

**THEME – HOW TO TEACH ABOUT THE INTANGIBLE CULTURE**

**SUB-THEME “USE OF OLD HOUSEHOLD ITEMS, GOODS AND TRADITIONAL TOOLS”**



<b>Preparatory phase before the arrival at the particular place</b>	
Target group	Native residents or foreigners, also immigrants. Age group starting from 6 to 14 and older generation. Different content should be prepared for children and adults
Venue	It would be recommended to organize this activity in the open-air museum, local museum, or craft center
Precondition	It is important to ensure that participants can touch the items and feel material like wood and steel, therefore they can feel that items are very old and have been used
Purpose	To discover how old household items, goods, and traditional tools can be used for the development of the interest in the intangible cultural heritage
Aim	To develop a creative tool which will pay the attention of the target group to the ancient crafts which are considered as an important part of the intangible heritage
Objectives	<ol style="list-style-type: none"> <li>1. To create a participatory game where all learners can be actively involved.</li> <li>2. To use old household items, goods, and traditional tools for the development of the content of the game.</li> <li>3. To talk about the time period in history before the invention of electricity</li> </ol>
Necessary equipment	Paper and pen for each participant.

<b>Example of the game “Toolbox”</b>	
How to prepare the game	Select 10 tools or items. Put on the numbers that have good visibility. Find the box, shelf, or vitrine, where to hold items. Prepare simple descriptions with names and descriptions of activities that can be done with the use of this item. Print out the descriptions on the paper.
Useful additional options	Make a tea from the herbs and serve to participants
	If there are masters on the place it would be great to see the tool in real action or ensure the possibility to use the tool in practice





#### Learning outcomes

1. Consequently, this game does not recognize a winner or a loser. Instead, it focuses on initiating a trust-based and inclusive dialogue between all participants.
2. Possibility to give an important role to the young actors with hyperactivity.
3. Possibility to develop teamwork.
4. Possibility to use imagination and fantasy and therefore to develop creativity.
5. Possibility to use critical thinking in a simple way where the method of exclusion and comparison has to be used.
6. To develop the ability to express the opinion with argumentation, to listen for others' opinion, and finally agree on the most appropriate response.
7. Possibility to develop respect and understanding between the people of different generations. An older person could tell the story about the use of an item from his experience

<b>Summary phase after the departure from the educational place</b>	
Questions for the discussion just after the game	<ol style="list-style-type: none"> <li>1. Which was the most difficult tool or item for defining the use for? Why?</li> <li>2. Do they think – is there some tool missing? Maybe they have seen some somewhere?</li> <li>3. Do their families have some old tools or items at home?</li> <li>4. How they think – what would we do with those old tools that are not in use anymore?</li> <li>5. Would they be interested to create their own “museum” or collection?</li> </ol>
Home work	<ol style="list-style-type: none"> <li>1. To design the logo of an ancient craft workshop.</li> <li>2. Do the old items and tolls hunting with photo camera – look at your house, attic, and basement and try to find some old thing, make a photo. Ask your family about this item – to whom it belongs, what was it used for. Prepare yourself to tell everyone this item to your groupmates.</li> </ol> <p>If there are no old things at your house, go to a local museum or craft house, choose one item, and try to collect all the possible information. Tell to everyone why you have selected this particular item</p>
Possibility	The teacher or guide could create a small exhibition of the photos. It will help to ensure self-confidence and a sense of belonging for each participant and let to show the diversity of the items

