

# Working with historical memory in the classroom

A teaching plan and guide  
for implementation





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### Supporting documents available on the web

- Memory and identity framework: Theoretical approach of the project
- Case Studies: SEM@S pilot experiences
- Student baseline and post-project questionnaires

The Sharing European Memories at School methodology introduces the concept of historical memory into history teaching. Through exploring and analysing the difference between history and memory, students gain a different perspective on historical sources and explore how and why history is relevant to the present.

This document presents a cross-curricular, competency-based methodology that offers a new and flexible way of planning your history lessons. This project can help you:

- Develop students' cross-curricular skills, particularly critical thinking, analysis, interpersonal skills and team work
- Encourage a sense of citizenship and a better knowledge of how the past has influenced the society they live in
- Engage disaffected students and those who struggle with source work
- Explore one subject in depth, and in a new way
- Help students understand that there is no one definitive version of history
- Bring living witnesses into the classroom
- Bring intergenerational learning into school
- Develop multi-curricular approaches to teaching history
- Make the most of external resources such as museum and site visits.

The project is based on a three-stage methodology:

- **Phase 1:** students explore the concepts of history and memory and how they differ
- **Phase 2:** students interview living witnesses
- **Phase 3:** students analyse their interviews in their historical context and explore how and why the subject is remembered in the present day.

Teacher and student feedback following the pilot phase of the project have been very positive: teachers have found the methodology useful for developing key competences and students have enjoyed the work and found the approach very motivating.

An interesting aspect of the methodology is the European dimension, which will make students aware of other historical events and memories across Europe. To support this a database of European memories is available, where you may find other schools' work to use in the sharing stage.

### Comments from the Pilot Phase

#### Teachers

*"Students enjoyed the methodology, they worked well in groups and they had to make decisions regarding history and memory." Spanish teacher.*

*"Always looking for different ways of accessing material and subject matter. Will use the info/sources from this project and develop it." UK teacher.*

*"The history will not be only a story on a book. To interest students: a challenge!" Italian teacher.*

*"It is new and my students loved the method." Norwegian teacher.*

*"Both the methods and activities planned within the project are worth supporting." Polish teacher.*

*"Teachers should not be afraid of the demands of the curriculum, e. g. extensive material and the lack of classes to cover it, and they should motivate as many children as possible to engage in research of historical events with the help of eye-witnesses." Slovenian teacher.*

*"Instead of just learning about stuff by reading books, we actually got to meet people who'd been there during the war and had real life experiences. I think it was a lot more interesting because we got to do more activities, like varied, and we got to meet people we wouldn't be able to meet in a usual history lesson." UK student.*

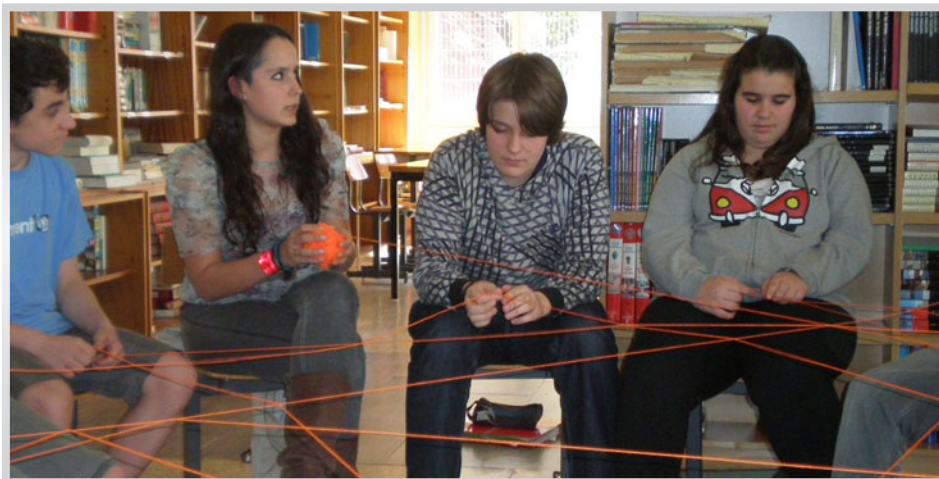
*"I have specially enjoyed making the interviews to my family and know more about my parents' and grandparents' life." Spanish student.*

*"It was exciting and fun because it was a new way of working." Norwegian student.*



This document provides teachers and educators with the necessary guidance and recommendations to implement the methodology and adapt it to their History classes, or their educational activities in the case of museums. The activities and timeframes proposed are just examples of what may be done. The methodology is flexible enough to be structured in a different manner. The document is full of tips and recommendations based on the 6 different pilot experiences carried out during the project, as well as continuous references to supporting materials that you may find in the project website.

Sharing European Memories at School - SEM@S is a multilateral Comenius project funded by the Lifelong Learning Programme of the European Union. The project lasted 2 years (January 2011-December 2012). Apart from the partner organizations (see below), the project has involved different stakeholders which have also contributed their expertise and knowledge: pedagogic experts, subject specialists, curriculum experts, educational authorities, museum educators, etc.



## Participants

### Coordinator



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### Partners



Futura · [www.cfp-futura.it](http://www.cfp-futura.it)  
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### 1 Wich target group?

The methodology has been designed for students in lower or upper secondary education. Depending on the school curriculum and educational system, the methodology is flexible enough to be used with students from 14 to 18 years old.

### 2 What is memory?

Historical memory is how we remember the past and in what form. The field of historical memory is often linked to commemoration, by way of events, places, texts, artefacts and symbols that remain significant to the group. Memories are constantly being made and forgotten. They can be manipulated and changed. There are individual memories, which are your memories, and social memories. Social memory, where you share a common history with a specific group of people, is crucial in creating and maintaining a sense of individual and community identity. We must be aware that disagreements about what events occurred in the past and how we should remember them are common. Powerful groups in society can dominate the stories that are heard.

### 3 Why memory?

The SEM@S methodology is based on the concept of memory, which introduces a complementary dimension to History classes. Working with the concept of memory helps students to recognise the difference between facts and opinion and to understand the multi-causality of historical events. The analysis of how memory is constructed using oral sources brings History close to their personal and family experience or that of their communities, giving a practical application to historical knowledge.

### 4 What is the approach to teaching and learning?

The methodology is built upon a student centred **active learning approach**. It asks students to build their own learning process, making decisions and discovering by themselves the answers to questions. In this approach the teacher becomes a facilitator who manages and monitors the process, instead of transmitting knowledge. This approach aims to develop key competences, especially communication skills and learning to learn.

### 5 How long will it take?

The original methodology is expected to last 20 hours. A shorter version of 8 hours has been produced focusing on the key steps. The methodology might be used as a complementary activity for a certain event or historical period (short version) or to cover an entire topic (longer version).





## 6 What about the History curriculum?

Apart from the topic chosen, in adapting to your own curriculum you should take into account the competences addressed by SEM@S. Guidelines on the relationship between the methodology and the relevant national curriculum are provided in this document.

## 7 Which topic?

The methodology is based on interviews, therefore the topic chosen should be within living memory. Working directly with living witnesses provides emotional and educational aspects that help to promote intergenerational dialogue, encourage students to develop empathy, enable them to discover personal and collective identities and help them acquire social skills.

It is not necessary to work with direct witnesses. Second or third generation descendants of those who lived through the historical period chosen are also able to transmit individual, family and community memories of the event or period. For instance, in the United Kingdom and Italian pilot experiences, Second War World memories have been approached not only through interviews with war veterans but also with their sons.

## 8 Cross-curricular or Multi-curricular approach?

The methodology addresses skills which are applicable in all subjects (critical thinking, team working, decision making, independent learning, etc.) and therefore offers a cross-curricular approach. It is also possible to take a multi-curricular approach, that is covering different parts of the methodology through different subject specialisms. You will find some suggestions for how to approach that in this document.

## 9 Do I need a school partner to share memories with?

Within the project we have created a database of European memories where you may find materials and information about past SEM@S experiences. You do not need to find a school running the methodology at the same time to learn about other European memories. However, having direct contact with students from other countries is a very positive experience for students and reinforces some of the competences addressed by the methodology. You will find some ideas later in this document on how to find a partner school to share European memories with.



## **3** *What will students learn and study?*

The project methodology covers the following aims and objectives:

### **3.1. Conceptual objectives**

- To provide students with historical information on the topic/period
- To introduce students to the concept of memory, and how it is transmitted and constructed
- To explore the existing differences between Memory and History of the period chosen
- To learn about different sources for historical research, such as museums, archives and historical sites
- To provide students with a minimum training on interview techniques
- To explain the context of the witness testimonies and help the students to prepare interview questions
- To interview living witnesses and gather their own historical evidence for analysis and comparison
- To improve students' knowledge of the roots of the idea of European identity
- To explore why, how and whether individual and collective memory informs our understanding of the present
- To introduce and value the European approach in the local/regional historical memory.

### **3.2. Procedural objectives**

- To interview witnesses or secondary memory transmitters
- To use multimedia technologies to record memories as an output of the learning process
- To identify the main ideas and historical theories in relation to the topic chosen
- To identify how collective memory related to the chosen topic has been built, using supporting materials
- To compare 'official' history and memory of the chosen topic
- To summarise the historical period and the existing memory of it
- To combine and analyse historical information with memories (objective and subjective point of view of the same period) from a critical point of view to produce a creative output
- To share and learn about experience of other schools through their summaries, creative outputs and personal experiences.

### **3.3. Attitudinal objectives**

- To make students aware of the past events of their town/region and compare them with other European events
- To be able to deal with people from all kinds of different backgrounds
- To improve students' teamwork skills, critical sense and decision-making capacity
- To ensure students are active participants in the learning process and responsible for their own learning
- To promote inter-generational dialogue and understanding
- To strengthen the feeling of membership of the community and to encourage active citizenship among students.

## 4 Teaching Plan

### 4.1. Complete version: 20 hours

#### BEFORE STARTING

Step	Learning objective	Duration
Presentation to students	Project presentation (objectives, tasks, assessment...) and an activity to assess students' prior knowledge	1 hour

#### PHASE 1: GENERAL CONCEPTS

Step	Learning objectives	Duration
Historical background	To develop students' understanding of the history of the topic/period	1 hour
Memory concept	To introduce students the concept of memory, how it is transmitted and constructed	1 hour
Memory and History	To explore the existing differences between the memory and history of the period chosen	2 hours

#### PHASE 2: INDIVIDUAL TESTIMONIES

Step	Learning objectives	Duration
Interview technique training	To provide students with a minimum training in interview techniques	1 hour
Interviewee background and questions	To explain the context of the testimonies that students are about to gather and help them to prepare questions for the interviewee	1 hour
Interviews	Students interview witnesses or secondary memory sources	2 hours

#### PHASE 3: ANALYSIS

Step	Learning objectives	Duration
Analysis of the interviews	Students identify the main findings from the interview(s) in relation to the topic chosen	2 hours
Comparison History / Memory	To analyse and compare the memory and the history of each topic	2 hours

## PHASE 4: CREATIVE OUTPUT

Step	Learning objective	Duration
Creative output	Students develop a creative product that combines historical information with the memories they uncovered from a critical point of view	2 hours

## PHASE 5: SHARING EUROPEAN MEMORIES

Step	Learning objective	Duration
Sharing	To share and learn about other schools' experiences through their materials, creative outputs and personal experiences	2 hours

### 4.2. Short version: 8 hours

If you do not have enough time to carry out the complete teaching plan there is also a shortened version, which includes the main steps that need to be covered in order to achieve the main objectives of the methodology.

Further information on how to organise each session are to be found in the following pages. The activities and tips proposed are valid for both the long and short versions. In the table below, we include some specific tips for a successful adaptation.

Step	Time	Tips
Historical background	1 hour	You may use the knowledge acquired on a topic already covered by curriculum as a starting point for the project. Otherwise, we recommend you carefully read the guidelines on page 12
Memory concept	1 hour	This step is essential. We recommend you carefully read the guidelines on page 14
History and memory	1 hour	This step is a challenging one. The success of the methodology relies on a good understanding of both concepts. We suggest you carefully read the guidelines on page 15 and focus as much as possible on one single aspect of memory (personal, war, social, economic, etc.) Too many aspects complicate the analysis





Step	Time	Tips
Oral testimonies	2 hours	Interviews are a key part of the methodology. We suggest 3 hours for preparing and conducting the interviews in school. Some ideas for shortening this step are: asking students to interview family members at home; providing them with the questions; or using a language lesson for interviewing. We suggest you carefully read the guidelines on page 17 and adapt them accordingly
Analysis	3 hours	This part includes the interview analysis and also a comparison of historical and memory sources. We recommend you read the guidelines on page 22 and adapt them accordingly

### OPTIONAL

Project presentation	30' - 1 hour	It is important to devote some time to ensuring students understand the project's objectives and exploring their prior knowledge. We recommend you read the guidelines on page 12 and adapt them accordingly
Visit to memorial or museum	-	We recommend visiting a local museum or site of memory (e.g. a war memorial)
Creative output	-	The creative output proved to be a motivating factor for students during the pilot projects. You may keep it as part of the methodology as homework or collaborate with arts or ICT lessons. Please refer to the guidelines on page 25



## 5 What are the SEM@S objectives?

The objective of SEM@S is to develop the following key and specific competences<sup>1</sup> and learning outcomes<sup>2</sup> by introducing the concept of memory into history teaching:

### 5.1. Key Competences

**KC1:** Social and civic competences: knowledge about what is going on in your village, city, country, Europe and the world

**KC2:** Learning to learn: being responsible for your own learning

**KC3:** Communication in the mother tongue / Communication in foreign language

**KC4:** Digital competence: basic skills to use ICT

**KC5:** Cultural awareness.

### 5.2. Specific Competences

**SC1:** to use critical thinking when the historical or geographical source of evidence are sought or collected

**SC2:** to develop analytical thinking in dealing with information

**SC3:** to develop creative thinking when researching an historic social change or a traumatic past

**SC4:** to improve students' team-work skills

**SC5:** to introduce an active approach to the learning process in which students learn independently

**SC6:** to improve students' decision-making capacity

**SC7:** to improve oral expression in the English language

**SC8:** to use multimedia technologies to record memories as an output of the learning process.

### 5.3. Learning Outcomes

**LO1:** to find and record appropriate information individually or in a group, from the historical and social sources proposed by teachers (original and secondary bibliographical sources) and using ICT

**LO2:** to interview stakeholders and witnesses, critically comparing the information obtained with other sources of evidence, distinguishing fact from opinion and analysing the social and historical context of additional and opposite information

**LO3:** to carry out group work analyzing different aspects of the historical process<sup>3</sup> considering the differences between history and historical memory, the relationship between different factors and multiple causation

**LO4:** to plan, distribute task, monitor and evaluate the teamwork that the students are asked to do

**LO5:** to share teamwork performed, explaining the research to students from other European countries using ICT tools

**LO6:** to make a creative output (digital storytelling, exhibition) based on the information collected (testimonies, literature collection, photos...).

<sup>1</sup>Competence is the ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). Competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g. social or organisational skills) and ethical values. (Cedefop, 2004, European Commission, 2006a). More information [http://ec.europa.eu/dgs/education\\_culture/publ/pdf/ll-learning/keycomp\\_en.pdf](http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf)

<sup>2</sup>Learning outcomes are the set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process (Europass).

<sup>3</sup>For instance: political, economic, social, landscape, cultural and demographic changes.

The table below relates key competences and specific competences addressed by the project with the expected learning outcomes:

Key Competences KC		KC1: Social and civic competences					KC2: Learning to learn			KC3: Communication in mother/foreign language	KC4: Digital competence	KC5: Cultural awareness
Specific Competences SC		SC1: Critical thinking	SC1: Critical thinking	SC2: Analytical thinking	SC2: Analytical thinking	SC3: Creative thinking	SC4: Team-work skills	SC5: Active and independent learning	SC6: Decision-making skills	SC7: Oral expression	SC8: To use ICTs to create a output	
Learning Outcomes LO		LO1: To identify and record information	LO2: To interview stakeholders and compare information	LO3: To analyze the differences between history and memory	LO4: To plan, distribute tasks, monitor and evaluate teamwork			LO5: To share teamwork with European students	LO6: To make a creative output			
Phase	Activity											
1.General concepts	1.1.Before starting											
	1.2.Historical background	X		X								
	1.3.Memory concept	X										
	1.4.Memory and history	X		X								
2.Interviews	2.1.Interview technique preparation		X	X		X						
	2.2.Interviewee´s background, preparing and practising questions		X	X		X						
	2.3.Interviews		X	X		X						
3.Analysis	3.1.Analysis of the interviews			X		X						
	3.2.Comparison between history and memory			X		X						
4.Creative output	4.1.Creative output					X						
5.Sharing memories	5.1.Sharing memories					X		X		X		

## 6 Detailed description of the teaching plan

### Before starting

#### PROJECT PRESENTATION (1 hour)

##### Objective

To present students with the overall teaching plan: topic, objectives, activities and assessment.

##### Activities proposed

It is important that students have an overall vision of what they are going to do, what they are expected to produce and how their learning is going to be assessed.

If you are running the project in more than one class, you may organise a joint presentation for all students taking part.

It may be useful to check students' previous knowledge in order to organise the learning process and have a basis for its assessment.

If you want to assess the impact of the project on your students, this may be a good moment to give them a baseline questionnaire to be complemented with a post-project questionnaire.

Models used during the pilot experiences are available on the website, you may use or adapt them according to your own needs and objectives ([www.memoriesatschool.aranzadi-zientziak.org](http://www.memoriesatschool.aranzadi-zientziak.org)).

### Phase 1: General concepts

#### STEP 1: HISTORICAL BACKGROUND (1 hour)

##### Objective

Students develop an understanding of the historical background of the topic/period approached.

##### Activities proposed

We propose here some ideas to approach the historical background of the topic/event chosen. Our proposals are based on an active learning process and are designed to last approximately 1 hour. You may choose other methods to achieve the same goal.

##### Activity 1: Timeline.

###### Preparations:

- Take the chosen historical period for the project and divide it into 5-7 periods chronologically
- Identify one important local, national and European event from each period, and choose one of the three to be examined in-depth. Produce laminated cards (size: A4-A5), one for each event, illustrated with a picture if possible.



You need about 20-25 cards, depending on the how many students/groups there are in the class. Mark one card that you want students to examine in more depth with a red frame

- Prepare some sources that the student may use when they are going to work with the historical period (textbook, websites) and the “in-depth-card”
- Prepare a big paper roll that students can use to create a timeline. Break it down into time periods and make space (rows) for local, national and European events on it. Example:

	1940	1941	1942
Local event			
National event			
European event			

During class:

- Divide the students into teams with 4-5 students per group
- Each group gets three cards which they have to place on the big timeline on the classroom wall. They have to correctly identify both in which period this happened, but also whether it was a local, national or European event
- One of the cards is a red one and is to be examined more deeply and presented for the class in a plenary in the end of the class
- When the timeline is filled with events, the groups present the cards emphasising the recently acquired knowledge due to the red card. Then students summarise their work by using the timeline to show:
  - the connections between local, national and European historical events
  - the connections between the events at each geographical level
  - the connections between the past and the present.
- If it's possible, the timeline may be displayed in the classroom for references during the entire project period.

#### TIPS

If you are going to use the timeline activity, there are some applications that might help students to create their own timeline: <http://www.timetoast.com/> and <http://timerime.com/>

### Activity 2: Explaining sources.

- The teacher prepares 3 sets of source material from the period (one per aspect chosen and one for each student)
- Distribute the materials and allow 5-10 minutes for students to read, check with the text book, solve questions, etc.
- Ask students to explain their own slide/material to others:
  - a. One to one (aspect 1)
  - b. In small groups (aspect 2)
  - c. To all the class (aspect 3).
- In a plenary, ask students to discuss the sources. How do the sources differ? How did their understanding of the event change as they had access to more sources? Identify areas of conflict or disagreement between sources. What is their view on the reliability of the different sources?

## STEP 2: MEMORY CONCEPT (1 hour)

### Objective

To introduce students to the concept of memory, how it is transmitted and constructed.

### Activities proposed

We propose here an idea on how to explain the concept of memory and how individual and collective memories are built and connected. This proposal is based on an active learning approach and is designed to last 1 hour. You may choose other methods to achieve the same goal.

#### 1. Ask the students to do in advance as homework:

- Recall a common event shared by all the class (a school trip, an end of term event etc) and write down everything they remember about the event
- Ask their parents or grandparents to share their memories about a symbolic happening, event or date: What did they experience that day? What do they remember?

**2. In class, ask students to sit in a circle.** One student will take a ball of string and he/she will tell a memory regarding that class event. After that, he/she will throw the string to another student who shares that particular recollection. The second student will tell another memory. Then, he/she will throw the hank to someone who remembers the same thing, and it will be somebody else's turn to talk about a different memory. Thus, while you share your experiences, you will form a thread net.

**3. After forming the net,** the student that holds the end of the thread will relate the memories his/her parents or grandparents have about the chosen event or date. Straight afterwards, he/she will pass the thread to another students, who will tell another memory connected to the same event while he /she coils up the thread. At the end of the activity, the thread will be wound again into a ball.

### TIPS

- Using the string is optional, but it helps students to visualize the network and interrelation between memories and persons around one specific event. The fact of sitting in a circle instead of at a desk, favours the communication of personal memories and creates a friendly atmosphere
- If you have any primary documentation of the event the students are discussing (photos, a film, a programme etc) students can compare their memories with the official record. What kind of information do their memories contain that the official documents don't, and vice versa?
- If you want learn more about the concept of memory, the document *Memory and Identity. An overview* explains the theoretical framework of the project regarding the memory concept and its relation with identity. It might be useful for preparing the lesson.

## STEP 3: HISTORY AND MEMORY (2 hours)

### Objective

To explore with students the existing differences between Memory and History of the period chosen.

### Activities proposed

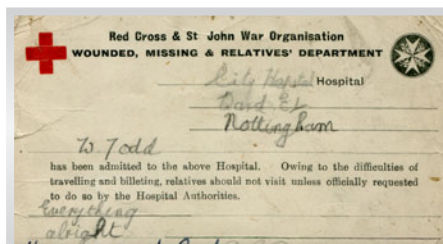
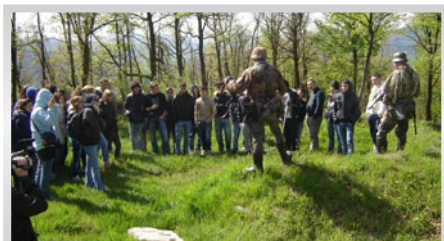
#### Part 1: Explanation of the History and Memory concepts.

You might use the following definitions with your students:

- **Collective memory:** this refers to the memories, often mythicized representations of the past, shared by a group that foster the collective identity of this given group or community
- **Historical memory:** this is the attempt carried out by a group or community to keep the traces of their past, maintaining and passing on to future generations the image or representation of the past they have created. Such efforts to recover the past often emerge as a response to a feeling of loss, as if past events were lost, silenced or forgotten. In such cases we speak of a process of recovery of historical memory.

In order to better understand the meaning of the concept historical memory, we will now mention some of its main features:

1. **Each community creates its own image or representation of its past.** Historical memory is therefore the result of a process of construction in which its protagonists actively and selectively create their memories, remembering some events and forgetting or silencing others. Through these processes memory transforms the past, creating an imagined past that is valuable for the present.
2. **This is why memory can change.** Since we always look at the past from the present, our view of the past and the connections we establish with it can vary depending on our current circumstances. We should take into account that memory is always created in the present. The issues that concern us in the present guide our view of the past and the reconstruction we make of it.
3. **Historical memory is not the past, but rather the product of an attempt to connect with that past:** it refers to the effort to remember (and commemorate) past events and processes.
4. **It is necessary to provide clear definitions of both historical memory and history and these may have been misleading.** Memory is the eclectic and selective reconstruction of the past. Memories are constantly in the process of being made and remade; they are vivid and based on a dialogue of forgetting and remembering. People remember or forget the past according to the needs of the present. People are often unaware of this continuous process and therefore their memories are susceptible to manipulation. Memories are diverse and specific, collective and individual in the same moment. Memory is a crucial component in creating and maintaining individual and communal identity.
5. **History, on the other hand, belongs to everyone and no one, because it lays claim to be an universal authority.** It is the construct of large entities (states, ethnic groups, nations), whose past is selectively appropriated, remembered, forgotten and created. At the same time it is reproduced and accepted in the popular consciousness. It provides a foundation for establishing the authenticity of particular identities, to serve the membership of the group and the international community. History can be used to support political independence, territorial sovereignty and self-determination.



Once students have analysed the definitions, it is useful to check with examples. Choose a well known and socially relevant historical event or period different from the one you are approaching within the project. Then present students with:

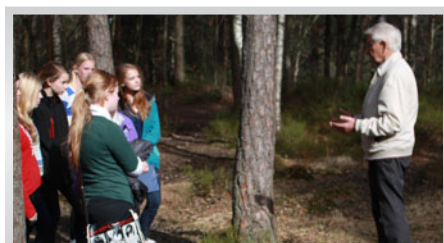
- **Memories:** any source of individual testimonies (audiovisual recording, letters, written memories, etc.)
- **History:** historical explanations of the context or the event itself: interview with an historian, documentary, text books, etc.
- **Collective memory:** a document gathering different individual memories. For example a documentary, a publication containing different individual sources, etc.
- **Historical memory:** a realm of memory, understood as objects, material as well as abstract intellectual constructs, which represent and symbolize the collective memory of a given social group. They can be geographic places, monuments, museums, institutions, events, or even myths, songs, books and other works of art.

## Part 2: Visits / Workshops.

Visits are very motivating for students and might bring another dimension to the ideas discussed in the class. During the pilot implementation students visited: museums, archives, monuments, memorials, symbolic places and their own town looking for examples of historical memory.

### TIPS

Visits and excursions are not planned in the methodology schedule: bear this in mind when planning them in order to have enough time to complete all steps of the methodology. If you involve parents, you may organise visits out of school time, using local organizations or community members to help you to arrange the visits.



## Phase 2: Oral testimonies

### STEP 1: INTERVIEW TECHNIQUE PREPARATION (1 hour)

#### Objective

To provide students with a minimum training on interview techniques which will enable them to interview witnesses about their memories.

#### Activities proposed

These activities prepare students for interviewing a living witness about their experiences in the past. You will need to have an interviewee booked to come into school at the end of the process so that students can put their learning into practice.

##### 1. What makes a good interview? (20 minutes).

Teachers source two short clips on youtube/ radio of two different interviews – ideally one from a news programme and one celebrity/ chat show interview. Show each clip to students and ask them to make notes.

- What do they think was the interviewer's objective?
- What techniques does the interviewer use to get information from the interviewee?
- What is their interviewing style? (e.g: aggressive, friendly, charming, formal)
- How does the interviewee handle the questions?
- In the students' opinion, was the interview successful for the interviewer and interviewee?

For a shorter activity, one interview clip could be used. Alternatively students could compare a TV with a radio interview and analyse the difference made by being able to watch people's body language.

##### 2. Why would we use interviewing in history? (10 minutes).

Whole group Q&A – ask students why and how we use interviewing in history and write up responses. Draw on examples from documentary clips. How is an interview different from (for example) reading someone's autobiography or watching footage of an event?

- It may be the only way to gather evidence
- To gather personal experiences rather than official versions of events
- It can be used to fill gaps in knowledge
- It can show how people remember events after a long time has elapsed and help put events in context.

##### 3. What qualities does an effective interviewer need? (15 minutes).

Ask students to think about why we interview. Is interviewing just about celebrities and politicians? What about job interviews? What is the purpose of interviewing in history, and what makes it successful?

Ask students to work in groups of 3 or 4 and come up with a list of qualities needed to be a successful interviewer. Spend 10 minutes on the activity and 5 minutes taking feedback from the group. Ask one student to write up the qualities so you have a reference list for the whole group.

There are many attributes including:

- Empathy with interviewee – be sensitive to the interviewee's feelings, particularly if the subject area is sensitive or potentially distressing
- Patience
- Friendly, courteous manner
- Interested in people
- Someone who can keep secrets – you should always seek the interviewee's written permission before sharing or using anything they have told you
- Good organiser
- Reliable and trustworthy
- Competent with technology
- A juggler – someone who can think and listen and direct all at the same time, mentally noting what to come back to later
- However by far the most important quality a good interviewer must have is to be a **good listener**. You must be able to concentrate on what your interviewee is telling you. People can always sense if you are not paying full attention to them.

Ask your class to divide into small groups with one interviewee, one interviewer and one observer. Practise holding short interviews on subjects the students will find it easy to talk about, such as what do you like doing best outside school? What did you do at the weekend? Can you describe a favourite day? Ask the students to think about what questions they ask, how effective they felt the questions were and did the observers feel anything could have improved the interview. Rotate the roles.

#### Tips for an effective interview:

- Put your interviewee at their ease
- Make sure they are comfortable, have water if they are going to speak for a long time
- Keep eye contact (check that there are no cultural issues in doing so)
- Make sure there are no outside noises
- Have open body language
- Listen, listen, listen
- Ask short direct questions
- Speak clearly and simply – one question at a time
- Sound interested at all times.

#### Try not to do these during the interview:

- Don't interrupt, give them time to finish their answer, don't make any noise while the interviewee is speaking. Use non-verbal communication to encourage the interviewee to continue
- Don't argue with or contradict your interviewee
- Don't rush them. Some people need time to gather their thoughts
- Don't switch from one subject area to the next – if they say something interesting explore it further – it might be your only chance
- Don't forget what you've asked, in case they ask you to repeat it!

Go through the tips with the students, making sure they understand why they are important and what the possible outcome of the interview could be if they are not followed.

## TIPS

- **Multi-curriculum approach:** This step could be carried out in the native language lesson
- **Useful websites:**
  - [www.le.ac.uk/emoha/howtointerview](http://www.le.ac.uk/emoha/howtointerview)  
The East Midlands Oral History Archive – a how-to interview guide
  - [www.ohs.org.uk](http://www.ohs.org.uk)  
The Oral History Society website, including a sample copyright disclaimer form on [www.ohs.org.uk/public\\_docs/ohs\\_recording\\_agreement.pdf](http://www.ohs.org.uk/public_docs/ohs_recording_agreement.pdf)
  - [www.oralhistory.org/do-oral-history/principles-and-practices/](http://www.oralhistory.org/do-oral-history/principles-and-practices/)  
The Oral History Association's section on principles and best practices in oral history.

## STEP 2: INTERVIEWEE'S BACKGROUND, PREPARING AND PRACTISING QUESTIONS (1 hour)

### Objective

To explain the context of the testimonies and help the students to prepare the questions according to the witness's profile.

### Activities proposed

You will need to have an interviewee booked to come into school at the end of the process so that students can put their learning into practice.

#### 1. Introduce the interviewee(s) students are going to meet.

Explain to the students that they are going to interview a living witness about their experience of an event or events in the past.

- Show the students a short clip from a pre-existing interview if possible. Split the class in half, and each half into small groups
- Give half the groups source material about the person: photographs, quotes, life history, information about who they are and what they experienced
- Give the other half some source material about the event they will be interviewing about, eg news reports, extracts from formal histories, photographs, etc.
- Ask each group to use their source material to write a short report about the person or event using the headings who, what, when, where, why?

#### 2. Preparing an interview (20 minutes).

Students work in small groups to plan and prepare their interview with the person introduced in the previous exercise, as though they are a professional historian. Ask them to plan:

- The practical layout of the room and facilities – where will they hold the interview? What resources do they need? How will they ensure the interviewee feels comfortable?
- What kind of questions will they ask? Students should prepare a list of 10-12 questions and think carefully about what information they want from the interviewee and in what order
- Ask them to decide who in the group will ask each question. How will they ensure they maintain eye contact and communication with the interviewee? Students should practice being able to ask their questions from memory rather than reading from a list.



If students are doing the interviews out of the school, ensure that you provide them with some guidelines and recommendations:

- Students should only interview someone they know or that their school has arranged an appointment with. They should not go alone
- They should ensure the space they are using is appropriate (quiet, comfortable, etc.)
- Advise students to ask whether interviewees would like to share with them additional material such as photographs, letters, documents, etc.

### TIPS

#### · Useful websites:

- [www.le.ac.uk/emoha/howtointerview](http://www.le.ac.uk/emoha/howtointerview)  
The East Midlands Oral History Archive – a how-to interview guide
- [www.ohs.org.uk](http://www.ohs.org.uk)  
The Oral History Society website, including a sample copyright disclaimer form on [www.ohs.org.uk/public\\_docs/ohs\\_recording\\_agreement.pdf](http://www.ohs.org.uk/public_docs/ohs_recording_agreement.pdf)
- [www.oralhistory.org/do-oral-history/principles-and-practices/](http://www.oralhistory.org/do-oral-history/principles-and-practices/)  
The Oral History Association's section on principles and best practices in oral history.

## STEP 3: INTERVIEWS (2 hours)

### Objective

Students interview witnesses or their descendants in order to retrieve personal memories of the historical period or event studied.

### Activities proposed

You should decide the format and way of performing the interviews depending on the number of witnesses available, the skills of your group and the number of students. You will need to decide for example how to divide the class into groups, whether the witnesses will come into school or whether you will interview them in a location relevant to their memories, how many testimonies you will need, etc.

Speaking to the interviewees in small groups is a good way to ensure that interviewees do not feel intimidated. A classroom discussion at the end may allow the students to ask some general questions and to crystallise their learning. You may ask them what they had gained from the interviews (knowledge, emotion), so that the students learn from each other as well as the interviewees, and you could ask the interviewees how it feels to be interviewed.

#### **Some ideas on how to manage interviewing:**

Before the interview date tell your interviewee about the purpose of the interview and how long it is likely to take. Put this in writing, together with any arrangements you have made regarding transport. Ask them to bring along any relevant photographs and documents. The students should already have a good working knowledge of the period and have prepared some questions. Test whatever equipment you are using to record the interview to ensure it is in good order and make sure you have spare batteries and memory cards available. Keep in mind that some witnesses may be reluctant to have the interview audio or video recorded, so check with them before the interview.



On arrival remind your interviewee that you are focusing on their memories and experiences. Let them know that the students will direct the interview based on pre-prepared questions. Seat the interviewee in a comfortable chair as part of the group so that they feel included. Ask the interviewee to introduce themselves and start by asking some background questions so that your interviewee can relax. Decide beforehand who will ask what questions and in which order. Watch carefully in case your interviewee gets tired. Ask for clarification on any points the interviewee has raised if you are unclear of the meaning – this is probably your only opportunity. The interviewer should not express his/her opinion at any point or make any judgment on what the interviewee is saying.

At the end of the interview – remember to thank your interviewee and ask them to sign a clearance form in order that you can use the interview for research and education purposes. Ask your interviewee for their impressions of the session. Remember to back up your interviews so that they cannot be lost.

#### TIPS

- It is highly advisable to record the interviews for later analysis, but you first need to ask the interviewee whether this is agreeable. If the interviewee does not want to be recorded you should ensure that there is a note-taking rota among the pupils doing the interview
- An alternative, depending on the topic chosen, is that students can interview someone in their family. That will make the methodology shorter and will bring the topic closer to students
- **Multi-curriculum approach:** This step might be carried out in the native language lesson.



## Phase 3: Analysis

### STEP 1: ANALYSIS OF INTERVIEWS (2 hours)

#### Objective

Students identify the main ideas transmitted by interviewees and how they relate to the historical period.

#### Activities proposed

Analysis of the interviews needs to be planned carefully. If interviewees have come to class, it is advisable to do the analysis as soon as possible after students have completed the interviews. In analysing the interviews, students should try to:

- Locate the interviewee's personal memories in the historical context they have learned about
- Identify new knowledge and information regarding the historical event/process
- Differentiate between when the interviewees talk about historical facts and when they give their own personal interpretation
- Identify when the interviewees are talking about their own experience or about someone else's (this is particularly relevant for witnesses of a specific event, for example a battle)
- Recognise interviewees' emotions and the cause of them
- Identify how historical events /processes change the lives of individuals and what the consequences are of this (this is particularly relevant for war or traumatic events)
- Recognise that there are different points of view of the same historical event.

You could ask students the following questions:

- Have you heard anything that has surprised you?
- Did the interviewee(s) say anything that contradicted what you had already learned?
- Did the interviews add any additional facts to your knowledge of the period?
- Did the interviewees express opinions about what happened?
- Were they their own or other people's opinions?
- What did you learn about how they were feeling from looking at their face, listening to their voice, the gestures they made?
- Were there any questions where they didn't want to answer, couldn't answer, or where they talked but didn't answer the question?
- Has the interview changed what you know about the period?

#### TIPS

Narrowing down interviewees on a common topic related to the event or process you are dealing with will make the analysis simpler and help students to learn from each other.

## STEP 2: COMPARING HISTORY AND MEMORIES (2 hours)

### Objective

To compare and assess the relationship between the memory and history of each topic.

### Activities proposed

During this step students describe what the different sources that have been using say about the topic and analyse how these sources may differ. They identify how the memories related to the chosen topic have been built and compare individual and collective memory.

This part of the methodology is a challenging one, since students are now working with the concept of memory in practice, not just in theory. Teachers should encourage discussions and presentations of students' own ideas.

To begin with, students need to compile a summary of what they have learnt. You could do this using the following questions:

1. What period in history/ what topic have you been learning about?
2. What sources of evidence have you used to find out about this period/ topic (textbooks, other documents, films, museums, memorials, films, interviews)? Be specific, the Internet is not a source.
3. Sum up what the sources say about the topic.

Question 2 and 3 may be answered by way of using this template:

Sources of evidence	What does this source tell you about the topic?
Textbook	
Other documents and material – describe (Letters? Diaries? Logs? Novels? Films)	
Museum(s) – describe what and where	
Memorial(s) – describe what and where	
Interviews with living witnesses – describe who	

4. Do these sources tell different stories? If so, how do the stories differ?  
*(It may be that the sources actually contradict each other, but more often it may be the perspectives that are different. Encourage the students to look for both).*

5. Why are the stories/ memories different?  
*(Why are historical events remembered in different ways? How has the memory related to the topic been built? Does this period in history or this event represent something that a group or a nation would want to forget or remember in a certain way? How and why? Depending on the topic and the approach that has been used, it may be fruitful to separate between the individual and the collective level here. Supporting materials to find out why memories differ will depend on the topic and availability, but these could for example be newspapers, photographs, artworks, books, images, etc.).*



Ensure that the analysis has been conducted in its own right before moving to the creative output (which students are often eager to move on to). Experiences from the experimental application showed that if the analysis was poor, the creative output became an exercise in “telling the story of the event”, rather than an analysis of history and memory.

#### TIPS

- It might be a good idea to let the students work through the questions above systematically. In that way they first go through a descriptive phase (questions 1 to 3), in which they document what different sources say about the topic (question 2 and 3; alternatively the template)
- It might be useful to revisit some of the historical sources from phase 1 here. The most challenging phase is when students analyse whether the sources tell different stories, and why (questions 4 and 5). This is the part where memories manifest themselves.



## Phase 4: Creative Output

### STEP 1: CREATIVE OUTPUT (5 hours)

#### Objective

Students should combine the historical information with the memories they have discovered (objective and subjective point of view of the same period) and analyse the relationship between them from a critical point of view.

#### Activities proposed

The creative output may be the result of the work done, collecting the experiences during the application of the methodology. Historical information and memories should both be present, as well as the personal point of view of the students.

The most important part of this step is the process of thinking through and developing the analysis, not the product itself.

The format will depend on the time available. You could discuss it with your students and find out what ideas motivate them best. Some ideas that have been already done:

- **Digital stories:** the design and production can be quite time consuming. If you are short on time, consider developing another kind of creative output. If you choose this option, make sure your students have already the technical skills and the necessary equipment and software are available at school. Students could create digital stories in ICT lessons as part of a multi-curricular project
- **Presentation:** this is a straightforward way of putting together materials (pictures, maps, personal documents, etc.), testimonies (witnesses images and transcriptions), personal thoughts, etc. that does not require high specialised ICT skills. Students could develop their ICT skills by using more creative web-based presentation tools such as Prezi ([www.prezi.com](http://www.prezi.com))
- **Exhibition:** Gathering objects or images from the period is a good way of involving families in the project (ask at home for past objects and memories). You could work in partnership with a local archive or museum who may be prepared to lend handling objects or copies of documents to the school for you to use in creating an exhibition. This is also a good way of making the project visible to the rest of the school
- **Documentary film:** this involves a lot of extra-curricular work and expert support. If students are really motivated and you can find the resources for technical support or work in collaboration with external partners it is a very good option.

Other possibilities not used during the pilot experiences may be a comic, a collage, a performance, etc.

#### TIPS

- **Check the time:** choose a creative output with a format that does not take away too many hours and allow completing the objectives
- It is important that the chosen format is motivating for students
- In agreement with the school and if the students are motivated, they can carry out the creative output in extra-curricular hours, as long as they are supported by a mentor in order to guide them through the process of creative output

- **Multi-curricular approach:** This step may be carried out in Art or ICT lessons. The project could be extended by collaborating with the design technology department to create a brief for students, for example to design their own memorial to commemorate the event they have been researching using their knowledge of history and memory
- Read the case studies of the pilot experiences for further information on the different experiences regarding creative outputs.

It may be useful to provide students with instructions on the steps to follow. Here is the example of the digital story brief used by the UK pilot project:

Write a digital story based on one of the people you interviewed last week. Your story should include sound and images and should:

- Tell us something about that person's story
- Explain how the individual's story fits into the context of the Second World War
- Include some of your own thoughts and feelings.

In this lesson you will need to:

- Review what you know about the person, and revise the history we have studied about the Second World War
- Write and record an audio script
- Create a storyboard for your digital story and identify what images you will need.





## Phase 5: Sharing European Memories

### STEP 1: SHARING MEMORIES (2 hours)

#### Objective

To develop a sense of European citizenship through learning about other students' experiences.

#### Activities proposed

This activity promotes the understanding of Europe's social history and its evolution, achievements and problems. A critical understanding of history and memory requires knowledge and awareness of the existence of different perspectives and points of view and an understanding that historical events have multiple causes.

A critical understanding of history helps students to understand contemporary societies and their evolution. In fact, it shows different cultures' contributions to society and promotes a sense of belonging. It is important to show that global citizenship is compatible with local identity.

What we propose here may be done with or without a partner school.

- If you are not implementing the methodology in partnership with any school in Europe, please use the SEM@S database of memories to find about other schools' experiences
- If you are involved in a transnational partnership you may use this same activity to share what you have done during the classes.

It may be a good idea to put up a map of Europe in the classroom so that the students can locate the partner country and tag it with the topic and period covered. Relevant resources in this process are the materials available on the database: summaries, materials used by students or the creative output they have produced, even though these may be in a foreign language.

Let your students visit the database themselves, in order to look at topics and memories freely. Then, ask your students:

- To find a topic corresponding roughly to the topic you have worked with (for example a similar timeframe or that happened in the same place). If not, select a topic you find interesting, or select a country you are interested in and see what they have been working with there
- Describe briefly:
  - Which country
  - The exact topic
  - The period
  - What is the conclusion of their analysis of memories from this period?
- Did you know anything about this perspective before? What have you learnt that is new? Is there anything that you don't understand, and that you would like to learn more about?
- Is this very different from the topic you have been working with, or are there any similarities to what you have learnt about memories in a society?



### TIPS

- If you do not have a partner school, please refer to the section **Database of European Memories** (page 32) to learn more about the SEM@S database of memories
- If you want learn more about how to find a partner school to work with and some ideas for how to share your memories with them, please read the section **Sharing with a partner school** (page 33).



We list below a range of criteria that might be used to assess the acquisition and development of the competences addressed by the SEM@S methodology. These are intended as a starting point for a more specific and detailed assessment, if needed, to be designed according to the school curriculum, age and ability level of the students.

### Key Competences

### KC

**KC1: Social and civic competences: knowledge about what is going on in your village, city, country, Europe and the world.**

The student:

- Understands that their village/city/country/Europe/the world can be observed and measured
- Understands that their village/city/country/Europe/the world has predictable characteristics
- Understands how their village/city/country/Europe/the world makes laws and carries out laws
- Understands that their village/city/country/Europe/the world serves different purposes for different social constituencies.

**KC2: Learning to learn: being responsible for your own learning.**

The student:

- Makes decisions about how to set up a problem
- Completes given assignments on time
- Demonstrates effort to do their best work
- Works independently/stays focused.

**KC3: Communication in the mother tongue / Communication in a foreign language.**

The student:

- Understands different genres
- Writes complete and varied sentences
- Writes legibly
- Makes relevant comments during discussion.

**KC4: Digital competence: basic skills to use ICT.**

The student:

- Uses ICT for information searching and creative tasks
- Analyses the information available on the Internet and makes a judgment about its value
- Manages information from the Internet
- Engages in online collaboration, showing confident use of digital tools.

**KC5: Cultural awareness.**

The student:

- Recognises that values, norms, and traditions shape our perception of the world
- Understands that values, norms, and traditions change through time
- Recognises the need to understand the impact of these factors while analysing the behaviour of past generations
- Understands that cultural awareness can be actively shaped and enriched.

**SC1:** to use critical thinking when historical or geographical sources of evidence are sought or collected.

The student:

- Understands the diversity of historical and geographical sources
- Makes predictions based on observed patterns rather than random guessing
- Uses a variety of strategies to estimate, calculate and solve problems
- Understands that material culture has an important role in creating the environment for living.

**SC2:** to develop analytical thinking in dealing with information.

The student:

- Solves problems and justifies their own reasoning
- Understands the need for critical evaluation of different categories of source material
- Makes decisions about how to set up a problem
- Demonstrates self-control.

**SC3:** to develop creative thinking when researching an historic social change or a traumatic past.

The student:

- Understands that any village/city/country/Europe/the world has different pasts
- Demonstrates empathy while evaluating decision making processes by different social actors
- Demonstrates the role of different historical sources in assessing the nature of social changes
- Understands the need to refer to different levels of social organisation while researching social changes.

**SC4:** to improve students' team-work skills.

The student:

- Demonstrates cooperative behaviour
- Uses class time effectively
- Follows classroom/school rules
- Demonstrates respect/consideration for peers.

**SC5:** to introduce an active approach to the learning process in which students learn independently.

The student:

- Seeks help when needed by communicating with peers and adults
- Participates actively in class activities
- Accepts personal responsibility for their actions
- Perseveres with challenges.

**SC6: to improve students' decision-making capacity.**

The student:

- Demonstrates self-confidence and independence
- Understands changing circumstances and the need to respond to them
- Changes activities quietly and promptly
- Accepts personal responsibility for their actions.

**SC7: to improve oral expression in the English language.**

The student:

- Speaks independently in a variety of genres
- Reacts promptly and adequately to changing conversational conventions
- Composes sentences with interesting, specific words
- Makes conclusions, contrasts, and compares ideas in a story.

**SC8: to use multimedia technologies to record memories as an output of the learning process.**

The student:

- Knows how to use multimedia, such as audio books, video cameras, MP3 players, etc. to access different types of information and complete assigned tasks
- Has elementary technical skills in using different multimedia technologies for recording memories
- Has the necessary skills to manage and critically analyse collected data
- Makes coherent presentations using different media.



### Database of European Memories

The SEM@S database has two objectives:

- to gather experiences and materials from schools to be used in the sharing phase of the methodology
- to help teachers get information about work in different schools that have already tested the methodology and can offer feedback and ideas on how approach topics.

The SEM@S European memories database is available at:

<http://memoriesatschool.aranzadi-zientziak.org>

The database is made of folders named after the country/ topic covered by the school. Once inside you will find 6 different types of information:

- 1. Historical background** (see template): country, topic, period, why is it a relevant topic for the school/community/society?
- 2. Memories** (see template): Interviews, visits, complementary sources.
- 3. The relationship between history and memory** (see template): New perspectives, what have students learned from them, etc.
- 4. The creative output** (students' work).
- 5. Sources used** (graphic or audiovisual material used during the project: photos, maps, letters, list of links, etc.).
- 6. Information for teachers** (see template): Technical and pedagogical issues that might be relevant for teachers as inspiration for planning their own activities (age of students, methods used, advice, experience in sharing, etc.).

The idea is that this repository grows within the time as teachers upload new information after implementing the methodology.

Thus, we kindly ask you to take some time to contribute your own experience to enrich the database and help future teachers. Please contact the project coordinators if you wish to upload your experience: [martinez@aranzadi-zientziak.org](mailto:martinez@aranzadi-zientziak.org) or [zuzendaritza@aranzadi-zientziak.org](mailto:zuzendaritza@aranzadi-zientziak.org)



## Sharing memories with a partner school

Having a school partner means that somewhere in Europe a group of students are implementing the methodology at the same time as you. This means that students may share the memories they are studying not only once at the end of the project but different contact channels might be established between the students.

Although it is helpful if the two schools focus on a similar topic, this is not essential, since the aim of sharing memories is becoming aware of the European dimension of history and society.

One point to decide on is the language of communication. Normally it will be English, but in some cases schools will be interested in promoting the use of a third language. Be clear on the language you want to use in the exchange when looking for a partner. Continuous sharing will improve students' written and oral communication skills in the chosen language.



Organising a continuous sharing may require a lot of coordination work, so teachers need to be really motivated and have time or support available for this.

ICT provides a wide range of tools to aid students in communication. Social networks or Web 2.0 applications allow continuous sharing of experiences throughout the methodology. Alternatively an Internet conference (e.g. Skype) establishes communication as a single point in the whole process, however it allows students to develop their oral communication in a foreign language. Ideally, a combination of both is the best way of putting students in contact for sharing experiences and memories. Below you will find some guidelines and practical advice on how to organise project sharing using ICT tools.

### How to find a partner

The e-Twinning portal is a free and safe platform for teachers to connect, develop collaborative projects and share ideas in Europe. It is developed and supported by the European Union ([www.e-twinning.net](http://www.e-twinning.net)).

European Education programmes (such as Comenius) may help you to establish more stable partnerships and to fund mobility projects between schools. You may ask for information at your national agency: [http://ec.europa.eu/education/llp/national-agencies\\_en.htm](http://ec.europa.eu/education/llp/national-agencies_en.htm).

You can also contact associations or local organisations of teachers or schools.



## TIPS ON ORGANISING A SKYPE CONFERENCE

Based on the experience from the implementation of SEM@S during January – July 2012, there are challenges and difficulties with the practical and technical aspects of this activity.

Despite these obstacles, it is recommended that participants in this project seek to communicate with other participating countries in order to share experiences from the implementation.

The classroom ought to be prepared technically (see the following Guidelines). The equipment must be checked prior to the Skype conference in order to avoid malfunctioning speakers, cameras etc.

Students should prepare initial "getting to know you" questions for the partner school in order to develop an understanding of each other. The conversation should be planned by the students and be supervised by a teacher.

A simplified version of a Skype conference would be with one computer and a small selected group from each country. During the session, groups can be rotated to ensure more students can get involved.

For a full class version, the class is divided into groups of five using one laptop for the conversation. A video conference for up to 9 users on individual laptops might be used, but this is not a free application in Skype and requires a day pass or Skype premium membership.

Examples of question areas in this first round:

- About the person themselves: name, age, location, hobbies, preferences
- About the school: size, number of students, subject and disciplines
- About the country; what do the other students know about the opposite country? Inhabitants, cities, famous people etc.
- About the differences and similarities between the two countries.

In a subsequent round, thoughts about the upcoming project might be introduced:

- Any thoughts about the topic; information about what each group has chosen
- About what has been done so far
- Information about the oral testimonies – who will be interviewed? What do the students hope to find out?

## Guidelines

### Preparation

For the simplified version the teachers in the respective countries may exchange Skype names.

For the full class conference the teachers need to have collected a complete list of student Skype names in order to easily exchange searchable names for the Skype partner-classes. A date and time for the conference should of course to be planned and confirmed between the two schools. Be aware of time differences between European countries and ensure you know which time zone you are working to!

## **Before the Skype conference**

1. Make contact with the other class on e-mail, getting Skype names.
2. Discuss:
  - Date and time for a Skype trial to check out the connectivity, video and sound quality
  - Date and time for a conference between the classes.
3. Agree on who will be the leader of the conference (facilitator).
4. Define which stage each school is at. It should be possible to have a useful Skype conference despite being at different stages in the project.
5. Agree who will participate in the conference (if smaller groups take part, it will be easier for the students to make contact and talk).
6. Agree a strategy for what to do if you are unable to connect or if the video or audio connection breaks down part way through. Do you hang up and call up another group? Who is responsible for taking action? Could you use the skype chat facility to communicate problems with video or audio?

## **During your Skype conference**

1. Use a couple of minutes for each member of each group to introduce themselves.
2. The facilitator briefly outlines the agenda.
3. Hold the discussion.
4. Ending the conference: What will happen next? Will we meet again and if so how will we arrange that?

When you are using Skype as a group, the person/class you are talking to won't be able to see your whole room. If someone is paying attention to other things in the room, the person/group on the other side can be confused and distracted. The teacher should try to ensure that students stay focused on the conversation they are having on the screen. You should ensure you are in a quiet room without external distractions.

### **TIPS**

This activity might be carried out in an English or ICT lesson.

You may organise just one final conference or several conversations at different stages in the project.

### **· Useful links for using Skype:**

- Download skype: <http://www.skype.com/intl/en/welcomeback/>
- Skype support: <https://support.skype.com/en/>



### Preliminary work

- The Lead partner of the project will need to create a project group on Facebook (you will need to agree whether this will be an open or closed group). The idea is to use the group for sharing news, information and experiences. The Lead partner will invite the other partners to act as co-administrators
- Each country will invite students and teachers to join in. It may be preferable to set up a class profile to communicate with another school rather than asking students to use personal profiles. Be aware of child protection issues online – advice is available via the Child Exploitation and Online Protection Centre (UK):  
<http://www.ceop.police.uk/>

### In the class room

Your class can use a Facebook group or class profile page to inform other partners of the project developments, to discuss or exchange information (documents, videos, photos, etc), for conversations and updates on Skype conferences.

#### TIPS

Keep in mind security and data protection issues. This includes:

- Each teacher must register with a specific account (for privacy and safety reasons teachers and pupils should not use their private account and teachers and pupils should not 'befriend' each other online)
- Students should only use the social network during school hours and under supervision
- Teachers should moderate online discussions
- Try to use networks for educational purposes with high security standards. For example, eTwinning has secure tools for connecting schools, but there are also others such as: Edmodo, TeacherTube, SchoolTube, Ning, Moodle, Docebo.com. Facebook may be the first option because it is the most common, however, some schools may block access to certain social networks including Facebook. The Facebook educators' guide (<https://www.facebook.com/about/privacy/#!/safety/groups/teachers/>) may be useful.

Other applications you might use:

- Flickr ([www.flickr.com](http://www.flickr.com)) for sharing photos
- Youtube ([www.youtube.com](http://www.youtube.com)) or Vimeo ([www.vimeo.com](http://www.vimeo.com)) for sharing videos.

