

Workshop guidelines



An educational KIT to raise awareness
on the Holocaust and promote knowledge
of civil rights and EU values

REMEMBR-HOUSE IS A PROJECT OF
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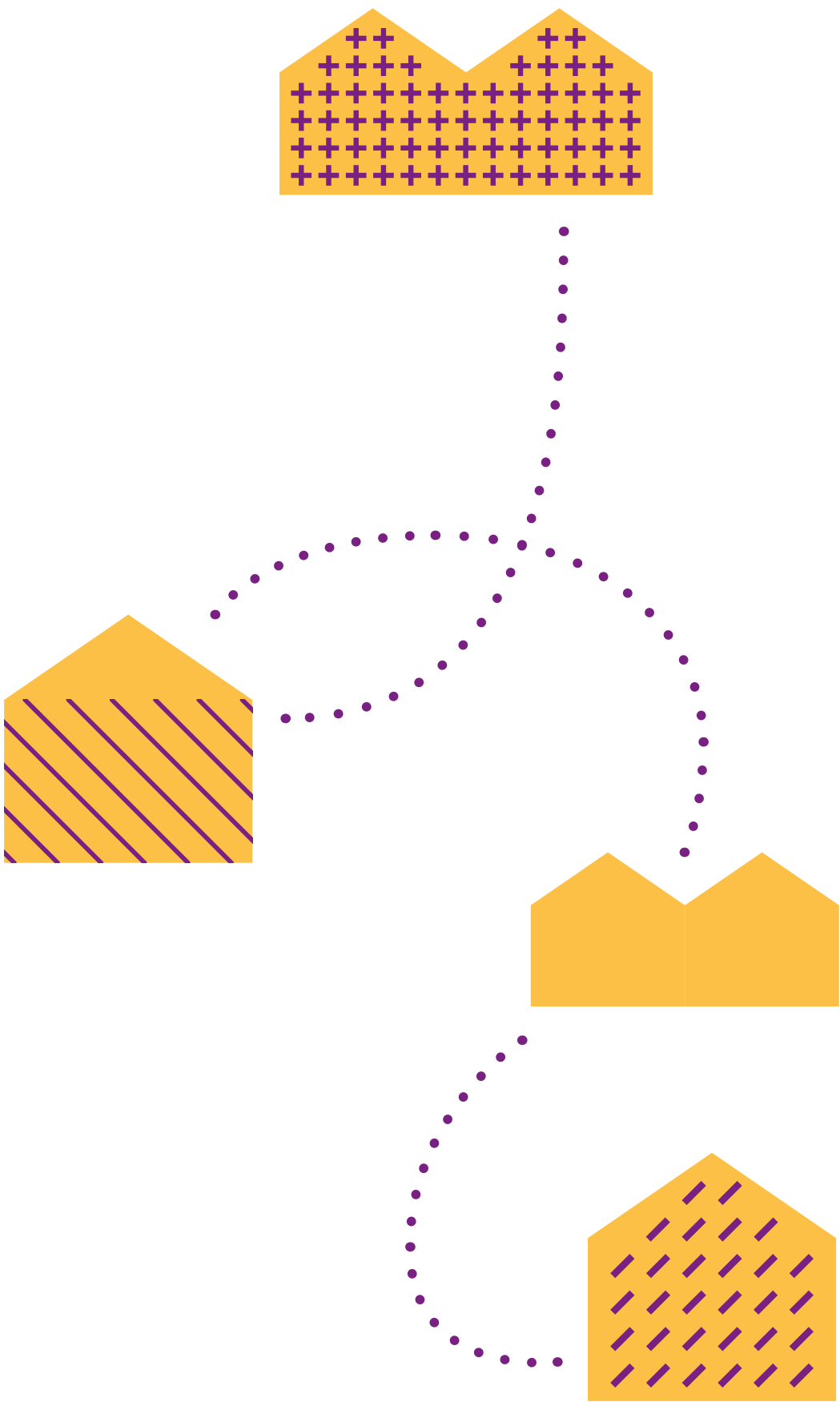
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Workshop Guidelines

The present guidelines accompany and complete the [Manual](#). Their contents was informed by the pilot workshops with schools and associations, and are intended to be a useful tool for teachers & trainers who would like to try and lead a REMEMBR-HOUSE workshop.

Please note that the duration of the various steps or phases in the Manual can be tailored as best suited and is flexible: it depends on the approach to managing your experience, whether is a single or multiple meeting or developed as a Pathway for Transversal Skills and Orientation.

Where you will hold the meetings is also important: we suggest a welcoming and unstructured location for a workshop based on participation and involvement, rather than being a lesson or a conference. If it takes place in a school, we suggest avoiding the routine desk & chair layout.



The context

STAGE 1

Historical background and interpretative framework using two multimedia sources, recorded during the project start-up seminar (Turin, 31st January and 1st February 2023).

🕒 4 hours



Step 1 is the presentation of the Project, making participants aware of the path they are taking.

You may opt for the videos *Il significato della casa e degli spazi privati come patrimonio consapevole di un sentimento universale* (The Meaning of Home and Private Spaces as a Conscious Universal Feeling) by [Caterina Di Chio](#) and *I diritti fondamentali negati* (Fundamental Rights Denied) by [Marco Caviglia](#) either with the group or for your personal development to then convey the contents.

In both cases we suggest you start with a brainstorming session and gather participant answers to the question what does home mean for you? on a board, a sheet of paper or the like. It is an effective way to energize the group and put it at the head of experience building pathway.

Then, were you to decide not to share all the contents of the video *Il significato della casa*, remember to retrace the basic meanings linked to house & home illustrated in the video, such as place, attachment, separation, place identity, sounds, smells, etc., so as to convey value and meaning to the words previously suggested by the group on what home means to each one of them.

In terms of the historical context, you can build a timeline together, starting with the dates listed in the Manual or alternatively show the contents of the video *I diritti fondamentali negati*, remembering that to highlight the steps that led to the denial of fundamental rights, starting from the introduction of the racist laws, thus introducing state antisemitism.

The archive source, the document

STAGE 2

Reading and investigation of historical documents

🕒 2 hours

The second stage involves work on the historical documents of the EGELI Management Service Foundation of the Banking Institute of San Paolo of Turin (cf. chap. 20), described and available via [DAC – Digital Archives and Collections of F1563](#).

Biographies can be the result of a shared choice or decided by the trainer.

Before moving onto the documents – whether they are read in groups or projected and discussed in class, one needs to warn of the need to tread carefully when entering personal private spheres, the intimacy of the home, reading the contents found in drawers, cupboards, and wardrobes. Consider the emotions that the idea of someone doing it to the objects in your homes would trigger: seek to bridge the past to the present, the other to one's self, right from the start.

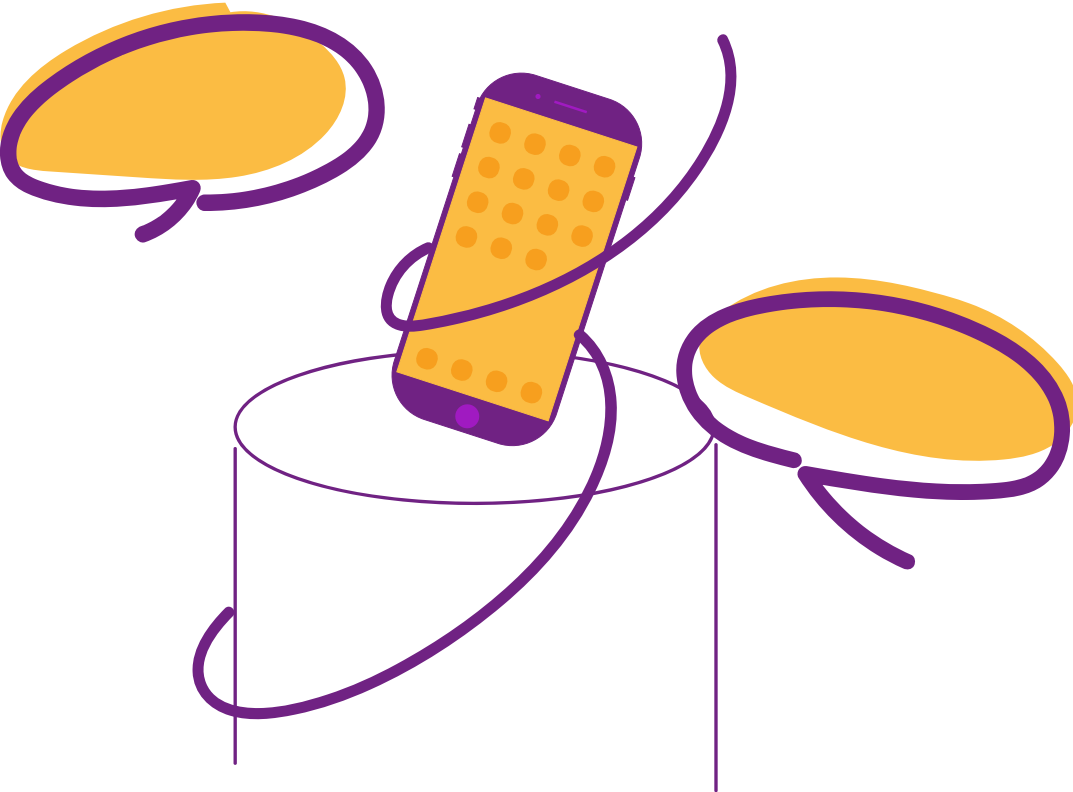


An object, your story

STAGE 3

Individual *object-based learning and storytelling work*
⌚ 2 hours

The third phase involves the students telling the story of the object they have identified and chosen from their homes, so that what has been learned by studying the sources is reprocessed and compared with their own experience.



Pilot courses led us to consider how delicate a Step this is: participants had strong emotional reactions, both positive impulses and hostility, sharing their objects and their related histories. Nor should we forget that the workshop is a protected environment where participants are safeguarded, but that it is also a training session rather than therapy. We decided to seek professional support to give us useful indications for this step in the workshop.

Since autobiographical activities imply speaking about oneself, for safety reasons, please state if the contents can and will be shared with others. In fact, in this case you are revealing yourself to other people’s gazes and to their hearing it. We advise you to establish a class covenant for storytelling, a pact required to guarantee everyone’s serenity: listening, reception & acceptance, nonjudgmental attitude. Adopt the principle of circularity and give everyone enough time to express themselves, as each one has to present their object.

Objects are a medium, in that they can trigger recollections and memories, be they pleasant or unpleasant, identity wise important. Objects have great evocative power which is why in these cases the person speaking should be thanked for sharing, a nonjudgmental acceptance respectful of the person’s (subjective) lived experience. Since sharing takes place in an actual group and that members will meet every day, we suggest limiting the use of very intimate details which could later cause uncomfortable situations. To avoid this, invite students to think of what they wish to share in safety, before taking an object.

It is also useful to emphasize how sharing parts of the self through narration, is a means to communicate and increase trust in the group, favouring mutual knowledge and the empathic skill of respectful identification in the other person’s life. Lastly, when all the members of the group have spoken, you can ask questions on experiences in the present-day student context to move on to a more general and encompassing meta-reflection as to what can happen to people when inalienable rights are denied and taken from them.

Caterina Di Chio, Psychologist and Psychotherapist

Designing and realisation of the House of Memory

STAGE 4

DESIGN OF THE HOUSE OF MEMORY

Group work

🕒 2,5 hours

In this phase, the class, divided into groups of 5-6 people, will put into practice the information and ideas gathered during the previous activities, in order to concretise them in a creative work: the designing of the House of Memory.

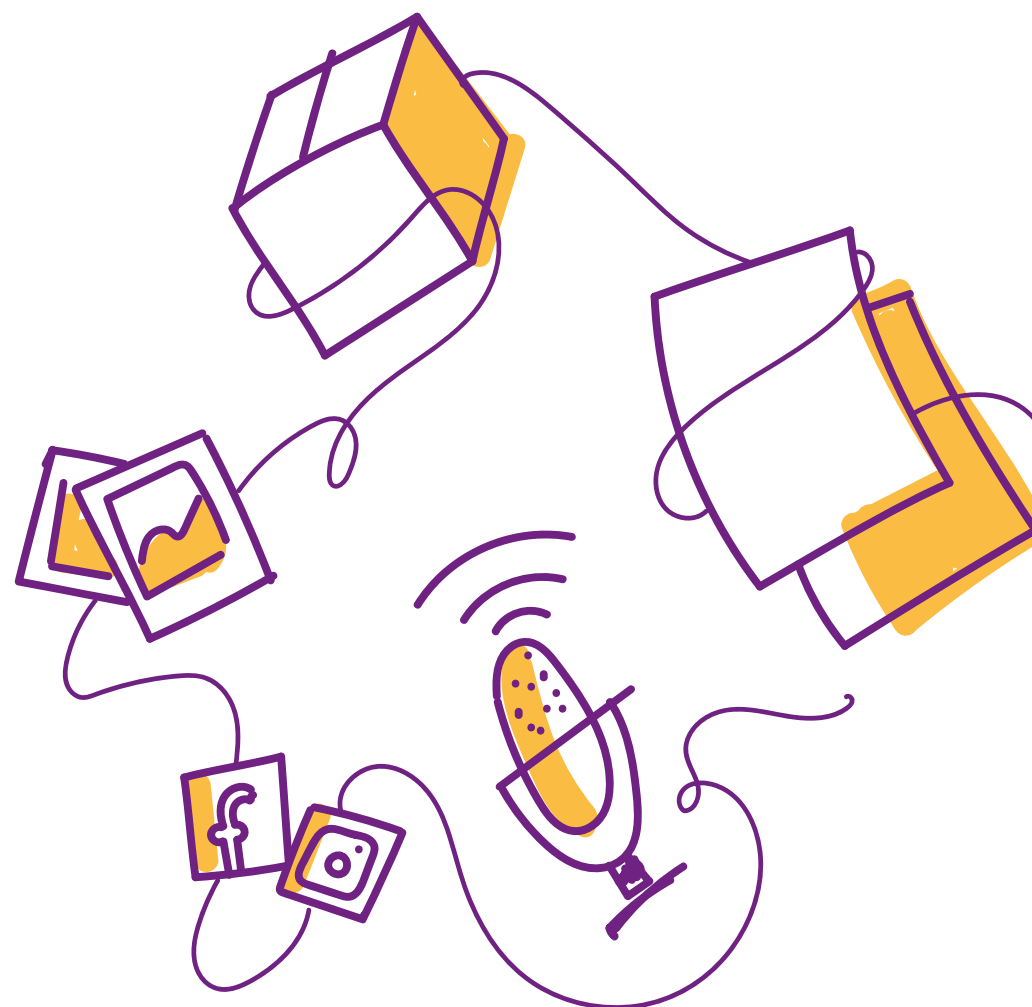
STAGE 5

HOUSES OF MEMORY

The return of projects and realisation of the house of memory model

🕒 4,5 hours

Stage 5 involves the return of the projects, the choice of the one that most represents the class, and the realisation of the REMEMBR-HOUSE.



Brainstorming is the key tool to start reprocessing. The only pointer we feel we can give you for this Step, is to follow participant inclinations, interests, and backgrounds: there is no right House of Memories: it is the one which is more meaningful for each of them.

If you have doubts or require advice, we are available on our phone helpline: just make an appointment writing to casamemoria@meisweb.it. We will be only too happy to know what your paths and experience are, so share them!

