



PRESENT CONTINUOUS

Workshop on memory and present of Europe

Handbook

**Methods,
experiences
and stories**



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Edited by Andrea Ciantar, Angela Martínez-Carrasco and Jorge Carbajal.

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Realised by CESIE - Centro Studi ed Iniziative Europeo

Office: Via Roma n.94 – 90133 Palermo, Italy

Telephone: +390916164224; Fax: +39 091 6230849

www.cesie.org

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Diana Alexandra Boteanu, Maria Boteanu, Daniela Pricope, Ruxandra Pricope, Larisa Antofe, Ivana Burkisova, Vojtech Cerny, Rima Rutkunaite, Liauda Miseviciute, Anabela Lourinho, Ana Margarida Mota, Marco Calixto, Vladimir Rizov, Vesna Nencheva, Dragomir Padeshki, Lyubomir Isaev, Daniel Fülling, Herbert Spindler, Maruta Pranka, Gunars Zakis, Liene Līvmane, Rosa Barreiro, Zara Ferreira, Laszlo Kocsis, Bardh Xerxa, Erdmute Dietmann-Beckert, Simon Luke, Charles Calleja, Andrew Muscat, Gerard Fenoy, Julien Larasse, Veronika Vodlan, Zlatka Rashid Abdelfattah, Staša Barbič, Silva Razlag, Antonio Peralta Morales, Vanessa Escalyola, Denisas Degtarianko, Gytis Jakstonis, Agnès Phillipe, Alessandro D'Amico, Barbara Ruah, Rosina Ndukwe, Adriana Branni, Giovanni Buttigieg, Andrea Ciantar, Jorge Carbajal and Angela Martínez-Carrasco.



Present Continuous!

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www.presentcontinuous.eu

Project Handbook

Methods, experiences and stories

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1. Introduction

Memory is a Bridge¹...

The Present Continuous Project was created to explore the connection between the past and present of Europe, and to discover how memory of the past, of traditions and cultures, historical facts and personal experiences can contribute to a Europe united in diversity. The project enabled effective learning from these reflections, and a contribution to the discourse in terms of ideas, experiences, and methods.

The title of the project itself includes something about this connection between past and present, and the importance of memory in this regard. "Present Continuous" means action in progress; "action happening around now; the immediate future, something that is surely to happen, as a result of a plan, or because of previous actions". The present is the result of what has happened before. Individual's stories are connected with the History of the social spheres which they belong to: gender, social class, family, country, culture in general, etc. However, this does not mean that the future cannot be changed. Awareness about the relationship between past, present and future allows us to take control in both our personal lives and in the society in which we belong.

Following this perspective, the Present Continuous project has worked to explore and make visible the different levels and aspects of memory in the life of European inhabitants and to use them as a learning opportunity. Let's try to mention them briefly.

European History

The awareness of the role of historic fact in the present geo-political situation of the European Union is of primary importance and cannot be ignored. Do we know enough about the History of Europe? Do we know enough about the new countries that recently became part of the European Union? We know

¹ Andrea Ciantar, sociologist, expert and trainer in autobiographical methodologies.

that all these awarenesses need to be strongly developed in today's Europe, through the creation of more opportunities to learn, and so supporting an active attitude towards European society.

National culture and local traditions: roots and leaves

Traditions and other aspects of the local and national culture contribute strongly to the construction of our mentality and identity in at least two ways: on the one hand creating a sense of belonging and contributing to our identity; and on the other hand our identity can also be created as opposition to those elements, as research into something new, thanks to the influence of new cultural elements coming from different countries and cultures. From this point of view identity is clearly revealed – more today than in the past – as a dynamic process rather than a static condition. This is especially relevant in modern Europe, where people move across borders, and have to continually reinvent their way of life. So, to be aware about our own roots, as well as about the different perspectives of life and changes in society, is one of the most important skills and abilities for active citizenship.

Personal stories and social History

To tell or write the story of a life, as an autobiographical or biographical work, is surely one of the most effective ways to achieve the knowledge goals mentioned above. Autobiographical work (reflecting and writing or talking about ourselves) is a way to valorise our life through reflecting about what we have learned and analysing the historical and social facts that are part of our story. In this way we can understand not only our own life, but also the society and the historical period to which we belong.

Another effective method to do this is to collect stories. More and more persons and organisations in Europe are involved in this kind of action; collecting the stories of others as a way of valorising experiences, creating knowledge, and improving active citizenship.

It is important to highlight that through this method of learning, the implicit ideas and beliefs that are behind our behaviours, and which have a huge role in both our personal and societal life, can emerge through the actions of remembering, telling and reflecting. To identify these ideas and beliefs is a great opportunity for understanding ourselves better.

Narrating our life story as a form of knowledge

So, at this point the importance of awareness about personal stories, as well as the social History of a country, as a way to construct coexistence, democracy and a European identity is clear. But how does all this work? How can the autobiographical method give a contribution in this area?

First of all, we believe that narrating personal stories is a means to make known our recent History, through the power and vividness of the stories of people who have experienced these events. Through these stories, we can learn about many aspects of reality, which are rarely given space in the mass media or other information channels.

However, it is not only a question of *what* we know but also of *how* we know. Telling one's story makes it possible to experience History in a direct, emotional and involving way. This way of learning must of course always be accompanied by more organised and "objective" knowledge, but stories can create doors that invite us to enter spheres of contemporary and historical realities in a more involving way.

Memories for intergenerational and intercultural work

One very important aspect of the educational role that the memories can play today is that they can contribute to knowledge of the different worlds and the diverse cultures that make up present-day European society (and the rest of the world as well). The culture of xenophobia, fear and racism is fuelled by the lack of knowledge of the "other", simplification, prejudice and stereotyping. Encountering directly the "other" and learning about his or her world is the best way to tackle prejudice, especially in a time when identity - as already discussed - is becoming increasingly fluid, hybrid, in flux. Moreover, the practice of narration can facilitate communication between people of different generations.

Can we learn from experience?

A last crucial question is: can we learn from the past? We now know that this by no means happens "automatically". After World War II, it was agreed that the tragedy must never be forgotten so as to avoid it ever happening again. But even so, other wars and other genocides have since bloodied Europe, and

there is no lack of European responsibility in many other scenes of horror in other areas of the world.

We do not have the answer to this, but we do believe that as long as our memories can become an opportunity for true knowledge and transformation, we must create occasions for encounter, study and reflection on the memories we have of the past. Memory and the practice of storytelling can thus – when properly promoted – offer opportunities for learning and can be a means of developing individual and collective consciousness.

It should be reiterated that the emergence of the implicit ideas and beliefs that are behind our behaviors is a useful learning tool. Narrating personal stories is an effective way to make visible this kind of informal learning that life experience provides.

Memory is a bridge

All the aspects mentioned above, give us the sense of the title of this introduction that started from a question: “how can memory of the past, of tradition and cultures, historical facts and personal experiences contribute toward a Europe united in diversity?”

As we have seen, the memory can be a “tool” for the development of individuals as well as of the collective. Memory allows us to “go through”, “across”: like a bridge, the knowledge and awareness that come from the action of remembering can be an opportunity for a better understanding and valorisation of all the heritage and values that we inherited from the past, and which are worth keeping in the future.

This handbook

The handbook of the project has been realised as a tool, to share the approach and the main methods used, and allow others - teachers, animators, trainers, etc. - to use these methods. We decided, particularly, to report on some of the methods most related to the specific topic of the project, in order to provide ideas and information. Obviously a project like this included many other examples of teamwork, organisation, etc. which for space reasons have not been described here.

In some cases we have also inserted some examples of the stories and other contributions of the participants, to give an idea of what the participants produced. Much more is available on the DVD and on the project website: www.presentcontinuous.eu

The different sections are indicated by icons:



Methods used in the project



Stories and other contributions of the participants



Notes, to know more about...

2. The Project

"Present Continuous! Workshop on memory and present of Europe" is a project under the Europe for Citizens Programme of the European Commission, part of the measure 2.3 – Support to projects initiated by civil society organisations, inside the frame of action number 2 – Active Civil Society in Europe.

The European Centre for Studies and Initiatives (CESIE) was the **co-ordinating organisation**. The partners were composed of 23 organisations from 16 different European countries. Each of these organisations sent at least two participants, one over 45 years and one under 30 years to the seminar held in Palermo, Italy. So, 48 people from 16 different countries attended the Workshop. The oldest was an 83 year old woman from Germany; the youngest, a 16 year old boy from Bulgaria.

The intergenerational contact among the participants was one of the most interesting aspects of the meeting. But the themes that the Workshop brought to the attention of the participants were also interesting: the History of Europe, and Europe today; the story of the different countries; the relationship between individual memory and collective memory; the state of economic crisis, migration and other aspects of contemporary Europe; and how active citizenship can mitigate the negative effects of these phenomena and contribute to European society.



Objectives of the project

Objective 1

Reflecting about the role of historic facts, war periods and migration phenomena in the configuration of the present social and geo-political situation of the European Union.

Objective 2

Analysing each partners' country development and using citizens' past memories and traditions to look into the present and to become aware of the diversity in Europe, promoting European identity and citizenship.

Objective 3

Learning about current European policies that promote European identity and citizenship, integration and peaceful resolution of conflicts.

Objective 4

Fostering the exchange between participant's countries' History, towards a common intergenerational contact.

Objective 5

Increasing the participants' sense of European citizenship by comparing their lives and memories with the cultural diversity present in Europe in the past and nowadays, by discovering the common features.

Objective 6

Reflecting on how the difficult periods that lead to poverty and exclusion were born, and so, raise awareness about how to combat these problems nowadays.

Phases of the project

1- Preparation:

CESIE, as the co-ordinating organisation, made contact with partner organisations to recruit participants. Partners had been chosen according to their interest in the topics and their previous experience in projects about European memory and active citizenship; outputs from these projects were therefore able to be used as inputs for Present Continuous. Special attention was paid to make sure that participants of varying ages were included, as intergenerational communication was a prominent feature of this project. It was also important for participants to come from different regions of Europe, so that the project would be representative of different regional European perspectives.

Participants had at their disposition the essential information about the project and the Europe for Citizens programme before the meeting, and were asked to prepare a series of materials to be brought with them in order to undertake the different activities: objects and pictures related to their memories; food, music and dresses for the intercultural evening; brochures, posters and leaflets of their organisations.

2- Implementation:

The Workshop in Palermo lasted eight days –from 2nd April 2011 to 10th April 2011. Participants were accommodated and realised the activities in a neighbourhood called Ballarò in the historical centre of Palermo, where one of the main and most characteristic markets of the city is. Running the workshop here was certainly an effective way to be immersed in the culture of Palermo.



It was carried out by means of non-formal education activities, including creative activities, autobiographical methods, and active pedagogical methodologies. Special attention was devoted to the discussion of experiences and memories connected to war periods, peace, migration and poverty.

The Workshop in Palermo was divided into several phases; some of the stages included a main topic and other related activities:

1 – The context: presentation of the project, participants and partners organisations; Palermo History and memory: guided visit of Palermo.

2 – European History: countries' History by national groups and by generations, musical workshop and intercultural evening.

4 – Sicilian History and memory: guided visit of historical places of the 20th Century.

5 – Personal stories and memories: autobiographical workshop.

6 – European Museum of Memory: flash mob and involvement of local community in an exposition of the results of the Workshop.

8 – Presentation of Europe for Citizens Programme, evaluation and follow up.

The European Museum of Memory was the main event where the local community was involved at the end and which gave visibility to the project, enabling citizens to reflect on some aspect related to European memory and identity.



3- Dissemination and follow-up:

Dissemination of the results of the project has been through the creation of this handbook, as a tool to share the approach and main methodologies of the project. We have also distributed a DVD with a film recording the main methodologies and phases of the Workshop, which can be used as inspiration for future projects. The project website is kept up to date with information about the partners and activities, as well as a record of participants' memories. These methods allow the results of the project to be shared with all the local communities of the partner organisations, as well as providing useful tools for anyone interested in this area of work.

The last day of the Workshop participants discussed and created together ideas for the follow up of this project. During the following months, partners and participants have worked together to further develop the ideas and apply for new projects under different European programmes. As a part of the follow up activities, participants have been in contact using a Facebook group which allows among others to share partner and participants searching opportunities. The success of the project, therefore, could also be seen by the quality of relationships between participants and the willingness of continue building what was created during the Present Continues Workshop.

Products

- This Manual in English.
- A DVD with audiovisual material of the project.
- The Website of the project: www.presentcontinuous.eu



3. Methods and methodologies

This project focused on non-formal education – an educational process which although still structured and meaningful, does not take place within the formal education system. Non-formal methods reflect the principles of participation, co-operation and communication. Non-formal education may sometimes be accredited, but the emphasis is not usually on measuring personal achievement.

In Present Continuous, our emphasis was on intergenerational dialogue, so it was important that all the methods we used were appropriate to this, and assisted this aim. These methods are based on the methodologies of peer education, intercultural learning, co-operative learning and experiential learning.

A) Ice breakers and Group Building methods

Below we have listed some of the methods we used during this project to get the group bonding with each other and thinking about the themes of the project. These methods also helped to break the ice at the start of each session.



World's Map Activity

*Themes: **Getting to know each other, Europe, identity.***

Duration: 30 minutes – depends on size of groups.

Materials: Large sheet of paper/ cardboard, pens.

Instructions: Ask participants to position themselves on an “invisible” world map according to their nationality – they should work together to construct a map of Europe based on their locations.

The facilitator should ask a number of questions, and participants must reposition themselves on the invisible map to answer:

- 1) Which country where you were born in?

- 2) Which country were you in when you were 10 years old?
- 3) Which country were you in when you were 20 years old?
- 4) Let's move to the country that you visited last....
- 5) Let's move to the country where you would like to go in the future....
- 6) Etc.

Outcomes: At the end of this exercise, the group members will know each other better, have a better understanding of the geography of Europe and the World, and have begun to think about what Europe means to them.



Expectations and Fears

Themes: Ice-breaking, personal development.

Duration: 30 minutes.

Materials: Flip chart paper, on which is drawn a big tree, different coloured post it notes, pens.

Instructions: Hand out post it notes and pens to participants. Ask them to write their fears about the project on one colour post it, and their expectations for the project on the other.

When they are ready, ask them to stick their fears on the trunk of the tree, and their expectations on the top of the tree. Depending on the size of the group, you could ask them to share their thoughts with the rest of the group as they take it in turns to stick them on the tree.

Outcomes: Participants will have identified their fears and expectations and got these 'off their chests'. You will have a better understanding of what your participants want to get out of the project and may change your plans accordingly. You may also want to proactively mitigate identified fears.

Participants are requested to write their expectations and fears on a big poster, where is drawn a big tree.



Intercultural Evening

Themes: Intercultural learning, celebrating our cultures, group building and team work, sharing with the local community.

Duration: 2 -3 hours plus preparation time.

Materials: Suitable venue, food and drink, musical instruments, traditional dress, decorations etc.

Instructions: Invite the group to prepare some examples of their own culture to share with the local community – for example traditional food and drink, traditional dress, traditional dances or party games etc.

You may want to choose a theme for the event which is relevant to your project, for example our theme was “70 Years in Europe”.



Invite members of the local community to the party. Ask participants to mingle and share their culture. Participants can make a presentation about their country if they wish.

Outcomes: This exercise will promote intercultural learning, giving participants a chance to think about their own cultural identity and celebrate and share it with others. The event should be a fun and social experience so the participants get to know each other better. The local community will be involved and have the chance to learn about your project.





Musical Workshop

Themes: group building, creativity, communication, identity, History of the European Union.

Duration: 2 hours.

Materials: Big working space participants can move around in easily, musical instruments or something to create sounds (optional).

Instructions: This exercise is a creative simulation of the building of the European Union, departing from individual and basic elements until the union of countries and peoples.

First stage: each participant should choose or produce a sound that characterises him/her as an individual. Participants should move around making this sound and exchanging it when crossing another participant. The result will be all these sounds being played together in a chaotic way.

Second stage: divide the group according to some basic elements, for example, the four elements of the matter: water, fire, earth and air. Depending on the issue of the project, you can decide to change the basic elements or to make that participants choose them. Each group has to agree on a sound-jingle connected with their element. Once every group has agreed, participants should mix themselves by moving around, exchanging their sound-jingles and creating new ones by the conjunction of elements.

Third stage: divide the group according to the different countries they belong to. Then, position the groups taking as a reference the distance in kilometres from a determined centre. The centre will be 1 and the furthest country/ies will be 8, as notes in a musical scale. This centre could be the city where you are or a capital like Brussels, for example. Once the groups are situated, ask them to play together their first individual sounds or jingles, following an order from the nearest country/ies to the furthest one/s. Next step will be create another musical scale using another centre, by positioning again the national groups depending on the new distances from it. At the end participants will represent different music scales depending on the agreed centre.

Fourth stage: By now, different symphonies should be emerging, from the individual until the national groups. But what is the sound of Europe? The goal of the group now is to find this new sound of Europe, by working altogether in a circle and reproducing the sounds contemporarily. You can finish the activity saying that the circle has the same distance from all the points to the centre, so this is a metaphor of the equality in the European Union.



Outcomes: This exercise helps participants to relax in the group and builds confidence, by being creative and using musical inspiration. Participants have to work together to express a common identity, and begin to consider their identity as Europeans through playing instruments or using their bodies to produce new sounds.

B) Debate

Debates can be an excellent way to challenge participants to develop their own personal view of the issue you are working on. It is also a means of discovering new ideas and perspectives from other participants.



European Debate

Themes: Europe, citizenship, conflict and co-operation, democracy, participation, communication.

Duration: 60 minutes.

Materials: Marker to divide the room, e.g. masking tape.

Instructions: The facilitator presents to the group some statement about Europe or European issues. The participants are given a moment to consider their opinion, and then have to choose one side of the room or the other to show whether they agree or disagree. You could split the room by laying a marker on the floor, e.g. masking tape – be careful not to damage the flooring!

Then each group should explain to the other group the reasons for their choice, and attempt to persuade others to change their opinion.

The facilitator should make sure that participants let each other speak and do not become aggressive.

Example motions:

- Do Europeans live in a free democracy?
- Will the opening of borders help to reduce poverty?
- Are we safe from another war between European nations?

Outcomes: Participants are asked to consider in depth their own opinions, and express them to others. The participants will learn about current issues facing Europe, and also practice principles of democracy, participation and co-operation in a real life scenario. Participants will develop their communication skills.

C) Group Work

Group work, or peer education, allows participants to learn from each other and share their experiences and insights. This is particularly useful when you are working with a varied group of participants from different cultural backgrounds or generations.



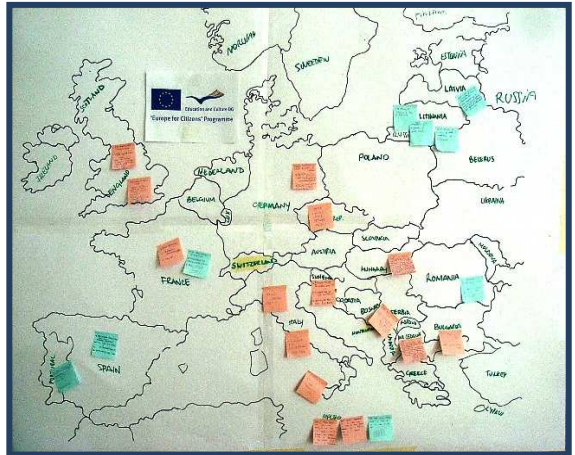
Europe From 1900 Till Nowadays

Themes: History, Europe, group work.

Duration: 60 – 80 minutes.

Materials: Map of Europe, post it notes, paper and materials for making posters.

Instructions: Divide participants into groups according to their different countries. Ask each group to identify three important dates to explain the History of their country. (You should choose a limited timeframe, e.g. 100 years). Ask the groups to write the important dates on a post it and stick on the European map.



The groups should also prepare a poster and presentation about the History of their country to show the other participants, and try to answer questions from the group.

Outcomes: Participants will have a better understanding of European History, and also the different historical perspectives of each country. Participants will develop their group work and communication skills.



Generation Europe

Themes: European History, group work, co-operation, creativity.

Duration: 60 minutes.

Materials: paper, pens, flip chart etc.

Instructions: Position participants in a line. Ask them to arrange themselves from youngest to oldest, by swapping places with the people next to them until they are in the right order.

Divide into smaller groups, so that people of the same generation are together – maximum of 7-8 people per group.

Each group must then present their own version of European History, according to their generational perspective. Ask the groups to pay special attention to the following themes: poverty, war, migration and peace, reflecting on the influence of these aspects in past and present Europe.

Allow the groups to choose their own method of presentation, e.g. poster, drama, speech, art etc. The groups should then present to each other.

Outcomes: Participants have the chance to explore their European historical perspective with those of a similar age in a creative way. They will also learn from other generations, thus developing a more rounded view. This method also develops participants' group work and creative skills.



Flash Mob

Themes: Community involvement, non-verbal communication, group work, creativity.

Duration: 60 - 80 minutes preparation, 30 minutes actual activity.

Materials: Whistle, banner, post it notes, pens, props as required.

Instructions: See the next page for an explanation of flash mobs.

Decide on your theme and method of flash mob (freeze, dance, theatre etc). Design and practice your flash mob with the group. Agree on a signal to start and end the flash mob, e.g. a whistle. Create a banner which you will use to interact with the local community.

Arrive in small groups to the location of the flash mob, preferably a busy area, so as not to draw any attention to yourselves.

On the agreed signal, perform your flash mob. It may start off small and then get bigger and more noticeable the more people join in, for example. You are sure to draw the attention of passers- by.

At the end of your performance, display your banner to the public, and invite them to add their own thoughts on post it notes and stick to the banner. For example, our theme was "What is the Europe you dream?"

You may want to use this opportunity to invite members of the public to any other events you will be having.

Outcomes: Participants will have communicated in an innovative way with the local community. They will have worked together to produce some creative output. It may be a good idea to film the flash mob or take photos, and the banner which the public have contributed to can be displayed and used as inspiration for future workshops.



Flash mob



The term "flash mob" (from flash: fast, sudden, and mob: crowd) was coined in 2003. It is a meeting of a group of people in a public space, with the common purpose of putting into practice an unusual action, and which dissolves quickly. The meeting is usually arranged via the Internet (email, social networks) or mobile phone. The rules of action can be shown to the participants a few minutes before it takes place or may be distributed in advance to allow participants to prepare. Europe's first mob took place in Rome when mobbers gathered in a book shop and asked staff about books that did not exist.

There are different kinds of flash mob:

- A silent rave (or silent disco). The participants gather at the appointed place with music players and headphones, dancing in complete silence, each to his own music, or to the same previously agreed track.
- A freeze flash mob. In a freeze flash mob, participants agree on a signal or time and remain motionless until the signal that indicates the end of event.
- A Pillow fight flash mob.

Use of the term

The first documented use of the term "flash mob" as it is understood today was in 2003, in a blog entry posted in the aftermath of Wasik's event. The term was inspired by the earlier term "smart mob."

"Flash mob" was added to the 11th edition of the Concise Oxford English Dictionary on 8 July 2004, where it was noted as an "unusual and pointless act" separating it from other forms of smart mobs such as types of performance, protests, and other gatherings. Also recognized noun derivatives are "flash mobber" and "flash mobbing." Webster's New Millennium Dictionary of English defines "flash mob" as "a group of people who organise on the internet and then quickly assemble in a public place, do something bizarre, and disperse." This definition is consistent with the original use of the term; however, both news media and promoters have subsequently used the term to refer to any form of smart mob, including political protests; a collaborative internet denial of service attack; a collaborative supercomputing demonstration; and promotional appearances by pop musicians. The press has also used the term "flash mob" to refer to a practice in China where groups of shoppers arrange online to meet at a store in order to drive a collective bargain.

http://en.wikipedia.org/wiki/Flash_mob#cite_note-24

D) Autobiographical

The aim of the autobiographical workshop is to offer participants a method and a chance to tell their stories, reflect on their experiences, and share with others. This is done through the creation of products using different formats: texts, video, audio, photos, other languages (participants can tell a story through theatre, comics, poetry, drawings, etc.)

Different exercises were used during the workshops; we describe their methodologies here.



Autobiographical Warming Up

Themes: Ice breakers, personal History, introducing the autobiographical method.

Duration: 10 minutes.

Materials: None.

Instructions: Ask participants to get into pairs. Ask them to share short memories with each other. It can be any kind of memory, short stories that last a few minutes. It is suggested not to think too much, but to let the images emerge spontaneously...

Outcomes: Participants will become familiar with the autobiographical method, and become more comfortable sharing their personal stories with other participants.



I'll Tell You My Name...

Themes: Personal identity, sharing.

Duration: 20 minutes.

Materials: Paper, pens.

Instructions: Ask participants to write about their name starting with "I'll tell you my name..." Narration could include aspects like the family history behind their name, what their name represents for the person, any nick names, etc.

Afterwards, ask participants to share their stories in small groups; then participants can expose the work by means of an exposition structure created in working space.

Outcomes: Participants will have the chance to talk about their feelings about their family History and identity. Participants will have begun to create a body of work to show.





I' TELL you my name :

Liene

When I was born my parents gave me my name, because it sounded good together with the surname, and it was popular in that time in Latvia.

In other countries this name creates a little problems, because it's hard to pronounce it.

Then I usually become Liana or Elen or Helen or Ljeng. But I really like my name.



Narrating My Experience of Europe Through an Object

Themes: Europe, personal development, communication.

Duration: 60 minutes – depends on size of group. You will also need to brief participants some time before so that they can prepare and choose their object.

Materials: Coloured card/paper, pens, participants to bring their own object.

Instructions: Brief participants about the workshop beforehand so they can choose an object which represents their experience of Europe.

During the workshop, ask participants to write about their object, and how it symbolises for them their experience of Europe.

When they are ready, split participants into small groups and ask them to share their work with each other. The work can then be exhibited.

Outcomes: Participants will have thought about and discussed with each other their own experiences of Europe. The method of sharing these stories through an object is a good way to prompt participants who might not usually feel comfortable talking in groups, and can also help to break down language barriers. Participants will have experienced a more visual and tactile method of communication. Again, the group will be able to share their work with a wider audience by exhibiting it.



The "Botafumeiro"

I think that the "Botafumeiro" represents part of Europe, especially this year because many people from all over the world and Europe are coming to Santiago and during that experience they know each other and they learn more about Europe.
(Zara)

My Europe in an object...

Travelling = meeting new friends. My object is a business card of my European friends. For me, going to places without having personal experience with the people there, is like watching the photos of the place in the internet. So, wherever I go, I don't buy souvenirs, I collect memories and find new friends, who are a lot of times motive for the next journey. Living in Europe made my travelling easy, and a network of people around the Europe is the best way to feel as European Citizen.
(Stasa)





Narrating My Experience of Europe Through a Photo

Themes: Europe, personal development, communication.

Duration: 60 minutes – depends on size of group. You will also need to brief participants some time before so that they can prepare and choose their photo.

Materials: Coloured card/paper, pens, participants to bring their own photos.

Instructions: Brief participants about the workshop beforehand so they can choose a photo which represents their experience of Europe.

During the workshop, ask participants to write about their photo, and how it symbolises for them their experience of Europe. They should start by continuing the sentence: “looking at this photo...”

Ask participants to really look at the photo before starting to write, seeing what the image communicates and inspires in them.

When they are ready, split participants into small groups and ask them to share their work with each other. The work can then be exhibited.

Outcomes: Participants will have thought about and discussed with each other their own experiences of Europe. The method of sharing these stories through a photo is a good way to prompt participants who might not usually feel comfortable talking in groups, and can also help to break down language barriers. Participants will have experienced a more visual method of communication. Again, the group will be able to share their work with a wider audience by exhibiting it.

Looking at this photo



I remember my childhood. ~~The~~ This photo was taken as I was a small boy, almost seven years. In my memory, these days were very cold. And we children were very excited. We felt that something important was happening although we did not understand what. We felt the happiness in the air. But also the fear.



Living History

Themes: Cultural History, European History, group work.

Duration: 60 minutes.

Materials: Paper and pens.

Instructions: Divide participants into small groups. Ask them to discuss proverbs, idioms, and traditions of their own cultures (see box below). Perhaps they will identify similar themes or striking differences in each culture. Ask also that they share their own personal experiences of historical events, told from their own perspectives.

Ask groups to prepare a presentation of their discussion for the others, and listen to each group as they present their findings.

Outcomes: Participants will have explored different narratives and perspectives of European History and culture, first hand from other participants. Participants will also have developed their group work and communication skills.



Living History



History, culture and traditions of Europe seen through the lens of personal experiences. Try to list small memories of a few lines - snapshots of our lives – according to the following topics:

✓ ***Proverbs, traditions and aspects which are characteristics of your family and your culture, and have become part of your story...***

In my family there are 2 idioms. From my mother's family, Spanish and from my father's family, Catalan. I speak with my mother in Spanish and with my father and brother in Catalan. Actually my boyfriend is from Wales and I have another idiom in my life, the English.

✓ ***Personal experiences of significant historical events in Europe...***

I lived a lot of historical events across the memories my people, like my grandfathers. They explained me how was the civil war in the front, in the street and my grandmothers in the daily life. My father and mother about dictatorship and transition to democracy.

My boyfriend about the British citizen in Second World War.

A friend about the fall of the Berlin wall in East Germany.

✓ ***The meeting with people or cultures of Europe...***

Travels: Germany, Belgium, Holland, Czech Republic, Italy, France, England.

New people from these places.

✓ ***Europe of indignation: what is unfair, absurd, according to your image and experience, and should be changed...***

Is necessary change the vision that Europe is the centre of the world and the superiority in front another cultures of the world.

Is necessary change the vision of state-nation and walk forward to Europe of nations.

✓ ***Europe of social change: experiences of persons, groups, projects, according to your experience, that are working to create positive change in European society...***

- Social movements like ONG's, associations and people involved...
- The "fierce" capitalism.
- Is necessary fight the absolute consumerism.
- Respect for the environment.

Vanessa (Spain)



Collage Europa

Themes: Europe, creativity, group work.

Duration: 60 – 80 minutes.

Materials: Coloured card, old magazines, recycled materials, newspapers, glue, scissors, pens etc.

Instructions: Divide participants into groups of 5-6 people. (This activity can also be done individually if you prefer.)

Ask the groups to create a collage to represent the ideas, themes and stories which have emerged in the previous activities.

These can then be discussed in the larger group and displayed in an exhibition of the groups' work.

Outcomes: Participants will have worked as a team to produce something creative and meaningful. They will have had the opportunity to reflect on what they have learned and represent their thoughts and feelings in a visually exciting way.



E) Networking and Exhibition

Creative ways for the group to network with each other and display their work to the local community.



Organisations' Bazaar

Themes: Networking, participation, communication, co-operation.

Duration: 60 – 80 minutes, depending on size of the group.

Materials: Display boards, participants to bring their own materials from their organisations.

Instructions: Give participants some time to prepare their exhibition of promotional materials for their organisation.

Divide the group in half. The first group will be the 'visitors' to the bazaar, while the others have the chance to present their organisations. Then reverse the roles, so that each participant has had a chance to present.

Allow some time afterwards for participants to network with each other.

Outcomes: This method allows participants to promote the work of their own organisations and to network with each other. The group will learn more about different organisations operating in Europe, and have the chance to build new working relationships.





Open Space Technology for New Project Ideas

Themes: Networking, participation, Europe, co-operation.

Duration: 60 – 80 minutes.

Materials: You may have some information brochures or a presentation you want to share, big open and comfortable space.

Instructions: See an explanation of Open Space Technology, on the next page.

You have the chance to make an introductory presentation about a particular programme you are working under, e.g. in our case the Europe for Citizens Programme.



After your presentation, the participants become actively involved. Invite them to share ideas for new projects with the rest of the group. Afterwards, the participants who presented a new idea go and stand in different areas of the room, and the other participants can go and discuss potential projects with those they are interested in. It is important that participants are free to move between groups as they wish, so that they are always engaged in something useful to them.

Outcomes: This method allows networking and the creation of new projects in an engaging way, so that participants exchange project ideas with other interested parties, and do not have to sit and listen to information and ideas which are not relevant to them or their organisation.



Open Space Technology

“Open Space Technology is a simple way to run productive meetings, for five to 2000+ people, and a powerful way to lead any kind of organization, in everyday practice and extraordinary change”

Here a few points commonly used to explain what Open Space Technology (OST) is:

- The energy of a good coffee break: OST began in part due to the oft-quoted observation that in traditional conferences, the coffee breaks are the best part
- Conflict, complexity, urgency, diversity: Harrison (Harrison Owen, inventor of Open Space Technology) always says, OST works best where conflict is present, things are complex, there is a huge diversity of players and the answer was needed yesterday.
- The law of two feet: if you find yourself in a situation where you are neither learning nor contributing, move somewhere where you can.
- The four principles: Whoever comes is the right person, whatever happens is the only thing that could have, when it starts is the right time, when it's over it's over.

<http://www.openspaceworld.org/>



European Museum of Memory

Themes: Europe, History, community involvement, citizenship, group work, creativity.

Duration: 3 hours, plus preparation time.

Materials: All the work produced by participants in the other sessions: collages, posters, photos etc.



Instructions: Explain to the group that they will be hosting a 'museum' or exhibition of their work to show the local community. Allocate different responsibilities to groups to prepare.

Organise the exhibition according to the different themes of your work so far; personal stories, experiences of historical events in Europe, living traditions important to group members, modern European issues and potential solutions, collage.



Create a welcome banner with all the languages of the participants, as well as a poster in the local language to explain the exhibitions.

During the event, you can get community members involved in interactive sessions, such as teaching them a traditional dance, or performing music or drama pieces.

Outcomes: The local community will learn about your project, and so the ideas and themes you have discussed will find a wider audience. The participants will have a chance to explain their work to others, and celebrate all they have done. They will work together and have a chance to be creative.

F) Evaluation

Two evaluation methods were used to assess the success and outcomes of the project, a group evaluation and individual evaluations. These methods are described below.



Group Evaluation

Themes: Evaluation, group work, creativity.

Duration: 30 minutes.

Materials: Dart board drawn on flip chart paper, pens.

Instructions: Each session should be allocated a segment on the dart board. Ask participants to show, by marking on the dart board, how successful they felt the different activities had been. The closer the mark to the centre, the more successful they felt the activity to be.



As well as evaluating the workshop sessions, ask the participants what they thought of the following features:

- Group atmosphere
- Food and accommodation
- Content and Methodology

Outcomes: Participants will have had the chance to anonymously and visually express their opinions about each aspect of the project. You will easily be able to pinpoint which aspects were thought of as successful and which need improving.



Individual Evaluation

Themes: Evaluation, personal development.

Duration: 30 minutes.

Materials: Pre-prepared questionnaires for participants, pens, quiet spaces for participants to think.

Instructions: Hand out your evaluation questionnaire to each participant, with questions relating to all aspects of the project.

Allow participants time to reflect on their experience and write about what they have learned, what they will take away from the project, how the project's outcomes will influence them in future, what specifically they thought of each session and feature of the project etc.

Collect and analyse the evaluations. Allow participants to remain anonymous if they want to, and reassure them their responses will be confidential. Collect and analyse the evaluations, taking note of what went well and what can be improved. Check whether the actual outcomes match your objectives.

Outcomes

Participants will have had the chance to reflect on what they have learned and how they have changed as a result of the experience. You will have a useful tool to assess the success of your project, and identify areas which could be improved next time.

To know more:

<http://www.presentcontinuous.eu/>

<http://www.europeanmemories.eu/>

4. To know more about partners

* CESIE (Italy) – COORDINATOR:

www.cesie.org

* Youth Society for Peace and Development of the Balkans (Bulgaria):

www.yspdb.org

* Agora CE (Czech Republic) :

www.agora-ce.cz

* France Amerique Latine (France):

direction@franceameriquelatine.fr

* Sozial.label e.v. (Germany):

www.soziallabel.de

* Ulm University (Germany):

www.zawiw.de

* Popular University of Rome (Italy):

www.upter.it

* Social Alternative Institute (Latvia):

www.sainstitute.lv

* Lietuvos Jaunimo Ramuva (Lithuania):

www.romuva.lt

* SAPIEN (Malta):

sapienmalta@yahoo.com

* Center for Democratic Development (Former Yugoslav Republic of Macedonia):

laszlokocsis@yahoo.com

* OCRE – Associação para a Valorização do Ambiente, Cultura, Património e Lazer (Portugal):

info@ocreassociacao.org

* Young partners for civil society development association (Romania):

www.youngleaders.ro

* Centre for Information Service, Cooperation and Development of NGOs (Slovenia):

www.cnvos.si

* CIBERESPACIO SL (Spain):

www.maiioreseniors.org

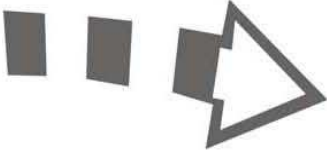
* Fundació Privada Desenvolupament Comunitari (Spain):

www.desenvolupamentcomunitari.cat



The team of the project:

Giovanni Buttigieg, Adriana Branni, Angela Martínez-Carrasco, Jorge Carbajal, Barbara Ruah, Rosina Ndukwe and Andrea Ciantar.



Partner Organisations

- ▶ **CESIE (Italy) – COORDINATOR**
- ▶ **Youth Society for Peace and Development of the Balkans (Bulgaria)**
 - ▶ **Agora CE (Czech Republic)**
 - ▶ **France Amerique Latine (France)**
 - ▶ **Sozial.label e.v. (Germany)**
 - ▶ **Ulm University (Germany)**
 - ▶ **Popular University of Rome (Italy)**
 - ▶ **Social Alternative Institute (Latvia)**
 - ▶ **Lietuvos Jaunimo Ramuva (Lithuania)**
 - ▶ **SAPIEN (Malta)**
- ▶ **Center for Democratic Development (Former Yugoslav Republic of Macedonia)**
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