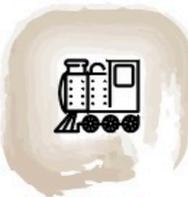


# IO2 Oral History Curriculum

E-Seniors

Future in Perspective



## Table of content

<b>Introduction</b> .....	2
<b>Module 1: How to elaborate a common people History of Europe</b> .....	2
Unit 1: Your memory and its tricks .....	2
Unit 2: How to tell a story .....	4
Oral.....	4
Written.....	5
Unit 3: Pay attention to your body Language.....	6
Unit 4: Work on your ability to speak in public .....	8
<b>Module 2: How to mould these testimonies: boost your personal skills</b> .....	9
Unit 1: Be aware of the intergenerational gap .....	9
Unit 2 : Raise Intercultural awareness .....	11
Unit 3: Practice your active listening skills.....	13
Unit 4 : Learn how to manage your own emotions and the ones from the person in front of you .....	14
Unit 5: Boost your critical thinking skills for planning an oral history project .....	16
<b>Module 3 : Communication and research techniques for oral History</b> .....	18
Unit 1 : How to conduct an interview : forming open question.....	18
Unit 2 : Planning and Executing your Oral History Interview .....	20
Unit 3 : Online Research Techniques for Checking the Facts .....	22
Unit 4 : Sourcing and Authenticating Primary Sources.....	24
Unit 5: Evaluating and safe-guarding the quality of the oral history project.....	27
<b>Module 4 : Archiving and publishing Oral History</b> .....	30
Unit 1 : Guidelines for archiving and storing oral history projects.....	30
Unit 2 : Presenting oral history for distribution.....	32
Unit 3 : Publishing oral history through social media channels .....	34
Unit 4: Safe-guarding oral history projects in the public domain.....	38
<b>Conclusion</b> .....	40
<b>Resources</b> .....	41
Module 1 .....	41
Module 2 .....	43
Module 3 .....	60
Module 4 .....	70
Conclusion.....	73

## Introduction

This document gather the work carried out in the framework of the second intellectual output of the PAST-TIMES project. It is a training course aiming at support the recording and publishing of oral history sessions in today's media focused world.

It is divided in two main parts:

- two modules addressed to the active retired target group (module 1 and module 2 elaborated by E-Seniors)
- two modules addressed to both the active retired and the young migrants (module 3 and module 4 elaborated by FIP)

The overall training lasts 50 hours equally divided in face-to-face sessions and online learning.

## Module 1: How to elaborate a common people History of Europe

### Unit 1: Your memory and its tricks

Unit 1: Your memory and its tricks			
Learning hours: 2h	Face-to-Face: 1h		Online studies: 1h
Learning outcomes	At the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>• Know about each other</li> <li>• Know about the different types of memories</li> <li>• Exercise and train their short-term memory</li> </ul>		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
15mn	N/A	<p><i>Ice Breaker: Present yourself</i></p> <p>Since this is the first session, the participants don't know each others. This activity should allow them to learn a bit more about each other.</p> <p>The tutor should start the activity following the indications offered in the RM1.U1.1</p>	RM1.U1.1
30mn	Video projector PC Paper and pen for the participants to take notes	<p><i>Lecture: Your memory</i></p> <p>Take your time and enunciate clearly. The objective of this lecture is to offer to participants an overview of the different types of memory.</p> <p>Display the presentation on a screen, don't go too fast and stop if some questions arise.</p>	<a href="#">PPTM1.U1.1</a>
15mn	Video projector PC	<i>Exercise your short term memory</i>	

	<p>Paper and pen for the participants to take notes (for the second link)</p>	<p>The tutor should display the video on a screen following this link:  <a href="https://www.youtube.com/watch?v=jev9nR6I59Y">https://www.youtube.com/watch?v=jev9nR6I59Y</a>          Participants should answer orally all together!          If extra time, continue with the other link:  <a href="https://www.youtube.com/watch?v=RepYOa5Pk-o">https://www.youtube.com/watch?v=RepYOa5Pk-o</a></p>	
--	-------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

## To go further

Exercises to train your memory:

<https://www.youtube.com/watch?v=ARfMZR8VaTo>

<https://www.youtube.com/watch?v=FNOYlaKAdj8>

<https://www.youtube.com/watch?v=WNfTEl6sJ-4&t=62s>

*Keep Your Brain Alive: 83 Neurobic Exercises to Help Prevent Memory Loss and Increase Mental Fitness*, Lawrence C. Katz & Manning Rubin, Workman Publishing, New York (2014).

About short term memory losses:

<https://www.youtube.com/watch?v=jdm2yH9M6c>

<https://www.youtube.com/watch?v=kqleZ9-7S4U>

About the different types of memories:

<http://www.human-memory.net/types.html>

<https://www.brainhq.com/brain-resources/memory/types-of-memory>

<https://en.wikipedia.org/wiki/Memory>

<http://thepeakperformancecenter.com/educational-learning/learning/memory/types-of-memory/>

<https://qbi.uq.edu.au/brain-basics/memory/types-memory>



## Unit 2: How to tell a story

Oral

Unit 2: How to tell a story			
Learning hours: 2h		Face-to-Face: 1h	Online studies: 1h
Learning outcomes		At the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>- Identify what quality are needed to tell a good story</li> <li>- Foreseen the purpose of the next session</li> </ul>	
Duration	Material needed	Activity proposed and tips for the tutor	Resource
55mn	Paper and pen for the participants  A timer to monitor the time	<p><i>Story Grab Bag</i></p> <p>Ask the participants to put themselves in a circle. Each of them should pick a paper from each bag: these will be the starting points from their stories (one place, one issue, one goal).</p> <p>Then, give them 5mn to create their story.</p> <p>Each participant will have 3mn to present his/her story</p> <p>Ask the group to elect the best story.</p>	R.M1.U2.1
5mn	N/A	<p><i>Conclusion</i></p> <p>Ask the participants why they have elected the best story. This should work as a transition for the next sessions since they will probably talk about the way the story was told (body language, tone, and elocution).</p>	N/A

### To go further

How to tell a story:

<https://www.youtube.com/watch?v=hDp9hVDL49Y> (14:31)

<https://www.youtube.com/watch?v=KxDwieKpawg> (19:16)

[https://www.youtube.com/watch?v=vn\\_L4OPU\\_rg](https://www.youtube.com/watch?v=vn_L4OPU_rg) (11:58)

About the importance of strorytelling

<https://www.youtube.com/watch?v= AbM9vH2pHk> (10:23)

<https://www.psychologytoday.com/us/blog/test-case/201711/the-importance-storytelling-in-creative-work>  
<https://www.publicwords.com/2018/02/22/is-storytelling-important/>  
<https://www.youtube.com/watch?v=aoxvOkTuIXs> (3:11)

Written

Unit 2: How to write a story			
Learning hours: 2h		Face-to-Face: 1h	Online studies: 1h
Learning outcomes		At the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>- Understand the basis of storytelling</li> <li>- Identify different genres of a story</li> <li>- Change a story's genre</li> </ul>	
Duration	Material needed	Activity proposed and tips for the tutor	Resource
40mn	Paperboard Markers Paper & Pen for the participants	<p><i>Introducing story telling: Modern Tales</i></p> <ol style="list-style-type: none"> <li>1) Ask the participants to name few children's tales (e.g. Snow White, Cinderella, The Little Mermaid or Little Red Riding Hood).</li> <li>2) Ask if the participants know these stories and can tell them to you.</li> <li>3) Once the participants have told you the rough outline of the stories put them into pairs or small groups. Now tell the students that they have 10-15 minutes to recreate one of these stories in a different genre, for example as a horror story, a detective story, a love story, an adventure story etc.</li> <li>4) Tell them they are free to add in new characters or events if they want to and that at the end of the activity they will vote on the most original and creative story.</li> </ol>	N/A
20mn	Video projector PC	<p><i>Lecture: the principle of storytelling</i></p> <p>Take your time and enunciate clearly. The objective of this presentation is to</p>	<a href="#">PPTM1.U2.1</a>

	Paper and pen for the participants to take notes	offer to participants an overview of the core principle of storytelling. Display the presentation on a screen, don't go too fast, link the theory to the stories made up by the participants in the previous activity and stop if some questions arise.	
--	--------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

### To go further

About written storytelling:

<https://thriveglobal.com/stories/the-importance-of-written-storytelling/>

<http://thestorytelleragency.com/written-content/>

<https://www.anecdote.com/2006/08/story-telling-versus-story-writing/>

<https://medium.com/@NeviniTambay/12-principles-of-written-storytelling-or-a-little-less-talk-and-a-lot-more-action-8d7b2db834be>

<https://writingcooperative.com/telling-a-story-vs-storytelling-2c7a52377e95>

[https://www.youtube.com/watch?v=ZQTQ5bjecLg&list=PLr8gKxewr\\_e1wF1uHBeIguFNcwI2zUaYB](https://www.youtube.com/watch?v=ZQTQ5bjecLg&list=PLr8gKxewr_e1wF1uHBeIguFNcwI2zUaYB)

<https://www.youtube.com/watch?v=xb1eMQ4K17Y>

<https://www.youtube.com/watch?v=b5ay6HbxpNE>

About storytelling:

<http://thesis.univ-biskra.dz/1696/6/Chapter%204.pdf>

### Unit 3: Pay attention to your body Language

Unit 3: Pay attention to your body language			
Learning hours:	Face-to-Face:	Online studies:	
2h	1h	1h	
Learning outcomes	At the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>- Identify the main emotions behind body language</li> <li>- Use body language when telling a story</li> <li>- Understand the importance of body language</li> </ul>		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
45mn	Papers & Pen (one sheet of paper and one pen for each group)	<p><i>Practice your body language</i></p> <p>The participants will write a short story where all communications are carried out through body language.</p> <ul style="list-style-type: none"> <li>• 5mn: explaining the exercise</li> </ul> <p>The trainer will follow the rules explained in R.M1.U3.1</p> <ul style="list-style-type: none"> <li>• 15mn: participants making the stories</li> </ul>	R.M1.U3.1

		<ul style="list-style-type: none"> <li>• 25mn: 5mn for each group to present their story</li> </ul>	
5mn	PC Video projector	<p><i>Do's and don'ts in body language</i></p> <p>The trainer will display the following video that offers several tips for body language:  <a href="https://www.youtube.com/watch?v=ZlBQxCzgRLw">https://www.youtube.com/watch?v=ZlBQxCzgRLw</a></p>	N/A
5mn	PC Video projector	<p><i>Tips to read body language</i></p> <p>The trainer will display this short video to provide tips to the participants to read body language:  <a href="https://www.youtube.com/watch?v=Nmp-JByPaY">https://www.youtube.com/watch?v=Nmp - JByPaY</a></p>	N/A
5mn	N/A	<p><i>Conclusion</i></p> <p>The trainer will ask participants how they faced the activity, if they had any trouble to express themselves not using words and if they have learnt something.</p>	N/A

## To go further

About non verbal communication

<https://www.theatrefolk.com/blog/nonverbal-communication-exercises/>

<https://www.ethos3.com/speaking-tips/the-importance-of-non-verbal-communication/>

<https://www.forbes.com/sites/nazbeheshti/2018/09/20/beyond-language-the-power-of-mindful-nonverbal-communication/>

<https://www.youtube.com/watch?v=HRI0dvPRkSI> (34:10)

<https://www.youtube.com/watch?v=E6NTM793zvo> (13:46)

About body language

<https://www.youtube.com/watch?v=HR7bVnWPa6Q&t=207s> (14:34)

<https://www.youtube.com/watch?v=Ks-Mh1QhMc> (21:02)

<https://www.verywellmind.com/understand-body-language-and-facial-expressions-4147228>

<https://www.scienceofpeople.com/body-language/>

## Unit 4: Work on your ability to speak in public

Unit 4: Work on your ability to speak in public			
Learning hours: 2h		Face-to-Face: 1h	Online studies: 1h
Learning outcomes		At the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>- Know the techniques to work on their elocution</li> <li>- Face timidity and express themselves in front of an audience</li> </ul>	
Duration	Material needed	Activity proposed and tips for the tutor	Resource
15mn	N/A	<p><i>Improv exercise : the continuous story</i></p> <p>Gather the group into a circle. The person on your right will be the first to talk after you give him/her the following topic "Yesterday you were walking in the street and something happened". Each person gets up and might speak for anywhere 30 seconds and they start telling a story. And when their time is up, the next person has to get up and they have to continue the story.</p>	N/A
5mn	PC Video projector	<p><i>Triple P method:</i></p> <p><a href="https://www.youtube.com/watch?v=tShavGuo0E&amp;t=90s">https://www.youtube.com/watch?v=tShavGuo0E&amp;t=90s</a>  Display this short video that introduces the 3P methodology.</p>	N/A
15 mn	PC Video projector Paper and pen for the participants to take note	<p><i>Presentation: Tips to speak in public</i></p> <p>Take your time and enunciate clearly. The objective of this lecture is to provide to participants few tips to facilitate speaking in public.  Display the presentation on a screen, don't go too fast and stop if some questions arise.</p>	<a href="#">PPTM1.U4.1</a>
20mn	Paper Pen	<p><i>Group exercise</i></p> <p>Gather the group in circle and ask everyone to write 2 words on a piece of paper. These 2 words should have nothing in common. It can be "cat" and "venezuelian". Then, each participant should give his/her 2 words to another participant.  Each participant should made up a story with the 2 words he/she got.  Then the group should elect the best story!</p>	
5mn	N/A	<i>Wrapping up</i>	N/A

		Ask the participants if they have any question and if they enjoyed the module 1 of this training.	
--	--	---------------------------------------------------------------------------------------------------	--

## To go further

About tongue twisters

<https://www.reussir-toeic.com/50-tongue-twisters-de-fou-pour-mieux-parler-anglais/>

About talking in public

[https://www.ted.com/talks/julian\\_treasure\\_how\\_to\\_speak\\_so\\_that\\_people\\_want\\_to\\_listen?referrer=playlist-the\\_most\\_popular\\_talks\\_of\\_all](https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen?referrer=playlist-the_most_popular_talks_of_all) (9:54)

<https://www.ethos3.com/2018/03/10-public-speaking-games-activities-try/>

<https://www.youtube.com/watch?v=-FOcPMAww28&t=16s> (7:56)

<https://www.extension.harvard.edu/professional-development/blog/10-tips-improving-your-public-speaking-skills>

About body language

[https://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_shapes\\_who\\_you\\_are?referrer=playlist-the\\_most\\_popular\\_talks\\_of\\_all](https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?referrer=playlist-the_most_popular_talks_of_all) (20:56)

## Module 2: How to mould these testimonies: boost your personal skills

### Unit 1: Be aware of the intergenerational gap

Unit 1: Be aware of generational gap			
Learning hours: 3h	Face-to-Face: 1:30h		Online studies: 1:30h
Learning outcomes	At the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>• Rethink relations between younger and older people</li> <li>• Accept diversity</li> <li>• Set their mind free of prejudices</li> <li>• Understand the value of intergenerational dialogue</li> </ul>		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
15 mn	Paperboard Markers	<i>Ice breaker: Speed dating</i>  The educator starts the 1 <sup>st</sup> unit of the Module 2 with an ice breaker activity to give the students the opportunity to know each other, if there are some of them who didn't attend the Module 1 courses.  The educator follows the instructions of the R.M2.U1.1 "Speed dating".	R.M2.U1.1
30 mn	One brown paper bag	<i>Activity: Potato activity</i>	R.M2.U1.2

	<p>One potato for each student</p> <p>One potato for the educator</p>	<p>The educator explains the activity and launches it in the way described in the R.M2.U1.2, making sure that all participants understand and leaving them time to ask questions if something is not clear.</p>	
25 mn	<p>PC</p> <p>Projector</p> <p>Internet connection</p>	<p><i>Lesson: Intergenerational dialogue</i></p> <p>The tutor gives the lesson about Intergenerational dialogue by using the PPT.M2.U1.3. After the projection of the PPT and the explanations, he/she asks if the learners have any questions or doubts regarding the topic of the class.</p>	<a href="#">PPT.M2.U1.3</a>
20 mn	<p>Modelling clay</p>	<p><i>Wrapping up</i></p> <p>The tutor divides participants into small groups and gives each group some modelling clay. Then he/she asks them to think about what they learned during the day and mould something from the clay that will help remind them of what they learned. Then he/she asks them to pass the object to the person next to them who will add something to the figure until each person has contributed. The tutors asks:</p> <ul style="list-style-type: none"> <li>• What these figures remind us regarding today's lesson? Why?</li> <li>• What are the differences between the figures?</li> </ul>	N/A

## To go further

<https://www.stannah.be/en/news/generation-gap/>

<https://www.verywellfamily.com/looking-at-the-generation-gap-1695859>

<https://www.youtube.com/watch?v=-6l8LyGI3dQ>

[https://www.youtube.com/watch?v=RXbHpPsj1\\_0](https://www.youtube.com/watch?v=RXbHpPsj1_0)

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

<https://www.theguardian.com/commentisfree/2018/apr/14/the-generation-gap-is-back-but-not-as-we-know-it>

<https://pjp-eu.coe.int/en/web/youth-partnership/intergenerational-dialogue>

<https://extension.psu.edu/more-diversity-activities-for-youth-and-adults>

## Unit 2 : Raise Intercultural awareness

Unit 2: Raise intercultural awareness			
Learning hours: 3h	Face-to-Face: 1:30h		Online studies: 1:30h
Learning outcomes	At the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>• Understand different communication styles across cultural divides</li> <li>• Understand non-verbal communication in different cultures</li> <li>• Understand social norms and customs in different cultures</li> </ul>		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
5mn	PC  Projector  Internet connection  Video link	<i>Introduction</i>  Display the following video to the participants: <a href="https://www.youtube.com/watch?v=sg_YlqqrB4">https://www.youtube.com/watch?v=sg_YlqqrB4</a>	N/A
15mn	Projector  PC  PowerPoint Presentation  Paper and pens for the participants to take notes	<i>What is culture?</i>  A short theoretical input to set the scene. <ul style="list-style-type: none"> <li>• 6 definitions of culture will be presented and volunteers get a little time (1minute) to choose one or two of the definitions that describe culture in their opinion and take a note.</li> <li>• Then, participants will be told that all of the definitions are part of the culture and they will be presented with an iceberg model regarding visible and invisible parts of culture.</li> <li>• Tutor should make this part as interactive as possible and do not hurry. Take your time reading out the definitions.</li> </ul> Ask rhetorical questions when showing the iceberg instead of just reading out the key words on the PPT.	<a href="#">PPT.M2.U2.1</a>  R.M2.U2.1
20mn	Apples	<i>My Apple</i>  Participants will learn to differentiate between groups and individuals. <ul style="list-style-type: none"> <li>• They realise that even if their apple is generally an apple and belongs with a group of apples, it still has individual features that make it unique.</li> <li>• If they pay attention to the special characteristics, they will be able to</li> </ul>	R.M2.U2.2

		<p>distinguish between all the apples and find theirs again.</p> <ul style="list-style-type: none"> <li>• Even if a group appears to be homogenous at first glance, if you try and put effort in you will see that there is more than that.</li> <li>• Tutor can choose any kind of fruit or vegetable for this exercise! But present only one kind during the module (only apples or only pears do not mix the fruits).</li> </ul>	
40mn	Cards for volunteers with an description of their way of greeting	<p><i>Greeting game</i></p> <ul style="list-style-type: none"> <li>• Experiencing cultural misunderstandings and finding your group are the aims of this exercise.</li> <li>• Participants get a kind of greeting that is practiced in a certain culture.</li> <li>• They have to find their group (at least 3 persons) by greeting each other. Of course, talking is not allowed!</li> </ul> <p><i>Discussion</i></p> <ul style="list-style-type: none"> <li>• How did the volunteers feel during this game?</li> <li>• What misunderstandings did they encounter?</li> </ul> <p>How do they explain their experiences?</p>	R.M2.U2.3
10mn	Paperboard markers	<p><i>Discussion</i></p> <ul style="list-style-type: none"> <li>• Ask the volunteers to share one sentence on what they have learned or what they thought was really helpful/opened their eyes.</li> </ul> <p>Remind them what this module was about and ask what learning outcomes they reached</p>	

## To go further

About different cultures:

<https://www.youtube.com/watch?v=YIsWtHx1L9s>

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

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

About body language in intercultural world:

<https://www.alumniportal-deutschland.org/en/jobs-careers/career-magazine/body-language-intercultural-communication/>

[http://www.academia.edu/10105797/Body\\_Language\\_in\\_Intercultural\\_Communication](http://www.academia.edu/10105797/Body_Language_in_Intercultural_Communication)

<https://fr.scribd.com/document/200224424/Body-Language-in-Intercultural-Communication-by-Djordje-Stojanovic>

<https://www.ukessays.com/essays/english-language/the-analysis-of-body-language-intercultural-communications-english-language-essay.php>

### Unit 3: Practice your active listening skills

Unit 3: Practice your active listening skills			
Learning hours: 3h	Face-to-Face: 1:30h		Online studies: 1:30h
Learning outcomes	At the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>• Overcome communication barriers</li> <li>• Understand the importance of active listening</li> <li>• Exercise active listening in order to achieve effective communication</li> </ul>		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
15mn	N/A	<i>Icebreaker: Unique Things</i>  The tutor divides the group into pairs and gives participants a few minutes to interview each other. Then, each participant should introduce their partners by name and share at least two unique characteristics about them.	N/A
15mn	Paper board  Paper and pen for the participants to take notes	<i>Introduction: Active listening</i>  The tutor introduces the subject to the learners by asking them how they react when somebody tells them something that requires concentration, what their reaction was, if they kept in mind all the information, etc. Then the tutor writes on the paper board the main concepts linked to active listening: <ul style="list-style-type: none"> <li>• Patience</li> <li>• Concentration</li> <li>• Empathy</li> <li>• Interest</li> <li>• Questions</li> </ul>	N/A
30mn	N/A	<i>Activity: Sensitive listeners</i>  The tutor introduces the activities about active listening explaining the advantages of the exercise the learners are going to do. The tutor uses the R.M2.U3.1 as a guide for this activity.	R.M2.U3.1
30mn	Paper and pen for the participants to take notes	<i>Activity: Talker and Listener</i>  The tutor prepares the activities by saying that now the learners will have to focus even more on their listening skills. He/She runs the activity thanks to the R.M2.U3.2.	R.M2.U3.2

## To go further

Exercises to train active listening:

[https://www.youtube.com/watch?v=r\\_Y2VyJWYGs](https://www.youtube.com/watch?v=r_Y2VyJWYGs)

<https://positivepsychologyprogram.com/communication-activities-adults-students/>

Scatch about active listening:

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

About active listening:

<https://www.youtube.com/watch?v=t2z9mdX1j4A>

<https://virtualspeech.com/blog/active-listening-skills-examples-and-exercises>

Barnard, Dom. Active listening skills, examples and exercises, VirtualSpeech.com

<https://hbr.org/2016/07/what-great-listeners-actually-do>

Zenger, Jack and Folkman, Joseph. What Great Listeners Actually Do, Harvard Business Review

<https://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/#5cc33cab3891>

Clarck, Nancy. 10 steps to effective listening, Forbes

Unit 4 : Learn how to manage your own emotions and the ones from the person in front of you

Unit 4: Manage your emotions and the ones from the person in front of you			
Learning hours: 3h	Face-to-Face: 1h30		Online studies: 1h30
Learning outcomes	At the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>• Become conscious of emotions</li> <li>• Develop personal strategies to cope with the intense emotions (anger) that can result from adverse situations and the demands of others</li> <li>• Avoid acting without thinking and act without thinking and cause harm to self and others</li> <li>• Find ways to solve the problems in a positive way</li> </ul>		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
10 mn	PC Projector Internet connection Video	<i>Introduction</i>  The educator shows the video od “Controlling Emotions: A Lesson from Angry Birds” <a href="https://www.youtube.com/watch?v=pFkRbUKy19g">https://www.youtube.com/watch?v=pFkRbUKy19g</a>  The educator asks the learners what is the main issue in the video? What does it provoke? Why? How would you react? Do you think it would be the good choice and why? What the consequences may be?	N/A

30 mn	<p>Projector</p> <p>PC</p> <p>Paper and pen for the participants to take notes</p>	<p><i>Exercise: Emotions consciousness</i></p> <p>The educator prepares the exercise explaining its objective and saying that it will allow to reflect about the different emotions and how are perceived by ourselves and by the others.</p>	RM2.U4.1
40 mn	<p>Paper and colored pencils for the participants to take notes (for the second link)</p> <p>Paperboard</p> <p>Marker</p> <p>Sheets with questions for the activity (RM2.U4.2)</p>	<p><i>Exercise: Cope with your anger</i></p> <p>The educator explains the exercise and distributes copies of the questions to perform the activities. The educator teaches participants how to use a guided journey as an alternative to using physical aggression when feeling angry. He/she encourages the participants to use colored pencils for creativity. The educator offer help to the learners if needed. After the participants will have created their own journey thanks to the RM2.U4.2, the educator will propose a moment of reflection.</p>	RM2.U4.2
10 mn	<p>Paperboard</p> <p>Marker</p>	<p><i>Wrapping up</i></p> <p>The educator asks the students what they kept in mind from the lesson, what feelings they got during the activities and encourages them to ask questions about concepts that re not clear yet. He/she writes the main concepts on the paperboard.</p>	N/A

## To go further

Managing emotions

<https://www.skillsyouneed.com/ps/managing-emotions.html>

<https://www.mentalhelp.net/articles/resilience-identifying-and-managing-emotion/>

<https://www.psychologytoday.com/us/blog/fulfillment-any-age/201502/5-ways-get-your-unwanted-emotions-under-control>

<https://www.psychologytoday.com/us/blog/blamestorming/201708/how-manage-your-emotions>

Manage depression feelings

<https://www.youtube.com/watch?v=1I9ADpXbD6c>

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

Emotions in different countries

<https://www.forbes.com/sites/travisbradberry/2013/08/17/the-most-and-least-emotionally-aware-countries/#14944c0a3596>

<https://bigthink.com/strange-maps/deal-or-no-deal-theres-a-map-for-that>

<https://www.psychologytoday.com/us/blog/between-cultures/201803/how-culture-shapes-emotions>

## Unit 5: Boost your critical thinking skills for planning an oral history project

Unit 5: Boost your critical thinking skills for planning an oral history project			
Learning hours: 3h	Face-to-Face: 1:30h		Online studies: 1:30h
Learning outcomes	At the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>• Understand the importance of developing critical thoughts about things</li> <li>• Think in a critical way</li> <li>• Use critical thinking to tell a story</li> <li>• Read a book by using critical thinking</li> </ul>		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
30mn	Paperboard Marker PC Projector	<p><i>Introduction to critical thinking</i></p> <p>The educator starts the course by announcing the subject of the lesson. He/she asks the students what critical thinking is, according to them and writes the ideas on the paperboard.</p> <p>Then the educator projects the PPT.M2.U5.1 Developing critical thinking and goes through the presentation also by providing examples.</p> <p>After the presentation the educator asks the students if they have any questions.</p>	<a href="#">PPT.M2.U5.1</a>
20 mn	Paper and pens for the participants to perform the activity	<p><i>Activity: You are more like...</i></p> <p>The tutor introduces the activity by explaining how to perform it.</p> <p>Then he/she organizes it by following the instructions of the R.M2.U5.1.</p> <p>He/she reassures the participants by explaining that there are not right or wrong answers and that they will not be evaluated.</p>	R.M2.U5.1
30 mn	PC Projector Internet connection	<p><i>Activity: True or false?</i></p> <p>The educator prepares the material to project the video in the class.</p> <p>He/she introduces the activity by explaining the objectives of the exercise, detailed in the R.M2.U5.2.</p> <p>Then the learners watch the video “25 things you thought were true, but really aren’t”:  <a href="https://youtu.be/3GU2kPI57JQ">https://youtu.be/3GU2kPI57JQ</a></p>	R.M2.U5.2

		After that the educator launches the discussion about what they watched by using the questions provided in the R.M2.U5.2.	
10 mn	Paper and pens for the participants to perform the activity	<p><i>Wrapping up</i></p> <p>The educator asks students to write down what they learned during the lesson on a piece of scratch paper and wad it up. Then he/she gives a signal and they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud to the other participants.</p>	N/A

## To go further

What is critical thinking?

<https://www.youtube.com/watch?v=HnJ1bqXUnIM>

<https://www.criticalthinking.org/>

<https://www.skillsyouneed.com/learn/critical-thinking.html>

<http://www.criticalthinking.org/pages/critical-thinking-in-everyday-life-9-strategies/512>

Developing your critical thinking

<https://www.youtube.com/watch?v=1QJ2vNJPWa0>

<https://youtu.be/dItUGF8GdTw>

Critical thinking and storytelling

<https://storynet.org/storytelling-and-critical-thinking/>

<http://ierg.ca/wp-content/uploads/2014/04/Storytelling-and-Critical-Thinking-hand-out.pdf>



## Module 3 : Communication and research techniques for oral History

### Unit 1 : How to conduct an interview : forming open question

<b>Unit 1: How to conduct an interview – forming open questions</b>			
Learning hours: 3h	Face-to-Face: 1:30h		Online studies: 1:30h
Learning outcomes	At the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>• Discuss the purpose of oral history interviewing</li> <li>• Describe the different question formats</li> <li>• Practice forming open questions</li> <li>• Practice different techniques for asking questions</li> </ul>		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
30min	Flipchart Marker PC/ Laptop Projector	<p><i>Introduction to Conducting an Oral History Interview</i></p> <p>The educator begins the session by welcoming all participants to the training and presenting an overview of today's session.</p> <p>The educator then opens a dialogue with all participants by asking:</p> <ul style="list-style-type: none"> <li>• “What makes an oral history interview different from normal interviews?”, and</li> <li>• “What kind of questions should you ask in your oral history interview?”</li> </ul> <p>The educator takes note of what is mentioned on a flipchart.</p> <p>The educator then presents an introduction to Oral History interviewing using PowerPoint slides. The aim of these slides is to introduce the purpose and process involved in oral history interviewing to participants.</p>	<a href="#">PPT.M3.U1.1</a>
25 min	Copies of resource handout for all pairs  Training room with space for break-out sessions	<p><i>Activity: Forming Open-Ended Questions</i></p> <p>The educator divides all participants into pairs and gives each pair a copy of the handout.</p> <p>Working in their pairs, learners will have the opportunity to practice forming and answering open-ended questions from a list of 30 close-ended questions.</p> <p>The aim of this activity is to give participants the opportunity to practice forming open-ended</p>	R.M3.U1.1

		<p>questions, and also to demonstrate to participants how they can get different answers from open and close-ended questions and how they can gain qualitative answers from their interviewees by asking targeted open-ended questions.</p> <p>After 20 minutes, the educator brings the whole group back together and leads a short group feedback session on how they found the activity.</p>	
25 min	<p>Copies of resource handout for all pairs</p> <p>Training room with space for break-out sessions</p>	<p><i>Activity: One-Two Punch Technique</i></p> <p>The educator invites all participants to continue working in their pairs. Now that participants understand the difference between open and closed questions, they will work in their pairs to practice the 'One-Two Punch' questioning technique.</p> <p>Working in their pairs, learners will take turn interviewing each other in short mock-interviews. They will be invited to ask their partner a closed question to establish a fact and follow this up with an open question to elicit longer answers. After 10 minutes, the pairs switch roles and 'the interviewee' becomes 'the interviewer'.</p> <p>After 20 minutes, the educator brings the whole group back together and leads a short group feedback session on how easy/difficult they found it to use these different techniques.</p>	R.M3.U1.2
10 min	<p>Training room with chairs arranged in a semi-circle.</p>	<p><i>Wrapping up</i></p> <p>The educator thanks all participants for their active engagement in today's session.</p> <p>The educator then invites all learners to complete a one-word evaluation – going around the whole group, each participant says one word to describe their impression of the training or what they will take with them from today's session.</p> <p>Once all participants have shared their feedback, the educator closes the session.</p>	N/A

## To go further

Advice for Conducting an Oral History Interview

- Conducting an Oral History Interview [VIDEO]: [https://youtu.be/mVv\\_QAFhm1A](https://youtu.be/mVv_QAFhm1A)
- Oral History Guide: <https://nzhistory.govt.nz/hands/the-interview-a-guide-to-recording-oral-history>

Forming open-ended questions:

- <https://www.surveymonkey.com/mp/comparing-closed-ended-and-open-ended-questions>
- <https://blog.hubspot.com/sales/the-art-of-asking-open-ended-questions>

## Unit 2 : Planning and Executing your Oral History Interview

Unit 2: Planning and Executing your Oral History Interview			
Learning hours: 3h		Face-to-Face: 2h	Online studies: 1h
Learning outcomes		At the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>• Describe the steps involved in planning an oral history interview</li> <li>• State the scope and approach they will use in their oral history project</li> <li>• Discuss the preliminary research they will undertake</li> <li>• Understand how to set up and arrange an oral history interview</li> <li>• Understand communication techniques for oral history interviewing</li> <li>• Practice communication techniques for oral history interviewing</li> </ul>	
Duration	Material needed	Activity proposed and tips for the tutor	Resource
60min	  Flipchart Marker PC/ Laptop Projector	<p><i>Introduction to Planning your Oral History Project</i></p> <p>The educator begins the session by welcoming all participants to the training and presenting an overview of today's session.</p> <p>The educator then begins to present participants with the steps involved in planning their oral history project using PowerPoint slides.</p> <p>There are 3 short tasks included in this PowerPoint Presentation. Participants should work on their own to complete all 3 short tasks.</p> <p>The PowerPoint slides which outline the process of planning and oral history project should take 30 minutes to present. Each of the 3 short tasks will take 10 minutes to complete. At the end of each short task, participants are invited to share with their peers. The 3 short tasks encourage participants to draft the following:</p> <ol style="list-style-type: none"> <li>1. The scope of their oral history project – including the topic.</li> <li>2. 2-3 outcomes from their project.</li> <li>3. Research material they will use for their preliminary research.</li> </ol>	<p><a href="#">PPT.M3.U2.1</a></p>

20min	Flipchart Marker PC/ Laptop Projector	<p><i>Setting up and Executing your Oral History Interview</i></p> <p>Before introducing the PowerPoint slides, the educator opens a dialogue with all participants to assess what steps they plan on taking to set up their oral history interviews. The educator takes note of the main preparations mentioned by participants.</p> <p>The educator then introduces some more PowerPoint slides which briefly introduce to participants how they should set up their interviews and which also introduce some communication tips and techniques for participants during the interview.</p>	<a href="#">PPT.M3.U2.2</a>
30 min	Copies of resource handout for all pairs Training room with space for break-out sessions	<p><i>Activity: Motivating your narrator</i></p> <p>The educator divides all participants into pairs and encourages them to sit facing each other so that they can engage in this activity that will help them to develop their communication skills for their oral history interview.</p> <p>Through this simple role-play activity, participants will get to practice different techniques for motivating their narrator to share with them through the oral history interview.</p> <p>Working in their pairs, participants will develop and perform short role-play activities to practice different techniques for motivating their 'communication partner' or in this instance the narrator in their interview.</p> <p>After 10 minutes, the pairs switch roles and 'the new interviewer' can practice trying to motivate 'the new narrator'.</p> <p>After 20 minutes, the educator brings the whole group back together and invites any volunteers who would like to act out their prepared role-play in front of the whole group.</p> <p>The educator then leads a short group reflection, answering any questions that emerge from the role-play activities and highlighting some of the key strategies presented for motivating narrators during the interview</p>	R.M3.U2.1
10 min	Training room with chairs	<p><i>Wrapping up</i></p> <p>The educator thanks all participants for their active engagement in today's session.</p>	N/A

	arranged in a semi-circle.	<p>The educator then invites all participants to share one sentence on what they have learned or what they thought was really helpful/opened their eyes from today's session.</p> <p>Once all participants have shared their feedback, the educator closes the session.</p>	
--	----------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

## To go further

Improving your Communication Skills for Interviews:

- <https://bettermindbodysoul.com/effective-communication-techniques/>
- <https://buffer.com/resources/6-powerful-communication-tricks-from-some-of-the-worlds-best-interviewers>
- <https://www.interviewsuccessformula.com/job-interview-tips/7-ways-to-improve-your-communication-skills.php>
- <https://www.pauwelsconsulting.com/job-application-tips/10-tips-for-verbal-and-nonverbal-communication-in-job-interviews/>
- <https://www.managementstudyguide.com/oral-communication.htm>

Unit 3 : Online Research Techniques for Checking the Facts

<b>Unit 3: Online Research Techniques for Checking the Facts</b>			
Learning hours: 3h	Face-to-Face: 1:30h	Online studies: 1:30h	
Learning outcomes	<p>At the end of this session, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the limitations of oral history</li> <li>• Discuss why it is important to check facts in oral history</li> <li>• Complete a simple search using the Google Search Engine</li> <li>• Complete online research to validate 10 'facts'</li> </ul>		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
20min	Flipchart Marker PC/ Laptop Projector	<p><i>Introducing the limitations of oral history and the importance of fact-checking</i></p> <p>The educator begins the session by welcoming all participants to the training and presenting an overview of today's session.</p> <p>The educator introduces the topic by presenting the PowerPoint slides on fact-checking.</p> <p>Following this presentation, the educator opens a dialogue with all participants by asking, firstly:</p> <ul style="list-style-type: none"> <li>• "Where would you go to check facts for your oral history project?"</li> </ul>	<a href="#">PPT.M3.U3.1</a>

		The educator takes note of these sources and activities on a flipchart.	
20 min	<p>Tablet, smart devices, laptop or PC for all participants</p> <p>Internet access</p> <p>Copy of Handout R.M3.U3.1 for all groups</p>	<p><i>Activity: Completing Google Searches</i></p> <p>All participants can work on their own for this activity. If some participants have lower levels of digital skills than other participants, they may wish to pair-up for this activity.</p> <p>The educator then ensures all groups have access to the Internet to help them to search online for a document.</p> <p>The educator introduces the activity to the group by following the instructions of the R.M3.U3.1.</p> <p>Once all participants have completed the activity, the educator can lead a short verbal feedback session.</p>	R.M3.U3.1
40 min	<p>Tablet, smart devices, laptop or PC for all participants</p> <p>Internet access</p> <p>Copy of Handout R.M3.U3.2 for all participants</p>	<p><i>Activity: Let's check some 'facts'!</i></p> <p>Participants can continue to work on their own or in pairs for this activity.</p> <p>The educator then ensures all participants have access to the Internet to help them to complete online searches to validate the 10 'facts' that are presented in the activity.</p> <p>The educator then introduces the activity to the group by following the instructions of the R.M3.U3.2.</p> <p>After 30 minutes, the educators brings the whole group back together and asks participants to share 1 fact which they proved to be true and 1 which is false, and to cite the sources where they have found the information to confirm or deny these facts.</p> <p>Once all participants have had the opportunity to share what they have researched, the educator can lead a short group feedback on how they found this activity and what they have learned.</p>	R.M3.U3.2
10 min	<p>Training room with chairs arranged in a semi-circle.</p>	<p><i>Wrapping up</i></p> <p>The educator thanks all participants for their active engagement in today's session.</p>	N/A

		The educator closes the workshop with a short verbal feedback session.	
--	--	------------------------------------------------------------------------	--

## To go further

Tips for completing targeted online searches:

- <https://support.google.com/websearch/answer/2466433?hl=en>
- <https://www.techrepublic.com/blog/10-things/10-tips-for-smarter-more-efficient-internet-searching/>
- [https://library.leeds.ac.uk/info/1404/literature\\_searching/14/literature\\_searching\\_explained/4](https://library.leeds.ac.uk/info/1404/literature_searching/14/literature_searching_explained/4)

Guide to using online databases and repositories:

- <https://slideplayer.com/slide/4094789/>
- <https://paperpile.com/g/google-scholar-guide/>
- <https://shslibraryguides.org/c.php?g=86819&p=558261>
- <https://journals.sagepub.com/doi/full/10.1177/1747016115581724>

Checking facts for oral history:

- <https://www.politifact.com/truth-o-meter/article/2014/aug/20/7-steps-better-fact-checking/>
- <https://medium.com/swlh/five-tips-for-fact-checking-your-content-17a0ae1d1bff>

## Unit 4 : Sourcing and Authenticating Primary Sources

Unit 4: Sourcing and Authenticating Primary Sources			
Learning hours: 3h		Face-to-Face: 1:30h	Online studies: 1:30h
Learning outcomes	At the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>• Define primary and secondary sources</li> <li>• Understand the different formats of primary sources</li> <li>• Discuss where to source primary sources</li> <li>• Understand the importance of authenticating primary sources</li> </ul>		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
20min	Flipchart Marker PC/ Laptop Projector	<i>Introduction to Primary Sources</i> The educator begins the session by welcoming all participants to the training and presenting an overview of today's session. The educator introduced the topic by presenting the PowerPoint slides on primary sources. Following this presentation, the educator opens a dialogue with all participants by asking, firstly:	<a href="#">PPT.M3.U4.1</a>

		<ul style="list-style-type: none"> <li>• “Where can you find primary sources locally?”</li> <li>• “Why could it be important to reference primary and secondary sources to authenticate your oral history project?”</li> </ul> <p>The educator takes note of these principles on a flipchart. The aim of this open dialogue is for the participants to understand the important of primary and secondary sources as oral historians.</p>	
30 min	<p>Tablet, smart devices, laptop or PC for all groups</p> <p>Internet access</p> <p>Copy of Handout R.M4.U4.1 for all groups</p>	<p><i>Activity: Sourcing and Authenticating Photographs</i></p> <p>The educator divides all learners into smaller groups of 3-4 depending on the group size.</p> <p>The educator then ensures all groups have access to the Internet to help them to search online for a document.</p> <p>The educator then introduces the activity to the group by following the instructions of the R.M3.U4.1.</p> <p>Once all groups have completed the activity, the educator can lead a short verbal feedback session.</p>	R.M3.U4.1
30 min	<p>Tablet, smart devices, laptop or PC for all groups</p> <p>Internet access</p> <p>Copy of Handout R.M4.U4.2 for all groups</p>	<p><i>Activity: Sourcing and Authenticating Written Documents</i></p> <p>Participants can continue to work in their smaller groups of 3-4 for this activity, or the educator can decide to change the teams if they wish.</p> <p>The educator then ensures all groups have access to the Internet to help them to search online for a document.</p> <p>The educator then introduces the activity to the group by following the instructions of the R.M3.U4.2.</p> <p>Once all groups have completed the activity, the educator can lead a short verbal feedback session.</p>	R.M3.U4.2
10 min	<p>Training room with chairs arranged in a semi-circle.</p>	<p><i>Wrapping up</i></p> <p>The educator thanks all participants for their active engagement in today’s session.</p> <p>The educator then invites all learners to complete a one-word evaluation – going around the whole group, each participant says one word to describe</p>	N/A

		their impression of the training or what they will take with them from today's session.	
		Once all participants have shared their feedback, the educator closes the session.	

## To go further

What is a Primary Source?

- <https://www.thoughtco.com/primary-source-research-1691678>
- <https://lib.uci.edu/introduction-primary-sources>

Primary vs. Secondary Sources:

- <https://www.scribbr.com/citing-sources/primary-and-secondary-sources/>
- <https://scollege.edu/Library/Pages/primarysources.aspx>
- <https://www.library.rochester.edu/Primary-secondary%20sources>

How to find Primary Sources:

- <https://lib.uci.edu/general-search-strategies>
- <http://primary-sources.eui.eu/>
- <http://www.europarl.europa.eu/portal/en>

Working with Primary Sources (alternative handouts)

- Working with documents:  
[https://www.archives.gov/files/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet\\_former.pdf](https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet_former.pdf)
- Working with photographs:  
[https://www.archives.gov/files/education/lessons/worksheets/photo\\_analysis\\_worksheet\\_former.pdf](https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet_former.pdf)

## Unit 5: Evaluating and safe-guarding the quality of the oral history project

Unit 5: Evaluating and safe-guarding the quality of the oral history project			
Learning hours: 3h		Face-to-Face: 1:30h	Online studies: 1:30h
Learning outcomes		At the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>• Describe principles for oral history interviewing</li> <li>• Discuss why it is important to safe-guard the process of interviewing for oral history</li> <li>• Outline the steps to take to evaluate the quality of an oral history project</li> <li>• Apply evaluation questions to evaluate their own oral history project</li> </ul>	
Duration	Material needed	Activity proposed and tips for the tutor	Resource
20min	Flipchart Marker PC/ Laptop Projector	<p><i>Principles and Guidelines for Conducting an Oral History Interview</i></p> <p>The educator begins the session by welcoming all participants to the training and presenting an overview of today's session.</p> <p>The educator then opens a dialogue with all participants by asking, firstly:</p> <ul style="list-style-type: none"> <li>• "Why is it important to safe-guard oral history interviews?"</li> <li>• "What do you consider to be important principles to follow when conducting oral history interviews?"</li> </ul> <p>The educator takes note of these principles on a flipchart. The aim of this open dialogue is for the educator to gain an insight into the understanding of all participants of this topic.</p> <p>The educator then presents some of the core principles to follow when conducting oral history interviews using PowerPoint slides. The aim of these slides is to communicate to participants the need to respect and safeguard the oral history interview process.</p> <p>The educator will then continue with some PowerPoint slides on how to evaluate the quality of an oral history project.</p>	<a href="#">PPT.M3.U5.1</a>
25 min	Flipchart Marker	<p><i>Questions for Evaluating an Oral History Project</i></p> <p>The educator introduces how to evaluate an oral history project by asking all participants to</p>	<a href="#">PPT.M3.U5.2</a>

	<p>PC/ Laptop</p> <p>Projector</p> <p>Copy of PowerPoint slides from PPT.M3.U5.2 for all participants</p>	<p>suggest methods that they would apply to evaluate the success of their project. The educator takes note of these methods on a flipchart.</p> <p>The educator then introduces some tips and questions to the participants, which they can apply to their own oral history project to assess the quality of the interview, the narrator, their own performance and the oral history project as a whole.</p> <p>Participants should be provided with a copy of these questions so that they can use them in their own evaluation.</p>	
30 min	<p>Tablets, smart devices, laptops or PCs for both Groups</p> <p>Internet access</p> <p>Paper and pens for all participants</p>	<p><i>Activity: Preparing an Evaluation</i></p> <p>The educator divides the participants into two groups.</p> <p>Group A watch the oral history interview – Sample A and Group B watch Sample B (below)</p> <p>The educator then introduces the evaluation activity as described in R.M3.U5.1.</p> <p>Selecting sample oral history projects from the links provided under the ‘To go further’ section below, participants are invited to work in their group to to create an evaluation for their allocated oral history project.</p> <p>After 20-25 minutes, the educator brings the whole group back together and invites volunteers to share their evaluations and the techniques and questions for their sample oral history project with the whole group.</p>	R.M3.U5.1
15 min	<p>Training room with chairs arranged in a semi-circle.</p>	<p><i>Wrapping up</i></p> <p>The educator thanks all participants for their active engagement in today’s session.</p> <p>The educator then invites all participants to participate in the 3-2-1 evaluation technique. Here participants take their turn in the circle, mentioning: 3 things that they have learned from this module, 2 things that they still want to learn and 1 question that they still have.</p> <p>The educator can decide to record the feedback session, with the permission of all participants, or</p>	N/A

		to take note of the main points for their review after the workshop.	
		Once all participants have shared their evaluation, the educator can close the workshop.	

## To go further

### Principles for Conducting Oral History

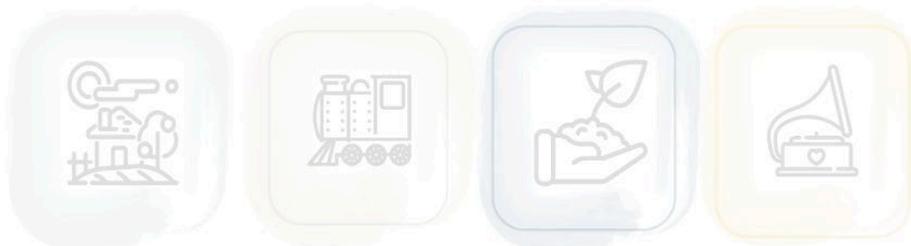
- <https://www.oralhistory.org/about/principles-and-practices-revised-2009/>
- <http://marcuse.faculty.history.ucsb.edu/projects/oralhistory/199xDRussellUCSBOralHistoryWorkshop.pdf>

### Evaluating Oral History Interviews:

- [http://www.concernedhistorians.org/content\\_files/file/et/37.pdf](http://www.concernedhistorians.org/content_files/file/et/37.pdf)
- [http://dohistory.org/on\\_your\\_own/toolkit/oralHistory.html#QUESTIONS](http://dohistory.org/on_your_own/toolkit/oralHistory.html#QUESTIONS)
- <https://www.una.edu/sponsored-programs/Human%20Subjects%20Research/Oral%20Histories%20-%202013-8-4.pdf>

### Sample Oral History Projects:

- Sample A: [https://youtu.be/oJ\\_ew833y4Q](https://youtu.be/oJ_ew833y4Q)
- Sample B: <https://youtu.be/BXXZIG0R8gk>



## Module 4 : Archiving and publishing Oral History

### Unit 1 : Guidelines for archiving and storing oral history projects

<b>Unit 1: Guidelines for archiving and storing oral history projects</b>			
Learning hours: 2h		Face-to-Face: 1h	Online studies: 1h
Learning outcomes		At the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>• Discuss why it is important to archive oral history material</li> <li>• Outline the steps involved in preparing files to be archived</li> <li>• Apply the process to their own oral history projects</li> <li>• Plan how their files will be archived</li> </ul>	
Duration	Material needed	Activity proposed and tips for the tutor	Resource
40min	Flipchart  Marker  PC/ Laptop  Projector  Copy of PowerPoint slides from PPT.M4.U1.1 for all participants  Copy of handout from R.M4.U1.1 for all participants	<p><i>Archiving Oral History – Preparing your files for archiving</i></p> <p>The educator begins the session by welcoming all participants to the training and presenting an overview of today’s session.</p> <p>The educator then opens a dialogue with all participants by asking, firstly:</p> <ul style="list-style-type: none"> <li>• “Why is it important to archive oral history?”</li> <li>• “What steps should you take after your interview to help the archiving process?”</li> </ul> <p>The aim of this group discussion is to encourage participants to consider what they should do to start preserving oral history immediately after their interview.</p> <p>The educator then presents some slides which outline what steps they should take.</p> <p>The educator then distributes copies of R.M4.U1.1 to all participants and outlines how they should use this form to organise their interview data after each interview. Participants are given a few minutes to review the form and ask any open questions they have about how to complete each section.</p>	<p><a href="#">PPT.M4.U1.1</a></p> <p>R.M4.U1.1</p>
10 min	Flipchart  Marker	<p><i>Group Discussion: Where will you Archive your Oral History?</i></p>	N/A

		<p>The educator leads a short group discussion with all participants to discover their plans for storing and archiving their oral history projects.</p> <p>In an open plenary session, the educator invites all participants to share how and where they intend to store and archive their oral history projects.</p> <p>The aim of this activity is to encourage participants to share and swap ideas for where their oral histories can be archived.</p> <p>The educator can take note of the main ideas on a flipchart.</p>	
10 min	<p>Training room with chairs arranged in a semi-circle.</p> <p>Pieces of paper and pens for all participants.</p>	<p><i>Wrapping up</i></p> <p>The educator thanks all participants for their active engagement in today's session.</p> <p>The educator then introduces the group to the 'snowball' evaluation game. In this game, all participants take some scrap paper and write one word to describe something they learned from today's session and scrunch it up into a ball. On the educator's count, the participants each throw their 'snowball' into the air. Then one by one, each participant picks up a piece of paper closest to them and reads out the word or phrase written on the paper, for the whole group.</p> <p>Once all participants have had the chance to share a 'snowball' with the group, the educator closes the session. The educator can ask for the sheets of paper from this activity to support their own evaluation of the session.</p>	N/A

## To go further

Formatting your files and understanding different file formats:

- <https://www.makeuseof.com/tag/audio-file-format-right-needs/>
- <https://composerfocus.com/audio-file-formats/>
- <http://ohda.matrix.msu.edu/2012/06/audio-or-video-for-recording-oral-history/>

Editing and Transcribing Oral History:

- <http://www.oralhistory.org.nz/index.php/ethics-and-practice/>
- <http://www.oralhistoryforum.ca/index.php/ohf/article/viewFile/385/456>
- <http://www.mnhs.org/collections/oralhistory/ohtranscribing.pdf>

Archiving Oral History:

- <https://www.isjl.org/oral-history-guide---archiving.html>

## Unit 2 : Presenting oral history for distribution

Unit 2: Presenting oral history for distribution			
Learning hours: 2h		Face-to-Face: 1h	Online studies: 1h
Learning outcomes		<p>At the end of this session, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Describe different licensing agreements required before distributing oral history</li> <li>• Discuss accessibility guidelines and how they relate to oral history</li> <li>• Complete a review of their oral history interview using a checklist</li> </ul>	
Duration	Material needed	Activity proposed and tips for the tutor	Resource
30min	<p>Flipchart</p> <p>Marker</p> <p>PC/ Laptop</p> <p>Projector</p> <p>Copy of PowerPoint slides from PPT.M4.U2.1 for all participants</p>	<p><i>Presenting Oral History – Paperwork and Guidelines to consider before distribution</i></p> <p>The educator begins the session by welcoming all participants to the training and presenting an overview of today’s session.</p> <p>The educator then opens a dialogue with all participants by asking:</p> <ul style="list-style-type: none"> <li>• “What steps do you need to take to prepare your oral history project for distribution?”</li> <li>• “Are you aware of any paperwork you may need to get in order first?”</li> </ul> <p>The educator takes note of these main points on a flipchart. The aim of this group discussion is to get participants to think about the practical and legal arrangements they need to make before they start sharing their oral history projects.</p> <p>The educator then presents some slides which outlines some of the paperwork they need to have in place beforehand. These slides will introduce learners to:</p> <ul style="list-style-type: none"> <li>• Interview Participation Agreement</li> <li>• Interview Recording Agreement</li> <li>• Creative Commons License (briefly)</li> <li>• WCAG Accessibility Guidelines</li> <li>• Deposit Agreement</li> </ul>	<p><a href="#">PPT.M4.U2.1</a></p>

20 min	<p>Flipchart</p> <p>Marker</p> <p>Copy of handout from R.M4.U2.1 for all participants</p> <p>Access to recordings on voice recorder, smartphone, tablet, PC or other device for the purpose of completing the assessment</p>	<p><i>Review and Evaluate your Interview: Pinpointing Problems with your Interview</i></p> <p>The educator introduces this section of the session by explaining to participants that it is important to evaluate and critically review the quality of their interview before they distribute to archives and in the public domain through social media.</p> <p>The educator then gives all participants a copy of R.M4.U2.1 handout, which acts as a checklist to complete when reviewing their interview.</p> <p>For participants who have already completed interviews, they are invited to spend 10 minutes reviewing the checklist while listening to their interview.</p> <p>For participants who don't have recording available at present, they are invited to complete the review checklist using the Sample Oral History Interviews from Module 3:</p> <ul style="list-style-type: none"> <li>• Sample A: <a href="https://youtu.be/oJ_ew833y4Q">https://youtu.be/oJ_ew833y4Q</a></li> <li>• Sample B: <a href="https://youtu.be/BXXZIG0R8gk">https://youtu.be/BXXZIG0R8gk</a></li> </ul> <p>After 10 minutes, the educator brings the whole group back together and invites feedback from the group on how successful their review was. Through this discussion, the educator is aiming to find out if participants found any problems with their recordings.</p> <p>The educator can take note of any issues uncovered on a flipchart.</p>	R.M4.U2.1
10 min	<p>Training room with chairs arranged in a semi-circle.</p>	<p><i>Wrapping up</i></p> <p>The educator thanks all participants for their active engagement in today's session.</p> <p>The educator then invites all learners to complete a one-word evaluation – going around the whole group, each participant says one word to describe their impression of the training or what they will take with them from today's session.</p> <p>Once all participants have shared their feedback, the educator closes the session.</p>	N/A

## To go further

Web Content Accessibility Guidelines (WCAG) 2.1:

- <https://www.w3.org/TR/WCAG/>
- <https://www.deque.com/blog/what-is-wcag-2-1-history/>
- <https://www.wuhcag.com/wcag-checklist/>
- <https://accessibility.psu.edu/wcag2/>
- <https://webaim.org/standards/wcag/WCAG2Checklist.pdf>

Preserving Oral History:

- <http://www.mikejonesonline.com/contextjunky/2017/07/12/preservation-presentation-and-possibility-oral-histories-in-a-complex-age/>
- <https://blog.communityworksinstitute.org/our-town-recording-and-presenting-local-history-and-folklife/>

Data Protection for Oral History:

- <https://www.ohs.org.uk/advice/data-protection/>

## Unit 3 : Publishing oral history through social media channels

Unit 3: Publishing oral history through social media channels			
Learning hours: 3h		Face-to-Face: 1:30h	Online studies: 1:30h
Learning outcomes		At the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>• Discuss which social media channels are most appropriate for sharing oral history projects</li> <li>• Create a Community Page on Facebook for sharing oral history</li> <li>• Create a Channel on YouTube for sharing oral history</li> <li>• Create an account on SoundCloud for sharing audio interviews to other social media channels</li> </ul>	
Duration	Material needed	Activity proposed and tips for the tutor	Resource
30min	Flipchart Marker PC/ Laptop Projector Copy of PowerPoint slides from PPT.M4.U3.1 for all participants	<p><i>Social Media and Oral History – Choosing the most appropriate platforms</i></p> <p>The educator begins the session by welcoming all participants to the training and presenting an overview of today's session.</p> <p>The educator then opens a dialogue with all participants by asking:</p> <ul style="list-style-type: none"> <li>• "In your opinion, what are the most appropriate social media channels for sharing oral history and why?"</li> </ul> <p>The educator takes note of the social media channels mentioned on a flipchart.</p> <p>The educator then presents participants with an introduction to Social Media for oral</p>	<a href="#">PPT.M4.U3.1</a>

		<p>history, outlining which are the most appropriate channels and how to get set up on them.</p> <p>The educator then gives all participants a copy of the PowerPoint slides in the form of a handout, which they will use for the follow-up activities.</p>	
30 min	<p>Training room with access to Internet and IT equipment</p> <p>PCs, laptops, tablets or smart devices for all participants or groups</p> <p>Copy of PowerPoint slides from PPT.M4.U3.1 for all participants</p> <p>PC/ Laptop</p> <p>Projector (optional)</p>	<p><i>Creating a Community Page on Facebook</i></p> <p>The educator introduces this activity by telling participants that they will have 30 minutes to develop a community page on Facebook for their oral history project.</p> <p>If participants are working together on oral history projects, then they can complete this task in their small groups. Otherwise, participants should complete this activity on their own, for their own project.</p> <p>Working on their own, or in their groups, participants will work on their PC, laptop or other device to create a Community Page on Facebook and to populate it, as much as they can, with content about their oral history project.</p> <p>The educator's role during this practical session is to move around the group, providing individual support where necessary.</p> <p>If the IT competence is low in the group, the educator may consider leading the group through the activity by giving a demonstration on how to set up a Community Page using an overhead projector and screen.</p> <p>After 30 minutes, the educator brings the whole group back together and leads a short group feedback session about how they found the activity.</p> <p>The educator then encourages participants to complete work on their Community Page as part of their self-directed learning.</p>	<p><a href="#">PPT.M4.U3.1</a> as a handout for all participants/ groups</p>
25 min	<p>Training room with access to Internet and IT equipment</p>	<p><i>Publishing Content to YouTube or SoundCloud</i></p>	<p><a href="#">PPT.M4.U3.1</a> as a handout for all</p>

	<p>PCs, laptops, tablets or smart devices for all participants or groups</p> <p>Copy of PowerPoint slides from PPT.M4.U3.1 for all participants</p> <p>PC/ Laptop</p> <p>Projector</p>	<p>Depending on if they have produced audio or video files when recording their oral history projects, the educator then gives all participants 15 minutes to create an account on either YouTube (for video) or SoundCloud (for audio).</p> <p>Again, participants can work in their groups if they wish to complete this task, and they should follow the instructions outlined in the PPT handout for working on either platform.</p> <p>The educator should also spend this time moving from group to group, or participant to participant, providing support and advice where necessary.</p> <p>After 15 minutes, the educator can bring the whole group back together.</p> <p>The educator should then complete a short demonstration for the participants showing how they can share audio files from SoundCloud to Facebook and video files from YouTube to Facebook.</p> <p>As part of their self-directed learning, participants are encouraged to complete work on uploading their audio or video files to the respective platform and populating their Community Page on Facebook with their oral history content.</p>	<p>participants/ groups</p>
<p>5 min</p>	<p>Training room with chairs arranged in a semi-circle.</p>	<p><i>Wrapping up</i></p> <p>The educator thanks all participants for their active engagement in today's session.</p> <p>The educator encourages participants to practice using the social media channels to share their oral history projects as part of their self-directed learning, and to take note of any difficulties they encounter to be discussed in the final face-to-face session.</p> <p>The educator then hosts a short verbal feedback session on today's unit and closes the session.</p>	<p>N/A</p>

## To go further

Oral History and Social Media:

- [https://academic.oup.com/ohr/pages/social\\_media](https://academic.oup.com/ohr/pages/social_media)
- <http://ohda.matrix.msu.edu/2012/06/oral-history-and-social-networks/>

Using Facebook for Storytelling:

- <https://adespresso.com/blog/4-ways-engage-audience-visual-storytelling-facebook/>
- <https://www.brightpod.com/boost/facebook-storytelling-get-more-readers-to-your-page-using-these-10-rules>
- <https://www.facebook.com/business/news/value-of-storytelling-on-facebook>

Using SoundCloud:

- <https://soundcloud.com/pages/copyright>
- <https://soundcloud.com/community-guidelines>
- <https://soundcloud.com/terms-of-use>
- <https://soundcloud.com/terms-of-use#your-soundcloud-account>

Using YouTube:

- <https://www.lifewire.com/how-to-use-youtube-2655498>
- <https://creatoracademy.youtube.com/page/course/bootcamp-foundations>
- <https://mashable.com/2013/10/05/youtube-beginner-guide/?europe=true>

Using Story Remix:

- <https://www.windowscentral.com/how-start-using-photos-story-remix-experience-windows-10>
- [https://www.windowscentral.com/how-start-using-photos-story-remix-experience-windows-10#story\\_remix\\_auto](https://www.windowscentral.com/how-start-using-photos-story-remix-experience-windows-10#story_remix_auto)
- [https://www.windowscentral.com/how-start-using-photos-story-remix-experience-windows-10#story\\_remix\\_manually](https://www.windowscentral.com/how-start-using-photos-story-remix-experience-windows-10#story_remix_manually)
- [https://www.windowscentral.com/how-start-using-photos-story-remix-experience-windows-10#story\\_remix\\_share](https://www.windowscentral.com/how-start-using-photos-story-remix-experience-windows-10#story_remix_share)
- <https://www.ghacks.net/2017/05/12/windows-story-remix-guide/>

## Unit 4: Safe-guarding oral history projects in the public domain

Unit 4: Safe-guarding oral history projects in the public domain			
Learning hours: 3h		Face-to-Face: 1:30h	Online studies: 1:30h
Learning outcomes		<p>At the end of this session, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Describe what constitutes the ‘public domain’</li> <li>• Outline why its important to safe-guard oral history in this domain</li> <li>• Describe the different licensing options available for oral history</li> <li>• Describe key features and limitations of the Creative Commons license</li> <li>• Apply an appropriate license to their oral history project</li> </ul>	
Duration	Material needed	Activity proposed and tips for the tutor	Resource
30min	<p>Flipchart</p> <p>Marker</p> <p>PC/ Laptop</p> <p>Projector</p> <p>Copy of PowerPoint slides from PPT.M4.U4.1 for all participants</p>	<p><i>Licensing for the Public Domain</i></p> <p>The educator begins the session by welcoming all participants to the training and presenting an overview of today’s session.</p> <p>The educator then opens a dialogue with all participants by asking:</p> <ul style="list-style-type: none"> <li>• “What do we mean by the public domain?”</li> <li>• “Why should we take steps to protect our work in the public domain?”</li> </ul> <p>The educator takes note of what is mentioned on a flipchart.</p> <p>The educator then presents an overview of Creative Commons licensing using PowerPoint slides. Through these slides, the educator will present an overview of all of the different types of licenses offered through Creative Commons and what protections each of them offers for creative work in the public domain.</p>	<p><a href="#">PPT.M4.U4.1</a></p>
40 min	<p>Training room with space for break-out sessions</p> <p>Copy of PowerPoint slides from PPT.M4.U4.1 and PPT.M4.U4.2 for all participants</p>	<p><i>Understanding Creative Commons Licensing</i></p> <p>The educator introduces this activity by asking the group the following questions:</p> <ul style="list-style-type: none"> <li>• “How would you go about choosing a particular CC license for your work?”</li> <li>• “Do you know how to go about actually attaching a license to your work once you have chosen one?”</li> </ul>	<p><a href="#">PPT.M4.U4.2</a></p> <p><a href="#">PPT.M4.U4.1</a> as a handout</p>

		<ul style="list-style-type: none"> <li>• “What if you change your mind about the license?”</li> </ul> <p>The educator takes note of some of the answers on a flipchart or whiteboard.</p> <p>The educator then delivers a second short set of PowerPoint slides to answer some of these questions.</p> <p><i>Activity: Finding my license - Creative Commons Licensing</i></p> <p>Following the presentation, the educator divides all participants into pairs or small groups of 3 (depending on the group size). If participants are working in teams to develop an oral history project, these participants should be grouped together for this activity.</p> <p>Using the PowerPoint slides as a handout, each pair/group is given 15 minutes to review the Creative Commons licenses, to discuss the merits of each and to select which license they will apply to their oral history project.</p> <p>After 15 minutes, the educator brings the whole group back together and leads a short group feedback session to uncover which licenses the groups will use for their oral history projects. If groups select a license which the educator feels is not appropriate, s/he should give this feedback to the individual pair/group at this time.</p>	
20 min	<p>Training room with chairs arranged in a semi-circle.</p> <p>Pens, paper and/or postcards for all participants.</p>	<p><i>Wrapping up</i></p> <p>The educator thanks all participants for their active engagement in today’s session.</p> <p>The educator then introduces the closing activity – a letter to my future self. For this activity, the educator gives each participant a blank post-card or sheet of paper for a letter. The educator then gives each participant 10 minutes to write a short letter to themselves, including at least one objective that they would like to achieve in the up-coming month or two. When they have written their post-card or letter, they must also write their full name and address where they can be contacted in one month’s time. The educator will gather the post-</p>	N/A

		<p>cards or letters from each participant. The educator will post the cards and letters to the participants after one month to see if they have achieved their goal. This activity works particularly well if the educator is able to find postcards from their local area.</p> <p>Once all participants have given their postcards or letters to the educator, the educator can complete a short verbal feedback session with the group to answer any open questions they might have. Once all participants have shared their feedback, the educator closes the session.</p>	
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

## To go further

Creative Commons:

- <https://creativecommons.org/share-your-work/>
- <https://creativecommons.org/share-your-work/licensing-types-examples/>
- <https://creativecommons.org/share-your-work/public-domain/>
- <http://www.smartcopying.edu.au/open-education/creative-commons/applying-a-creative-commons-licence>
- <https://certificates.creativecommons.org/cccertedu/chapter/4-1-choosing-and-applying-a-cc-license/>

Safe-guarding Principles and Best Practices:

- <https://www.oralhistory.org/about/principles-and-practices-revised-2009/>
- [https://www.heritagefund.org.uk/sites/default/files/media/guidance/oral\\_history\\_good\\_practice\\_guidance.pdf](https://www.heritagefund.org.uk/sites/default/files/media/guidance/oral_history_good_practice_guidance.pdf)

## Conclusion

The training is now over and participants have completed 50 hours of blended learning training. You can organize, at the end of the last session, in a friendly atmosphere, an evaluation.

To do so, we suggest that you ask the participants to fill the template proposed in the last resource here below. Insist on the fact that the evaluation remains anonymous and will help you to improve yourself to offer the best training possible. All constructive criticisms are good to hear!

## Resources

### Module 1

Activity Code	Title
R.M1.U1.1	<b>Ice Breaker: Present yourself</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> The proposed activity has the following goals:           <ul style="list-style-type: none"> <li>- Get the group to know each other</li> <li>- Be able to speak in public</li> <li>- Boost self-esteem</li> </ul> </li> <li>❖ <i>Duration:</i> 15mn</li> </ul>	
<b>Instructions</b>	
<p>Ask the participant to get into a circle. Then explain to each participant that they will have to introduce themselves. The person just after the one who introduced him/herself will, before introducing him/herself, repeat one thing about him/her.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>- “Hello, my name his Jane, I am the mother of 2 kids who are 6 and 4. I studied architecture and I work for 10 years before having my kids. Then my husband, David, was relocated in Singapor for his job so I add to quit mine to follow-up. Long story short, I stopped working for 10 years and now I would like to work again this is why I a mattending this workshop, to gain new skills.”</li> <li>- “Ok, so this was Jane; Jane has used to work as an architect and stopped. She wants now to work again. My name is John and I am 46 years old, blablaba.”</li> </ul> <p>The trainer should start the activity.</p>	
<b>Activity details</b>	
N/R	
<b>Assessment of the activity</b>	
At the end of the activity, the group should remember the names of everyone and a cohesion should have raised among the participants.	
<b>References/Further reading</b>	
<a href="https://swiftkickhq.com/icebreakers-why-important/">https://swiftkickhq.com/icebreakers-why-important/</a>	

Activity Code	Title
R.M1.U2.1	<b>Story in a grab bag</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> The proposed activity has the following goals:           <ul style="list-style-type: none"> <li>- Make the participants understand the structure of a story</li> <li>- Learn how to tell a story</li> <li>- Stimulate imagination</li> </ul> </li> <li>❖ <i>Duration:</i> 20mn</li> </ul>	
<b>Instructions</b>	
Setup:	

Three grab bags: one for place, one for issue and one for goal. Each bag should be filled with cards (see activity details)

The Activity:

1. Have everyone pick one word from each bag.
2. Ask each participant to create a story from the words picked : Participants take 5 minutes to write a story using a worksheet with the story framework outline and then take 3 minutes each to share their story with a partner

- i. Place
- ii. Characters
- iii. The issue
- iv. The resolution

#### Activity details

The trainer should prepare as many paper in each bag than there are participants (20 participants, 20 places, 20 issues and 20 goals)

#### Assessment of the activity

At the end, participants should elect the most appealing story and find out why they liked it so much.

#### References/Further reading

N/A

Activity Code	Title
R.M1.U3.1	<b>Practice your body language</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> The aim of this exercise is to get the participants think about body language and gestures and observe how such signals can be instrumental while communicating.</li> <li>❖ <i>Duration:</i> 45mn</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>- Divide the participants in groups of 3 people.</li> <li>- Explain that the purpose of this exercise is that each group must write a 600 words story. They should first brainstorm and plan what they are going to write and then write it on paper.</li> </ul> <p>Each story must follow the following rules:</p> <ol style="list-style-type: none"> <li>1. The story should consist of a conversation between two or more people.</li> <li>2. There should be no “words” in these conversations. Instead, the entire communication must take place using body language. The narrator should explain what is happening by describing the body language of the characters in the story.</li> <li>3. Groups should aim to cover gestures, manners, facial expressions, tone of voice and body states associated with various emotions.</li> </ol>	

<ul style="list-style-type: none"> <li>- Allocate 30 minutes for groups to plan and write their stories.</li> <li>- After the allocated time, bring groups back together and ask each group to present their story.</li> </ul>
<b>Activity details</b>
N/A
<b>Assessment of the activity</b>
N/A
<b>References/Further reading</b>
N/A

## Module 2

Activity Code	Title
R.M2.U1.1	<b>Ice Breaker: Speed dating</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> The proposed activity has the following goals: <ul style="list-style-type: none"> <li>• Get the group to know each other</li> <li>• Encourage learners to have an open minded attitude toward the others</li> <li>• Boost self-esteem</li> </ul> </li> <li>• <i>Duration:</i> 15mn</li> </ul>	
<b>Instructions</b>	
<p>educator explains the activity to the students: they have to introduce themselves to the person next to them and move to another person.</p> <p>educators writes students the following questions on the paperboard and the students will have to ask them to their pairs:</p> <ul style="list-style-type: none"> <li>• their name,</li> <li>• what they do for a living,</li> <li>• why they attended the training session</li> <li>• three favorite foods.</li> </ul> <p>minutes, the participants will swop pairs and ask the same questions to another person.</p>	
<b>Activity details</b>	
The educator can also propose another question alternative “what are your 3 favorite foods?”, which can be “what is the craziest thing you have done in your life?”.	
<b>Assessment of the activity</b>	
At the end of the activity, the participants will feel closer to each other and a feeling of belonging to a learner group will be created.	
<b>References/Further reading</b>	
<a href="https://www.thebalancecareers.com/top-ice-breakers-1918426">https://www.thebalancecareers.com/top-ice-breakers-1918426</a>	

Activity Code	Title
R.M2.U1.2	<b>Potato activity</b>
<b>Overview</b>	

- *Purpose:*
- To help students eliminate stereotyping
- To recognize the uniqueness of each individual
- *Duration:* 30mn

### Instructions

- The tutor selects one potato for the initial demonstration to the students and keeps a story in mind to describe the potato to the class. He/she holds up the potato in front of the class and says: "I have here a potato. I don't know about you, but I've never thought that much about potatoes. I've always taken them for granted. To me, potatoes are all pretty much alike. Sometimes I wonder if potatoes aren't a lot like people."
- The educator passes around the bag of potatoes and asks each student to take one potato. He/she tells each student to "examine your potatoes, get to know its bumps, scars, and defects and make friends with it for about one minute or so in silence. Get to know your potato well enough to be able to introduce your 'friend' to the group."
- After a few minutes, the educator presents his/her "friend" to them (shares a story about the potato and how it got its bumps.), then tells students that the class would like to meet their friends. The educator asks who will introduce their friend first (he/she asks for several, if not all, to tell the group about their potatoes.). When enough students have introduced their "friends" to the class, the educators asks them to put their "friends" back into the bag.
- Then he/she asks the class, "Would you agree with the statement 'all potatoes are the same'? Why or why not?". He/she asks them to try to pick out their "friend", then mixes up the potatoes and rolls them out onto a table and he/she asks everyone to come up and pick out their potatoes.
- After everyone has their potatoes and the educator has his/her "friend" back, he/she says: "Well, perhaps potatoes are a little like people. Sometimes, we lump people of a group all together. When we think, 'They're all alike,' we are really saying that we haven't taken the time or thought it important enough to get to know the person. When we do, we find out everyone is different and special in some way, just like our potato friends."

### Discussion

- The educator asks the students to think about groups in the community that we tend to lump together. If they have trouble thinking of groups, you may want to prompt them with some of the following groups:
  - Younger people of our neighborhood
  - Older people at the supermarket
  - Colleagues from different cultures or backgrounds
  - Women
  - Men

The group will discuss answers to the following questions:

- When we lump everyone from the same group together and assume they all have the same characteristics, what are we doing? What is this called?
- Do you know a lot of people from the groups we tend to lump together? Do they all fit the stereotype?
- Why are stereotypes dangerous?

### Activity details

The educator acts as a moderator of the discussion, allowing everyone to express their own ideas and making sure that no offensive declarations are said.

<b>Assessment of the activity</b>
The activity is successful if all students have participated actively in the discussion by showing understanding of diversities and why stereotypes are negative.
<b>References/Further reading</b>
<a href="https://www.theguardian.com/society/2015/feb/04/old-ditch-ageist-stereotypes">https://www.theguardian.com/society/2015/feb/04/old-ditch-ageist-stereotypes</a> <a href="https://www.youtube.com/watch?v=wmtQMMTJNb4">https://www.youtube.com/watch?v=wmtQMMTJNb4</a> <a href="https://www.theguardian.com/society/2009/apr/15/stereotypes-young-people">https://www.theguardian.com/society/2009/apr/15/stereotypes-young-people</a> <a href="https://news.stanford.edu/2016/09/08/older-people-offer-resource-children-need-stanford-report-says/">https://news.stanford.edu/2016/09/08/older-people-offer-resource-children-need-stanford-report-says/</a>

Activity Code	Title
R.M2.U2.1	<b>What is culture</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> The proposed activity has the following goals:</li> <li>• <i>Duration:</i> 10mn</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• This is a very short theoretical input to set the scene.</li> <li>• The tutor will present 6 definitions of culture to the volunteers via a PowerPoint presentation (PPT.M2.U2.1 How to define culture).</li> <li>• Then they will have 1 minute to take a note of the definition they think is most fitting.</li> <li>• Then the tutor will tell them that all definitions are part of the term culture and goes to the slice with the iceberg image.</li> </ul>	
<b>Activity details</b>	
This activity involves a very short theoretical input where 6 definitions of culture will be presented and volunteers get a little time (1minute) to choose one or two of the definitions that describe culture in their opinion and take notes.	
<b>Assessment of the activity</b>	
N/A	
<b>References/Further reading</b>	
What is culture: <a href="https://www.youtube.com/watch?v=NSCFxDKJWwo">https://www.youtube.com/watch?v=NSCFxDKJWwo</a> <a href="https://www.youtube.com/watch?v=Me2HITQPS40">https://www.youtube.com/watch?v=Me2HITQPS40</a> Intercultural awareness: <a href="https://www.youtube.com/watch?v=VMwjscSCcf0&amp;list=PLenhmNbAT2DRkKITt806SztQF8QYAJJO">https://www.youtube.com/watch?v=VMwjscSCcf0&amp;list=PLenhmNbAT2DRkKITt806SztQF8QYAJJO</a> <a href="https://www.youtube.com/watch?v=plD04Jzsot4">https://www.youtube.com/watch?v=plD04Jzsot4</a> <a href="https://www.skillsyouneed.com/ips/intercultural-awareness.html">https://www.skillsyouneed.com/ips/intercultural-awareness.html</a> <a href="https://files.eric.ed.gov/fulltext/EJ1080436.pdf">https://files.eric.ed.gov/fulltext/EJ1080436.pdf</a> <a href="https://www.researchgate.net/publication/233471720">https://www.researchgate.net/publication/233471720</a> Intercultural awareness Modelling an understanding of cultures in intercultural communication through English as a lingua franca	

Activity Code	Title
R.M2.U2.2	<b>My Apple</b>
<b>Overview</b>	

<ul style="list-style-type: none"> <li>• <i>Purpose:</i> This exercise serves the purpose of raising awareness about automatic generalisation/ stereotypes.</li> <li>• <i>Duration:</i> 20mn</li> </ul>
<p><b>Instructions</b></p> <p>At first sight, there seems to be a homogenous group of fruit of any kind and every person has associations on how an apple or an orange should look like. We place them in categories in our mind. But when discovering personal characteristics, the chosen fruit becomes unique in the eye of the observer. First assumptions do not mirror the whole personality and character of neither a fruit nor a person, there is always more to it than you expect.</p> <ul style="list-style-type: none"> <li>• Start with the presentation of a basket/bowl full of apples and ask learner what they see and what their first three assumptions about this fruits are (e.g. apple: round, sweet, smooth).</li> <li>• Give them a few seconds to answer; it doesn't matter if they are right or wrong, this is just a little pre-exercise to get them involved and to make the general assumptions visible.</li> <li>• Do not give them too much time; stop them after about 6 assumptions.</li> <li>• Then you will let them choose a fruit of their own.</li> </ul> <ol style="list-style-type: none"> <li>1. "All of those apples look almost the same, right? Do you think you can find your apple again? Let's find out!"</li> <li>2. They should take a good look at their fruit and pay attention on what makes their fruit special. Then you will collect all the fruits back in the bowl/basket.</li> <li>3. As soon as every volunteer has given back his/her fruit, you will tell them about the impact of general assumptions of a group - that most of the time, the first impression doesn't tell the whole story, but when you take your time and get to know individuals, you may learn aspects that you never knew they would exist.</li> <li>4. "At first sight, there was homogenous group of apples and there were hardly any differences visible to the naked eye. But you chose one apple and learned about the individual characteristics. Now please try to find your apple again!"</li> <li>5. If there is time left, ask if somebody would like to share his/her experience with this exercise.             <ol style="list-style-type: none"> <li>a. What did they expect?</li> <li>b. What did they find out?</li> </ol> </li> </ol> <p>Were they surprised that they found their fruit again?</p>
<p><b>Activity details</b></p> <p>N/R</p>
<p><b>Assessment of the activity</b></p> <p>N/A</p>
<p><b>References/Further reading</b></p> <p>Intercultural Training: How Self-Awareness leads to Cultural Awareness  <a href="https://youtu.be/bkz_MmN0wQk">https://youtu.be/bkz_MmN0wQk</a></p>

<b>Activity Code</b>	<b>Title</b>
R.M2.U2.3	<b>Greeting game</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> it will teach about different styles of greetings around the world. Participants will experience that there is more than one way to greet and that different cultures have different ideas of it.</li> </ul>	

- *Duration: 20mn*

### Instructions

- This exercise is a fun and also valuable way of building subgroups.
- “Imagine you are at an international airport. You have been sent there to pick up guests, but you have no idea how they look like. But you know that you are all part of the same culture, meaning that you will use the same greeting. Of course, being at an airport it is very loud and you can’t hear anything the people are saying (meaning no talking during the exercise). Now take a look at your card to discover what culture you belong to and try to find your guests by greeting in the particular way!”
- The concrete process of the game is in strong relation with the amount of learners in your group.
- You will have to generate at least 3 different groups with at least 3 members.
- In this instruction, the greeting styles of 7 cultures are prepared.
- Choose the ones you find fitting most, print out the pages and cut them into cards for the participants.
- Try to choose the most opposite greetings; if you have another idea of your own, you are welcome to include another greeting style.
- If you have time left, you can discuss their experiences during the game immediately.
- Otherwise, you can include the evaluation of the greeting game in the discussion at the end of the session.
- Very important: Remind them of the “My Apple”-exercise. Of course, there are other greeting styles practised in the following cultures, not only the one that are proposed during this exercise. Make sure that learners are aware of this, so they won’t generate just another stereotype about another culture!

### Activity details

1. As an overview, the following greeting styles are prepared below:
  - a. Japanese (formal bow)
  - b. Switzerland (3 implied kisses on the cheek – left, right, left)
  - c. India (namaste)
  - d. Western style (firm handshake)
  - e. Egypt (kiss the hands of the older person)
  - f. Mexico (strong pat on the shoulder while hugging)
  - g. Surfer (shaka)

**You are part of the Japanese culture.**

**To find your guest/host, you will bow formally as a greeting.**

**As a man, keep your arms on the side of your body.  
As a woman, fold your hands on your lap while bowing.**

## **You are part of the Japanese culture.**

To find your guest/host, you will bow formally as a greeting.

As a man, keep your arms on the side of your body.  
As a woman, fold your hands on your lap while bowing.

## **You are part of the Japanese culture.**

To find your guest/host, you will bow formally as a greeting.

As a man, keep your arms on the side of your body.  
As a woman, fold your hands on your lap while bowing.

## **You are part of the Japanese culture.**

To find your guest/host, you will bow formally as a greeting.

As a man, keep your arms on the side of your body.  
As a woman, fold your hands on your lap while bowing.



## **You are part of the Japanese culture.**

To find your guest/host, you will bow formally as a greeting.

As a man, keep your arms on the side of your body.  
As a woman, fold your hands on your lap while bowing.

## **You are part of the Swiss culture.**

To find your guest/host, you will kiss the cheek three times as a greeting.

Imply a kiss on the left, then the right, and again on the left side of the person in front of you.

## **You are part of the Swiss culture.**

To find your guest/host, you will kiss the cheek three times as a greeting.

Imply a kiss on the left, then the right, and again on the left side of the person in front of you.

## **You are part of the Swiss culture.**

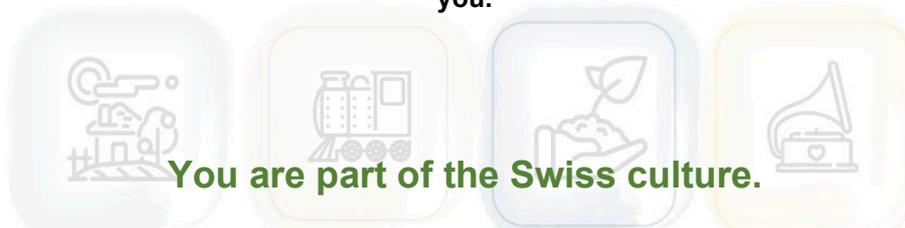
To find your guest/host, you will kiss the cheek three times as a greeting.

Imply a kiss on the left, then the right, and again on the left side of the person in front of you.

## **You are part of the Swiss culture.**

To find your guest/host, you will kiss the cheek three times as a greeting.

Imply a kiss on the left, then the right, and again on the left side of the person in front of you.



## **You are part of the Swiss culture.**

To find your guest/host, you will kiss the cheek three times as a greeting.

Imply a kiss on the left, then the right, and again on the left side of the person in front of you.

## **You are part of the Indian culture.**

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.

Fold your hands in front of your chest and bow your head.

## **You are part of the Indian culture.**

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.

Fold your hands in front of your chest and bow your head.

## **You are part of the Indian culture.**

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.

Fold your hands in front of your chest and bow your head.

## **You are part of the Indian culture.**

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.

Fold your hands in front of your chest and bow your head.

## **You are part of the Indian culture.**

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.

Fold your hands in front of your chest and bow your head.

## **You are part of the Western culture.**

To find your guest/host, you will shake hands firmly as a greeting.

Offer your right hand to the person in front of you and shake it firmly 2-3 times.

## **You are part of the Western culture.**

To find your guest/host, you will shake hands firmly as a greeting.

Offer your right hand to the person in front of you and shake it firmly 2-3 times.

## **You are part of the Western culture.**

To find your guest/host, you will shake hands firmly as a greeting.

Offer your right hand to the person in front of you and shake it firmly 2-3 times.

## **You are part of the Western culture.**

To find your guest/host, you will shake hands firmly as a greeting.

Offer your right hand to the person in front of you and shake it firmly 2-3 times.



## **You are part of the Western culture.**

To find your guest/host, you will shake hands firmly as a greeting.

Offer your right hand to the person in front of you and shake it firmly 2-3 times.

## **You are part of the Egyptian culture.**

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

## You are part of the Egyptian culture.

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

## You are part of the Egyptian culture.

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

## You are part of the Egyptian culture.

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

## You are part of the Egyptian culture.

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

## You are part of the Mexican culture.

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

## You are part of the Mexican culture.

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

## You are part of the Mexican culture.

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

## You are part of the Mexican culture.

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

## You are part of the Mexican culture.

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.



## You are part of the Surfer culture.

To find your guest/host, you will do the Shaka sign as a greeting.

Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.



**You are part of the Surfer culture.**

To find your guest/host, you will do the Shaka sign as a greeting.

Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.



**You are part of the Surfer culture.**

To find your guest/host, you will do the Shaka sign as a greeting.

Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.



**You are part of the Surfer culture.**

To find your guest/host, you will do the Shaka sign as a greeting.

Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.



**You are part of the Surfer culture.**

To find your guest/host, you will do the Shaka sign as a greeting.

Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.

**Assessment of the activity**

N/A

**References/Further reading**

How to greet around the world:

<https://www.youtube.com/watch?v=QLISC-opI0Y>

**Activity Code**

**Title**

R.M2.U3.1	<b>Silent listeners</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> The aim of this exercise is to get the participants practicing active listeners and testing the effects of it.</li> <li>• <i>Duration:</i> 30 mn</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• Split the group into pairs, A &amp; B, then take Bs out of the room and ask to wait outside.</li> <li>• Inform the As that whilst they are listening to their partner, every time their partner says something that evokes their 'inner voice' (i.e. they want to ask a question, makes them think about something etc..) they put their hand up for five seconds then put it back down. Or you can also ask to show Bs that they are losing focus and are not interested in Bs talk. Ask them to do this for the entire conversation.</li> <li>• As are not allowed to interact with Bs, ask questions, affirm understanding etc.. As remain silent, just raising their hand everytime their inner voice kicks in.</li> <li>• Next inform the Bs outside that they are to speak to As about something of interest, an experience, their last holiday anything positive that has happened to them in the last six months. They have three minutes to talk.</li> <li>• Ask Bs back into the room, then allow three minutes of talking from Bs.</li> <li>• At the end of the three minutes ask the Bs how they felt whilst talking to As, emotions evoked etc. General answers back are normally 'didn't feel listened too, didn't understand why they were putting their hand up, lost my train of thought because they obviously weren't listening,' etc...</li> <li>• End the activity by discussing with the group about the power of active listening.</li> </ul>	
<b>Activity details</b>	
The tutor can run the exercise again, this time allowing the As to interact, ask questions, become involved in the conversation etc. and compare the two conversations, which was more satisfying etc.	
<b>Assessment of the activity</b>	
N/A	
<b>References/Further reading</b>	
N/A	

<b>Activity Code</b>	<b>Title</b>
R.M2.U3.2	<b>Talkers &amp; listeners</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> The aim of this exercise is to get the participants practicing active listeners and testing the effects of it.</li> <li>• <i>Duration:</i> 30 mn</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• The tutor will form pairs composed of talkers and listeners.</li> <li>• Talkers have to describe what they want from a holiday but without mentioning a destination.</li> <li>• Listeners have to practice active listening skills – listening attentively to what is being said and what is not quite being said, and demonstrating their listening to the talker by their behaviour.</li> </ul>	

<ul style="list-style-type: none"> <li>• After 3-4 minutes the listeners have to summarise the three or four main issues or criteria that they have heard the talkers express and then make a tentative sale of a suitable destination.</li> <li>• Then the tutor has one minute to review how close the listeners were to what the talkers said and needed. Plus one minute to review how well they demonstrated active listening behaviours.</li> <li>• Then the tutor swaps roles and repeats.</li> </ul>
<b>Activity details</b>
N/A
<b>Assessment of the activity</b>
The tutor plenary reviews the activity, pulling out key learning points. If the listeners managed to sell the destinations they proposed, then the activity is successful.
<b>References/Further reading</b>
N/A

Activity Code	Title
RM2.U4.1	Emotions consciousness
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> <ul style="list-style-type: none"> <li>• To raise consciousness about emotions</li> <li>• To reflect about the effects of impulsive emotions</li> <li>• To create mutual understanding among the students</li> </ul> </li> <li>• <i>Duration:</i> 30mn</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• The educator splits the class into four equal groups. Then he/she will write the following lists of emotions on the white board (the educator will use the first set of emotions to demonstrate the task):             <ol style="list-style-type: none"> <li>1. furious, enraged, cross, irritated, angry, annoyed</li> <li>2. unhappy, despairing, grief-stricken, sad, blue, a bit down</li> <li>3. puzzled, confused, shocked, stunned, surprised</li> <li>4. satisfied, happy, pleased, delighted, overjoyed, ecstatic</li> <li>5. worried, nervous, stressed, overwhelmed, anxious</li> </ol> </li> <li>• The educator asks for 6 volunteers (according to the number of learners in the classroom) to demonstrate each of the emotions in the first list (furious, enraged, etc.). Then he/she introduces the word and concept of 'intensity'. The educator asks the learners volunteers to act out various levels of intensity for their allocated emotion, and then he/she asks the class to order the 'emotional acts' from low to high intensity.</li> <li>• The educator allocates lists 2-5 to the four groups, checks students' understanding of each of the listed emotions. In their groups, the educator gets the students to sort their group list of emotions from low intensity to high intensity. The educator asks questions such as: Which of the emotions were difficult to sort? Why? Which of these emotions are pleasant and which ones are unpleasant? What are some possible bad effects of intense or strong feelings? Is there one best way to manage intense emotions?</li> <li>• The educator notes the answers on the paper board.</li> </ul>	
<b>Activity details</b>	

The educator makes clear that there are not correct or wrong answers; there are be different perceptions of emotions.

#### Assessment of the activity

The activity is successful if all the learners participate in a active way to the activity and express their feeling in a natural way.

#### References/Further reading

Human emotions:

<https://youtu.be/xNY0AAUtH3g>

<https://www.therapistaid.com/therapy-worksheet/list-of-emotions>

<https://www.forbes.com/sites/brucelee/2017/09/09/here-are-the-27-different-human-emotions-according-to-a-study/#5052b69d1335>

<http://www.openculture.com/human-emotions-a-free-course-from-yale>

Managing your emotions:

<https://www.youtube.com/watch?v=JD4O7ama3o8>

<https://www.youtube.com/watch?v=b197XOd9S7U>

<https://www.skillsyouneed.com/ps/managing-emotions.html>

Activity Code	Title
RM2.U4.2	<b>Cope with your anger</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> <ul style="list-style-type: none"> <li>• To be aware of skills to cope with anger</li> <li>• To create own guided journey</li> </ul> </li> <li>• <i>Duration:</i> 40mn</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• The educator explains the purpose of the activity and provides papers with the questions for the exercise.</li> <li>• The educator should read guided journey to participants in a low, soft voice tone.</li> <li>• Afterwards, he/she requires participants to write their guided journey.</li> <li>• Finally, a reflection activity is proposed.</li> </ul>	
<b>Activity details</b>	
<p>The educator reads the following guided journey to the participants:</p> <ul style="list-style-type: none"> <li>• Dim the room lights, then sit or lay comfortably...</li> <li>• Breathe air in through your nose and out your mouth</li> <li>• Close your eyes and imagine being the only person in the room</li> <li>• It is time to relax, it is time to lighten up, and release anger</li> <li>• Imagine your feet tingling and feeling lighter</li> <li>• Your legs feel the tingle too. Image your legs floating upward</li> <li>• Allow the tingle to spread up your back and neck</li> <li>• Say to yourself, it is time to relax</li> <li>• Imagine your body floating several inches above your chair</li> <li>• Allow the tingle to spread down your arms and to your head</li> <li>• Imagine your arms floating up. It is time to relax</li> <li>• Picture the walls and the ceiling floating away</li> <li>• You can see blue skies and white clouds in the distance</li> <li>• Your body is relaxed. Imagine floating up to the clouds</li> <li>• Float higher and higher into the clouds</li> <li>• Until you can see green fields stretching to the horizon</li> </ul>	

- Feel the wind blow across your face
- Smell the fresh air
- Listen to the birds sing
- Look down at the peaceful blue streams and rivers
- Blue streams cut across green valleys as you calmly float in the clouds
- In a sea of clouds, you are at complete relaxation
- Enjoy it and remember what it feels like
- Take another breath of air in through your nose and out your mouth
- (Wait a few minutes in silence before continuing)
- At this time you must search below to find your chair again
- Spot your chair in the middle of a beautiful field of flowers
- Slowly drop back down to your chair and sit in it comfortably
- Slowly open your eyes and notice the walls in the room once again
- Focus on pictures and other objects in the room
- You have experienced a relaxing journey
- Continue your day feeling calm as you felt during this escape

Then the educator asks the learners to write their own guided journey following the questions below:

- Where is your relaxing place? Examples: forest, beach, park, etc.
- What do you see? Examples: trees, ocean, birds, mountains, animals, etc.
- What do you smell? Examples: fresh air, flowers, ocean air, etc
- What do you hear? Examples: waves, wind, birds, quietness, etc
- What do you feel? Examples: sand, blowing wind, water, grass, etc
- Why is this place relaxing for you?

The educator proposes an activity to reflect on the activity:

- What was the purpose of this activity?
- How did you feel when you listened to the guided journey?
- What are the benefits of a guided journey?
- What are the consequences if you use your hands or words to hurt other people when you feel angry?
- How did you feel about designing your own guided journey?

The educator allows participants to share their guided journey with group.

#### Assessment of the activity

N/R

#### References/Further reading

Coping with anger:

<https://au.reachout.com/articles/8-ways-to-deal-with-anger>

<https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/anger-management/art-20045434>

<https://www.psychologytoday.com/us/blog/emotional-freedom/201102/four-strategies-cope-anger-in-healthy-way>

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

<https://www.youtube.com/watch?v=mFlrc16xjik>

[https://www.youtube.com/watch?v=BsVq5R\\_F6RA](https://www.youtube.com/watch?v=BsVq5R_F6RA)

Activity Code	Title
R.M2.U5.1	Are you more like...

Overview
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> to foster communication and to develop critical thinking</li> <li>• <i>Duration:</i> 20 mn</li> </ul>
Instructions
<ul style="list-style-type: none"> <li>• Distribute a sheet of paper and pen to each person in the class.</li> <li>• Choose and announce one interesting or intriguing Are You More Like... question, e.g. OCEAN/MOUNTAIN, CAT/DOG, etc.</li> <li>• Instruct each person to write the statement or characteristic they like at the top of their paper, and then write three reasons why they are like this characteristic.</li> <li>• Then, halfway down the paper, each person writes the statement they do not like, and writes three reasons why they are not like this characteristic.</li> <li>• Collect all of the papers, and shuffle.</li> <li>• One by one, read the statements on each sheet of paper, and challenge your group to identify who the person is.</li> <li>• If several people are potential candidates, perform a quick vote, before asking the person who actually wrote the statements to reveal themselves.</li> </ul>
Activity details
N/A
Assessment of the activity
N/A
References/Further reading
<a href="https://quizlet.com/67491256/critical-thinking-chapter-22-flash-cards/">https://quizlet.com/67491256/critical-thinking-chapter-22-flash-cards/</a>

Activity Code	Title
R.M2.U5.2	True or false?
Overview	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> <ul style="list-style-type: none"> <li>• to reflect about misconception</li> <li>• to develop critical thinking</li> </ul> </li> <li>• <i>Duration:</i> 30 mn</li> </ul>	
Instructions	
<p>The educator starts the exercise by asking the learners when was the last or the most significant time they changed their mind about something. What made them change their mind? Why?</p> <p>Then the educator gets the students to watch the video “25 things you thought were true, but really aren’t”.</p> <p>After the video, the educator asks the following questions to launch a debate among the students:</p> <ul style="list-style-type: none"> <li>• What perpetuated misconception in the first place?</li> <li>• Assuming that the misconceptions were created inadvertently, what happened historically to create it in the first place?</li> <li>• Why did it continue?</li> <li>• What contributed to the recent change in thinking of this misconception?</li> <li>• How do you know the current ‘truth’ about the misconception is ‘more true’ than the previous version of the story?</li> </ul>	

<ul style="list-style-type: none"> <li>• What in your life changed after clarifying your thinking?</li> </ul>
<b>Activity details</b>
The educator moderates the discussion, making sure that every student participates by answering the questions and expressing their own ideas.
<b>Assessment of the activity</b>
N/R
<b>References/Further reading</b>
<a href="https://youtu.be/3GU2kPI57JQ">https://youtu.be/3GU2kPI57JQ</a> <a href="https://youtu.be/jVoBxyXUR8s">https://youtu.be/jVoBxyXUR8s</a>  Critical thinking to avoid misconception <a href="https://sites.google.com/site/dmzeroproject/Home/critical-thinking-and-misconceptions">https://sites.google.com/site/dmzeroproject/Home/critical-thinking-and-misconceptions</a> <i>A People's History of United States</i> , Howard Zinn

### Module 3

Activity Code	Title
R.M3.U1.1	<b>Forming open-ended questions</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> to provide participants with the opportunity to practice forming open-ended questions</li> <li>• <i>Duration:</i> 25 min</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• The educator divides all participants into pairs.</li> <li>• The educator then gives each pair a copy of the following questions:               <ol style="list-style-type: none"> <li>1. Are you feeling okay today?</li> <li>2. Did you eat breakfast this morning?</li> <li>3. Are you planning on going shopping tomorrow?</li> <li>4. Did you take your dog for a walk yesterday evening?</li> <li>5. Is the door of your house red?</li> <li>6. Did you have fish for dinner last night?</li> <li>7. Did you watch TV this morning?</li> <li>8. Are your eyes brown in colour?</li> <li>9. Do you like to listen to the radio?</li> <li>10. Is green your favourite colour?</li> <li>11. Is golf your favourite hobby?</li> <li>12. Do you know how to speak Chinese?</li> <li>13. Is your car blue?</li> <li>14. Do you like popcorn?</li> <li>15. Can you swim?</li> <li>16. Does your neighbour have a cat?</li> <li>17. Are you happy in your job at the moment?</li> <li>18. Did you ever want to be a teacher?</li> <li>19. Have you ever flown on an airplane?</li> <li>20. Did you ever enter a dance competition?</li> <li>21. Do you eat meat?</li> <li>22. Have you ever visited Spain?</li> </ol> </li> </ul>	

<p>23. Do you like cycling?</p> <p>24. Do you have a social media account?</p> <p>25. Did you ever practice karate?</p> <p>26. Do you use online banking?</p> <p>27. Do you live nearby a park?</p> <p>28. Is your hair blonde?</p> <p>29. Do you like the ocean?</p> <p>30. Do you have a driving licence?</p> <ul style="list-style-type: none"> <li>• Working in their pairs, participants will take it in turns to form open-ended questions from the list of close-ended questions provided.</li> <li>• One participant forms and asks the open-ended question, and the second participant provide feedback on if the question still asks the same thing, only in a different form.</li> <li>• After 10 minutes, the pairs switch roles and the other participant gets to practice asking open-ended questions.</li> <li>• After 20 minutes, the educators brings the whole group back together and elicits feedback from all participants regarding how they found this experience and did they find it easy to form open-ended questions?</li> </ul>
<b>Activity details</b>
N/A
<b>Assessment of the activity</b>
N/A
<b>References/Further reading</b>
<ul style="list-style-type: none"> <li>• <a href="https://www.surveymonkey.com/mp/comparing-closed-ended-and-open-ended-questions/">https://www.surveymonkey.com/mp/comparing-closed-ended-and-open-ended-questions/</a></li> <li>• <a href="https://examples.yourdictionary.com/examples-of-open-ended-and-closed-ended-questions.html">https://examples.yourdictionary.com/examples-of-open-ended-and-closed-ended-questions.html</a></li> </ul>

Activity Code	Title
R.M3.U1.2	<b>One-Two Punch Technique</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> to provide participants with the opportunity to practice the One-Two Punch Technique to interviewing</li> <li>• <i>Duration:</i> 25 min</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• The educator invites all participants to work in their pairs from the first activity.</li> <li>• The educator briefly explains the One-Two Punch questioning technique – where the interviewer asks a closed question to establish a fact or context for their interview, and follows this with an open-ended question to draw out more detail, accounts of personal stories, experiences, etc.</li> <li>• Working in their pairs, each participant will have the opportunity to take on the role of the interviewer and the interviewee.</li> <li>• Each pair will role-play a mock-interview in using the One-Two Punch questioning technique. The mock-interviews can cover the topic of the interviewers oral history project</li> </ul>	

<p>or it can be unrelated. The purpose of this activity is to allow participants to practice the technique.</p> <ul style="list-style-type: none"> <li>The following is a sample of using this questioning technique, and the educator can share it with participants if they are finding it difficult to understand their task: <ul style="list-style-type: none"> <li>Closed Question: What year were you born?</li> <li>Open-ended Question: Describe your earliest memory of your childhood?</li> <li>Closed Question: What city did you live in then?</li> <li>Open-ended Question: What was it like growing up in that city at that time?</li> <li>Closed Question: What job did your father have when you were young?</li> <li>Open-ended Question: How did his job choice influence the career you chose for yourself?</li> </ul> </li> <li>After 10 minutes, the pairs switch roles and the other participant gets to practice asking the questions.</li> <li>After 20 minutes, the educators brings the whole group back together and elicits feedback from all participants regarding how easy or difficult they found it to ask these different types of questions.</li> </ul>
<b>Activity details</b>
N/A
<b>Assessment of the activity</b>
N/A
<b>References/Further reading</b>
<ul style="list-style-type: none"> <li><a href="http://mybatmitzvahstory.org/familyhistorytoolkit/creating-oral-history-how-ask-great-questions">http://mybatmitzvahstory.org/familyhistorytoolkit/creating-oral-history-how-ask-great-questions</a></li> </ul>

Activity Code	Title
R.M3.U2.1	<b>Motivating your narrator</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li><i>Purpose:</i> the aim of this activity is to provide interviewers with an overview of strategies and rules they can apply to motivate their narrators to communicate effectively with them during the oral history interview.</li> <li><i>Duration:</i> 30 min</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>The educator provides all participants with a copy of the handout (below).</li> <li>The educator then leads the group in reading through all of the rules, and examples.</li> <li>There are 5 rules presented below.</li> <li>The educator then divides all participants into pairs, and encourages each pair to develop and perform short role-play activities to practice some or all of these rules.</li> <li>Each pair is encouraged to select a different rule and develop their short role play activity.</li> <li>In each pair, one participant will take on the role of the interviewer and the other will play the role of the narrator. If there is time, invite the participants to swap roles and perform the role play again.</li> <li>After 20 minutes, the educator brings the whole group back together.</li> <li>Each pair can volunteer to perform their role play to the group, and to gain feedback from their peers on the role play.</li> </ul>	

- Following on from this activity, the educator leads a short group reflection, answering any questions that emerge from the role-play activities and highlighting some of the key strategies presented for motivating narrators during the interview.
- The educator will record these main points on a flipchart.

### Activity details

#### *Ideas and important rules for motivating others in communication*

#### **Rule Number 1: To express empathy :**

Empathy is the willingness and the ability to identify with the attitudes and feelings of other people. That means to understand the feelings, perspectives and positions of the narrator without evaluating, criticize or even making a joke of the experiences and memories they are sharing with you. Empathetic interviewers that encourage narrators to share their stories in a more open and respectful way, will be successful in extracting rich oral history accounts.

#### ***Example***

- Begin by asking open questions (for example: Can you describe what it was like growing up in Romania in the 1960s?)
- Active listening and summarizing (for example: how do you feel when you look back at that time? Do you think it still affects you now?)
- Confirming statements (for example: This must have been really hard for you. / I really appreciate, that you took time to share this with me.)

#### **Rule Number 2: To ask open questions:**

To motivate the narrator to share their story during the oral history interview, it is necessary to ask the right questions which will elicit the answers and information that the interviewer wants to obtain through the interviews.

#### ***Example***

As a re-cap from Unit 1, there are two types of questions:

1. Open questions which encourage the narrator to provide longer answers, which highlight their feelings, sentiments, thoughts, opinions, accounts of past experiences, daily routines in the past, etc. This type of question does not limit the possibilities to answer.
2. Closed questions which ask only specific information on places, dates, etc. And which are often followed by short or even one-word answers.

For this role-play, participants can practice asking questions once more or can observe themselves in conversation in general and try to assess which type of questions dominate in their conversation.

#### **Rule Number 3: To redirect resistance:**

The interviewer does not have to plead with the narrator to share their story – it should be forthcoming from the narrator.

#### ***Example***

- The interviewer can prompt the narrator to answer their questions, by encouraging them to share their stories through asking open questions. If the narrator is only providing short one-word answers, the interviewer may consider asking the narrator to reflect on and explain their motivation for taking part in the oral history interview – as this may force the

narrator to realise the purpose of the interview and to show less resistance to the interview itself.

**Rule Number 4: To foster self-efficacy:**

The interviewer strengthens the belief of the narrator that their story is interesting, of historical value and worthwhile sharing for the purpose of this oral history project.

***Example***

- In this example, the interviewer should aim to empower but not patronise the narrator. In this communication technique, the interviewer should focus on the specific experiences, knowledge, perspectives and qualities of the narrator and what their story is contributing to the overall aim of the oral history project.

**Rule Number 5: To practice active listening:**

Another strategy for motivating narrators throughout the interview process is to apply the communication technique or active listening.

***Example***

- To better understand the context and nuances of the story being told by the narrator, and to understand their motives and motivations for sharing the story, it is necessary to practice and refine active listening skills.
- Active listening means to show that your narrator has your full attention, and that you understand his/her message by being able to be attentive and offer a summary of what was shared in their story at the end.

**Assessment of the activity**

N/A

**References/Further reading**

N/A

Activity Code	Title
R.M3.U3.1	<b>Completing Google Searches</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> The purpose of this handout is to assess the level of digital competence of participants, by guiding them through the process of conducting successful searches using the Google search engine. It has been developed so that the educator can use it in class to guide the participants through the activity, but also so that learners can use this handout at home to support them in performing Google searches as part of their self-directed learning. This is an introductory activity, and some participants will find it to be very simple, but others will need more support from the educator to perform these simple tasks.</li> <li>• <i>Duration:</i> 20 min</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• All participants can work on their own for this activity – the educator just needs to ensure that all participants have access to the Internet and to a smart device, phone, tablet, laptop or PC to complete their search online.</li> </ul>	

- If some participants have low levels of digital literacy, they can be paired with participants with better developed digital skills.
- The educator distributes copies of the handout (below) to all participants and reads through the handout with them, answering any questions as they arise.
- The educator then guides the participants through the steps and supports them to practice searching for information online using the Google search engine.

### Activity details

1. Open the browser on your smart device, tablet, laptop or PC.
2. The home screen for your browser should be already set as Google, if it is not you can get to the Google search page by typing 'www.google.com' into the address bar at the top of the screen.
3. When the Google search page has loaded and to begin your search just type what you are searching for into the search bar and click on the magnifying glass to the right.
4. For the purposes of the tutorial we are going to search for the Euronews website.
5. To bring up a list of search results just type Euronews into the Search Bar.
6. Once the results have been displayed you can select which link best suits your needs.

*Tip: Not all searches returned through Google will relate directly to what you have searched for, some will be advertisements and some results may be for additional services which the website you have searched for provides i.e. Euronews Weather or for other news outlets, such as RT or France 24. The most relevant link to your search is usually the first displayed on the page.*

7. Once you have clicked the link that you wish to follow this will bring you to the page which you have searched for and you can browse the page as you wish.
8. Remember that you can always get back to the Google search page by typing www.google.com in the address bar as with step 2 of this tutorial.
9. As your research progresses, and if you are using Google for academic referencing or to check facts from your oral history project, you may wish to search using Google Scholar.
10. Google Scholar is a free online repository of academic studies, journals, articles, etc. which can be accessed at <https://scholar.google.com/>.
11. Within Google Scholar, you can search for the topics you are looking to research by keyword, author, article title or topic. There is also an advanced search with more options.

*Here are further tips to help you find what you're looking for online:*

1. Start with the Basics – No matter what you're looking for, start with a simple search like 'where is the closest airport'. You can always add a few descriptive words if necessary.

If you're looking for a specific place or product in a specific location, add the location. For example 'bakery in Dublin'

2. Choose Words Carefully – When you’re deciding what words to put in the search box, try to choose words that are likely to appear on the site you’re looking for. For example instead of saying ‘my head hurts’ say ‘headache’ because that’s a word a medical site would use.

3. Don’t Worry About the Little Things – Google’s spell checker automatically uses the most common spelling of a given word, whether or not you spell it correctly.

A search for the ‘ny times is the same as a search for the ‘NY Times’ so capitalisation is not something to worry about when conducting a web search.

4. Find Quick Answers – For many searches google will do the hard work for you and show you an answer to your question in the search results:

- *Dictionary* – put define in front of any word to see its definition.
- *Unit Conversions* – enter any unit conversion like ‘3 dollars in euro’
- *Quick Facts* – search for the name of a celebrity, location, movie, song etc. to find related information

**Assessment of the activity**

N/A

**References/Further reading**

N/A

Activity Code	Title
R.M3.U3.2	<b>Let’s check some ‘facts’!</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> to give participants the chance to practice applying online research techniques for checking ‘facts’ online</li> <li>• <i>Duration:</i> 40 min</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• When recording oral history interviews, narrators may not always have the facts straight; and sometimes they may even share something which they believe to be a fact which later turns out to be untrue. For this reason it is important that oral historians know and understand how to check facts.</li> <li>• All participants can work on their own for this activity – the educator just needs to ensure that all participants have access to the Internet and to a smart device, phone, tablet, laptop or PC to complete their search online.</li> <li>• If some participants have low levels of digital literacy, they can be paired with participants with better developed digital skills.</li> <li>• The educator then gives each participant a copy of the following ‘facts’, and give them 20 minutes to check as many facts as they can from the list.</li> <li>• The only rules in this activity is that each participant must find and take note of 3 reliable sources where they have found information which either confirm that the fact is true, or which show that it is false.</li> </ul>	

<ul style="list-style-type: none"> <li>Participants will research the following 10 facts online:             <ol style="list-style-type: none"> <li>The Great Wall of China is the only man-made structure that is visible from space.</li> <li>Human being burn more calories sleeping than they do watching television.</li> <li>Coca Cola would be green in colour is special colouring agents were not added to it.</li> <li>Different parts of the tongue detect different tastes.</li> <li>Men are 6 times more likely to be struck by lightening than women.</li> <li>Human beings lose all of our body heat through our head.</li> <li>The average person walks the equivalent of three times around the world in a lifetime.</li> <li>There are more lifeforms living on our skin that there are people living on the planet.</li> <li>Chameleons change colour to blend in with surroundings.</li> <li>Dogs have one-sixth the number of taste buds that human beings do.</li> </ol> </li> <li>After 30 minutes, the educators brings the whole group back together and asks participants to share 1 fact which they proved to be true and 1 which is false, and to cite the sources where they have found the information to confirm or deny these facts.</li> <li>Once all participants have had the opportunity to share what they have researched, the educator can lead a short group feedback on how they found this activity and what they have learned.</li> </ul>
<b>Activity details</b>
N/A
<b>Assessment of the activity</b>
N/A
<b>References/Further reading</b>
<ul style="list-style-type: none"> <li><a href="https://www.archives.gov/files/education/lessons/worksheets/written_document_analys_is_worksheet_novice.pdf">https://www.archives.gov/files/education/lessons/worksheets/written_document_analys_is_worksheet_novice.pdf</a></li> </ul>

Activity Code	Title
R.M3.U4.1	<b>Analysing Photographs</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li><i>Purpose:</i> to give participants the opportunity to source, analyse and authenticate photographs as primary sources</li> <li><i>Duration:</i> 30 min</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>The educator divides all participants into groups of 3 or 4, depending on the group size.</li> <li>The educator then ensures that all groups have access to the Internet.</li> <li>All groups are encouraged to work together to find an historical photograph – one that has been authenticated as a primary source.</li> <li>Once each group has sourced their photograph online, they are asked to answer the following questions:             <ol style="list-style-type: none"> <li>What do you see in the photograph?</li> <li>Is it in colour or black white?</li> <li>What year is it from and how did you authenticate it?</li> <li>Who do you think took this photograph?</li> </ol> </li> </ul>	

<ol style="list-style-type: none"> <li>5. Where do you think this photo was taken?</li> <li>6. What makes you think it was taken here?</li> <li>7. Is there a caption and if so, what does it tell you about the photo?</li> <li>8. What is happening in the photograph?</li> <li>9. If there are people, who are they and what do you think they are doing?</li> <li>10. Why do you think this photo was taken? or What do you think this photo was used for?</li> </ol> <ul style="list-style-type: none"> <li>• After 20 minutes, the educators brings the whole group back together and asks the groups to present their photographs to the group, complete with their analysis of the photograph as a primary source.</li> <li>• After each presentation, the educator gives a short feedback to the group on their work.</li> </ul>
<b>Activity details</b>
N/A
<b>Assessment of the activity</b>
N/A
<b>References/Further reading</b>
<ul style="list-style-type: none"> <li>• <a href="https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet_novice.pdf">https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet_novice.pdf</a></li> </ul>

Activity Code	Title
R.M3.U4.2	<b>Analysing a Written Document</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> to give participants the opportunity to source, analyse and authenticate an history written document as primary sources</li> <li>• <i>Duration:</i> 30 min</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• The educator invites all participants to continue to work in their smaller groups, or the educator can decide to form new small groups for this activity to bring different ideas and perspectives together.</li> <li>• The educator then ensures that all groups have access to the Internet.</li> <li>• All groups are encouraged to work together to find an historical written document – one that has been authenticated as a primary source.</li> <li>• Once each group has sourced their chosen written document online, they are asked to answer the following questions: <ol style="list-style-type: none"> <li>1. What is the date of the document?</li> <li>2. Who wrote the document? (And how did you authenticate this?)</li> <li>3. Who read or received the document? (And how did you authenticate this?)</li> <li>4. Is the document hand-written or typed?</li> <li>5. What is the main focus or idea of this document?</li> <li>6. Why do you think this document was written?</li> <li>7. Is it a personal or public document? (And how did you authenticate this?)</li> <li>8. Are there any markings on the documents, such as: <ol style="list-style-type: none"> <li>a. Postmark</li> <li>b. Letterhead</li> <li>c. Signature</li> </ol> </li> </ol> </li> </ul>	

<ul style="list-style-type: none"> <li>d. Stamp</li> <li>e. Official seal</li> </ul> <ul style="list-style-type: none"> <li>• After 20 minutes, the educators brings the whole group back together and asks the groups to present their written document to the group.</li> <li>• During the presentation, participants are asked to state why they chose this document, and the to complete with their analysis of the document as a primary source by answering the questions above.</li> <li>• After each presentation, the educator gives a short feedback to the group on their work.</li> </ul>
<b>Activity details</b>
N/A
<b>Assessment of the activity</b>
N/A
<b>References/Further reading</b>
<ul style="list-style-type: none"> <li>• <a href="https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet_novice.pdf">https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet_novice.pdf</a></li> </ul>

Activity Code	Title
R.M3.U5.1	<b>Preparing an Evaluation</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> to provide participants with the opportunity to design their own evaluation techniques and questions</li> <li>• <i>Duration:</i> 30 min</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• The educator introduces this activity by first discussing oral history evaluation techniques with participants – highlighting the importance of fact-checking information shared during the interview, before evaluating the quality of the oral history interview itself.</li> <li>• The educator then divides all participants into two groups.</li> <li>• Group A watch the oral history project – Sample A (below) and Group B should watch Sample B.</li> <li>• After watching these videos as a group, participants then work together to answer the following questions:             <ul style="list-style-type: none"> <li>• What did you learn from this interview?</li> <li>• What are the main topics covered?</li> <li>• What do you think was the purpose of this interview?</li> <li>• Is the interview credible?</li> <li>• Did you think the interview is accurate?</li> <li>• How do you rate the narrator?</li> <li>• How do you rate the interviewer?</li> <li>• Comment on the quality of the oral history interview you have just watched.</li> </ul> </li> <li>• Participants then work together in their groups to develop a plan for how they would evaluate the quality of this oral history interview – Tip: this could include a peer evaluation, evaluation by an audience or a self-assessment using the questions from PPT.M3.U5.2.</li> <li>• Once both groups have finished their evaluation plans, the educator brings the whole group back together and invites volunteers to share the evaluation of their group; and to share how they plan to evaluate their oral history projects.</li> </ul>	

<b>Activity details</b>
N/A
<b>Assessment of the activity</b>
N/A
<b>References/Further reading</b>
<ul style="list-style-type: none"> <li>• Sample A: <a href="https://youtu.be/oJ_ew833y4Q">https://youtu.be/oJ_ew833y4Q</a></li> <li>• Sample B: <a href="https://youtu.be/BXXZIGOR8gk">https://youtu.be/BXXZIGOR8gk</a></li> </ul>

## Module 4

Activity Code	Title
R.M4.U1.1	<b>Oral History Interview Metadata Form</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> to give participants a form to help them to organise their interviews</li> <li>• <i>Duration:</i> 10 min</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• The educator distributes copies of the following template to all participants once they have completed PPT.M4.1.1 which outlined the steps they need to take to prepare their files to be archived.</li> <li>• After presenting the PowerPoint slides, the educator gives all participants the following form and asks them to review it in relation to their own oral history projects.</li> <li>• Participants are given 5 minutes to review the form and to ask the educator any open questions they have about how to complete the form.</li> </ul>	
<b>Activity details</b>	
<b>Oral History Interview Metadata Form</b>	
<b>Project Title:</b>	
<b>Interviewer(s) Name(s):</b>	
<b>Interviewee(s) Name(s):</b>	
<b>Age and Occupation of Interviewee(s)</b>	
<b>Location of Interview:</b>	
<b>Date of Interview:</b>	
<b>Time of Interview:</b>	
<b>Duration of Interview:</b>	
<b>Key Words (Topics discussed)</b>	
<b>Summary of Interview:</b>	

<b>Observations of the Interviewer</b>	
<b>Main Outcome (include also unexpected findings if applicable)</b>	
<b>Did the Interview meet the goals of the project/expectations of the interviewer?</b>	
<b>If not, why not?</b>	
<b>Assessment of the activity</b>	
N/A	
<b>References/Further reading</b>	
<ul style="list-style-type: none"> <li>OHLA Metadata Form: <a href="https://works.bepress.com/jenna_nolt/10/">https://works.bepress.com/jenna_nolt/10/</a></li> </ul>	

<b>Activity Code</b>	<b>Title</b>
R.M4.U2.1	<b>Pinpointing Problems in Your Interview</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li><i>Purpose:</i> to encourage participants to review their oral history project before sharing it in the public domain.</li> <li><i>Duration:</i> 10 min</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>The educator distributes copies of the handout (below) to all participants and invites them to complete the checklist as a final quality check of their interview.</li> <li>If participants don't yet have a completed recording for this assessment, they can review a sample oral history interview provided by the educator, as a means of practicing the technique for pinpointing problems and mistakes.</li> <li>When completing the following checklist, participants should listen to the recording and place a tick in the box beside a statement that is true from the list presented below.</li> <li>To complete a full review, participants may need to listen to the recording several times; however, for the purpose of this activity, the aim is just to practice the technique of listening to recording and being alert to mistakes and problems.</li> <li>After 10 minutes, the educators brings the whole group back together and elicits feedback from all participants regarding how they found this assessment exercise and if they uncovered any problems?</li> </ul>	
<b>Activity details</b>	

### Pinpointing Problems in Your Interview

#### *The interviewee...*

- is afraid of the recording equipment.
- doesn't believe she has anything of value to tell you, and doesn't understand why you would want to interview her.
- doesn't remember.
- has a series of stock stories that he has developed and is used to telling, almost according to a script. This interviewee is not about to let you deviate from his script.
- is not used to telling her or his story publicly and needs much coaxing and reinforcement. This person needs questions to get warmed up and more questions to keep going.
- does not feel comfortable talking to you about the topics you have in mind. For instance, a modest woman might not feel comfortable talking to a male about birth experiences.
- meanders through the story, and not according to the beginning-middle-end model that you have in your mind. The memories have a form other than linear time and you have to figure out how to allow the narrator to tell these memories in a way that makes sense to both teller and listener.
- is afraid to give private or personal information and thus gives you information that will preserve his or her public "mask."
- prefers or is used to building and sharing a story with others in a group rather than telling a story solo.

#### *The interviewer...*

- is too nervous to think calmly and clearly about what to say next.
- is disorganized.
- is not really listening to what the interviewee is trying to say.
- has expectations about what she or he wants to hear and is closed to other avenues of inquiry.
- appears critical to the interviewee.
- is from a different class or ethnic group than the interviewee and so is behaving and speaking in a socioeconomic "foreign language."

#### *The sound...*

- is too faint.
- contains noise that overrides or confuses the voices.
- has more than one person speaking at once.

<input type="checkbox"/> is distorted.
<b>Assessment of the activity</b>
N/A
<b>References/Further reading</b>
Source: <a href="http://dohistory.org/on_your_own/toolkit/oralHistory.html#TROUBLESHOOTING">http://dohistory.org/on_your_own/toolkit/oralHistory.html#TROUBLESHOOTING</a>

## Conclusion

Activity Code	Title
Evaluation form	<b>Evaluating the training</b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> to evaluate the 50 hours of training and to improve your trainer's skills</li> <li>• <i>Duration:</i> 10 min</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• The educator distributes copies of the handout (below) to all participants and invites them to complete it.</li> <li>• The educator insist on the fact that evaluation is not mandatory and anonymous.</li> <li>• The educator should emphasizes the fact that evaluation is made for him/her to improve him/herself.</li> </ul>	
<b>Activity details</b>	
<b>Evaluation questionnaire</b>	
<p>1) Overall, were you satisfied with the training?</p> <p><input type="checkbox"/> Absolutely yes</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Absolutely no</p>	
<p>2) Did you find the duration of the training appropriate?</p> <p><input type="checkbox"/> Absolutely yes</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Absolutely no</p>	
<p>3) Did the training met your expectation?</p> <p><input type="checkbox"/> Absolutely yes</p>	

- Yes
- No
- Absolutely no

4) Were you satisfied with the way of delivering the training?

- Absolutely yes
- Yes
- No
- Absolutely no

5) Do you have any recommendation?

.....

.....

.....

.....

**Thank you very much for filling this questionnaire in!**

**Assessment of the activity**

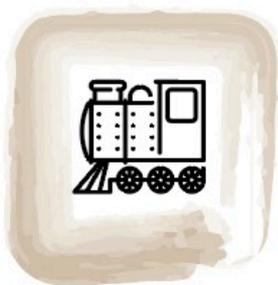
N/A

**References/Further reading**

N/A



# PAST-TIMES



*Stories, Tales and Customs to Raise Intercultural Awareness*



inn<sup>o</sup>ventum



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project Number:2018-1-FR01-KA204-047883