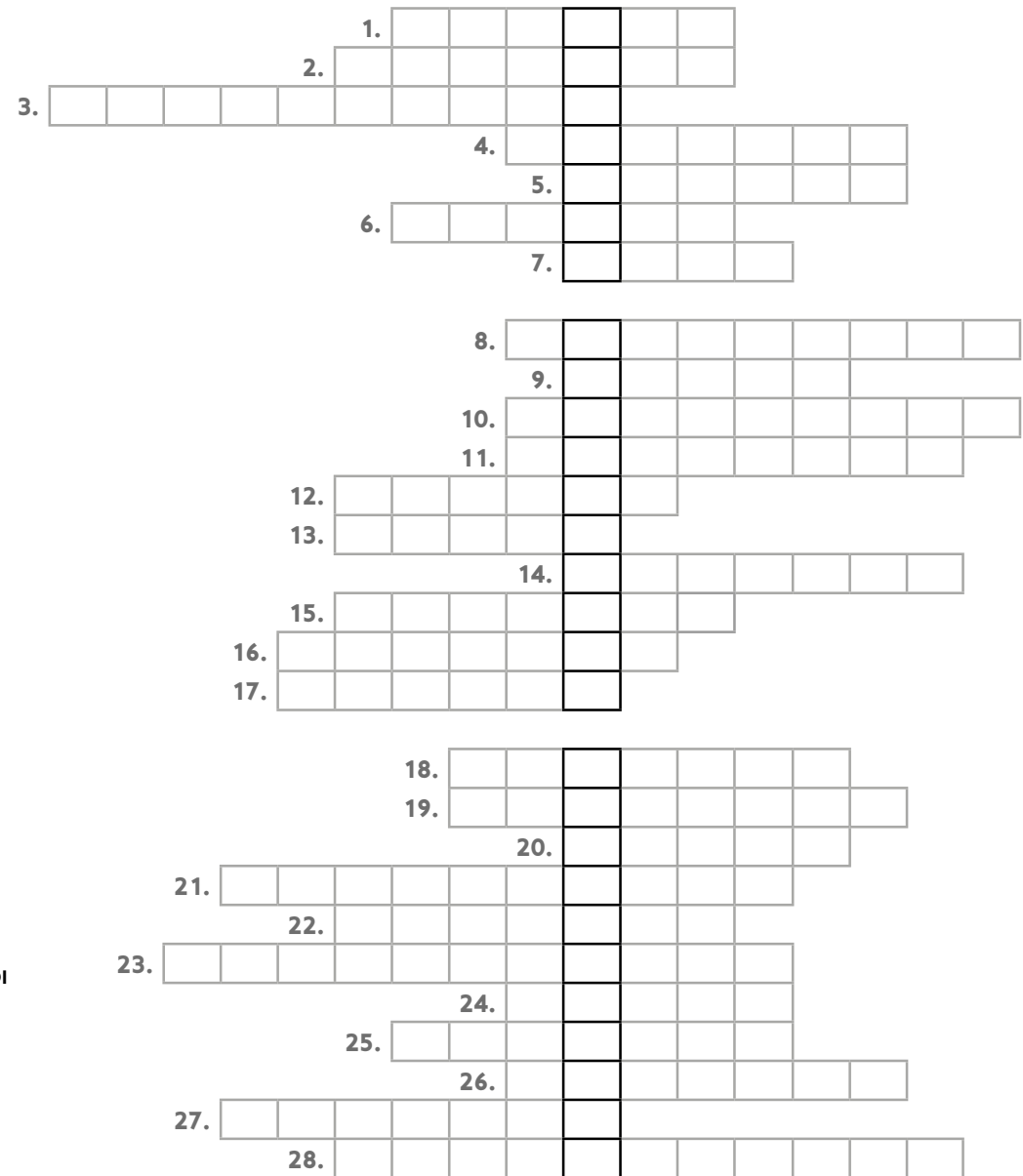
Solve the crossword



Study the UNESCO monuments global or of your country and design a crossword! Here is one in Greek

Αποκαλύψτε τις 3 λέξεις-κλειδιά!

1. Συνώνυμο της «γης» που δείχνει πόσο όμορφη είναι!
2. Σε αυτή την ήπειρο βρίσκεται ο Μεγάλος Κοραλλιογενής Ύφαλος.
3. Εδώ ζει ο Αυτοκρατορικός Πιγκουίνος.
4. Την ανακάλυψε ο Κολόμβος.
5. Και η Ελλάδα εδώ!
6. Ήπειρος στην οποία βρίσκονται οι πυραμίδες των Αιγυπτίων.
7. Σε αυτή την ήπειρο βρίσκεται το Σινικό τείχος.
8. Το θέατρό της φιλοξενεί ένα από τα πιο γνωστά καλοκαιρινά φεστιβάλ.
9. Το αρχαίο όνομα της Βεργίνας.
10. Λέγεται και Περιβόλι της Παναγίας (δύο λέξεις).
11. Το πιο γνωστό μνημείο της Αθήνας.
12. Οι αρχαίοι θεωρούσαν ότι εδώ βρίσκεται ο ομφαλός της γης.
13. Σε αυτό το νησάκι γεννήθηκαν οι δίδυμοι θεοί Απόλλων και Άρτεμις.
14. Επιβλητικοί βράχοι που φιλοξενούν πολύ σημαντικά μοναστήρια.
15. Μονή που βρίσκεται πάνω στην Ιερά Οδό, στον δρόμο για την Ελευσίνα.
16. Εδώ ήταν δεσπότης ο Κωνσταντίνος Παλαιολόγος πριν φύγει για την Κωνσταντινούπολη.
17. Το νησί της Αποκάλυψης.
18. Εδώ είχε το ανάκτορό του ο Αγαμέμνων.
19. Αρχαία πόλη που πήρε το όνομά της από τον πατέρα του Μεγάλου Αλεξάνδρου.
20. Ιερό αφιερωμένο στη θεά Ήρα.
21. Ναός του Απόλλωνα που βρίσκεται στις Βάσσες.
22. Μοναστήρι που ίδρυσε στη Χίο ο αυτοκράτωρ Κωνσταντίνος Μονομάχος (δύο λέξεις).
23. Η «συμβασιλεύουσα» της Κωνσταντινούπολης.
24. Το νησί των ιπποτών.
25. Από εδώ ξεκίνησαν οι σημαντικότεροι πανελλήνιοι αγώνες της αρχαιότητας.
26. Τα τείχη της λέγονται «κυκλώπεια».
27. Εκεί βρίσκεται η πλατεία «Σπιανάδα».
28. Μονή στη Βοιωτία που ίδρυσε ο ομώνυμος όσιος (δύο λέξεις).



1. ΚΟΣΜΟΣ 2. ΣΚΕΛΗΝΙΑ 3. ΑΝΤΑΡΚΤΙΚΗ 4. ΑΜΕΡΙΚΗ 5. ΕΥΡΩΠΗ 6. ΑΦΡΙΚΗ 7. ΑΣΙΑ 8. ΕΠΙΔΑΛΛΑΠΟΣ 9. ΑΙΓΕΣ 10. ΑΤΛΑΝΤΙΚΟΝ ΟΡΟΣ
11. ΑΚΡΟΠΟΛΙΣ 12. ΔΕΛΦΟΙ 13. ΔΗΛΟΣ 14. ΜΕΤΕΩΡΑ 15. ΔΑΦΝΙΟΝ 16. ΜΥΣΤΑΣ 17. ΠΑΤΜΟΣ 18. ΜΥΚΗΝΕΣ 19. ΦΙΛΙΠΠΙΝΟΙ 20. ΠΑΡΟΣ
21. ΕΠΙΚΟΡΥΠΟΣ 22. ΝΕΑ ΜΟΝΗ 23. ΘΕΣΣΑΛΟΝΙΚΗ 24. ΡΟΔΟΣ 25. ΟΝΟΜΑΤΙΑ 26. ΤΙΡΥΝΘΑ 27. ΚΕΡΚΥΡΑ 28. ΟΣΙΟΣ ΛΟΥΚΑΣ

Greece in the World Heritage List



Get to know the monuments in Greece

Greece co-signed the Convention on Cultural Heritage in 1981. Make a list of monuments that you know that are located in Greece and you think they may belong to the World Heritage List. Explain why, using one or more of the inclusion criteria.



Use educational cards in a variety of ways! Make different associations between the monuments (by time period, geographical area, original use, classification criteria in the UNESCO list, etc.)



In groups, look at photos on the website or share photos/ educational cards and try to identify which monuments are depicted.

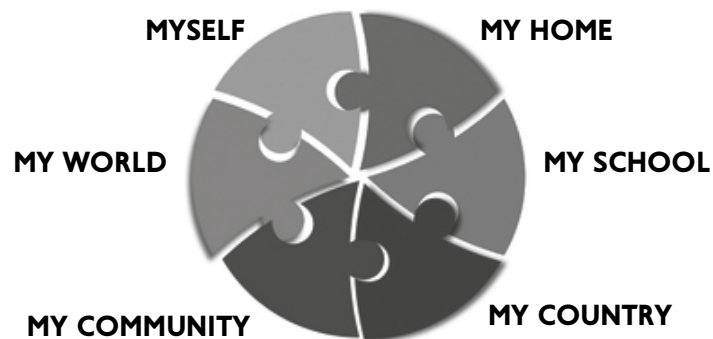


If you can't find them all, go into the List and work with the other teams to find them

--> Discuss the phrase “World Heritage:
shared heritage, shared responsibility»

--> Look at the card about the Heritage Circle.

--> Why are you interested in cultural heritage?



What can you do to protect the monuments?

**Put the words in the correct order
to see the desired result!**

Enjoy, Observe, Value, Care

Observe, Value, Enjoy, Care

Complete the table for Greece or for your country. What year was the first monument registration made and what was it? Which monument was the most recently added?

[illegible]

Deciphering a monument



Learn how to approach a monument

The best way to start is from “home,” i.e., your area –as in any other case of action: if you are interested in recycling, the first thing to do is to organise your neighborhood. If you are interested in cultural and natural heritage, start with your local area.

Remember that for a monument to be significant, it does not necessarily have to be on the World Heritage List.



Find a local monument that is not in the List.
Consider the dangers that threaten it.



Group risks into categories and discuss ways to deal with them.



Discuss which factors might influence a monument, which of them are opportunities or threats!

--> **Distinguish the positive from the negative factors in the following list.**

--> **Could a factor be at the same time positive and negative?**



Locate monuments included in the List.
What dangers threaten them?



Locate monuments that have been delisted –fortunately they are few!
Comment on the reasons for being delisted.

FACTORS AFFECTING A MONUMENT

Climate change	Tourism and Visitor Management	Residential and commercial development	Availability of transportation	Entertainment activities

Environment Landscape	Illicit trade of Antiquities	Degeneration Damage	Vandalism	War

Other Factors

At the monument

- **Gather information** about the monument, the area and its history.
- **Visit it:** locate it on the map, plan a visit, and orientate yourself. If the site contains many buildings, find them on the floor plan. Don't forget to note (if there are any) the ticket office-shop, toilets, parking, rubbish bins, directional signs, information signs, etc.
- **Observe** the monument using all your senses. Take photos and videos and note the points of view. Draw, paint and record your impressions. Listen to the sounds from the surroundings (natural and constructed)! Try to discern scents!
- Prepare a **presentation** according to the examples of the booklets of this educational material.
- Observe an abandoned building in your neighborhood: record the damage it has suffered. **Find out about the threats** to monuments¹: environmental conditions, climate change, air pollution, natural disasters, deterioration, abandonment, vandalism, illicit trade of antiquities, construction works, war, over-tourism, etc. Read related articles². Break them down into categories (natural/man-made, direct/gradual, etc.) and think of ways in which you can help to tackle them. Visit a conservation laboratory and talk to conservators.
- Tourists: blessing or curse? Think about the positives and negatives of high tourist traffic for a monument. During a visit, observe and **record** different visitor behaviors. Organise an **audience survey** and present its results. Record the tourist infrastructure near the monument. Make suggestions for better tourist management.
- Identify who is involved in the monument's **management** and what other bodies and organisations in your area could help. Think of ways to engage them.
- In some cases opinions clash: organise a **role play** where you will represent different groups (e.g. archaeologist, conservator, keeper of antiquities, tour guide, tourist, mayor, representative of an environmental group, investor, shopkeeper, hotelier, travel agency owner, etc. Interview (if you can), prepare your arguments and remember that the best way to convince isn't by shouting but by listening carefully!
- Plan a **cultural route** at your area.
- Organise an information and awareness-raising **campaign** for your monument: prepare all the material, content and media.
- **"Adopt"** your monument.
- Organise an **event** for the International Monuments Day (18 April) in your school!

1. See the Acropolis Restoration Service for relevant material and educational activities: <https://www.ysma.gr/en/the-service/fields-work/education/>

2. Search for news articles on current affairs, such as wars, natural disasters etc. For example: Κάτοικοι και θνητοί της Υέμνης στο έλεος του πολέμου | Η ΚΑΘΗΜΕΡΙΝΗ (kathimerini.gr) Στις φλόγες μνημείο της UNESCO: <https://www.kathimerini.gr/1048039/gallery/epikairothta/kosmos/stis-floges-to-mnhmeio-ths-unesco-kavaleritsa-reale-sto-torino-vinteo> | Σάμος - Σεισμός: Ζημιές σε μουσεία και μνημεία σε Σάμο, Ικαρία, Χίο | ΣΚΑΪ (skai.gr)

There is no inheritance without heirs!

Find out how you can take action to protect World Heritage

Visit the special area of the website dedicated to young people and providing a wealth of material: World Heritage Centre-World Heritage Education Programme (unesco.org). The options are many:

- Join the UNESCO associated Schools Network.
- Through it, you can start contacts and exchanges with other schools from Greece and abroad and develop a joint project.
- Join the World Heritage Centre -World Heritage Youth Forum (unesco.org) Meet young people from all over the world, learn about different cultures, and exchange ideas and experiences. You can even join the youth delegation that presents the conclusions of the Forum to the World Heritage Committee!
- Plan for the future: learn about the Sustainable Development Goals of the UN 2030 Agenda and how they are linked to monuments and their protection.
- Young people between 18 and 30 years old can become Volunteers and participate in a 2 to 4-week campaign for a specific action: World Heritage Centre -World Heritage Volunteers Initiative (unesco.org)

Understand the importance and responsibilities of inclusion on the World Heritage List (WHL).



Discuss with each other and make a list of privileges and responsibilities that are the result of inclusion in the WHL.



Prepare a nomination file



Your turn to prepare a nomination file:

Select a monument in your area that you think could be included in the List. Share roles and responsibilities and gather all the necessary information. Organise the file and present it to the class as part of the celebration of International Monuments Day (April 18).

Here is an example of some key information to include in your presentation:

NAME	
CATEGORY	Cultural / natural / mixed
DESCRIPTION	Describe the site, the buildings, the area, use(s), architecture, decoration, and special features. Natural monument: describe the location, the area, the geological, flora, fauna, etc. features that make it distinctive.
HISTORY	The monument's history, the area, significant historical events, customs or traditions associated with the site.
OUTSTANDING UNIVERSAL VALUE	Why do you think this monument is special? What elements give it a global dimension? What values does it represent?
INCLUSION CRITERION/ CRITERIA	Select one or more of the ten criteria and analyse the characteristics of the monument associated with them.
ADMINISTRATION- MANAGEMENT	Who owns the site where the monument is located? Is it open to the public? Does it have a ticket? Does it have many visitors? Are there any associations that cooperate in its management?
CONSERVATION STATUS	What is the condition of the monument? Is it systematically protected and maintained? By whom? What are the threats to it?
COMPARISONS	Evidence of comparison with other similar monuments in the area: what makes this monument unique in relation to them?
MAPS	Natural, political, cultural, etc.
PHOTOS	

Good luck!