EULAC MUSEUMS

Education Pack

Based on the Experiences from the Bi-Regional Youth Exchange between Europe and Latin America

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This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No. 693669.

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The Bi-Regional Youth Exchange was coordinated by the Museum, Gallery and Collections Insitute (MGCI) within the School of Art History at the University of St Andrews (Scotland), Museo Nacional de Costa Rica (Costa Rica), Red de Museos Comunitarios de América (Mexico) and Museu Nacional de Arqueologia (Portugal).

Activities have been authored by the Red de Museos Comunitarios de América network in collaboration with the EU-LAC-MUSEUMS project.

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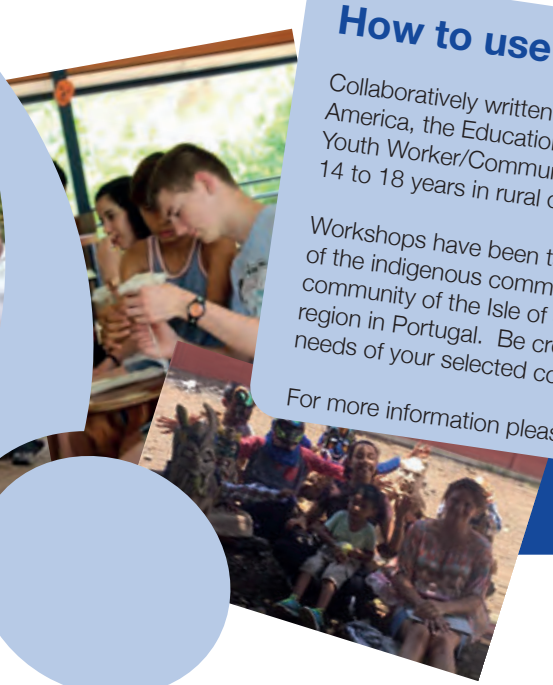
Introduction

There is no time like the present to ensure young people have every opportunity to contribute to their communities, promote their heritage, participate in decision making and challenge the threats that they and their community may face.

The young people involved in this EU-LAC-MUSEUMS Bi-Regional Youth Exchange have demonstrated their capability of engaging in heritage, discussing the problems their communities face and finding solutions for the future. Through EU-LAC-MUSEUMS, each young person has recognised working within a bi-regional basis can be both be a transformative and valuable experience, discovering that although they are miles apart each individual and community face similar issues but together they can find common answers through heritage based activities.

This Educational Pack has been based on the experiences of the young people and communities involved in the Bi-Regional Youth Exchange between Europe and Latin America.



How to use the Educational Pack

Collaboratively written by researchers from Europe and Latin America, the Education Pack is designed to be used by a Youth Worker/Community Facilitator for young people aged 14 to 18 years in rural communities.

Workshops have been tailored for the community perspectives of the indigenous communities of Costa Rica, the island community of the Isle of Skye in Scotland and the rural Porto region in Portugal. Be creative and adapt workshops to fit the needs of your selected community.

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First Session Workshop: Introduction (up to 2 hour duration)

Objectives:

1. Introduce the background of the project, define what is a community is for the young people? Discuss what makes their community's identity?

2. To prompt the young people to the importance of understanding external threats and how they directly affect their own lives and that of their community. Present a general perception of the community's history and struggle.

3. Encourage active and critical participation of all young people involved. Create an environment and safe space for young people, free from peer judgement and a workspace for them to reflect and challenge ideas and concepts.

Activities:

1. Icebreaker.

2. Each young person presents themselves.

3. The Youth Worker presents the project involving representatives from the local community.

4. Each young person documents their life story for 15 minutes. The Youth Worker should also take part.
Each person may write, draw or even perform their life story. This is the choice of each individual.

5. Invite participants to share their stories.

6. Get into pairs, each pair shares their life story by interviewing one another encouraging them to reflect on one another's life story.

7. The Youth Worker asks each person to reflect the group on their activity.

   Prompt questions;
   What did they learn?
   What did they find out about the other person?
   What did they find out about the community?

Materials:

Flip chart paper
Pens and Pencils
Laptop and Projector (if required)

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Second Session Workshop: Community Research and Blog (up to 4 hours duration)

Objectives:

1. A group blog is set up for the group and each young person is allocated a login.
2. The young people understand project code of conduct and online safety.
3. Each young person is allocated a community research topic for their first blog post.

Activities:

1. Icebreaker.
2. The Youth Worker reminds the group of the last workshop and objectives of this workshop, outlining why blogging can be a good self-reflection tool and code of conduct of the project's youth blog.
3. The Youth Worker presents the blog, the concept of reflection and blogging. Demonstrating how to use it, providing each young person with their login details. Prompting a discussion about blogging, vlogging and other social media platforms.
4. The group are encouraged to try their logins and go through the blog practising uploading a blog post with images, text and video (if possible).
5. The young people are invited to write topics about their community on a flip-chart or display board. The Youth Worker writes each topic on a small piece of paper and put them into a bag (or hat), each young person is asked to pick a piece of paper from the bag (or hat) to select their research topic.
6. Each young person is encouraged to post an introduction post outlining why they are part of the project, their hopes and fears, and crucially how they want to benefit from the project.
6. The Youth Worker asks each person to reflect the group on their activity.

   Prompt questions;
   What did they learn?
   Will blogging be easy?
   How will they manage their time to ensure they blog?

Materials:

Flip chart paper
Pens and Pencils
Laptop or Tablet for Young People
Internet Connection
Laptop and Projector

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Third Session Workshop: Community Contrasts (up to 3 hours duration)

Objectives:

1. Identify changes in the community encouraging young people to visit the community museum before the workshop and by presenting both present day and historical photographs of the community.

2. Get the young people to identify their own and their family's role within this community change.

3. Prompt discussions why the community has changed? Are these changes good or bad? What do the young people think?

Activities:

1. Icebreaker.

2. The Youth Worker reminds the group of the last workshop and objectives of this workshop.

3. The Youth Worker asks the group to work in pairs and presents historical photographs of the community. Each group is given 2-3 photographs and is asked to discuss any differences from present-day among themselves. Each group then presents to the larger group.

4. As a group, take a short walk around the community, allowing the existing pairs to work together to photograph local significanate sights identified by the young people. Ensuring consent is acquired before taking photographs of people or property. It is recommended for the Youth Worker to lead the group around the community.

5. Return to the workshop venue, all pairs should provide the photographs to the Youth Worker to present via a projector. The Youth Worker should prompt discussion on the importance of highlighting change between the present day and historical times.

6. Each pair shares their photographs, explaining why they choose this photograph, reflecting on what they learned, what they didn't know and what was new compared to the historical photographs.

7. The Youth Worker asks each person to reflect the group on their activity.

   Prompt questions;
   What did they learn?
   What did they find out on their walk?
   What did they find out from history and their visit to the community museum?

Materials:

Digital Cameras or Young People's mobiles
Laptop and Projector (if required)

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Fourth Session Workshop: Community Life (up to 2 hours duration)

Objectives:

1. To discuss and define the concept of community and the different elements that make a community.
2. Reflect on community association/government, community environment, community volunteering and community festivals.
3. Compare the community with that of another working in the project (or the Youth Worker selects another similar community).

Activities:

1. Icebreaker.
2. The Youth Worker reminds the group of the last workshop and objectives of this workshop. .
3. The Youth Worker writes "What is a Community?" on flip-chart or display board and gives each young person 3 post sticky notes. Each young person is then invited to take 10 minutes to give 3 answers to the question. The Youth Worker invites the group to place their sticky note on the flip-chart or display board.
4. The Youth Worker splits the group into 4 smaller groups, each are given a theme; community association/government, community environment, community volunteering and community festivals. The group is then asked to make a poster of each theme.
5. Each group presents their poster, explaining their points, reflecting on what they learned, what they didn't know and it's role within the community.
6. The Youth Worker asks each person to reflect the group on their activity.

   Prompt questions;
   What did they learn?
   What did they find out making their poster?
   What did they find out from other presentations?

Materials:

Flip chart paper
Pens and Pencils
Sticky notes
Display Board (if required)
Laptop and Projector (if required)

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Fifth Session Workshop: Learning from the Community Memory Keepers (up to 3 hours duration)

Objectives:

1. Ensure the group is confident about their knowledge of their community.
2. Prepare the group to meet community elders.
3. As a group produce a list of questions to conduct an interview with a community elder.

Activities:

1. Icebreaker.
2. The Youth Worker reminds the group of the last workshop and objectives of this workshop.
3. The Youth Worker explains the process of interviewing the community elder and then asks the group to develop 5 questions they wish to ask. The group must work together, reflecting on what they learned in previous sessions.
4. The group are encouraged to self-delegate the tasks e.g. interviewer, photographer, audio/video recorder and transcriber.
5. A practice interview is held with the Youth Worker acting as the community elder. Each young person should be asked if they are confident with their assigned role.
6. The group travel together to the community elder's home, ensuring that the person understands what is involved and that they fully consent to what will take place. If the community elder is happy, then the young people proceed as planned.
7. After the community elder interview, the group should thank the community elder for their time and participation. The group should return to their workshop venue, once returned the Youth Worker asks each person to reflect the group on their activity.

   Prompt questions;
   What did the community elder say?
   Has the community changed?
   What was it like in the past?
   What is it like now?

Materials:

Flip chart paper
Pens and Pencils
Audio recorder or Young People's mobiles
Video camera or Young People's mobiles

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Sixth Session Workshop: Community Showcase and Festival (up to 6 hours duration)

Objectives:

1. To showcase and exhibit the young people's progress to the wider community.
2. To empower young people to coordinate a community event.
3. To recognise the commitment of all involved.

Activities:

1. Icebreaker.
2. The Youth Worker reminds the group of the last workshop and objectives of this workshop.
3. The Youth Worker explains the process of organising an event, as a group decide what they want to showcase. The group must work together, reflecting on what they learned in previous sessions and delegate tasks by themselves.
4. The group action agreed tasks and invite the wider community by visiting, posters, social media, text and social media.
5. The young people invite community elders to make traditional food for the event supporting them where necessary.
6. On the day of the event, the young people create a mural of activities and tasks they have achieved since the beginning of the project. Decorate the venue, and run blog slideshow on the projector.
7. The young people must officially open the event alongside the Youth Worker and any other person deemed relevant. Introducing one another and offer their reflections of the project.
8. The Youth Worker and young people close the event with gratitude speech in particular to those who have supported them (e.g. community elders that were interviewed.) A local government representative should be invited to attend and recognise the commitment of the group.
9. A final group and community photograph should be taken to document the project and the individual progress of each young person. If a local certification scheme is available, the young people should be awarded in accordance with its guidelines.

Materials:

Print outs of photograph activity
Video camera or Young People's mobiles
Food and refreshments
Laptop and Projector

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