

AUSTRALIA'S WORLD HERITAGE PLACES

Education Program – Teacher's Notes

Years 9 and 10



The Department of the Environment, Water, Heritage and the Arts (DEWHA) has launched the Australian World Heritage education campaign to develop students' understanding and appreciation of Australia's 17 World Heritage Places.

Through a range of learning experiences, the curriculum resource will engage primary and secondary school students to learn about Australia's World Heritage Places with a focus on the key objectives:

- Introduce students to the criteria required for a location to be listed as a World Heritage Place
- Introduce students to the background of Australia's implementation of the World Heritage Convention
- Introduce mechanisms employed by DEWHA to protect World Heritage Places
- Tell the stories about why World Heritage Places are of value and how they add to the Australian culture
- Explore some risks and issues facing these places e.g. climate change, and how we can all contribute to protecting these places for future generations.

After completing the lessons, students will achieve the following outcomes:

- Understand what World Heritage is
- Understand how a place qualifies for World Heritage listing
- Understand Australia's role in World Heritage
- Be familiar with Australia's World Heritage Places, both natural and cultural
- Be able to identify the threats and challenges facing these places
- Understand that each of Australia's 17 World Heritage Places are also on Australia's National Heritage List.

The Australian World Heritage Website Competition

In addition, teaching units will be directed towards students preparing for the major assessment task - the competition. Students will be able to complete the competition with sound knowledge as they will have undertaken a solid unit of study covering each of the places, developed a deep understanding of heritage values and issues.

Competition is open to classes from grades 5-10.

For more information visit www.heritage.gov.au/education



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Unit Outline

Following are the lessons on World Heritage. These lessons prepare students for the assessment tasks at the end of the unit and also for the Australian World Heritage Website Competition.

Teachers can familiarise themselves with the following websites:

- UNESCO <http://whc.unesco.org/>
- Australian Government Heritage Site www.environment.gov.au/heritage/
- The World Heritage Convention www.environment.gov.au/heritage/about/world/convention.html
- Great Barrier Reef www.gbrmpa.gov.au/

These lessons could run as a term focus with generative questions such as:

What is World Heritage? Why is World Heritage important to us?

The lessons fit into the inquiry learning model.

Lesson	Task	Requirement
1	Tuning in to World Heritage Class discussion Definition Think pair share	Introducing World Heritage What is World Heritage? The value of World Heritage
2	Hypothetical PMI/Venn/Brainstorm Discussion World Heritage Places worksheet	Benefits and Challenges of World Heritage What would happen without World Heritage?
3 - 4	Answering questions about convention Evaluating	World Heritage Convention Background of Convention and Australia's role Evaluating a website
5 - 6	Mapping	Mapping Locations of World Heritage Places
7 - 8	Research - A case study Planning against climate change	Threats to World Heritage Places Threats - Great Barrier Reef Making a plan to combat threats/climate change
9	Unpacking the World Heritage Convention	Managing World Heritage Places World Heritage Convention management objectives and giving examples
10 - 11	Research and presentation - Australia's World Heritage Places (This task could be up to 5 lessons)	Focusing on World Heritage Places Getting to know Australia's World Heritage Places Class presentation in pairs drawing on all previously learnt information
12	Authentic context task - Nominating a place Assessment rubric included (This task could be up to 5 lessons)	Criteria for World Heritage Listing Class presentation Looking at criteria Persuasive language
13	Reflection, making connections, commitment to action	Wrapping Up Synthesis of learning Australian World Heritage Website Competition Action: Create a website for the competition and inform and inspire others about World Heritage The Australian World Heritage Competition is a natural extension to what students have learned throughout the lessons. For more information visit www.heritage.gov.au/education
Extension 1	Research skills development	Plagiarism
Extension 2	Research skills development	Internet critical literacy
Extension 3	Research skills development	Referencing

These lessons could be completed to suit a teacher's curriculum needs e.g. starting from the tuning in lessons and going straight to one of the major tasks.



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Clarifying Terms

The following terms are used throughout the unit.

Authentic Context - Undertaking a task within the realms of a real life situation e.g. assessing a place for World Heritage Listing using the World Heritage Criteria.

BOLTSS - Border, Orientation (which way is north), Legend or Key, Title, Source, Scale. An acronym used in geography to show the standard information to be used on a map.

Mind Map - A diagram used to represent words, ideas, concepts, references or other items linked to a central key word or idea.

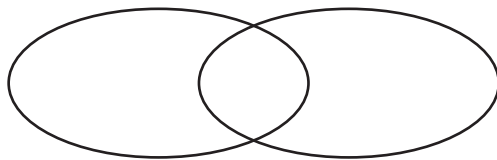
PMI - Students group aspects or outcomes etc into categories positive, minus, interesting.

SWOT - Organise information into categories: Strengths, Weaknesses, Opportunities and Threats.

Think Pair Share - A cooperative learning strategy whereby students think individually about an issue or question posed, and then share and expand upon the ideas with a partner.

Unpack Statement - To decipher or discern the meaning, intentions, ideas and inferences of a statement, to deconstruct and really understand what something means.

Venn Diagram - A means of comparing two things recording aspects of similarity in the overlapping area.



Vocabulary Hunt - Isolate words that students are unsure about and subsequently find definitions for them.

Y Chart - Students divide the information they know into three different topic areas e.g. looks like, sounds like, feels like.

