

ENGELSBERGS IRON WORKS

Report from Mariaskolan

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Mariaskolan has about 240 pupils in grades 1-6. Three classes with 54 pupils in grade 5 are involved in this project. We have inherited this project from another grade at our school and have only been active since August 2003.

During this period we have visited Engelsbergs Bruk (Engelsbergs Iron Works) once. The pupils from whom we inherited the project took us on a guided tour around the furnace and told us about the life on and around the blast furnace.

We have also, from a historical point of view, visited the New Lapphyttan in Norberg to see and learn how they produced iron in the Middle Ages. The New Lapphyttan is a reconstruction of a complete industrial building from the 13th century.

Ms Tuva Miller from Västmanlands läns museum in Västerås has visited our classes to tell us about the Vasa ship and we learned that all the nails in the ship was made from iron from this area in which we live.

We have also been in contact with Ms Malin Andersson, a guide at Engelsbergs Bruk to establish further cooperation and to get help finding relevant literature and films etc.

Plans for the school year 2004:

We plan to make an information leaflet together with our pupils. The leaflet is to be distributed at all the schools in the municipality. We are also planning more visits at Engelsbergs Bruk. We want to learn more about the life around the furnace and how the producing of iron really works.

GAMMELSTAD CHURCH TOWN

Report from Luleå gymnasieskola

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All new students in the Business and Administration program were introduced to Swedish world heritage and the students already in the program developed their skills. We involve 38 students in first year, 16 students in second year (tourism) and 14 students in the third year (tourism). There were three teachers who were the most involved in this project but the other five teachers within the unit entered the project whenever possible.

Activities in 2003: Projects

The first year students were introduced to Swedish world heritage. They also studied Gammelstad in more detail.

The second year students found out more about the world heritages while doing a project about the different counties in Sweden and different countries around the world as tourist attractions. They wrote down the information and presented information to their classmates.

Visitors

Two schools from Finland visited us in September. During two weeks we went to Gammelstad for guided tours and the students prepared the information in advance. This was a project for the 3:rd year students.

Enterprise

Third year students started their own business in September and will close them down in May. This is a school project related to three different courses. Their aim this year was to sell calendars with photos from the world heritage. Unfortunately the calendars cost too much to produce so the customer price would be too high, but at least they made and sold 10 copies!

Plans for 2004

- First year students will go to Gammelstad for one day in a project involving three different subjects – science, tourism and Swedish.
- The second year students will work through the different steps from the Swedish version of the teacher manual, The Kit, i.e. UNESCO, world heritage, threats and possibilities. The students will also make a trip to Gammelstad and hopefully guide 15 students from Madrid, Spain. They are also presenting Gammelstad when I go to Madrid in the spring together with two students.
- Third year students are planning and working hard in order to make a study visit to Dubrovnik in Croatia in May 2004.

Report from Kyrkbyskolan, Gammelstad

Ms Viola Beckman-Larsson, Kyrkbyskolan, Gammelstad

During the school year of 2002/2003, the children of Kyrkbyskolan have completed their work with a book called the children's church village "Barnens Kyrkby", about the neighbourhood from the view of the children. They have chosen their favourite places in the

Church Town and documented their work by writing, drawing, building models and taking photos.

While working with the book, the children have increased their knowledge about the unique surroundings and become ambassadors for their Church Town in Gammelstad. Each child have made a contribution to the book.

From idea to result – the different phases in the work of the book.

Idea and description of the project:

The idea of making a book has been in our minds for many years, but ideas have to mature! In the meantime we have made a calendar and produced two musicals, one about Church Village life in the 1930s - 1990s, and the second about Erik Benzelius, who lived near Gammelstad and became an archbishop. In the spring term of 2002, we started to formulate the purpose and the goal of making a book.

The purpose of making a book was among other things to;

- Let the children get to know the neighbourhood and be proud of it.
- Raise the level of consciousness about the Church Town in a historical perspective.
- Make the children a part of the process from idea to a completed product.

The goal was to;

- During autumn term 2003, the book would be completed.
- All the children could describe the process from idea to completed product.

The work with the children:

To awaken the children's curiosity and make them inspired, the teachers dressed up in old-fashioned clothes and pretended to come from the Church Town a long time ago, being there celebrate the traditional weekend of "Mickelsmäss" which closed the harvesting season in the autumn.

Next step for the children was to show their own favourite places to the teacher, who took note of what it was in that place that interested them. From these observations and mind-maps that the children made about their favourite places, they were divided into groups such as:

- The school, - The church in Old Town, - The church cottages, - The cemetery, - Buildings, - Playgrounds, - The Open-Air Museum, - Other places. This was the frame of the contents in the completed book as well. The teachers divided themselves so that there would be a teacher in each group.

The teachers have worked a bit different with the younger and the older children. The working group "Skutan", where the children are six and seven years old, learned facts about the 20th century. The working party "Ankaret", where the children were between eight and ten years old, learned about the Middle Ages.

Report from Mariebergsskolan

Mariebergsskolan

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Mariebergsskolan is a primary school, including pre-school classes and leisure-time centres with 90 pupils 6 – 9 years old and 13 teachers. The children are divided in five groups, formed in two separate teams. There are three leisure-times groups, two for our youngest pupils and one for our oldest pupils.

2003 has been yet another very active year in this project. This year the work from our school has also been presented to others outside our school.

The teachers in one of the teams, “Beta”, participated on a seminary where “Good Examples” on work done in schools in Luleå were presented in May 2003. They presented their work on the project. The other team “Alpha” has been presented in “Inspira” information to teachers in our community and on the web page for the schools in Luleå.

As a finish on the work done in the autumn 02 and the beginning 2003 the whole school held an old-fashioned market in the schoolyard in the end of the semester in May 2003. Lots of articles made on the project such as card with motives from the church village, candles, jam, key holders, plants, miniature cottage where sold. And the children presented their work and the parents and other invited people formed the audience. It was a fantastic market with dancers, singers and jokers. The money raised was used for a study-visit for the whole school to Piteå and “Grahn Naturbruksskola” where we were shown lots of animals, had lunch and a very interesting and amusing day.

In Beta the project is part of the environmental studies. This autumn we have worked a lot with the world heritage “Laponia”. Lapland and the Lappish culture has been studied with all senses; handicraft, music, food, animals and way of life. A Lappish hut was raised in the schoolyard where we made bread over an open fire, tasted dried reindeer meat and listened to fairytales were. We all also tried to use a “lasso” to catch a reindeer (our reindeer was a model).

Charlotta Sanell from the visitor centre in Gammelstad has participated at a staff-meeting to discuss cooperation.

Report from Öhemsskolan

Öhemsskolan

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Öhemsskolan is a primary school, including pre-school classes and leisure-time centres with 80 pupils 6 – 9 years old and 12 teachers. The children are divided in five classes, formed in two separate teams. There are two leisure-times groups, “Logen” for our youngest pupils and “Kvarnen” for our oldest.

In 2003 the oldest children on our school cooperated with the world-heritage office, visited the church, church-cottages, played old-fashioned games, watched an information film about the church village and were guided in the world heritage by pupils from the secondary school in Gammelstad. *The pupils who guided did a great job!*

The children’s interest in our world heritage and its history has increased. We all have appreciated the cooperation with the world heritage office and all the things they have offered us. We hope to maintain this cooperation. In 2003 the pupils in the lowest classes has been on

other excursions than to the Church village. For the coming year we will plan for the youngest children to make at least one excursion to the church village every year. Charlotta Sanell from the visitor centre in Gammelstad has participated at a staff-meeting to discuss cooperation, as she started her work there in the middle of 2003.

KARLSKRONA

Report from Törnströmska gymnasiet

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Törnströmska is an upper secondary school with mainly vocational programmes such as a building programme, childcare/recreational, electrical, media, esthetical, vehicle and nursing programmes and we have appr. 900 students. Our school is situated in the heart of Karlskrona.

Activities in 2003

We have been focusing in the work with our sister school in Pretoria, South Africa, the Bokgoni Technical school (also is an ASP-net school). Now we have created a deep friendship between both our schools! Our south-african friends have been here twice and we have been there once. In April 2004 we will send a delegation from our school to Bokgoni. We have concentrated on cultural exchange and have involved heritage issues.

Just before Christmas we started a "United Nations-group" here in our school to develop our work with ASP-net. In our local school plan there is a text that states that every programme annually must do something connected with World Heritage. We will see at the end of the year what we have made...

We have also started to use drama as a help to make our heritage site more understandable. We work together with Blekinge county museum in a three-year project.

We will continue to work with Bokgoni and try to focus more on culture and heritage issues. It is very important to find out ways to work together between the few and far between meetings that we can afford to arrange. We will try to work more together also with the specialised maritime museum. Our goal is that every programme should have their own way of getting in deeper contacts with our heritage site. We will try to improve our methods in teaching about this and to use the already existing materials made by our students in previous years.

Report from Östra Torpskolan

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Number of teachers: approx. 25 and approx. 10 youth leaders and nursery staff.
Number of pupils: 335, ages: 6-12 years old. We are divided into 4 work groups:
Work Group 1A: Pre-school class 1A, 2A, 3A.
Work Group 1B: Pre school class 1B, 2A.
Work Group 2A: 4A, 5A.

Work Group 2B: 4B, 5A, 6B, 6C

Secretary for the World Heritage work is Ewa Skårstedt, primary teacher and coordinator at Östra Torp School.

During 2003 we have worked with the following projects

Work Group 1A: The pre-school class and Year 1 have worked with and learnt about Henric af Chapman's summer residence Skärva. They have learnt facts and visited the site. They have also learnt about the Krono Mill at Lyckeby.

Class 3: There are 2 classes – one class has learnt about our neighbouring World heritage site Södra Ölands Odlingslandskap. During Year 2 the pupils started writing letters to a class there. In Year 3 they continued exchanging letters with the class on Öland. In May there was a 2-day visit to their pen pals. The class on Öland acted as guides. This was very successful, and the pupils have continued to write and plan to meet again.

The other class has studied the Old Wharf and Stumholmen – the island which is the site for the Maritime museum.

Work Group 1B: The pre- school class and Year 1 also learnt about the Krono Mill at Lyckeby and visited the site. Year 2 have made a World heritage Calendar: 'Karlskrona: a World Heritage'. Year 3 have studied the Old Wharf and also visited Karlskrona. The pupils and staff are very satisfied with their work

Work Group 2A: This group has developed a work plan, which will be carried out every year as long as we have the resources. This is the fourth year we have done it. We started in the academic year 1999/2000. The pupils work according to the following plan: Year 4 visit Blekinge Läns Museum – this means studying both before and after the visit. Year 5 visit the Maritime Museum - studying both before and after the visit. Year 6 visit Karlskrona for a walk around the town visiting different places using an information booklet as a guide - this means studying both before and after the visit as well.

Work Group 2B: All the classes visited the site, Kungsholmsfort together. The pupils played miniature golf. The golf course is a miniature version of The World Heritage of Karlskrona. Class 5 visited Blekinge Läns Museum. Class 6 cycled on Aspö and visited Sjökastellet Drottningkär. They also visited the Maritime Museum and studied how boatswains lived.

LAPONIA

Report from Tallbackaskolan

Tallbacka school is a primary school with 400 students age 0 -16.

Tallbackaskolan

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We have a project group, who works with Laponia - our orWorld Heritage. We have a plan for what every school year shall do and we have a theme every year. During 2003 the theme was "water". As an example, the children made art in snow and ice! and others made sami handicraft, yet others built models of Laponia and World Heritage sites from all over the world. The oldest students visited Laponia three days in September 2003. The result of our work is on our shown at our annual 'Laponia evening' when parents and other relatives are invited to see exhibitions inside and outdoors, listen to music shows and taste the Laponia cake. The 'Laponia evening' of 2003 was very successful!

We also are in contact with other World Heritage schools around the world: During 2003 we visited Kendal in the UK. We were part of a Comenius project together with England/Sweden/Bulgaria. Students and teachers from the three countries met and had a very interesting and pleasant journey in the UK. We visited amongst other things the World Heritage of Hadrian's Wall.

During September 2003 we contacted Croatia to establish a meeting with teachers and students and that contact will result in a visit to Croatia in May 2004. Students and teachers are looking forward to that!

We took part in a semiar for Swedish teachers from World Heritage schools that was held in Falun May 2003. It was very interesting to meet other Swedish World Heritage schools. We plan to visit Gammelstad World Heritage during the spring 2004 with 60 students age 10-12.

We have already started our world heritage work for 2004. We plan to call 2004 'the year of the Sami people'. That means we are going to study our indigenous inhabitants more intensively. In our Laponia group we suggested our municipality that we should have a gathering here in Laponia for teachers at other World Heritage schools in Sweden but we haven't got an answer yet but we are hoping for the best: we think that such gatherings of active teachers are of great importance to the development of World Heritage education!

Report from Östra Skolan

Östra skolan

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Number of students: 250, Number of teachers: 20, Age of students and grades: 12-16 (grade 6-9)

January

The 6th graders continue to work with the theme Laponia through the whole term up to June

February

The most important event in Jokkmokk is Jokkmokks Marknad that is focusing on the Sami culture, one of the core parts of Laponia World Heritage. The 9th graders concentrated on the Sami handcraft and the 8th graders on films and speeches dealing with different parts of the heritage connected to Laponia. For example about animals, forests, music and costume made by Sami artists.

In the end of February three teachers from Tweyambe Secondary School, Bukoba, Tanzania visited Östra skolan and they got information about Laponia which in a way is parallel to Serengeti World Heritage in Tanzania because both of the heritage areas aim to save big animals for the future.

March

During the whole school year we participated in a project called "the Flora of Laponia". In March all students made pictures of flowers growing in Laponia in different techniques. They were presented at the Ájtte Museum and a jury decided to give a prize to one of the pictures made by our students!

April

A group of students in Spanish traveled to Uruguay on a school exchange program. The students went to school and spent time in Colonia del Sacramento, Uruguay's only World Heritage site. Colonia is an old Portuguese colonial town, with old houses, cobblestone streets, a bullfighting rink and a lighthouse. And it has a history of being fought over by Portuguese, Argentines and Uruguayans for centuries. It was built in the 1600's at the time when in our own Laponia settlers had hardly begun to make an appearance, and the Sami inhabitants lived nomadic lives. Quite a contrast!

Two teachers from Tanzania visited Östra skolan, one a Geography teacher and the other a Physics and Chemistry teacher. They traveled to Tjappisåive, a Sami village, taking part of the Sami culture and trying to ski!

Two teachers, Ms Margit Zettervall and Ms Christina Länta, participated at the conference for Swedish ASP-net schools in Falun. They presented our work with an exhibition of Laponia pictures made by students and also talked about our international contacts at Östra skolan.

May

The 9th graders went to Laponia for a hike. Another school in our neighborhood, Vuollerimskolan, was invited to the hike. These students also made theoretical studies.

25th of May we celebrated Africa Day at the museum. A video film was shown about four youth, two from Tanzania and two from Jokkmokk made by a teacher in art, Mr. Gunnar Fogelvik. One of our teachers also talked about how to live in Tanzania - she has been working there for two years.

August

A group of teachers and students went to Laponia. They went by foot 21 km to a Sami village called Parek, where they could see traditional houses and other historical signs from earlier settlements.

September

The 7th graders visited a Sami village called Sirkges sameby to watch the marking of the calves, slaughter of reindeers and how the reindeers were fenced. The 6th graders went to Muddus, which is part of Laponia to look at old forests and lowlands. At the same time they made theoretical studies of nature.

The 9th graders went to a top of the mountains where the snow already covered the ground. The students prepared the travel by looking in the Garden of Mountain flowers. There they could find why different flowers grow in different places. The end of the study was to make a report of the nature and culture found in Laponia. Each student made his or her own report.

A teacher from Uruguay and two nurses from Tanzania visited Östra skolan at the same time and they told all students at school about their cultures. An especially popular programme was when the girls from Tanzania danced.

October

One of the teachers at Östra skolan went to Serengeti World Heritage and to our friend school in Tanzania to prepare a visit for students there.

November

A special announcement board in the library started to be used by the Laponia group at school. All World Heritage sites worldwide are shown there.

Report from Bokenskolan

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www.bokenskolan.se

Number of students: approx 200, number of teachers: approx 30. Age of students: 16-19

Bokenskolan is an upper secondary school with the following programmes: social sciences, natural sciences, technical studies, hydropower, commerce, and nursing. Since 1999 Bokenskolan also offers a Sami option with nation wide recruitment of students. This is the only one of its kind in Sweden. The students study the language, the history and the culture of the Sami. Traditional handicraft is also part of the curriculum.

Activities in 2003:

Teachers and students: Second and third form students from the Sami option program visited Kuorpak, a Sami site, where the male reindeer are gathered for slaughter.

A group of secondary school students from Stockholm visited Bokenskolan and the Sami option programme. They study the Sami people and their culture as part of their course in human rights. Students from the Sami programme prepared a lecture on Sami culture and Sami history, a "yoik" concert, a journey to a Sami village in Norway, Kautokeino, an outing

where the students were served traditional Sami food and had the opportunity to go on a sleigh ride behind reindeers. It was a rewarding encounter for both our Sami students and visiting students from Stockholm.

In April/May 2003 a group of students from both Östra and Bokenskolan traveled to Uruguay for a school exchange programme. While there, we visited the only World Heritage site in Uruguay, Colonia del Sacramento. Colonia is an old Portuguese port, with old houses and cobblestone streets where we walked. Over the centuries the city changed hands a number of times, so it is full of history. Quite different from our Lapland!

Since 1995 there is a local course at Bokenskolan on the geological, ecological and cultural aspects of the Jokkmokk region. In this course, natural science students get a good insight into Lapland. The course is initiated for form one with a visit to an exceptional primeval forest in June. During five days in August, these students hike in Sarek. In March, form two students visit Tarradalen on skis. This valley borders the south of Lapland.

In December a group of students taking a course in tourism were asked by the local authority to work out a plan for a visitors' centre for Lapland. By using their own spontaneous ideas the students have presented an architectural plan for the building and also suggested activities that might interest both young and old people. In some classes, the students have written essays about Lapland.

In the syllabus of literature, the students study poems and short stories by Sami writers. The traditional religion of the Sami is introduced in the syllabus of religion.

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THE AGRICULTURAL LANDSCAPE OF SOUTHERN ÖLAND

Report from Algustrum

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2003 was full of activities and events in our pre schools and primary schools. In the school district we have five pre schools/schools on different locations with about 120 children between 1-5 years old and 445 pupils between 6-12 years old.

Our World Heritage is the Agriculture Landscape – the farmer’s landscape – man’s labor in harmony with the nature, the climate, the bedrock and the Öland soil in the course of thousands of years. Öland World Heritage is a part of our cultural heritage and a dynamic, living landscape.

Activities

In Tanneskolan they had a very successful art project where the pupils made beautiful landscape paintings. They painted out of doors near the coast of the Baltic Sea at the eastern side of Öland. They also made fantastic paintings from “alvaret” with all the unique flowers and plants. We made an exhibition for all the parents and a lot of other visitors.

Torslundaskolan had a big project about our heritage and the importance of water. The whole school spends a day at Sandby near the Baltic Sea. They held a lot of different workshops about our heritage; bedrock, fossils, different plants, birds, insects and also learning about our history. There is a ruin of an ancient castle called “Sandby Borg” and the pupils find it very exciting to learn about the old time in the castle.

Every autumn there is a big and famous festival called “Öland Harvest Festival”. All the farmers together with local artists show their products. Our pupils in Glömmingskolan, Gårdbyaskolan and Tanneskolan are committed to the festival and sell flowers, vegetables and fruit from their school gardens and also arrange exhibition. This festival is really a fantastic event for our World Heritage site. Thousands of visitors come not only from our island, but from the whole country. We all feel proud and happy when we can show and sell what the earth gives and what the hand makes.

During the whole year class 3 in Torslundaskolan has been exchanging letters and gifts with a class in Lyckebyaskolan, our neighboring World Heritage School in Karlskrona, the Naval Port. In May the class from Lyckebyaskolan visited Öland and class 3 in Torslundaskolan. The pupils from Öland were very good guides and showed their friends our World Heritage. They went with a bus to several nice and interesting places like Eketorps Borg, for a historical journey back in time. They visited the famous area called “alvar” and studied flowers, insects, stones, fossils and so on. They had some very nice days together and they got new friends that they maybe will have forever.

All our schools have been studying the nature and the farming of southern Öland. The pupils visit the farmers and make excursions to many different places on southern Öland. They also have their own school garden where they cultivate different kinds of vegetables. The pupils

from very early age get education about agriculture from seed to harvest. The teachers are very serious about teaching respect for nature, every living being and of course respect for each other and all human beings.

When the teachers and their pupils discuss respect for nature and respect for differences they also teach about United Nations, UNESCO and World Heritage Convention. This important education to small children is the ground for democracy, human right and peace.

All the teachers and the headmaster visit two other World Heritage sites during the year; the Naval Port of Karlskrona and the Rock carvings in Tanum. We had very good guides who told us about the unique place and how they worked with children and pupils who visit them.

In September Kerstin Lundman from the Swedish National Commission for UNESCO gave lectures about UNESCO and World Heritage Convention and its meaning. She gave several lectures to the teachers in our schools, to students from high school, to headmasters and politicians from the local government and also to people from different kinds of societies here on Öland. We had some really interesting lectures with high competence from Kerstin who is the National Coordinator for the Swedish World Heritage Education project.

In the autumn the teachers studied the new Swedish version of the Teacher Manual, The Kit, "World Heritage in Young Hands" which is a very good book for the schools to use when they plan their lessons and teaching.

Future Plans

We will continue with our different school projects and plan the education with ideas from the manual "World Heritage in Young Hands". We are going to cooperate more actively with the two Research Stations in Torslunda and try to develop the project "Children meet scientists". We hope our school garden will bloom and that all our wonderful children will grow in knowledge, respect and emotion.



The Öland rockrose is the provincial flower of the island. It only grows here in the whole world! *Helianthemum aelandicum*.



World Heritage in really young hands. Proud farmers in Tanneskolan sell their own flowers, marmalade and vegetables in nice hats made of maple leaves!



Pupils from Torslundaskolan with their pen pals from Lyckebykolan (Karlskrona) visit the old Castle Eketorp wearing historical costume – and names! They tried out handicraft and made their own food. Luch from the Middle Ages? It's delicious!



Young ornithologists looking for rare birds at the coast of eastern Öland where rare birds are not so rare. Who was the miller in the wind mill? Are there nice sheep on the other side of that traditional stone wall? Let's go looking!

SKOGSKYRKOGÅRDEN

Report from Kärrtorps Gymnasium

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Headmaster: Ms Inger Sandström

Students: c:a 1000. In charge for the Project: Ms Gunilla Wahlberg Åberg

We have continued the work with the Woodland Cemetery in almost the same way as last year. We have also invited Kerstin Lundman from the Swedish National Commission for UNESCO and Börje Olsson from the Stockholm City Cemetery administration to inform and hold inspirational work-shops.

The students have been divided into small groups and the groups have chosen how to work. Here are some of the results from the last year:

- ☐ A very well made model of the cemetery made by 4 boys
- ☐ Two video films for both younger and older students
- ☐ A CD with beautiful pictures and music
- ☐ Different information brochures for students of different age
- ☐ As we did last year we visited the World Heritage site of Falu Koppargruva and tried to meet a class from Falun to show them our material, unfortunately that failed because the local students had no lessons that week. On our way home the next day after sleeping in a youth hostel in the old prison we visited the World Heritage site of Ängelsbergs Bruk. We had a very nice trip!

TANUM

Report from Hedeskolan

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Number of pupils: 130, their age: 6-12 years. Teachers: 12

Our world heritage is the rock carvings in the area round Vitlycke in Tanum. In our school, Hedeskolan, we are all involved, but there especially the pupils in two classes have worked with them more than the others.

In the year 2000 the school “adopted” two panels/rock carvings and during 2003 the pupils in class 4 and 6 have visited these panels. The pupils teach other pupils in school about the carvings and how to make documentation of them. We find it important to continue with the method “Pupils teach pupils”, which we started to use working with www.varldensbilder.net.

Class 5 is responsible of answering questions on this web-site for a part of the school-year. The pupils in class 3 have visited “The bronze age village” at the Vitlycke site museum, where they lived in bronze age style for one day.

This year no experts from Vitlycke museum have visited our classes because of lack of money. During 2004 some teachers will be educated in working with our World Heritage by experts from the museum, so we hope that this will result in more activities together with the pupils and that the integrate of as many subjects as possible into this.

VISBY

Report from Christopher Polhem Upper Secondary School

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Integration of World Heritage into the school

At Christopher Polhem the teachers have designed a local course about world heritage as part of The Natural Science Programme for the graduating classes. The school also offers this course as an individual choice for all programmes to increase students' awareness about world heritage. The World Heritage, as a local course contains 50 hours of studies, and was studied by 13 students from the Natural Science Program during the spring term 2003. During the autumn term of 2003 10 students from the Natural Science programme and 5 students from the Building programme studied the course. As an individual choice 22 students from 14 different programmes chose the course during the autumn term 2003. The world Heritage is since 2 years included in the school's local curriculum.

The central focus is: World Heritage in Young Hands. The students study questions concerning world heritage from a local, national and international perspectives. The aim of the work is to reach groups outside the school, e.g. primary schools, local authorities and businesses. At present the students focus on the effects of traffic on the Visby world heritage town, tourist information and marketing of the world heritage, an inventory of how "the green world heritage" is cared for, problems with dry rot in buildings, how parks are maintained and old techniques for restoration and building.

An exchange with Vanalinna Haridus Collegium Educationes Revaliae in Tallinn has been established during the year. We have visited Tallinn twice, first we held a meeting to establish contact between the teachers and then an educational trip with 15 students. A return visit to Visby from the school in Tallinn is planned for the spring of 2004.

The students' knowledge is spread to secondary schools in a project work, "students teaching students". Six students from The Natural Science programme are engaged in a project aimed at all 6th form students - about 180 - at Södervärn Secondary school in Visby. This school year a project work called Save the City-wall is carried out.

Conclusion

There is a steady progress in our work. The integration of world heritage issues into other subjects is valuable and worthwhile. However, this work is carried out by a few dedicated teachers and receives very little support from the municipality of Gotland. The most rewarding part of the project is the dedication our young adults show in their will to preserve their cultural environment and the joy they feel as "ambassadors of world heritage" in different situations outside and in school. Our hope is to educate and train them as world heritage guides and thus they could work as cultural ambassadors for the World Heritage city of Visby during their summer holidays.