

## Getting out into our heritage

### Introduction

Europe has a wealth of natural and cultural heritage. Heritage involves two main factors: a sense of belonging and a sense of time. Natural heritage is taken in the broadest sense and covers not only the wildlife and habitat of particular areas whether protected or not, but also the geological features and landscape / scenery.

Cultural heritage encompasses any cultural expression transmitted from the past and inherited by present day society. The material cultural heritage is everything we can touch. These are castles and their ruins, chateaux and manor houses, churches, chapels, monasteries, various monuments of folk architecture, important urban and rural settlements, technical monuments such as old mills, mining works, old factories. It also includes sculptures, art objects, paintings, costumes, and various objects of utility art as well as archaeological sites and findings, historical parks, alleys and rare sites.

In addition to material cultural heritage, we also have heritage that has been preserved only in writings, records, memory, or human awareness. Such a cultural heritage is intangible. These include various customs and traditions, songs, dances, folk literature, and also various scientific and literary works.

### Learn about the problem

Use the internet, (scientific / popular) literature or in collaboration with experts to find available information about natural and culture heritage. Also focus on the following questions:

- What is the concept of monument care?
- What forms of territorial protection exist in your country?
- What does the world cultural and natural heritage mean?
- What role does cultural and natural heritage play in tourism?
- Which natural or cultural monuments are located in your area?
- What is a SWOT analysis?

### Recommended resources

#### Source 1:

Links between natural and cultural heritage



#### Source 2:

World heritage



#### Source 3:

What is a SWOT analysis, and how to do it right



### Verify the occurrence of a problem in your area with your own research

#### Goal

Students know the natural sites and cultural monuments that are in your surroundings. They understand the importance of protecting cultural and natural monuments; they can evaluate the status of the selected monument and propose solutions that will increase the interest of domestic residents, but also domestic and foreign tourists.

#### Tools & Materials

- online maps with cultural and natural monuments (e.g. Google maps)
- notepad / dictaphone

- recording card
- board / flipchart / tablet or similar
- camera / mobile to record activity

## Implementation

Find the cultural and natural monuments in your area using the online maps. Choose one or more sights that you will visit. Arrange a meeting with the monument manager and prepare the questions you want to ask them in advance. At the same time, study as much information as possible about the site from the available sources.

## Mapping process

As part of the interview with the site manager, check out the history of the object / location, its significance, what is the current status of the object / location (what is retained and what is irreversibly lost), how it is currently being used, what are the plans for the object / location for the future, whether it is private, state, or combined. Also note what part of the building / location is open to the public. When it comes to construction, be interested in the period from which it comes, what materials were used to build it, and what parts it consists of. Learn about the threats that can put the object / location at risk. Finally, visually assess the current status of the object / location (well-maintained or damage). Record your answers in a notebook or on a dictaphone (if you have permission from the person you are interviewing). Process the information obtained to the recording card.

In the recording card assess these **key factors**:

- **significance** – the importance of the object / locality (cultural or natural heritage) on the regional level
- **distinctiveness** – this refers to everything that make the object / locality unique
- **current state** – current maintenance status or damage rate
- **accessibility** – availability, opening hours, entrance fee, toilets, wheelchair accessibility
- **responsibility of property owner** – interest of the landlord in the conservation of the natural or cultural heritage
- **sustainability** – the risk level of losing the cultural and natural heritage in the near future
- **services and civic amenities nearby** – how these services support the local tourism
- **awareness** – stance of local inhabitants to the particular cultural or natural monument
- **seasonality** – accessibility of the monument / locality throughout the year

Use this evaluation scale to assess the key factors:

1. excellent, exceptional
2. good, significant
3. highly satisfactory, very interesting
4. satisfactory, interesting
5. basic, neutral
6. unsatisfactory, uninteresting
7. highly unsatisfactory, very uninteresting
8. bad, very insignificant
9. critical, absolutely without interest

Finally, attach a map of the area monitored to the recording card indicating the object or location you assessed.

## Analysis of results and proposal of solution

Interpret the information from the recording card. Are positive or negative aspects prevailing? Are the identified threats significant? Could we lose the monument in the near future? How can you change people's behaviour

and attitudes to natural and cultural heritage? How should a particular object / location be used to increase the interest of residents and tourists in the local cultural and natural heritage, while respecting the conditions of conservation or territorial protection? Write down your suggestions. Think about whether your solutions are feasible. Is there one that you can action?

## Implementation of the solution and evaluation

How did you implement the selected solution? If so, what result did you get? Did you, your school, family or community help with the implementation of the solution? How did they react to your initiative and how do they perceive the protection of cultural and nature heritage? What did you learn?

### How did you feel after implementing the selected solution?

<b>Frustrated</b>	<b>Disappointed</b>	<b>Rather Negative</b>	<b>Neutral</b>	<b>Rather Positive</b>	<b>Satisfied</b>	<b>Enthusiastic</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Publicity

Record and share photos on social networks with [#mybioprofile](#) during the activity. Help others to join us.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The project BIOPROFILES - Implementation of practical environmental education in schools is co-funded by the European Union, ERASMUS+ programme. Contract number: 2018-1-SK01-KA201-046312.



Co-funded by the  
Erasmus+ Programme  
of the European Union

## Recording card – Getting out into our heritage

Recording Card	
Class	
School	
Municipality	
Name of the object / locality	
Monitoring period	
Brief history of the object / locality	
Key factors assessment	
<p>The radar chart is a circular tool for assessing eight key factors. The axes are labeled: significance (top), distinctiveness (top-right), current state (right), accessibility (bottom-right), responsibility (bottom), sustainability (bottom-left), services nearby (left), and awareness (top-left). The scale on each axis ranges from 1 (innermost) to 9 (outermost), with concentric lines every 1 unit.</p>	
Current status / SWOT analysis	
Positives / Strengths:	Negatives / Weaknesses (internal):
Opportunities:	Threats (external):
Suggestions for improvement	
Other notes or insights	

**Mandatory annex:** map of the monitored area indicating the object or location you assessed