



## Apply and submit school lesson plan

- The contest is open for lesson plan submission from schools in Asia-Pacific region from today until 30 September 2023.
- You can learn more about **the grants and the judging criteria on pages 10-15 of this form.**
- If you are not sure how to effectively design a lesson plan that integrates Living Heritage, we would like to invite you to take this FREE self-paced online course, 'Bringing Living Heritage to the Classroom in Asia-Pacific', on GCED Online Campus (registration and log-in required): <https://bit.ly/GCEDclassCH>

### ABOUT THE SCHOOL

<b>School's name</b>	
<b>City / Town</b>	
<b>Country</b> <i>Only countries in the Asia-Pacific region are eligible to submit the lesson plan. Please check the list of eligible countries at <a href="https://bangkok.unesco.org/content/asia-and-pacific">https://bangkok.unesco.org/content/asia-and-pacific</a></i>	
<b>Size of the school</b> <i>How many students? How many teachers?</i>	

### Which level(s) of education does the school provide? (Can answer more than 1 answer.)

- Kindergarten
- Primary education (Grade 1-6)
- Lower secondary education (Grade 7-9)
- Upper secondary education (Grade 10-12)
- Post-secondary non-tertiary education
- Short-cycle tertiary education
- Technical and Vocational Education and Training (TVET)

<p><b>Name of the contact person</b></p> <p><i>For communication with UNESCO.</i></p> <p><i>Kindly state clear prefix, first name and last name, for example: Mrs. Jane Doe.</i></p>	
<p><b>Contact person's position at the school</b></p> <p><i>For example: Grade 10 teacher, School principal, etc.</i></p>	
<p><b>Email address</b></p>	
<p><b>Phone number</b></p> <p><i>Please put country code too. For example: +6621111111</i></p>	
<p><b>School's address</b></p> <p><i>For postage of certificates, if your school wins.</i></p> <p><i>* Please include accurate Postcode.</i></p> <p><i>** We do not accept P.O. Box address.</i></p>	
<p><b>Please list names of teachers / personnel from the school who were involved in designing and using this lesson plan.</b></p>	
<p><b>Please list names of concerned/key local community members/organizations</b></p> <p><i>Cultural practitioners, audience, local stakeholders, local authorities who are involved with transmitting or promoting the Living Heritage / Intangible Cultural Heritage that you use as the subject matter(s).</i></p>	

## ABOUT THE SUBMITTED LESSON PLAN

### Which CATEGORY of the contest are you applying for with this lesson plan?

You can choose more than one category, but you have to be very certain that the lesson plan reflects such excellence.

- The Living Heritage Advocate: Your lesson plan shows efforts in raising awareness, advocating for the importance of safeguarding living heritage, and actively engaging with communities to ensure their continuity.
- The Pedagogical Innovator: Your lesson plan integrates living heritage into teaching practices, resulting in enhanced creativity and effectiveness. It needs to exemplify a range of innovative pedagogies, methods, and tools that effectively engage students and encourage active participation in their learning journeys, such as using information and communication technologies (ICT), flipped classroom, project-based learning (PBL), creative use of local resources, collaboration with multiple people, multiple intelligence, etc.
- The Sustainable Development Contributor: Your lesson plan shows efforts in designing and implementing lesson plans that effectively raise awareness about broader societal, economic, and environmental issues while inspiring and empowering youth to take meaningful action.

<p><b>WHAT is this lesson plan for?</b></p> <p><i>Only choose 1 answer.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curricular lesson</li> <li><input type="checkbox"/> ECA-club</li> <li><input type="checkbox"/> Special event</li> <li><input type="checkbox"/> School or class project</li> <li><input type="checkbox"/> Other (please specify): _____</li> </ul>
<p><b>Name of the Subject</b></p>	
<p><b>Title of the Lesson</b></p>	
<p><b>Age of the students</b></p>	
<p><b>Grade(s)</b></p>	
<p><b>Average number of students in a class</b></p>	
<p><b>Time allocated for the lesson</b></p> <p><i>The preferred lesson plans are for 1 subject for 1 to 3 periods. Any special field visits or classroom visits by traditional culture practitioners can be conducted outside these 1 to 3 periods.</i></p>	

**Background of your students**

*Please explain briefly about the students you will use this lesson plan with. For example, ethnicities, their social and cultural background(s), their mother's tongue(s), their competency in the subject of this lesson plan, etc.)*

*Very short explanation so we get to know your students better.*

**WHAT is the Living Heritage / Intangible Cultural Heritage (ICH) in the lesson plan?**

*Please provide a brief description that also answers the following points:*

- *How do people practice this heritage?*
- *When, where and who participates in the practice?*
- *Why it is important for the community?*
- *Why did you select this Living Heritage?*
- *How did you integrate this Living Heritage into the lesson?*

**Learning objectives of the lesson**

*Expressed as knowledge, skills and attitudes or competencies or any standard format in use in your school or country.*

**Resources necessary for the lesson**

*You answer should also cover:*

- *What do you need in setting up the class/activity for students? (Materials, equipment, funding, access to specific space, etc.)*
- *Who do you need to involve and for what? (e.g. traditional cultural practitioners, colleagues, museums and associations, parents, etc.)*

**Describe the lesson activities**

*If the lesson covers several periods or sessions, please specify activities for each of them.*

*Describe the flow of activities and the pedagogical approach for each of them.*

**Assessment**

Describe your assessment method / process – How will you assess the impact/consequences of the lesson on living heritage?

**Description of the development process: How did you come up with the content for this lesson plan?**

Your answer should cover:

- How did you collect information about ICH / Living Heritage?
- Did you collaborate with community members, traditional cultural practitioners or other partners (parents, local institutions, etc.)? Yes/No.
- If yes, who are they?
- What was the process in working with them?
- What are the role of community members, traditional cultural practitioners or other partners in the preparation and implementation of the lesson?

**Aside from the subject of this lesson plan, in what other subjects/activities in your school can this Living Heritage / ICH be integrated in?**

*What is the potential of this lesson to be integrated in a broader educational scope?*

*E.g. multidisciplinary / interdisciplinary projects. Kindly give a few examples.*

**Is the original lesson plan in English?** *Only choose 1 answer.*

- Yes, it was originally written in English.
- No, it was originally written in other language(s). You may choose to include it in the same submitted file as Annex (OPTIONAL).

**Please attach your lesson plan with this form and send the email to [iched.ap@unesco.org](mailto:iched.ap@unesco.org) by 30 September 2023.**

**IMPORTANT:**

- **Only 1 lesson plan per 1 application form.** The school can submit more than 1 lesson plan, but it has to fill separate form.
- If the lesson plan's original version is not English, you **may** add the original language version as the annex to the English lesson plan, in the same file. THIS IS TOTALLY **OPTIONAL**.
- Preferred file formats: **Words or PDF**
- **All photos** that you may include in the lesson plan must have **copyright clearance** from the owner(s) of the photos, and must have the photographer's name(s) written under all photos.



## COMMITMENT FROM SCHOOL EXECUTIVES/MANAGEMENT

**\*\* FOR SCHOOL DIRECTOR / PRINCIPAL ONLY \*\***

**Please tick in the box if you agree.**

- I confirm that the school director / principal has been informed about the participation in this contest, and will support the use of this lesson plan in reality.

**Please express your approval of the submission of this lesson plan by signing and typing your full name below.**

**(Signature)**

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Your full name:

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Your position:

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Your email address:

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Date of signing:

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UNESCO Multisectoral Regional Office in Bangkok is delighted to announce the launch of the *Asia-Pacific Living Heritage Lesson Plan Contest 2023*. We invite educators from across the Asia-Pacific region to showcase their creativity and pedagogical expertise by submitting innovative lesson plans that integrate living heritage into their classrooms. This exciting competition aims to foster a deeper understanding and appreciation of the rich cultural traditions and practices that shape our diverse communities. By bringing living heritage to life with engaging lesson plans, we hope to inspire a new generation of learners to connect with and preserve our shared heritage.

This contest is supported by the International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region (ICHCAP), and the Asia-Pacific Centre of Education for International Understanding (APCEIU), Republic of Korea.

**The contest is open for lesson plan submission  
from today until 30 September 2023.**

## ***Table of Contents***

### **Page**

- 11 Summary of Grants and Commendations**
- 12 Judging Criteria**
- 15 Requirements**

## Summary of Grants and Commendations

In recognition of the outstanding efforts and contributions of educators to advancing living heritage in their classrooms and lesson plans, the contest will give four (4) top grants in four (4) separate categories of equal winning rank; each grant given to the school carries monetary compensation in the amount of USD\$1,000, and will be bestowed to the most exceptional lesson plans that UNESCO culture and education expert panel anonymously aspire to see actualized and recognized as regional 'good practices'. The recipient schools of these prestigious grants will receive Certificates of Recognition, and the monetary grant received is to be applied to their piloting and recording of their lesson plan usage, and afterwards for sending their recordings to UNESCO for open access ("free") online public dissemination.

Schools will be credited publicly for their innovative winning plans upon their plans' dissemination. Grant results will be publicized by UNESCO and its partners via the Organization's official website and social media channels (namely *Facebook* and *Instagram*, and possibly others).

### The 4 Funding Grants

**The four (4) top funding grants** are for the following categories; Each grant is given to schools—*not to individuals*—of USD\$1,000 for the purpose of carrying out their winning plans in actual classroom practice:

- **Living Heritage Advocate Grant:** This grant emphasizes outstanding efforts in raising awareness and advocating for the importance of safeguarding living heritage, and actively engaging with communities to ensure their continuity.
- **Pedagogical Innovator Grant:** This grant recognizes the remarkable ways in which educators are integrating living heritage into their teaching practices, resulting in enhanced creativity and effectiveness of their learners. Grantee schools should exemplify a range of innovative pedagogies, methods, and tools that effectively engage students and encourage active participation in their learning journeys. These innovative approaches may include the utilization of information and communication technologies (ICT), 'flipped classrooms', project-based learning (PBL), creative use of local resources, collaboration with multiple people, multiple intelligence, and so forth.
- **Sustainable Development Contributor Grant:** This grant honors exceptional dedication and contribution to sustainable development and recognizes outstanding efforts in designing and implementing lesson plans that effectively raise awareness about broader societal, economic, and environmental issues, all the while inspiring and empowering youth to take meaningful action to address current environmental challenges.
- **Special Expert Grant:** This grant goes to a lesson plan that demonstrates excellent performance in multiple categories.

### Commendations (up to 20)

In addition to granting the above-specified four grants, the culture and education expert panel for the *Asia-Pacific Living Heritage Lesson Plan Contest 2023* will extend special commendations to up to 20 exemplary lesson plans and will honor winning schools with Certificates of Recognition for their plans' exceptional quality and innovative approaches.

All lesson plans that receive the grants and the commendations will be disseminated on UNESCO global clearinghouse for Living Heritage and Education: <https://ich.unesco.org/en/clearinghouse-education>

We believe that these acknowledgements will not only celebrate the dedication and ingenuity of educators but also inspire and motivate them to continue enriching the educational landscape with their creative integration of living heritage into classroom learning and teaching experience.

## Judging Criteria

*Each lesson plan will be subject to assessment based on two separate types of criteria. These encompass the common criteria, which are applicable to all lesson plans, and the specific grant criteria, designed to suit the type of grant that the lesson plan is aiming for.*

### Common Judging Criteria (applicable to all entries)

- **Learning Objectives of Lesson Plan**

- A. Clarity
  - a. Clear description of what the lesson plan aims to achieve ('deliverables') in actual classroom practice.
- B. Achievability
  - a. Objectives are articulated based on what can be realistically achieved in the time frame and with available resources.
- C. Relevance
  - a. Relevance to the learner (e.g., The lesson objectives connect to the learner's lives and experiences; The lesson objectives offer options for learners to explore and align with their interests, etc.)

- **Pedagogy and Competencies of Lesson Plan**

- A. Lesson plan demonstrates a clear alignment of the learning objectives with the instructional strategies (activities, methods, resources).
- B. Clear and comprehensive lesson plan: Consisting of details, such as targeted learner level/grade, instructor(s), necessary resources, intended place of instruction (classroom or other), specified subject or activity's name or topic, etc.
- C. Lesson plan instructional methods are practical and feasible (e.g., activities suitably mapped according to a timeframe and resources available).
- D. Lesson plan's instructional strategies foster learner diversity.
- E. Lesson plan fosters the acquisition of critical thinking skills, creativity, communication, and collaboration through engaging and empowering learning activities.
- F. Lesson plan includes ways to measure/ evaluate learners' knowledge-skills-attitude (KSA) according to the KSA goals.

- **Successful integration of living heritage in Lesson Plan**

- A. Lesson plan furthers a good relationship between the living heritage element and the content of school subjects.
- B. Lesson plan is relevant to the grant theme. For example, how well does the lesson plan integrate the element of living heritage in the school curriculum? What is the relevance of the living heritage theme to the class?
- C. Lesson plan effectively engages learners in understanding and appreciating cultural diversity and strengthens their sense of identity.

- **Sustainability**

- A. Lesson plan can be easily replicated in future years. In other words, the plan does not rely on specific conditions or a heavy budget to be applied successfully.

## Specific Criteria for Each Category

- **Living Heritage Advocate Grant**

- A. The extent that the lesson plan encourages community engagement (information-sharing/preparation/teaching intervention in-and-out of class).
- B. The lesson plan respects rights and ethics in heritage preservation, promotes inclusiveness, empowers local communities, and answers peoples' needs.
- C. The extent that the lesson plan contributes to the long-term survival and appreciation of living heritage (viability) by spreading knowledge, emphasizing meaning and value, and strengthening practice.

- **Pedagogical Innovator Grant**

- A. The lesson plan incorporates innovative and participatory activities.
  - a. **Innovative activities:** The lesson plan includes fresh and imaginative approaches to teaching the topic.  
 These activities *may* involve – *but are not limited to* – incorporating new technologies, utilizing unconventional teaching materials, or introducing unique methods of instruction, and so forth. The aim is to inspire learners' curiosity and make the learning experience dynamic and exciting.
  - b. **Participatory activities:** The lesson plan encourages active participation from learners.  
 These activities *may* include – *but are not limited to* – activities that involve learners directly, such as hands-on experiments, role-playing, or interactive exercises, and so forth. The goal is to foster learner engagement, critical thinking, collaboration, and the dynamic use of problem-solving skills.
- B. The lesson plan builds upon multi-stakeholder collaboration.
  - a. **Identifying stakeholders:** The lesson plan identifies relevant stakeholders who can contribute their expertise, knowledge, or resources to enhance the learning experience.

Stakeholders *could* include, *for instance*, local communities, cultural practitioners, experts in the field, heritage organizations, museums, or government agencies, and so forth. Identifying the right stakeholders is crucial, as they can provide valuable insights and enrich the content of the lesson plan.

- b. **Collaborative approach:** The lesson plan incorporates activities or strategies that foster collaboration among different stakeholders.

*Examples* of collaboration include – *but are not limited to* – inviting guest speakers, organizing field trips or visits to heritage sites, conducting interviews or discussions with community members, or involving experts in delivering specific parts of the lesson. Collaboration promotes a holistic understanding of the living heritage and allows learners to engage with diverse perspectives.

- c. **Integration of stakeholder perspectives:** The lesson plan reflects the input and perspectives of the stakeholders involved.

The lesson plan *may* consider the stakeholders' cultural, historical, or local knowledge and incorporates it into the lesson plan's content and activities. This ensures that the lesson plan is accurate, authentic, and relevant to the living heritage being taught.

- **Sustainable Development Contributor Grant**

- A. The lesson plan contributes to a reflection on broad sustainable development issues.

- a. *Acquiring knowledge:* The lesson plan should be able to provide learners with the necessary information and resources to understand and explore a range of sustainable development issues.

This *could* include – *but are not limited to* – topics such as economic regeneration, poverty eradication, hunger alleviation, social peace and solidarity, climate action, natural environment conservation, sustainable cities, equity in education, gender rights, and cultural rights and identities. By acquiring knowledge about these issues, learners can develop a comprehensive understanding of the challenges and opportunities associated with living heritage.

- b. *Triggering reflection:* The lesson plan should be able to encourage learners to reflect on the broader implications of the living heritage being taught in relation to sustainable development. The lesson plan should prompt critical thinking and analysis, asking learners to consider the connections between the living heritage, sustainable development issues, and their own lives. This reflection can help learners develop a deeper understanding of the significance and relevance plan's topics in various contexts.

- c. *Encouraging action:* The lesson plan should inspire and catalyze learners to take direct action and make a positive impact on the issues discussed.

This *could* involve – *but are not limited to* – designing projects, proposing solutions, engaging in community initiatives, or advocating for change. By encouraging action, the lesson plan empowers learners to become active 'change agents' in promoting living heritage to other communities and the world.

- B. The lesson plan encourages inclusiveness and understanding of others.
- a. *Acquiring knowledge*: The lesson plan should be able to provide learners with knowledge about different aspects of diversity, including but not limited to gender, disabilities, ethnic groups, and migrants. By acquiring this knowledge, learners can develop a deeper, more empathic understanding of the diverse perspectives and identities that exist within society.
  - b. *Triggering reflection*: The lesson plan should be able to prompt learners to reflect on their own biases, assumptions, and attitudes towards others who are different from them. It should encourage self-reflection and critical thinking about issues such as stereotypes, discrimination, and social inequalities. This enhanced capacity for reflection helps learners develop empathy, challenge their preconceived notions, and cultivate a more inclusive mindset.
  - c. *Encouraging action*: The lesson plan should be able to inspire learners to take action to promote inclusivity and understanding. It *can* involve – *but are not limited to* – activities that encourage learners to engage in dialogue, collaborate, and work towards creating an inclusive and mutually respectful environment.

## Requirements

- Fill the application form and upload the lesson plan at <https://bit.ly/aplp2023-apply>
- The standardized submission must be in English only, applicants can attach the original version of the lesson plan in the original language as an annex to the English lesson plan in the same file (PDF or Word format). In case of discrepancy, the English version shall prevail.
- The applicants can submit 1 lesson plan per 1 application form. One school can submit more than 1 lesson plan but must fill separate application forms.
- The English version does not need to be in perfect English translation. The applicant does not need to spend money on expensive professional translation.
- The grants would go to the school, not to individual teachers. Therefore, the teacher(s) submitting the lesson plan should ask for the School Director's approval / acknowledgement of the project. There is a field to enter the director's / management name in the application form.
- The preferred lesson plans are for **1 subject for 1 to 3 periods**. Any special field visits or classroom visits by traditional culture practitioners can be conducted outside these 1 to 3 periods.
- The applicants will be asked to select the category to which s/he applies.
- The panel will evaluate the lesson plans on all criteria, with particular focus on the selected category of applicant.

