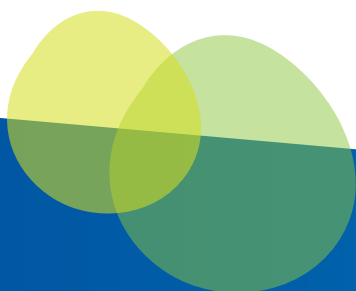


Good Practice Handbook



Slovenia

Norway

Italy

Poland

United Kingdom

Spain



This Good Practice Handbook aims to show examples of schools who have developed projects relating to the concept of memory. It includes experiences from schools in Spain, United Kingdom, Poland, Slovenia and Italy, as well as some references to didactic materials.

The purpose of this Handbook is to be a source of inspiration and motivation for those teachers who would like to approach the concept of memory in their classes. Topics and methods are varied, but all of them have as a common objective to approach historical events from a different point of view. Most of them relate to war and the consequences of conflict, as a source for learning about Human Rights and peace values. However, there are also interesting examples on how to explore local or national identity, through individual memories and cultural heritage.



Good Practice n. 1

Shaking up Anoeta's memories	
Country	Spain.
School	Anoetako ikastola – Anoeta (Basque Country).
Age of students	15 - 16 years old – Last year of lower secondary education.
Framework	SEME Project: Sharing European Memories, funded by the EU Culture Program several schools in Italy, Norway, Poland and United Kingdom analysed the historical memory of the European conflicts in the 20th century creating a cultural event/output from the experiences of the students.
Type of activity	Curricula activity: History, English and Basque language.
Duration	January – May 2009.
Topic	Anoeta daily life in 1940s and 1950s.
Objectives	To get students familiar with the past of their village and to promote intergenerational dialogue.
External support	A person from Aranzadi Society of Sciences (partner of SEME project) monitored all the activities.
Description of the activity	Students were divided into 6 working groups, each one of them working on a topic: Social dances, Southern Spain Immigrants, Children's games, School time, Agriculture and Leisure. After an historical introduction, they interviewed older people from their town on the topics selected. They analysed the interviews and created digital stories with extracts of the interviews, together with contemporary photographs and recreations.
Results	<p>Output: Digital stories and short essays in Basque and English language.</p> <p>Pedagogical objectives: Cross-curricula approach (History, English language and Basque language), to promote active learning and to develop personal and social competences (decision making capacity, team work, etc.).</p> <p>Competences and values developed: Team work, critical thinking, intergenerational dialogue, social awareness.</p>
Comments	As the school did not want to approach directly the memory of the Civil War, the activity was focused on the consequences of the war on the daily life of the town. Students' work led a common project involving the entire town, which was presented in a final event. Other cultural expressions and groups presented other memories of the town.
Difficulties faced and solutions proposed	The edition of digital stories was a complicated process. Students needed a lot of support in selecting the most relevant passages of the interviews and giving them a narrative logic.

Good Practice n. 2

Años de pobreza-Years of poverty	
Country	Spain.
School	Secondary School Giner de los Ríos (Alcobendas, Madrid).
Age of students	12 years old – First year of lower secondary education.
Framework	Project supported by the Ministry of Education. Government of Spain.
Type of activity	Curricula activity: Social Sciences, Geography and History.
Topic	Daily life during the Spanish Civil War.
Objectives	In this project, students of a secondary school collected oral testimonies, photographs and documents from their grandparents about their experiences during the Spanish Civil War.
Description of the activity	The students collected historical material (interviews, documents, music) and then systematized and organised didactically for analysis.
Results	Output: An exhibition using the materials collected by students, a book and a multimedia application: http://recursostic.educacion.es/apls/informacion_didactica/661
	Pedagogical objectives: The teachers tried to get students to work in the classroom and outside it in a different way than usual, that students engage in their own learning, feeling characters.
	Competences and values developed: Team work, critical thinking, intergenerational dialogue, social awareness.
Comments	It is an interesting project that achieves the following objectives: the construction of history through individual memories, the recovery of historical memory, the pride of the families become a source of study, to contribute their experience, the generational approach.



Good Practice n. 3

Gerra Zibila Euskal Herrian-Civil War in the Basque Country	
Type of resource	Didactic unit, DVD multimedia.
Description	An educational handbook in DVD format with texts, maps and photos about the progress of the war and violence during Franco's regime, videos of testimonies of victims and witnesses of the war in the Basque Country. Also the DVD contains extra material related to this topic (music, historical videos, ...) and interactive games.
Organization	Science Society Aranzadi, Bit&Mina and Department of Justice of the Basque Government.
Comments	It is a pleasant and attractive material that aims to bring to students their closer and recent history and to recover historical memory. It provides a lot of material but does not encourage students' proactivity.

Good Practice n. 4

"La República y la Guerra Española. El Sueño de Tío Sebas" The Republic and the Spanish War. Uncle Sebas	
Type of resource	A didactic unit for using new technologies in class.
Description	During 1995-1996, after two years of training and participation in a project organised by the Audiovisual Unit of New Technologies Department of Education and Culture of Navarra, the secondary education school of Estella (Navarre, Spain) carried out this project aimed to stage a movie, with students as actors. The topic was the thirties in the region of Estella, the area where the school is located. Teachers selected the most important events in the region and associated with a fictional story written by the screenwriting students. Teachers prepared a didactic unit to deal with historical themes. Students also received training to use all types of film language resources and plans, as well as tools such as cranes, dolly, etc.
Organization	This project was prepared by the students of a secondary education school in Estella (Navarra) with the collaboration and support of the education department of the regional government of Navarra (Spain).
URL	http://dpto.educacion.navarra.es/tiosebas/index.html
Comments	In this project the teachers prepared a didactic unit to approach the historical context of the region during the thirties. Thus the students received lessons on the social changes that occurred in their area during the republic period, civil war and Franco's regime. The teachers focused more on the use of audiovisual tools than in the analysis of historical memory but it is an interesting project because they tried to approach local history with students.



Good Practice n. 5

	Title
Country	United Kingdom.
School	Bradford Academy, Bradford, West Yorkshire.
Age of students	40 students in total: 25 students aged 15, and 15 students aged 12 to 16.
Framework	SEME Project: Sharing European Memories, funded by the EU Culture Program. Several schools in Italy, Norway, Poland and United Kingdom analysed the historical memory of the European conflicts in the 20th century creating a cultural event/output from the experiences of the students.
Type of activity	Curricula and extra-curricular activity activity: The 15 year olds worked in their Citizenship classes and the other students worked as an extra-curricular group which met once a week after school.
Duration	1 term
Topic	Cold War and Holocaust.
Objectives	To introduce the concept of memory to school students.
External support	The project had an external evaluator. We also commissioned external technical experts as needed: a visual artist to develop creative responses with students, and an ICT expert to run digital story training .
Description of the activity	The students were introduced to the key aspects of the subject areas in conjunction with creative activities and digital story making. They wrote poetry and visited sites of interest including the Royal Armouries and a Cold War bunker. The students conducted interviews with Holocaust survivors, peacekeepers and peace campaigners. Following the interviews, they worked with an artist to produce creative work (visual and written) based on what they had learnt and made digital stories. They presented their poetry at the launch of the project installation in Nov 2009.
Results	<p>Output: Digital stories, art work and poetry .</p> <p>Pedagogical objectives: The students developed their understanding of the Cold War and the Holocaust from different perspectives. Meeting interviewees enabled them to empathise with people who had witnessed these events and gave them a deeper understanding of curriculum areas.</p> <p>Competences and values developed: Team work, critical thinking, intergenerational dialogue, social awareness, citizenship.</p>
Comments	We had difficulties in keeping numbers high and attendance regular in the extra-curricular group as it was based on voluntary attendance. Some of the 15 year old class found the technical aspects of digital story making difficult. We found it difficult to impart a full knowledge of the Cold War period in the limited time available.
Difficulties faced and solutions proposed	In future we would keep the subject matter very specific and focused and would concentrate on curriculum work rather than trying to work with groups of students after school. Teacher commitment is critical to the projec t's success.



Good Practice n. 6

	Title
Country	United Kingdom.
School	Bradford Academy, Prince Henry's Grammar School, Primrose High School, Guiseley High School.
Age of students	400 students aged 14 / 15.
Framework	The project was run by the Royal Armouries as part of the Your Past their Future Phase 2 programme.
Type of activity	Curriculum based activity linked to History and Citizenship. After classroom preparation students visited the Royal Armouries Museum where they did gallery based work and took part in drama workshops before having the chance to interview two eye witnesses from different periods of conflict.
Duration	1 year.
Topic	Conflict then and now – exploration, learning and resolution: an inter-generational education programme for schools.
Objectives	To raise students' awareness of the changing nature of conflict in the 20th century, particularly the British Army's role in peacekeeping after the Second World War. To develop interviewing skills and awareness of the value of eyewitness testimony. To develop teamwork and empathy.
External support	The project involved Royal Armouries staff leading the sessions at the Museum, after training from a specialist in drama and role play techniques.
Description of the activity	We ran a series of workshop days at the museum based on experiences of conflict, conflict resolution and peacekeeping. Students undertook role play and drama exercises devised around these themes and interviewed Holocaust survivors and Army peacekeepers.
Results	Output: Formulation of a new workshop day at the museum focusing on conflict resolution. Digital stories produced by one school. Pedagogical objectives: Teacher feedback suggests that students developed their understanding of the complex nature of peacekeeping activities and the difficult decisions involved. Competences and values developed: Team work, critical thinking, intergenerational dialogue, social awareness.
Comments	The project involved the input of more Royal Armouries staff than originally intended due to the large numbers of students wishing to take part. The edition of digital stories was a complicated process. Students needed a lot of support in selecting the most relevant passages of the interviews and giving them a narrative logic.



Good Practice n. 7

	Title
Country	United Kingdom.
School	Bradford Academy, , Bradford, West Yorkshire.
Age of students	Ages 12 to 16.
Framework	The Holocaust Survivors Friendship Association (HSFA) commissioned a Campaign! Make an Impact project (www.bl.uk/campaign) to run alongside a Lottery funded education project which produced an educational DVD for secondary schools.
Type of activity	Extra-curricula activity.
Duration	1 term.
Topic	The Campaign! Make an Impact model used the Holocaust as an historical subject to stimulate students' awareness and understanding of human rights and inequality. They subsequently worked with an artist to develop campaigning skills and produce a campaign on a subject of their choice.
Objectives	Support students to develop active citizenship and campaign skills and an understanding that they can make a difference in their communities.
External support	We commissioned an external freelance creative to work with the students to produce campaign posters.
Description of the activity	The students were introduced to the subject of the Holocaust and interviewed Holocaust survivors. They looked into how the Holocaust happened and why, and used the lessons of the Holocaust to devise a campaign against bullying.
Results	<p>Output: Campaign posters, poetry.</p> <p>Competences and values developed: Team work, critical thinking, intergenerational dialogue, social awareness, campaigning skills.</p>



Good Practice n. 8

	Title
Country	United Kingdom.
School	Various partner secondary schools
Age of students	11-16.
Framework	The project was run by the Imperial War Museum North with a range of museum, school and media partners.
Type of activity	Intergenerational learning programme for young people and Second World War veterans, including Asian veterans, to explore the contribution of commonwealth countries to the war effort.
Duration	The project ran in phases from 2003-2007.
Topic	Second World War.
Objectives	<p>Explore the contribution of commonwealth countries to the Second World War</p> <p>Engage disadvantaged young people with museums and archives through digital media.</p> <p>Promote community cohesion through an understanding of participants' own and other cultures.</p> <p>Develop the skills of teachers and pupils in using digital technologies.</p>
External support	Funded through the Museums, Libraries and Archives Council. Project partners included www.radiowaves.co.uk , an internet based schools film and radio broadcast website.
Description of the activity	The museum recruited secondary pupils from Stretford Grammar School, a group of young Muslim men from Blackburn Youth Action and a group of 4 Indian and Pakistani veterans to participate in the project. Radiowaves provided training for the participants on how to use recording equipment including microphones and MP3 players, as well as software to create their own broadcasts. The participants came together at the museum on 11 November 2006 for a "Respect and Remembrance Day" event. After the ceremony, they got together to record interviews including the personal stories and testimonies of the veterans as well as the young people's own reflections on their experiences of the day. Family and community members translated for the veterans. After the event the young people created their broadcasts back at school or at Youth Action.





Good Practice n. 8



Results	Output: The museum delivered a successful Respect and Remembrance Day and a wealth of high quality content by young people was broadcast on the radio station.
	Pedagogical objectives: Young people benefited from hearing stories about the war directly from people who were there. They all felt it had much more impact than learning second hand from books or teachers. They were successfully engaged by the opportunity to use new technologies. The Indian and Pakistani veterans felt it had helped them gain recognition for their role in the conflict, which has been largely hidden.
	Competences and values developed: Young people and veterans developed an understanding of how their histories have evolved and are interlinked. Informal evaluation suggests that young people’s perceptions were changed by the project. Most were surprised to hear that people from Black and Asian communities had fought in the war. Some said that the project had made them much more aware of their community’s important role in British history.
Comments	Project website: https://www.radiowaves.co.uk/MovingMinds

Good Practice n. 9

Campaign! Make an Impact teacher handbook and companion museum handbook	
Type of resource	Two practical handbooks, one for teachers and one for museum staff to enable them to run a creative campaigning project in partnership, based on collections held in the museum.
Description	PDF handbook comprising background information, practical guidance, teaching ideas and templates to enable museums and teachers to work together on a creative campaign project with young people.
Organization	The British Library.
URL	www.bl.uk/campaign
Comments	This project has been running for 3 years in the UK. The handbook was created following pilot projects with a range of organisations. The project model has been very successful and is supported by the Association of Citizenship Teachers, OFSTED (the national schools inspection service) and other education organisations.

Good Practice n. 10

	Title
Country	Poland.
School	Public Gymnasium named after Jan Piwnik "Ponury" in Wąchock.
Age of students	240 students, in 11 classes (three 1st classes, four 2nd classes, four 3rd classes).
Framework	<p>The project „Dziedzictwo kulturowe w regionie Świętokrzyskim” ('Cultural Heritage In the Świętokrzyski Region') Has been initiated by Beata Sikorska, teacher of Polish. The project is carried out during Polish, History and Geography lessons. Duration of the Project: three years, the full gymnasium educational cycle. The programme of the project is integrational in character, it incorporates topics from a broad range of disciplines. Its structure requires close cooperation between teachers of different subjects.</p> <p>The intention of the authors of the project is to spark the interest of students in the local region, its traditions, customs, language, showing the importance of 'historical memory', which is typical for the people of the region, as well as creating stronger bonds with their 'small homeland', encouraging stronger identity ties with the local region.</p>
Type of activity	During the project, students get to know the culture and history of their own region. This is done through carrying out interviews with their family members and neighbours, inviting speakers into schools (regional artists, people who were a part of the local history), trips around the region. It is here that students interact with the witnesses of history and realise that each person is in fact one, despite not being aware of it.
Duration	Three years, the full gymnasium educational cycle.
Topic	Culture and local traditions.
Objectives	To introduce the concept of memory to school students. Students become familiar with the culture and history of their region. Being directly engaged with it, they understand what its specific character is. Moreover, they learn to observe their surroundings and notice everyday things (dress, dialect) and begin to respect local culture and history.
External support	Teachers actively support students during the project. They invite local representatives to school (such as local authorities, artists), they also organise outings to museums, fieldtrips, and show various types of historical memory.



Good Practice n. 10



<p>Description of the activity</p>	<p>By carrying out interviews with family and neighbours the aim is to collect first-hand information about the region. It will be ended with a presentation of "The Ceremonial Year of the Region".</p> <p>Visiting the local museum, where the students' knowledge about the region, acquired through interviews, will be deepened.</p> <p>Inviting people responsible for shaping the history of the region to the school.</p> <p>The outcome of the two above activities was writing a student report "History of the Region".</p> <p>Inviting local activists and people important for the regional culture to the school.</p> <p>Meeting local artists and exhibiting their work at the school.</p> <p>Inviting regional poets and publishing their poetry.</p> <p>Trips around the region, culminating in a tour-guide album "On the trail of the most beautiful places in the region".</p>
<p>Results</p>	<p>Output: Organising performances and exhibitions, publishing a collection of poems, publishing a history of the region.</p> <p>Pedagogical objectives: To introduce the concept of memory to school students The integration of syllabus programmes by History, Polish language and Geography teachers in order to fully expose the regional specificity and uniqueness.</p> <p>Competences and values developed: Interviews, integrating the student group with the local professionals of culture and history, team work, critical thinking, intergenerational dialogue, social awareness, citizenship.</p>
<p>Comments</p>	<p>The project is very ambitious and assumes close cooperation of teachers from multiple subjects, hence becoming more attractive to students.</p>
<p>Difficulties faced and solutions proposed</p>	<p>With the project lasting over such a long period, the students may become weary of the topic, which could result in a negative impact on their perception of the region. Hence, teachers that lead the project must be highly engaged in it, so that the students are not discouraged before finishing the project.</p>

Good Practice n. 11

	Title
Country	Poland.
School	Gymnasium no 6 in Chełmno.
Age of students	20 students in 3 classes 16 years old – Last year of lower secondary education.
Framework	<p>The project "Borderland Knights" was an answer to a contest organised by The Institute of National Remembrance and The Warsaw Rising Museum. The project was initiated by a History teacher in Chełmno.</p> <p>Duration of the project: 6 months in the school year 2007/2008.</p> <p>The aim of the project was sparking the students' interest in modern Polish history, inviting history witnesses and allowing students to speak with them, showing that witnesses of history live amongst us and that the knowledge they possess is valuable and needs to be preserved for future generations.</p>
Type of activity	During the project, students met witnesses to history, living in their city and region. These people were strongly involved in the Polish fight for independence during World War II and survived the massacre of the population by Ukrainian Insurgent Army (UPA) groups.
Duration	This is a short-term project as a result of a contest organised by The Institute of National Remembrance and The Warsaw Rising Museum "I will tell you about a free Poland... - meetings of students with history witnesses".
Topic	World War II and the formation of post-war Poland.
Objectives	The students will get to know the painful local history. Thanks to meetings with history witnesses, textbook knowledge becomes more real, not as abstract. History witnesses taking part in the project have raised the students' awareness of post-war suffering and pain of extermination.
External support	Teachers supported the students during the project. They enabled access to historical material, helped in getting to local archives. They also supported them on a technological level; the school purchased a Dictaphone and digital camera to record and film the history witnesses. They also organised a trip around the region and took their students to Ukraine, to the villages that the history witnesses told them about.
Description of the activity	<p>Finding history witnesses and carrying out interviews with them, which were filmed and recorded. The interviews were carried out not only in the houses of the witnesses, but also at school and in historical places of execution, where the witnesses recalled their memories.</p> <p>An outcome of these activities is a film and album, which tell about the extermination of the Polish population by the UPA.</p>



Good Practice n. 11



Results	Output: The realisation of a film, organising a lecture, making an album.
	Pedagogical objectives: Involving students, sparking their interest in Polish modern history .
	Competences and values developed: Team work, critical thinking, intergenerational dialogue, social awareness, citizenship, interviews.
Comments	This was an ambitious project. Students had a chance to engage with 'live' history, in the 'local people'. This made the students aware of the importance of transnational dialogue, international cooperation and how difficult it is to build relations of trust on such terrifying history.
Difficulties faced and solutions proposed	Students taking part in such projects must be well-prepared for the brutality of war reality. The witnesses recall the extermination of the Polish population in great detail, sparing no words. Hence, it is crucial for the students to have a meeting with a psychologist who would explain to them how deeply-rooted in personality are the changes caused by traumatic experiences.

Good Practice n. 12

	Title
Country	Poland.
School	Gymnasium no 6 in Chełmno.
Age of students	Grade 3, 22 students (16 years old – Last year of lower secondary education).
Framework	<p>The project “Traces of the past” was the result of a contest organised by The Institute of National Remembrance and The Warsaw Rising Museum. The project was initiated by a History teacher in Chełmno.</p> <p>Duration of the project: 6 months in the school year 2007/2008.</p> <p>The aim of the project was to spark the students’ interest in modern Polish history, inviting history witnesses and allowing students to speak with them, showing that witnesses of history live amongst us and that the knowledge they possess is valuable and needs to be preserved for future generations. During the project, students gained access to archival documentation about the war history of their city, especially the functioning prisoner of war (POW) camps and ghetto.</p>
Type of activity	The project was a chance for the students to get to know the history and culture of their region through: carrying out interviews with family and neighbours, inviting special guests to school, trips to Jewish and POW cemeteries in order to document traces of the past.
Duration	The project was carried out in the school year 2007/2008.
Topic	World War II.
Objectives	Students get to know the specificity of the culture and history of their region (Polish borderland, home to Poles, Ukrainians and Jews). They learn about history and find out how difficult life is close to the border. Witnesses of history tell them about their experiences during World War II and why they themselves are becoming transmitters of history.
External support	Teachers supported their students actively during the project. They helped them to gain access to witnesses to history and archival documents about the region.
Description of the activity	<p>Carrying out interviews amongst family and neighbours, aiming at gathering information about POW camps and ghetto that functioned in Chełmno during World War II.</p> <p>Visiting the local museum, where the students’ historical knowledge, acquired through interviews, is deepened.</p> <p>Visits to the local POW and Jewish cemeteries, creating their maps.</p>



Good Practice n. 12



Results	Output: Writing an album about the war history of the region.
	Pedagogical objectives: Making students sensitive towards the pain of war, group work, systematic work, responsibility.
	Competences and values developed: Team work, critical thinking, intergenerational dialogue, social awareness, citizenship, interviews.
Comments	The project was very ambitious and assumed the strong involvement of students. They not only had to gain access to history witnesses, but also learn to read history in places that they knew from everyday interactions. It was in a way discovering their city from scratch.
Difficulties faced and solutions proposed	This was a short, but very intense project. Students, through meetings with history witnesses and gaining access to archives about World War II in Chełmno, became transmitters of history themselves. They showed that the histories recalled to them by witnesses are not only personal, but build the painful experiences of the nation.

Good Practice n. 13

	Title
Country	Poland.
School	Adam Mickiewicz Gymnasium no 13 in Sosnowiec.
Age of students	Age 14-16.
Framework	"Sosnowiec during the People's Republic of Poland. From our parents' album." The project referred to the historical memory of the closest people to the students: parents, grandparents, neighbours. From the numerous interviews carried out by the students, a picture emerged of the socialist Sosnowiec with its specificity (mining town, where E. Gierek – First Secretary of the Polish United Worker's Party, was born) and its problems.
Type of activity	The students publish a school newspaper about the city. Number 25/2010 was a special edition, tackling the problem of the communist times in Sosnowiec. The students carried out family interviews and collected very interesting material illustrating Sosnowiec and its citizens during the People's Republic of Poland (PRL) years.
Duration	This project was a one-off undertaking, basing on the historical memory of the citizens of Sosnowiec, referring to PRL times. The special edition of the school newspaper was published in December 2010. Students were gathering material for it for half a year.
Topic	The history of the People's Republic of Poland.
Objectives	Students found out that everybody is a history witness and has historical memory. Gaining access to witnesses to history was not a problem, since they predominantly spoke to their parents and grandparents, who remembered that period well.
External support	The project was a student initiative; the teacher was only a supervisor of student activities (making sure that the edition will be published on time).
Description of the activity	Carrying out family and neighbourhood interviews, the main aim of which was acquiring information about life in Sosnowiec during the PRL years. Seeing differences in the way the city looked then and now by comparing the same places in different time periods.
Results	Output: Publishing a special edition of the school newspaper "Czarny Kot" ("Black Cat"). Pedagogical objectives: Involving students from different grades, working together on one project. Competences and values developed: Team work, critical thinking, intergenerational dialogue, social awareness, citizenship.
Comments	The project was attractive for the students because it made them realise that all of the people living in certain times are history witnesses and transmitters.
Difficulties faced and solutions proposed	The project involved only the people specifically interested in the topic, while it could have been interesting to a bigger group of students. It is possible to organise a shared unveiling of the past.

Good Practice n. 14

	Title
Country	Poland.
School	Public Gymnasium in Bodzanów.
Age of students	Age 14-16.
Framework	World War II, Holocaust.
Type of activity	Students documented traces of the Jewish community living in their city before the war.
Duration	The project was a single undertaking, lasting throughout the school year 2009/2010.
Topic	Holocaust.
Objectives	As a part of the project, students gained access to documents on the Holocaust and collected remembrances about the Jewish community living in Bodzanów before the war. They also led cleaning works at the local Jewish cemetery.
External support	The project was realised by the Holocaust Society of Gymnasium students. For this reason, it was undertaken only by students taking a special interest in history.
Description of the activity	Carrying out family and neighbourhood interviews, the main aim of which was unveiling historical memory about the Holocaust amongst the citizens of Bodzanów.
Results	<p>Output: Organising a photo-exhibition and performances, publishing a school yearbook on the Holocaust in Budzianów.</p> <p>Pedagogical objectives: Involving students from different grades to work together on a single project.</p> <p>Competences and values developed: Team work, critical thinking, intergenerational dialogue, social awareness, citizenship.</p>
Comments	This project was very important for students, who got to know that the extermination of Jews was not just an abstract event, but was actually closely tied to their place of residence. They understood that it is crucial to take care of historical memory because it can prevent another tragedy.
Difficulties faced and solutions proposed	Not enough students were involved in the project; it should be repeated so that e.g. all 3rd year students can take part in it.



Good Practice n. 15

"Dziedzictwo kulturowe w regionie Świętokrzyskim" ("Cultural heritage in the Świętokrzyski region")	
Type of resource	Practical handbooks, film resources were deposited in the Institute of National Remembrance (IPN) in Warsaw and the school library .
Description	Practical guidance, teaching ideas and templates to enable IPN Archives and teachers to work together on a creative campaign project with young people, film resources, recordings and albums have been deposited in school libraries where they can be easily accessed by students and teachers.
Organization	Instytut Pamięci Narodowej (The Institute of National Remembrance), Muzeum Powstania Warszawskiego (The Warsaw Rising Museum) Ośrodek Karta.
URL	www.kamieniepamieci.gov.pl www.ceo.org.pl/pl/opowiem www. redakcja.mammedia.pl/czarny-kot/



Good Practice n. 16

Anne Frank Project	
Country	Slovenia.
School	Gimnazija Kranj.
Age of students	Between 16 and 18 years.
Framework	Sharing European memories about the Second World War, The Holocaust and human rights among people. The project took place with students from Austria and Slovenia.
Type of activity	Curricula activity: History.
Duration	September – November 2006.
Topic	Second World War, The Holocaust, Anne Frank, Human rights, National Socialism, Imperialist Policy, Dictatorship.
Objectives	The project aimed at awakening the awareness of intolerance and of its extreme potential consequences.
External support	They were working with the external support of the MATRA Kap program of the Embassy of the Kingdom of the Netherlands. They also had external help from a graphic designer for an exhibition poster.
Description of the activity	First they had an introductory meeting with lectures and workshops. Then they had to prepare the material for posters from each country that presented their point of view. The exhibition of Anne Frank entitled the History for Today was then held at the school library and thus easily accessible to all students. Students guided their school colleagues through the exhibition themselves. Along with the exhibition they organised theme nights: music night, movie night, round table for discussion. At the end they met again to exchange experiences.
Results	Output: Exhibition, theme nights. Competences and values developed: Team work, communication in foreign language, intergenerational dialogue, social awareness, independent presentation.
Comments	The exhibition received an enormous response both from teachers and students alike. As part of the instruction they organised visits to the exhibition led by their student guides, which kept them busy until the last day. The fact that the exhibition was presented by students rather than teachers was warmly received. The local and national media reported about the project and exhibition.
Difficulties faced and solutions proposed	The forum between students did not work as it should. There should be more emphasis in that department.



Good Practice n. 17

The International day of Holocaust Remembrance	
Country	Slovenia.
School	ESIC Gimnazija Kranj.
Age of students	16 years old – 3. class of secondary education.
Framework	Initiative for this project was The International Day of Holocaust Remembrance.
Type of activity	Extra-curricula activity: Historical course, historical workshop.
Duration	From 2009 until 2011.
Topic	2009 – History of the Jews, their religion, tradition, and the Holocaust. 2010 - Racial background of Nazi Germany's policies, exploitation and genocide of other imperialist countries in the 19th century. 2011 - synthesis of the main findings of the previous two years and current events in Sudan (Darfur).
Objectives	The purpose of this presentation was to eliminate the black and white picture of absolute good and absolute evil.
External support	Mentors on the historical course helped students with the topic. As a guest they hosted Mr. Ravitz, a representative of the Jewish community in Slovenia.
Description of the activity	The first year, students prepared a presentation of topics in Power Point and participated in the think-tank. As a guest they invited Mr. Ravitz, a representative of the Jewish community in Slovenia. The following year they made a film projection. The last group of subjects was presented through poster art and the use of sound recordings.
Results	Output: Projection in the PPT, film screenings, poster technique and use of sound recordings Competences and values developed: Team work, critical thinking, social awareness, development of argument.
Comments	All the presentations were very well received. Students followed them with interest. At the end of this three year project they invited the local media and presented the work they had done to them.



Good Practice n. 18

Hold your hand in a fist	
Country	Slovenia.
School	Primary school Majšperk, Slovenia.
Age of students	12 to 14 years old.
Framework	Hold your hand in a fist – Project was meant for the students in the last three years of primary school. On the basis of reading books, visits to museums, and themed excursions they made an e-book on the internet.
Type of activity	Curricula: History, Slovene language, computer science.
Duration	November 2010 - March 2011.
Topic	Second World War and Resistance against the occupier.
Objectives	The aim of the project was to encourage team work and to connect different school subjects such as history, Slovene language, civic and patriotic education, ethics, foreign language and computer science. With knowledge from these different fields students can more easily address topics relating to: identity and cultural diversity, participation in community, media technology, creativity and critical thinking.
External support	Ministry of Education, Institute of Education for Primary Schools.
Description of the activity	Students choose one of the proposed contents of each of the four sets of (narrative texts, poetry, film, field trip). Then they make written or recorded contributions about the topics they chose to the e-book.
Results	<p>Output: e-book.</p> <p>Pedagogical objectives: Link different school subjects history, Slovene language, work of the libraries, civic and patriotic education and ethics, foreign language, computer science (ICT).</p> <p>Competences and values developed: Team work, critical thinking, social awareness, patriotism and realistic attitude to important events.</p>
Comments	Students listened to the historical backgrounds on specific topics with great interest. They discussed them in detail at home with their grandfathers and grandmothers. They slowly began to open up new perspectives on the past and even though these events were very remote to them they realised how important they are for the present and the future.



Good Practice n. 19

Communication in foreign languages / Migration	
Country	Slovenia.
School	Gymnasium Kranj (high school).
Age of students	Between 15 and 18 years.
Framework	The project purpose was focusing on "unity in diversity" and to raise the level of understanding about multiculturalism.
Type of activity	Curricula activity: German language, history, Slovene language, informatics, geography.
Duration	School year 2008/2009.
Topic	The main subject was migration, which was covered from several perspectives. In history class they discussed historical aspects of migration, in geography geographical, in Slovene language class discussion was about patriotic songs ...
Objectives	With this project we wanted to develop authenticity of the learning process. We increased the time students spent with students of foreign languages and we maximized the diversity of topics discussed. This was achieved by interdisciplinarity in education, by integrating different curricula objects with each other and highlighting learning a foreign language in everyday life, which they experienced in a multicultural team.
External support	Department of Education for training a foreign teacher (seminars).
Description of the activity	According to the topic "Migration" teachers from different fields of expertise cooperated between themselves. These cross-curricular connections were implemented in different classes and at different grades. Besides German language class other subjects were: History, Slovene language, Geography and Informatics. In the project they exchanged students from Slovene and German high schools. The students conducted interviews with immigrants in Germany, than they repeated the same interview with the immigrants living in Slovenia. When they had done all the interviews they analyzed them in mixed groups.





Good Practice n. 19



<p>Results</p>	<p>Output: Bilingual website.</p> <p>Pedagogical objectives: Developing intercultural competences, improving communication in a foreign language, improving individual work.</p> <p>Competences and values developed: Work in groups, communicating in a foreign language, intergenerational dialogue, increasing intercultural dialogue, empathy and autonomy ...</p>
<p>Comments</p>	<p>This project was the incentive for the foreign teacher to start cooperating with teachers of other subjects. Teachers also had the opportunity to test and implement collaborative teaching.</p> <p>Students who have had direct contact with native speakers of German consequently have a higher ability to develop an interdisciplinary understanding and therefore can use foreign languages more confidently and in various circumstances.</p> <p>Because the focus of the project is "Unity in diversity" students had raised the level of understanding of multiculturalism as they learn about the lives of workers abroad, who are torn between two cultures, the culture of their old homeland and culture of the host country.</p> <p>Students from Germany and Slovenia organised intercultural encounters. An example is a conversation with Bosnian Muslim Imam working in Kranj, Slovenia. Students will remember the conversation because of the interesting topic and the striking stories they heard.</p>
<p>Difficulties faced and solutions proposed</p>	<p>The main problem in implementing the project was in the cooperation between the foreign teacher and other teachers. There were two critical components: lack of willingness and too little time for preparation and evaluation of team work.</p> <p>All this has led to spontaneous forms of teaching that were more or less successful. To prevent this it is required that teachers have enough time to prepare.</p>



Good Practice n. 20

	Title
Country	Norway.
School	Lindebøskauen ungdomsskole.
Age of students	14 – 15 years old.
Framework	SEME Project: Sharing European Memories, funded by the EU Culture Program several schools in Italy, Norway, Poland and United Kingdom analysed the historical memory of the European conflicts in the 20th century creating a cultural event/output from the experiences of the students.
Type of activity	Curricula or extra-curricula activity: History, English, Music, Norwegian.
Duration	March 09 – June 09.
Topic	The resistance movement in southern part of Norway.
Objectives	Investigating the work of the resistance movement. Present the story through film and music.
External support	The project was led and supervised by staff from Arkivet in Kristiansand, and Professor Asbjørn Arntsen at the University of Agder. The film was shot and edited by Svein Færøvg og Steinar Endresen.
Description of the activity	Two groups of students (approx. 60) rehearsed, produced and performed a musical theatre presenting music from the 20th century, emphasizing the period of the 2nd World War. This work was led by Mr A Arntsen and a group of students from the University of Agder. A smaller selected group contributed to a film, ending up as the Norwegian main contribution in the SEME project, also presenting parts of it in Bologna (Samoggia).
Results	Two films: "A recording of the theatre" and "Forgive, but not Forget". Pedagogical objectives: Make the students conscious about the resistance movement, but also give them insight into a musical tradition over several decades. Competences and values developed: Musical insight into a Norwegian and international tradition. Awareness of local incidents taking place during the war.
Comments	Cooperating with the University was a great advantage and the synergy of the two institutions working together paid off well. It was almost two separate projects – one with a large group led by the UiA and one with a small group (8) led by Arkivet.
Difficulties faced and solutions proposed	Producing film is always a time killer, and there will always be difficulties with such productions. But the film crew was professional and we completed the project without too many obstacles.



Good Practice n. 21

	Title
Country	Norway.
School	Lillesand Ungdomsskole.
Age of students	14 – 15 years.
Framework	SEME Project: Sharing European Memories, funded by the EU Culture Program several schools in Italy, Norway, Poland and United Kingdom analysed the historical memory of the European conflicts in the 20th century creating a cultural event/output from the experiences of the students.
Type of activity	Curricula or extra-curricula activity: History, English, art, Norwegian.
Duration	March 09 – June 09.
Topic	Local memories in the small town of Lillesand during World War 2.
Objectives	Get a deeper knowledge of how it was to grow up during the war and what impact the war had on everyday life.
External support	The project was led and supervised by staff from Arkivet in Kristiansand, but was carried through by teachers in Lillesand ungdomsskole.
Description of the activity	The kick off meeting was held in the city hall with all the students and time witnesses from Lillesand. A person from Arkivet interviewed the witnesses and the students took notes. Later the students gathered materials from elderly people of Lillesand, collecting pictures and interviewing them.
Results	Outputs: Digital stories made by the students, focusing on time witnesses' stories. Pedagogical objectives: Make contact and deliver stories cross-generation. It was also an objective to make the students aware of the past of their hometown. Competences and values developed: Awareness of their past, digital competence including editing and sound mixing.
Comments	Classes were highly motivated, and teachers eager to contribute in a constructive way. We believe they all acknowledged the importance of recording time witnesses' stories before it is too late.
Difficulties faced and solutions proposed	It is always difficult to work with digital stories on a large scale. Loss of data files and general difficulties with free windows programs ruined stories with great potential.



Good Practice n. 22

Everybody has a story to tell!	
Country	Norway.
School	Different schools in the Agder Region.
Age of students	17-19 years old – Upper secondary education.
Framework	Organised by Stiftelsen Arkivet in cooperation with regional authorities with a goal to emphasize cultural heritage at school.
Type of activity	Curricula activity: History.
Duration	2009-2011.
Topic	Daily life stories during WW2.
Objectives	To document and save stories from people who have experienced war (immaterial cultural heritage) To give students the opportunity to understand, explore and reflect about historical issues
External support	Staff from Stiftelsen Arkivet initiated the project and followed it up with a workshop after the interviews had been done.
Description of the activity	After the introduction from Stiftelsen Arkivet, students were divided into working groups in which they made plans for whom they wanted to interview, what kind of questions they were going to ask and how they wanted to present the results of the interview. Then the students implemented their plan and with some help from a workshop afterwards, they created the final product. The digital working results were then published at a national web site for digital personal stories connected to the cultural heritage: www.digitaltfortalt.no .
Results	Outputs: Digital stories, short films, written interviews and essays. Pedagogical objectives: Developing the students' historical awareness, achieve several of the goals from the curricula in history, "learning by doing". Competences and values developed: Team work, critical thinking, intergenerational dialogue, social awareness, digital skills.
Comments	The project takes a lot of time to fulfil and the student must be given enough time to implement it.
Difficulties faced and solutions proposed	Some students had problems finding elderly people to give an interview. Those who don't have relatives or neighbours as a resource must be given suggestions on whom to interview. The publishing of digital stories was for some students complicated regarding different formats used and too big files to be uploaded. A good solution for some, was to use YouTube as an alternative publishing channel or embedding you tube material into web site www.digitaltfortalt.no .



Good Practice n. 23

Intervjuguide (Interview guide)	
Type of resource	Guidelines.
Description	A short, but essential document about how to make a good interview. This is written for students supposed to make interviews such as in this project.
Organization	The Norwegian Historical Association (Den norske historiske forening), acronym HIFO.
URL	http://uit.no/hifo/5827/3

Good Practice n. 24

Sharing European Memories	
Country	Italy.
School	Four schools of Bologna' Apennines: Calderino di Monte San Pietro, Castel d'Aiano, Monzuno, Castiglione dei Pepoli.
Age of students	13-18 years old.
Framework	SEME Project: Sharing European Memories, funded by the EU Culture Program. Several schools in Italy, Spain, Norway, Poland and United Kingdom analysed the historical memory of the European conflicts in the 20th century and created a cultural event/output from the experiences of the students. It aimed to develop the concept of memory and its transfer from the older to the younger generations by means of performing arts, and representations of experienced events/micro-stories, allowing the students to interpret and re-live the past and create the ground for a European identity based on common history, culture and values.
Type of activity	Curricula activity: History, Geography, Civic Education.
Duration	September 2008 – June 2010.
Topic	The general topic for the Italian partner was "the memories relating to the Second World War and the passage of the front on the Gothic Line". Each school has developed a different sub-topic: Calderino di Monte San Pietro: Zwangsarbeiter- the deportees of Monte San Pietro. Castel D'Aiano: daily life and nutrition in time of war. Castiglione dei Pepoli: stories of men on the Gothic Line. Monzuno: The fathers' war told by sons and daughters. Problems in the transfer of family memories.
Objectives	The learning experience aimed to make children understand the complexity and scope of the socio-economic background of war, and how their families dealt with them. It contributed towards the formation of their social identity as active European citizens.
External support	An Expert managed and monitored the didactical activities. He introduced a new methodology to preserve and to share the memories by students, who become active participants.





Good Practice n. 24

Description of the activity

School of Calderino di Monte San Pietro: From the end of 1944 the municipality of Monte San Pietro, in the area directly behind the German front, was the scene of numerous roundups. One of the most tragic was that carried out between 6th and 7th October, when over 150 people were arrested by the SS. That day marked the beginning of the long and painful process of deportation to Germany, where they arrived by train after a long and exhausting journey that left little hope of return. Most of these people ended up in forced-labour camps such as Hennigsdorf, a subsidiary-camp of Ravensbrück concentration camp. From May 1945 until the autumn of that year those who survived the difficult conditions of life and work in the camps returned home, in groups or on their own, by various means but mostly on foot. With the help of the municipality, the "La Conserva" and "La Rana della Bocca Larga" cultural associations, and Monte San Pietro ANPI (ex-partisans association) the school children of Monte San Pietro (Bologna province) have reconstructed that piece of history making use of the stories of witnesses.

School of Castel D'Aiano: The autumn of 1944, when the front reached the Gothic Line in the mountains, was a very difficult time for the mountain population, and for about six months the area was divided into two separate worlds. From the Anglo-Americans the populace got to know chewing gum (a.k.a. "cingomma"), chocolate, coca-cola, and nylon stockings, while children with improvised mess-tins - made from army food cans - could get food from the camp kitchens when the soldiers had finished their meals. On the other side, however, the Germans, with ever-diminishing supplies of food, resorted to requisitioning. Hiding food so that it couldn't be found had become imperative for the civilian population: grain was put into demijohns and buried in vegetable gardens or walled up in cellars, ham was hidden in hollows in chestnut trees, pigs were half-buried in pits in the woods, and such like. But for the common people the arrival of the front mostly coincided with the suppression of the armed partisan movement behind the defensive line. Along this line of demarcation between already-liberated Italy and the part still under nazi-fascist occupation there met, for the first time, worlds and cultures which until then had been far apart. After the front, nothing would ever be the same again: the seed of globalization would germinate quickly, relegating to history centuries of poverty and black bread. This topic was dealt with by the Castel d'Aiano (Province of Bologna) school, in collaboration with the Castel d'Aiano Cultural Club, the municipal administration, some local witnesses and some veterans of the U.S. 10th Mountain Division.

The students' investigation mostly encompassed the everyday lives of their families during the period of the front.

School of Castiglione dei Pepoli: At the end of September 1944 the American 34th "Red Bull" Infantry Division took Montepiano (province of Prato) defended by the Germans of the 334th Infantry-Division, known as the "African Falange". One of the many battles of those days took place on September 24 in the area of Bocca di Rio (Castiglione dei Pepoli). Today the remaining signs of the battle are few and almost impossible to make out for the unobservant eye, but a few months ago a local history researcher found three identity tags belonging to as many soldiers, two Americans and a German, killed there. With the school children of Castiglione dei Pepoli (Province of Bologna) and with the help of the "Terra Nostra" Cultural Association and the municipal administration, they have reconstructed the biographies of these fallen soldiers and contacted their families (including referring to military archives and veterans' associations).

Good Practice n. 24



	<p>School of Monzuno: when the war was over, for the people who lived through it there was not a switch to turn off and start again from scratch, as if nothing happened. Everybody needs to face his/her small or big traumas. Coming back home, to a family if it still exists, will create new dynamics and the search for a new equilibrium, which is not always found. Usually the first reaction is to pretend nothing has happened and to keep quiet as if this could chase the "ghosts" of conscience away; yet an object or a situation is enough to re-evolve them. The experience of our children, the difficulties in the passing on of the experiences of the fathers - told or not told (if they have had the possibility to do that) - could help to understand how the traumas caused by war will be paid by the new generations, and the consequences of a conflict last much longer than expected. This was the purpose of the research with the students of the schools of Monzuno (Province of Bologna), where, using the tools of historical research, we have reconstructed the facts and biographies of parents involved in the war. Remember that this area was the scene of the largest massacre of civilians in Italy carried out by the Germans: Monte Sole (770 people killed from 29th September to 5th October 1944).</p>
<p>Results</p>	<p>Output: Calderino di Monte S.Pietro: video in Italian language with subtitles in English language Monzuno: comics Castel d'Aiano: Digital stories Castiglione dei Pepoli: Digital stories</p> <p>Pedagogical objectives: to know past events of their town/region and compare them with other European realities through inter-generational dialogue, to improve the knowledge of the roots of the idea of European identity, to use an active approach to the learning process, to introduce the European approach in local history.</p> <p>Competences and values developed: team work, critical thinking, intergenerational dialogue, social awareness, decision capacity.</p>
<p>Comments</p>	<p>To make the edition of digital stories we collaborated with local associations. At the end, the creation of the final product had involved a large number of the citizens of each town.</p>

Good Practice n. 25

	Title
Country	Italy.
School	School of Sestola (Modena), division of Fanano (Modena).
Age of students	15 years old, Last year of lower secondary education.
Framework	The Gothic Line of the Montidella Riva in the thread of historical memory: the voices of 18th February 1945. Project of formative memory: students explore the memory, interpret the past and plan a future of peace.
Type of activity	Curricula activity: History, Italian language; Extra-curricula activity: theatrical laboratory, video laboratory.
Duration	January – May 2007.
Topic	The war's front during the winter of 1944-1945.
Objectives	Fruition of a significant emotional experience; Acquisition of historical and civil contents; exchange of ideas and different points of view; development of critical and creative skills; Reflections on the value of peace and democratic methods of preservation; literacy to audiovisual language and use of different expressive languages.
External support	Ottomani association: video laboratories; Sara Nanni: theatrical laboratory; Vecchia Filanda association: Living Diorama.
Description of the activity	Steps of didactical trail: Interviews of witnesses and recovery of historical memory; study of historical context from the Resistance to foundation of Constitution; comparison among historical texts, old and narratives; elaboration of interviews and their filing; script production: narrations and dialogues; editing production. Video chapters: 1.Title and first comments 2.Didactics (the historical context through the documents) 3.the organization of the consensus 4. the women rules 5.the school in the age of fascism 6.the History through the witnesses 7.elaboration of the oral story 8.the theatrical laboratory 9.the historical aspects linked to territory 10.travelling to the Gothic Line 11. the Living Diorama on the Gothic Line 12.staging of stories and characters 13. final comments 14.one discharge 15. credits 16. backstage
Results	Output: DVD, 49'. Pedagogical objectives: the witnesses have interviewed and analysed their memories; the historical context from the Resistance to foundation of Constitution was studied; the historical texts were compared; the interviews and were elaborated and filed; the script was elaborated: narrations and dialogues; the video was edited. Competences and values developed: Team work, critical thinking, intergenerational dialogue, social awareness, graphic-video skills, theatrical skills.

Good Practice n. 26

	Title
Country	Italy.
School	Lower Secondary school n. 2 di Alghero + Fertilia (Italy). Lower Secondary school Benussi of Rovigno (Croatia).
Age of students	15 years old, Last year of lower secondary education.
Framework	Ischida. Stories in the History. The Story of an exodus that has moved two distant lands closer.
Type of activity	Curricula activity: History, Italian language.
Duration	Scholastic years 2002-2003.
Topic	Recovery of the history and memory of the exodus of Istrian and Dalmatian populations; reconstruction of the experience of refugee camps.
Objectives	Retrace the exodus through interviews conducted by students to the exiles from Fertilia and remained in Rovinj.
External support	National Association of Venezia Giulia and Dalmatia.
Description of the activity	The steps of didactical trail: Interviews of witnesses and recovery of historical memory; study of the exodus' historical context; reprocessing of interviews; book production.
Results	Output: Book (2001).
	Pedagogical objectives: Witnesses were interviewed and their memories were analyzed; the historical context which had led to the exodus was studied, the places of arrival and departure, the travel.
	Competences and values developed: Team work, critical thinking, intergenerational dialogue, social awareness.



Good Practice n. 27

Diorama vivente (Living Showcase)	
Type of resource	Methodology.
Description	The Living Showcase is a teaching method which uses the biographical narratives of characters of the various parties involved in the conflict (played by performers; the performers are historical researchers), to define and reconstruct a specific incident which is related to a date and a place of historical memory, in order to stimulate within the audience (with whom the performers interact) an active and emotional involvement in the realities and the complexities of war).
Organization	Associazione Linea Gotica (Mr. Massimo Turchi).
URL	http://sites.google.com/site/progettolineagotica/Home/proposteeducative
Comments	This methodology aims to stimulate, in the student, a curiosity and interest in History, and also to promote a deep reflection on the complexity and importance of historical themes. For the development we used: Professionalism and preparation of group members. Audio archive, gathered since 1995, of hundreds of interviews with the protagonists of the various parties to the conflict. Library and Documentation Centre, assorted photos, books and documents in Italian, English, American, German, Brazilian. Thorough knowledge of the story of the places of memory, also by the help of archaeological investigations conducted by our experts. Memories of families (gathered by students involved), personal and public.

Good Practice n. 28

La Didattica della storia sui luoghi della memoria (The teaching of History on the places of memory)	
Type of resource	Living Diorama, theatrical laboratories.
Description	Different modes of expression are used even in the same production: theatrical language with a poetic register alternates with the "reading of the work of art" and /or the demonstrative language of the documentary, the interview, the narration of tales retold, to the invention of stories in poetic prose suggested by historical objects and the creation of dialogues, poems and dedications, etc. The participants create the script, develop characters and roles, assume the roles, do the recording and acting, screenwriting, make editing choices, choose and put together music, all leading.
Organization	Project didactical coordination:: Prof.ssa Caterina Muzzarelli Theatrical laboratori coordination: Mrs. Sara Nanni Audiovisual documentation: Roberto Paganelli (Associazione Ottomani Association). Living Diorama on the Gothic Line: "Vecchia Filanda" Association
URL	http://sites.google.com/site/progettolineagotica/Home/unita-didattiche/didatticadellastoria



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