



Take Two (UNESCO) Islands

Global Citizen Learning Programme

CROSS-CURRICULUM Learning PROGRAMME

- Exploring what it means to be a global citizen in the C21st using two island histories as catalyst:
 Isle of Wight and Rapa Nui Easter Island
- Their histories of natural, human and cultural migration with legacies into the present, and what we can learn from these about our future
- Create digital heritage maps, short films and virtual reality game-play storyboard

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5-6	LESSON 7	LESSON 8
Part of a global community	UNESCO Biosphere: Isle of Wight	UNESCO World Heritage Site – Rapa Nui	Introducing the theme of migration	Migration Stories – Rapa Nui	Creating a digital explorer map	Migration stories – Isle of Wight
LESSON 9- 10	LESSON 11	LESSON 12				
Create a short film	Create a virtual reality storyboard	Share your maps, films, storyboards				







Take Two (UNESCO) Islands

Lesson Plan 1: Part of a Global Community

Learning aims

- To reflect on what it means to be a global citizen
- To understand more about the role and work of the United Nations, including the UN Sustainable Development Goals
- To be able to describe what a UNESCO World Heritage Site or Biosphere Reserve is, and to be able to talk a little about them with examples
- To reflect on how World Heritage Sites and Biosphere Reserves are part of the UN's broader work to champion their Sustainable Development Goals



Global citizenship and the United Nations

- 10-15 minutes
- Class discussion:
 - What do we know about things going on around the world that worry us? That make us happy?
 - What do you think it means to be a global citizen?
 - What do we know about the United Nations? When formed and why? What it does now? Number of countries who are members? Challenges it faces?
 - Some useful quotes...



Some useful quotes

- "A global citizen is someone who is aware of and understands the wider world – and their place in it. They are a citizen of the world. They take an active role in their community and work with others to make our planet more peaceful, sustainable and fairer." (Oxfam)
- The United Nations vision: "Peace, dignity and equality on a healthy planet"
- UN Sustainable Development Goals see next slide
- UN Education, Science and Culture Organisation: "Using education, science, culture, communication and information to foster mutual understanding and respect for our planet. We bring people together around the conviction of our shared humanity."

UN Sustainable Development goals

SUSTAINABLE GALS DEVELOPMENT GALS





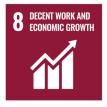


































UNESCO World Heritage Sites and Biosphere Reserves

- 25 minutes
- World Heritage Sites special places of history with international importance
 - TEM World Civilisations Explorer
 - Explore the map choose 3 stories each from a different continent
 - Make a note of which WHS stories you have chosen in your exercise book and which country they are in
 - Watch 2-3 minutes of the short video for your story
 - Record the current Covid data from the country of each of the WHS places you choose



UNESCO World Heritage sites and Biosphere Reserves

- Biosphere Reserves special places where people live in harmony with their environment
 - http://www.islandbiosphere.org/mapa2.aspx
 - Explore the Island Biospheres Map = choose one from 3 different continents to those you chose for the WHS
 - Make a note of the Biospheres you have chosen and which country they are in
 - Find an experience in this biosphere (if there are any), read it and record it
- Living Heritage
 - https://ich.unesco.org/en/dive
 - If time explore this resource and choose/ record an example of living heritage



World Heritage Sites, Biospheres and SDGs

15 minutes

 Using the pack of <u>UN SDG cards</u> provided by The Earth Museum, print out on recycled card and lay them out on a table(s). Ask students to choose one that connects with one of the World Heritage Sites or Biospheres they have looked at. Ask them to share what they have chosen and why – working either in larger groups or whole class discussion session

