Train the Trainer Guide: Integrating Theatrical Play into Conflict Resolution Studies

2023

Remembrance: Train the Trainer Guide: Integrating Theatrical Play into Conflict Resolution Studies

Exploitation Plan

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1   Introduction

This guide has been developed to advance the knowledge and practice of trainers on the use of theatrical play and storytelling as a way to warn youth of the dangers of fascism and totalitarianism and providing participants with tools such as resilience against any kind of extremist ideologies, life values, and respect for human rights. It has been developed to function as a tool that offers an elementary understanding of alternative teaching methods and improves the experience of educators and trainers in the field of history, public liberties, human rights, constitutionalism and other. The objective of this guide is to create a community of young people who can recognize and deal constructively with incidents of totalitarianism. To achieve this, it is important to equip educators with the skills and capacity to serve in different settings and work with people from distinct age groups.
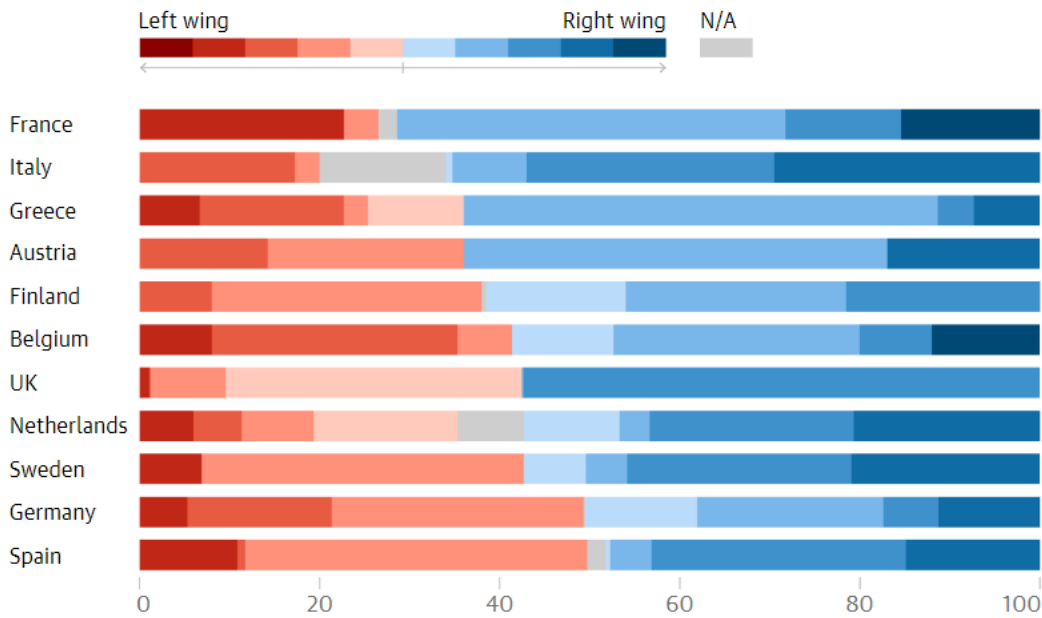
2   What is Remembrance?

The project Remembrance aims to develop training tools that use stories of activists who stood up against fascism in a time of war. Through these stories it will be explored what happens when free speech and democratic practices are denied. Remembrance wants to take full advantage of all the investments made in recent years by EU countries to help young people to have a critical reasoning with fascist ideologies or any ideology that violates human rights. Through a new learning method based on the experiences of activists who fought against fascism, the project aims to raise awareness among young people so that history does not repeat itself.

3   Why is Remembrance important and relevant (perhaps now more than ever)?

Despite the devastating effects of the rise of fascism regimes in Europe in the early 19th century, as it is often the case, history repeats itself and in the last decade there has been a significant rise of far-right movements and parties in Europe. Indicatively:

Left-right parliamentary alignment in Europe

% of seats held after the most recent election. By party, left to right classification

Left wing — Right wing — N/A

	0	20	40	60	80	100
France						
Italy						
Greece						
Austria						
Finland						
Belgium						
UK						
Netherlands						
Sweden						
Germany						
Spain						

Guardian graphic. Source: ParlGov project. Note: left-right values for three Greek parties (Spartans, Freedom Sailing and Elliniki Lisi) assigned by the Guardian

Source: https://www.theguardian.com/world/2023/jun/30/far-right-on-the-march-europe-growing-taste-for-control-and-order

Shockingly, an analysis off the voters of such parties shows that the younger voters, aged between 18-24, constitute a significant percentage. For example, in France, in the latest presidential elections that took place in 2022, Marine Le Pen won 39% of votes from people aged 18-24 and 49% of those aged 25-34 (https://www.theguardian.com/world/2023/dec/01/younger-voters-far-right-europe)

There are many reasons for this and analysing the reasons why a significant number of young voters favor far right parties escapes the role of this guide. This guide however believes that teaching youth about the negative implications of far-right ideologies is important for several reasons, as it contributes to their education, critical thinking skills, and the promotion of democratic values. Here are some key reasons why it's crucial:

1) **Preventing Radicalization:**

By educating youth about the negative aspects of far-right ideologies, educators can help prevent radicalization. Understanding the potential consequences of extremist beliefs can make young individuals more resilient to propaganda and recruitment efforts.

2) **Promoting Tolerance and Inclusivity:**

Teaching about the negative implications of far-right ideologies fosters an understanding of the importance of tolerance, diversity, and inclusivity. It encourages respect for people of different backgrounds, ethnicities, religions, and lifestyles.

3) **Protecting Human Rights:**

Many far-right ideologies are associated with the rejection of human rights principles, leading to discrimination and the denial of basic rights to certain groups. Educating youth about this helps instill a commitment to the protection of human rights for all.

4) **Cultivating Critical Thinking:**

Learning about the negative consequences of extreme ideologies encourages critical thinking skills. Youth are encouraged to question information, analyze propaganda, and evaluate the consequences of different belief systems.

5) Understanding Historical Context:

Far-right ideologies have played a role in historical events, including authoritarian regimes and conflicts. Teaching youth about this history provides context for current events and helps them appreciate the significance of democratic values.

6) Countering Stereotypes and Prejudice:

Far-right ideologies often promote stereotypes and foster prejudice against certain groups. Education can challenge these stereotypes, encouraging empathy and understanding instead of prejudiced attitudes.

7) Fostering Civic Responsibility:

Understanding the negative implications of far-right ideologies motivates youth to actively participate in civic life. It promotes a sense of responsibility to counteract extremist ideologies and contribute to the well-being of their communities.

8) Encouraging Open Dialogue:

Education about the negative aspects of far-right ideologies facilitates open and informed discussions. It encourages youth to express their opinions, engage in dialogue, and learn from diverse perspectives, fostering a culture of open communication.

9) Building Resilience Against Manipulation:

Far-right ideologies often employ manipulative tactics to attract followers. Teaching youth about these tactics helps build resilience against manipulation and propaganda, empowering them to make informed decisions.

10) Supporting Democratic Values:

Far-right ideologies may undermine democratic principles such as tolerance, rule of law, and respect for pluralism. Educating youth about these threats helps reinforce the importance of democratic values in safeguarding a just and inclusive society.

11) Promoting Social Harmony:

Awareness of the negative implications of far-right ideologies contributes to the promotion of social harmony. It encourages youth to work towards a society that values cooperation, mutual respect, and the well-being of all its members.

In summary, teaching youth about the negative implications of far-right ideologies is a proactive measure to promote critical thinking, tolerance, and civic responsibility. It equips young individuals with the knowledge and skills needed to navigate a diverse and interconnected world while upholding democratic values.

4 How to teach the youth about the negative implications of far right ideologies?

Teaching youth about the negative implications of far-right ideologies requires a thoughtful and nuanced approach that encourages critical thinking and open dialogue. Without a doubt the historical context is of material value. Indeed, Historical events rarely occur in isolation. Examining the historical context allows us to identify the complex web of causes and effects that contribute to specific events. It helps answer the question of "why" by uncovering the circumstances that led to particular outcomes. Furthermore, historical context shapes perspectives by offering insights into the beliefs, values, and challenges of people in a particular time and place. It helps us see the world through the eyes of those who lived in the past, fostering empathy and a more nuanced understanding. Remembrance captures this historical context as found in the stories of people from IIWW, Cypriot-Turkish Dispute, Northern Ireland Conflict, and the Spanish Civil War and presents them through a range of different drama, theatre and storytelling techniques for the purpose of exploring the situations, raising self-

awareness and further examining the issues being presented. This training approach was selected after evaluating the following:

- Storytelling as a method for introducing students to cultural heritage remembrance, whilst highlighting the importance of exploring cultural heritage and its role in the promotion of democracy and peace.
- The different ways in which the knowledge of the most significant EU wars and conflicts and the core values of the EU can foster moderation, tolerance, and respect.
- The role of active citizenship and the importance of awareness raising and of educating University Students about the polygons of fascism and the importance of promoting and protecting human rights.
- The need for students to employ innovative tools and techniques, with the aim of motivating and engaging them in the promotion of intercultural dialogue and thus positively impacting their local communities.

4.1   Theatrical Play

For thousands of years, many cultures and people have been fascinated and sustained an interest in theatre, which is important for people today as it combines entertainment and story sharing. People from different parts of the world have adopted different styles of theatre, including shadow puppets in the Indonesian culture and traditional storytelling in Africa. Regardless of the form in which theatre is adopted across different cultures, it is considered important to societies as it has the potential to create interesting memories for the audience.

The concept of theatre in education can be traced back to the British context after it was introduced in the 1960s in response to the needs of education and theatre (Jackson & Vine, 2013). The initial motivation to integrate the two fields was from professionals in the theatre sector, and the movement gained traction and was equally supported by regional arts boards and policymakers. Over the years, theatre in education has evolved in significant and

unexpected ways, and its development can be attributed to the need to communicate to new audiences in unique ways. Whereas it may not be recognized as a movement today, it still serves its function which is to educate, influence, and inspire audiences in a desirable way. Jackson and Vine (2013) acknowledge that theatre in education has become increasingly important such as its aims and methodologies are now integrated into the syllabuses of higher education institutions.

To understand how theatrical plays may be utilized in dispute resolution studies, it is paramount to mention the aims of theatre in education. According to Jackson and Vine (2013), theatre in education "seeks to harness the techniques and imaginative potency of theatre in the service of education" (p. 5). The authors explain that, in most cases, the objective is to expose the audience in challenging and sometimes provocative ways that trigger the young people to further investigate the topic or issues presented in the plays. For instance, they explain that subjects on sensitive issues such as racism and historical injustices can be provocatively addressed in theatrical plays. Notably, formal innovations have advanced the effectiveness of theatre in education. One of the key features is how it is organized in a way that invites the participation of the learners in drama. Usually, the learners will be placed within a dramatic fiction, and they are prompted to interact with different characters in serious situations where they are forced to make important decisions during crises (Jackson & Vine, 2013). This approach ensures that the characters are situated at the center of their learning process on sensitive issues, which ultimately prompts them to think and act individually to find appropriate solutions.

From a scholarly perspective, different researchers have found evidence that theatre in education is effective and serves as an important tool for advancing social change (Prentki & Pammenter, 2014). This is attributed to how it can strengthen emotional and psychological messages and provide a balanced and engaging way of addressing sensitive issues, especially when the audience consists of young people. In addition, people are more likely to remember what they learned from a theatrical play as compared to when they are just provided with the information. It is also interesting to note that watching a theatrical play has a high likelihood of altering the way an individual thinks or acts. Theatre in education is a tool that allows the

educator to debunk certain myths, present an alternative viewpoint, and influence the behavior of the audience. When structured appropriately, it is an effective way to discuss sensitive issues that would normally be avoided in public and educational settings.

In short, using theatrical plays as a teaching method can be a powerful and engaging way to enhance the learning experience for students. Here are several benefits and considerations for incorporating theatrical plays into education:

1. **Active Learning:** Theatrical plays encourage active participation, allowing students to immerse themselves in the subject matter and take on different roles. This hands-on approach can deepen their understanding of concepts.

2. **Enhanced Creativity:** Students have the opportunity to unleash their creativity by acting out scenarios, creating characters, and exploring different perspectives. This fosters imaginative thinking and problem-solving skills.

3. **Improved Communication Skills:** Acting in a play requires effective communication, both verbal and non-verbal. Students can enhance their public speaking, articulation, and listening skills through participation in theatrical activities.

4. **Empathy and Understanding:** Playing different characters allows students to step into the shoes of others, promoting empathy and a better understanding of diverse perspectives. This can be particularly valuable in subjects like history, literature, and social studies.

5. **Increased Retention:** The multisensory nature of theatrical plays—combining visual, auditory, and kinesthetic elements—can enhance information retention. Students may remember concepts more vividly when they actively engage with the material.

6. **Teamwork and Collaboration:** Putting on a play often involves teamwork and collaboration. Students learn to work together, share responsibilities, and appreciate the contributions of each team member.

7. **Stress Reduction:** Theatrical activities can create a positive and supportive learning environment, reducing stress and anxiety associated with traditional teaching methods. It allows students to express themselves in a different way.

8. **Cultural and Historical Exploration:** Plays can bring historical events, cultural nuances, and literary works to life. This immersive experience helps students connect with the material on a deeper level.

9. **Critical Thinking:** Analyzing scripts, understanding character motivations, and interpreting dialogue all contribute to the development of critical thinking skills. Students learn to analyze situations and make informed decisions.

As part of the Remembrance project, the selected methodology is Participative theater workshops, often referred to as interactive or participatory theater. These are educational and creative sessions that actively involve participants in theatrical activities. These workshops go beyond traditional forms of passive observation and encourage individuals to engage, collaborate, and interact with the content. In this approach there are a number of methods among which storytelling and theatre methods were chosen to achieve the project's intended goals.

Participative theater workshops, often referred to as interactive or participatory theater, are educational and creative sessions that actively involve participants in theatrical activities. These workshops go beyond traditional forms of passive observation and encourage individuals to engage, collaborate, and interact with the content. Here are key features and components of participative theater workshops:

Participants actively engage in various theater activities, exercises, and games. Interaction can occur between participants themselves, as well as between participants and facilitators. The

workshops are designed to be inclusive, welcoming individuals of different backgrounds, abilities, and levels of experience in theater. Role-playing and improvisation are common elements, allowing participants to explore different characters, scenarios, and perspectives spontaneously. Emphasis is placed on teamwork and collaboration. Participants often work together to create scenes, stories, or performances. The workshops aim to enhance communication skills, both verbal and non-verbal, through activities that require effective expression and active listening. Participants are encouraged to express themselves creatively, whether through acting, storytelling, or other artistic means. The Participative theater workshops incorporate elements of critical thinking. Participants are invited to analyze the stories solve problems, or explore complex themes through theatrical exploration. Participants may experience personal growth through self-discovery, increased self-confidence, and the development of emotional intelligence.

Workshops are adaptable to different settings, including classrooms, community groups, corporate training, or therapeutic environments. Lastly, while the workshops are educational, they also emphasize enjoyment and fun, creating a positive and supportive atmosphere.

In the workshop developed by Remembrance as well as in the digital book the selected method of presenting the historical context via theatrical play is the method of storytelling.

4.2 Storytelling

Storytelling is a method involving the integration of telling stories into learning activities and personal development. Telling, creating and sharing stories is a form of encouraging learning as well as developing creativity. In addition, stories play a significant role in shaping cultural identity, but also in understanding oneself and others, and deepen awareness of values. The storytelling method inspires teachers and students to apply certain principles that allow for effective education using different forms of storytelling and building new stories. An important role in this process is played by interpreting existing stories and also constructing one's own stories based on the story structure (the four elements), posing inspiring questions to stimulate creative thinking and support reflection on values. Questions can also be a starting point for

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analyzing one's own life experiences and creating a biographical story. (Lasocińska, 2020) Storytelling is a powerful and engaging teaching method that has been used for centuries across cultures and disciplines. Incorporating storytelling into education can enhance the learning experience by making information more relatable, memorable, and enjoyable. Here are several benefits and strategies for using storytelling as a teaching method:

Stories capture students' attention and create a sense of curiosity. The narrative structure can draw learners into the content, making it more engaging. Information presented in the form of a story is often easier to remember. Stories create a context for the information, making it more memorable and facilitating better retention. Stories provide a context that students can relate to, connecting abstract concepts to real-life situations. This relatability enhances understanding and makes the content more meaningful. Furthermore, emotional elements in a story can evoke empathy and connect learners to the material on a personal level. This emotional engagement enhances the learning experience. Stories often present dilemmas, conflicts, or challenges that require critical thinking to resolve. Analyzing characters, plot developments, and outcomes encourages critical thinking skills. Stories stimulate the imagination, encouraging creativity and providing a foundation for students to generate their own ideas and interpretations. Lastly, listening to and participating in storytelling can improve students' communication skills. It exposes them to different narrative structures, vocabulary, and ways of expressing ideas.

Below are some strategies for using storytelling in teaching:

1. **Select Appropriate Stories:**

    - Choose stories that align with the learning objectives and are age-appropriate. Consider the interests and backgrounds of your students. In Remembrabce we have found that a compelling narrative requires a captivating storyline, characters with relatable and personal attributes, an element of suspense, the capacity to provoke thought among readers/listeners/viewers, and ultimately, the ability to be effortlessly retold to others. The brief introductions to the stories planned for this project embody these qualities, featuring intriguing plots,

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personal elements, emotional connections, thought-provoking elements, and a narrative structure that ensures ease of retelling for long-term impact.

2. **Incorporate Multimedia:**

   - Enhance storytelling with multimedia elements such as images, videos, or audio clips. This can add visual and auditory dimensions to the narrative. In Remembrance our digital book contains interactive elements such as videos and pictures.

3. **Encourage Student Participation:**

   - Allow students to contribute to the storytelling process. This could involve creating group stories, adding their own twists to existing narratives, or sharing personal experiences related to the topic

4. **Use Storytelling in Various Subjects:**

   - Storytelling is versatile and can be used in various subjects, not just literature. It can be incorporated into history, science, mathematics, and even in teaching values and ethics. Remembrance is a prime example of how story telling can be used in history. . In the workshop we prepared as part of Remembrance, students were introduced to the remembrance of cultural heritage using innovative and creative techniques in theater and drama. The focus was on exploring cultural heritage, particularly in relation to the major conflicts within the European Union, and its connection to promoting European values such as democracy and peace. Through this exploration, participants have gained awareness of cultural heritage, the significance of active citizenship, and the importance of raising awareness and educating university students about facets of fascism and the protection of human rights.

5. **Facilitate Reflection:**

   - Allow time for students to reflect on the stories they hear. Discuss the lessons learned, the decisions characters made, and how those relate to the subject matter.

6. **Be Dynamic in Delivery:**

   - Use expressive and dynamic delivery when telling stories. Vary your tone, pace, and gestures to keep students engaged.

7. **Encourage Story Creation:**

   - Have students create their own stories related to the topic. This can be done through writing, oral presentations, or even multimedia projects.

8. **Link Stories Across Lessons:**

   - If teaching a series of lessons, consider linking stories across them to create a cohesive narrative that spans the curriculum.

9. **Provide Opportunities for Reflection:**

   - Allow time for students to reflect on the stories they hear. Discuss the lessons learned, the decisions characters made, and how those relate to the subject matter.

10. **Assessment through Storytelling:**

    - Consider incorporating storytelling into assessments. This could involve having students narrate a story that demonstrates their understanding of a particular concept.

Incorporating storytelling into your teaching methodology can transform the learning experience, making it more enjoyable, relatable, and effective for students of all ages.

5 How to use the content of Remembrance?

The 3rd project result concerns the platform with the digital book which contains stories of resistance as part of the cultural heritage remembrance from partner countries. The digital platform tailors to maximize the engagement of all participants in a modern interactive manner. We conducted a survey to assess the utility of a digital book featuring narratives of activists who resisted fascism and other totalitarian regimes, as well as to explore potential integration into curricula. We gathered 147 responses from participants in Cyprus, Greece, Poland, Spain, and Ireland, including university professors and schoolteachers. To approach school teachers we reached out to the respective federation in each country namely:

1) Greece: http://www.olme.gr/
2) Ireland: https://www.asti.ie/home/
3) Poland: https://znp.edu.pl/o_nas/about-us/
4) Spain: Fedele
5) Cypus: https://poed.com.cy/

While we exploited the collaborations of University of Cyprus to reach university professors in these countries.

The findings from schoolteachers were highly positive, with a substantial majority (73%) expressing willingness to incorporate the digital book as a resource for their history courses on pertinent topics. Among university professors, 56% indicated a readiness to incorporate the book as an additional resource in their courses.

The survey aimed to assess the perceived utility of a digital book containing stories of activists who fought against fascism and other totalitarian regimes, along with exploring potential integration into curricula. The study garnered 147 responses from participants in Cyprus,

Greece, Poland, Spain, and Ireland, primarily consisting of University professors and school teachers.

The findings indicate a positive reception, particularly among school teachers. A significant majority (73%) expressed a willingness to utilize a digital book as a resource in their history courses, specifically for subjects related to relevant themes such as activism against fascism. This suggests a high level of interest and recognition of the potential educational value that such a resource could bring to the classroom.

On the university level, 56% of professors expressed a willingness to incorporate the digital book as an additional resource in their courses. While not as unanimous as the response from school teachers, this still reflects a notable openness among university educators to integrate the material into their teaching.

The overall positive reception from both schoolteachers and university professors suggests a perceived value in using stories of activists against fascism as educational tools. The willingness of educators to consider a digital book as a resource, highlights the potential for modern, digital formats to contribute effectively to history education, providing diverse perspectives and engaging narratives for students. The study indicates a promising level of interest in enhancing history education through digital resources focused on important historical themes.

Stories Selected

GREECE Preservation of Cultural Heritage During World War II

Amidst the upheaval of World War II, both official institutions and individuals dedicated themselves to safeguarding Europe's cultural heritage from the destructive consequences of the conflict. Notably, Greece holds many significant cases, where archaeologists protected ancient

statues and museum exhibits by concealing them until liberation from German, Italian, and Bulgarian occupiers.

Vaso Katraki (1914-1988): Renowned engraver Vaso Katraki gained international recognition for her impactful work. Her engravings, characterized by unique technique and a focus on life's profound themes, positioned her as a representative figure in printmaking. During the Greco-Italian and Greco-German war, Katraki created engravings portraying the Greeks' struggle against conquerors, capturing both courageous and challenging moments.

Kostas Paraschos (1912−1997): Photographer Kostas Paraschos, residing in Athens during the occupation, documented the harsh realities of Greek life under foreign rule. Despite the risks posed by the German ban on photography, Paraschos clandestinely captured 800 photographs, depicting hunger, misery, and death. His efforts resulted in a unique documentation of the horrors of the Occupation and war in Athens.

POLAND **Heroes of Resistance During World War II**

Irena Sendlerowa: Acknowledged as one of Poland's Righteous Among the Nations, Irena Sendlerowa led a courageous campaign to rescue Jewish children from the Warsaw Ghetto during World War II. Acting within clandestine structures like the "Żegota" Council for Aid to Jews, she and her collaborators saved several hundred children.

Lili. Maryla Kaiserbrecht née Biedermann: Born into a wealthy German family, Maryla Kaiserbrecht aided Polish soldiers, civilians, and prisoners during the occupation. Despite being tortured by the Gestapo, she persisted in her humanitarian efforts until her tragic end.

Antonina and Jan Żabiński: Owners of the Warsaw zoo, Jan and Antonina Żabiński sheltered numerous people during the war, earning them the title of Righteous Among the Nations in 1965.

IRELAND **Personal Narratives of Conflict**

William and Tom Caughey: William Caughey recounts the tragic story of his brother, a member of the Parachute Regiment ambushed by the IRA in 1979, resulting in one of the deadliest attacks on the British Army during the Northern Ireland Troubles.

Eamonn Baker: Eamonn Baker, a university student from Derry/Londonderry, witnessed the British Army's shooting of unarmed civilians during a civil rights march in 1972.

Mary Callaghan: Mary Callaghan shares the harrowing tale of her sister and brother-in-law, forced by the IRA to carry out a bombing attack on a pub.

CYPRUS **Resistance and Sacrifice**

Efrosini Proestou: Efrosini Proestou's courageous act involved sheltering twelve children during the Turkish invasion, facing arrest and torture by the occupying forces but steadfastly refusing to disclose their whereabouts.

Papageorgios Athanasios: The priest of Palaikithro, Papageorgios Athanasios, endured torture during the Turkish invasion atrocities and ultimately succumbed to his injuries.

Giorgos Galinis: Giorgos Galinis shares the emotional journey of discovering his father's fate, missing since the Turkish invasion, and the retrieval of his remains 47 years later through DNA analysis.

SPAIN **Defiance and Solidarity During the Spanish Civil War**

Dolores Ibárruri (La Pasionaria): Dolores Ibárruri, known as La Pasionaria, played a crucial role during the Spanish Civil War, advocating for the defense of Madrid and later assisting Republican families in rescuing their children from Franco's Spain.

Miguel Hernández: Miguel Hernández, a self-educated poet and soldier, fought on the Republican side during the Civil War. Imprisoned by Franco's forces, he succumbed to tuberculosis while incarcerated.

Flor Cernuda: Flor Cernuda, a militant for freedom and democracy, fought against the Franco dictatorship and continued her advocacy until her passing in 2014.

The stories of the above are presented through storytelling and multimedia elements in our digital book.

System requirements

We do our best to assure that the online platform will not need any special technical requirements. Thus, the only thing you need to enjoy the "training material" is stable Internet connection and pc/laptop/tablet (smartphone is ok too, but the experience is not very good, due to the small screen of such a device).

You can use any browser you like (it should be always in the last version!), still, the recommended browser is Chrome. The online platform works perfectly on all OS because it´s about the internet and web browser, not about Windows vs Mac OS 😊

What about HW requirements? When your computer can handle Win 7 or appropriate version of MAC OS, the platform will work without any problems.

You do not need to sign up to access the platform or the digital book. The latter is available in 4 languages, namely: English, Spanish, Polish and Greek

How to use the book?

The book is online tough bellow link. Its available in various languages.

https://publuu.com/flip-book/281701/754418/page/52

The book is interactive and therefore viewing it online is recommended although the platform allows you to print it and even download it.

Its story is followed by pictures and videos that you can click on and enlarge or view. There is no need to leave the digital book to see the videos as they will play inside the book.

For example, as you can see from bellow figure, in the middle of the picture which contains the video, there is this sign and if you press it, the video will start to play. If you press again, it will be paused but of course you can start it again. This can happen as many times as you want.

ΙΣΤΟΡΙΕΣ ΑΠΟ ΤΗΝ ΚΎΠΡΟ

ΓΙΩΡΓΟΣ ΓΑΛΗΝΗΣ

Οι περιγραφές του Γιώργου Γαλήνη είναι συγκλονιστικές! Ο πατέρας του ήταν ανάμεσα στους χιλιάδες αγνοούμενους που εξαφανίστηκαν μετά την τουρκική εισβολή. Κατάφεραν να ανακτήσουν τα οστά του 47 χρόνια μετά την εξαφάνισή του μέσω ανάλυσης DNA. Έτσι περιγράφει την ιστορία:

«Γνωρίζω τον πατέρα μου μέσα από τις λίγες στρατιωτικές φωτογραφίες επειδή είχε πολεμήσει το 1964 στις μάχες της Τιλλυριάς (είχε έρθει στο Μεγάλο Πεύκο πριν από τη μάχη της Τιλλυριάς για εκπαίδευση πυροβολικού) και τις περιγραφές της μητέρας και των συγγενών του», λέει ο Γιώργος Γαλήνη (γεννημένος στις 6 Δεκεμβρίου 1974). Και συνεχίζει: «Μπορώ να πω ότι τους είδα επίσης με υπερηφάνεια επειδή κρατούσε το όπλο και τα έδειχνα στους φίλους μου λέγοντας ότι αυτός είναι ο πατέρας μου και πήγε στον πόλεμο και θα επιστρέψει κάποια στιγμή, αυτό μας είπαν... μεγαλώνοντας η απουσία του ήταν εμφανής παντού».

Γιώργος Γαλήνης και Γαβριήλ Χρυσόστομου

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ΙΣΤΟΡΙΕΣ ΑΠΟ ΤΗΝ ΚΎΠΡΟ

Μέχρι που ήρθε η ημέρα της επιστροφής. Μια επιστροφή εντελώς διαφορετική από αυτή που περίμεναν. Σοκαριστικές είναι οι περιγραφές τους για τις στιγμές που έζησαν όταν ήρθε το μήνυμα ότι ο λαός τους είχε βρεθεί.

«Μαζεύαμε μερικά λουλούδια και πήγαμε στο ανθρωπολογικό εργαστήριο για να δούμε τα οστά του πατέρα μου», λέει ο George. Και συνεχίζει: Αναγνωρίζαμε τον πατέρα μου από τα προσωπικά του αντικείμενα και τις διαφορετικές κάλτσες που φορούσε εκείνη την ημέρα. Την ημέρα που έφευγε από το σπίτι ήταν τόσο βιαστικός να πάει στον πόλεμο που έβαλε σε «διαφορετικό σοκ»!

Όταν η μητέρα μου το το έδειξε, η μητέρα μου της είπε ότι είναι εντάξει, θα πάω στον πόλεμο! Με την επιστροφή των οστών του έχουμε ένα μέρος να ανάβουμε ένα κερί, να κάνουμε μνημόσυνο και αυτό το πράγμα μας παρηγορεί, θεραπεύει τις πληγές μας και ελπίζουμε ότι αυτό που βιώσαμε θα το βιώσουν άλλες οικογένειες... αν μπορούσα να μιλήσω με τον πατέρα μου θα το έκανα. Του έλεγα ότι άφησε πίσω του μια αξιόλογη σύζυγο που πέτυχε και μεγάλωσε τα δύο παιδιά τους και προσπαθούμε να κρατήσουμε ζωντανή τη μνήμη του... Εκείνοι που δεν κάπνιζαν, έδειξαν τολμηρή ανδρεία και αντιμετώπισαν τον Τούρκο εισβολέα και προσπάθησαν ό,τι καλύτερο μπορούσαν, είναι οι σύγχρονοι Σπαρτιάτες. Πολέμησαν στις σύγχρονες Θερμοπύλες του Ελληνισμού στην Κερύνεια ανάμεσα σε βουνό και θάλασσα»!

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There are more options to help you feel more comfortable during the reading of the book.

First, you may view the book page by page but if you click on the yellow button as per bellow picture (on the left side), you will review it as its in the picture of the right side.
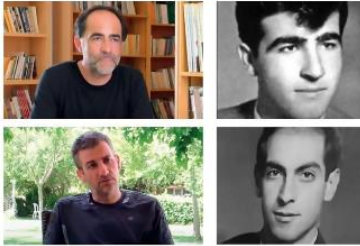
In addition, as you can see from bellow picture, if you press the yellow button, you will be able to share it online with your family, friends etc.

ΙΣΤΟΡΙΕΣ ΑΠΟ ΤΗΝ ΚΎΠΡΟ

ΓΙΩΡΓΟΣ ΓΑΛΗΝΗΣ

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Γιώργος Γαλήνης και Γαβριήλ Χρυσόστομου

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38

From bellow picture, the yellow button will allow you to download the book so that you can review it even without Internet connection.

23

ΓΙΩΡΓΟΣ ΓΑΛΗΝΗΣ

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Furthermore, you do have the option to turn on/off the sound of the video.

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Moreover, you can choose to print some specific pages or even all the book pressing the yellow button.

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You can zoom in as much as you want pressing the yellow button as bellow picture illustrates.

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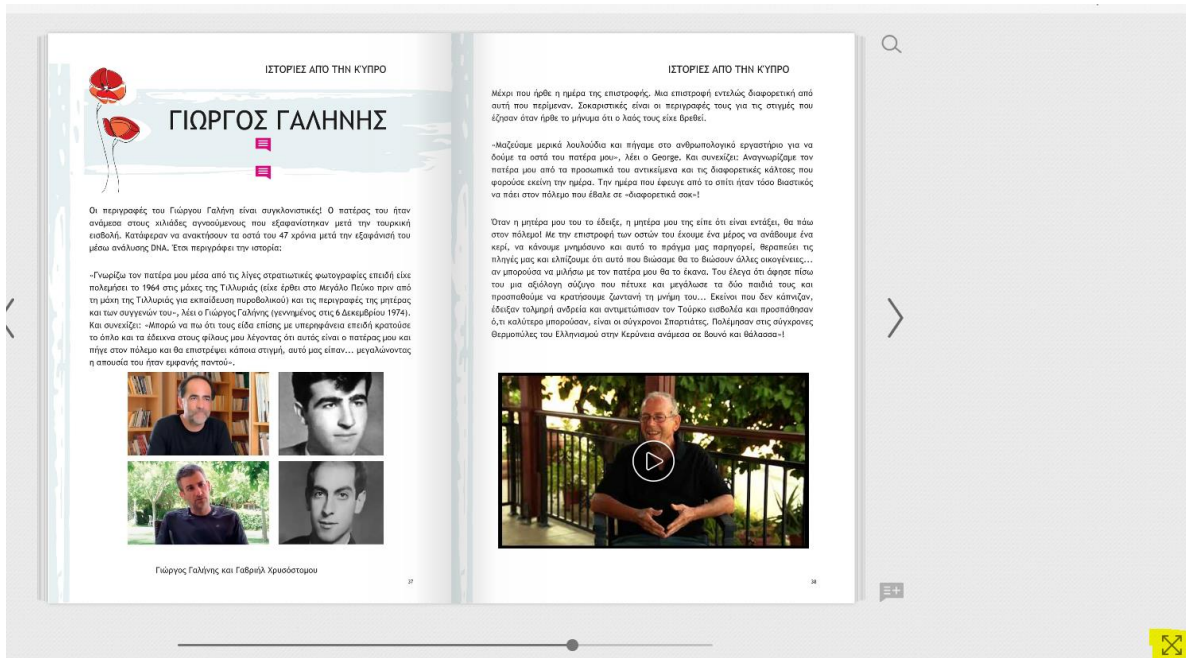
Last but not least, you do have the option to keep notes pressing the yellow button.
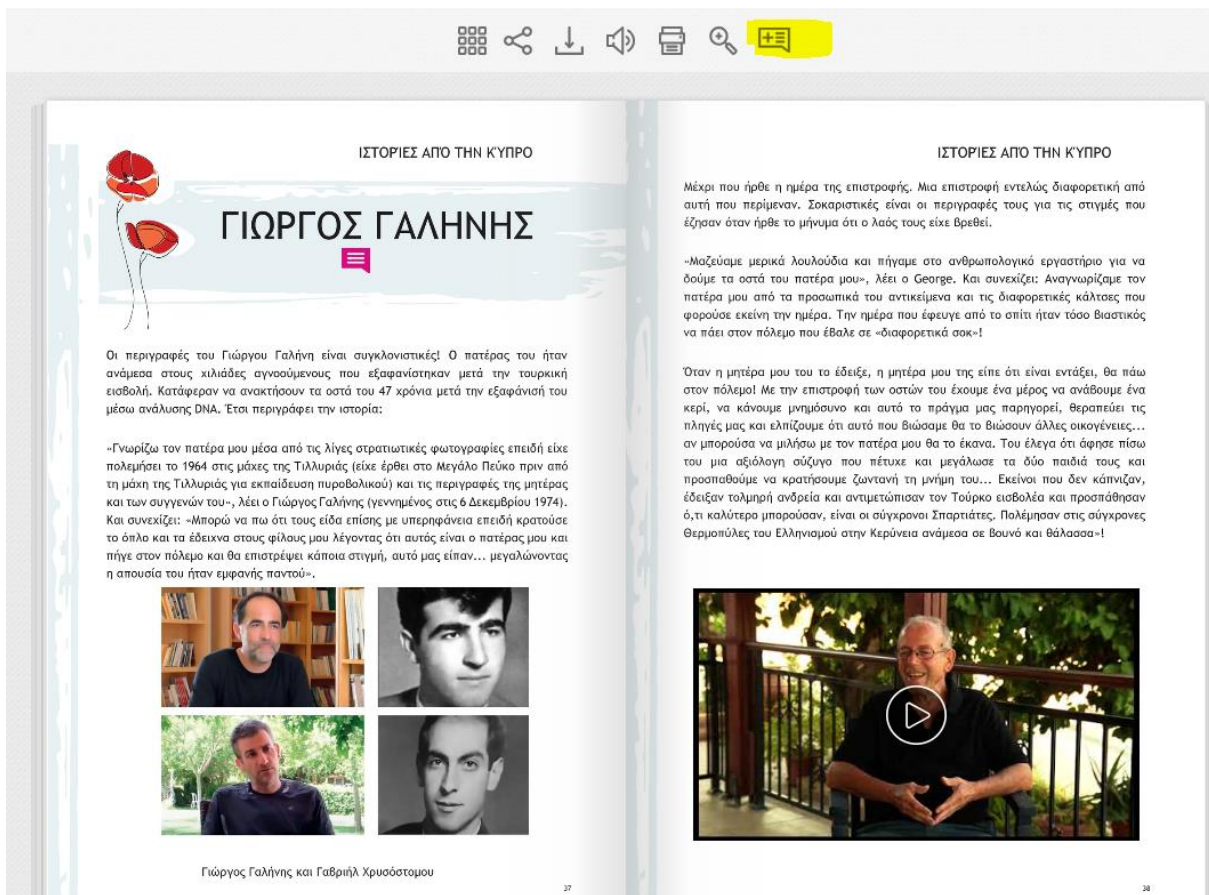
Once you press it, bellow table will be appeared. As you can see, you may write down notes using different colours so that you can pinpoint the differences.
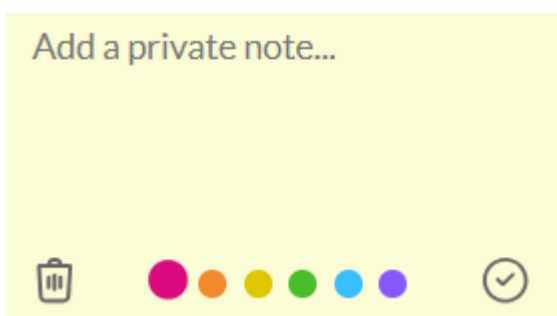
Lastly, you can review the book in full screen pressing the yellow button that is on the left down side of the page.

Troubleshooting Guide

Evaluation Forms

This guide serves as a comprehensive resource for trainers, ensuring they have the knowledge and tools necessary to effectively deliver training sessions. It's important to customize the guide based on the specific training program and organizational needs.

Where to find additional stories?

Finding stories of people who fought in World War II and other significant conflicts in Europe can be done through various sources, both online and offline. Here are some suggestions:

- **1. Oral History Archives:**
- Many organizations and institutions have oral history projects that document firsthand accounts of individuals who lived through historical events, including World War II.

Check with local archives, museums, or national institutions that may have collected oral histories.

- **2. Veterans' Organizations:**

- Reach out to veterans' organizations, both local and national. They often share stories of their members and may have archives or publications that document personal narratives.

- **3. Libraries and Archives:**

- Visit local libraries, especially those with extensive history collections. National archives and military archives may also house personal accounts, diaries, letters, and other documents from World War II.

- **4. Online Archives and Databases:**

- Explore online archives and databases that specialize in military history. Websites like the National Archives (for specific countries), Library of Congress, and online platforms dedicated to military history may provide access to digitized records and personal narratives.

- **5. Military Museums:**

- Military museums often curate personal stories of soldiers who served in various wars, including World War II. Visit museums or explore their online resources for firsthand accounts and exhibits.

- **6. Books and Memoirs:**

- Many veterans and their families have written memoirs or books about their experiences. Search for literature related to World War II, both non-fiction and fiction based on true stories.

- **7. Documentary Films and Series:**

- Watch documentaries and series that feature interviews with World War II veterans. Documentaries often include personal narratives and provide a visual representation of historical events.

- **8. Online Forums and Communities:**

- Join online forums and communities where individuals discuss and share family histories or personal accounts of World War II. Websites like WWII Forums and other history-related communities can be valuable resources.

- **9. Educational Institutions:**

- Contact universities and research institutions that focus on military history or the social impact of wars. Professors and researchers may have access to personal accounts or can guide you to relevant resources.

- **10. Social Media Groups:**

- Explore social media groups or pages dedicated to World War II history. Many enthusiasts and historians share stories, photographs, and resources in these online communities.

- **11. Family Records and Archives:**

- Check your own family records, letters, and archives. Many families have preserved documents, photographs, and stories from relatives who served in World War II.

By exploring a combination of these sources, you can uncover a rich tapestry of personal stories from individuals who played a role in World War II. Always approach these accounts with sensitivity and respect for the experiences of those who lived through such significant historical events.