



# CONDUCTING HUMAN RIGHTS EDUCATION

A GUIDE ON ONLINE AND OFFLINE TOOLS  
2022

# Conducting Human Rights Education

## *A Guide on online and offline tools*

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**DIVERSJA**

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# ABOUT THE GUIDE



In the first week of November 2021, five groups of participants, each representing a different country, gathered in Krzyżowa, a small village in Poland. The countries (and organisations) involved in this project were: Poland (Diversja), Italy (HRYO), Czech Republic (Brno For You, Z.S.), Belgium (La Concertation ASBL) and the Netherlands (JUB). They came together to participate in a training course "Human/Living Library online" supported by the Erasmus+ Programme and hosted by Diversja, a Polish NGO that focuses on educational activities regarding Human Rights and coordinates the network of over 50 Living Libraries in Poland.

Since the project has been written and mostly implemented during COVID-19 pandemic, it was specifically focused on the digital implementations of the Living Library and other interactive activities online. The main aim of the project was to empower participants in developing competencies related to promoting respect for diversity by learning about and using mentioned online methods.

The participants didn't only offer diversity in where they came from, but also in the role they fulfil in the Living Library, which include Books, librarians, volunteers and organisers. They shared their own perspective and experiences with the group, which led to a lot of new and useful insights. One of them was that even though in all of the named countries the Living Library is being organised following the same methodology, all organisers take a bit of a different approach and therefore create unique events.

The training offered a place to discuss these different ways and learn from each other to be able to improve the Living Library in participants' countries by implementing new ideas and strategies. The training also gave the opportunity for the participants to form diverse groups and develop digital tools that have educational value in the field of Human Rights. Some of them were tested and implemented from December 2021 to April 2022, as local actions for communities in mentioned countries.

The idea of the project has been developed during the lockdown due to the COVID-19 pandemic and originated from the need for more (and new) online tools for Human Rights education. The training course in November 2021 was therefore mainly focused on the online aspect of the Living Library and online activities. Luckily, during the project implementation, the restrictions regarding the pandemic were lifted, which gave room to some of the local activities and the evaluation seminar in April 2022 in the Netherlands to also focus on the offline activities.

*In this guide you will find both digital and non-digital tools for Human Rights Education that we implemented and tested and which we are happy to share with you. For some of the tools we provided examples, which you will find in annexes; we encourage you to use them freely.*

*The guide is a result of collective work of the group, therefore speaks diverse voices and we are proud of this diversity. We hope the tools presented will provide you with some form of inspiration for your youth work.*

*Have fun reading!*

# PLAYFUL INTRODUCTION TO ZOOM

## AIM

- This is an introductory activity for people who are not confident with computers, who will participate in a ZOOM videoconference in a simple setting, like for example having a conversation with a Book in a Living Library online.
- The participants don't need to know how to use ZOOM. On the contrary, their task will be to master some tools. That's why, in order not to overwhelm them with too much information, we deliberately chose games that only use the options they might need.
- The objective is, above all, to take away any stress they might have in relation to videoconferencing, and to let them experience that the technical challenges are not impossible to overcome. Therefore, the initiation will be held in the form of a game in Zoom

## MATERIALS

- 1 computer or smartphone with microphone and camera (integrated or external)
- 1 headphone or earphones set;
- Internet access (if possible, Google Chrome browser).
- Access to an email address to click on the meeting link. No download is necessary;
- A Zoom session (pay attention to the duration of the game so that the participants are not disconnected before the end of the game if you're using the free version);
- Create 2 meeting rooms, name them, set 3 minutes of time and a 60 seconds countdown.
- In the audio settings, check the box "Press the space key to temporarily reactivate the microphone";

## EXPLANATION

### 1. GAME: WHO IS IT?

- Everyone turns off their camera (camera icon). We give ourselves a nickname (= rename). Choose gallery view.
- When someone finds out who the person is, they put their camera back on.
- Hint 1: list of players in the chat.
- Hint 2: player adds a one-word hint on the chat for everyone

#### *Skills to acquire:*

- Switch on and off the camera / remove the photos;
- Choose a nickname/rename: click on participants (the window on the right opens). Click on MORE next to their name, then "rename";
- Choose the video gallery option: display at the top right, click on the grid;
- Use the chat to talk to everyone.

## 2. GAME: LIST OF ITEMS TO COLLECT

As quickly as possible, show to the rest of the group one of these objects.

- **List:** 1 stapler; 1 bandanna; 1 zucchini; 1 deodorant; 1 flute; 1 mole; 1 newspaper; 1 Christmas light; 1 prescription; 1 green plant; 1 something; 1 grater; 1 pen; 1 paper clip; 1 utensil; 1 night light; 1 yo-yo; 1 euro;
- **Vote:** The participants say whether they approve or disapprove with their thumbs:
  - Pointed Up: Yes;
  - Pointed Down: No;
  - Horizontally: Blah;

### *Skills to acquire:*

- To manage time.
- Enter/exit a breaking room.
- Understand a simple instruction;
- Send a reaction;
- Speak out without words



### 3. GAME: BUFFER COVER

Everyone looks at each other carefully. The host sends a message to a participant to tell them that they have been chosen to turn off their camera. The chosen person disappears in front of everyone. The facilitator asks a question about the absentee (for example: what color was the sweater of...? How many green plants were behind them?). Then it is up to them to write in the chat to another participant to designate them as next person to disappear.

#### *Skills to acquire:*

- Choose gallery video option: top right display, click grid;
- Write to a single person;
- Switch on and off the camera;
- Realizing the importance of taking care of the frame: choosing its light (letting our expressions be seen);
- How not to observe yourself but others.

### 4. GAME: MUSICAL BLIND TEST

(Find a band's name and title: 1 point per answer):

- The host sends a song to the private chat of a player who listens to it on headphones and must simultaneously hum the piece in logatome. To answer, click on the space bar.
- Guess 5 pieces played one after another. To answer, click on the space bar.

#### *Skills to acquire:*

- Know how to switch on and off your microphone;
- Read a message in the private chat.
- Use headphones.

### 5. GAME: FRAMING

Succeed in framing as quickly as possible:

- From head to foot.
- Only the eye.
- Camera at eye level keeping your hands free.

#### *Skills to acquire:*

- Know where our camera lens is.
- Look at the camera and place it at the right height.

# LIVING LIBRARY - IN PERSON EDITION

Are you ready to  
face your prejudice?

The Living Library is not like a regular library. Instead of books, you read people. Several living Books are waiting to talk to you. They carry titles that have to do with the prejudice they face.

*You are entering your local library. A smiling librarian wearing a 'Living Library' shirt approaches you. "Have you ever talked to a living book?" they ask you.*

*They guide you towards the front desk. A big screen shows the available titles of Books. The desk worker hands you a catalogue. A list of titles with short descriptions underneath tells you a bit about the Books and their stories.*

*You make a choice: you want to talk to a Refugee. You've heard a lot about them on the news, but never actually talked to one. You sign in at the desk. Another librarian meets you at the desk. They pick the Book up from the 'Book shelf', where the Books are waiting for a reader. The librarian introduces you to the Book and takes you to a quiet space in the library to talk. The librarian explains: "You get thirty minutes to talk. Afterwards, you can extend it for ten more minutes. Enjoy!"*

*You talk for thirty minutes and both decide to extend your time when the librarian comes back. You're learning about the Book and their stories. You have a deep conversation: you can ask them anything and they can do the same. Their story makes you emotional: you never thought of it from a Refugee's point of view before. You feel like you'll react differently next time you read an article about the refugee crisis.*

*When the thirty minutes are up, you say goodbye to the Book and thank them for their time. The librarian takes you to the evaluation table, where you fill in a short survey and talk about your experience. Afterwards, you return to the front desk. "I want to read someone else!"*

In a nutshell, this is the experience a reader can have when they attend a Living Library event.

There are many ways to choose which Book might be interesting to you. The reader in the example above chose someone based on a prejudice they have from the news they're exposed to. A different reader might choose a Book based on their own personal experience: for example, a conversation with a transgender person can be extremely valuable for someone who's struggling with their own gender identity.

Because the reader and the Book get to decide what questions to ask and get to sit together for 30-40 minutes, a safe environment is created where there is space for complete honesty and vulnerability. This creates beautiful, open and emotional events that leave people excited for more.

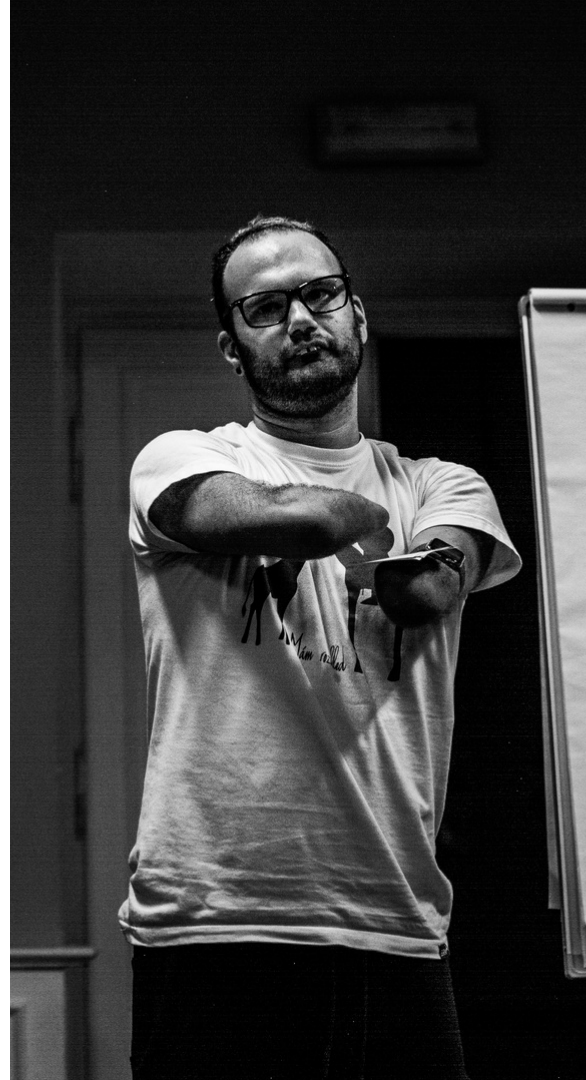
# LIVING LIBRARY - IN PERSON

## AIM

- Create a successful, safe event for volunteers and visitors
- Spread awareness and confront prejudice
- Evaluate the experience with readers and volunteers

## MATERIALS

- Screen or whiteboard
- Nametags
- Sign-in lists for readers
- Tablet or laptop for evaluation form
- Book titles (either digitally or on the online form)
- Script featuring roles for every volunteer
- Promotional material (posters, banners, flyers, bookmarks, stickers, etc.)
- Printed catalogs containing the attending Books



## EXPLANATION

### Before the event

- Prepare places for the Books and readers to sit. Prepare tables with two or three chairs, one for each Book attending (So 10 books = 10 seating areas).
- Prepare the 'shelf': a table surrounded by chairs, large enough to seat every Book.
- Prepare the desk: a table with a screen or whiteboard behind it, sign-in sheets and catalogs on the table.
- Prepare the evaluation table: have a tablet or laptop close by a table or seating area so readers can fill out the evaluation form.
- Welcome the Books and volunteers arriving.
- Briefing: do an introduction round where everyone states their name and the Books state their title as well. Inform volunteers of their tasks.

### Start of the event

- Start the event. Encourage visitors to sign up
- Keep an eye on the time, make sure the conversations aren't too long
- Update the screen/whiteboard according to availability of the Books

### After the event

- Clean up the things you moved (e.g. tables, chairs)
- Remove promotional material
- Evaluate with the group: ask everyone to sum up how they felt about today. Write down feedback
- Thank everyone for their time and end the event

## ROLES DESCRIPTION

For Books and volunteers, these events are a great way to do meaningful work and to meet new people that are passionate about diversity and inclusivity. In most events all the present staff works on a voluntary basis. The way the roles are divided and described in this guide are coherent with the official Living Libraries guidelines. There are a few possible roles someone can have during an event.

### LIBRARIAN

This is someone who works at the desk, someone who checks on Books during the conversation and keeps an eye on the time, or someone who does the evaluation with readers. These people are not to be confused with the actual staff of the library.

### VOLUNTEER

As mentioned before, most of the staff are volunteers, but the title 'volunteer' is reserved for people sitting with the Books on the 'shelf' (the place where Books wait if they're not in a conversation), providing care, food and drinks.

### BOOK

Books are volunteers who joined the Living Library because they have a story to share that is related to Human Rights violation or stigma. They have a title and their stories are featured in the catalog. They're the ones having conversations with the readers.

### DICTIONARY

The dictionary is a volunteer who helps translate the conversation if the Book and the reader don't speak the same language. The dictionary sits with them during the entire conversation and translates back and forth.

## INTERNATIONAL DIFFERENCES AND VARIATIONS

The method used for an event differentiates a bit depending on the country. Differences between countries will be explored below.

### *Italy*

In Italy they decided to be more creative with the titles. Because they noticed the Books weren't very comfortable with possibly stigmatizing titles, so they let them choose their own. It can be about their identity, or some word-play. Most of them prefer word play because it's a way for them to approach their topics in a funny way. An example is the title 'Diversamente Positiva' (Diversely Positive) for a Book who is HIV positive. Underneath the description in the catalog they shortly describe some themes that the Book deals with.

### *Czech Republic*

In the Czech Republic the events are not held in libraries, but at different companies and buildings around the country. For example, they have done events at schools, universities, in cafeterias, parks and even one in an IKEA building. They do this because it's important to them to spread the knowledge as far as possible. They want to teach others how to set up their own Living Library event to make it a widespread movement.

### *The Netherlands*

In the Netherlands the volunteers have a slightly different title. The Netherlands features matchmakers: these are volunteers that are responsible for 3-5 Books. They keep an eye on the time for the Books and they protect their safety. They inform the librarians at the desk when a Book is free or on break.

### *Poland*

In Poland they feature an extra option for readers to leave their feedback. Every Book present at the event has an envelope featuring their title that is displayed around the desk. Readers have the option to leave a note or letter for the Book they spoke to. After the event, the Books get to take the envelopes home to read. The reason they do this is to provide the reader with a chance to leave a more personal message than the evaluation form can provide.

### *Belgium*

In Belgium they are very focused on the education and training of the Books. Before their first event, Books have an individual 3 hour meeting with the organisers. Here they talk about the feelings, emotions and expectations they have about being a Book and telling their story. They discuss the message the Book wants to convey. Afterwards the Books follow a two-day training about the events and their role in them. They decide on a title and practice conversations and questions. Usually after a few events, Books get one more training about story-telling and how to convey their message effectively.

## **GUIDELINES**

The described concept was invented in Denmark in 2000 and is currently active in over 80 countries (source: [humanlibrary.org](http://humanlibrary.org)). The goal is to combat prejudice and encourage people to talk and listen to each other.

Organizing a complete Living Library event is a complex process. There are a lot of different roles and factors for the organizing team to consider. It is important for the organizers to understand the methodology of the Living Library. We encourage future organisers to carefully read a guide on how to organise a Living Library event. The guide "Don't judge a book by its cover" can be found in the resources of the Council of Europe or [here](#).

# LIVING LIBRARY CARDS

## OVERVIEW

The Living Library Cards can be used during a conversation at the Living Library. The cards can be used as a support or as inspiration for the conversation for both Book and reader. Instead of using the cards you can also make a poster or document with all the questions together and hand it over to the reader and Book before the conversations starts so they have some time to prepare and be inspired before the conversation.

## AIM

To make the reader and Book more comfortable to have the conversation and to know what to ask. It can function as a guide for the conversation without making it a structured interview.

## GROUP SIZE

Two to five people (you need at least one Book and one reader so it is depending on how many readers a Book has).

## MATERIALS

Cards can be printed or cut on the forehand. The inspirational document containing the examples of questions you can find in the annex of this guide.

## DURATION

Activity can take 20 to 30 minutes (as long as a conversation takes).



## EXPLANATION

Developing the Cards:

- Brainstorm about what both reader and Book can ask during a Living Library (you can look for some inspiration at the end of this document).
- Dividing the questions you came up with at the beginning, the middle and the end of the conversation.
- Write down the questions on a piece of paper which you can cut later in small pieces/cards. Or you make them in an online document which can be printed out
- Cut out the cards.

How to use the Cards:

- The cards are divided into 3 categories in 3 different colours each representing a different stage of the conversation: green for beginning, orange for middle or blue for end of the conversation.
- The cards will be available before the start of the conversation. It is not compulsory to use the cards, it just serves as an inspiration, for example, for readers and Books who are attending Living Library for the first time or are not that much experienced. The matchmaker or volunteer can ask the reader or Books if they want to use the cards.
- The reader or the Book can pick a card with a question and ask this question during the conversation.

## ONLINE ADVICE

The Living Library Cards can be used during a conversation at the Living Library - both offline and online. The cards can be used as a support or as inspiration for the conversation for both Book and reader.

Instead of using the Cards you can also make a poster or document with all the questions together and hand it over (or send it - if it's an online edition) to the reader and Book before the conversations starts so they have some time to prepare and be inspired before the conversation.



# TABOO GAME

## OVERVIEW

Taboo is a verbal game played with two teams of three players or more, with usage of a deck of guess cards with a set of taboo words and a buzzer. In this case, the deck of guess cards contains words related to the Living Library methodology and Human Rights topics in general.

## AIM

- To help players to become familiar with the topic
- To learn new words and concepts about Human Rights education and Living Library
- To practise inclusive language
- To challenge players to break stereotypes
- To open a discussion about stereotypes and taboos



**GROUP SIZE:** 3 players or more.

## DURATION

- At least 15 minutes for playing
- Around 15 minutes to discuss the words analysed and the stereotypes with your team

## EXPLANATION

This Taboo Game is very similar to the traditional Taboo in terms of rules and scoring. It goes as follows: the cards are placed in the card holder and Team A selects a person in their group to be the Clue-giver. This person takes the card holder and places the first card away from their team so that they are not able to see it.

Clue cards have the clue word on the top of the card and the taboo words listed below the clue word. Clue-givers then start and keep the timer and must get their team to say the guess-word on the card without using one of the taboo words in one of their clues. If a taboo word is used then Team B should make the buzzer sound, which penalises Team A by causing the current guess card to go into the discard pile.

## TIP FOR BEGINNERS

Another version of the game, suggested for beginners to the topic, could be to use only the guess word as a taboo word, without taking into consideration the other words listed below.

The game continues until time runs out. Each time a teammate successfully guesses a clue-word, a new card is placed upon the old and each card in this pile represents one point for Team A.

The team not giving clues must watch for Taboos or other violations of the rules. If they successfully spot a rule being broken, they may use their buzzer to interrupt the game and very briefly explain the infraction.

## RULES

- Clue-givers may not use any taboo words, including abbreviations and any part of the taboo word.
- Clue-givers may not use sound effects or use gestures to indicate the clue word.
- Clue-givers may pass on any card at any time, but the card is then placed in the discard pile.
- When time is called, the final card does not go into the discard pile, but is instead removed from the game.

## DESCRIPTION - STEP BY STEP

1. Create your team.
2. Take a card.
  - a. Describe the word on the top of the card without using those listed below.
  - b. Describe the word on the top of the card without using it as a taboo word (easier for beginners).
3. Check the time you have to describe the word to your Team.
4. Keep on playing and challenge yourself!
5. After the game, take some time to discuss with the other players if there were some stereotypes that popped up in your mind when describing the words. You may use these reflection questions:
  - Do you feel that some parts of your description could be offensive to someone else? Why
  - Can you think about some other description?
  - What is a stereotype? How do we create stereotypes? How did they influence our perception in the game and in real life?

## ONLINE ADVICE:

This game can be performed online and can be used in a Living Library online event as an energizer and to entertain the readers while they are waiting for the Books. In order to do so, you should create a digital version of the cards and choose a platform that enables you to create breakout rooms.

## VARIATION

It is possible to use the cards for other games, e.g. Charades. In this case, you should:

- Find another player or make up your group team
- Take a card without looking at it first. Only the other player can see the word on the card.
- Start by asking questions about the word to find out what word it is - the answer can be only YES or NO.
- The time limit is not strict, but you can stop at 3 min.
- Change
- Discussion as at the above-mentioned point 5.

## TIP

Various words can be part of the guess cards' deck! Some examples may be:

- Human Rights education: assumptions, human rights, stereotypes, taboo, exclusion, refugees, inclusion, future, prejudice...
- Living Library methodology: librarian, human Book, shelf, disability, minority, LGBT...



*Krzyżowa, Poland*



*Ommen, the Netherlands*

# LIVING LIBRARY ONLINE

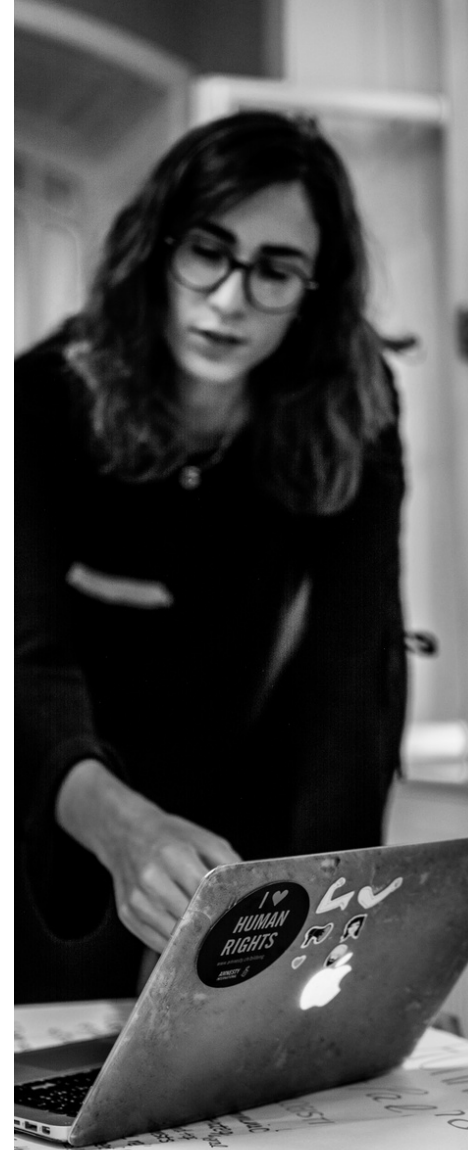
## OVERVIEW

A Living Library Online is an event in which someone who represents a group that is stigmatised by the society has conversations with a reader who wants to know more or learn more about this specific topic. They are defined as living Books and readers. In a conversation the Books they can answer questions based on their personal experiences about their stigmatization.

An online Living Library is a good replacement for a physical edition, for example in times in which such an offline option is not possible, such as the Covid pandemic. Also an online edition offers more opportunities for people who are not able to attend an offline Living Library due to e.g disability or mental health.

## AIM

- Create better understanding and better awareness about diversity and inclusivity.
- Break stereotypes.
- To reach out to more and different people than an offline edition.



## GROUP SIZE

The group size depends on how many Books and readers there are. You need a moderator, two or more librarians, multiple Books, multiple readers.

## DURATION

3 hours (without the preparation and the evaluation).

## MATERIALS

- Computer device
- Stable internet connection
- Platform to be used (like Zoom)
- Signup form (e.g. Google forms)
- Catalogue consisting of a list of the available Books to post on social media.

## EXPLANATION

### PREPARATION: SELECT THE PLATFORM TO BE USED

- Select the platform to be used (it needs to allow break-out rooms)
- Identify the number of people needed to organise the event (volunteers/librarians, interpreters, and organisers).
- Select a moderator.
- Select a date.
- Select a time.
- Prepare both digital and non-digital promotion materials (leaflets, social media events, interviews, videos, posters, banners, logo..).
- Create the catalogue.

- Create the rules.
- Create a signup form (e.g. on Google forms) to be filled out by the readers to select the Books to be read and for them to be alerted about the event.
- Send reminders.
- Prepare the booking system (it needs to enable the Reader to book a conversation with specific Book in specific time and make it then unavailable for next Reader; we recommend installing the function of Choice eliminator)
- Create a 'reading schedule'.
- Training of the Books, volunteers/librarians (learning about the programme and breakout rooms as well; you can use one of the games from the chapter one in this guide).

## DURING THE EVENT:

- Divide breakout rooms with a waiting lounge, bookshelf and the rooms for the conversations, and give the breakout rooms the names of the Books.
- Check technical aspects.
- Welcome session, introduction and explanation of rules.
- Having conversations between Books and readers. The conversations will take 30 minutes
- Aftercare for the Book or the reader by a librarian.
- Evaluate together after all the conversations are finished.
- Send the evaluation form by email
- Start the second round and follow the same steps as written above
- The Living Library will end after the last conversation. The group then evaluates together, discusses experiences and all participants are thanked for their time.

## EVALUATION

- Create an evaluation form both for the Books and readers
- After each conversation during the online Living Library, you send an evaluation form to the readers concerning the thoughts and impressions they had about the conversation with the Book (If they had several conversations, you will have to send several evaluation forms).
- After the last round of conversations when the readers are already gone, all the Books and the other volunteers will have a short evaluation of the event. Questions you can ask: What are your feelings about the Living Library Online? How was it for you? Any recommendations for the next event? Anything you want to share?
- Create a final report (by organisers, volunteers...).



# PUBQUIZ ONLINE

## OVERVIEW

A pub quiz (quiz night, trivia night, bar trivia) is a competition which takes place in a pub, bar, café, or online, and consists of delivering group answers to trivia questions asked by the host. Based on the amount of correct answers, a winning team or teams are chosen, and usually receive a prize.

## AIM

Depending on the particular event's content, the pub quiz may aim to spread awareness, educate the learners, to speak out and raise social issues, to promote teamwork, to practise non-formal educational tools by the gamification of the topics. Additionally it aims to entertain the participants and audience.

## GROUP SIZE

More than 10 participants, less than 50, split into teams. It is recommended to have at least 3 teams.

## DURATION

If the quiz has 20 questions, 2h for the game + 30min to set up everything.

## MATERIALS

- Ppt presentation with questions without answers
- Ppt presentation with questions and answers
- Instead of ppts, an online tool as kahoot can be used
- Prizes for the winning team
- Sheet to fill in the answers (can be for prior download if quiz takes place online)

## EXPLANATION

1. During the preparation phase, research on the chosen topic has to be performed in order to arrange the questions in the most accurate way possible. The challenge is that there may be participants that know the topic better than the organisers, hence, the organisers should have their backs well covered. During the research, it is a good idea to try to access authorized, published materials of the institutions related to the topic. As an example, for a Human Rights Pubquiz, the next question was extracted from a UN learning material:

*Which of the following is absolutely prohibited under international law?*

- a. Death penalty (execution)*
- b. Slavery*
- c. Selling guns*

2. Once the research has been done, a set of at least 20 questions has to be prepared. Depending on the familiarity of the participants with the topic, it is a good idea to mix questions about the topic with more general trivia questions. For example, for the topic of Human Rights, general questions about countries and cultures can be introduced to ease the pressure on the participants.

3. It is necessary to know beforehand who is going to attend the event and to which team they will belong. Spontaneous groups are welcome to join, and, as the online event has no restriction in the number of seats, an unlimited number of participants can take part. This is necessary, among other reasons, to guarantee that the prize to be given, if there is one, will be sufficient for the number of members of the winning team.

4. Once the set of questions is ready, it can be introduced in a ppt or in an online tool as Kahoot. Then, the questions will be presented online through any of the available online communication tools such as Zoom, Skype, etc, or in a streaming platform like Youtube. If a ppt is used, an answer sheet with blank spaces has to be provided. This will be collected later on for its correction.

5. On the day of the event, the host will make sure all teams are ready to begin with the activity. Before starting, the host should provide a short 5 min introduction about the topic. Then the host will proceed to present the questions one by one, giving an answer time of 1 or 2 min per question. It is recommended to split the questions in rounds of max 10 questions, so participants don't get overwhelmed. Once the questions are over, the host will proceed to collect the answer sheets and present the correct answers. 1 point will be given per correct answer. The group with the most points wins and will eventually receive some sort of prize.



# LIVING LIBRARY PODCASTS

## OVERVIEW

A series of podcasts recorded with Books active in a Living Library in online and offline environments that can be used on the long term.

## AIM

- To raise awareness about discrimination, prejudice and stereotypes
- To make Books accessible to wider audience
- To record and preserve the Books' stories
- To raise awareness about Living Library method



## GROUP SIZE

The minimal requirements are Books, reader/interviewer and audio technician.

## DURATION

Half day of recording per Book.

## MATERIALS

- Microphone
- Headphones
- Space suitable for recording
- Recording and editing software
- Laptop
- For online: Zoom

## EXPLANATION

Living Library podcasts are designed to capture the Books' stories in an attractive way. Podcasts are a popular medium nowadays, and that is why it might be a good idea to use them. This way Books' stories can reach a wider audience such as people unable to attend the event offline physically. Same goes for the Books that are unable to attend offline Living Libraries.

In this way the Books' stories can live on and be shared. These podcasts can become, for example, a part of educational materials at schools.

First you must find a Book that is willing to share their story and it is ok with it being recorded. It's really good to do the first reading without recording as a try-run and to see what you really want to convey. You need to decide what will be the type of podcast. Namely free dialog, structured interview or just a Book telling the story.

## TIP FOR BEGINNERS

If you plan to do Living Library podcasts for the first time, it's recommended to go through the offline event first to understand the Living Library concept and aims so you do it in a way that you don't unconsciously harm the Books or the readers.

Then it's always good to test your tools before allocating time with the Book to be sure that everything works well and always double check before each recording.

Keep in mind that podcasts should be a fun way of capturing difficult life stories and always consider the possible impact on the Book life after sharing it. Plan and provide the aftercare for Book and reader.

## RULES

- Respect the rules and conventions of the Living Library method.
- Always respect the Book and if the Book declines the recording in the end, it's ok. Never force the Books into sharing.
- Do not interrupt each other, it will be difficult when editing later on. Make sure that only one person speaks at a time.

## DESCRIPTION - STEP BY STEP

1. Find the team of organisers who will be working on the podcast and on who can support you.
2. Find the Books.
3. Based on the Book's availability, find the appropriate date and time.
4. Find the proper place for recording.
5. Prepare the tools:
  - a. Microphone (At least one per person)
  - b. Recording device (In case of interview one per person to have two tracks)
  - c. Headphones (ideally wired ones)
  - d. Laptop
  - e. Recording and editing software
  - f. Spare batteries
6. First listen to the Book story and decide which kind of podcast you will do.
7. In case of structured interviews, prepare questions to help to convey the Book story in a nice and structured way.
8. Start recording on all required devices (double check!)
9. Check the recording and edit it with the software.
10. Upload it to platforms like Spotify and share.
11. Collect the feedback from the Books and from the teams.

## ONLINE ADVICE

For the online version, you can use a Zoom where there is the option of recording the dialog. In this way you will have the audio recording in your computer and can proceed to the editing part.

## TIP

Check the existing podcast made by participants of the Training Course "We are all Humans: Solidarity on Air" by the NGO Brno for You from Czech Republic. You can find it on Spotify here: [We are all humans - Solidarity on Air - Brno For You](#)

# THANK YOU

**THIS GUIDE COULDN'T BE WRITTEN WITHOUT THE ENTHUSIASM AND EMPATHY OF ALL AUTHORS INVOLVED: THE BOOKS, LIBRARIANS, VOLUNTEERS AND ORGANISERS OF LIVING LIBRARIES IN BELGIUM, THE NETHERLANDS, ITALY, POLAND AND CZECH REPUBLIC**

**TWO LOCATIONS  
FIVE COUNTRIES  
NINE NATIONALITIES  
23 PEOPLE  
216 HOURS  
1000 LITRES OF COFFEE  
MORE THAN 17.000 KM TRAVELLED  
ONE GUIDE**

**DZIĘKUJEMY, DANK JULLIE WEL, DĚKUJEME, ĎAKEJEME,  
GRACIAS, GRAZIE, MERCI, ՇՆՈՐՀԱԿԱԼՈՒԹՅՈՒՆ &**

شكراً

# ANNEX 1: LIVING LIBRARY CARDS

LIVING LIBRARY CARDS

**WHAT BROUGHT YOU TO TELL YOUR STORY?**

**READER: BEGINNING**

LIVING LIBRARY CARDS

**WHAT WOULD MAKE THIS CONVERSATION A GOOD CONVERSATION?**

**BOOK: BEGINNING**

LIVING LIBRARY CARDS

**DO YOU PREFER TO TELL YOUR STORY FREELY OR RECEIVE QUESTIONS?**

**READER: BEGINNING**

LIVING LIBRARY CARDS

**WHY DID YOU CHOOSE MY BOOK?**

**BOOK: BEGINNING**

LIVING LIBRARY CARDS

**WHAT SPECIFIC THING SHOULD I KNOW ABOUT YOU THAT CAN HELP ME UNDERSTAND YOUR NEEDS IN THE BEST POSSIBLE WAY?**

**READER: MIDDLE**

LIVING LIBRARY CARDS

**IN WHAT WAY YOUR PARTICIPATION INTO THE LIVING LIBRARY CHANGED/ IMPACTED YOU?**

**BOOK: MIDDLE**

LIVING LIBRARY CARDS

**WHAT DOES A TYPICAL DAY IN YOUR LIFE LOOK LIKE?**

**READER: MIDDLE**

LIVING LIBRARY CARDS

**IN WHAT WAY DOES MY STORY MATCHES YOUR EXPECTATIONS?**

**BOOK: MIDDLE**

# ANNEX 1: LIVING LIBRARY CARDS

LIVING LIBRARY CARDS

**HAVE YOU LEARNED SOMETHING  
ABOUT YOURSELF WHILE TELLING  
YOUR STORY TO OTHERS?**

**READER: END**

LIVING LIBRARY CARDS

**WHICH PART TOUCHED YOU  
THE MOST?**

**BOOK: END**

LIVING LIBRARY CARDS

**WITH WHAT FEELING DO  
YOU LEAVE?**

**READER: END**

LIVING LIBRARY CARDS

**WITH WHAT FEELING DO  
YOU LEAVE?**

**BOOK: END**

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AND INCLUDE THE GAMES IN YOUR LOCAL ACTIVITIES**

# ANNEX 2: TABOO CARDS

LIVING LIBRARY ONLINE - ERASMUS+

**GYPSY**

**RACISM; TRAVEL; ROMA**

LIVING LIBRARY ONLINE - ERASMUS+

**LGBTQAI+**

**ORIENTATION; GENDER;  
RAINBOW**

LIVING LIBRARY ONLINE - ERASMUS+

**RACISM**

**PREJUDICE; COLOUR**

LIVING LIBRARY ONLINE - ERASMUS+

**REFUGEE**

**ESCAPE; FOREIGNER**

LIVING LIBRARY ONLINE - ERASMUS+

**PREJUDICE**

**OPINION; JUDGE**

LIVING LIBRARY ONLINE - ERASMUS+

**DISABILITY**

**HANDICAP; INCAPACITY**

LIVING LIBRARY ONLINE - ERASMUS+

**LESBIAN**

**HOMOSEXUAL; LGBTQIA+**

LIVING LIBRARY ONLINE - ERASMUS+

**BOOK SHELF**

**TO WAIT; FURNITURE**

# ANNEX 2: TABOO CARDS

LIVING LIBRARY ONLINE - ERASMUS+

**DISCRIMINATION**

**(IN)TOLERANCE; PREJUDICE**

LIVING LIBRARY ONLINE - ERASMUS+

**LIVING LIBRARY**

**LIFE STORY; READ; BOOK**

LIVING LIBRARY ONLINE - ERASMUS+

**HUMAN RIGHTS**

**SOCIETY; AGREEMENT**

LIVING LIBRARY ONLINE - ERASMUS+

**STEREOTYPE**

**ASSUMPTION; PREJUDICE**

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# CONDUCTING HUMAN RIGHTS EDUCATION

