

APPENDIX 1

Identify a Topic - Template



Purpose: This template helps you choose a meaningful topic for your cultural heritage investigation. It guides you to reflect on your interests, the people around you, and your local environment so you can find a topic that connects your curiosity with your community's heritage.

I] Find ideas

1. About You

What are your hobbies and interests? (sports, music, arts, craft...)

(Try to find at least 5 ideas of things you love doing)

- 1.
- 2.
- 3.
- 4.
- 5.

What topics do you often talk or think about?

(Things you often google, discuss with friends, etc.)

- 1.
- 2.
- 3.
- 4.
- 5.

What topics do you or would you enjoy learning about?

- 1.
- 2.
- 3.
- 4.
- 5.

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Is there a specific event or historic period you find very interesting?

Make a list of your 3 favourite ideas from this section and try to think of why these topics are important.

2. People You Could Learn From

Who do you know that might have interesting stories or knowledge about culture, traditions etc.? *(List family members, neighbors, teachers, craftspeople, etc.)*

Which group?	Family	Friends	School	Your local community	Other acquaintances (direct and indirect - think of the network of the people you know)
Whom exactly?					
Which possible topic?					

Whose experience would you find interesting to explore?

(Think of different groups or perspectives you're curious about - women, workers, people with a migration background, etc.)

-
-
-
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Make a list of your 3 favourite ideas from this section and try to think of why these topics are important.

3. Your Environment



If you are lacking inspiration for this section, just take a 20-minute walk around your neighbourhood. Look carefully and write down five things you notice that might be part of your local heritage and that looks interesting to you — for example an old shop, etc.

Is your area famous for anything (industries, professions, food, crafts, etc.)?

Do you know any traditions or community events from your area? From your family?

Have you noticed interesting monuments or historic places around?

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Have you ever noticed that a place or the habits in a certain place have evolved through time?

Make a list of your 3 favourite ideas from this section and try to think of why these topics are important.

II] Turning ideas into a topic for your investigation

For each one of the ideas you liked the most in the three sections above, do the following feasibility test:

Can you...

(Check the boxes)

Question	Yes	Maybe	No	Comment
Find information/material about this?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interview someone about it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Visit or explore a place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Get support from others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Finish this in the time you have?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Make a ranking of the 3 best ideas previously gathered. They need to be both interesting and feasible for you.

- 1.
- 2.
- 3.

For each one of these ideas, answer the question: “What do I want to find out?”

- 1.
- 2.
- 3.

Using your previous answer, make a clear research question for each one of the three ideas.

- 1.
- 2.
- 3.

You can now choose one of the three questions above. It will be the starting point of your investigation.



Always keep your question in mind when doing interviews, archival research or field visits. Let your discoveries guide you. If your findings open new paths, don't be afraid to reshape your research question along the way.

APPENDIX 2

Project Planning Sheet



Purpose: The project planning sheet helps you structure and organize your investigation on cultural heritage. It supports you in breaking down your main goal into smaller tasks, setting clear timelines, and tracking the progress of your work, while keeping in mind the objectives you aim to achieve at each step.

Task	Timeline (Start and End date)	People Involved	Materials or Resources Needed	Expected Outcome	Status (Not Started / In Progress / Done)



Break your project into small, clear actions.
This way, it's easier to track progress and adjust your plan if something changes.

APPENDIX 3

Consent Form Interviews



Project Title:

Name of the interviewer:

Organisation:

Date:

1. Purpose of the Interview

The aim of this interview is to collect personal stories, memories, and perspectives related to cultural heritage for use in the Erasmus+ project EYES (Empower Youth, Explore Stories).

Participation Involves

- Being asked questions about your knowledge, experiences or memories related to the project topic.
- The interview may be audio and/or video recorded

2. Your Rights

You have the right to:

- Decline to answer any question.
- Stop the interview at any time without giving a reason.
- Request that your interview or parts of it not be used.
- Withdraw your consent within weeks after the interview.

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3. Privacy & Data Protection

We respect your privacy and will handle your personal information according to GDPR (General Data Protection Regulation).

- Your name and personal information will be stored securely.
- Your data will only be used for the purposes described above.
- You may choose whether your name is included or remain anonymous.

4. Consent

Please indicate your preferences by ticking the relevant boxes:

Statement	Yes	No
I consent to the interview being audio recorded.	<input type="checkbox"/>	<input type="checkbox"/>
I consent to the interview being video recorded.	<input type="checkbox"/>	<input type="checkbox"/>
I consent to my name being used in the project.	<input type="checkbox"/>	<input type="checkbox"/>
I consent to my interview being published or shared as part of this project.	<input type="checkbox"/>	<input type="checkbox"/>

6. Declaration

I have read and understood the information above and agree to participate in the interview under these conditions.

Name of the interviewee:

Date:

Signature:

Interview Checklist



Purpose: This checklist will guide you through each stage of planning and conducting interviews related to cultural heritage. It ensures the process is meaningful, respectful, and well-documented. Simply tick the boxes “Before the Interview” when preparing it and keep an eye on the “During the interview” guidelines while you are with your interviewee. Have a look at this document again once the interview is done and tick the “After the Interview” boxes.

Before the Interview

Steps ✓

Define your goal

What do you want to learn about this person’s role or knowledge related to local culture/heritage?

Choose the right interviewee

Someone with relevant experience: elders, craftspeople, local historians, artists, shop owners, cultural workers, etc.

Prepare 6–10 open-ended questions

Use “how,” “why,” “when,” or “what” to invite storytelling. (e.g. “What traditions were celebrated here in the past?”)

Research background information

Do some research about the interviewee and the topic before you go.

Gather equipment

Notebook, pen, voice recorder or phone (fully charged!), consent forms. You can use the project planning sheet to make sure you don’t forget anything.

Secure consent

Explain the project clearly, how the information will be used and ask the interviewee to sign a consent form (or give verbal consent if culturally appropriate).

Practice introducing your project

Make sure you can talk about your project in a clear and concise way

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During the Interview

Steps ✓

Set the tone

Begin with friendly conversation. Make the person feel comfortable, introduce your project and explain the purpose of the interview again.

Ask permission to record again

Even if agreed earlier, check before recording.

Record basic information

Write down name, age, role, location, and date.

Ask one question at a time

Let them finish, don't rush. Follow up with "Why?" or "Can you give an example

Listen actively

Nod, smile, and show interest. Don't interrupt unless necessary.

Note body language and emotion

What seems important to them? Are they proud, sad, excited?

Respect boundaries

Don't push if something feels too personal or emotional.

After the Interview

Steps ✓

Thank the interviewee

Be warm and appreciative. Ask if you can follow up if needed.

Debrief with your team (if relevant)

What surprised you? What did you learn? What do you still wonder about?

Transcribe the interview

Write out or summarize the key points, quotes, and insights.

Store materials safely

Keep consent forms and recordings in a secure, shared folder.

Reflect

How does this story connect to your heritage topic? Does it challenge or support what you already knew?

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- Always ask for permission before recording.
- Try to interview people from different backgrounds and generations.
- Show the interviewee their quote or photo if you plan to publish it.

APPENDIX 5

Interview Report (from Preparation to Analysis)



Purpose: This tool helps you organize everything needed for an interview, from preparation to documentation, including notetaking. It keeps all relevant information about one interviewee in a single place, making your work more efficient and organized. Complete the “Interview Preparation” section before the interview, the “Interview Notes” section immediately after, and the “Documentation & File Management” section once all collected media has been processed.

I] Interview preparation

1. Interviewee Information

- Full name:
- Gender/age (optional):
- Occupation/Role in the Community:
- Relationship to the topic (e.g. tradition keeper, artist, local historian):
- Why you chose this person:
- Contact details:

2. Background Research (Short Summary)

Write a few sentences about what you already know from research, reading, or conversations.

Notes:

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3. Goals for This Interview

What do you want to learn or understand better through this interview?

Main goals:

1. _____
2. _____
3. _____

4. Prepared Questions

List 6–10 open-ended questions that encourage storytelling (“how,” “why,” “when,” “what,” or “tell me about”).

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

5. Logistics

Date & Time:

Location:

Interviewer(s):

Recording device: Audio Video Notes only

Consent Form Completed and Signed: Yes No

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6. Additional Notes

Anything to remember before the interview (specific points of attention, cultural or accessibility considerations, reminders for follow-up...).

II] Interview notes

Interviewee's full name:

Interviewee's role (job/connection to your topic):

Summary: Key Moments & Stories

Write the most important things the person said (important personal stories; facts or historical details mentioned; cultural traditions or unique experiences described; any surprising or memorable insights...). Try to capture stories, facts, and emotions.

Write as bullet points or short paragraphs.

👉 General ideas

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-
-
-
-

👉 Key quotes (use quotation marks and add tone/emotion)

-
-
-
-

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👉 Observations (body language, emotions)

Did they smile, pause, get emotional?

-
-
-

III] Analysis & Reflection

1. Impressions and atmosphere

- What impression did you have of the interviewee? Were they tense, relaxed, enthusiastic? Why?

- How did you feel during and after the interview? Were you comfortable, nervous, confident? Why?

- How was your relationship with the interviewee? Did you connect easily or was it more difficult? Why?

2. Content and insights

- What were the highlights or most interesting parts of the interview? Why?



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- What did you find most unexpected?

- What did you learn about local heritage through this interview?

- How fruitful was the interview overall? Did you learn a lot, a little, or not much?

3. Reflection and improvement

- Did you face any challenges during the interview?

- What could you improve next time (e.g. preparation, questions, timing, communication)?

4. Impact on your project or research

- How will this interview inform your investigation?

- Does it confirm, challenge, or expand what you already knew?

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- Are there any links or connections with other interviews or research?

- What new questions or ideas arose?

- What questions remain unanswered?

- Do you need a follow-up?

Yes No

If yes, what follow-up is needed: _____

Preferred method: Email Call Second interview Archive review

IV] Documentation & File Management

- Filename of recording: _____
- Saved in folder: _____
- Transcription status: Done In progress Not necessary
- Relevant photos/sketches attached: Yes No
- Notes backed up (digital or printed): Yes No
- Use in Final Report: Yes No (If no, explain why):

APPENDIX 6

Interview Question Guide



Purpose: This tool helps you prepare and conduct interviews as part of your oral history research. It will help you collect personal stories and knowledge about local culture and heritage directly from community members.

How to Use this Guide

This guide helps you prepare and conduct interviews that are respectful, insightful, and useful for documenting cultural heritage. Use it **before, during, and after** your interview. You don't need to ask every question. Choose the ones that fit your topic and interviewee.

Before You Begin

Before starting your interview:

- Introduce yourself and explain your project clearly.
- Ask for permission to record or take notes.
- Make sure the interviewee feels comfortable, respected, and free to speak.
- Remember to ask open-ended questions that encourage storytelling, rather than closed questions that can be answered with a simple “yes” or “no.”

Introductory Questions

Here are some questions that can help you open the conversation and create a connection.

- How would you describe yourself and your connection to this place?
- How long have you lived in this community?
- What are some of your strongest memories of growing up here?

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Cultural Traditions & Daily Life

These questions help you learn how culture was lived and expressed in everyday life.

- What traditions or customs were important in your family or neighborhood?
- How were festivals, holidays, or family celebrations organized in the past?
- What traditional foods, clothes, songs, or dances do you consider as being part of your culture?
- What did a typical day look like when you were a child or young adult?

Local Heritage Places and Spaces

These questions explore places that carry collective memory and meaning.

- Is there a place in your community that holds special significance for you (for example, a square, building, monument, natural site, etc.)?
- Can you share a story or memory connected to that place?
- Do you know how or why that place became important for the community?
- How has this place changed over time?

Objects, Symbols & Expressions

These questions focus on physical and symbolic elements of culture.

- Do you have or remember any objects related to your culture (for example, clothes, tools, photographs, or instruments)?
- What do these objects mean to you or your family?
- Are there symbols, flags, or decorations that represent your community's identity?

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Identity, Change & Community Values

Use these to understand values, challenges, and how heritage evolves.

- What values or lessons did you learn from your family or elders?
- Are there traditions that people are trying to protect or bring back?
- What has been lost in the community over time? What has stayed the same?
- How do you think younger people today connect with cultural traditions?

Connection to Young People & the Future

These questions link the past with the present and future.

- Why do you think it is important for young people to learn about their cultural heritage?
- What do you wish younger generations knew or appreciated more about this community?
- If you could pass on one story, memory, or tradition — what would it be and why?

Wrap-up Questions

Always end the conversation in a respectful and appreciative way and give space for anything extra.

- Is there anything else you would like to share that we did not talk about?
- Would it be alright if we contacted you again in case we have follow-up questions?

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Remember

- Be respectful, curious, and patient.
- Listen actively and empathetically, show that you are interested.
- Avoid interrupting and let silences happen naturally. Don't rush. Let the person think and speak freely.
- Ask follow-up questions such as:
 - "Could you tell me more about that?"
 - "Why was that important to you?"
 - "How did that make you feel?"
- Smile. You are preserving memory, identity, and culture and that's powerful!
- Always thank the interviewee for their openness and time.

Tip



APPENDIX 7

Archival Document Analysis



Purpose: This tool helps you analyze and reflect on individual archival documents. It is designed to be used together with the Archive Visit Log. It guides you through key questions on content, context, and interpretation to develop a critical understanding of each document's relevance to your cultural heritage research.

Document title:

1. Content

a) Summary of the document in your own words (topic, main ideas...)

b) Interesting quotes

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2. Historical / Local Context

When and where was this document created? What was happening in the community, region, or world at that time that could have influenced this document?

3. Purpose and Audience

Why was this document created? Who was it intended for?

4. Interpretation

What does this document tell you about local cultural heritage? Did this data change your view on your community or the past?

Was it what you expected? Explain.

How does it connect to your research question or project?

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What does this document help you understand better?

How does it connect with your interviews, field visits or other archival documents?

Do you have any questions after having read this document?

Would you include this document in your report?

Yes No

Why?

How would you like others to learn about what you discovered?

APPENDIX 8

Archival Research Checklist



Purpose: this tool will help you explore and analyze local cultural heritage by investigating historical records, documents, photographs, newspapers, maps, and other archival materials. It provides a checklist of key steps to follow before, during, and after your archival investigation, ensuring your research is well-organized and effective.

1. Preparation Phase

- Make sure you have a **clear research topic and research question**
- Narrow down your topic**
What do you want to find out specifically with this archival research?
- Identify the type of media you want to find**
(e.g., old photos, personal writings, newspaper articles, plans, stories, birth records, event reports, letters, etc.).
- Create a list of key search terms**
(names, places, dates, keywords in both local and national languages).
- Choose where to look**
 - Local libraries or historical archives
 - School archives or church/parish records
 - City Hall or municipality archives
 - Museums or cultural centers
 - Association archives / local history societies
 - Online databases or digital libraries

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2. Access and Permission

- Make an appointment** with the archive you are interested in.
- Make sure **your request is as detailed and precise as possible**.
- Think of **asking what is allowed and what is forbidden**.
Can you take your cell phone? Your laptop? Are there specific rules for copying/scanning/taking pictures?
- If needed ask:
 - About visiting hours
 - If an ID or a specific permission is needed
 - For help from the staff on how to search catalogs or databases

3. During the Visit

- Make sure you have a **research notebook or laptop/tablet** (depending on what is allowed)
- Use gloves** (if required) when handling fragile documents.
- Take detailed notes**
Use the “Archive Visit Log” to not forget anything.
- Take pictures of key documents** (if allowed) **or ask for scans/copies**.
- Use the “Archival Document Analysis Sheet” to **summarize findings** (focus on parts 1, 2 and 3)
- If accessible, **check the reference list for other sources** that may help your research

4. After the visit

- Organize the collected materials**
For example by topic / timeline. You can also use the “Data Summary Sheet”.
- Review your notes carefully**
Look for key themes, names, or events that answer your research question.

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- Fill in the “Archival Document Analysis Sheet”** (focus on part 4) to develop your interpretation of the documents found in the archives
 - Don't hesitate to **discuss your findings with other people** if relevant.
 - Select the most relevant documents to include in your Youth Report.**
 - Identify gaps or areas for follow-up research.**
-
- Don't rush: take time to understand what the document shows.
 - Be curious: if something seems unusual or unclear, ask questions or write it down for later.
 - Keep everything organized: your findings are valuable and might be used in your report and in the final tour you will create.
 - Respect all rules about copying and handling: archives protect important materials for everyone.



APPENDIX 9

Archive Visit Log



Purpose: This tool helps you keep track of the documents you consult during your archival research. It records key information to ensure your investigation stays organized, traceable, and focused on your goal. It will also help you properly cite your sources.

Name of the archival center:

Location:

Archive name/collection	Source reference (link, box, page...)	Document title & date	Type of document	Author	Date of consultation	Main content (bullet points)	Relevance to research question

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Name of the archival center:

Location:

Archive name/collection	Source reference (link, box, page...)	Document title & date	Type of document	Author	Date of consultation	Main content (bullet points)	Relevance to research question

APPENDIX 10

Field Observation Sheet



Purpose: This Field Observation Sheet helps you observe and record what you see, hear, smell and feel during a cultural heritage visit. It guides you step by step to capture details, impressions, and conversations so your research reflects both the facts and the atmosphere that make the place special.

1. Context

Date: _____

Place: _____

Time: _____

2. First Impressions / Atmosphere

Describe your immediate impression when arriving at the site. What is your first emotional and/or visual reaction? What stands out? What is the general mood or feeling?

3. Observations

List and describe what you see around you (you can also sketch and/or take pictures, see part 5). Consider:

- Architecture or buildings

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- Shapes, materials, age, colors

- Signs or symbols: language, messages, styles

- People and activities: who is present, what they are doing

Use your other senses

- Do you notice any specific smells?

- Are there any noticeable sounds? How would you describe the overall sound atmosphere?

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4. Talk to people (Locals, Guides, Cleaner, Elders, etc.)

Suggested open questions:

- “What do you know about this place?”
- “Do you have a personal memory here?”
- “What makes this site important to you?”

Write down your findings (or record them, asking the people for their approval first, and making sure you will be able to associate each recording to a person afterwards).

Name of person n°1: _____

Notes: _____

Name of person n°2: _____

Notes: _____

Name of person n°3: _____

Notes: _____

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Name of person n°4: _____

Notes: _____

Name of person n°5: _____

Notes: _____

Name of person n°6: _____

Notes: _____

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5. Document (Photos / Sketches / Recordings / Materials)

Be creative, capture feelings as well as facts.

- Take photos/sketches; record short audio and/or video (if it is possible and if you get the necessary consents); collect small items if allowed.

Ressource number	Description	File name / Sketch reference / Collected item
1		
2		
3		
4		
5		
6		
...		

APPENDIX 11

Field Visit Checklist



Purpose: This checklist helps you plan and carry out your field visits with confidence. It ensures you are well-prepared and don't forget anything before, during, or after the visit. Use it each time you visit a site to make sure you stay organized in your investigation. Simply tick the boxes.

Before Your Visit

- Make sure you have a clear topic and a **clear research question**.
- Make sure the site is **accessible and safe** for all team members.
- Fill in the **“Field Visit Planning” template**.
- Contact people responsible for the site if required.
- If necessary, ask for **special permission** to access the site or certain parts of the site.
- Do some background research.**
Talk to elders, check archives, look for stories or records.
- Identify local traditions or stories connected to the site.**

During Your Visit

Observe and Experience

- Take time to **look closely** at your surroundings and “feel” the atmosphere.
- Write down your first impressions** - what stands out or surprises you?
- Compare your experience with previous findings** (from interviews or archives).

APPENDIX 11

Document Your Visit

- Take photos or make sketches** of important elements.
- Record relevant sounds** (e.g., bells, music, conversations).
- Take short notes** about what you see, hear, and feel.
- Collect small, meaningful materials** (if appropriate and allowed).

Engage with People

- Talk** with locals, guides, or elders—be respectful and curious.
- Ask open-ended questions** about their memories or stories of the site.
- Record or take notes** (with permission).
- Leave a comment or note of respect in a visitor's book, if available.

After Your Visit

- Discuss your impressions with your team** if relevant.
Did others notice the same things as you?
- Compare your notes with **previous research or interviews**.
- Reflect on your experience and fill in the “Field Visit Reflection Template”**
 - What surprised or inspired you?
 - Identify what you learned and how it helps answer your research question
 - Write a short summary of your discoveries
 - Write down any remaining questions or topics for further investigation.
- Select materials for your documentation** - best photos, key quotes, and reflections.
Add them to the “Field Visit Reflection Template”.

APPENDIX 12

Field Visit Planning Template



Purpose: This table helps you keep an overview of the field visits you plan and complete as part of your cultural heritage investigation. It supports you in organizing your visits, linking each one to your research goals, and reflecting on how your observations and experiences contribute to understanding your heritage topic as a whole.

Site name	Location	Date of the visit	Why is this site important?	What do I already know about the site?	Permissions/ access needed?	What do I expect to find?

Field Visit Reflection Template



Purpose: This reflection sheet helps you think about what you saw, felt, and learned during your field visit. It guides you to connect your experience to your research question and choose the best photos, quotes, and ideas to include in your report or presentation.

Location (add GPS coordinates if relevant):

Date of the visit:

1. What surprised you during the visit?

Think about anything unexpected - sights, stories, or emotions.

2. What did you learn or discover that feels important or new?

3. How does this site connect to your research topic or question? How does it help you understand your topic better?



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4. Did what you observed confirm or challenge what you found elsewhere (archives, interviews, readings)?

Do the stories match or differ? What could be the reasons for that?

5. What (new) questions do you have now?

Which aspects still need to be explored or clarified?

6. How did others experience the visit? (if relevant)

Discuss your observations with other people. Did others have similar or different impressions?

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7. What materials should you include in your Report?

Select the three to five photos, key quotes, materials, short reflections, etc. that best represent your findings.

Type of Material	Description / Caption	Why it is Relevant

8. What are the next steps?

APPENDIX 14

Data Summary Sheet



Purpose: This tool helps you bring together everything you have collected from field visits, interviews, and archives in one place. Use this sheet to summarize your key findings, identify main themes, and choose quotes or images that support your research question before writing your final report. Don't go too much into the details in this document.

#	Source type Interview, Archive, Field Visit	Key findings Facts, Observations, Discoveries	Insights What does it tell you? Why is it important?	Supporting quotes / images / references
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

APPENDIX 14

#	Source type Interview, Archive, Field Visit	Key findings Facts, Observations, Discoveries	Insights What does it tell you? Why is it important?	Supporting quotes / images / references
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				

APPENDIX 15

Images, sketches, maps or photos (with a legend) that support your findings:

APPENDIX 15

5. References and Acknowledgements

Here you show who helped you and where your information came from.

List the people, places, and materials that supported your research.

- For the people interviewed, add their name and their role
- For the archival documents, use your “Archive Visit Log” to add the relevant details about your documents (mention at least the title of the document, the author, the date and the institution where you found them)
- For books, mention at least the author, title, date of publication, and publisher

Reference List	<ol style="list-style-type: none">1. People interviewed2. Field visits3. Archival documents4. Websites5. Books6. Other...
Appendices Pictures, interview extracts, sketches, press clipping, archives, other media	<ul style="list-style-type: none">• Document A• Document B• Document C• Etc.

Special thanks to...

Here you can mention anyone who helped you in your investigation: specific interviewees, teachers, guide, friends, parents...
