



Support sheet for teachers

Parameters for a shifting walls project

Target audience	11 - 18 year olds (with an option to adapt it to a younger or older audience)
Cross curricular links	History, political science, citizenship / civics, ethics, philosophy, language learning, art, IT and other subjects
Time needed	Flexible duration of 2 hours or longer
Technology / materials needed	<ul style="list-style-type: none"> • Mobile phones / tablets / cameras / computers for taking photos, videos clips, sound clips and for post-production • Technology to present photo / video stories in the classroom (such as a monitor or a projector) • Internet access for sharing (such as Instagram)
Activity objectives	Each project is based on the goals, methods and skills presented in the approach document. shifting walls is about creative expression. History learning has to come alive and has to become more personal. It is a collection of experiences of different people which young people need to explore and interpret themselves.
Preparation to be done	<p>Before you get started with your students:</p> <ul style="list-style-type: none"> • Read the approach document • Read the technical support document / video tutorials • Have a look at the student task sheet(s) and explore shifting walls stories on our channels (www.shiftingwalls.eu; https://www.instagram.com/shiftingwalls_eu/) • Make a plan for your project / timetable • Get permissions from parents or the students themselves if they are over 18 <p>Get in touch with us if you have any questions.</p>



What activities are offered?

I. Collecting personal stories

The student task sheet “The Fall of the Wall” gives you an idea of what questions can be asked and what ideas we are looking for. Shifting walls is not about general opinions about major European events such as the financial crisis, but about personal experiences. Questions can be formulated by you as the teacher or even better by the students themselves (in the class or in small teams).

To collect the stories:

1. Brainstorm possible themes and questions students are interested in
2. Set up small teams
3. Look for contemporary eyewitnesses (look around your family, friends, neighbours ..)
4. Interview eyewitnesses (make notes, record the audio or record a short video clip)

Students can also start a story with a photo or a relic that they have found (When was the photo taken? Where was it taken? What do you think happened? ...).

II. Working with photos and video clips

Photography is a powerful tool that can be used to express a moment, an idea, a feeling, etc. Photos can be read differently by individuals. They can tell a story. Video clips can also be used to add to the stories.

Shifting walls projects combines working with historic photographs and students taking photos themselves. You as a teacher can bring photos into class for warm-up exercises: What can you see? What is the story? ... This can help students become more aware of the visual language and potential messages photos have.

Motivate students to experiment with their own process of taking and analysing photos. Please encourage students not to take pictures for the sake of it in a few minutes, but to take their time and think about the pictures.

Two Kulturring video tutorials from past projects

Taking photos (from the vidubiology project)

<https://www.youtube.com/watch?v=ujcPaJcr6RM>

Creative use of the video camera (from the vidusign project)

<https://www.youtube.com/watch?v=-KpMhH3jjeo>



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Students can also record and edit interviews. They can include text in their photo and video stories and develop their own style of production. The magazine *family tree* put together possible apps for recording personal stories:

<https://www.familytreemagazine.com/premium/quick-guide-oral-history-recording-apps/>

III. Sharing the stories online

An integral part of shifting walls is the sharing of the stories. It is important to pass the stories on to other students – especially those in other European countries. Stories of the students will bring in new insight into the European history from a wealth of different perspectives.

Another core idea of the project is to use the popular social media platform *Instagram*. We have set up our own project channel (@shiftingwalls_eu) to keep the ideas together and make the development visible. Stories can also be posted on the shifting walls website (www.shiftingwalls.eu).

We have worked with different approaches to share stories on Instagram. The student task sheet describes two options:

- Students send their final story (images and text, video clip, ..) to you as the teacher and we guide you through the uploading process
- You set up a shared device with the Instagram account where stories can be uploaded directly

It is important that parents of students and the students themselves agree that their stories can be posted on Instagram (and potentially on the shifting walls website).

