

Guardians of the Pacific: A Teacher's Guide to Celebrating, Preserving, and Promoting World Heritage



Published by APCEIU

The Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (APCEIU) is a UNESCO Category 2 Centre established in 2000 by the Agreement between the Government of the Republic of Korea and UNESCO. APCEIU is mandated to promote Education for International Understanding (EIU), currently referred to as Global Citizenship Education (GCED) towards a culture of peace, with UNESCO Member States.

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ISBN 979-11-93573-16-7(53960)
BE-RND-2024-017

Designed by

KYUNGSUNG MEDIA GROUP
www.kyungsungmedia.com

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Cover

An aquatic scene depicting a green sea turtle swimming through a vibrant coral reef and rocky ocean floor.

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Guardians of the Pacific: A Teacher's Guide to Celebrating, Preserving, and Promoting World Heritage

In today's world of disruption and fragmentation, the need to nurture global citizenship which values and pursues solidarity and cooperation across national borders while respecting diversity is becoming even greater. At the Asia-Pacific Centre of Education for International Understanding (APCEIU), we have worked to respond to this need by, among others, developing educational resources on Global Citizenship Education (GCED) to be used in the Asia-Pacific region and beyond. As part of these efforts, *Guardians of the Pacific: A Teacher's Guide to Celebrating, Preserving, and Promoting World Heritage* has been published to help teachers, especially in the Pacific, connect the region's heritage with GCED.

APCEIU has long developed and published a series of resources on UNESCO World Heritage for GCED to incorporate common heritage of humanity located and practiced in different countries into GCED teaching resources. Although part of this series, the present publication is the first of its kind to cater specifically to the Pacific. This Teacher's Guide was developed by three distinguished experts from the region: Karena Menzie-Ballantyne, Nanise J. Young Okotai, and Adi Meretui Tuvou Raturabuabua. It has been thoughtfully reviewed by Janet Pillai, Kirstin Honor, and Jovesa Saqali. Together, their combined expertise provides deep insights into the unique cultural and natural heritage of the Pacific, enabling both teachers and students to engage in meaningful discussions on World Heritage and sustainable development within the specific historical and cultural context of the Pacific.

The Guide is strongly aligned with the integrative approach of GCED, which embraces the three indivisible learning dimensions: cognitive, socio-emotional, and behavioural. It connects cognitive learning with critical thinking about heritage and sustainability, fosters socio-emotional understanding through empathy for the Pacific's unique context, and encourages behavioural action by inspiring students to protect their local heritage.

We hope that teachers not only in the Pacific but also in other regions will use this Guide to help their students appreciate and understand the value of the Pacific's rich heritage and take action to contribute to the preservation and safeguarding of such heritage. This will be an excellent example of GCED.

LIM Hyun Mook
Director of APCEIU

How to Use This Guide

Welcome to the Guardians of the Pacific: A Teacher's Guide to Celebrating, Preserving, and Promoting World Heritage! This resource is designed to support educators in engaging upper primary and lower secondary students (ages 10-14) with the fascinating world of Pacific World Heritage while fostering global citizenship, critical thinking, and environmental responsibility.

Authored by three experts in education and World Heritage from the Pacific region, the book highlights five World Heritage sites in the Pacific and explores the Pillars of the SDGs. It incorporates a variety of engaging learning activities, including role-playing, group discussions, and action planning.

Intended Audience:

This guide is primarily aimed at educators working with students in upper primary (grades 4-6) and lower secondary (grades 7-9). However, it can be adapted to suit other age groups based on the needs and interests of your learners.

Guide Structure:

The guide is divided into several key sections, making it easy for teachers to navigate and integrate into their curriculum:

Introduction and Rationale

Provides a comprehensive explanation of the inquiry-based learning approach, focusing on how students can engage with Pacific World Heritage sites to understand the Sustainable Development Goals (SDGs) and their Five Pillars: People, Planet, Prosperity, Peace, and Partnership.

Exemplar World Heritage Sites

Each section focuses on a specific Pacific World Heritage site, linking it to one of the SDG Pillars. These include detailed site overviews, descriptions of their cultural, natural, or mixed significance, and related SDG themes.

Activities and Tasks

Throughout the guide, you will find a series of engaging activities that promote inquiry-based learning. These activities are organized around three domains of learning—cognitive, socio-emotional, and behavioural—to foster critical thinking, empathy, and action in students.

Culminating Task

The final activity allows students to produce a tangible outcome, such as a brochure, website, or digital resource, where they explore and promote a World Heritage site of their choice. This task is designed to be adaptable to different assessment needs and technological resources.

How to Navigate and Use the Guide:

Start with the Rationale

This will introduce you to the inquiry-based framework and its alignment with global citizenship education. It sets the stage for the critical themes and learning objectives throughout the guide.

Explore Exemplar Sites

Each World Heritage site section includes background information, sensory descriptions, and opportunities for reflection. Use these sections as case studies to bring each site to life in your classroom.

Inquiry Activities

Look out for Think-Pair-Share exercises, group discussions, research projects, and creative assignments. These activities are structured to engage students in active learning, from personal reflection on their own “special place” to the global significance of preserving heritage.

Connect to Curriculum

This guide offers flexibility, allowing teachers to integrate it into subjects like geography, history, science, or social studies. It includes suggestions for connecting the material to numeracy and literacy skills, making it versatile across multiple disciplines.

Tips for Maximizing Engagement:

Adapting the Material

Depending on your school's context or technological resources, feel free to adapt the activities. For instance, while a field trip to a World Heritage site is ideal, online resources such as virtual tours or videos can be equally engaging.

Encouraging Student Autonomy

Use the inquiry-based format to allow students to explore topics that resonate most with them. Whether they are intrigued by environmental issues or cultural history, this guide gives them the flexibility to dive deeper into areas of personal interest.

Assessment

The culminating task can serve as a summative assessment, where students apply what they have learned in a creative and meaningful way. Offer them choices (e.g., brochure, video, website) to encourage engagement with the final project.

You can download the PDF version here: https://www.unescoapceiu.org/board/k412_en

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Section 1:

Learning Framework Rationale



Children are riding bicycles
near the beach in Palau



UNICEF (2011) describes adolescence as “an age of opportunity for children, and a pivotal time for us to build on their development in the first decade of life, to help them navigate risks and vulnerabilities, and to set them on the path to fulfilling their potential” (p.2). Adolescence represents a crucial period of brain development and cognitive change when most young people move from concrete thinking to a more metacognitive level of being able to analyse, problem solve and think about their thinking in more abstract ways (Bahr, 2017; Caskey & Anfara, 2014; Connell, 2013). Additionally, studies show the values developed through active citizenship experiences in adolescence can influence their behaviour and attitudes towards civic responsibility and engagement in later life (Finlay et al., 2015; Kanacri et al., 2014; Padilla-Walker & Carlo, 2017; Price-Mitchell, 2015; Zaff et al., 2010).

Despite this, Osler & Starkey (2005) claim that at school, and in other areas of society, young people are “viewed as citizens-in-waiting who need to be inducted into their future role” (p.38). This view of adolescents can deny them an effective voice and the opportunity to participate fully in discussing and addressing issues that affect them. This contrasts to the perspective outlined in the UN Convention on the Rights of a Child that young people should have the right to be heard on matters affecting them and for their views to be given due weight according to their age and maturity (United Nations, 1990). GCED exposes adolescents to global issues and assists them in developing the knowledge, skills, values, attitudes and motivation to effectively engage in and contribute to their local and global communities (Menzie-Ballantyne & Ham, 2023).

Explanation of the Inquiry

This inquiry-based teacher’s guide is shaped by the key question:

How can we work together to celebrate, promote, and preserve our unique Pacific World Heritage sites?

The inquiry provides upper primary and lower secondary school students with the opportunity to understand, and identify with, the urgent agenda inherent in the Five Pillars of the SDGs by exploring the natural beauty, cultural and historical significance, and the vulnerability of World Heritage sites in the Pacific.

The inquiry uses the transformative pedagogies of GCED:

Education for global citizenship is a framework to equip learners for critical and active engagement with the challenges and opportunities of life in a fast-changing and interdependent world. It is transformative, developing the knowledge and understanding, skills, values and attitudes that learners need both to participate fully in a globalised society and economy, and to secure a more just, secure and sustainable world than the one they have inherited (Oxfam, 2015).

Activities throughout the inquiry are framed by the three domains of learning: cognitive, socio-emotional and behavioural.



Source: UNESCO (2015)
Global Citizenship Education:
Topics and Learning
Objectives

Cognitive

To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.

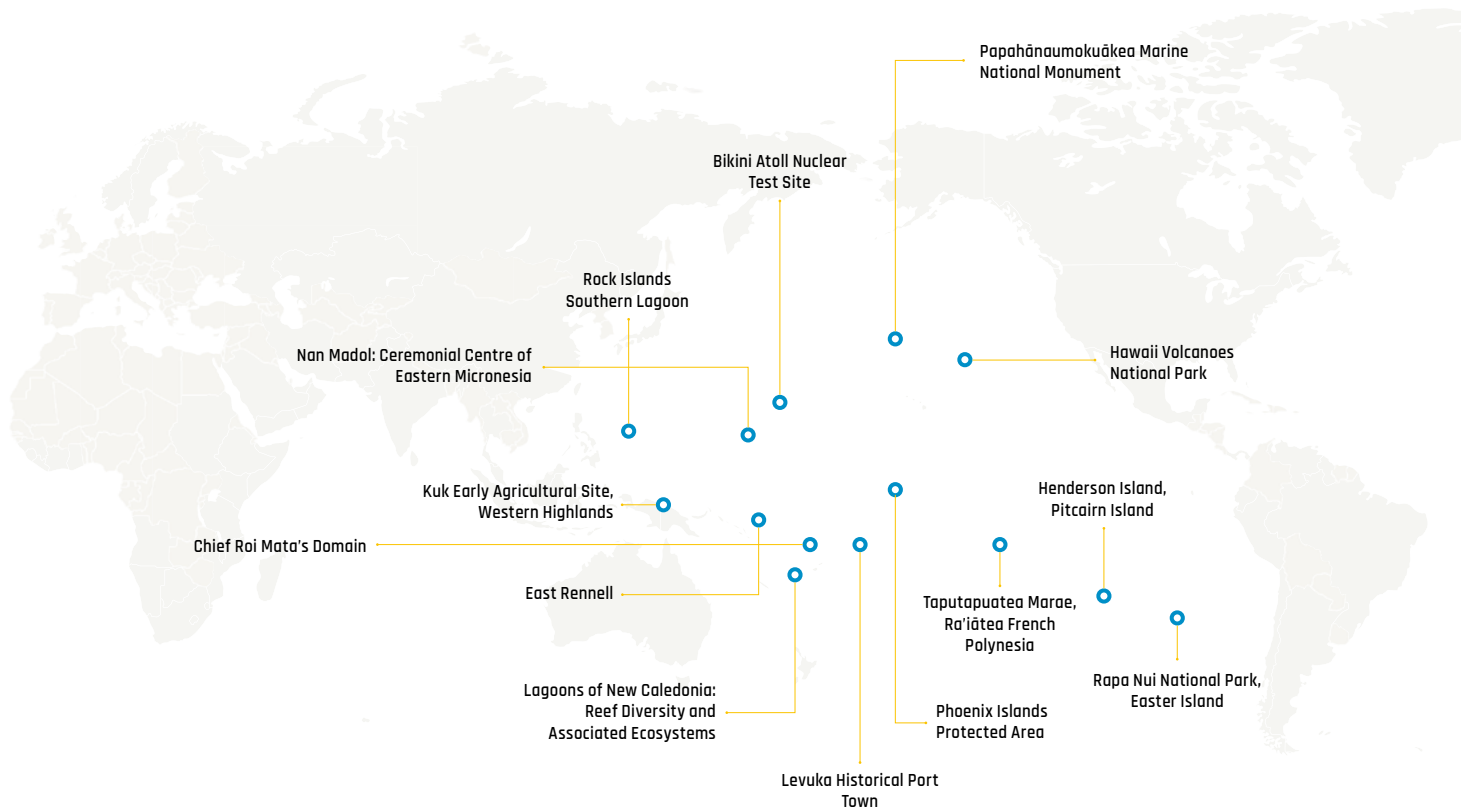
Socio-emotional

To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

Behavioural

To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

This guide provides five exemplars of World Heritage sites in the Pacific and the types of materials that could be used to support the students' inquiries; however, the unit is developed in a way that teachers could adapt it for any of the following sites:



Additional resources:
<https://www.doi.gov/sites/doi.gov/files/uploads/oia-12032019-world-heritage-in-pacific.pdf>

Depending on the schools' context and the interest of the students, the inquiry could also be adapted for an exploration of any World Heritage sites. Although the ideal would be to combine this inquiry with a field excursion to the site being studied, it is understood that this is generally not an option so the exemplars provide suggestions as to the types of stimulus materials that could be used to support the unit such as photographs, videos and websites.

Pacific World Heritage Sites in order of date of classification

Hawaii Volcanoes National Park	USA	1987	Bikini Atoll Nuclear Test Site	Marshall Islands	2010
Henderson Island, Pitcairn Islands	United Kingdom	1988	Phoenix Islands Protected Area	Kiribati	2010
Rapa Nui National Park, Easter Island	Chile	1995	Papahānaumokuākea Marine National Monument, Hawaii	USA	2010
East Rennell	Solomon Islands	1998	Rock Islands Southern Lagoon	Palau	2012
Chief Roi Mata's Domain	Vanuatu	2008	Levuka Historical Port Town	Fiji	2013
Kuk Early Agricultural Site, Western Highlands	Papua New Guinea	2008	Nan Madol: Ceremonial Centre of Eastern Micronesia	Federated States of Micronesia	2016
Lagoons of New Caledonia: Reef Diversity and Associated Ecosystems	France	2008	Taputapuātea Marae, Ra'iātea French Polynesia	France	2017

The 2030 Agenda, Sustainable Development Goals and Five Pillars

On 25th September 2015, 193 Member States gathered at the UN General Assembly and signed a resolution to work together to transform our world by 2030. They shaped the agenda with 17 goals known as SDGs (UN, Department of Economic and Social Affairs, 2015). They articulated 2030 Agenda (a vision to build a more equal, just, sustainable and prosperous world for future generations) through 17 SDGs which target improvements in the economic, social and environmental dimensions.



Source: UN

Each SDG has its own targets, but they are all interconnected under the commitment to 'leave no one behind' (UN, Department of Economic and Social Affairs, 2015). These overlaps are identified under Five Pillars—People, Planet, Prosperity, Peace, and Partnership:



In exploring the World Heritage sites with their students, teachers are encouraged to make overt links between the information, activities, relevant Pillars and SDGs. To assist with this, the inquiry is divided into sections, each exploring one Pillar with a World Heritage site exemplar.

The guide is designed as an interdisciplinary exploration. Teachers can decide where the inquiry best fits with the curricula requirements of their contexts. Suggestions include geography, history, science, cultural studies as well as the inclusion of numeracy skills, such as latitude, longitude, area, perimeter, fractions or percentages, and literacy skills, particularly conveying information to a target audience and use of persuasive language.

The inquiry begins by enabling students to identify somewhere special to them, then expands to explore what makes World Heritage sites special. It builds to a culminating task of producing a brochure that could be used to promote and celebrate the unique characteristics of a selected site whilst also identifying the threats to its sustainability and how we can work together to preserve it for future generations.

This task could be used as a summative assessment of the target curricula requirements. If there is access to appropriate digital technologies and equipment, students could also be offered the choice of creating a website, video or interactive game rather than a brochure providing it meets the same task and marking criteria. To make the assessment more authentic and 'real world', it is suggested that the brochure or digital resource be designed for and shared with a particular target audience. For example, the students may design it for lower primary/early childhood students, to send to politicians or, if the school's policies allow, make it a live website that anyone can access.

Section 2:

What Makes a Place Special?

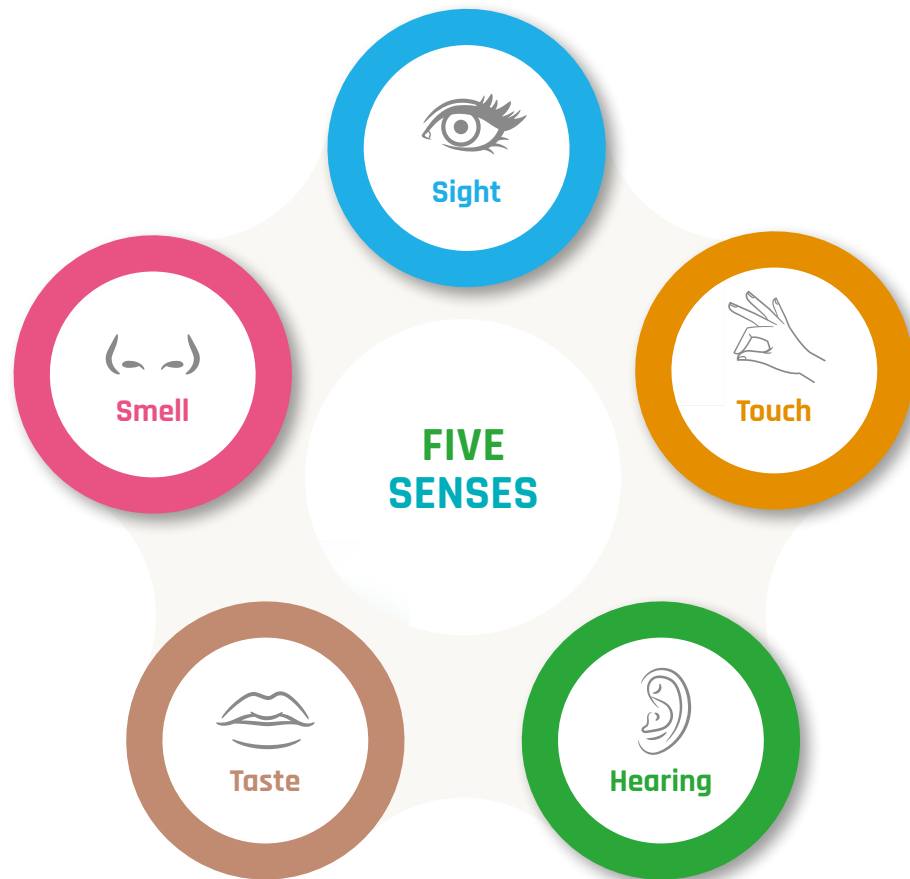


Rapa Nui, Easter Island



Background

To set the scene for the exploration of the World Heritage sites and their relationship with the SDGs, it is important that students understand what makes a place special in terms of its history, environment, culture, spiritual or emotional connection. For this reason, we begin with the students' own special place.



Directions for Students (See Worksheet 1):

Think

Close your eyes and try to visualise somewhere that is really special to you. It could be somewhere in nature, for example a beach or national park; a built environment such as a place of worship or a shop you love. When you picture it in your mind, what do you see? What do you hear? Is there a particular smell? Can you reach out and touch any surfaces? If so, what do they feel like? How does this place make you feel? Open your eyes now and write down what and where your special place is and what you can see, hear, smell or touch when you are there.

Pair

Now write down why you first went to this place, whether you have visited it often or only once, and whether you are likely to visit again. Now, in four or five sentences, explain why this place is special to you. Is this place special just to you or is it also special to others? For example, your family, your friends, or other members of your community. Write down your answer.

Are there any particular rules that help keep this place special? For example, are there signs about disposal of rubbish? Does anyone monitor this place? Are there rules about who can go there or when they can go? If so, make a note of what these rules are and how the place is being protected.

Share

Now imagine a place that is special to the whole world. What characteristics might that place have? For example, is it a place of natural beauty? Does it hold some historical or cultural significance? What might you see, hear, smell, touch? What rules or protections would be needed to protect such a place for future generations?



Source: <https://www.youtube.com/watch?v=IQzxUVCCSug>

Students can share their reflections with a partner or in a group. Those students, who feel comfortable to do so, can share their example with the whole class.

As a class, explore the concept of UNESCO World Heritage sites. If you have access to the internet, you could begin with a Youtube video such as *UNESCO's World Heritage Explained* (refer to the QR code on the left).



Source: <https://whc.unesco.org/pg.cfm?cid=160>

You can also use written materials, photographs or websites such as *UNESCO World Heritage Centre* (refer to the QR code on the left).

These sites could also provide useful materials for the students' cumulative task.

Explain that UNESCO uses the term 'Outstanding Universal Value' to denote that a place is special to the whole world. It may be special because of its unique natural features or because it exemplifies some important aspect of our cultural history.

Category of UNESCO World Heritage

The World Heritage Convention (1972) defines “cultural heritage”, “natural heritage” and “mixed heritage” as follows:

Cultural Heritage:

- **Monuments:** architectural works, works of monumental sculpture and painting, elements or structures of an archaeological nature, inscriptions, cave dwellings and combinations of features, which are of outstanding universal value from the point of view of history, art or science;
- **Groups of buildings:** groups of separate or connected buildings which, because of their architecture, their homogeneity or their place in the landscape, are of outstanding universal value from the point of view of history, art or science;
- **Sites:** works of man or the combined works of nature and man, and areas including archaeological sites which are of outstanding universal value from the historical, aesthetic, ethnological or anthropological point of view.



A Cultural Heritage Example: The Qutb Minar and Its Monuments, Delhi

Natural Heritage:

- **Natural features** consisting of physical and biological formations or groups of such formations, which are of outstanding universal value from the aesthetic or scientific point of view;
- **Geological and physiographical formations** and precisely delineated areas which constitute the habitat of threatened species of animals and plants of outstanding universal value from the point of view of science or conservation;

- **Natural sites** or precisely delineated natural areas of outstanding universal value from the point of view of science, conservation or natural beauty.



A Natural Heritage Example: Kinabalu Park, Sabah

Mixed Heritage:

A World Heritage site that contains both cultural and natural features is referred to as a “mixed” site. These sites include both man-made elements and unique natural characteristics that meet the Outstanding Universal Value selection criteria.



A Mixed Heritage Example: Historic Sanctuary of Machu Picchu, Urubamba

Outstanding Universal Value (OUV)

UNESCO uses very specific criteria to determine if a site is of Outstanding Universal Value (OUV):

Selection Criteria

I

to represent a masterpiece of human creative genius; for example, the Taj Mahal in India meets this criterion due to its exceptional architecture and artistic design.

II

to exhibit an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology, monumental arts, town-planning or landscape design; for example, the Great Wall of China meets this criterion because it influenced the spread of Chinese culture in its construction carried out by successive Chinese empires between the 3rd century BC to the 17th Century AD.

III

to bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living, or which has disappeared; for example, Machu Picchu in Peru meets this criterion because it is a remarkable example of ancient Inca civilization.

IV

to be an outstanding example of a type of building, architectural or technological ensemble or landscape which illustrates (a) significant stage(s) in human history; for example, the Athenian Acropolis in Greece is an outstanding example of architecture that illustrates significant historical phases since the 16th century BC, through to the peak of ancient Greek architectural development in the 5th century BC.

V

to be an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture (or cultures), or human interaction with the environment especially when it has become vulnerable under the impact of irreversible change; for example, Rapa Nui National Park, also known as "Easter Island," is a testimony to the unique character of a culture faced with ecological crisis followed by disruption from the outside world, the remains of which are seen in Moai stone carvings on the island.

VI

to be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance. This criterion is expected to be used in conjunction with other criteria; for example, the Haeinsa Temple Janggyeong Panjeon, the Depositories for the Tripitaka Koreana Woodblocks, located in South Korea, meets this criterion as it houses a unique collection of 13th century Buddhist scriptures that are outstanding for their artistry and highly skilled engraving techniques. This site also meets criteria iv.

VII

to contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance; for example, the Great Barrier Reef in Australia meets this criterion because of its extraordinary natural beauty above and below the water, with some of the most spectacular scenery on earth. It is one of a few living structures visible from space, appearing as a complex string of coral reefs along Australia's northeast coast.

VIII

to be outstanding examples representing major stages of earth's history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features; for example, the Grand Canyon National Park in the U.S. meets this criterion with its features that display all four eras of the earth's evolutionary history, from the Precambrian to the Cenozoic, including an array of fossil remains.

IX

to be outstanding examples representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals; for example, the Galápagos Islands in Ecuador meets this criterion as a unique example of how ecological, evolutionary and biogeographic processes influence the flora and fauna on both specific islands as well as the entire archipelago (famously written about in the "Voyage of the Beagle" by Charles Darwin in 1839).

X

to contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation. For example, the Central Amazon Conservation Complex in Brazil meets this criterion by protecting numerous flora and fauna found in the Amazon rainforest including many threatened and endangered species.



Source: <https://whc.unesco.org/en/criteria/>

To provide the students with an opportunity to explore these criteria, ask them to go back to their notes and compare the criteria to their special place. Remind them that even if it doesn't match any of the criteria, it doesn't change the fact that the place is special to them.

Wrap Up:

Conclude the lesson by recapping what is meant by key terms such as UNESCO, World Heritage site and Outstanding Universal Value. Explain that over the next few lessons, the students will be exploring particular World Heritage sites in the Pacific and their connection to the SDGs.

You may also wish to provide the students with the task sheet and marking criteria for the culminating task at this point. A sample task sheet is provided in this guide. The marking criteria will depend on your context, curricula and assessment requirements.

Section 3:

The 2030 Agenda, Five Pillars, and SDGs

Goal 11:
Sustainable cities
and communities

Goal 1:
No poverty

Goal 12:
Responsible
consumption and
production

Goal 2:
Zero hunger

Goal 13:
Climate action

Goal 14:
Life below water

Goal 15:
Life on land



Goal 9:
Industry, Innovation,
and Infrastructure

Goal 8:
Decent work and
economic growth

Goal 7:
Affordable and clean
energy

Goal 6:
Clean water
and sanitation

Goal 5:
Gender equality

Goal 4:
Quality education

Goal 3:
Good health and
well-being

Goal 17:
Partnership for the
goals

Goal 16:
Peace, justice and
strong institutions

Goal 15:

Background

This lesson can be included or excluded from the inquiry depending on students' prior knowledge of the 2030 Agenda, Five Pillars, and SDGs.



Source: <https://sdgs.un.org/sites/default/files/publications/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

To provide students with the knowledge to explore the connection between World Heritage sites and the Five Pillars of the SDGs, it is important that they begin with an overall understanding of Transforming Our World: The 2030 Agenda for Sustainable Development.

Begin by explaining that on 25th September 2015 at the UN General Assembly, the Member States resolved to transform our world by 2030, outlining an agenda to:

People



End poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

Planet



Protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.

Prosperity



Ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

Peace



Foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

Partnership



Mobilize the means required to implement this Agenda through a revitalized Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

This Five-Pillar agenda (People, Planet, Prosperity, Peace and Partnership - collectively known as the 5Ps) shapes the 17 Goals and their 169 Targets.

Group Activity

Divide the class into groups. Provide each group with a set of the cards provided in the book.

Directions to students (See Worksheet 2):

In your groups, look at the descriptions of each of the SDGs and each of the Five Pillars. Decide which goals you believe sit under each Pillar. Nominate a reporter from your group who will explain to the class why your group has positioned the SDGs under your chosen Pillars.

After the groups have had an opportunity to share and provide their justifications, show the class the following graphic:



This image is based on SDGs interactions: An analysis based on the Five Pillars of the 2030 agenda (Tremblay et al., 2020)



<https://sdgs.un.org/goals>

Get the groups to compare their choices to this official distribution. Use this opportunity to explore with the students how, although separate and equally important goals, there are many overlaps between the SDGs.



<https://sdgs.un.org/sites/default/files/publications/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

With the students working in pairs or groups of three, using either this site: <https://sdgs.un.org/goals> or the PDF version of Transforming Our World: The 2030 Agenda for Sustainable Development, allocate or ask each group to select one goal and analyse the targets and indicators for that goal. Try to arrange for all 17 goals to be covered.

Directions to students:

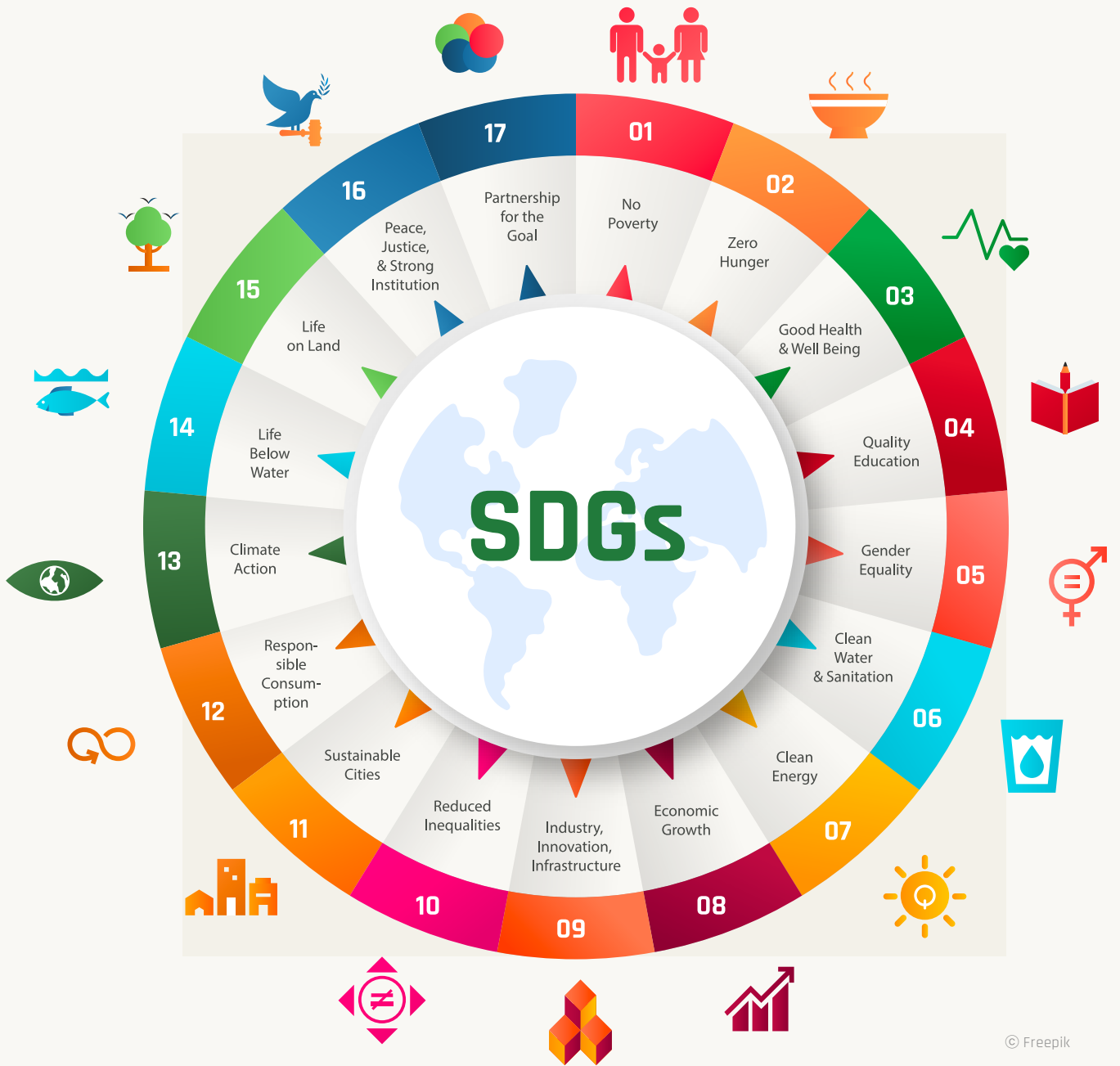
Your job is to use the worksheet to analyse the targets and indicators for your SDG and summarise what it is trying to achieve in one concise paragraph of no more than five sentences. When you are satisfied that your paragraph effectively captures the intent of your SDG, we will combine them into one document so we have an overall picture of how the world needs to work together to achieve the 2030 Agenda.

The scaffolding worksheet for this activity is provided at the end of this guide.

If possible, display the collated document somewhere prominent in the classroom for the duration of this inquiry.

Wrap Up:

Conclude by explaining to the students that they will need to use their understanding of the Five Pillars and the target and indicators of the SDGs over the next few lessons to explore some of the World Heritage sites in the Pacific.



Section 4:

*Protecting People:
Levuka Historical
Port Town
Cultural Site*



Levuka town,
Ovalau Island

People



© maloff / shutterstock.com



Background

The overall goal of the People Pillar is to eradicate poverty and ensure all human beings can fulfil their potential in dignity and equality, and in a healthy environment. Levuka was selected as an example of People because it is a living site and home to a multicultural community. The Historical Port Town is a built heritage, cultural site consisting of a colonial port town, surrounded by indigenous villages. The Pillar of People encompasses SDGs 1,2,3,4 & 5. Levuka particularly reflects SDG 1 because economic activity in the town directly contributes to reducing poverty in the area. The site also exemplifies SDG 5 Gender Equality as the Fiji Government has partnered with Markets for Change to provide a safe environment for the local women to sell their agricultural products and traditional arts and crafts in the township.

Activities

Use the information card, map, photos and/or videos provided in this guide to introduce students to Levuka Historical Port Town, giving them a sense of its geographic location, neighbours, climate, etc. Use this introductory phase to revisit the concept of colonisation, particularly in regard to the impacts it can have on local communities and culture. A See Think Wonder approach is suggested for this activity which can be done as a whole class or in small groups.



Source: https://pz.harvard.edu/sites/default/files/SeeThinkWonder_3.pdf

See Think Wonder

See

Looking at the information and photos of Levuka, what do you see?

Allow the students time to carefully explore the stimulus material and make notes. You may need to ask probing questions about the types of architecture or aspects of the sensory experiences mentioned.

Think

Once their first impressions are documented, ask based on these observations, "What do you think life is like in Levuka today?"

To assist the students in clarifying their thinking, you may need to ask follow-up questions like:
"That's interesting—what makes you say that?"

Wonder

To conclude the activity, ask what else do you wonder about life in Levuka in the past, today or in the future?

We know that colonisation often took away basic human rights from indigenous populations, such as the right to live on their own lands. This impacted First Nations peoples as their ways of knowing and being are strongly connected to their lands.



<https://aiatsis.gov.au/explore/land-rights>

Use the example of Aboriginal and Torres Strait Islander peoples in Australia and the landmark Mabo case to explore this concept.

One of the targets of SDG 1: No Poverty (Target 1.4) seeks to ensure that by 2030, all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance.

Look at the governance and protection structures of Levuka. What does that say about the influence of local peoples on the site today?

Target 1.4 also talks about microfinancing which is a way of providing a small amount of funding to support small enterprises, particularly for vulnerable groups or those in poverty.

Target 5.a of SDG 5 Gender Equality seeks to: undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.

In Levuka, the Fiji Government in partnership with the Markets for Change (M4C) project have funded the development of the new Levuka market and the rural women's accommodation center. Markets are essential to the livelihoods of many households in Pacific countries where most vendors are women. M4C targets market vendors to help improve the working conditions, leadership capabilities and earning power of women, including many who come from rural and remote areas. How does this type of funding support Target 1.4 and 5.a?

Levuka Historical Port Town is classified as a cultural site. What do we mean by culture? Which cultures are reflected in this site? How is Levuka's classification as a World Heritage site helping to preserve these cultures for future generations?

Wrap Up:

Today we have learnt about the Levuka Historical Port Town World Heritage site. We have explored how use of and responsibility for the land reflects the town's colonial past as well as its current local governance. We have explored its connection to the Pillar of People, particularly in terms of SDG 1 and 5 and how its classification as a World Heritage site is preserving multiple cultures. Next time we will learn about a site that is classified both for its cultural and natural significance. As we finish up our lesson, tell me/write down one thing you learnt about Levuka today that was interesting to you.

Teaching and Learning Resources

Stimulus materials and other resources



UNESCO World Heritage Resources:
<https://whc.unesco.org/en/list/1399/>



Site map: <https://whc.unesco.org/en/list/1399/maps/>



Nomination file: <https://whc.unesco.org/uploads/nominations/1399.pdf>

Websites



<https://www.levukafiji.com/>



<https://www.fiji.travel/places-to-go/outer-islands/lomaiviti-lau/locations/best-historical-sites-to-visit-in-levuka>

Articles

Kiddle, L. L. (2019, October 22). Levuka Historical Port Town: whose heritage? Dev Policy Blog.



<https://devpolicy.org/levuka-historical-port-town-whose-heritage-20191022/>

Round, S. (2016, May 10). Historic Fiji town tries to recover from Cyclone Winston. Radio New Zealand.



<https://www.rnz.co.nz/international/pacific-news/303516/historic-fiji-town-tries-to-recover-from-cyclone-winston>

Videos

Title: The Social Plug Lodestar - Levuka (2023)

The narrator provides a brief overview of Levuka and its history, with contemporary and historical images, highlighting the important historical sights in the town.



<https://www.youtube.com/watch?v=QNbAiceBDe8> (3:12)

Title: Sai Levuka Ga - Old Capital of Fiji (2022)

Aerial footage and still shots of the town, some of its people, and the surrounding environment, set to a soundtrack of a Fijian song about Levuka called, "Sai Levuka Ga" which means "Levuka the one and only." Contains no narration.



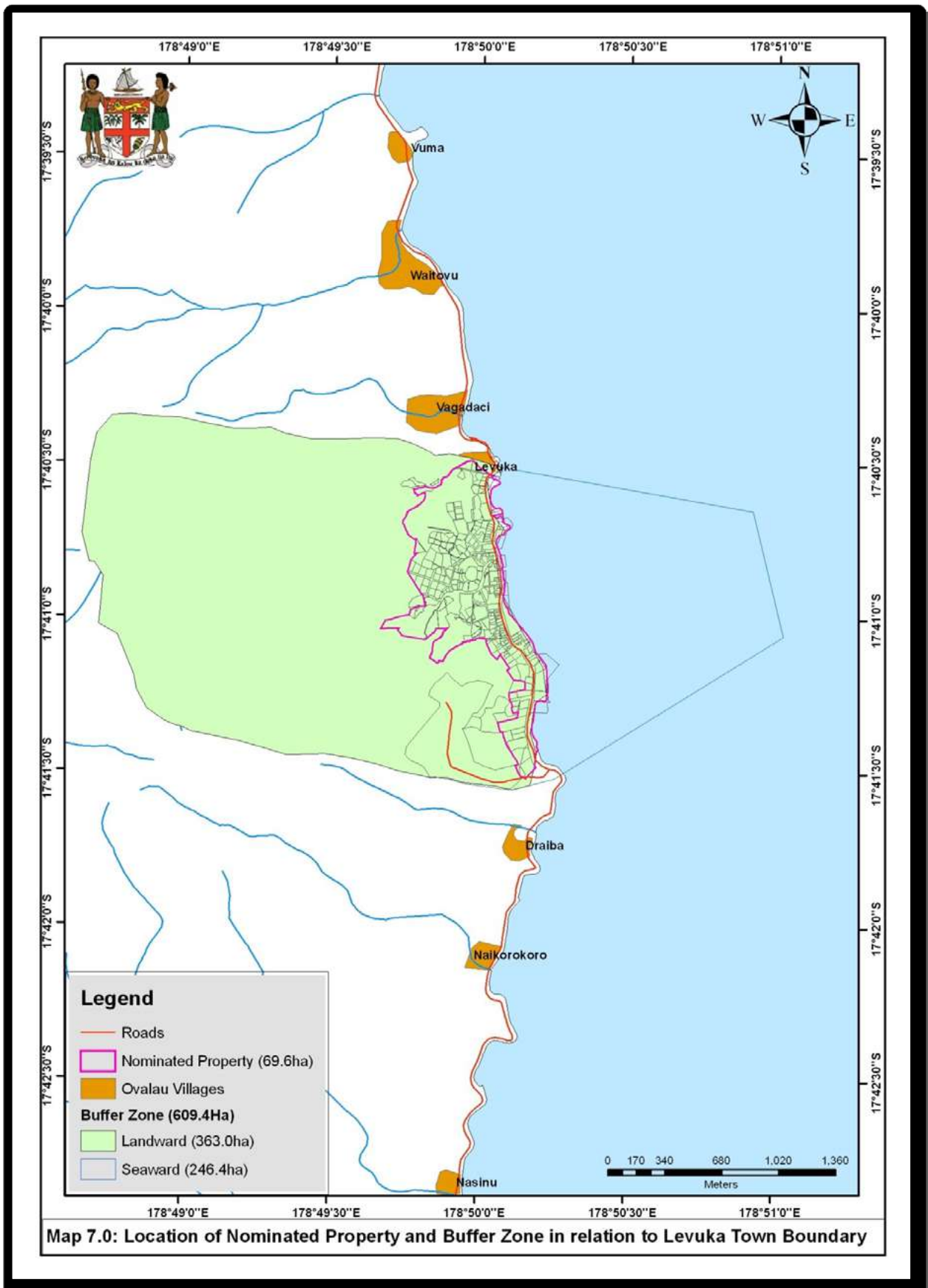
<https://www.youtube.com/watch?v=c8pxa29Lzhg> (4:01)

Title: (Levuka Fiji Day Special) The Levuka Connection: 'Remembering our Heritage' (2013)

Fiji Government documentary on Levuka and its history, with an array of historical images and historical information. The film crew is taken on a tour of the important historical sites, and includes information on the management of Levuka's UNESCO World Heritage site.



https://www.youtube.com/watch?v=FQw_gyustl0 (20:13)



Levuka Historical Port Town - map of inscribed property (UNESCO, 2013)

Snapshot of Levuka Historical Port Town



Levuka Historical Port Town



1. Site Overview and Description

Levuka Historical Port Town is located on the island of Ovalau in Fiji. The town is situated on the beach front amongst coconut and mango trees, surrounded by a lush tropical forest covering craggy mountains. From the 1820s, the port was developed as a centre of commercial activity by American and European colonial settlers, who built warehouses, stores, port facilities, residences, and religious, educational and social institutions around the villages of the island's Indigenous population. The town became the first colonial capital of Fiji in 1874, when the country was peacefully ceded to the British by Fiji's King, Tui (King) Cakobau. The capital was moved to Suva in 1882, while companies continued to establish themselves at Levuka. The site, therefore, reflects all stages of colonial development in the South Pacific. It is a special example of a late colonial port town that was influenced in its development by the Indigenous community, which continued to outnumber the European settlers.

2. What Makes the Site Special

Levuka Historical Port Town is a remarkable representation of the important exchange of human values and cultures that took place in the Pacific Islands during European colonialism in the 19th century. It is a unique example of a late colonial port town, which illustrates the development of multicultural communities in the Pacific. The combination of colonial buildings, nestled in between Indigenous Fijian villages, creates a special type of Pacific port town landscape.

3. World Heritage Selection Criteria

Criterion (iii) to bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared.

Criterion (iv) to be an outstanding example of a type of building, architectural or technological ensemble or landscape which illustrates (a) significant stage(s) in human history.

4. How People Interact with the Site

Levuka is known by locals as a "living heritage" site, meaning that people live in and use the site as they carry out their daily lives. Residents attend services at historic churches, and children attend historic schools. In Levuka's historic buildings, people eat at restaurants and cafes, do their shopping and banking, and other daily activities. While the number of tourists is not high, both local tourists from other parts of Fiji, as well as international visitors, travel to Levuka to experience the uniqueness of the town. The Royal Hotel built in the 1860s as lodging for seafarers on passing ships, is a popular place for visitors to stay and feel like they have gone back in time.

There are rumours that the town and its historic buildings are haunted! Some people have reported ghost sightings late at night around some of the town's old buildings. The town's tourism leaders have even proposed the idea of a ghost tour as a tourist attraction!





5. Sensory Experience at the Site

Students would see: the ocean, boats in the harbour, people fishing, historical wooden row shops, historical buildings, historical homes, Sacred Heart Church clock tower, local people shopping and talking in front of the shops, school children walking to and from school, cars and trucks. Big shady mango trees, tropical flowers, lush green slopes steeply jutting up behind the town.

Students would smell: salty ocean air, the smell of old wooden buildings, food cooking at restaurants and cafes on the waterfront, the smell of tropical flowers.

Students would hear: chiming of the church clock bell every hour, rhythmic music blaring from shops and cars, people speaking different languages, school children shouting and laughing, cars and trucks rumbling down the road, the sound of waves as the tide comes, the cooing of pigeons.

6. Threats to the Site

Climate change is perhaps the most critical threat to Levuka. In 2016, Cyclone Winston, a category-5 cyclone, caused significant damage to Levuka, and across Fiji. All 196 heritage structures in Levuka reported some level of damage. Five buildings were destroyed completely and 13 buildings saw their roofs destroyed, while others experienced less severe damage.

Tourism developments are also a major risk for potential negative impacts on Levuka and have to be strictly regulated. Other threats include lack of sustainable funding and investment into maintenance and protection of historical structures, including fire safety and prevention, in addition to keeping up with maintenance of the town's sea wall which mitigates damage from sea surge.

7. Site Protection

There are several laws and regulations that operate in conjunction to protect the site. The Fiji World Heritage Decree 2013 is the overarching law that protects the site. The Fiji World Heritage Council together with the Town Council and the Director of Town and Country Planning administer the Decree. The National Trust of Fiji manages the National Heritage Register, which includes Levuka Historical Port Town, and must be consulted by the Town Council, the Department of Town and Country Planning, and the Department of Environment in matters related to the site. Fiji drafted a Heritage Bill in 2023 as an update to the existing Decree.

Development or modification of the town's heritage buildings are subject to regulations set out in the Levuka Town Planning Scheme under the Fiji Town Planning Act, and proposals must be reviewed by a body comprising the Levuka Town Council, the Levuka Historical and Cultural Society, the Director of Town and Country Planning, and the National Trust of Fiji. Approval may also depend on recommendations from the National Trust of Fiji or the Fiji Museum, such as requiring an archaeological investigation or archaeological management plan.

Section 5:

Preserving the Planet: Phoenix Islands Protected Area Natural Site

Corals in Phoenix Islands
Protected Area



Planet



© Randi Rotjan New England Aquarium / UNESCO



Background

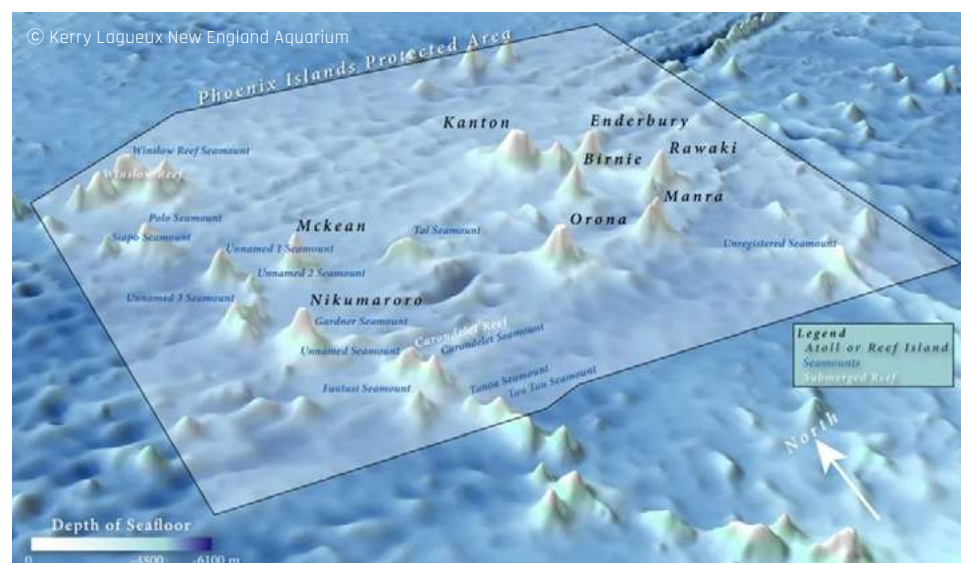
The intent of the Planet Pillar, inclusive of SDGs 6, 12, 13, 14 & 15, is to collectively protect our planet from degradation by sustainably managing its natural resources and taking urgent action on climate change, so that the earth can support the needs of both present and future generations. Phoenix Islands Protected Area (PIPA), located in Kiribati, is the world's largest marine protected area. It encompasses one of the world's largest coral reef systems with 800 known species of fauna. It has been selected as an exemplar for the Pillar of Planet as it particularly relates to SDGs 12, 13 & 14. The PIPA is under threat from the impacts of both climate change and commercial fishing but Kiribati, one of the poorest countries in the Pacific, needs the income from fishing licences. Exploring the various uses of the PIPA allows students to consider the balance between two Pillars, Planet and Prosperity as it highlights the social, economic and environmental aspects of sustainability.

Activities

Use the information card, map, photos and/or videos provided in this guide to introduce students to Phoenix Islands in Kiribati, giving them a sense of its geographic location, neighbours, biodiversity, climate, etc.



Source: National Geophysical Data Center, Earthref.org



Scale Varies from this Perspective 8x Vertical Exaggeration

Directions to students:

Back in 1987, when the concept of sustainable development was just becoming a global discussion, the Brundtland Report: Our Common Future defined sustainability as "meeting the needs of the present without compromising the ability of future generations to meet their own needs". UNESCO recognises that there are three pillars of sustainability: environmental, social and economic. Like the SDGs, these pillars overlap and are interdependent on each other.



The Brundtland Report: Our Common Future
<https://sustainabledevelopment.un.org/content/documents/5987our-common-future.pdf>

**Environmental
Pillar**

Environmental Pillar is the one that most often comes into people's mind when sustainability is mentioned. It refers primarily to the maintenance of the ecosystems that are vital to all living beings. All ecosystems are a very fine balance and the introduction of new elements or the loss of an element such as the extinction of a species can have devastating and wide ranging impacts. Ecosystems can be any size from your garden to the world's oceans. In the case of the Phoenix Islands Protected Area, the ecosystem is 408,250km², encompassing both marine and island habitats. To get an idea of how big that is, work out how many soccer fields would fit in the Protected Area if a soccer field is 7,886 square metres or 0.007886 square kilometres.

**Social
Sustainability
Pillar**

Social Sustainability Pillar is often overlooked. This pillar encompasses concepts such as a community providing equitable access and opportunities to all its members including the most vulnerable; encouraging and celebrating diversity; providing processes, systems and institutions that promote interconnectedness and social cohesion; ensuring basic needs are met; fostering a good quality of life for all members of the community; providing democratic process and open and accountable governance; and maturity, in that everyone accepts responsibility for their local and global communities.

**Economic
Pillar**

Economic Pillar is about developing and maintaining our global assets for both current and future generations. These assets include: people-made capital such as machinery, publicly-owned infrastructure like roads and communications systems, durable consumer goods such as houses, cars and furniture and user services such as transport; human capital such as knowledge and skills, health of the population, capacity of people to work, produce and solve problems; social or institutional capital (this overlaps with social sustainability) such as rules and regulations, values, norms and customs, social cohesion and equitable distribution; and natural capital (this overlaps with environmental sustainability) such as renewable, e.g. forests and fisheries and non-renewable resources, e.g. oil deposits and minerals and environmental services such as waste disposal, water supplies and parks and other recreational spaces.

Economics is fundamentally about wants and needs and the opportunity cost of choosing one option over another.



source: <https://www.rainforest-alliance.org/insights/what-does-rainforest-alliance-certified-mean/>

For example: You get five dollars allowance every week. A band you really like is coming at the end of the month and the tickets are 20 dollars. Today the canteen at your school has great cupcakes for sale for 4 dollars. You could buy a cupcake but the opportunity cost would be that you do not have enough money to go to the concert. Governments often have to make these types of decisions at a much larger scale, for example if they put money towards building some new schools, they may not have the money to build a new hospital or health facility. Sometimes the opportunity cost is not about money but about making ethical choices such as buying one brand of clothes rather than another, because they have better working conditions for their employees, or choosing a product that may be more expensive but is rainforest certified.

Many of the SDG targets are about striking a balance between the three pillars of sustainability. For example, SDG target 12.2 seeks to achieve the sustainable management and efficient use of natural resources by 2030. Target 14.2 sought to sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans by 2020. Target 14.7 aims to increase the economic benefits to Small Island Developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism by 2030.

The Phoenix Islands Protected Area is already under threat due to the impacts of climate change such as higher temperature extremes and sea level rise which are causing extensive coral bleaching. Despite this, in 2021, Kiribati, which is the poorest country in the Pacific Islands region classified as a Least Developed Country, had to make an opportunity cost decision about commercial fishing in the Phoenix Islands Protected Area. On one side of the decision is the fact that fishing licences are the country's main source of income. On the other side is the risk that commercial fishing will further disturb the eco-balance of the PIPA's pristine environment. Allowing commercial fishing also puts the site at risk of a World Heritage in Danger listing.

Activity (See Worksheet 3)

In groups, analyse the opportunity cost of Kiribati's decision through the lens of SDG targets 12.2, 14.2 and 14.7 and the three pillars of sustainability. Use the worksheet to identify the positives and negatives of allowing commercial fishing from an environmental, social and economic perspective.

Ask the groups to nominate one or two spokespeople to explain to the class their reflections on the opportunity cost, for example the economic impact and social impact of not having the income or employment generated by the fishing licences weighed up against the environmental impact the fishing can have on the World Heritage area.

Wrap Up:

Examining the beautiful Phoenix Islands Protected Area and Kiribati's decision to allow commercial fishing reminds us that balancing the three pillars of sustainability is not an easy process. As we finish today, tell me or write down what you think individuals like yourselves can do to help governments make good choices that advance the SDGs.

Teaching and Learning Resources

Stimulus materials and other resources



UNESCO World Heritage Resources
<https://whc.unesco.org/en/list/1325/>



Site map: <https://whc.unesco.org/en/list/1325/maps/>



Nomination file: <https://whc.unesco.org/uploads/nominations/1325.pdf>

Websites



<https://schmidtocean.org/cruise/discovering-deep-sea-corals-phenix-islands/>



https://www.vliz.be/projects/marineworldheritage/casestudies/Phoenix_Islands_Protected_Area.php?item=The%20Indian%20Ocean

Articles

Carreon, B. (2021, November 15) Kiribati to open one of world's largest marine protected areas to commercial fishing. *The Guardian*.



<https://www.theguardian.com/world/2021/nov/15/kiribati-to-open-one-of-worlds-largest-marine-protected-areas-to-commercial-fishing>

Lau, P. (2021, November 29.) Kiribati PIPA decision: scientist says there's more value in taking control of fisheries. *Radio New Zealand*.



<https://www.rnz.co.nz/news/world/456824/kiribati-pipa-decision-scientist-says-there-s-more-value-in-taking-control-of-fisheries>

Videos

Title: Phoenix Islands Protected Area -- UNESCO Marine World Heritage Site (2013)

Overview of the Phoenix Islands Protected Area and climate change threats to the site.



<https://www.youtube.com/watch?v=grLr12A1s50> (1:54)

Title: Schmidt Ocean Institute - Phoenix Islands Protected Area (PIPA) Expedition (2017)

Scientists conduct underwater robotic dives in never before visited waters in the Phoenix Islands Protected Area (PIPA), making new discoveries of marine life.



<https://www.youtube.com/watch?v=8AoyUjH598c> (7:17)

Title: Phoenix Islands Protected Area (PIPA): Paradise Found (2021)

A documentary covering the first marine survey expeditions to the Phoenix Islands in the early 2000s, including clips of Kiribati songs, narrated by a Kiribati woman. Marine scientists describe their experiences viewing the marine life, including underwater footage.



<https://www.youtube.com/watch?v=R1LkbbHQ9g> (24:17)

Snapshot of Phoenix Islands Protected Area



Phoenix Islands Protected Area



1. Site Overview and Description

The Phoenix Islands Protected Area (PIPA) located in Kiribati, is a 408,250km² area encompassing both marine and island habitats. It is the largest marine protected area in the Pacific. The site has one of the world's largest coral reef systems and a number of large, submerged volcanoes that are presumed to be extinct. The atolls and reef islands in the area are formed by 8 other volcanic mountains that extend above the surface of the ocean. The PIPA is remote and isolated, which allows for diverse marine life to flourish. The site is home to approximately 800 known animal species, some of which are native, including about 200 coral species, 500 fish species, 18 marine mammals and 44 bird species. Many migratory fish and bird species use this protected space as a breeding site.

2. What Makes the Site Special

The Phoenix Islands Protected Area is thought of as a true oceanic wilderness, providing a vast area where marine and bird life can thrive without the potential impacts of human activity. An abundance of marine life can be found in the area, including bumphead parrotfish, Napoleon wrasse, surgeon fishes, parrot fishes, groupers, maori wrasse, sharks, turtles, dolphins, manta rays, giant clams in large schools and groups, rarely found elsewhere in the world.

A number of different shark species such as reef and nurse sharks, six gill sharks and Pacific sleeper sharks have been caught on film by remote camera swimming in enormous packs!

Together with the spectacle of huge groups of seabirds on its remote atolls, the area is a "kaleidoscope" of marine life and natural beauty. The exceptional features of the PIPA make it highly valuable for scientific study of marine ecology and biology, as well as for monitoring the impacts of climate change on the Pacific Ocean and the abundant life it sustains.

3. World Heritage Selection Criteria

Criterion (vii) to contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance.

Criterion (ix) to be outstanding examples representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals.





© UNESCO

4. How People Interact with the Site

Of the 8 coral atoll islands in the PIPA, Kanton Island is the only one that is inhabited. It has a very small population of about 40 people, which make up a handful of families living on the island as caretakers for the Kiribati Government. The area has been primarily used for scientific expeditions, and special transportation arrangements must be made to access the site by a chartered plane or private boat which takes several days.

5. Sensory Experience at the Site

Students would see: dazzling coral reefs and bright coloured fish, massive schools of fish visible for miles, huge flocks of birds nesting and caring for their young, brilliant blue ocean, white sandy islands.

Students would smell: salty ocean air, sea birds nesting.

Students would hear: a cacophony of seabirds, lapping and crashing waves, fishing splashing out of the ocean.

6. Threats to the Site

In 2021, it was announced that the PIPA would be open to commercial fishing because its protected status resulted in tens of millions of dollars in lost revenue for the Kiribati Government. With limited opportunities for economic development in the remote atoll nation, Kiribati is the poorest country in the Pacific Islands region and classified as a Least Developed Country (LDC). The monitoring of non-compliant, unlicensed fishing operators in the huge PIPA and overfishing has also been a challenge due to limited surveillance resources available. Fishing licenses are the main source of income for the country, while commercial fishing risks disturbing the PIPA's pristine environment and puts the site at risk of a World Heritage in Danger listing.

7. Site Protection

Phoenix Islands Protected Area Regulations 2008 were established to legally protect and preserve the site. These regulations set-out the boundaries of the protected area and establish the Phoenix Islands Protected Area Management Committee and the need for a site management plan. Kiribati is a party to the Nauru Agreement, which is a fishing agreement among 8 Pacific Island countries that ensures tuna conservation and management in the region. The agreement is important to the PIPA, providing a management plan that covers the neighbouring marine environment around the Phoenix Islands Protected Area.

Section 6:

*Ensuring Prosperity:
Rock Islands
Southern Lagoon
Mixed Site*

Beautiful view of Palau Rock
Islands and Pacific Ocean



Prosperity

7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



© highD / shutterstock.com



Divide the class into groups. Give each group one of the following roles (Use the photo cards at the back of the book):



Divide a page in such a way that it can be cut into four cards with one of the following roles on each card

The Tourist

You have saved up all year to visit Palau. Your budget is tight but you have enough for a bit of spending money if you are careful. You did look at a couple of other options in the Pacific but you heard that Palau is particularly beautiful and you love the idea of going snorkelling. You have just heard that Palau is going to put up its departure tax by 50 dollars. Now you are wondering whether it would be better to visit another island.

The Retailer

Your family has had a store in Palau for generations. You stock a range of products and the locals often shop at your store but your main income comes during the tourist season. It has been very hard earning enough to feed your family and pay your bills during the COVID pandemic but now the tourists are starting to return and you can see your trade increasing. Palau has been your home all your life. You love its pristine beauty but you can also see the benefits that tourism brings so you are unsure whether you support the proposed increase to the green fee.

The Marine Biologist

You spend so much time at the Rock Islands, you feel like it is your second home. You have always been fascinated by jellyfish, the way they move through the water. When you found out about the discovery of new subspecies of Mastigias Papua jellyfish, you knew this had to be the focus of your doctoral study and you continue to return to Palau every year to continue your research. You are concerned however that the pristine waters you experienced when you first visited are now under threat. You have seen for yourself the impact of climate change on the coral reefs. You feel that if tourists want to enjoy this region, they should contribute to the cost of conserving it, so are in favour of a substantial increase to the 'green' departure tax.

The Koror State Ranger

It is your job to enforce the laws and regulations that protect Palau's unique natural features and cultural sites. You have always believed in balance as you feel very strongly about protecting the environment but also understand that people want to experience such wonders while we still have them. You are conscious that the local economy is very dependent on the income from tourism but are concerned about the numbers of visitors that are now arriving on a regular basis. On the one hand, you don't want people to be put off visiting because of the cost of the departure tax but on the other hand you have seen the wonderful conservation programs the 'green tax' has funded. Perhaps a small increase?

Directions to students:

Read your role card carefully. In your group, discuss and make notes about what is important for your character. What do they value? How do you think these values are shaping their perspective on the debate about the 'green' departure tax?

Using these values and perspectives as a basis, in your group discuss whether you think the 'green' departure tax of 100 dollars should be increased, lowered or left at the same rate. If you are changing the fee, state the amount. Be prepared to explain why you came to this conclusion.

After the groups have discussed and documented their decision, call the special committee meeting to order and provide the opportunity for one member from each group to present their group's decision with their justification. If they are recommending an increase or decrease of the tax, they must state how much and explain the amount. Once all the speakers have been heard, list the options on the board and put them to a vote.

For the first round, ask the students to vote as the character outlined on their role card. Record the results on the board. Then conduct a second round of voting in which the students can vote as themselves. Remind them before the vote that this is a complex issue, there are many valid perspectives and no simple right or wrong answers. Record the results of the second round on the board. Ask the students to consider what the results indicate about what they value.

Directions to students:

SDG 8 aims to promote sustained, inclusive, and sustainable economic growth, as well as full and productive employment and decent work for all. Do you think Palau's Pristine Paradise Environmental Fee contributes to achieving this goal? Take a look at the targets for SDG 8. In your notes, identify which specific targets you believe the fee is helping to achieve and explain why.

Wrap Up:

Today we have learnt how Palau is trying to achieve SDG 8 by balancing the prosperity that tourism brings with the conservation of the Rock Islands, particularly by using a 'green' departure tax to fund conservation activities. We have also identified that there are many different perspectives shaping the way communities respond to the SDGs and that these perspectives are shaped by what people value. As we finish today, tell me/write down how you think someone's values shapes how they contribute to their community particularly in trying to achieve the SDGs.

Teaching and Learning Resources

Stimulus materials and other resources



UNESCO World Heritage Resources
<https://whc.unesco.org/en/list/1386/>



Site map: <https://whc.unesco.org/en/list/1386/maps/>



Nomination file: <https://whc.unesco.org/uploads/nominations/1386.pdf>

Websites



<https://www.palaupanfund.org/lagoon.html>



<https://www.naturalworldheritagesites.org/sites/rock-islands-southern-lagoon/>

Articles/Reference documents

Palau's Rock Islands Southern Lagoon
launches resilience strategy



<https://whc.unesco.org/en/news/2621>

Conservation and Ecosystem Recovery on
Ngeanges Island, Palau (2023, June 30). Island
Conservation.



<https://www.islandconservation.org/conservation-ecosystem-recovery-ngeanges-island-palau-2/>

Videos

Title: Rock Islands Southern Lagoon (Palau) / TBS (UNESCO) (2023)

Aerial footage and underwater video set to music, no narration.



[https://www.youtube.com/watch?v=dGCYxntMVwU\(1.01\)](https://www.youtube.com/watch?v=dGCYxntMVwU(1.01))

Title: PALAU, Rock Islands: Amazing Planet (4K) 2020

Aerial footage of the islands and lagoons, set to music, no narration.



[https://www.youtube.com/watch?v=0rpzPJJHy8A\(2.27\)](https://www.youtube.com/watch?v=0rpzPJJHy8A(2.27))

Title: In Gorgeous Palau, Explorers Find Wonders Worth Protecting / National Geographic (2015)

A documentary on Palau's marine biodiversity with scenes of the Rock Islands Southern Lagoon, focusing on how the traditional marine management system, called "bul", supports conservation of the area.



[https://youtu.be/wI9DEBJZlZg?si=DyL5gN0tPFbfStCQ\(9.04\)](https://youtu.be/wI9DEBJZlZg?si=DyL5gN0tPFbfStCQ(9.04))

Sanpshot of Rock Islands Southern Lagoon



*Rock Islands
Southern Lagoon*



1. Site Overview and Description

Rock Islands Southern Lagoon, located in Palau, comprises 445 uninhabited limestone islands of volcanic origin. The mushroom-shaped islands are situated in turquoise lagoons and surrounded by coral reefs. The area is home to over 385 coral species, a diverse array of plants, birds and marine life including dugong and at least 13 shark species. The lagoon has the highest concentration of marine lakes in the world. Due to the isolation of the lagoon and its lakes, there are a number of native species and scientists continue to discover new species.

A few of the islands contain remains of ancient stone villages, some dating back to between 950 and 500 years ago. People lived on the islands for over three millennia before moving to larger islands in the 17th-18th centuries. The villages include the remains of defensive walls, terraces, and house platforms. Rock art and evidence of burials can be found in caves located on the islands. The abandonment of the islands indicates that population growth and climate change likely impacted the ability to live sustainably on the islands, forcing people to move to nearby larger islands.

2. What Makes the Site Special

The abundance of native and endangered species at the site makes conservation extremely important. All the endangered species of Palau, including 746 species of fish, over 385 species of corals, at least 13 species of sharks and manta rays, 7 species of giant clams, and native nautilus species are found in the area!

Five new subspecies of the *Mastigias papua* jellyfish have been found in the lakes, and new species discoveries continue to be made both in the marine lakes as in the coral reef habitats in the area. The forests of the islands include all of Palau's native birds, mammals, amphibians and reptiles, and nearly half of Palau's native plants.

The site is also significant for its cultural features. The abandoned islands provide important information on the way of life of small island communities over more than three millennia and indicate their dependence on marine resources. The Rock Islands cave deposits, burials, rock art, and remains of village stonework provide archaeological evidence of how small island communities lived and interacted with the marine environment several centuries ago.

3. World Heritage Selection Criteria

Criterion (iii) to bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared.

Criterion (v) to be an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture (or cultures), or human interaction with the environment especially when it has become vulnerable under the impact of irreversible change.



Criterion (vii) to contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance.

Criterion (ix) to be outstanding examples representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals.

Criterion (x) to contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation.



4. How People Interact with the Site

Although presently uninhabited, the islands were once home to Palauan settlements, and Palauans continue to use the area and its resources for cultural and recreational purposes. This is regulated through a traditional governance system that remains an important part of national identity.

The descendants of the people who moved from the Rock Islands to the main islands of Palau identify with their ancestral islands through oral traditions that are recorded in legends, chants, dances, and proverbs, and traditional place names of the land and seascape of their former home.

5. Sensory Experience at the Site

Students would see: bright turquoise-green water, coral reefs, tropical fish, sharks, sea birds and can experience swimming with jellyfish. Small pristine islands with lush, rounded tree canopies that look like mushrooms. Boats, snorkelling tourists, locals fishing, stone wall remains of ancient villages.

Students would smell: sea water, fresh ocean air and feel the white healing chalky limestone textured sand.

Students would hear: the sound of gently rolling waves, sea birds calling, boat engines rumbling, fish splashing in the water.

6. Threats to the Site

Threats to the site include climate change, negative impacts from tourism, and possible pollution from development of infrastructure and facilities on the nearby main island of Koror. Subsistence and recreational fishing that take place within the site in designated zones require constant monitoring.

7. Site Protection

Both traditional and governmental protections are in place at the site. Traditional value systems determine how marine resources should be used among the people. Cultural sites within the Rock Islands Southern Lagoon are protected under Title 19 'Cultural Resources' by the Historical and Cultural Preservation Act of the Republic of Palau. Underwater archaeological and historical remains are protected under Title 19 as the 'Palau Lagoon Monument'. Palau has introduced a 'green fee' paid by visitors on departure, the revenue of which is used towards site conservation.

The Koror State Department of Conservation and Law Enforcement collaborates with the Palau Historic Preservation Office, Bureau of Arts and Culture in working with locally based agencies and organisations on management and research activities within the area. Koror State Regulations (1994) cover general resource use, recreational activities and the designation of protected areas within the Rock Islands Southern Lagoon. The Rock Islands Use Act was legislated in 1997 to regulate tourist activity in the islands. The laws and regulations are enforced by the Koror State Rangers.

Section 7:

Promoting Peace: Bikini Atoll Nuclear Test Site Cultural Site



Bikini Atoll
Nuclear Test Site

Peace

16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



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Background

The Pillar of Peace, which frames SDG 16, aims to foster peaceful, just and inclusive societies which are free from fear and violence. It recognises that there can be no sustainable development without peace and no peace without sustainable development. Bikini Atoll has been selected as an exemplar for this Pillar as it was a site where nuclear weapons were tested just after World War II. The site emphasises the highly significant power of nuclear weapons and the violence they exert on humans, animals, plants and the structure of the physical environment. Having a site that demonstrates this destruction serves as a constant reminder of the need to avoid conflicts that use nuclear weapons.

Activities

Use the information card, map, photos and/or videos provided in this guide to introduce students to Bikini Atoll, giving them a sense of its geographic location and history.

Directions to students:

From 1946 to 1958 Bikini Atoll was used to test 67 nuclear bombs, including the explosion of the first hydrogen bomb (1952). This caused devastating and long-term effects on the geology, plants and animals on the island and in surrounding areas. The people of the island were displaced and have never been able to return. To this day, the radiation levels are still so high no one can live there. Write down why you think the UN would classify such a place as of 'Outstanding Universal Value'? Ask students to share their responses with the class. Do you think it is important that we remember terrible things that have happened in war?

SDG 16 seeks to promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. Do you think having a World Heritage area like Bikini Atoll helps to achieve this goal? If so, how?

Why do you think wars start? Guide the discussion, providing recent examples, to think about conflict over territory, conflict over resources, misunderstandings about differences. Then use some situations relevant to the students, for example, when the Year 12 students don't let any other students sit under the shade cloth at lunch time, isn't that a conflict over territory? When there was a fight last week over who's turn it was to use the soccer ball, isn't that a conflict over resources? Or when someone is bullied because they wear different clothes, eat different food or practice a different religion to most of the students in the school.

Back in 1670, political theologian Spinoza wrote: "Peace is not an absence of war, it is a virtue, a state of mind, a disposition for benevolence, confidence, justice". This would suggest that peace begins with the individual. Would you agree? Think about the situation we just discussed, how would it have helped if the individuals involved had a more peaceful, benevolent and justice-oriented disposition? What might they have done differently?

Let's take a moment to close our eyes and imagine being somewhere that makes you feel peaceful. It might be the special place you described in our previous lesson or somewhere else, as long as being there in your mind makes you feel calm and at peace. Allow the students to be still for a couple of minutes, longer if they are used to mindfulness activities in class.

Now open your eyes. Unfortunately we can't spend our whole lives in these special places. We have school work to do, chores at home, sport or other activities to participate in. All of this can make us feel stressed which can lead us to react to situations in a less than positive way. How could we carry that feeling of peace with us every day?

Now imagine if everyone in the world felt like this. How would a world like that look? This is what SDG 16 is trying to achieve. For this, we need reminders of war such as Bikini Atoll, but like all of the SDGs it starts with us.

Wrap Up:

As we finish today, complete this sentence: I used to think peace....., now I think....



source: <https://pz.harvard.edu/thinking-routines>

Teaching and Learning Resources

Stimulus materials and other resources



UNESCO World Heritage Resources
<https://whc.unesco.org/en/list/1339/>



Site map: <https://whc.unesco.org/en/list/1339/maps/>



Nomination file: <https://whc.unesco.org/uploads/nominations/1339.pdf>

Websites



<https://www.bikiniatoll.com/>



<https://nsarchive.gwu.edu/briefing-book/environmental-diplomacy-nuclear-vault/2016-07-01/70th-anniversary-operation-crossroads>

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<https://stanfordmag.org/contents/what-bikini-atoll-looks-like-today>

The Marshall Islands National Nuclear Commission. Nuclear Justice for the Marshall Islands. A Strategy for Coordinated Action.



<https://rmi-data.sprep.org/system/files/RMI%20NNC%20Strategy%202019.pdf>

Videos

Title: The Natural History of Bikini Atoll (2020)

Archival newsreel clips in black and white and modern underwater footage of sunken ships, emphasising environmental recovery after the bombings. On screen captions, with clips of archival narration.



<https://youtu.be/3llwcGucqk?si=SQRHbkz-ZjNK-Axr> (3.52)

Title: 1946 Report on the Atomic Bomb Test at Bikini Atoll in Color [4K, 50FPS] (2022)

The video is a colorised and remastered version of an archival newsreel report about the second nuclear detonation on Bikini Atoll called 'Baker' in the Operation Crossroads.



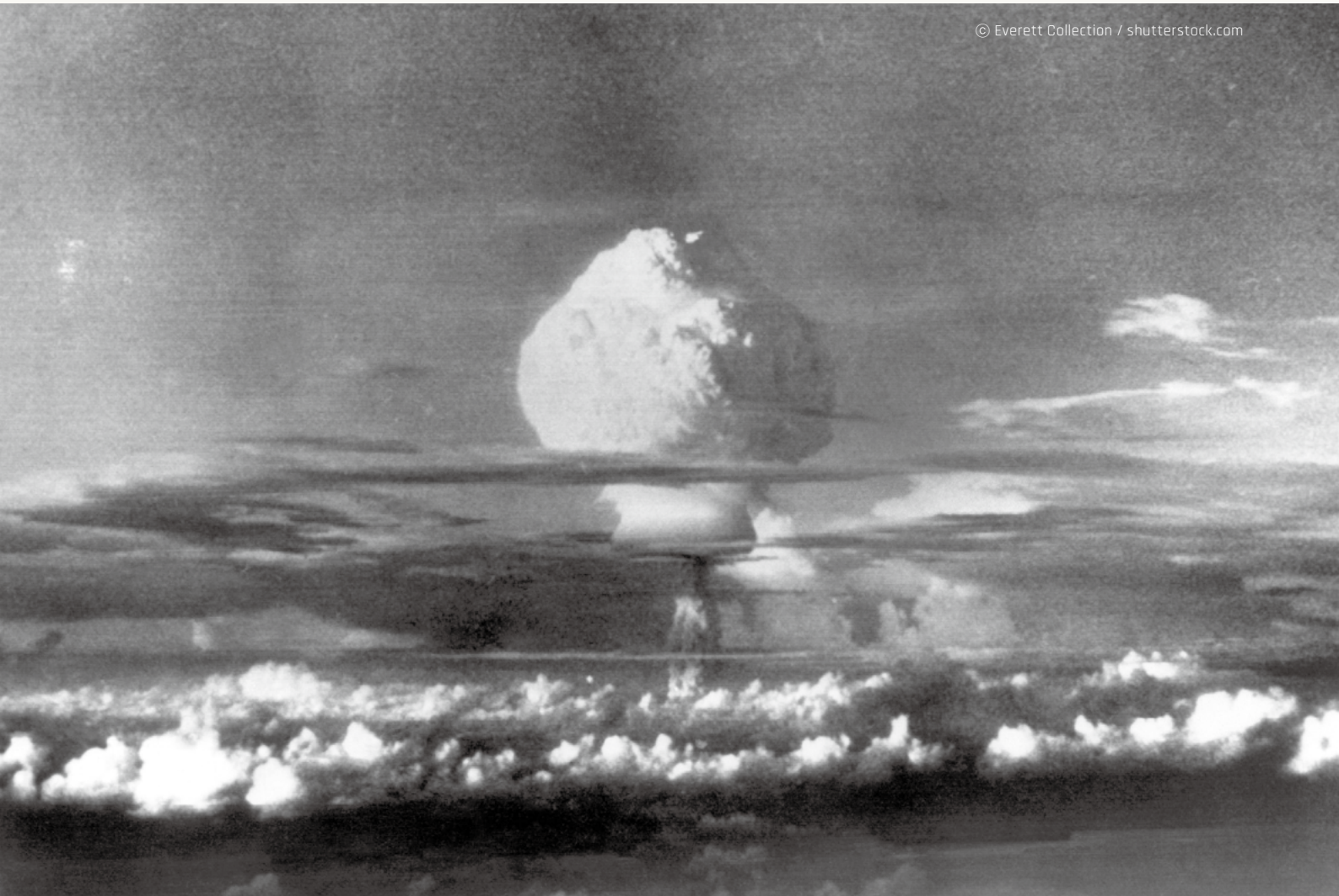
<https://www.youtube.com/watch?v=phKPb5-WyF8> (6.00)

Title: US nuclear testing leaves island paradise uninhabitable more than 60 years later (2020)

Short CNN news magazine story that provides a glimpse of Bikini Atoll and its people today (clip to 8.30)



<https://fb.watch/uNVtukdWKC/> (10.51)



Snapshot of Bikini Atoll Nuclear Test Site



*Bikini Atoll
Nuclear Test Site*



1. Site Overview and Description

After World War II, when nuclear weapons were used for the first time in war, the United States of America resumed nuclear testing in the Pacific Ocean on Bikini Atoll in the Marshall Islands. After the displacement of the local inhabitants, 67 nuclear tests were carried out from 1946 to 1958, including the explosion of the first hydrogen bomb (1952). The social and environmental features of Bikini Atoll provide direct evidence of the power of the nuclear tests, which can be seen in the sunken ships at the bottom of the lagoon and the gigantic Bravo crater, caused by the nuclear tests in 1946.

Nuclear testing severely impacted the health of those who were exposed to radiation. The geology, plants, and animals on the island and surrounding area were also seriously affected. The violence exerted on the natural, geophysical and living elements by nuclear weapons illustrates the power that humans can wield over the environment. This is reflected in the impacted ecosystems and the terrestrial, marine and underwater landscapes of Bikini Atoll.

Through its history, the atoll symbolises the dawn of the nuclear age, despite its paradoxical image of a peaceful island paradise. The nuclear tests changed the history of Bikini Atoll and the Marshall Islands, through the displacement of the local people, and the human irradiation and contamination caused by radionuclides produced by the tests. The Bikini Atoll tests, and tests carried out in general during the Cold War, gave rise to the common images and symbols of the nuclear era. They also led to the development of widespread international movements advocating for nuclear disarmament.

2. What Makes the Site Special

Bikini Atoll is an exceptional example of a nuclear test site. It has many military remains and unique features underwater and on land. The island is a physical reminder of the Cold War era, and the race among global powers to develop increasingly powerful nuclear weapons. After the Hiroshima and Nagasaki bombs were used at the end of World War II, continued testing at the Bikini Atoll site confirmed that mankind had entered the nuclear era. It also provides evidence of the consequences of the nuclear tests on the local populations of Bikini and the Marshall Islands, in terms of population displacement and public-health issues.

The ideas and beliefs associated with the Bikini nuclear test site, and more generally with the escalation of military power which characterized the Cold War, are of international significance. These events gave rise to a large number of international movements advocating for nuclear disarmament. Photos from nuclear testing on Bikini have become powerful images symbolising the nuclear era that characterised the second part of the 20th century.





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3. World Heritage Selection Criteria

Criterion (iv) to be an outstanding example of a type of building, architectural or technological ensemble or landscape which illustrates (a) significant stage(s) in human history.

Criterion (vi) Criterion (vi) to be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance.

4. How People Interact with the Site

Bikini Atoll remains contaminated with radiation from years of nuclear testing therefore the island only hosts a few visiting caretakers who regularly monitor the island. Diving groups are sometimes given access to the lagoon to explore the warships sunk by the nuclear tests.

Most of the Bikini people, and other nearby affected populations, were relocated to other islands. They have not been able to return home due to continued contamination of the environment. Though Bikini Atoll is no longer populated, it remains a symbol of the legacy of nuclear testing and the ongoing resilience of the Marshallese people.

5. Sensory Experience at the Site

Students would see: white sandy beaches and a turquoise blue lagoon, a bomb shelter, sunken war ships, coconut crabs, sea birds, and very few people or houses.

Students would smell: fresh ocean air, tropical foliage.

Students would hear: waves lapping the sand, coconut trees rustling in the ocean breeze, coconut crabs scuttling, birds calling in the distance, silence.

6. Threats to the Site

The main threats to the atoll are related to the effects of climate change. Sea level rise and sea surge from increasingly stronger storms pose a risk to structural remains and the atoll's land mass. The presence of unexploded bombs and stocks of fuel in the sunken ships at the bottom of the lagoon also pose threats to the environment and people that may utilise the area.

7. Site Protection

The property is protected by the Marshall Islands Historic and Cultural Preservation Act (1991). The site is also protected by the traditional land owners and the government has a site management plan with limited funding in place. Conservation is not required in the usual way, rather Bikini Atoll is being allowed to return to its natural state.

Section 8:

*Partnerships
to Protect the
Environment:
East Rennell
Natural Site*

Off the coast of
East Rennell



Partnership

17 PARTNERSHIPS
FOR THE GOALS



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Background

The Pillar of Partnership emphasises the need for a revitalized Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity. The Pillar's targets are outlined in SDG 17. East Rennell is a site rich in biodiversity with many native species that are exclusively found in this area. It has been selected as an exemplar of Partnership because it is managed by the traditional owners of the area in conjunction with the local and national governments. The traditional owners and local government work with international researchers, NGOs, foreign governments and private sector organisations to explore and preserve the unique elements of this site. Additionally when an oil spill occurred near the site in 2019, other governments including Australia's and non-government organisations worked with local authorities for the clean-up.

Activities

To allow students the opportunity to develop an understanding of the concept of national sovereignty and how partnerships need to consider all factors, perspectives and the needs of the groups and individuals involved in decision making, start with the following activity.

Directions to students: Role Playing

Imagine a situation arose at your school about the use of the drama room, its staging, lighting and sound production equipment. A lot of this equipment was purchased by fundraising done by the drama club. A few members of the school drama club are also part of a youth theatre group outside of school and they would like to hire the drama room and its equipment on the holidays when it is not being used. Some members of the drama club are all for this as they think it will raise much needed funds. Others are against it as they are worried about damage and they feel protective of their space and the equipment they worked hard to buy. You are not directly involved in this discussion as you are not a member of the drama club and you get to use the room and its equipment during your usual classes, however, this situation is causing a great deal of tension and needs to be resolved before the school holidays. With a partner, discuss how you could assist in resolving this situation without being seen as interfering in something that is not your business.

Allow time for discussion, then ask some students to share their suggestions with the class or act out the type of conversations that could take place as a role play. This example and your suggestions remind us that there are many perspectives involved in making decisions about the use of resources, like the drama equipment. It is the same for the world's resources. There is an expression, 'it takes a village to raise a child' which means that everyone in the community needs to be involved in caring for that child if it is to grow and flourish. The same can be said of our planet and special places within it. This is the core of SDG 17: how can countries help each other to develop and maintain environmental, social and economic

sustainability in a way that meets present and future needs including the ability to enjoy and share the beauty of nature?

Target 17.16 asks us to enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries. Target 17.15, however, reminds us to respect each country's policy space and leadership to establish and implement policies for poverty eradication and sustainable development.

This raises an interesting dilemma: how do we protect the world's environmental, social and economic assets without intruding on the sovereignty of a nation state? Sovereignty means that each nation has the supreme power over the policies that govern their lands and waterways including the area of ocean that surrounds them. This includes deciding what can be done with the country's resources. Although they can provide advice, no other country nor the UN can tell a country what to do within its own borders or how it manages its resources. Use the information card, map, photos and/or videos provided in this guide to introduce students to East Rennell, giving them a sense of its geographic location, neighbours, biodiversity, climate, etc.

Directions to students: Presentation

As you can see East Rennell has many unique features in its marine, coastal and forest environments, all combined in one place in a largely undisturbed state, yet it has been placed on the list of World Heritage in Danger. One of the main dangers is the impact of logging close to the preservation area. In 2019, there was also a large oil spill near the protected area when the bulk carrier MV Solomon Trader ran aground in Kangava Bay.



Useful sources:
<https://whc.unesco.org/en/news/1948>



<https://www.dfat.gov.au/crisis-hub/oil-spill-adjacent-to-unesco-world-heritage-site>

Use the information provided to see what regulations and protections are currently in place for the East Rennell World Heritage site. Now, with a partner, create a short presentation (2 to 3 minutes) about how individuals, other governments, not-for-profit organisations, international businesses or other corporations could help protect this precious area without interfering with sovereignty of the Solomon Islands. You may like to use the partnerships that helped with the oil spill as an example. You will need to use persuasive language, identify why the area is special and why it is in danger and provide some practical suggestions as to how individuals, governments and organisations can work as partners with the Solomon Islands. Students deliver their presentation to the class.

Wrap Up:

Over the past few lessons we have explored what makes World Heritage sites, particularly those in the Pacific, special and why they need to be celebrated and preserved for future generations. We have seen how the SDGs relate to the protection of these sites. Today we have learnt particularly about SDG 17 which reminds us that only if we work together as partners can we assure the environmental, social and economic sustainability of our planet and its people. As we finish today, tell me/write down one way you, with another person or group, contribute to the sustainability of your community.

Teaching and Learning Resources

Stimulus materials and other resources



UNESCO World Heritage Resources
<https://whc.unesco.org/en/list/854/>



Site map: <https://whc.unesco.org/en/list/1339/maps/>



Nomination file: <https://whc.unesco.org/uploads/nominations/1339.pdf>

Websites



<https://iucn.org/blog/202407/birdlife-international-teams-east-rennell-villagers-overcome-environmental-challenges>



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<https://devpolicy.org/conservation-complexities-in-east-rennell-solomon-islands-20201029-2/>

Videos

Title: East Rennell - Solomon Islands (HD) (World Heritage Wonders, UNESCO/NHK) (2017)

Introduction and overview of the main features of the East Rennell World Heritage site with information focused on the use of the area's medicinal plants among East Rennell people.



<https://www.youtube.com/watch?v=Nit9ckZzZyU> (5:00)

Title: Lake Tegano (UNDP Pacific Office in Fiji)

Informational video showing several activities undertaken by East Rennell people to develop sustainable livelihoods as an alternative to logging and mining (which threaten the World Heritage site). The interviews are in Solomon Islands Pidgin with subtitles.



<https://www.youtube.com/watch?v=yeFUo-cg13w> (4:27)

Snapshot of East Rennell



East Rennell



1. Site Overview and Description

East Rennell is part of Rennell Island, the southern most island located in the Solomon Islands. Rennell Island is the largest raised coral atoll in the world, covering an area that is 86 km long and 15 km wide. The site covers 370 km² and includes a marine area that extends 3 km into the sea. A key feature of the area is Lake Tegano, which is the former lagoon of the atoll, and the largest lake in the Pacific Islands region at 27 km long and 9m wide. The lake contains a number of rugged islets and numerous native species, including a native sea snake. Surrounding the brackish water lake is a dense forest and limestone terrain with caves and unique rock formations. The area hosts rich biodiversity that includes four species of land birds, nine species of water birds, one bat and seven land snails.

East Rennell is the only natural World Heritage site in the Pacific that is inscribed on the List of World Heritage in Danger, as nearby logging activities threaten the ongoing preservation of the area.

2. What Makes the Site Special

East Rennell contains a number of unique features in its marine, coastal and forest environments, combined in one place in a largely undisturbed state. The area serves as a stepping stone for migration and evolution of species in the western Pacific Islands. For its size, Rennell Island has a high number of diverse species, including 11 species of bat (one native) and 43 species of breeding land and water birds (four species of land birds and nine subspecies of water birds). Rennell hosts 27 species of land snail (seven native) and approximately 730 insect species, many of which are native species. The plant life in and around Lake Tegano consists of more than 300 species of diatoms and algae, some of which are native.

Nowhere else but East Rennell can you find remarkable animals such as the Rennell flying-fox, Pink-spotted fruit dove, Rennell fantail, Rennell shrike-bil, and Rennell sea snake! East Rennell is an ecologically extraordinary place that is important for scientific study.

3. World Heritage Selection Criteria

Criterion (ix) to be outstanding examples representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals.

4. How People Interact with the Site

Approximately 1,200 people of Polynesian origin live in four villages within the boundaries of the property. However, the rest of the Solomons islands are Melanesian. Local residents live mainly by growing their own food in household gardens, hunting and fishing. Access to East Rennell is not easy and requires a plane ride from the Solomon Islands capital, Honiara, available only three times per week, or a one-day boat trip. Once on the island, it takes several hours to reach the site by car. As such, East Rennell has few international visitors.





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5. Sensory Experience at the Site

Students would see: lush green forest, white sand beaches, azure blue sea and coral reefs, caves, rocky outcropping, a vast blue brackish water lake, unique animals, plants and insects. The Rennell sea snake poking its head out of Lake Tegano. Local people canoeing in the lake, children playing in the villages.

Students would smell: the forest and trees, lake water, the ocean breeze.

Students would hear: an array of endemic bird calls, squeaking bats, lake water splashing, waves crashing on the beach, wind rustling in the forest.

6. Threats to the Site

In 2013, East Rennell was inscribed on the List of World Heritage in Danger due to nearby logging operations that threaten the biodiversity of the site. East Rennell is legally unprotected from logging operations.

In February 2019, an oil spill from a bauxite mining ship occurred near East Rennell. International experts provided immediate assistance to the national authorities to help contain the spill. Fortunately, the World Heritage area did not appear to be directly impacted, however, marine life exposed to the spill were killed and nearby residents were affected by the environmental contamination.

Due to its location in the Pacific Ocean, East Rennell experiences frequent cyclones which are increasing in strength and frequency due to climate change. Rising lake water levels and increasing salinity brought about by climate change are impacting growth of the surrounding plant life and making it more difficult for the local community to grow food.

7. Site Protection

All the land and marine areas in East Rennell are under customary ownership, which is acknowledged in the Constitution of the Solomon Islands and the 1995 Customs Recognition Act. East Rennell is also protected under a National Protected Areas Act 2010 which is administered by the Solomon Islands Ministry of the Environment. The law is focused on biodiversity conservation particularly for World Heritage sites, and together with a Provincial Ordinance and local regulations and by-laws, East Rennell's traditional owners can make it fully effective at the local level. East Rennell has a site management plan as well as an action plan to support preservation of the area. The Lake Tegano World Heritage Site Association, made up of community members, has established a working committee to coordinate management activities.

Section 9:

Taking Action to Promote and Protect a Special Place

Celebrating, Promoting, and Preserving
Pacific World Heritage
Sample Task Sheet for Culminating
Activities

Background

This term we have learnt about the concept of World Heritage sites and how the promotion and preservation of these sites aligns with the Five Pillars (People, Planet, Prosperity, Peace and Partnership) and specific targets of the SDGs. As examples we have explored some key World Heritage sites in the Pacific: Levuka Historical Port Town, Rock Islands Southern Lagoon, Phoenix Island Protected Area, Bikini Atoll Nuclear Test Site and East Rennell.

Your Task

You have been asked by UNESCO to create a brochure (hard copy or online), a video, a website or an interactive game. The teacher may allocate a specific format or let students choose, depending on available resources. The project should celebrate and promote **one** of the Pacific World Heritage sites we have studied while also highlighting its vulnerabilities and explaining why it needs protection.

Your promotional materials should be directed towards a 'specific target audience.' The teacher may choose the audience or let students decide. Examples include early childhood or lower primary students, parents and the wider school community, politicians, or even a website aimed at the general public.

The language and visual images you use should be informative, engaging and persuasive so that you spark your audience's interest, inspire and motivate them to assist in the protection of the site for future generations.

Your promotional material must include:

- The geographic location of your chosen site
- The historical, cultural and/or natural significance of the site, how it meets the criteria for Outstanding Universal Value, and why it needs to be protected and maintained for future generations
- How the site exemplifies a specific Pillar and particular targets of the SDGs
- Details of what people might see, hear or smell at the site written in a way that allows the audience to imagine themselves there and develop a sense of connection
- Identification of any threats to the site, for example, the impacts of climate change, tourism or other industries such as fishing
- What is currently being done to protect the site as well as any suggestions for additional protection?

Marking Criteria

The teacher will determine the marking criteria based on contextual and curricular requirements.

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- Worksheet 1 -

Five Senses Chart for My Special Place

In my special place:

I can see	
I can hear	
I can smell	
I can taste	
I can feel	

Sense ▶

What do I experience?

Sight ▶

What do you see in this place? (e.g., colours, objects, people)

Sound ▶

What do you hear? (e.g., sounds of nature, people, machines)

Smell ▶

What can you smell? (e.g., flowers, food, fresh air)

Taste ▶

Is there any specific taste associated with this place? (e.g., food, drink)

Touch ▶

What can you feel? (e.g., textures, temperature, surfaces)

I first went to my special place

It's special because

My place is also special to

What rules or regulations keep your place special? Who monitors this?

Memo.

A large white rectangular area with horizontal dashed lines, serving as a template for writing a memo. The lines are evenly spaced and extend across the width of the page, providing a guide for text alignment.

Memo.

A large white rectangular area with horizontal dashed lines, intended for writing a memo. The lines are evenly spaced and extend across the width of the page, providing a guide for handwriting.



Guardians of the Pacific: A Teacher's Guide to Celebrating, Preserving, and Promoting World Heritage



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