

# Manual for the Educational Programme “CHeLabS Junior”

YEAR 2018/2019



## Manual for the Educational Programme “CHeLabS Junior”

([http://chelabs.idasc.cnr.it/?page\\_id=3203](http://chelabs.idasc.cnr.it/?page_id=3203))

The educational and creative programme “CHeLabS Junior” is thought for the students attending schools of different level and invites them to reflect on themes such as the safeguard of the cultural heritage, the value of the common heritage, the knowledge and the care of our own territory, the active citizenship at national and international level.

The activity proposed to the students is part of a wider project “[CHeLabS](#)” (**Cultural Heritage Open Laboratory System**), developed by a number of institutes of the Italian National Research Council CNR, in collaboration with national and international organizations, among which the Italian National Committee of the dell’International Council on Monuments and Sites - Consiglio Nazionale Italiano dei Monumenti e dei Siti ICOMOS Italia and the University of Vic - Central University of Catalonia.

The project promotes the research and the innovation in the field of the Cultural Heritage Safeguard, through a model of territorial system, inclusive and participative, where the cultural patrimony becomes the place of a dynamic process of integration among people, experiences and professionalisms. This approach calls for a constant dialogue between the plurality of knowledges, as for a culture of ensemble that carries dynamics generating creativity and innovation.

**The school is the best context for conveying this approach to the young generations, letting them become an active part of a creative and participative process for the construction of new scenarios.** We ask teachers to collect the point of view of the students on issues related to cultural heritage and allow them to express it by participating to the online survey on the web platform of the project, bringing their thought to the attention of an international community. Indeed, young people cannot participate to our survey by personally compiling the online questionnaire, in compliance with the new privacy regulation and the restrictions on the access to web platforms.

**The activity of the CHeLabS Project is an initiative for the European Year of Cultural Heritage - EYCH 2018, addressing the general objective “Cultural heritage's contribution to the economy”.**

### To whom it is addressed

The project is thought for the students of the primary school and of the secondary school (orientative age 8 – 18). The programme is organized into three activities (described in the **Activity Timetable**) that will be realized according to the different educational levels.

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## General Aims

- ✓ Stimulate in young people a greater awareness of the importance of active participation in cultural initiatives of their territory, and the ability to create their own pathways.
- ✓ Stimulate in young people the ability to compare their ideas within a peer process, through class discussion and group work, enhancing the ability to collect the various expressions of all thoughts.
- ✓ Design cultural experiences linked to an asset, a site or an object belonging to the Cultural Heritage according to a technical-scientific approach and / or to a valorisation-fruition approach.

## Activity Timetable

The educational and creative programme, to be realized within the current year (orientative period November 2018 – May 2019), is synthetically shown in Table 1; for each activity the scheme describes the main focus, the proposed method for the realisation and the estimated time required for a good understanding of the themes. The estimated time is only suggested, thus it is intended as flexible, and it can be better planned by the Educational Institute or by the teachers according to the specific educational level of the class.

<i>Activity</i>	<i>Focus</i>	<i>Method for the realization</i>	<i>Estimated Time in hours</i>	<i>Proposed Period</i>
1. <i>Group discussion</i>	Raise awareness on the themes related to the care of the territory, the protection of cultural heritage, the meeting of different cultural identities, and the value of the common goods.	Group discussion. The project suggests themes, providing useful materials and documents for stimulating the debate.	Primary 1 - 2	November - December
			Secondary 1 - 4	
2. <i>Questionnaire Compilation</i>	The meaning of participating in the social and cultural life of our own cities. Raise awareness of the knowledge of our territory, and of the most significant elements to live the cultural experience at its fullest.	Compilation of the online questionnaire on the "CHeLabs" project web platform by the teacher, after having collected the ideas of the students. One single questionnaire will be the expression of a single class.	Primary, Secondary 1-2	November - December
3. <i>Realisation of a creative product</i>	Develop new ideas regarding the vision, the imagination, the protection, the valorisation of the cultural heritage.	Realise a creative product on the base of the educational pathways suggested by the project.	Primary 2 - 4	January -May
			Secondary 16 - 60	

Table 1: Scheme of the activities of the "CHeLabs Junior" Project.

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## Guidelines for the realisation of the activity – PRIMARY SCHOOL (orientative age 8 – 11)

The CHelabS project provides to all participants the web platform (<http://chelabs.idasc.cnr.it>), and a number of suggested documents and materials, freely available and downloadable from the dedicated page on the website.

### **ACTIVITY 1- Group discussion (1 - 2 hours):**

**FOCUS:** A participated debate within the class for reflecting on the themes of the care of the territory, the protection of the cultural heritage, the meeting of different cultural identities and the value of the common goods.

Let us imagine a voyage across the Right to Beauty and the Responsibility for the Cultural and Natural Heritage, starting from the *national legislations and constitutions*, and widening the themes to the vision of *The Sustainable Development Agenda Agenda 2030*, adopted by the United Nations in 2015. The Agenda 2030 addresses 17 Sustainable Development Goals SDGs to be reached by 2030, among which Goal 11 and more specifically Target 11.4 focus on strengthening the commitment to **protect and safeguard the cultural and natural heritage, within the wider vision of making the cities and human settlements inclusive, safe, resilient and sustainable.**

**OBJECTIVES:** Raise awareness about the above mentioned themes, propaedeutic to the successive activity 2.

**MATERIALS:** A number of suggested documents is listed hereafter; the documents are classified according to typology (text, video, etc.) and to the language (IT Italian; EN English).

<i>The cultural heritage in the national constitutions, the Right to Beauty and the motivation for the European Year of Cultural Heritage 2018</i>		
The cultural heritage in the national legislations and constitutions (research the national documents)		
<a href="#">Art. 9 of the Italian Constitution</a>	text	EN
<a href="https://www.cittasenzabarriere.re.it/b-diritto-alla-bellezza/il-manifesto/">https://www.cittasenzabarriere.re.it/b-diritto-alla-bellezza/il-manifesto/</a>	text	IT
<a href="https://europa.eu/cultural-heritage/european-year-cultural-heritage_it">https://europa.eu/cultural-heritage/european-year-cultural-heritage_it</a>	text	IT/EN
<i>The Sustainable Development Goals in the Agenda 2030, the Goal 11 (Sustainable Cities and Communities) that includes the Target 11.4 (Strengthen efforts to protect and safeguard the world's cultural and natural heritage)</i>		
<a href="https://sustainabledevelopment.un.org/">https://sustainabledevelopment.un.org/</a>	website	EN
<a href="https://www.youtube.com/watch?v=5G0ndS3uRdo">https://www.youtube.com/watch?v=5G0ndS3uRdo</a> (SDGs)	video	EN
<a href="https://youtu.be/kBcxLLNajWM">https://youtu.be/kBcxLLNajWM</a> (SDG 11 for kids)	video	EN
<a href="https://youtu.be/P4J_I3ZKKTU">https://youtu.be/P4J_I3ZKKTU</a> (SDG 11 for kids)	video	EN
<a href="#">learning about SDG 11</a>	video	EN
Materials for teachers		
<a href="http://asvis.it/agenda-2030/">http://asvis.it/agenda-2030/</a>	website	IT
<a href="https://unstats.un.org/sdgs/files/report/2018/thesustainabledevelopmentgoalsreport2018.pdf">https://unstats.un.org/sdgs/files/report/2018/thesustainabledevelopmentgoalsreport2018.pdf</a>	text	EN
<a href="https://sustainabledevelopment.un.org/sdg11">https://sustainabledevelopment.un.org/sdg11</a>	website	EN

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After the Project Administrator has approved the new SITES/ASSETS, these last become visible on the map. After the first participation to the questionnaire, it is always possible to access again to the platform using the login credentials, follow the evolution of suggested sites/assets and keep on working on the interactive map.

### **ACTIVITY 3 – Realisation of a creative product (2 - 4 hours):**

**FOCUS:** To complete the previous activities, this third phase will be dedicated to the realization of a '**creative**' project.

The students are invited to express their own vision regarding the cultural heritage through a graphic product, which shall be linked to a heritage site or asset, for instance close to their school or present in their territory, or a place where the students have lived a significant experience.

For example, we suggest a calendar, a poster with pictures taken by them, an article, a story/tale, short video, photos, etc.

**OBJECTIVES:** Guide the experience and the educational pathway, undertaken in the previous two activities, towards a concrete form of communication.

We invite to send the final products to the project e-mail [chelabs@idasc.cnr.it](mailto:chelabs@idasc.cnr.it) .

The most significant creative products will be available on-line in the dedicated page, and brought to the attention of the international community.

For further information and help during any phase of the proposed activities it is possible to send a request to the project e-mail, or use the on-line contact format at the page CONTACTS [http://chelabs.idasc.cnr.it/?page\\_id=31](http://chelabs.idasc.cnr.it/?page_id=31) .

**ANNEX 1:** Questionnaire of the **CTzens – Citizens** profile.

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## Guidelines for the realisation of the activity – SECONDARY SCHOOL (orientative age 11 – 18)

The CHeLabS project provides to all participants the web platform (<http://chelabs.idasc.cnr.it>), and a number of suggested documents and materials, freely available and downloadable from the dedicated page on the website.

### **ACTIVITY 1- Group discussion (1 - 4 hours):**

**FOCUS:** A participated debate within the class for reflecting on the themes of the care of the territory, the protection of the cultural heritage, the meeting of different cultural identities and the value of the common goods.

Let us imagine a voyage across the Right to Beauty and the Responsibility for the Cultural and Natural Heritage, starting from the *national legislations and constitutions*, and widening the themes to the vision of *The Sustainable Development Agenda Agenda 2030*, adopted by the United Nations in 2015. The Agenda 2030 addresses 17 Sustainable Development Goals SDGs to be reached by 2030, among which Goal 11 and more specifically Target 11.4 focus on strengthening the commitment to **protect and safeguard the cultural and natural heritage, within the wider vision of making the cities and human settlements inclusive, safe, resilient and sustainable.**

**OBJECTIVES:** Raise awareness about the above mentioned themes, propaedeutic to the successive activity 2.

**MATERIALS:** A number of suggested documents is listed hereafter; the documents are classified according to typology (text, movie, etc.) and to the language (IT Italian; EN English).

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<a href="https://www.cittasenzabarriere.re.it/b-diritto-alla-bellezza/il-manifesto/">https://www.cittasenzabarriere.re.it/b-diritto-alla-bellezza/il-manifesto/</a>	text	IT
<a href="#">ICOMOS/ Heritage and Landscape as Human Values, Salvatore Settis</a>	text	IT/EN
<a href="https://europa.eu/cultural-heritage/european-year-cultural-heritage_it">https://europa.eu/cultural-heritage/european-year-cultural-heritage_it</a>	text	IT/EN
<a href="https://www.icomos.org/charters/nara-e.pdf">https://www.icomos.org/charters/nara-e.pdf</a>	text	EN
<a href="https://australia.icomos.org/wp-content/uploads/The-Burra-Charter-2013-Adopted-31.10.2013.pdf">https://australia.icomos.org/wp-content/uploads/The-Burra-Charter-2013-Adopted-31.10.2013.pdf</a>	text	EN
<a href="http://docs.wixstatic.com/ugd/57365b_5114d2fa0d504c15bab8b31ef4824dda.pdf">http://docs.wixstatic.com/ugd/57365b_5114d2fa0d504c15bab8b31ef4824dda.pdf</a>	text	IT
<i>The Sustainable Development Goals in the Agenda 2030, the Goal 11 (Sustainable Cities and Communities) that includes the Target 11.4 (Strengthen efforts to protect and safeguard the world's cultural and natural heritage)</i>		
<a href="https://sustainabledevelopment.un.org/">https://sustainabledevelopment.un.org/</a>	website	EN
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<a href="https://youtu.be/P4J_I3ZKKTU">https://youtu.be/P4J_I3ZKKTU</a> (SDG 11 for kids)	video	EN
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<a href="https://unstats.un.org/sdgs/files/report/2018/thesustainabledevelopmentgoalsreport2018.pdf">https://unstats.un.org/sdgs/files/report/2018/thesustainabledevelopmentgoalsreport2018.pdf</a>	text	EN

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<a href="https://developmenteducation.ie/blog/2017/09/5-videos-sustainable-development-goals-worth-view-useful-ted-talk/">https://developmenteducation.ie/blog/2017/09/5-videos-sustainable-development-goals-worth-view-useful-ted-talk/</a>	video	EN
<a href="https://youtu.be/0KtLNTQqG3A">https://youtu.be/0KtLNTQqG3A</a> (SDG 11 TED Talks)	video	EN

<i>The urban environment and the New Urban Agenda</i>		
<a href="http://habitat3.org/wp-content/uploads/NUA-English.pdf">http://habitat3.org/wp-content/uploads/NUA-English.pdf</a>	texto	EN
<a href="https://www.un.org/sustainabledevelopment/blog/2016/10/newurbanagenda/">https://www.un.org/sustainabledevelopment/blog/2016/10/newurbanagenda/</a>	website	EN

## **ACTIVITY 2 – Compilation of the on-line Questionnaire (1 - 2 hours):**

**FOCUS:** The compilation of the CHeLabS questionnaire related to the profile “**Citizens**” represents the central point of the project dedicated to schools and it is considered **compulsory** to participate to the CHeLabS Junior initiative. In this way the perspective of the young people will be expressed, in particular on themes such as the *Citizenship and the sense of belonging*, the *Knowledge and the Value of the cultural heritage*. The questionnaire includes a number of multiple choice questions: we invite teachers to stimulate the discussion and collect all the answer expressed by the students, thus representing the multiplicity of the different thoughts. The teacher is the mediator and carrier of the student’s expression in her/his own class, by personally making the registration to the web platform and supervising the correct uploading of the answers.

A specific part of the questionnaire requires working on an interactive map where all the heritage sites/assets, suggested by the participants, become visible and accessible. The map is an element that is always renewed, and the young students can become protagonists of this scenario by suggesting their site and accurately analysing the content to upload.

**OBJECTIVES:** Realize the participation of young students to the online questionnaire, thus bringing their vision to the attention of the international CHeLabS community. Working on the interactive map is also an interesting tool for stimulating the exploration of the territories and for increasing their knowledge.

**MATERIALS:** The text of the questionnaire is pre-viewed in ANNEX 1 and as a pdf file in the online directory <https://file.sic.rm.cnr.it/index.php/s/PRtAFxT4ez4Z3jW>.

**REQUIREMENTS:** for the compilation of the questionnaire, the school shall have access to a PC connected to the web in the classroom. As an alternative, we can suggest to collect the responses offline, and the teacher will proceed with the registration and the online uploading of the answers later.

### **INSTRUCTIONS FOR THE COMPILATION OF THE QUESTIONNAIRE:**

1. Access to the website at the page **LOG IN** ([http://chelabs.idasc.cnr.it/?page\\_id=47](http://chelabs.idasc.cnr.it/?page_id=47)) and registration made by the teacher who needs to have an e-mail account. The teacher shall connect her/his own e-mail account to the platform login credentials (USER and PASSWORD). The registration is complete only after having

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received a confirmation e-mail and after the compilation of the **My Profile** page (we suggest to set a USER that will represent the class, for instance “School\_JohnWhite\_III”);

2. Compilation of the on-line questionnaire, all sections included;
3. Explore the interactive map of the CHeLabS SITES with the opportunity to select or add SITES/ASSETS, following the guided procedure;
4. Save and send the questionnaire following the guided procedure.

After the Project Administrator has approved the new SITES/ASSETS, these last become visible on the map. Furthermore, after the first participation to the questionnaire, it is always possible to access again to the platform using the login credentials, follow the evolution of the suggested sites/assets and keep on working on the interactive map.

### **ACTIVITY 3 – Realisation of a creative product (16 - 60 hours):**

**FOCUS:** To complete the previous two activities, this third phase will be dedicated to the realization of a '**creative**' **project**. The students are invited to express their own vision regarding the cultural heritage through a creative product, focused on the **observation of the cultural heritage** by selecting one specific heritage site, asset or place. For an optimal realization of the proposed educational pathway it is suggested the visit of the selected heritage asset. It is possible to choose one of the two following plans:

PLAN 1: the observation of the cultural heritage through a **techno-scientific** approach

Topics for the study (the topics listed hereafter are also explained in the guidelines and annexes):

- Knowledge of the risk categories;
- Knowledge of the decay typologies;
- Knowledge of the technologies and analytical methods for the study of the risk and the decay processes.

**MATERIALS:** Guidelines for the techno-scientific plan\_SECONDARY

(ANNEX 2).

PLAN 2: the observation of the cultural heritage through a **valorisation-fruition** approach

Topics for the study (the topics listed hereafter are also explained in the guidelines and annexes):

- Knowledge and understanding of the cultural significance of the heritage asset;
- Knowledge of its social impact;
- Knowledge of the ways for the communication of the cultural significance of the heritage asset.

**MATERIALS:** Guidelines for the valorisation-fruition plan\_SECONDARY

(ANNEX 3).

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**OBJECTIVES:** Guide the experience and the educational pathway, undertaken in the previous two activities, towards a concrete form of communication.

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**ANNEX 1:** Questionnaire of the **CTzens – Citizens** profile

**ANNEX 2:** **Guidelines for the techno-scientific plan\_SECONDARY**

**ANNEX 3:** **Guidelines for the valorisation-fruition plan\_SECONDARY.**

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# ANNEX 1

**SURVEY:**  
CTzens – Citizens

How did you get to know about the CHELabS project?

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**SECTION 1: LOCATION**

1.1) Geographical Area

City:  Nation:

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**SECTION 2: PROFILE INFORMATION**

2.0) Age

- under 16
- 16-25
- 26-40
- 41-60
- over 60

2.1) I feel I am a citizen...

*(perceived quality of citizenship, sense of belonging) Multiple selection is possible*

- Urban area
- Rural area
- Regional
- National
- International
- European
- Continental
- Global
- Universal

2.2) Knowledge of the cultural products, or the outcomes of specialized studies, applied to a cultural space/landscape

- None
- Low
- High
- Very detailed

Further notes (max. 30 words):

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2.3) Perceived value of the cultural heritage

*Multiple selection is possible for a max. 3 elements*

- It forms the collective identity
- It forms the personal identity
- It strengthens the sense of belonging
- It attracts the tourist
- It represents a symbolic capital
- It develops the sense of beauty
- It deepens the human experience
- It has an economic value
- It has an educational value for young people
- It enlarges the experience of all of us
- It helps the comprehension of the past
- It helps the comprehension of the future
- No specific value
- It opens us to the direct experience of beauty
- It has a value because it is a common good

2.4) Describe the quality that you wish to experience in the interaction with the cultural heritage

*(how would you like to live the experience of a cultural natural space, or the interaction with a cultural asset?) Multiple selection is possible*

- Visual
- Tactile
- Audible
- Olfactory
- By means of multimedia
- Physical/body
- Explorative
- Multisensory
- Argumented reality
- Immersive
- By means of storytelling
- Guided visit
- Through the movement
- By means of audio guide
- Within defined paths
- With insights into the tangible aspects
- With insights into the intangible aspects
- Operative: participation in the conservation programme of a cultural asset
- Organizational: participation in the definition of the social function of a cultural asset
- Creative: participation in the definition of the future role of a cultural asset
- Other

2.5) Suggest the Heritage asset that is suitable for realizing what you have just expressed. Explore the map of CHELabS Sites: you can select a heritage asset among those already listed below the map, or add a new one.

*Note: the suggestion of a heritage element in this section is not binding for the future phases of the project, but it is exclusively considered within the scope of the survey.*

Suggest a SITE-ASSET (show me max. 3 alternatives)

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**ANNEX 2: PLAN 1 – the observation of the cultural heritage through the techno-scientific approach**

<b>SITE/ASSET</b>	Collect all the historical/geographical information from existing documentation, and from a photographic report regarding the visit to the site/asset (if scheduled), in order to describe it and place it on the territory	
<b>Collecting INFORMATION</b>	<p align="center"><u>RISK</u></p> <p>Is it possible to identify the risk categories that characterize the SITE/ASSET? Which are the main causes affecting its conservation state?</p> <p align="center"><i>Risk categories:</i></p> <ul style="list-style-type: none"> <li>• <i>Static – Structural &lt;&gt; Territory</i> (soil and sub-soil dynamics):             <ul style="list-style-type: none"> <li><b>T1</b> – Seismic</li> <li><b>T2</b> – Landslides</li> <li><b>T3</b> – Floodings</li> <li><b>T4</b> - Coastal dynamics</li> <li><b>T5</b> – Avalanches</li> <li><b>T6</b> - Volcanic</li> </ul> </li> <li>• <i>Surface &lt;&gt; Environment – Air</i> (pollution and climate):             <ul style="list-style-type: none"> <li><b>E1</b> – Erosion</li> <li><b>E2</b> - Black patinas: emissions of particulate</li> <li><b>E3</b> - Physical stress: thermal and hygrometric interaction with the environment</li> <li><b>E4</b> - Physical stress: freeze and thaw cycles</li> </ul> </li> <li>• <i>Anthropic &lt;&gt; Anthropic activities</i> (dynamics and events related to anthropic factors):             <ul style="list-style-type: none"> <li><b>A1</b> – Demographic density variations</li> <li><b>A2</b> - Touristic pressure</li> <li><b>A3</b> - Susceptibility to theft</li> </ul> </li> </ul> <p>Which kind of technologies and monitoring systems are used to study the risks identified for the selected site/asset? Can you indicate some applications?</p>	<p align="center"><u>DECAY</u></p> <p>Which are the main decay processes affecting the site/asset? (for instance: structural; detachment of the pictorial film, loss of materials) Can you collect the evidences that show the decay, its distribution and extension? Can you identify the materials involved in the decay process?</p> <p>Which kind of technologies and monitoring systems are used to study the decay process identified for the selected site/asset? Can you indicate some applications?</p>
<b>CREATIVE PRODUCT</b>	Realize a creative product that describes the knowledge pathway you followed in this plan. Several formats are accepted: a power point presentation, a text, a short video, etc. For more information on the cutting-edge technologies used in the Cultural Heritage applications, it is possible to refer to <a href="#">Technologies for cultural heritage by CNR (2011)</a> and to the website of <a href="#">The European Research Infrastructure for Heritage Science (E-RIHS)</a>	

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ANNEX 3: PLAN 2 - the observation of the cultural heritage through the valorisation-fruition approach		
<b>SITE/ASSET</b>	Collect all the historical/geographical information from existing documentation, and from a photographic report regarding the visit to the site/asset (if scheduled), in order to describe it and place it on the territory	
<b>Collecting INFORMATION about the understanding of the cultural significance of the heritage asset</b>	<u>CULTURAL SIGNIFICANCE</u>	<u>SOCIAL IMPACT</u>
	<p>What is the artistic/historical/archaeological value of this heritage site, asset or place?</p> <p>Which memory does it communicate?</p> <p>How is it connected to the territory?</p>	<p>Which is the community who will benefit of this value?</p> <p>What can this value generate within this community?</p>
<b>Collecting INFORMATION about the ways for the communication of the cultural significance</b>	<p>Which are the best ways for the valorization, communication, fruition of the values of this heritage site/asset/place?</p> <p>Which technologies are available today for a clear and effective communication of these values?</p> <p>How can these values be conveyed to public of different age?</p>	
<b>CREATIVE PRODUCT</b>	Realize a creative product that describes the knowledge pathway you followed in this plan. Several formats are accepted: a power point presentation, a text, a short video, a database, a photo exhibition, a participated dissemination on the territory.	

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