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Promoting Intangible Cultural Heritage for Educators to Reinforce
Education for Sustainable Development in the Asia-Pacific Region

A Guideline for Writing an Intangible Cultural Heritage Lesson Plan



Palau
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Through the Palau Intangible Cultural Heritage Lesson Plan Project, some guidelines were made to replicate a methodology for writing an ICH lesson plan for the classroom. While the guideline would be most appropriate to the usage of the Palauan teacher, it can be adaptable by other teachers who may be interested in developing their own ICH lesson plans.

The basis for the ICH lesson plan branch out from two essential points, and the points are:

1) A teacher must have an understanding of what is intangible cultural heritage. As defined by UNESCO, intangible cultural heritage is transmitted from generation to generation, and is constantly recreated by communities and groups, in response to their environment, their interaction with nature, and their history. It provides people with a sense of identity and continuity, and promotes respect for cultural diversity and human creativity. Intangible Cultural Heritage can be defined in practices, expressions, knowledge and skills, tools, objects or artifacts, traditional craftsmanship, festivals, stories and rituals.

2) A teacher must have an understanding of what is education for sustainability development. As defined by UNESCO, a teacher must know that education for sustainability development is based on the well being of all dimensions of sustainability - environment, society, culture and economy. It promotes life-long learning and must be locally relevant and culturally appropriate.

Palau Teacher Guideline for Writing an ICH lesson Plan.

- 1) Teacher must derive the contents of ICH as conveyed from the Curriculum Standards of the Palau Ministry of Education. These standards are standards 6 – 9 in the Palauan Studies and Standard 5 for Social Studies.

For the Palauan Studies, the standards are:

Standard 6. Students are well grounded in the cultural heritage and traditions of their community and use this foundation to achieve personal and academic success throughout life. (Examples are conservation practices, child celebrations)

Standard 7. Students actively participate in various cultural events. (Examples are cleaning the roads, festivals)

Standard 8. Students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning. (Examples are planting crops, fishing)

Standard 9. Students demonstrate an awareness of and appreciation for the relationships and processes of interaction among the cultural elements in the world around them. (Examples distribution of clan land to family members)

For the Social Studies, the standard is:

Standard 5. Students understand how continuity and change and conflict and cooperation among groups have influenced important events in Palauan history. *(Example Navigation)*

From these standards, the teacher can creatively develop his or her ICH lesson plans by using the basic steps in creating a lesson plan. As an introduction to the lesson, the teacher must always explain the standard and lesson objective to the students, so they are informed of what they are expected to learn. Following the lesson objective explanation, the teachers begins the lesson by doing activities with the basics of what a lesson plan should be like, that is, a lesson plan must begin with an introduction, a body, a conclusion and lastly an evaluation.

To prepare an ICH lesson plan, firstly, the teacher must match the contents of the standards to the resources that describe the lessons in the standards. The resources that a teacher uses can be books, or other mediums that would match the play out the lesson content.

Lesson Introduction

For the lesson introduction, the teacher choose the academic vocabulary in the text that are necessary for instruction, and then from those words create an engaging vocabulary lesson that catch the interest of the students. This will serve as the initial step for students to become more familiar with the contents of the lesson.

An example of an engaging vocabulary lesson can be simple like a cut –up of the words and their meanings, where the teacher paste the words on the boards, and students (having received the meanings from teacher) paste the correct meanings of the words to the words on the board to match. This can be done in groups for fun and amusement of students if it is set like a game-like activity. Defining vocabulary by copying from the dictionary is highly discouraged because it is tedious and students usually do not remember meanings after the exercise.

Body of lesson

The body of the lesson is very crucial because this is where the teachers transfer content knowledge to students. Below are some ways for this part of lesson delivery, and they can be done as single activities or they can be combined activities.

Option 1. Teacher shares knowledge or skills through a lecture, but for no more than fifteen minutes because students quickly loose attention after a 15-minute lecture. Following the lecture, a follow up of a question and answer activity is necessary to assess students understanding of the lesson. Since students may need help to ask questions, teacher may want to prepare question of what, who, where, how questions –

distribute them to student, and ask them to ask each other questions as teacher facilitates discussion. (To prepare an ICH lecture, read about your topic in the Recheuodel Volume I or II or other sources available to you)

Option 2. Teacher may want to invite a guest speaker to deliver the content to the students. The guest speaker for cultural knowledge and skills for Palau can be easily arranged to co-teach a class, and their contact is through the Ministry of Community & Cultural Affairs (MCCA) at the Bureau of Arts & Culture. The guest speakers belong to “The Society of Historians”, who are people who represent their state and work as partners of the MCCA, and their mission is to share their traditional knowledge to the public. (Please refer to Annex I for detailed information.) An arrangement to have them come to your class is through the Ministry of Community & Cultural Affairs, and their phone number is 680.488. 2575 or you can call them by their contact number provided in annex I.

Another source of knowledge holders are your School Parent Teachers Association (PTA) or community members who are skilled in Palauan culture or arts and crafts, and the members of the *Belau Family School Community Association (BFSCA) (Please refer annex II for more information). Arrangement for them to come your class as guest speakers can be made through your school principals.

Option 3. Teacher may want to assign reading to students. The readings are usually Palauan literature books and your school has these books. The listing of the books for grade level 1 – 8 should be in your possession, but if you do not have them, the MOE can provide the list to you. Teacher may use guided questions to help with comprehension. Furthermore, recent books purchased by the Palau ICH Project for grade 5 & 6 are at your schools that may be used as resources for ICH lessons. These books were purchased from the Belau National Museum, and they contain valid information about many ICH issues pertaining to Palau. (List of the books is in Annex IV)

Lesson Conclusion: Teacher may want to arrange a site visit or field trip as a conclusion to a lesson. Site visits are popular to both teachers and students because they provide first-hand experiences for students’ education. Site visits vary, and should match your lesson objective. Lists of such visits include historical sites, legend and myth monoliths, bai structures, construction of taro patches, visit to Palau Congress, visit to museums and so forth. The MCCA also has a wealth of information about the history of Palau, library of legends and tradition, relics and other things pertaining to the Palauan culture, and therefore, it is an ideal site for class field trips. The Ministry central office provides both land and water transportation for site visits or field trips activity upon teachers’ request through your school principal.

Lesson Evaluation: Lesson Evaluation involves two forms of assessments. The two forms of assessments are (1) Formative assessment which is the everyday evaluation tool that teacher uses to check students’ understanding. One way this is done is by questions and answers through discussions, or quick oral questions and answers, or it can be done by written questions and answers about a lesson topic in form of a quiz. (2) Summative assessment is where a more comprehensive test is given to students to assess their understanding of a lesson topic. Contents of the summative assessment

may include the lesson vocabulary, comprehension or application of knowledge through test form questions, or it can be done by presentation by power point, or in a performance activity such as role-play, or skits. For grading the paper-pencil quizzes or tests, a teacher assigns points to items according to questions level of difficulty. For the performances activities, teacher assessment would be that of a rubric form such as the one below.

Rubric for assessing a role- play activity

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Participation in Preparation and Presentation	Always willing and focused during group work and presentation.	Usually willing and focused during group work and presentation.	Sometimes willing and focused during group work and presentation.	Rarely willing and focused during group work and presentation.
Presentation of Characters	Convincing communication of character's feelings, situation and motives.	Competent communication of character's feelings, situation and motives.	Adequate communication of character's feelings, situation and motives.	Limited communication of character's feelings, situation and motives.
Achievement of Purpose	Purpose is clearly established and effectively sustained.	Purpose is clearly established and generally sustained.	Purpose is clearly established but may not be sustained.	Purpose is vaguely established and may not be sustained.
Use of Non-Verbal Cues (voice, gestures, eye contact, props, customs)	Impressive of variety of non-verbal cues are used in an exemplary way.	Good varieties of non-verbal cues are used in a competent way.	Satisfactory varieties of non-verbal cues are used in an acceptable way.	Limited variety of non-verbal cues are used in a developing way.
Imagination and Creativity.	Choices demonstrate insight and powerfully enhance role-play.	Choices demonstrate thoughtfulness and completely enhance role-play.	Choices demonstrate awareness and acceptably enhance role-play.	Choices demonstrate little awareness and do little to enhance role-play.

Teacher Reflections: Upon lesson completion, teacher notes his or her reflections about the lesson. Notes address what worked, what did not work, do you move on, or do you need to reteach. The reflections are the things teacher learns during the lesson which are noted that they may guide a teacher to make the next lesson plan become better or improved.

Annexes

Annex I. Society of Historians (Klobak er a lbetel a Cherechar)

Name and Titles	State	Phone #
Diraii Yosko Ngiratumerang, Member	Aimeliik –Ngerbuns	XXX-XXXX
Dirachesuroi Thodosia F. Blailes, Chairperson	Angaur – Edeiaur	XXX-XXXX
Ochob Rachel Becheserrak Vice Chairperson	Koror – Ernguul	XXX-XXXX
Ucherutchei Wataru Elbelau Member	Ngeremlengui – Imeungs	XXX-XXXX
Rechiuang Demei Otobed Member	Ngatpang – Ngerdubech	XXX-XXXX
Floriano Felix member	Ngaraard – Kerradel	XXX-XXXX
Ngirkebai Aichi Kumangai Member	Ngardmau - Ongedechuul	XXX-XXXX
Obakrakelau Ngiraked Bandary Member	Kayangal – Ngedebuul	XXX-XXXX
Iechadairikl Renguul Kloulechad Member	Ngarchelong – Rteluul	XXX-XXXX
Vacant	Ngiwal -Kiueluul	
Renguul Peter Elechuus Member	Melekeok – Ngetelngal	XXX-XXXX
Rechedebechei Ananias Bultedaob Member	Ngchesar – Oldias	XXX-XXXX
Rebechall Takeo Ngirmekur Member	Airai – Belias	XXX-XXXX
Smau Amalei Ngirngesang Member	Peleliu – Odesangel	XXX-XXXX
Vacant	Sonsorol – Dongosaro	
Domiciano Andrew Member	Hatohobei – Hocheriki	XXX-XXXX

Annex II. List of knowledge holders

Name of Association
<p>Parent Teacher Association (PTA) The PTA is an association of all students' parents and all students' teachers who meet at the end of each of the four quarters of the school year to discuss student performance at school. Other community members, even though may not have children at school, may be part of the PTA by mere interest because they are interested in helping students succeed in school.</p>
<p>Belau Family School Community Association (BFSCA) The BFSCA is a non-profit agency whose membership is made up of each school PTA chairperson, family members, students, and other community members. The association has four officials - the president, vice-president, secretary and the treasurer. The association's purpose is to help the children become successful in school through activities that include school sports, school meetings, community meeting, health meetings and so forth. The current BFSCA President is Mr. Johnny Kintaro, and he can be contacted through your school principal, when you need information regarding guest speakers or other support you may need.</p>
<p>Other resource person Lynda D. Tellames, Staff Historian, Bureau of Arts and Culture Phone: XXX-XXXX</p>

Annex IV. List of books for Grades 5 & 6

Regular reading books for Palauan Studies published by the MOE

#	TITLES
1.	Native Trees of Palau
2.	Bird and Bats of Palau
3.	Rechuodel Vol. 1 (Palau Traditions)
4.	Rechuodel Vol. 2 (Palau Traditions)
5.	Legends of Palau vol. 1 & 2
6.	Ollachitnger er a Belau (Palauan Proverbs)
7.	Korda Uudel Belau * (Book about Palau)
8.	Palauan Perspectives* – Poems by Hermana Ramarui
9.	Osisechakl el mo er a Rengalek er Belau (Proverbs Palauan Children)
10.	Tekoi er a Ongelaod (Words of Entertainment)
11.	Kemeldiil (funeral)
12.	Kledall er a Sechal me a Redil er Belau (Tools for Men & Women)
13.	Ulkerreuil a Kldiull (Care of Mothers)
14.	Omengerker me a Kerruul (Making Money and Economics)
15.	Bai Booklet (Book about the chief's meeting house)
16.	Cultural Symbols of Palau
17.	The Evolution of the Palauan Storyboards*
18.	Belau ABC
19.	Fish & Rice Chronicles
20.	Map of Palau
21.	A Personal Tour of Palau
22.	A Personal Tour of Palau continues...

Note: These books became available through the Palau ICH-ESD Project.

Fifth Grade

Titles

1. Llecheklel me a Omesodel (Letters and Explanation)
2. Ng Telechesuch el Omeruul (A Journey of Many)
3. Itiakid a Rolel (This is the Way)
4. Ngerachel (Responsibility)
5. Ngara ng Ousbech a Telungalek? (What does a Family Need?)
6. Lak el Chetim el Kau (Do Not Dislike Yourself)
7. Ikeam el Diong (Ikeam Well)
8. Charm me a Klengar (Animals' Life)
9. Cheldechedechal a Ngeleked Budel me a Ngeleked Chesel (Story of the Child of the Heart and Child of the Skin)

Sixth Grade

Titles

1. Charm me a Dellomel (Animals and Plants)
2. Omesubel a Bebil er a Dellomel me a Charm (Study of some Plants and Animals)
3. Cheldechedechal a Charm (Animal Stories)
4. Telungalek er a Charm er a Sers (Family of Farm Animals)
5. A Charm me a Rechad a Osiu el Kaubetik el Reng (Animals Like People Care)
6. Ng ua Ngerang a Llemesel a Demul (What is the Dolphin's Intelligence?)
7. Babiureomel (Wild Pigs)
8. Dellomel el Kar er a Micronesia (Medicinal Plants of Micronesia)
9. Kedungelchebud me a Dengerengelchebud (The Good and the Bad Grasshopper)
10. Elilai me a lus me a Chedeng (The Plumeria, the Crocodile and Shark)

Note: The titles in parenthesis are the English translations of the book titles.