

What is Heritage?

Theme: Defining the Threads of Identity

Learning Outcomes:

- Distinguish between Tangible (monuments/forts), Intangible (traditions/dances), and Natural (waterfalls/mountains) heritage.
- Understand how these elements connect to daily life in Maharashtra.

Teacher's Tip:

Use the "Mumbai Case Study." Explain that heritage is a "living cloth"—it includes the physical Gateway of India (Tangible), the taste of a Vada Pav (Intangible), and the mangroves of the coast (Natural).



ACTIVITY

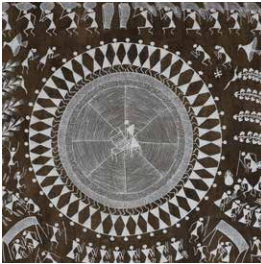
Heritage Gives Us Identity

Time: 30 minutes

Preparation: None

Materials: The following picture collage

- Ask students to identify what they recognise.
- Discuss how these elements are connected to their daily lives and Maharashtra.
- Ask the students to prepare their Heritage list, including their heritage.



Use this key to identify the examples

Warli Art: Tribal painting depicting daily life. Intangible Cultural	Tarpa: Traditional wind instrument played during festivals. Intangible Cultural	Thakar Nritya: Lively community dance from Nashik. Intangible Cultural
Dabhosa Waterfall: Significant natural site in Palghar. Natural Heritage	Dugarwadi Waterfall: A scenic natural landmark in Nashik. Natural Heritage	Dangi Nritya: Tribal folk dance reflecting agrarian life. Intangible Cultural
Western Ghats: UNESCO natural site (Sahyadri mountains). Natural Heritage	Shivneri Fort: Part of the Maratha Military Landscapes. Tangible Heritage	Bohada Masks: Ritual masks used to enact myths. Intangible Cultural

Take the discussion forward with these prompts

- What natural ingredient comes from Maharashtra's land or Western Ghats? (e.g., jaggery from sugarcane fields)
- What family story or festival memory connects to it? (intangible tradition)
- How does eating it make you feel connected to your roots or bring you comfort? Share one with the class!
- Draw a quick shield or sword on paper. Write or draw one quality from Shivaji Maharaj (bravery, strategy, respect for nature) that you want in your life. Why? Discuss in small groups: How do these old stories influence your choices today — like standing up for friends or protecting the environment?



ACTIVITY

A Case Study of Western Ghats

Time: 40 minutes

Preparation: Memorise the importance, ecological and bio-diversity points

Materials: A Map of Western Ghats



- Students quickly name and correctly categorize examples of natural, intangible, and tangible heritage from the Western Ghats (Sahyadri in Maharashtra) and then explain one interconnection.
- Western Ghats (including parts in Maharashtra) — A UNESCO natural heritage site

India's Treasures on the Global Stage: A Spotlight on UNESCO World Heritage Sites

Theme: India's Treasures on the Global Stage

Learning Outcomes:

Identify the 7 UNESCO World Heritage Sites in Maharashtra.

Explain why global protection is vital for saving nature (Western Ghats) and history (Maratha Forts).

Quick Reference:

Maharashtra is a world leader with sites ranging from the religious Ajanta Caves (1983) to the administrative Maratha Military Landscapes (2025).



ACTIVITY

UNESCO Heritage Spotlight Challenge

Time: 15–20 minutes

Preparation: None

Materials: None

How to Conduct:

1. Divide the class into 4 groups
2. Assign one UNESCO site to each group :
 - Ajanta/Ellora/Elephanta Caves
 - Chhatrapati Shivaji Victoria Terminus (Mumbai)
 - Western Ghats
 - Maratha Military Landscapes (Forts)
3. Each group gets 5 minutes to discuss and prepare:
 - What the site is?
 - Why is it important?
 - Why is it world-famous?
4. One student from each group speaks for 1 minute to explain their site.

India's Living Heritage on UNESCO's Intangible Heritage List

Theme: Traditions that Breathe

Learning Outcomes:

- Recognize "Living Heritage" as traditions passed down through generations, such as Kumbh Mela or family recipes.
- Map intangible heritage in the local neighborhood (e.g., a local potter or a weekly fair).



ACTIVITY

Living Traditions at Home

Time: 30 minutes

Preparation: None

Materials: The following questionnaire

Objective:

To help children recognise and value a living heritage tradition or custom practised in their own family.

Instructions for Students:

A. Think about something special your family does regularly or on special occasions. It could be related to:

- Food (a dish cooked on festivals or Sundays)
- Clothing (special dress worn during weddings or rituals)
- Music, songs, or prayers
- Festivals, rituals, or customs
- Stories, games, or crafts passed down in the family

B. Choose one tradition and complete the sentences below:

My Family's Living Heritage

Name of the tradition/custom: _____

When do we practise it? _____

Who taught it to us? _____

Why is it important to my family? _____

Is it still practised today? Yes / No

C. Draw a small picture showing this tradition (*optional*)



ACTIVITY

Mapping Living Heritage Around Us

Time: 40 minutes

Preparation: None

Materials: The following questionnaire

How to Conduct:

A. The teacher must guide the students to choose an area from the list:

- Neighbourhood
- Village
- School surroundings
- State

B. The students will think about the living heritage or practices they see in this area.

Examples:

- A weekly market or fair
- A local festival or procession
- A traditional occupation (potter, weaver, fisher, farmer, vendor)
- Folk songs, drumming, or storytelling
- Religious practices, rituals, or community gatherings

C. Now the students will answer the following:

Name of the place: _____

Living heritage found here: _____

Who practises it? _____

When do you usually see it? _____

Why do you think it is important? _____

Heritage Bearers- Artists & Communities

Theme: The Artists and Communities

Learning Outcomes:

- Identify indigenous communities (Warli, Koli, Kokna) as the true custodians of heritage.
- Understand the link between the environment and art (e.g., Warli art using natural colors).

Key highlight:

Explain that Bohada Masks are not just objects; they are used to bring mythological stories to life through dance.



ACTIVITIES

Following activities can be organised by the school.

- Children can dance to the beats of Tarpa or Pawri, try simple synchronised steps.
- Schools can also invite rural artists to engage with the students and organise workshops.
- Students can also share stories related to family, locality or community.





ACTIVITY

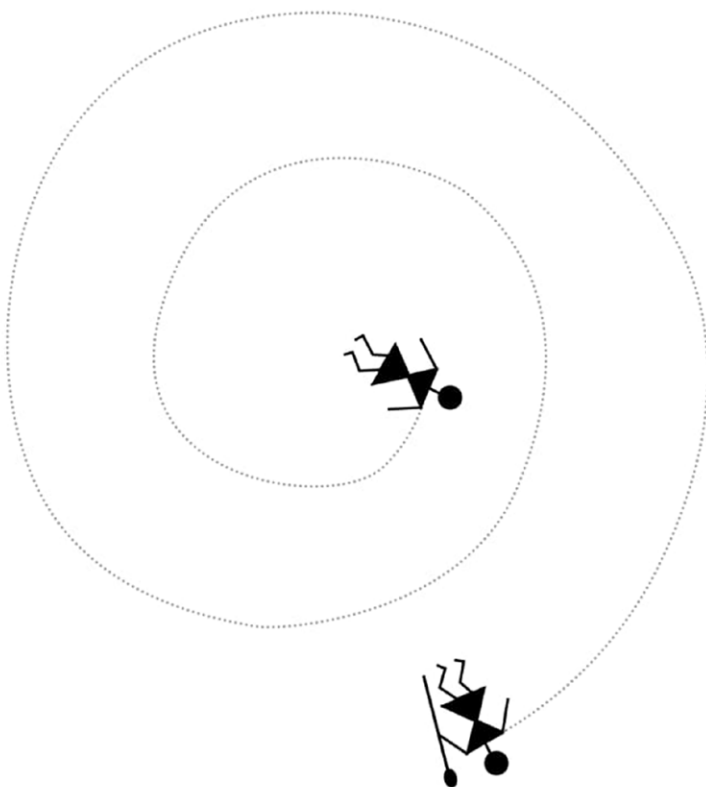
Let's try it !

Time: 30 minutes

Preparation: None

Materials: The following worksheets, Colour pencils

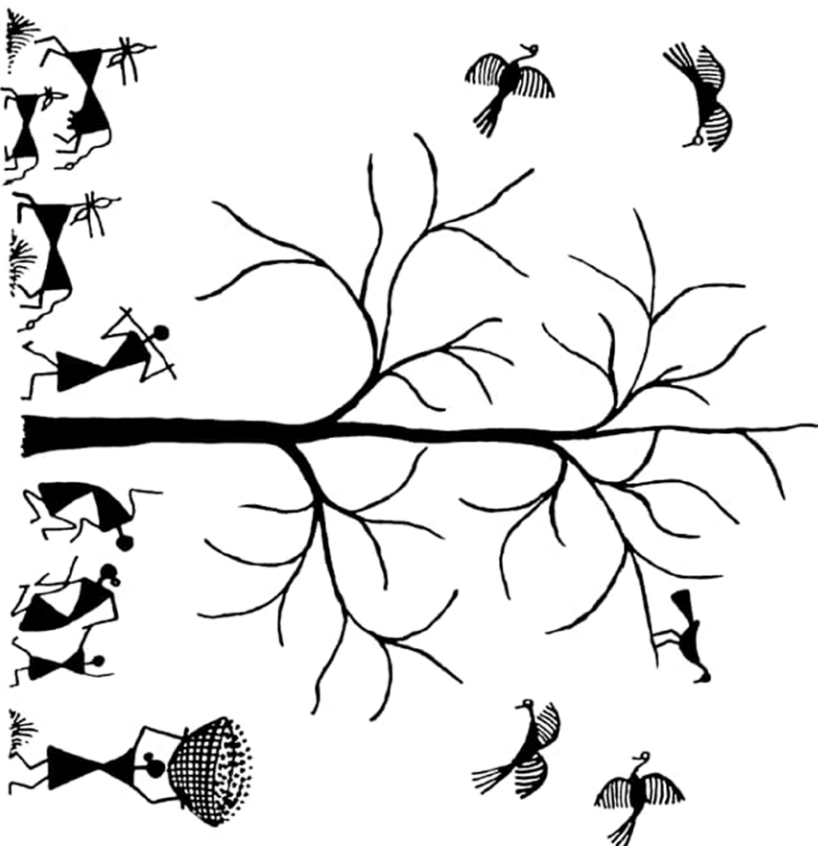
कृपया जानवी साखळी पूर्ण करा.



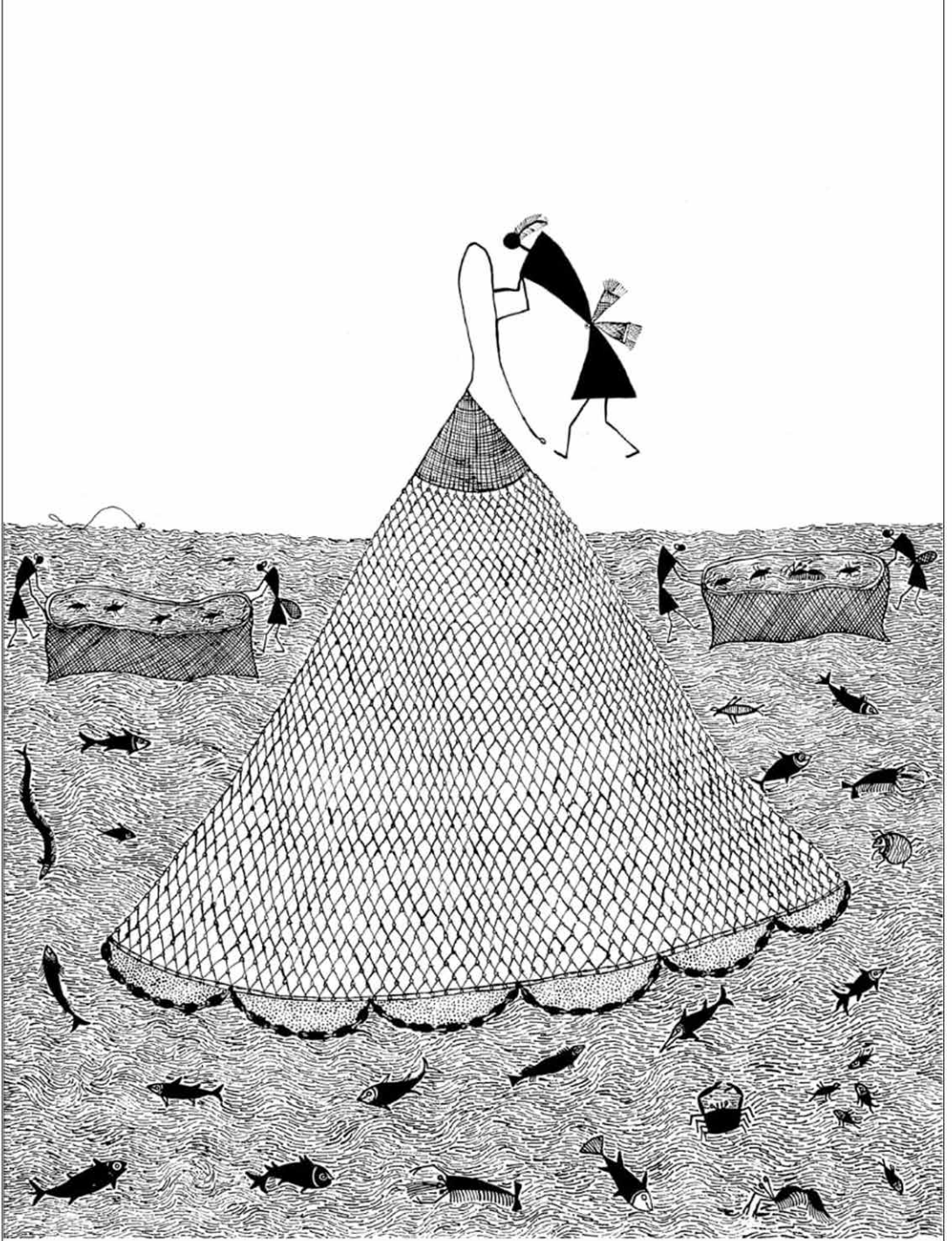
वसंत ऋतूचे आगमन दाखवण्यासाठी झाडांवर पाने काढा.



Suggestion



त्याच्या मासेमारीच्या जाळ्यात मासे दाखवा.



Let's make it together

Theme: Custodianship in Action

Learning Outcomes:

- Learn collaborative curation by building a Heritage Corner in the classroom.
- Develop a Heritage Story Board to share local legends or family myths.

Action Step:

Ask students: "What one action will you take to protect heritage today?" (e.g., reducing waste at a natural site or learning a traditional song).

A Heritage Corner is a creative space in your school to celebrate and share heritage.

Step-by-Step Guide



- 1 Make a Team:** Decide the story/stories or heritage theme you want to show.



- 2 Prepare Content:** Write short texts, draw pictures, collect photos or maps.



- 3 Choose a corner:** Select a notice board or wall space in the classroom or corridor.



- 4 Create a Background:** Use coloured paper, fabric, or borders.



- 5 Display & Share:** Display drawings, maps, artefacts (safe replicas), photographs, and written stories.



- 6 Update Regularly:** Change stories based on festivals, seasons, or local heritage.

Take the discussion forward with these prompts

- Think about what action you will take to protect heritage.
- Think about how tourism can support communities.

Final Reflection for the Teacher

When a student realizes that the Shivneri Fort (Tangible) is empty without the stories of Chhatrapati Shivaji Maharaj (Intangible), and that both depend on the Western Ghats (Natural) for their setting—you have successfully taught the “Interconnectivity of Heritage”.