



Kreisau-Initiative



Results and Lessons Learned
from a German-Polish-Ukrainian Online BarCamp

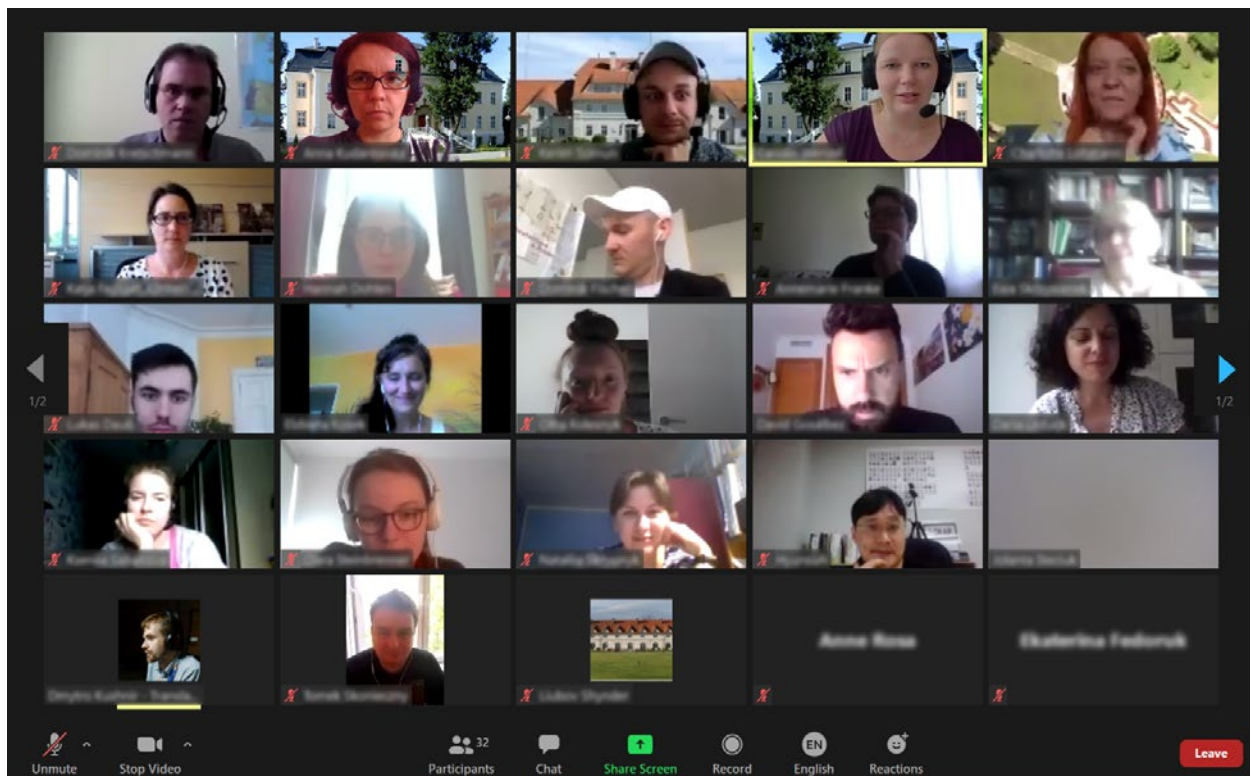
Table of contents

01. Introduction – by Anna Kudarewska and Carolin Wenzel	3
02. About the authors	6
03. Online BarCamps	8
3.1. “Online BarCamps: Lessons Learned and Tools to Use” – by Henning Wötzel-Herber.....	9
3.2. “10 Golden Rules of an Online BarCamp” – by Charlotte Lohmann.....	12
04. Current Challenges of Historical and Civic Education	14
4.1. “Civic Education in the 21st Century” – by Jolanta Steciuk.....	15
4.2. “Global Pandemics, Misinformation and Conspiracy Myths – Challenges and Objectives for Historical and Civic Education” – by Ilira Aliai.....	18
4.3. “Historical Education Online – Reflections of the Educational Work of the ‘Youth Initiative Network’ NGO” – by Kateryna Romanenko.....	20
4.4. “The Chances of Digital Media in Historical Education: A Discussion of the Instagram Film @Eva.Stories” – by Charlotte Lohmann.....	23
4.5. “A Guided Tour Online – My Experiences and some Reflections” – by Dominik Kretschmann.....	24
05. Energizers and Warm-ups in the Virtual Space – by Elżbieta Kosek and Charlotte Lohmann.....	27
5.1. Introduction.....	28
5.2. Some Advices for Facilitators.....	28
5.3. Online Warm-ups and Energizers.....	30
06. Impressum	44
Project Partners, Project Staff and Funder.....	45
Legal Notice.....	45

Book a time

01

**Introduction to the “(Hi)Storytelling
- My History, Your History, Our History”
Online BarCamp**



“(Hi)Storytelling - My History, Your History, Our History” was an event which happened on June 25th-26th 2020, where youth work multipliers as well as experts in digital educational tools from Germany, Poland and Ukraine were invited to an Online BarCamp, in order to learn new methods and approaches of online historical and civic education.

What is a BarCamp? It is a special conference format whose programme is developed together with all participants on site. During the event, everyone could get involved, presented ideas about the topic of “(Hi)Storytelling ” and benefited from the knowledge of others. The workshop sessions were led by the participants themselves, which meant that a wide range of offers was guaranteed.

Content-wise, the Online BarCamp focussed on methods of historical and civic education and their implementation with digital media. During the COVID-19 pandemic, educators, trainers, teachers and other similar groups are more than ever dependent on digital media in order to be able to reach their target groups with educational offers. This situation also emphasises the importance of extra-curricular work that the

Kreisau-Initiative, the Krzyżowa Foundation for Mutual Understanding in Europe and their partners throughout Europe are offer. Under the pretext of fighting the pandemic, democracy and the rule of law are at risk in some countries. Countering these tendencies by means of historical and civic educational work for young people is currently more important than ever. It is therefore imperative that we react to the new developments and adapt our methods to the external circumstances.

Even though digital offers have been around for a long time, it presents us with new challenges in our field. Best practices cannot be applied on a one-to-one level to digital media. Questions that concerned us in the different sessions of the Online BarCamp were:

How do I moderate a virtual workshop?, How can I design virtual interaction?, How can I present content in a graphically appealing manner?, How do I deal sensitively with language and conflict-related issues related to issues regarding cultures of remembrance?, What digital historical resources already exist and how can I use them?, What virtual tools are good for historical education?

The BarCamp offered youth workers a platform in which they could exchange information about current issues relating to educational work and network with experts. The focus was on historical and civic education, the current challenges to work owing to the COVID-19 crisis, together with political changes such as the restriction of civil liberties and the closing of borders, together with the common search for alternatives to continue our work.

In this publication you can gain insight from the sessions as well as receiving a great deal of practical advice on how to implement an Online BarCamp, together with other formats of digital historic and civic education.



*Anna Kudarewska (Krzyżowa Foundation)
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02

About the Authors

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Dominik Kretschmann - born in Germany where he grew up and studied (law). Since 2005 lives in Poland and works for the "Krzyżowa" Foundation for Mutual Understanding in Europe (since 2007), currently as head of the Memorial Place department. Understands himself as a history educator, fascinated by a variety of narratives and interested in questions asked (and answers given) in the past - for they can help to find answers for the present.

Charlotte Lohmann - studied social sciences and intercultural communication. For years she has been jumping back and forth between Germany and Poland, working in the field of media competence and political education. Charlotte's heart beats for #hashtags, democracy and social media and as a media educator she is always ready to try out new ideas in historical-civic education.

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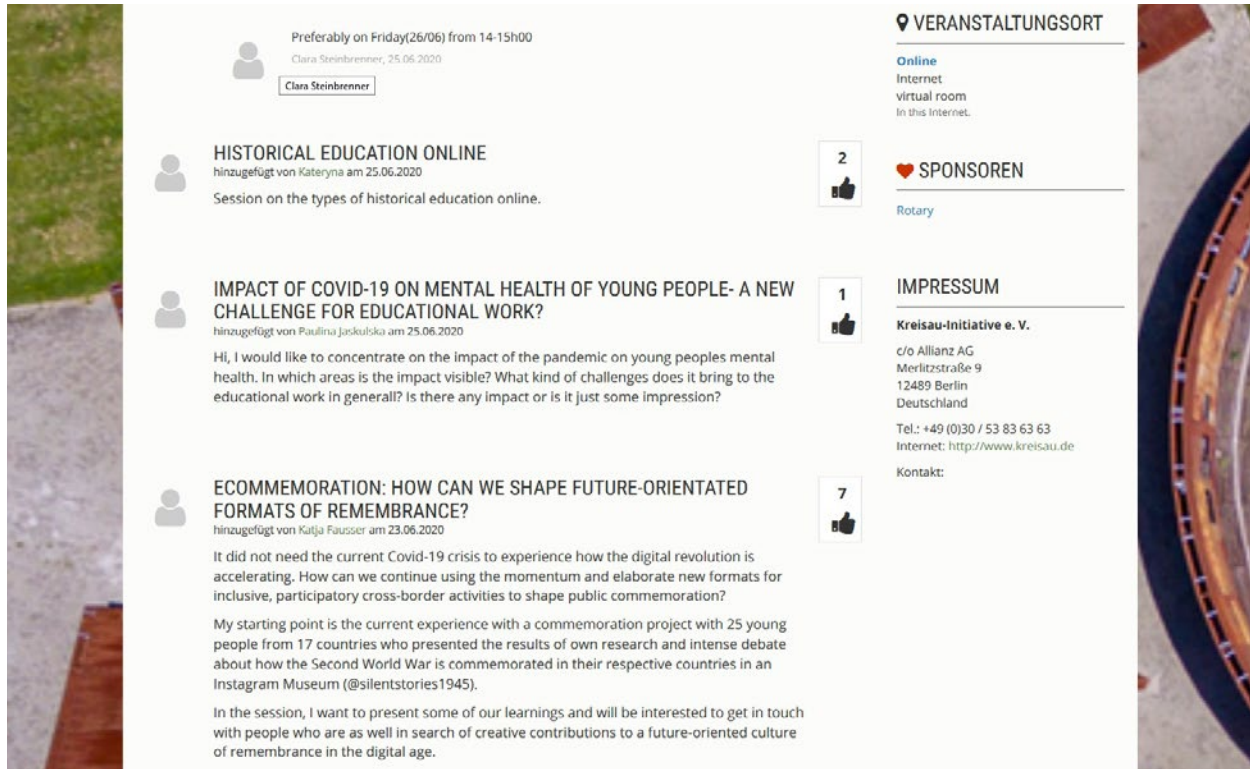
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03

Online BarCamps

3.1. Online BarCamps: Lessons Learned and Tools to Use



As a result of the COVID-19 crisis and resulting contact restrictions, our team at the ABC Bildungs- und Tagungszentrum e.V. as many others were faced with sudden new challenges. One of them was to transfer two BarCamps (the BarCamp politische Bildung [civic education] and the JugendPolitCamp [YouthPoliticsCamp]), which have been regular for eight years now, ad hoc into Online BarCamps. Thanks to dedicated teams, this worked successfully and we are happy to share our experiences.

For our Online BarCamps, we used [Zoom](#) as video conferencing software with three to five parallel meetings. In addition, we used [Barcamptools.eu](#) with its integrated Etherpads for session planning and documentation, the Chat-/Talk Tool Discord for communication between the participants, together with [our website](#) in combination with [Pretix](#) for registration.

Advertising, information and questions in advance

Online learning is new for many, at least that was the state of being at the beginning of 2020. I see that it can still be understood in very different ways, therefore more and concrete information is needed. For example:

- How open or closed should the event be? In the run-up to the event, we invited participants to a discord server (for joint communication between participants) and sent out operating instructions for Zoom (for the actual sessions/workshops). The password for the Zoom rooms was only distributed at this point via Discord. It can also be the case that you want to make individual sessions public; for that you would need a separate room and clear information about it;
- Online BarCamps also make it easy to invite external guests. However keep in mind the

following questions: how public do you want them to be, to which degree is the event a safe space and to what extent do you want to loosen up the BarCamp format to a more conference-like setting?;

- Where do I register? Due to the use of different tools there can be confusion as to which registration is binding. In our case, we used barcamptools.eu for session organisation. Some participants had assumed that a registration there was sufficient, even though it was indicated on that website that one should register again separately on our website. The lesson learned here is to clearly communicate and, if necessary, several times.

Session planning

- One should ask about translation needs at the very beginning, or when one registers;
- Getting to know each other on the first day we asked participants to create their own meaningful profile picture for Zoom and Discord (either a photo, collage or other picture representing someone) so that the individual people are easily recognisable across the various tools. We then went through these pictures in a round of introductions and had all people (if possible with a video) briefly introduced;
- Speed-dating or World Café in Zoom breakout rooms with questions such as “what do you want to discuss”, divided into several smaller rounds. This can serve as getting to know each other and at the same time to decide upon a topic. One should do this for at least 5 minutes per round. The host can assign participants randomly or manually, or move people to other breakout rooms;
- The sessions were all broadcasted live in advance or spontaneously during the session planning in a Zoom meeting in Barcamptools.eu. For the query as to how many participants are interested in a session, we implemented the

“thumbs up” function in [Barcamptools](http://Barcamptools.eu). During the session, we gave them time to go through the sessions. The session leaders briefly explain their session, if necessary they give time requests. After that, the session can then be transferred from session suggestions directly onto the grid. The etherpads are automatically created directly on the side of the session. This is something which is easily manageable by one or two persons, who grant control of their screen and go live in [Barcamptools](http://Barcamptools.eu) or show the sessions.

Session design

- Speaking into an empty room can be difficult, especially if you are not used to it. Feedback is missing and the person speaking does not know who and how intensively one follows the session, or who is doing something completely different. Encourage all participants to keep their camera on to create a better atmosphere and at least register nodding, incomprehension, and so on;
- Clarify leaving: Online participants can quickly fetch coffee, accept packages at the door or go to the bathroom. One can clarify the handling of this when participants interrupt a session, e.g.: by logging off in the chat or use the coffee cup symbol in Zoom (somewhat hidden with the hand lift function);
- Documentation in etherpads is the gold standard of session documentation. This has always worked really well for us. It is important that, at the beginning of each session, one should clarify the person who is documenting. In etherpads, several people can write at the same time. In some sessions, we also made use of other graphical documentation tools like Miro (an account is necessary);
- A session length of sixty instead of forty five minutes was good because many (technical) processes take longer than in an offline BarCamp;

- We had six hours of programme per day; that's quite enough, otherwise many drop out because it gets too exhausting;
- Movement offers (online yoga or similar) can loosen up the program to get away from the screen
- Security / Risk Management
- Generally speaking, undesired session participation is also easier in the digital space. There is also the danger of sessions being flooded or externally trolled. This has not happened in our case. However one should consider how to deal with such situations. It is important in any case that screen sharing should only be enabled for session participants/moderators and not for everyone.

Tools used

Zoom: Video conferencing / Sessions

- Zoom does not allow one to host multiple meetings with one account. Tip: one should designate one person with a Zoom account as the contact person per session room, and communicate this to the participants. This contact person is then in the room at the beginning of the session and hands over hosting rights for screen sharing and moderation options etc.. We have copied the Zoom meeting IDs for each room into the session plan on Barcamptools.eu;
- The whiteboard function on Zoom can be used as a feedback method via screen sharing; and is quite good for quickly capturing the mood. It can be designed with drawings, text, emojis, etc.. It is best to take a screenshot before screen sharing is finished, otherwise the results will be lost (this is also possible within Zoom with the save function);
- The report function makes it easier for the moderator to control the discussion; if necessary one can also use other functions for vot-

ing or a mood picture: Yes/No, thumbs up, clapping, need a coffee;

- In order not to have to show our own home, we can refer to the "virtual backgrounds" function, and as a team we have ourselves used suitable backgrounds (e.g. photos of our "real" seminar rooms).

Discord: text and voice chat, announcements, community and informal communication

Discord is an online service for instant messaging, chat, voice and video conferencing; created primarily for computer players. Discord was used on our room pinboard, break hall and coffee bar.

- Tip: Create a channel that is only for (important) information and announcements for the team; all others cannot write there;
- Create a technical support channel; especially on the first day this was utilised a lot;
- If people have never been there before, it is a good idea to write them a short private message to welcome them, offer help and ask them to introduce themselves to the group. We had a channel #presentation round where many people wrote something about themselves;
- channel #feedback for people who have to leave early or are only there for a short time; there one can also ask concrete questions or include a questionnaire or etherpad. Unfortunately, we communicated this too late as a feedback channel, so there was only sporadic feedback;
- Channels like #media recommendations, #random (for nonsense / funny stuff);
- With Discord, you can pin messages to make them more visible. We have done this for things like technical manuals;

-
- The language channel at Discord is very well suited for arrangements within the organisational team. At the beginning, we occasionally met in the Zoom rooms, however we changed this after people kept coming in.

Conclusion

Online BarCamps are often more informal and chaotic than those in a physical meeting room. Additionally, many participants were not there all the time, and only came on the first day or just in between, and were not seen again. Contrary to such behaviour at an on-site event, we cannot understand what the reason for this is. Were the topics not relevant? Did they find the people unsympathetic? Or was someone overtaxed with the technology? We did receive feedback that people selected the session more than they would at a normal BarCamp. On the one hand, this is because it is more exhausting to have so much screen time, on the other hand there is the potential for more distractions.

The format was often seen as positive because it allows many people to participate who otherwise would not have made it (due to their place of residence, money, or time). The online format takes (social) pressure off, because one can drop out at any time. Lastly, it enables encounters that would otherwise not be possible.

cc-by-4.0 Henning Wötzel-Herber, ABC Bildungs- und Tagungszentrum e.V. (based on notes by Birte Frische and participants of the JugendPolitCamp)

YouthPolitCamp: <https://jugendpolit.camp>

BarCamp political education: <https://bcpb.de>

Session plans, time grid, collection of ideas from the YouthPolitCamp: <https://barcamptools.eu/jpc20/>



Henning Wötzel-Herber

3.2. 10 Golden Rules of an Online BarCamp

#1 Regardless of whether it happens analogue or online, the participants are the most important element of a BarCamp. The programme of a BarCamp is made by the participants who attend. They are not only participants but they are also facilitators by sharing their knowledge and experience in sessions. One should make sure that there is enough space for participants to conduct sessions.

#2 In our experience, the no-show rate for online events is very high. Do not therefore put a limit when it comes to the number of participants.

#3 In an Online BarCamp, as described in the first rule, the participants are the most key element

of the whole BarCamp-activity. However, the no-show rate and the virtual space can pose a small obstacle. Therefore we recommend to plan at least two sessions per day in advance, which can be pulled out of the hat if nobody offers anything.

#4 To increase the incentive to participate online, we recommend inviting an external exciting speaker or plan a intriguing workshop during each day of the BarCamp.

#5 Ideally, a BarCamp session lasts a maximum of sixty minutes. Fifteen minutes should be planned for the participants' questions. As a guideline, the maximum online screen time is always one hour.

#6 The heading with the session title should offer a clear recognition value for online presentation.

In case of doubt - a concrete, unimaginative description of the session content is better than an imaginative slogan. This applies to the topic as well as the form. The participants would like to know in advance whether the focus is on input, discussion or workshops.

#7 There can be as many sessions as there are rooms. There is no limit to the number of sessions that cannot be justified by the framework conditions. When planning, however, it should be borne in mind that there are enough participants, so that no session has only one to two people in the end.

#8 In the case of an Online BarCamp, the participants should be encouraged to offer sessions in advance by email or via the BarCamp tool (https://barcamps.eu/?__l=en); this should not start on the first day of the project. When the Barcamp tool is

used, other participants can also give a thumbs up to indicate their interest. However, ideas and sessions can also be introduced spontaneously.

#9 One person can offer several sessions. It is welcome at a BarCamp that one person offers several sessions. In theory, it is possible to offer as many sessions as there are time slots.

#10 Each session is documented. Many sessions take place parallelly, so that as a participant one probably would not be able to take advantage of many interesting offers. Furthermore, people who cannot be there are also interested in the BarCamp. Documentation of the sessions helps to record discussions as well as results either publicly or at the least for all participants.



Charlotte Lohmann



04

**Current Challenges of Historical
and Civic Education**

What.??

4.1. Civic Education in the 21st Century



Key words:

civic education, polarization, globalization, social media, non-formal education, roles

Introduction

Educators who focus on civic education in the 21st century address issues like democratic norms, ethos of human rights, and the rule of law. They invite discussions about civil courage in historical and current contexts. They also create space for young people to gain skills needed in civic life, namely the ability to have dialogue with somebody they disagree with, listen to others, express themselves, and co-operate with and lead others.

Educators are faced with new trends related to globalisation and the political polarisation of societies as well as the social media era. They respond to these challenges, adapting teaching strategies and adjusting their own roles. I am one of them.

The account herein is based upon my experience of working as a trainer internationally, both on-

and offline in the non-formal education setting, containing groups from up to six countries. It also includes insights from a global network of practitioners I am part of. They serve as a modern agora of exchange between educators coming from different countries and continents.

Polarisation and globalisation in the classroom

The external environment, namely things that happen outside of the particular educational setting or are beyond the boundaries of the group, influence what is happening in the classroom. Civic educators need to be aware of contemporary social issues as well as trends that reside in the background, as they not only shape society at large, but directly influence the dynamics of working groups.

We live in a global world. On the one hand, information from distant corners of the world is instantly available; we can discuss domestic civil rights movements as we experience them ourselves, analyse the aspirations of local groups,

while having easy access to what is happening elsewhere. We can receive real time reports of historical monuments being torn down in order to do justice to the victims of slavery. Stories from abroad have an emotional appeal and people identify with distant problems. Moreover, we are being influenced by international circumstances.

Knowledge about political systems in any country of the world is at our fingertips. To compare standards of minority rights in different countries, one can just browse the inventory of a global organisation online, such as the Minority Rights Group. Knowledge is available.

On the other hand, social media, an important source of the daily portion of data we consume, blur the difference between truth and fake news. Opinions and theories about the global pandemic serve as an example of this phenomenon.

Social media users are being exposed to different sets of facts and opinions. Public opinion is becoming more and more fragmented. Conspiracy theories blossom, some followed by niche groups. Educators may not be aware that some theories exist until the moment when they hear of them one day in the seminar room. There is no way to follow everything, therefore the ability to cope with the unknown and unexpected is needed. The status quo, the canon, and mainstream is rapidly and constantly being renegotiated both on a grassroots and government level.

In a polarised society, we need to go back to basics

- Young people's ability to **engage, lead, and co-operate** is crucial to society as a whole. The society of tomorrow depends on the ability of young people to adopt problem solving attitudes even when partisan and ideological conflicts persist;
- The future community depends on the ability of young people to engage in a **meaningful di-**

alogue and to listen attentively; questioning the status-quo and applying **critical thinking** in general as well as in the field of **media literacy** in particular; the use of **co-operation** is also needed. (I recall an exercise where a Polish-German youth group, in the early stage of their encounter, was given 100 crocus bulbs and gardening equipment. They needed to organise the exercise amongst themselves, agree on the location where the crocuses were to be planted, and then dig the earth, planting the bulbs in a manner that involved everyone - including the trainers.) In some projects, young people lead projects of their own interest in their local communities;

- Dominant narratives on socio-political issues are still shaped by state actors. It is important to **complement the state narrative** with the perspectives of local communities and family stories; in doing so one **confronts the majority with minority voices**.
- In the micro-level of the classroom, it translates into the concept of the "us" being constructed and expressed directly or indirectly. It is inevitably followed by the concept of "them", those left out. In order to avoid a simplified and - in fact - untrue version of "us" or "our way of doing things", based upon dominant, majority indicators in a given society (e.g. dominant nationality and religion, dominant sexual orientation or simply a dominant life trajectory of the given community), the educator can make an effort to include as many perspectives as possible in the educational process. It creates space for the basic understanding that minorities exist, even though they are sometimes silent and overlooked by the majority.
- People holding minority identities are confronted with the existence of the majority perspective on a fundamental daily occurrence. How can one balance this experience, creating space where the existence of minority perspectives is an acknowledged fact? One does

this by **assuming** that people of diverse minority identities actually sit in the classroom and are part of what we consider “us”.

- At the same time, educators should **not force or even expect** minorities to share their identity for the purpose of the group learning to take place. Why is this? Because it can be experienced as a burden. It can lead to a representation burnout: the feeling of exhaustion created by being the only person of a particular identity within a group. It sometimes involves serious risks for individuals too.
- In the international framework, inspiring conclusions are being drawn when participants from, for example, six countries (as is the case with a number of projects in the “Krzyżowa” Foundation for Mutual Understanding in Europe and Kreisau-Initiative e.V.) talk about the same historical events from their perspectives. They **compare the school curriculums** on such topics as World War II, the Cold War, or the fall of communism. The participants come to the understanding that events of primary importance in one country may be barely known in another. Young people start to comprehend that they were shaped by different stories of the past; this opens their mind and paves the way towards **critical thinking**.

Where do you stand?

Tribalism, the divisions in the society at large, inevitably lead to clashes around political and ideological lines in smaller groups as well. How can one navigate one’s role as an educator? How can one position oneself in a society that seeks labels and classifications?

In case of international projects, a team of trainers coming from different countries is usually assigned to the task. How do they understand what it means to be a good civic education teacher? They follow the principles of vocational training of their respective countries; offer individual expertise and team building exercises. In addition, they

also respond differently when confronted with polarisation and controversy.

Occasionally, educators are put on the spot and asked by participants to position themselves on the hot topic. In times of polarisation, a direct answer either indicates which “tribe” on the political spectrum one most likely sympathises with, or a simplified assumption will be made. In any case, the perceived political preference of a person might influence the group and limit their ability to relate to a group as a whole. What should one do if one wishes to avoid the reinforcing of polarisation?

- Is the transmission of knowledge and usage of neutral explanations sufficient? Should one aim to create a space where everybody can express themselves freely, keeping silent about one’s personal opinions?;
- What about the wish of parents regarding the avoidance of their children being taught views that oppose their own? Is it possible to implement civic education without controversy?;
- Does the decision to speak about the matter from an individual perspective depend on the power dynamics between majority and minority voices in a group?
The challenge would be to diagnose the situation in a given group beforehand and be aware of marginalised voices. What if the educator’s voice is a minority one in a society at large? If we agree that young participants are not obliged to make their identity public, how do trainers respect their own identity in a manner that prevents representation burnout?;
- Can one hide behind abstract terms or dive into “the world of tomorrow”, where the question of belonging and affiliations will be asked differently than is being done so today?;
- Last but not least, how can one teach civic skills and a human rights ethos in a hostile environment where the cessation of respect for human rights has occurred?

Clearly, there are no easy answers. They depend on standards of integrity, the willingness to bear witness to one's core values. They depend also on skills to assess the needs of young people in order to offer that which serves best and provides for a potential for growth in a given moment.

Storytelling can be a powerful tool to overcome polarisation and speak on one's own terms:

- Putting the topic in the broader landscape, such as by discussing the rights of Poles to emigrate as well as belong and enjoy rights elsewhere vs. only talking about the rights of immigrants in Poland (zooming-out);

- Speaking about one's life experience in order for it to serve as an eye-opening example or rationale for the vision one stands up for (zooming-in).

Collective and individual values

Civic educators need to establish guiding principles for themselves. They teach society values while being surrounded by a floating environment or pressed by external forces. They need to stay independent, focussed and true to themselves.

 *Jolanta Steciuk*

4.2. Global Pandemics, Misinformation and Conspiracy Myths - Challenges and Objectives for Historical and Civic Education

A few months into the global pandemic, it is clear that the COVID-19 crisis has greatly affected educational experiences, including those within non-formal education. The shift towards digital formats has motivated more and more young people to participate creatively. New methods and formats offer young people from all over the world a whole new range of possibilities. Along with impressive advancements in online communication and digital tools, educators in historical and civic education find themselves challenged by the rise of a worrying phenomenon. The uncertainties created by the COVID-19 pandemic have given a further boost to misinformation, “fake news”, as well as conspiracy myths, old and new.

Historically, outbreaks of pandemics and other global crises have been accompanied by the creation of rumours, myths and alternative scenarios. These situations strengthen feelings of uncertainty and a lack of control. In these unsettling times when science fails to provide immediate answers, people tend to seek simple answers to complicated questions. From the Black Death in the 14th century, where Jews were blamed for poisoning the wells of Christians, to the attack on 9/11, a supposedly controlled demolition, this COVID-19 pandemic seems to have brought out its own set of conspiracy myths and misinformation. These myths are mere figments of imagination and are not accompanied by scientific evidence. More than anything, they offer emotionally satisfying explanations to the users and provide them “harmony” while the rest of the world is in turmoil.

Similar scenarios have resurfaced with the outbreak of the COVID-19 virus and affect young people who are not immune to conspiracy myths. These scenarios are often not mere harmless fairytale-santi-vax movements, populist protests, the trivialisation of past tragedies such as the comparing of quarantine and vaccination to the Holocaust – in their radical form, these myths can create a real

What are the current challenges and chances for historical and civic education in your context?



threat for democracy. Educators in historical and civic education are called upon to tackle this new reality and provide suitable solutions.

Raising ownership and addressing scapegoating:

The element that all conspiracy myths have in common is the removal of responsibility from the self. Finding a population group to blame, they create scapegoats who are then made responsible for all the bad things that happen in the world. Outsiders, immigrants, minorities and other vulnerable groups are often subjected to violence and discrimination. When given suitable examples from historical events where groups of people were blamed for global disasters, young people can learn how to recognise scapegoating and reflect on social and psychological mechanisms of exclusion. Moreover, they can be encouraged to think of their own role and responsibility in how to cope with this global challenge in a more effective manner.

Recognising discrimination: Fake news and conspiracy myths do not only attack “the establishment” which is supposedly to blame for global disasters. In addition, they often stigmatise groups of people and pose a threat towards diversity. In the first months of the pandemic, which strongly affected China, anti-Asian racism became more and more concerning. Other groups of people followed: Roma people, refugees and other marginalised groups were blamed for spreading the virus.

At the same time, it was these very same groups who were the most affected by the pandemic. The neglect of and lack of support by the authorities exacerbated the social crisis that pre-existed the global pandemic. Raising awareness about structural racism and inequality remains a key task for civic education. It is not only the case that we should shed light on systematic failures, but we also need to strengthen intervention when affected people are being subjected to discrimination.

Acknowledging fears: As is the case with adults in their immediate environment, young people also demonstrate fears and mistrust. Some of the restrictive measures cause an anxiety that is partially justified. Engaging in trust-building processes is a fundamental task for educators. Instead of a “cancel culture”, where young people get silenced for expressing such myths, educators should focus on initiating meaningful conversations in their groups. Simple questions such as “what makes you believe in such a theory?” give opportunity to understand their fears and trace the source of the problem. Experience with young people shows that they respond much more positively than adults to educational settings that challenge firm convictions deriving from misinformation and conspiracy myths.

Strengthening pluralism: Conspiracy myths often explain the world in terms of a “good versus

bad” narrative, leading to polarisation and aggression between population groups. What can perhaps start as a bizarre theory may quickly lead to dangerous ideological movements, which can contain violent expression. Numerous protests over responses by governmental bodies around the world to COVID-19 are good examples of this. Efforts through democratic education can help to shake firm perceptions, highlight contradictions and broaden world views. Instead of isolating varied opinions, educators have the task to strengthen open and democratic discourse.

Media competences and critical thinking: In the digital era we are currently in, speculation and

rumours once spread by word of mouth, now proliferate rapidly over the internet. Spreading through various online discussion forums, they become non-negotiable truths. In the plethora of online sources and information, it is important to differentiate facts from opinions and misinformation. “Where did you find this information? Which sources did you use?” - are only some of the questions that can be raised in an educational setting. Using multiple channels and sources, cross-referencing, as well as following up on a story thoroughly are some of the ways to promote a critical approach to media usage.

 Ilira Aliai

4.3.

Historical Education Online - Reflections of the Educational Work of the “Initiative Youth Network” NGO

Digital education is not a new trend, rather it is an essential part of the educational system in the modern world.

As it was impossible to visit educational institutions during the pandemic, digital educational tools burst into our daily life.

All of us activated all of our skills and experience in order to maintain working in the field of historical education for young people.

In this article, I wish to share with you the methods which I use in my work with young people and youth workers.

They are as follows:

1. Online courses

The specific feature of online courses for youth is a topic which can be split into several components. The duration of the courses are dependent on the topic (such as “Generational conflicts”, “Historical

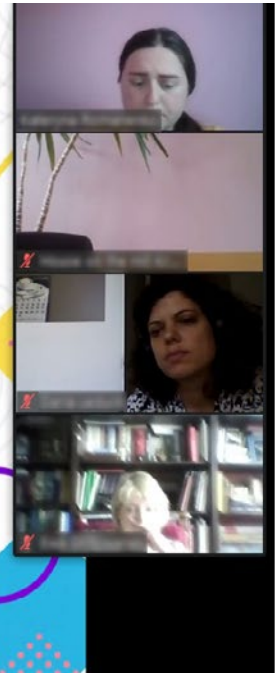
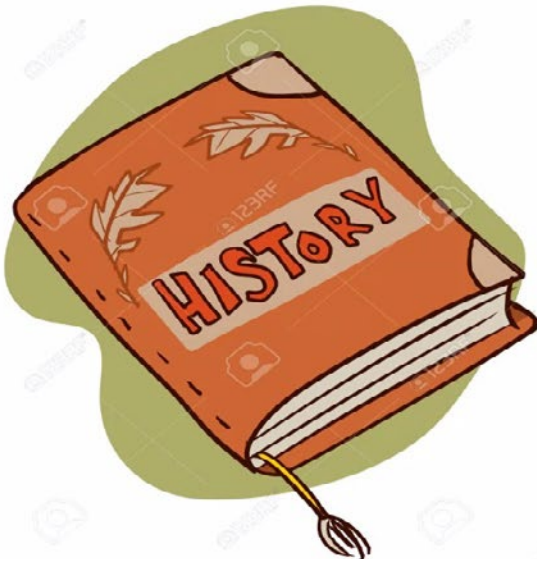
mistakes”, “History as a bridge between the past and the future”, “Modern history”, and “The role of history in youth work”). Based upon my experience, one should seek a balance of three hours per day over a five day period.

Participation over a longer period of time is very tiring and causes a loss of interest. One should note that each day should be followed by a task that enables one to immerse oneself in the material better. I refrain from giving any individual tasks in such courses. I utilise small group work, wherein there are two participants. This way, it is easier for the course participants to work online; this helps to facilitate group support.

2. Online quests

This working method is based on learning material about a topic from different sources within a short time, like in one day. My NGO conducted an online quest about the history of human rights. In this example there were five teams, each containing four participants. The task of each team was to find answers to the questions as soon as possible. After every correct answer, the moderator asked another question. Thus it took two hours to answer ten questions.

Why we do learn history?



Examples:

- Who wrote the first charter about human rights in 539 BCE?
- Did Thomas Jefferson decide upon the fate of a document that was folded in 1776?
- Who protects your Human Rights?

In this link you can see a presentation of the quest tasks contained within a letter.

Example

3. Online excursion to a museum

This is an exciting event which we do on a regular basis. Our principle is to show young people small museums that are difficult to access. For example:

“Auto as part of history” - excursion to the Phaeton Museum of Technology

“Technology that knows history” in the Boguslaev Museum of Technology

In order to conduct an online excursion to the museum, you need:

1. Museum partners - they can help to fill this event with content

2. A choice regarding the topic of the excursion. There are completely different directions one can take in museums, therefore the topic should be approached very carefully.

3. Technical support. You should have a good internet connection between yourself and the museum staff. We had a case when we had organised everything, however, the hall in the museum where the excursion was to take place was in the basement without an internet connection. We had to postpone the date of the tour. Learn from my mistake - check the technical feasibility of the venue in question. You should also take into account the echo in the room, sound, and light. The speaker should be well heard, the exhibits clearly visible.

4. Facilitate the excursion in a manner that plans active participation with the participants. An interesting excursion for both participants and representatives of the museum occurs when everyone is involved, listens attentively, and asks questions. The best way to achieve this is by giving the participants of the excursion an opportunity to ask a question after each object. By doing so, attention to the excursion will be of a successful nature, and the participants will be involved to a maximum degree.

-
5. Prepare in advance information about the museum and the topic of the excursion for the participants, in order that they can be prepared to participate.
 6. The optimal number of participants is up to twenty people, as more people may not have time to ask questions.

5. Community of crosswords

We use mobile phone apps to find information. Applications that we use include TODAY'S DOCUMENT; HISTORYPIN; HISTORY TODAY; WORLD HISTORY ATLAS; HISTORY: MAPS OF WORLD.

 **World History Maps: The World**

 **World History**

 **History Today**

We use this type of activity with the participants over the course of a month in this manner:

1. In twenty days - you need to write out ten new historical facts that you gained from application.
2. Choose a keyword from each fact.
3. Make a crossword puzzle with those keywords
4. Then, exchange the crossword puzzle with another participant. (Thus each member of the crossword community has a crossword to compose which needs to be solved)

5. On the last day of the month, we meet in Zoom to sum up the results.

This type of activity allows you to interact with young people from different regions of the country.

6. Historical computer games

It is clearly the case that computer games cannot at the moment replace formal education in the field of history. However, they can provide elements of interest regarding the issue of history for young people.

I use computer games in such a way that the participant is required to learn the time period in which the game takes place - the characters, the way of life, what their priorities were, what actions they performed. We meet on Zoom every two weeks and discuss new pieces of information for the participants.

From this I can gather that this method makes it possible not only to play games, but also to consciously approach the process of playing and studying history as a whole.

Games most often played by our members include Pride of nations, CIVILIZATION, ROME, Anno 1880, Commander and others.

I am sure that all activities provide an opportunity to draw attention to the topic of history. A little creativity and desire on the part of the organisation team is needed.

 *Kateryna Romanenko*

4.4. The Chances of Digital Media in Historical Education: A Discussion of the Instagram Film - @Eva.Stories

When one talks with young people about politics and society, it quickly becomes clear that virtual social spaces such as social media have an immense impact on the social spaces of our actual society and vice versa. Civic and historical education together with media and digital literacy can therefore no longer be viewed in isolation. An additional factor also needs to be borne in mind: in this virtual space where national borders are increasingly easy to cross, intercultural exchange and tolerance for each other are becoming more and more important.

Discussion about social media has therefore become a fixed element in the programme of international youth encounters. From this we conclude that nowadays, the communication of democratic values as well as a confrontation with history must now begin on smartphones. This also means that smartphones and digital tools can be included as a further working tool in the field of civic-historical education. That mobile devices are the constant companions of young people, the use of smartphones can extend the reality of our world to further levels, offering new ways of teaching history and for learners more diverse historical perspectives. It is also important to mention that associated social media in particular creates a new source of falsification of history, for example in the current threatening use of virtual space and networks for Holocaust denial. Problems such as filter bubbles have become a real threat to today's democracy.

The following text will deal with the Eva.Stories Instagram-Story film and presents it for discussion.

It is important that the whole discussion is not about the sudden replacement of tried and tested methods by digital formats and tools; rather, this

text is based on the assumption that in a media-tised society, the virtual world serves as an addition to the real world, not a substitute for it, and the field of historical education can therefore develop further.

“Imagine if Instagram had already existed during National Socialism and the Shoah”.

This statement may seem heavy at first, but this is exactly what the project of Israeli high-tech millionaire Mati Kochavi and his daughter Maya are dealing with. The two of them see Instagram as an ideal platform for telling the history of the Holocaust to the younger generation. The film focuses on Eva Heymann, a thirteen-year-old girl, and her diary which comes to life with seventy short video sequences. We follow the girl's everyday life from the occupation of Hungary by the German army to her transport to a death camp. This is done as if she owned a smartphone and an Instagram account at this time and filmed herself and her surroundings. Between selfies and shaky mobile phone videos, we can hear a girl's voice, followed by laughter. Someone runs towards an ice cream van, past a flag with a swastika on it. The camera turns, and we see Eva.

This causes irritation for some people - the biggest horror of the 20th century portrayed on a platform known for often superficial entertainment and self-marketing, and rightly often subject to justified criticism. This is where opinions differ, because some people fear that the mass murder of the Jews could be denied by this. The fact is that the project has created irritation and triggered a long overdue debate on how the digitalisation of the memory of the Shoah can reach out a hand when there are fewer and fewer contemporary witnesses. The project manages to tell the story of Eva Heymann, who was murdered by the Nazis in Auschwitz in October 1944, in a new way of storytelling.

The rebirth of the diary on Instagram also shows that smartphones and respective apps can be used for any message and as a new way of remembrance for the so-called Instagram generation.

The project has been praised and criticised by many. There are of course different opinions. Apart from praise, there is also criticism that the Instagram series treats the topic of the Holocaust too superficially and does not do justice to the topic. The story also uses hashtags, stickers and emojis, which sometimes seem strange.

One can like it or not, but the focus of this commentary is not on criticism, but rather to serve as an impulse to start the overdue discussion on how far smartphones can be seen as potential for historical and civic education rather than as a threat. All the same, discussion about ethical boundaries in the use of these tools is a valuable and important learning process for all educators.

It must also be taken into account that networks such as Instagram are often rightly criticised, and that anti-democratic tendencies have grown to a worrying degree. This is exactly where we have to start; we can enable (young) people to recognise these dangers and problems and make them aware of the democratic virtual space and their own digital citizenship. However, it is not enough

to only criticise new ways of remembrance. In the long term, we should become aware of the chances and opportunities that are offered by the usage of virtual space, in order for us to fill it up with narratives and projects that embrace the values of a democratic society. Like in many areas, historical and civic education is at an exciting turning point due to ongoing digitalisation. We must accept this and react to the current trend of young users towards the social mediaworld. In this way, we can join forces and not leave space to those who find a fertile ground for untruths and conspiracy theories.

This text is based upon the educational blog of the “Krzyżowa” Foundation for Mutual Understanding in Europe. It is worth taking a look via <https://tiny.pl/7scr3>

The pedagogues regularly share insights into their pedagogical working life on that site.



Charlotte Lohmann

4.5. A Guided Tour Online – My Experience and some Reflections

The guided tour which inspired this took place in Krzyżowa, Poland. The “Krzyżowa” Foundation for Mutual Understanding in Europe is situated in this small village in Lower Silesia. The buildings used by the foundation today served as an agricultural estate until 1990. Until 1945, the estate was owned by the von Moltke family. Invited by Helmuth James von Moltke, the Kreisau Circle (Kreisauer Kreis) resistance group met here during World War II. Towards the end of the war, eight of its members were sentenced to death and executed, among them Helmuth James von Moltke. On November 12 1989, Krzyżowa was chosen for a Polish-German service, a Mass of Reconciliation which was attended by at least 6,000 people, among them Tadeusz Mazowiecki and Helmut Kohl, respectively the Polish and Federal Republic of Germany heads of

government at that time. Therefore, Krzyżowa is a place of German as well as Polish-German history and the “Krzyżowa” Foundation made and makes it a place of international education and encounter.

A man walks around a lawn, pointing his mobile phone towards different buildings situated around it. Doing so, he talks about the history of the place, persons and events connected with it. A colleague walks nearby, also with a mobile phone in her hand, almost circling around him. She adds other perspectives and relays questions that might pop up in the chat (the participants had been encouraged to ask them during the tour).

This is how the guided tour looked like during the Online BarCamp that was organised at the end of June 2020. What is usually a pleasant walk through the grounds of a former estate, it became another piece of information transmitted to the participants via the internet, laptops or mobile phones.



It turned out that almost no one made use of the possibility to ask questions during the tour (questions were asked afterwards though), which gave me, as the guide, a strange feeling of talking to the air, knowing but not sensing that someone is listening.

The tour was recorded and while watching the recording one problem became clear: a live transmission via mobile phone leads to very unsteady pictures. This problem can certainly be significantly reduced by using a gimbal.

Feedback showed that it was possible to pass on information about Krzyżowa, its history and the messages it relates to us nowadays. However, doing a guided tour in such a manner felt strange, almost wrong and prompted the following reflections:

Good guided tours are all about interaction. A good guided tour is understood to be one that piques the

participants curiosity, provides information and provokes reflection.

Interaction can (and should) happen on different levels: between the visiting group and the guide, place visited, story told (the narrative given), and also between the members of the group visiting. It is these interactions that can turn a guided tour into a lively experience. Furthermore, the different levels of interaction affect each other, as the person giving the tour influences the way that the visitors see the place (and does so in many different ways, starting with the way they look, talk, as well as their facial expressions and body language in general).

The place on the other hand; how it looks, smells and sounds, also has an impact on how the guided tour and its story is perceived. Finally, conscious and unconscious reactions of the group (questions asked, curious or disbelieving glances, yawns, laughter) influence the way in which the guide does the tour, and which part of the narrative they place emphasis upon or maybe even leave aside.

On a perfect day, all these elements of interaction compliment each other and the tour becomes a unique experience for the guests as well as for the guide.

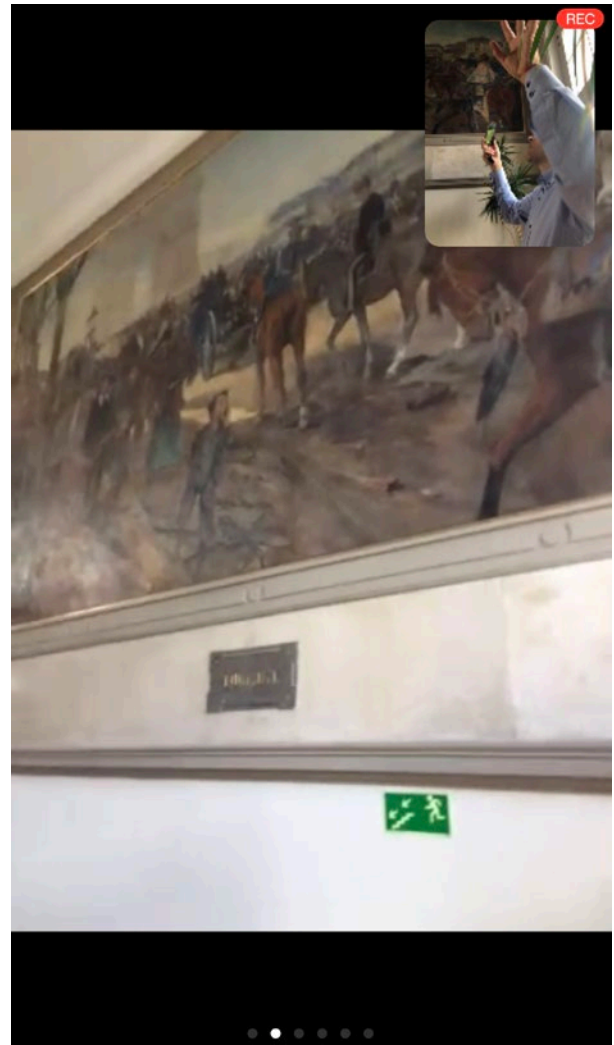
However, what should one do when one considers cases of the impossibility of direct contact, as it is often the case nowadays due to the COVID-19 pandemic, as well as in „normal“ times, when due to any reason those interested who may be able to come to a given place?

Technology offers tools to bridge almost any distance and come or get into contact with one another. Despite the fact though that „visitors“ can see and hear things hundreds or even thousands of kilometres away, some interactions are limited, and others are completely blocked; even a perfect picture on a top shelf screen can not replace seeing and sensing a place for the first time. We experience this a lot in Krzyżowa, where guests coming for the first time have already often seen many pictures of the place – the very familiar

phrase we hear is „This looks different than on the pictures“. Via the internet you may hear the guide but not the surroundings. Smells are completely absent. Moreover regarding the reactions of the visitors, the guide barely sees them and is focused on showing, not looking at the tiny screen with potentially many faces. Another difference is that many people watching the same transmission do not form a group the same way they would if they were standing next to each other. This last aspect also has a massive impact on the questions asked – or, more precisely, not asked. A question written down (in the chat) or spoken clearly towards the phone or computer has a different „weight“ than a question half-mumbled standing next to the guide. Our human wish to not embarrass ourselves makes it less probable that „simple“ questions (often very important to understand the content given further on) are asked – for fear they might seem silly.

Another aspect is the area of concentration and distraction. Here we can start to look at aspects where virtually guided tours offer not only disadvantages but also advantages. During a “live” tour, the guide may draw the visitors’ attention to a given detail. They may look there or not (they might also miss the information or misunderstand it); doing a virtual tour the guide can point the camera at the very detail so that it fills the screen of all those watching. This is a clear advantage. On the other hand, of course, any screen gives possibility to watch a million different things instead of the tour. Any kind of distraction is just one click away.

One of the big advantages of virtually guided tours is the elimination of barriers: I can get to know a place that I would normally never have access to (such as owing through a lack of funds or the impossibility to get a visa). Another is the possibility to add pictures, sounds or even short movies; this is hard to incorporate into a classic tour but can easily be shown on the devices used to take the tour. Nonetheless, this advantage also comes at a price: The inclusion of additional materials needs to be well prepared. This is especially the case if there is more than one picture, sound or film. The guide will have to „hit“ the right spots for it. The



easier it is for the tour participant, the better prepared the tour is, ideally written out in full. However, a tour written out in full is the least spontaneous tour one can imagine.

In conclusion, though virtually guided tours are possible and even offer some advantages over the classic version, they lack many elements of interaction which are key in making a tour a unique experience. For the time being, we will have to learn to make virtual tours more interactive and better – and keep up hope for the „real“ ones to return one day in the hopefully not too distant future.



Dominik Kretschmann

The background of the entire page is a solid, muted brown color. In the lower half, three dice are arranged in a row, slightly overlapping. The dice are dark brown with lighter brown pips. The lighting is soft, creating a subtle gradient across the scene.

05

**Energisers and Warm-ups in the
Virtual Space**

5.1.

Introduction

Energisers And Warm-ups in Virtual Space

It may surprise you, but most of the methods you will discover on the next pages are not new at all, because as is so often is the case here, there is no need to reinvent the wheel every time. Many of the methods can remind you of childhood games. Others you may know from analogue seminar days. Therefore it is not important to invent new methods all over again, rather it is vital to adapt existing methods to virtual space and the needs of the participants.

Let's face it, online meetings can be awkward, especially when the participants do not know each other. As a consequence, it is essential to allow time in each online format to warm up and connect the group. With the right activities you can make any remote participant feel at ease within seconds.

"Can you hear me now?" - there is probably no other question in the history of time than this that has been shouted to the webcam as many times as in 2020. Energisers and warm-ups at the beginning do a magic trick here, as the facilitator can check if the microphones and cameras are working and whether everyone is familiar with the platform. They can also motivate participants to turn their camera on and encourage interaction and active participation in the digital space. Most importantly, using them, you can almost magically remove barriers and fears in the digital space.

If we are honest, who among us does not like to play and to have fun? :)

On the following pages, you will find an introduction to various online-activities. Most of them are warm-ups, getting-to know activities and name games, each with the aim of enabling the participants to get to know each other better. You will also however find energisers and other activities which aim to activate the group and increase energy levels, when needed.

Aims of online warm-ups and energisers:

- opening the space for the participants to interact;
- introducing group members and helping them to get to know each other better;
- making participants feel more comfortable in the virtual environment by offering guided activities at the beginning;
- supporting participants as they get familiar with digital tools;
- supporting and strengthening group dynamics;
- improving and increasing communication;
- boosting creative thinking;
- activating/waking-up participants;
- offering movement/screen-free time;
- supporting reflection.

5.2.

Some advice for facilitators

- **Set up your space.** Arrange your camera. Make sure you have a non-distracting background and make sure that your face is well lit and you are clearly visible.
- **Get to know your video conferencing software.** Test your camera and microphone before the call. Make sure you have a strong internet connection and that your device is plugged in.
- Invite the participants to **join some minutes before the call** so you can make sure that

everything is working properly and the meeting can start punctually. You may also offer a separate meeting in advance to introduce the participants to the virtual environment and digital tools.

- **Plan the activities in advance.** Prepare all tools, instructions and items and test them with colleagues and friends, especially if you do not know them yet.
- If **participants need to prepare something** for the session (e.g. pictures, materials etc.) let them know some time in advance, so they have some time for this.
- Do not work alone. It is always good to **have a second person in your team** supporting you, dealing with technical aspects like breakout-rooms, sharing instructions and links, handling the chat etc.. This way you can stay focused on your facilitation.
- Ask people to **switch their camera on**, however be aware that some maybe cannot or might not want to. Bear this in mind when planning energisers, warm-ups and other activities.
- Use the **gallery view** so that you can see all participants. Check the maximum number of participant videos you can see on one screen in your video conference application. Some methods require you to see all participants at once, which limits the maximum number of participants.

Breakout Sessions

Working in different settings brings a valuable dynamic into your online-environment. Send your group from time to time into breakout sessions of

different sizes. Pay attention that there are not always the same people in the same small groups. Breakout sessions - which in the offline world would equal small group activities - are a precious opportunity for the participants to connect to and to exchange with each other. They are also valuable tools to change the energy and atmosphere in the group. Using breakout sessions regularly is recommended - even if it is just a three to five minutes discussion on questions like, "what did you have for breakfast today?", "what was the best thing that happened to you during the lockdown?", "what did you have for dinner last Friday?" and so on.

Photos and project documentation

Many people will certainly remember the moment when, during the COVID-19 pandemic, images of online meetings appeared and were frequently disseminated in social media.

Online projects want and need to be shared in social media, not only for documentation but also to share project results.

Screenshots are one way of documenting the online process. It does not however always need to be just a boring picture. Use moments during warm-ups and energisers (such as when people are showing their objects) as a perfect moment to capture a screenshot. Such pictures can express creativity, dynamism and fun.







Nevertheless, refrain from only using screenshots for documentation. Maybe you can also make a "behind the scene" picture or ask the participants to do so, in order that participants are visible in front of their screens joining the meeting.

Last but not least, do not forget that data protection laws are applicable in the online world as well. Make sure that you have all the information and participant permissions.

5.3. Online warm-ups and energisers:








Activity Title

Photo introduction

 time	10 minutes
 number of participants	up to 20
 materials required	photos of participants
 aim of the method	warm-up; getting to know each other; getting started;
 step-by-step instructions	<ol style="list-style-type: none"> One by one, the participants are invited either to hold up a photo to the camera or share their screen to show a photo of: <ol style="list-style-type: none"> themselves; an important moment during the last year; an international project they joined; other context. The participants are introducing themselves by using the picture.
 tips and advice	<ul style="list-style-type: none"> The participants can get some time to look for a picture or you can ask them to prepare such a photo in advance, which saves time and gives them the opportunity to find a photo they like. If participants can share their screens, make sure this function is enabled for everyone.








Activity Title

Let the card talk

 time	15-20 min.
 number of participants	/
 materials required	Online-link to Dixit-Cards: https://print-and-play.asmodee.fun/de/dixit/
 aim of the method	warm-up; getting started; getting to know each other; evaluations;
 step-by-step instructions	<ol style="list-style-type: none"> The facilitator shares the link to the Dixit card above using the chat function. The participants individually open the link and can now choose a card they feel connected to regarding their mood or situation (other options are possible as well). The facilitator separates the participants into small groups of 4-5 people sending them into breakout sessions. The participants now have time to get to know each other explaining why they feel a connection to their chosen card.
 alternatives	<ul style="list-style-type: none"> The cards also can be used for an evaluation or reflection process.
 tips and advice	<ul style="list-style-type: none"> If you use breakout sessions more often during an online-event, make sure that the compositions of the small groups differ and different people can meet.







Activity Title

How are you

 time	10 minutes
 number of participants	up to 20
 materials required	“How are you feeling today” - template (search online or do it yourself) Examples: https://images.app.goo.gl/rjmvk9NDDXJJaKMj8
 aim of the method	warm-up; getting started; getting to know each other;
 step-by-step instructions	<ol style="list-style-type: none">1. The facilitator shares the screen with the template.2. The participants can now mark their mood using an annotation tool (e.g. stamps, arrows, circles).3. This way it becomes visible which mood prevails in the group.
 alternatives	<ul style="list-style-type: none">• Similar templates can also be used to give feedback on a method, a part of the program etc.
 tips and advice	<ul style="list-style-type: none">• Selfmade templates can be adjusted to the topic of the meeting, if possible.







Activity Title

What did you have for breakfast?

 time	max. 10 min.
 number of participants	up to 20
 materials required	Whiteboard or equivalent tool
 aim of the method	warm-up; getting started; getting to know each other;
 step-by-step instructions	<ol style="list-style-type: none">1. The facilitator shares the whiteboard screen and asks the participants e.g.: “What did you have for breakfast today?”2. The participants now have the task to draw their breakfast and to write their name next to it.3. Now the other person can see or even guess, what the other person did eat for breakfast.
 alternatives	<ul style="list-style-type: none">• Other questions can be asked and drawn.








Activity Title

Picture Puzzle

 time	10 minutes
 number of participants	up to 50
 materials required	a hidden object picture (general, or matching the topic of the meeting) e.g. https://www.pinterest.de/pin/401946335494942105/
 aim of the method	warm-up; getting started
 step-by-step instructions	<ol style="list-style-type: none">1. The facilitator shares the screen where a big colorful Scene is shown and a lot of objects are in hidden places.2. The facilitator throws a question into the virtual space, e.g. “How are you today?” or “How are you here today?” and asks the participants to look through the hidden object and choose and mark an object or person that best reflects their mood.3. The participants are invited to share what they chose in the plenum.
 tips and advice	<ul style="list-style-type: none">• Depending on the amount of time, everyone can tell a story or just the people who want to share something.







Activity Title

Look around

 time	10 min.
 number of participants	up to 50
 materials required	/
 aim of the method	warm-up; concentration; activating;
 step-by-step instructions	<ol style="list-style-type: none">1. The participants are asked to look around in the room. The facilitator calls out commands: up; down; left; right; straight (at me).2. The participants follow the commands looking in the indicated direction.3. After a while, the meanings of the commands are exchanged: up becomes down; left becomes waving and so on.4. Mistakes are appreciated, participants continue playing.
 alternatives	<ul style="list-style-type: none">• Instead of looking around you can use the movement of the hand(s).
 tips and advice	<ul style="list-style-type: none">• This method can be used also in a competitive way. The person making a mistake drops out of the game.








Activity Title

One-two-three








 time	max. 10 min.
 number of participants	up to 20
 materials required	/
 aim of the method	warm-up; concentration; activating;
 step-by-step instructions	<ol style="list-style-type: none"> 1. The participants are divided into couples and send into breakout sessions. 2. There the couples have the task to count together and alternately up to three: person 1: one - person 2: two - person 1: three - person 2: one and so on. 3. If this works properly, the “one” is replaced by a gesture that player 1 may think up (e.g. clapping). With the gesture a new round is started and counted until it works smoothly again (about 1 minute). 4. Now the “two” is replaced by a movement that player 2 may think up (e.g., finger snapping). 5. If this counting method is also internalized, the “three” is replaced by an energetic sound (e.g. juhuu). 6. After one more minute the participants leave the breakout session.
 tips and advice	<ul style="list-style-type: none"> • This method is good to activate the brain, e.g. before starting an intense session. • It can be helpful to once demonstrate how this energizer works with a second person, before sending the groups into the breakout sessions. • It is helpful to write down the rules and to send them into the breakout sessions, so the participants have the rules available there.

Activity Title







Funny Objects

 time	10 min.
 number of participants	up to 50
 materials required	Each participant is given the task to quickly find an object that is the funniest in the room they are in and present it to the others.
 aim of the method	warm-up; getting to know each other; getting into the topic
 step-by-step instructions	<ol style="list-style-type: none"> 1. The facilitator makes the announcement that the participants have to find the object in 30 seconds and to bring it near the camera. 2. The facilitator can loudly count down the 30 seconds or display it. 3. When everybody is back, they present all objects in the camera and hold them, so everyone can see all the objects. 4. Now everyone (who wants) is invited to share a story about the object.
 alternatives	<ul style="list-style-type: none"> • This method can also be used to start to work on a certain topic. The participants can look for an object they associate with a certain topic, issue, place.... and share their thoughts.
 tips and advice	<ul style="list-style-type: none"> • With this method you can take great group pictures. • The method can help to motivate participants who do not want to switch on their camera.

Activity Title
Touch blue







 time	10 minutes
 number of participants	up to 20
 materials required	Each participant is given the task to quickly find an object with certain properties.
 aim of the method	warm-up; getting to know each other; movement;
 step-by-step instructions	<ol style="list-style-type: none"> 1. Everyone is asked to find an object with certain properties like: “something blue”; “something made of wood” etc. 2. Everyone must find something quickly and show it to the camera. 3. The quickest or slowest person is the next person to name the next property.
 alternatives	<ul style="list-style-type: none"> • To make it more funny, the participants can be sent to bring everyday objects, e.g. such, they need a moment to look for or which are funny like rubber ducks, an iron, light bulb etc.
 tips and advice	<ul style="list-style-type: none"> • With this method you can take great group pictures.

Activity Title
Change your name

 time	max. 10 min.
 number of participants	up to 20
 materials required	/
 aim of the method	names; getting to know each other; warm-up;
 step-by-step instructions	<ol style="list-style-type: none"> 1. One participant is asked to leave the computer or close their eyes and to mute the sound. 2. The group chooses a person to change their name displayed on the video. . 3. Then the participant returns and has to guess, whose name was changed and to say the right name.
 tips and advice	<ul style="list-style-type: none"> • Ask the participants in advance to change their names in the tool, so their first name (or nickname they want to be called) is displayed on their profile video. • It is important that the participants are a bit familiar with the names of the group already. • Decide on a time (e.g. 30 sec.) or another sign, so the person, who will be guessing knows to return. You can use an online-timer (http://timer.designthinkingcoach.de/#/15)







Activity Title

Change something

 time	10 - 15 min.
 number of participants	up to 10
 materials required	/
 aim of the method	getting to know each other; warm-up;
 step-by-step instructions	<ol style="list-style-type: none"> 1. The participants are asked to have a closer look at each other. 2. One participant now turns off the camera and changes three things in their appearance. 3. After turning the camera on again, the other participants have to guess, which things have changed.
 alternatives	<ul style="list-style-type: none"> • This method can also be a task in small groups (breakout-sessions). • The facilitator can assign couples and they can guess using the private chat funktion.







Activity Title

Gallery

 time	max. 30 min.
 number of participants	up to 20
 materials required	Padlet or equivalent tool
 aim of the method	getting to know each other; relaxing; getting into a topic;
 step-by-step instructions	<ol style="list-style-type: none"> 1. Name a topic: e.g. my best project; my best moment last year or whatever is needed. 2. The participants get the task to post a picture, a song, a quote etc. they think is fitting in the shared Padlet and write a short explanation. 3. The participants get some time, e.g. 15 min. to relax, to listen to songs and to discover the gallery.
 tips and advice	<ul style="list-style-type: none"> • Tell the participants to mute their microphones and to turn off their cameras while relaxing and discovering. • To let the participants know that the time is over by turning off the shared screen.








Activity Title

Who is where?

 time	max. 10 min.
 number of participants	up to 20
 materials required	/
 aim of the method	names; getting to know each other; warm-up;
 step-by-step instructions	<ol style="list-style-type: none"> 1. The facilitator says the name of a participant. 2. Everyone has to find the person on their individual screens and has to point in the direction, where the video is displayed.
 tips and advice	<ul style="list-style-type: none"> • This method is funny, as the participants videos are sorted differently on the individual screens.









Activity Title

All those who...

 time	10 - 15 min.
 number of participants	up to 20
 materials required	/
 aim of the method	getting to know each other; warm-up;
 step-by-step instructions	<ol style="list-style-type: none"> 1. All participants are covering their camera with their hand and the facilitator is saying a statement starting with "All those who..." adding an activity like "have blue eyes"; "have been to Poland" etc. 2. All who can answer with "yes", take their hand off the camera, so everybody can see them. 3. The turn is passed to one of the persons, who answered with "yes" and the person continues with another statement.
 alternatives	<ul style="list-style-type: none"> • The statement can also be focusing on the current day "All those who already had lunch today" etc. • Instead of covering the camera, the participants, whose answer will be "yes" can stand up or make a gesture etc.
 tips and advice	<ul style="list-style-type: none"> • It is important in this method, that all participant videos are displayed on one screen, so they can see each other. Check the tool you are using for this option. • The statements can also focus on a certain topic.







Activity Title

Guess the movie

 time	10 min.
 number of participants	up to 20
 materials required	<p>different emojis prepared to represent popular movie titles, for example:</p>  <p>(Titanic)</p>
 aim of the method	warm-up; getting to know each other
 step-by-step instructions	<ol style="list-style-type: none"> 1. The facilitator shares the screen with a movie title composed of emojis. 2. Participants can guess the titles by writing them in the chat or on the screen or by just saying them loud. 3. Then the facilitator continues sharing movie titles or participants can be invited to prepare their own examples.
 alternatives	<ul style="list-style-type: none"> • Ask everyone to think of a title of a favorite film, book or song and to describe the title with emojis using the chat or a whiteboard.
 tips and advice	<ul style="list-style-type: none"> • It is good to have more examples prepared as the facilitator, so that everyone has a chance to guess correctly.







Activity Title

Puppies and kittens

 time	5 min.
 number of participants	up to 25
 materials required	/
 aim of the method	warm-up;
 step-by-step instructions	<ol style="list-style-type: none">1. The group is divided into puppies and kittens and everyone changes their displayed name to “kitten+name” or “puppy+name”.2. The puppies now have the mission to make the kittens laugh.3. If a kitten laughs, it becomes a puppy.4. In the end everybody is a happy puppy.
 tips and advice	<ul style="list-style-type: none">• This method can be used to strengthen a good group atmosphere and to support group dynamics. it will not necessarily work at the beginning of a group process• Ask the participants to unmute their microphones before this method.








Activity Title

The Apple

 time	10 min.
 number of participants	up to 30
 materials required	imagination
 aim of the method	warm-up;
 step-by-step instructions	<ol style="list-style-type: none">1. The facilitator asks the participants to close their eyes and to stretch out one arm. Now everyone should imagine holding an apple (or another fruit) in their hand.2. After one minute the facilitator asks, for example, questions like:<ul style="list-style-type: none">• Was it a big or small apple?• Which color had the apple?• What was its taste like?
 tips and advice	<ul style="list-style-type: none">• This method can be a good start, to start to talk about different ideas, perspectives and images in our minds. Some will describe a red apple, others a green apple and so on.







Activity Title

Your #Hashtag







 time	max. 10 min.
 number of participants	up to 50
 materials required	paper, marker,
 aim of the method	warm-up; getting to know each other;
 step-by-step instructions	<ol style="list-style-type: none">1. The facilitator presents to the camera a #Hashtag that describes her/his superpower and explains why it is their superpower.2. Every participant gets 1 min to think about their superpower and to creates a #Hashtag.3. Everyone holds their hashtag in the camera.4. Now people are invited to share their #Hashtags and tell more about their superpower.
 alternatives	<ul style="list-style-type: none">• This method can also be used to find associations with a certain topic or issue.
 tips and advice	<ul style="list-style-type: none">• Tell the participant to write in big letters, so it is readable for everyone.• This method can also be used digital, so the participants write their #Hashtags on an online-whiteboard or into another shared tool.

Activity Title







Pictionary

 time	10-15 min.
 number of participants	up to 20
 materials required	whiteboard or equivalent tool
 aim of the method	warm-up; activation;
 step-by-step instructions	<ol style="list-style-type: none">1. The facilitator sends a word to one participant via private chat, so the others don't see it.2. The participant starts drawing on the whiteboard.3. The other participants have to guess what it is.4. The person with the right guess gets the next word to draw.
 tips and advice	<ul style="list-style-type: none">• This method can be used as a good introduction to a topic by using related words.

Activity Title
Dicebreaker







 time	10-15 min.
 number of participants	up to 20
 materials required	Dice or virtual dice (https://freeonlinedice.com/) Icebreaker questions prepared to display (e.g. https://museumhack.com/list-icebreakers-questions/)
 aim of the method	getting to know each other; warm-up;
 step-by-step instructions	<ol style="list-style-type: none"> 1. The facilitator asks the participants to throw their dice (link to virtual dice can be shared via chat) and to remember their number. 2. The facilitator displays six icebreaker questions numbered 1-6. 3. Now the participants answer the question fitting the number on their dice.
 alternatives	<ul style="list-style-type: none"> • This activity can also be done in small groups, so the participants can talk a little bit more. In this case make sure, the participants make a print screen of the icebreaker questions or send them via chat.

Activity Title
Where Are We?

 time	10 min.
 number of participants	/
 materials required	Padlet or equivalent tool
 aim of the method	getting to know each other; sociometric method;
 step-by-step instructions	<ol style="list-style-type: none"> 1. The facilitator shares a link to the Padlet, where a map of the world or the geographical region the participants are coming from is visible. 2. The participants mark the spot on the map, where they are located (e.g. where they live or where they are right now) and write their name next to it. 3. Now the participants can share, for example, how long they've been living there, how the weather is or what they like about the city/country etc.
 alternatives	<ul style="list-style-type: none"> • People can mark places where they would like to travel to or where they would like to live and can explain why.







Activity Title

Time Machine

 time	max. 20 min.
 number of participants	up to 20
 materials required	Padlet or equivalent tool
 aim of the method	getting to know each other; warm-up;
 step-by-step instructions	<ol style="list-style-type: none"> 1. The facilitator shares a link to the Padlet with a blank page. 2. The facilitator asks the following question: "If you could go back in time, which period would you go to?" 3. Everyone shares their thoughts using images and notes in the padlet. 4. Those who want, can share more about their thoughts.
 alternatives	<ul style="list-style-type: none"> • An alternative question could also be: "If you could meet anyone from the past, who would you like to meet and why?"







Activity Title

Count to 20

 time	10 min.
 number of participants	up to 20
 materials required	/
 aim of the method	warm-up; activation; concentration; group dynamics;
 step-by-step instructions	<ol style="list-style-type: none"> 1. The task for the group is to count to "20" together. There is no fixed order, but the rule is, that one number can just be said by one person. 2. As soon as several people say the same number, they all start again at "1".
 tips and advice	<ul style="list-style-type: none"> • Tell the participants to unmute their microphones. • It is good, when all participant videos are visible on one screen.







Activity Title

Outside the window

 time	10 - 15 min.
 number of participants	up to 15
 materials required	/
 aim of the method	warm-up; energizer; short break from the computer screen;
 step-by-step instructions	<ol style="list-style-type: none"> 1. The facilitator asks all participants to pick a window in the room they are in. 2. Now everyone should leave the computer screen and go to the window. The task is to have a closer look at everything outside the window and to memorise it. A time limit can be set. 3. Back to the screen, the participants can describe to the other participants the view out of their window.
 tips and advice	<ul style="list-style-type: none"> • As we spend a lot of time sitting in front of the computer screen during such online meetings, it is good to move and also to take the eyes off the screen from time to time.







Activity Title

How?

 time	10 min.
 number of participants	up to 50
 materials required	Shared screen with the following situation: “Two people wish to cross a river. The only way to get to the other side is by boat, but that boat can only take one boy at a time. The boat cannot return on its own, there are no ropes or similar tricks, yet both people manage to cross using the boat.” - How could they do that?
 aim of the method	warm-up; getting in contact; supporting discussion and exchange;
 step-by-step instructions	<ol style="list-style-type: none"> 1. The facilitator shares the screen, so everyone can see the description. 2. The participants get time to think and to guess. The facilitator is listening. 3. If no one can guess the right answer, the facilitator shares the answer with the group. <p>The answer: Nobody said they were on the same side? The two people came from opposite sides of the river.</p>
 tips and advice	<ul style="list-style-type: none"> • This warm-up brings the participants into discussing and exchanging. If there is more time, short breakout sessions can be organised, where the participants have to decide on one common solution and present it later to the whole group. • This warm-up is particularly suitable for a thematic introduction into stereotypes, prejudices and clichés.








Activity Title

Stretching

 time	10 min.
 number of participants	up to 20
 materials required	a short video with easy stretching exercises
 aim of the method	warm-up; activation; movement;
 step-by-step instructions	<ol style="list-style-type: none"> 1. To leave the sitting position, the participants are going to stretch a bit. 2. The exercises can be led by the participants themselves or a video with exercises can be displayed.
 tips and advice	<ul style="list-style-type: none"> • This exercise is good in long online-sessions. • Tell the participants in advance (f.e. before the session or the break), so they know and can prepare, as not everyone might feel comfortable in their “home office”-outfit :).








Activity Title

Show me around

 time	max. 15 min.
 number of participants	up to 10
 materials required	/
 aim of the method	getting to know each other better; movement;
 step-by-step instructions	One by one the participants are making a small guided tour though their flat/office/room etc.
 alternatives	<ul style="list-style-type: none">• This activity can be made with bigger groups. Then you separate the participants into smaller groups of e.g. five people and send them into breakout sessions.
 tips and advice	<ul style="list-style-type: none">• For this activity a mobile advice like a laptop, pad or mobile phone is needed.• This activity should be made just in groups, where the participants know each other already.• Make sure in advance that everyone is comfortable with this task.








Activity Title

Pass the pen

 time	15 min.
 number of participants	up to 20
 materials required	everyone should have the pen
 aim of the method	check-in; evaluation; check-out;
 step-by-step instructions	<ol style="list-style-type: none">1. All participants should have a pen.2. The facilitator explains the task: e.g. check-in (How are you today?); check-out (How was the session?) etc.3. The participant who wants starts to speak.4. When finished the turn is passed to the next person by saying the name and passing the pen to this person's video displayed on the screen.
 alternatives	<ul style="list-style-type: none">• The participants can also pass an imaginary object to the next person.
 tips and advice	<ul style="list-style-type: none">• Passing the object is interesting, as participants videos are often sorted differently on the individual screens.






Activity Title


Sketch a Person

 time	max. 15 min.
 number of participants	up to 30
 materials required	Paper and a colored pens; should be prepared by the participants in advance
 aim of the method	warm-up; getting started; getting to know each other;
 step-by-step instructions	<ol style="list-style-type: none">1. Assign each person in the online-session with another person's name and send this name via personal message to each participant. The participants are not supposed to see who is assigned to whom.2. Give everyone 1 minute to silently draw the person they got.3. When everyone has finished drawing, take turns guessing who drew who.
 alternatives	<ul style="list-style-type: none">• It is also possible to use digital collaboration tools instead of paper and pen.
 tips and advice	<ul style="list-style-type: none">• Play music while participants are drawing, to create a good atmosphere.

Activity Title

What do you Meme?

 time	max. 15 min.
 number of participants	up to 20
 materials required	Ask the participants in advance to look up a meme connected to the topic or a certain question (“How do you feel today?”; “What’s your opinion about...?”)
 aim of the method	warm-up; getting started; getting to know each other; making a laugh
 step-by-step instructions	<ol style="list-style-type: none">1. Ask every participant to add the memes on a whiteboard or an equivalent document (online-doc, Padlet etc.)2. Ask participants to share why they have chosen the meme.

 *Elżbieta Rosek and Charlotte Lohmann (based on notes and a presentation by Clara Steinbrenner)*



06

Impressum

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