

**Empowering rural communities to digitize,
share and exploit Sense of Place across Europe
through inter-generational exchange |
#ASenseofEU**



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**Training Modules
English version**

**ERASMUS+ KA2 Adult
Cooperation Partnerships in Adult
Project Number 2024-1-IS01-KA220-ADU-000251000**

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1. Introduction

The present document outlines the Training Modules developed within the framework of Work Package 2 (WP2) of the Erasmus+ KA220-ADU project *#ASenseofEU – Empowering rural communities to digitize, share and exploit Sense of Place across Europe through inter-generational exchange* (Project Number: 2024-1-IS01-KA220-ADU-000251000).

The Training Modules constitute one of the main outputs of WP2 and were collaboratively developed by the project consortium through a participatory and interdisciplinary process that combined the expertise, research findings, and thematic contributions of all partner organisations. The development of the modules was informed by the research activities carried out during the earlier phases of the project. These activities included the collection of best practices, stakeholder perspectives, and national insights related to Sense of Place, Intangible Cultural Heritage (ICH), intergenerational learning, community engagement, digitalisation, and sustainable rural development.

The training programme was designed as a comprehensive educational resource intended to support adult learners, community practitioners, facilitators, educators, and local stakeholders working in rural and remote contexts. The modules aim to strengthen participants' understanding of the relationship between Sense of Place, Intangible Cultural Heritage, community participation, intergenerational learning, digitalisation, and heritage-based local development. Through a combination of conceptual input, practical activities, collaborative exercises, reflection, and experiential learning approaches, the programme seeks to empower participants to recognise, explore, safeguard, and valorise the cultural and social characteristics of their communities.

In addition to strengthening theoretical understanding, the programme supports participants in developing practical competences related to participatory heritage initiatives, community engagement processes, and the creation of tourism concepts inspired by local identity, cultural heritage, and social inclusion. The transnational dimension of the programme further supports intercultural exchange, mutual learning, and the sharing of diverse rural perspectives and heritage practices across European contexts.

The training programme is structured around eight thematic modules developed by different consortium partners according to their areas of expertise:

- Introduction and group-building activities
- Sense of Place
- Intangible Cultural Heritage
- Intergenerational Learning
- Community Engagement and Community Mapping
- Digitalisation
- ICH-based Tourism in Rural Areas
- Final Reflection, Evaluation, and Presentation Activities

The sequence of the modules was intentionally designed to guide participants progressively from personal reflection and conceptual understanding towards collaborative analysis, practical application, and the

development of concrete heritage-based tourism concepts connected to rural communities and intangible cultural heritage.

A central methodological element of the training programme is the use of a practical “training case” approach. Throughout the training process, participants are invited to work on a rural or remote place from their own context and gradually develop a concept for a tourism-related initiative inspired by the intangible cultural heritage of the selected place. The proposed concepts are expected to integrate aspects of digitalisation, intergenerational learning, community participation, and sustainable local development.

The modules were developed following a shared pedagogical and methodological framework agreed upon by the consortium partners. Depending on the thematic focus and educational approach of each module, the training activities combine:

- Introductions to key concepts and theoretical perspectives
- Best practice examples identified during the research phase
- Practical exercises and collaborative activities
- Reflection, discussion, and debriefing moments
- Opportunities for participants to connect learning outcomes to their own training case
- Experiential and place-based learning approaches

The programme is grounded in non-formal education methodologies that encourage active participation, peer learning, intercultural dialogue, creativity, and collaborative problem-solving. Particular attention is given to inclusion, accessibility, participation across generations, and the transferability of the learning activities to different rural and community contexts.

As part of the WP2 implementation process, the Training Modules and activities were piloted and tested during the International Training Mobility organised in Gubbio, Italy, in March 2026. The mobility provided an opportunity to assess the relevance, structure, methodology, timing, and practical applicability of the modules in a real learning environment. Feedback and reflections collected from participants and trainers contributed to the refinement and further improvement of the materials.

The training materials include module overviews, presentations, facilitation guidelines, activity templates, practical exercises, reflection tools, and collaborative learning resources designed to support interactive and participatory learning processes. The common structure of the modules contributes to methodological coherence, quality assurance, transferability, sustainability, and future reuse of the materials by consortium partners and external stakeholders. The materials were designed to be adaptable and reusable in different educational, community, and rural development contexts beyond the lifetime of the project.

This document presents the final Training Modules developed as a core output of WP2 and reflects the collaborative pedagogical work carried out by the consortium throughout the project implementation period.

2. Structure of the Training Modules

The Training Modules developed within Work Package 2 (WP2) are organised as a sequence of interconnected thematic learning units designed to support participants' understanding of Sense of Place, Intangible Cultural Heritage (ICH), intergenerational learning, community engagement, digitalisation, and heritage-based rural development.

The modules were developed collaboratively by the consortium partners according to their thematic expertise and educational experience. Together, the modules form a coherent learning pathway that progressively guides participants from conceptual understanding towards practical application, collaborative reflection, and the development of community-based heritage initiatives.

Learning Pathway Across the Training Modules



The Training Modules include:

- Introduction and group-building activities – developed by NCK
- Sense of Place – developed by BlaBankinn
- Intangible Cultural Heritage – developed by i-CON
- Intergenerational Learning – developed by UNO
- Community Engagement and Community Mapping – developed by Open Impact
- Digitalisation – developed by UNO
- ICH-based Tourism in Rural Areas – developed by Incipit Consulting
- Summary, Evaluation, and Presentation Activities – developed by NCK

Each module follows a shared pedagogical and methodological framework in order to ensure coherence, consistency, and transferability across different educational and community contexts. Depending on the thematic focus and learning objectives, the modules include a combination of:

- Module overviews and thematic introductions
- Learning objectives and expected outcomes
- Presentations and conceptual input
- Practical activities and collaborative exercises
- Reflection and discussion moments
- Facilitation guidance and implementation instructions
- Templates, worksheets, and supporting materials
- Evaluation and feedback components

The modules are based on non-formal, experiential, and participatory learning approaches that encourage active participation, peer learning, intercultural dialogue, creativity, and collaborative problem-solving. Particular attention is given to inclusion, accessibility, intergenerational participation, and the practical applicability of the activities within rural and community-based contexts.

The modules were designed to function both as interconnected elements of the broader training programme and as adaptable standalone educational resources that can be reused, modified, and implemented by facilitators, organisations, and community stakeholders in different contexts beyond the lifetime of the project, particularly within adult education, community learning, and rural development settings.

The structure and activities of the modules were further refined through feedback collected during the piloting phase implemented within the International Training Mobility organised in Gubbio, Italy, in March 2026.

3. Methodological Approach

The Training Modules developed within WP2 are grounded in non-formal, experiential, and participatory learning methodologies that support active engagement, collaborative learning, and reflection. The methodological approach was designed to encourage participants to connect the training content to their own local contexts, experiences, and communities while fostering intercultural dialogue and intergenerational exchange.

A central element of the methodology is the integration of practical, community-based learning activities that combine conceptual understanding with hands-on application. Through collaborative exercises, reflection activities, discussions, mapping processes, storytelling techniques, and practical case development, participants are encouraged to actively explore the relationship between Sense of Place, Intangible Cultural Heritage (ICH), community participation, digitalisation, and sustainable rural development.

Training Case Methodology

Throughout the training process, participants are invited to work progressively on a selected rural or remote place from their own local context. Using the knowledge, tools, and activities provided across the modules, participants:

- identify local characteristics and intangible cultural heritage elements
- reflect on Sense of Place and community identity
- explore intergenerational perspectives and local narratives
- apply participatory mapping and community engagement approaches
- experiment with digital storytelling and heritage digitisation tools
- collaboratively develop a heritage- or tourism-related initiative connected to the selected place

This practical approach supports experiential learning and enables participants to connect the training content directly to real-life community contexts and local development challenges.

The methodological framework also places strong emphasis on intergenerational learning and collaborative participation. By involving participants from different age groups and backgrounds, the modules encourage the exchange of perspectives, experiences, memories, and skills related to local heritage and community life. This approach contributes to social inclusion, mutual learning, and stronger community connections.

Particular attention is given to inclusion, accessibility, and adaptability. The activities were designed to be flexible and transferable across different rural, remote, and community-based contexts, allowing facilitators and organisations to adapt the materials according to local needs, participant profiles, and educational settings.

The Training Modules were further refined through feedback collected during the piloting phase implemented within the International Training Mobility organised in Gubbio, Italy, in March 2026. The piloting process provided an opportunity to test the structure, methodology, timing, and practical applicability of the activities in a real learning environment and contributed to the improvement and finalisation of the materials.

4. Training Modules

4.1 Introduction and group-building activities

Lead Partner: NCK – Nordic Centre of Heritage Learning and Creativity

Estimated Duration: 2 hours

Module Description and Objectives

This introductory module was developed to support group-building, participant engagement, and familiarisation with the objectives and structure of the training programme.

The module aims to create a safe, inclusive, and collaborative learning environment by encouraging interaction among participants and facilitators while introducing the thematic focus and pedagogical approach of the #ASenseofEU project.

Through introductory presentations, interactive exercises, and reflection activities, participants are encouraged to share their backgrounds, expectations, experiences, and personal connections to place and cultural heritage. The activities support the development of trust, openness, and active participation within the learning group.

The module also introduces participants to the overall structure of the training process and the “training case” methodology that will be used throughout the programme.

The module is supported by presentations, facilitation guidance, and activity templates developed by NCK to ensure consistency, participation, and transferability across different project and educational contexts.

Module Overview

Module overview – Introduction		
Brief description and aim of the module	Introduction. Participants introduce themselves and get to know each other. What are their special interests or areas of expertise? What are their expectations for the week to come? Also: tutors introducing the purpose and goals of the mobility.	
Schedule		
Duration (minutes)	Name of activity (as written in the activity template) or presentation segment (specify slide numbers) Also specify breaks in between activities	Materials needed (make sure they are also mentioned in the activity template(s))
10	Schedule of the day	PC, projector
45	Introduction of participants and tutors – make your own nametag	Nametags, pencils
10	Break	
20	Introduction to the project and the training	PC, projector

35	The participants' expectations	Post-it notes, pencils, a board for displaying and grouping notes
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Table 1-“ Module overview – Introduction”

Activities

The following activities were developed as part of the module to support the learning objectives and facilitate active participation throughout the training session:

Schedule of the day	
Brief description of the activity:	Welcoming participants and introducing them to the schedule of the day
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	Preparedness and sense of security for what is to come during the first day of training
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	10 minutes
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and	PC, projector

without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.			
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	A Power Point with two slides: the welcome text and the schedule of the day. Preparing other tutors so that they are ready to introduce themselves briefly		
Description	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Step 1 First slide in the PPt shows all partner logos, as well as the EU logo		

	Step 2 Second slide shows the schedule of the day. Welcoming participants, introducing the tutors, and introducing the schedule of the day (not the whole week). Questions.		
Tips for the Trainer:	Before and During the Activity • Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. • Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. • Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips • Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively.		

	• Manage time carefully to maintain focus while ensuring all participants contribute. • Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). • Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	NCK.

Table 2-“ Activity –Schedule of the day”

Introduction of participants and tutors – make your own nametag-	
Brief description of the activity:	Participants and tutors make their own nametags to facilitate communication under the upcoming week
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus	

on the key skills and knowledge to be developed.	
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	45 minutes
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity	Plastic nametag holders where you can insert paper with your name. Paper in the right size for the nametag holders. Coloured pencils.

smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.			
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	Above.		
Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be	Step 1 Introducing the activity. Our names are intangible heritage – it says a lot about family, tradition, local customs.		5 minutes

conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	During this week, we will all work closely with people that we have never met before. Learning and using each other's names is an act of mutual respect and brings us closer. To make it easier to use the names of the participants and tutors, we will wear nametags, that we make ourselves. We will also draw a small symbol on our nametags. Draw something that means something to you, something that symbolises your interests, core values, family, region, or other.		
	Step 2 Everyone makes their nametags.	Paper, pencils	10 minutes
	Step 3 All participants and tutors present themselves, saying their name and explaining why they chose their specific symbol.		30 minutes
Tips for the Trainer:	Before and During the Activity		

	• Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. • Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. • Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips • Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. • Manage time carefully to maintain focus while ensuring all participants contribute. • Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). • Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	NCK

Table 3-“Activity –Introduction of Participants and Tutors”

Introduction to the Project and the Training	
Brief description of the activity:	A Power Point presentation about the framework of the mobility.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	Learning about the #ASenseofEU objectives – why we are here
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	20 minutes
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.	PC, projector
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials,	

space, or specific arrangements to ensure the session runs smoothly			
Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Step 1 Introduction to the #ASenseofEU project		10
	Step 2 Introduction to the training mobility. What will we be doing this week?		10
Tips for the Trainer:	Before and During the Activity • Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. • Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools.		

	Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. • Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips • Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. • Manage time carefully to maintain focus while ensuring all participants contribute. • Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). • Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	NCK

Table 4-“Activity –Introduction of Project and Training”

The Participants’ Expectations	
Brief description of the activity:	Participants are asked to reflect on their expectations for the week. In dialogue with the tutors, we will see what expectations can be met, and how to negotiate the rest.
Learning Outcomes: Clearly defined goals and	Formulate requests, stand up for your point of view

expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed	
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	35 minutes
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to	Post-It notes, pencils, a board for displaying and grouping the notes

facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.			
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly			
Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section	Step 1 Explaining the exercise. Based on what you have learned from the infopack, and from the introduction of the project and the mobility, what are your expectations for the week?		5 minutes

provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Everyone will write expectations, one per post-it, and then we will group them to see if some of them can be clustered. Finally, we will go through the expectations and see what we can do to meet as many as possible.		
	Step 2 Participants write post-it notes and attach them to the board		10 minutes
	Step 3 Tutors group the expectations, while at the same time reading out loud what they say and discuss how notes can be grouped.		10 minutes
	Step 4 Tutors and participants discuss the different clusters/expectations and agree on reasonable joint goal		10 minutes

Tips for the Trainer:	Before and During the Activity • Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. • Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. • Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips • Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. • Manage time carefully to maintain focus while ensuring all participants contribute. • Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). • Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how	NCK

to conduct the activity.	
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Table 5-“ Activity –Participants Expectation”

Supporting Materials

The educational materials developed for this module, including the presentation used during the training activities, can be downloaded from the #ASenseofEU online repository:

- [Introduction and Group-Building Presentation](#)

4.2 Sense of Place

Lead Partner: BláBankinn – The Blue Bank

Estimated Duration: around 4 hours

Module Description and Objectives

This module was developed to introduce participants to the concept of Sense of Place and explore how emotional, cultural, historical, sensory, and social connections contribute to the identity and uniqueness of rural and remote areas.

The module aims to support participants in understanding how people relate to places through memory, traditions, landscapes, community life, and shared experiences, while also reflecting on how these elements contribute to heritage preservation, community engagement, local identity-building, and sustainable tourism development.

Through a combination of conceptual presentations, participatory reflection, group discussions, and practical exercises connected to the participants’ selected training case, the module encourages participants to critically explore the characteristics, meanings, and values associated with their chosen place.

Particular attention is given to the relationship between place identity, community narratives, cultural memory, and the lived experiences of local communities. Participants are encouraged to reflect on how emotional and cultural connections to place can support community-based initiatives and heritage-inspired tourism concepts rooted in local identity and participation.

The module also includes collaborative group work activities where participants identify defining characteristics of their selected place and explore how local stories, traditions, memories, landscapes, and social relationships contribute to a shared sense of identity and belonging.

The module is supported by presentations and activity templates developed by BlaBankinn to ensure consistency, participation, and transferability across different educational and community contexts.

Module Overview

Module overview – Sense of Place		
Brief description and aim of the module	The aim of the module is for the participant to understand the concept of Sense of Place and have the ability to apply it to their experiences and about the Place they have chosen to work with before hand	
Schedule		
Duration (minutes)	Name of activity (as written in the activity template) or presentation segment (specify slide numbers) Also specify breaks in between activities	Materials needed (make sure they are also mentioned in the activity template(s))
20	Sense of Place presentation (1-15)	Projector
40	Group Work first	Pen and paper for the group
15	Break	
20	Group Work second	Pen and paper for the group
5	Final reflection	projector
90-120	Sense of place-Study Visit	

Table 6-“Module overview –Sense of Place”

Activities

The following activity was developed as part of the module to support the learning objectives and facilitate active participation throughout the training session:

Sense of Place	
Brief description of the activity:	The Group work on the place they have chosen before hand and together they answer 5 question regarding the place in connection to the term Sense of Place.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	To be able to apply Sense of Place to their chosen place. Physical features, emotional connections, historical, cultural practices and activities that occur there. By answering the five questions outlined on slide nr 16 it will not only help with getting better at grasping the concept of Sense of Place but will also help them when they go into the group work for Intergenerational Learning to have done this activity
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	aproximately 40 minutes
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.	Pen and paper for the group; Projector and laptop for the presentation.
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	Group tables

Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Step 1 Participants are divided into small groups and asked to work with the rural or remote place they selected prior to the training mobility. Using the questions presented during the session, participants discuss the following aspects of their chosen place: • What physical features define the place? • What traditions or cultural practices exist there? • What stories or memories are connected to it? • What activities happen there today? • What emotions do people associate with the place?	Pen and paper	30 minutes

	Participants are encouraged to reflect collectively on how geography, traditions, community life, memories, and emotions contribute to the identity and uniqueness of the place.		
	Step 2 Each group summarises the main points of their discussion and prepares a short reflection to share with the rest of the participants. Groups are encouraged to identify common themes, distinctive characteristics, and elements that strengthen the Sense of Place within their selected community.	Notes form the step 1	10 minutes
Tips for the Trainer:	Before and During the Activity - Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. - Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or		

	experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. • Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips • Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. • Manage time carefully to maintain focus while ensuring all participants contribute. • Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). • Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	<i>Gunnar Ingi Hrafnsson, Blue Bank Þingeyri.</i> <i>Gunnaringi@blabankinn.is</i>

Table 7-“Activity–Sense of Place”

Sense of Place-Study Visit

Brief description of the activity:	Participants visit their selected place or another rural or remote site to observe, experience, and document its unique characteristics. Using the concepts introduced throughout the module, they explore the physical, emotional, historical, cultural, and sensory dimensions of the place while collecting observations that will support the development of their Training Case.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	By completing this activity you will be able to: • Observe the different elements that contribute to a Sense of Place • Identify physical, cultural, natural and sensory characteristics of a place. • Record observations using a structured approach. • Exchange perspectives with other participants during the field visit. • Collect information that will support the development of their Training Case.
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	90-120 minutes
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.	• Notebook or paper for taking notes • Pens or pencils • Camera or smartphone (optional) • The five guiding questions from the previous activity

Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	Select a suitable rural, remote, or heritage location for the study visit. Ensure that participants know the meeting point, estimated duration, and route before the activity begins. Before starting the visit, remind participants to revisit the five guiding questions explored in the previous activity. Explain that these questions will serve as a framework for observing and understanding the place during the study visit. Encourage participants to take notes and photographs where appropriate to support their reflections and the development of their Training Case.		
Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Step 1 Visit the selected place individually or in small groups. As you explore, use the five guiding questions from the previous activity to guide your observations: • What physical features define the place? • What traditions or	• Notebook or paper • Pens • Camera or smartphone (optional).	45 minutes

	cultural practices exist there? • What stories or memories are connected to it? • What activities happen there today? • What emotions do people associate with the place? Observe the surroundings carefully and pay attention to the physical, cultural, social, and sensory characteristics that make the place unique.		
	Step 2 Record your observations by reflecting on each of the five guiding questions.	• Notebook or paper • Pens	45 minutes

	Document examples, interesting details, personal reflections, and photographs that illustrate the identity and uniqueness of the place.		
	Step 3 Gather as a group to discuss your observations and compare perspectives. Reflect on how geography, traditions, community life, memories, and emotions contribute to the identity of the place, and consider how these observations can support the further development of your Training Case.	Participant's notes	30 minutes
Tips for the Trainer:	Before and During the Activity Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity.		

	• Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. • Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips • Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. • Manage time carefully to maintain focus while ensuring all participants contribute. • Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). • Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	

Table 8-“Activity–Sense of Place-Studi Visit”

Supporting Materials

The educational materials developed for this module, including presentations and supporting learning resources, can be downloaded from the #ASenseofEU online repository:

- [Sense of Place Presentation](#)

4.3 Intangible Cultural Heritage

Lead Partner: I-CON

Estimated Duration: around 4 hours

This module was developed to introduce participants to the concept of Intangible Cultural Heritage (ICH) and explore how traditions, practices, knowledge, rituals, craftsmanship, oral expressions, and shared community experiences contribute to local identity and the sense of belonging within rural and remote areas. The module aims to support participants in understanding the relationship between tangible and intangible heritage, while reflecting on how living heritage shapes the atmosphere, memory, and uniqueness of a place. Particular attention is given to the role of communities in safeguarding and transmitting heritage across generations, as well as to the contemporary challenges affecting cultural continuity and local identity.

The module combines conceptual presentations, critical reflection, interactive mapping exercises, dilemma-based discussions, collaborative group work, and practical activities connected to the participants' selected training case. Participants are encouraged to analyse the intangible dimensions of their chosen place and reflect on how traditions, social practices, stories, sounds, crafts, and collective memories contribute to its cultural identity.

Participants are also invited to explore ethical dilemmas related to heritage preservation, tourism development, modernisation, and community identity through scenario-based discussions and collaborative reflection exercises.

The module is supported by presentations, workshop materials, dilemma cards, and activity templates developed by i-CON to ensure consistency, participation, and transferability across project contexts.

The following activities and workshop materials were developed by i-CON within the common pedagogical framework agreed by the consortium. The activities combine participatory learning, reflection exercises, interactive mapping, storytelling methodologies, and collaborative discussion in order to support young adults (18–35) and older adults (55+) in exploring, safeguarding, and promoting Intangible Cultural Heritage as a key component of Sense of Place and community identity.

Module Overview

Module overview – Intangible Cultural Heritage		
Brief description and aim of the module	The aim of this module is to help participants understand the concept of Intangible Cultural Heritage (ICH) and recognise how traditions, practices, knowledge, oral expressions, craftsmanship, and community experiences contribute to the identity and uniqueness of a place. Participants explore the relationship between ICH and Sense of Place, analyse safeguarding challenges, and apply these concepts to their chosen training case through reflection, mapping, and collaborative activities.	
Schedule		
Duration (minutes)	Name of activity (as written in the activity template) or presentation segment (specify slide numbers) Also specify breaks in between activities	Materials needed (make sure they are also mentioned in the activity template(s))
60	Activity 1 – The Invisible Map: Defining the “Vibe”	Laptop, projector and screen, presentation, flipchart or whiteboard, markers, sticky notes, pens.
60	Activity 2 – The Roots of Uniqueness	Laptopn, projector,presentation ,Flipchart sheets or A3 paper, markers, sticky notes,pens.
15	Break	
60	Activity 3 – The Threat of Homogenization	Laptop, projector and screen, flipchart or whiteboard, markers, sticky notes,), the dilemma handout, pens.
60	Activity 4 – Designing the Invisible Trail	Projector, Presentation , Laptop or tablets (optional), flipchart sheets or A3 paper, markers, sticky notes, pens.

Table 9-“ Module overview –Intangible Cultural heritage”

Activities

The following activity was developed as part of the module to support the learning objectives and facilitate active participation throughout the training session:

Activity 1: The Invisible Map: Defining the “Vibe” and Living Heritage

Brief description of the activity:	This interactive session moves the audience from basic definitions of heritage to a deep, emotional understanding of how culture and geography intertwine. Participants will explore the concept of "Genius Loci" (the spirit of a place) and the 5 UNESCO domains of Intangible Cultural Heritage (ICH) through a guided presentation, an open debate, and a hands-on sensory mapping exercise.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	• Conceptual Clarity: Participants will define and differentiate between Tangible Heritage (the physical "Hardware") and Intangible Cultural Heritage (the cultural "Software"). • Domain Recognition: Participants will identify the five pillars of living heritage and understand the specific modern challenges each domain faces (e.g., commercialization, urbanization, climate change). • Sensory Awareness: Participants will learn to identify a place's "Genius Loci" using sensory anchors (sound, smell, and movement). • Analytical Reflection: Participants will connect local geographical environments with the emergence and survival of community stories and traditions.
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	60 minutes
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the	• Projector and screen for the slide presentation (Slides 1–7). • Digital presentation: "The Invisible Map: Defining the 'Vibe'". • Flipchart papers and colored markers for each group.

trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.	- Printed handouts of "The Five Domains of Living Heritage and Their Challenges" (one copy per group). - Colored post-it notes.		
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	- Set up the laptop, projector, and load the presentation (Slides 1–7). - Arrange the workshop room into small group seating (tables or clusters of chairs). - Print the UNESCO ICH domains handout for the group activity. - Distribute flipchart papers, markers, and post-it notes to each group table.		
Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Step 1 Introduction & Deconstructing the "Vibe" The trainer opens the session using Slide 1 and Slide 2. Introduce the core thesis: a place is not just a coordinate on a map, but a collection of lived experiences and shared memories. Launch the core discussion prompt to the room: <i>"Think of a place that feels 'soulless.' What is missing?"</i>. Have participants write brief keywords on post-it notes and share.	Presentation (Slides 1-2), Post-it notes.	10

	Step 2 : The ICH Primer & The Symbiosis of Identity Present Slide 3 to introduce the five pillars of living heritage and Slide 5 to showcase the bridge between the tangible and intangible. Explain the key framework: <i>"Architecture is the Stage (it provides boundaries); ICH is the Play (it provides meaning)"</i> . Emphasize that buildings tell us where we are, but intangible heritage tells us who we are.	Presentation (Slides 3 and 5).	10
	Step 3 : Mapping the Invisible (Group Work) Divide the participants into small teams. Distribute the handout detailing the 5 domains of living heritage. Instruct each group to select a specific, well-known local territory (a neighborhood, a village square, or a public market). On their flipchart, they must map its <i>Genius Loci</i> using the Sensory Anchors from Slide 4 (Sound, Smell, Movement). They must also identify at least 2 ICH domains active in that space and list their current challenges	Flipchart papers, markers, "Five Domains" handouts	20

	(e.g., how urbanization or industrialization threatens them).		
	Step 4 Case Study & Group Presentations The trainer briefly presents Slide 6 (Case Study: Norwegian Oarsheld Boatbuilding) to show how environment and ICH tie a community together. Then, each group presents their "Invisible Map" to the room. Conclude with Slide 7, reinforcing the closing thought: <i>"To save a place, you must save its stories."</i>	Presentation (Slides 6-7), completed group flipcharts.	20 minutes
Tips for the Trainer:	Before and During the Activity - Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. - Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. - Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers.		

	- Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. - Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips - Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. - Manage time carefully to maintain focus while ensuring all participants contribute. - Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). - Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	<i>Florența Simion, I-CON, florenta.simion@gmail.com</i>

Table 10 - "Activity-The Invisible Map"

Activity 2: The Roots of the Uniqueness	
Brief description of the activity:	This session shifts the focus from "what" heritage is to "why" it exists in a specific location. It explores the fascinating tension between the physical constraints of the earth and the creative choices of the people living on it. Participants will examine how climate, topography, and materials shape living heritage, culminating in a hands-on "Sensory Mapping" workshop where they track the intangible energy centers of a place.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of	Analyze Environmental Constraints: Participants will understand the concept of environmental determinism—how the physical landscape "writes the script" for survival and local traditions.

the session, helping the trainer focus on the key skills and knowledge to be developed.	• Recognize Cultural Agency: Participants will differentiate between environmental necessity and human adaptation, understanding how uniqueness is born from human creativity meeting necessity. • Evaluate Material Connections: Participants will critically analyze how specific traditional crafts (e.g., Horezu pottery, Japanese indigo dyeing) are deeply anchored to local mineral, soil, and atmospheric conditions. • Execute Sensory Mapping: Participants will develop practical skills in creating a "Sensory Map" by identifying and plotting local secret skills, dialects, and recurring community rituals.
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	60 minutes
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.	• Projector and screen for the slide presentation (Slides 1–7). • Digital presentation: "The Roots of Uniqueness: Geography as the Architect of Culture". • "Sensory Mapping" worksheets (blank maps or templates drawing physical boundaries). • Colored markers, highlighters, and pens. • Sticky notes (two different colors).
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	• Load the digital presentation (Slides 1–7) on the projector system. • Arrange the room into a workshop format with tables to facilitate drawing and mapping. • Print out the "Sensory Mapping" worksheets/templates for all participants. • Distribute packets of markers, highlighters, and sticky notes to each table group.

Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Step 1: The Earth's Script & The Human Response The trainer introduces the session using Slides 1, 2, and 3. Explore the physical mandate of climate, soil, and topography, highlighting examples like Romania's Răvășitul Oilor (dictated by mountain sheep cycles). Contrast this with cultural agency—how different cultures solve environmental necessity with human creativity to birth unique embroidery motifs or knowledge of nature.	Presentation (Slides 1-3)	10 minutes
	Step 2: Deep Dive: Materials and Meaning Present Slide 4. Use the specific case studies of the Horezu Potter (relying on local clay minerals for the "Ivory" color) and the Japanese Indigo Dyer (relying on regional humidity to ferment leaves). Engage the room in an open debate: "If we move the craftsman but keep the materials, does the heritage stay the same?"	Presentation (Slide 4)	10 minutes

	Step 3: Interactive Sensory Mapping (Workshop) Introduce Slides 5 and 6. Instruct participants to work individually or in small teams on the mapping worksheets. Step 1: Choose a familiar place (hometown, neighborhood) and draw its physical boundaries. Step 2: Uncover the three invisible layers by identifying a local dialect/sound, a recurring ritual (e.g., Sunday market), and a "Local Secret" skill/food preparation. Step 3: Draw and mark the "Energy Centers" where the intangible heritage is strongest.	"Sensory Mapping" worksheets, colored markers, highlighters.	25 minutes
	Step 4 Have participants share their maps. Guide them to notice how these "Energy Centers" rarely align with standard tourist landmarks. Conclude with Slide 7 to summarize how traditions are anchored to the ground by materials and climate. Ask the transition question: "What happens when the world becomes 'flat' and we can get any material anywhere?"		15 minutes

Tips for the Trainer:	Before and During the Activity • Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. • Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. • Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips • Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. • Manage time carefully to maintain focus while ensuring all participants contribute. • Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). • Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	Florenta Simion: I-CON, florenta.simion@gmail.com

Table 11-“Activity–The Roots of Uniqueness”

Activity 3: The Threat of Homogenization	
Brief description of the activity:	The third hour serves as the "provocation" phase of the program. It addresses the friction between global modernization and local identity, moving participants from passive appreciation to critical analysis. Through interactive presentations, deep discussions on "staged authenticity," and a structured group debate, participants will explore the threats of gl

	globalized placelessness and gentrification, working together to redefine what cultural safeguarding means.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	• Analyze Globalized Placelessness: Participants will identify the emergence of "Non-Places" (airports, malls) and critically assess how global imports and language shifts evaporate local "vibes." • Evaluate Staged Authenticity: Participants will differentiate between frozen "museum-fication" for tourism and a dynamic, living heritage that naturally evolves for its local community. • Diagnose Cultural Gentrification: Participants will examine the relationship between tangible preservation and intangible decay when traditional knowledge bearers are displaced from historical spaces. • Execute Strategic Dilemma Resolution: Participants will apply critical thinking to settle complex heritage conflicts through structured debate, defining the boundaries of modern authenticity.
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	60 minutes
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in a	• Projector and screen for the slide presentation (Slides 1–7). • Digital presentation: "The Threat of Homogenization". • "The Heritage Dilemma" scenario handouts detailing the Carpathian singing tradition case. • Flipchart papers and markers (divided by red/blue colors for opposing debate teams). • Timer/stopwatch for the structured debate.

advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.			
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	• Load the digital presentation (Slides 1–7) on the workshop projector system. • Print copies of "The Heritage Dilemma" scenario handout for the group debate. • Divide the room physically into two main sides to structurally prepare for the upcoming "Purists vs. Modernists" team alignment. • Ensure flipchart stands and markers are placed ready on both sides of the room.		
Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Step 1: The "Anywhereness" Problem The trainer introduces the session with Slides 1 and 2, showcasing the side-by-side comparison of a local market versus a sterile terminal. Explain "Globalized Placelessness." Engage the room in the opening discussion: "If you woke up in a room with no windows, what intangible clues would tell you which country you are in?" Allow participants to	Presentation (Slides 1-2).	10 minutes

	shout out sensory answers.		
	Step 2: Staged Authenticity & Gentrification of the Soul Present Slides 3 and 4. Critically analyze the "Instagrammable" trap and "Museum-fication" using the Romanian context of Drăgaica or Călușarii dances. Transition to the "Gentrification of the Soul," highlighting how historic facades become empty ghosts if the local baker and neighborhood storytellers are pushed out. Pose the key question: "Can a building be 'historic' if no one inside knows its history?"	Presentation (Slides 3-4).	10 minutes
	Step 3: Safeguarding vs. Freezing & Debate Prep Present Slide 5 to offer solutions: safeguarding vs. freezing, innovation through	Presentation (Slides 5-6), Scenario handouts, flipcharts, markers.	15 minutes

	gh modern tools, and using digital tools as a living archive. Introduce Slide 6 ("The Heritage Dilemma" scenario). Split the room into two camps. Side A (The Purists) argues that mixing Carpathian polyphonic singing with electronic beats ruins its sacredness. Side B (The Modernists) argues that without change, the youth will stop singing it entirely and the tradition dies. Teams get 5 minutes to gather their points on flipcharts.		
	Step 4: The Heritage Dilemma Debate & Synthesis Facilitate a structured 15-minute debate. Give alternating 2-minute slots to each side, leading toward a final 5-minute moderation session aimed at reaching a consensus on what "authentic" means. Conclude with Slide 7, establishing homogenization as a "silent killer" and setting up	Timer, completed debate flipcharts, Presentation (Slide 7).	25 minutes

	the transition to Hour 4, where participants will design a "Heritage Trail" to fight back.		
Tips for the Trainer:	Before and During the Activity • Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. • Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. • Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips • Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. • Manage time carefully to maintain focus while ensuring all participants contribute. • Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). • Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.		

Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	Florența Simion – I-CON, florenta.simion@gmail.com
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Table 12–“Activity–The Threat of Homogenization”

Activity 4: Designing the Invisible Trail: From Observation to Preservation	
Brief description of the activity:	The final hour is where theory meets action. This session is designed to turn participants into "Heritage Detectives" who can map a place not by its monuments, but by its soul. Moving beyond standard tourist guides that focus on physical landmarks, participants will collaborate in teams to design a 4-stop interactive "Invisible Trail" based on a Romanian, Italian, or Nordic location, incorporating sensory storyboards, threat assessments, and community safeguarding ideas.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	• Differentiate Trail Methodologies: Participants will distinguish between a Standard Trail (focusing on tangible architecture and historical dates) and an Invisible Trail (focusing on the sensory and social "software" of a territory). • Apply Micro-Territory Selection Criteria: Participants will select an appropriate mapping scale and evaluate a site based on Rarity, Fragility, and Community value. • Construct a Sensory Storyboard: Participants will script an experiential journey across four distinct elements: Sound, Craft, Legend, and Taste/Smell. • Formulate Safeguarding Interventions: Participants will diagnose modern threats to living heritage and design interactive, community-driven solutions to preserve local uniqueness.

Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	60 minutes (Note: To respect the 45-minute workshop requirement outlined in the curriculum, the presentation components are tightly integrated as part of the workshop introduction and pitch phases).		
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.	• Projector and screen for the slide presentation (Slides 1–7). • Digital presentation: "Designing the Invisible Trail". • The "Invisible Map" worksheet/template developed in the previous sessions. • A physical "ICH Object" brought by the instructor (e.g., a piece of Horezu pottery, a traditional textile, or a specific local spice) to anchor the sensory experience. • Large flipchart papers, colored markers, and post-it notes. • Participant Handbooks containing the Romanian/Global case studies, a copy of their individual Sensory Maps, and an ICH Resource List (e.g., UNESCO's "Dive into ICH" digital platform).		
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	• Load the digital presentation (Slides 1–7) on the projector system. • Place the physical "ICH Object" at the front of the room, ready for the presentation phase. • Ensure each group table has their previously developed "Invisible Map" templates, fresh flipchart papers, and a full set of markers. • Prepare the checkout packages for participants (Participant Handbooks, their taken-home Sensory Maps, and the Resource List).		
Description:	Step name and description	Materials needed	Duration (minutes)

A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Step 1: Beyond the Tourist Guide & The Invisible Blueprint The trainer introduces the final session using Slides 1, 2, 3, and 4. Define the rules of an Invisible Trail: every stop must involve an action, sound, smell, or story—not just a plaque. Walk through the selection criteria (Rarity, Fragility, Community) and explain the 4-stop Sensory Storyboard framework (Sound, Craft, Legend, Taste/Smell). This sets up the constraints for the practical project.	Presentation (Slides 1-4).	5 minutes
	Step 2: Workshop Project: Create Your "Invisible Map" Launch the main hands-on challenge using Slide 5. In their groups, participants utilize the "Invisible Map" template to design a 4-stop trail for a Romanian, Italian, or Nordic location. For each stop, teams must perform a "Threat Assessment" (e.g., lack of apprentices, public spaces turned into parking lots) and propose a "Safeguarding Idea" that makes the stop interactive so visitors care enough to save it.	"Invisible Map" template, flipcharts, markers, post-it notes.	35minutes (Part of the 45-min project)

	Step 3: The 2-Minute Pitch & Peer Feedback Transition to Slide 6. Each group delivers a high-energy, 2-minute pitch of their designed trail to the room. The instructor invites peer review using the Litmus Test: “Does this trail make me feel like I’ve ‘met’ the place, or just ‘seen’ it? What is the one missing thing that would make it more unique?” Pass around the physical “ICH Object” during presentations to anchor their concepts.	Completed project flipcharts, physical “ICH Object”, Presentation (Slide 6).	10 minutes (Completing the 45-min project block)
	Step 4: Final Conclusion & Program Wrap-up Deliver the closing address using Slide 7, emphasizing that heritage prevents global “Anywhere-ness” and that participants are now the official map-makers and guardians of uniqueness. Complete the final instructor's checklist by distributing the Participant Handbooks, home-take Sensory Maps, and UNESCO digital resource links to all attendees.	Participant Handbooks, Resource Lists, Presentation (Slide 7).	10 minutes
Tips for the Trainer:	Before and During the Activity - Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. - Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations		

	or experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. • Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips • Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively . • Manage time carefully to maintain focus while ensuring all participants contribute. The 45-minute project block goes by incredibly fast; provide a loud 15-minute and 5-minute warning to ensure all teams successfully finalize their threat assessments and interactive safeguarding ideas. Pro-Tip for the Instructor: In this final hour, remember to bring the physical "ICH Object" (like a piece of Horezu pottery or a specific spice) into the room. Let the participants touch or smell it as they present their "Invisible Maps". It anchors the entire 4-hour experience in a single, powerful sensory moment. • Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). • Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection. Take photos of the final action-oriented trail storyboards.
Developed by: This/these persons can be contacted if you have any question	Florența Simion – I-CON, florenta.simion@gmail.com

ons regarding how to conduct the activity.	
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Table 13-“Activity-Designing the invisible trail”

Supporting Materials

The educational materials developed for this module, including presentations and supporting learning resources, can be downloaded from the #ASenseofEU online repository:

- [The Invisible Map – Defining the “Vibe” Presentation](#)
- [The Roots of Uniqueness – Geography and Cultural Identity Presentation](#)
- [The Threat of Homogenization – Preserving Intangible Cultural Heritage Presentation](#)
- [Designing the Invisible Trail – From Observation to Preservation Presentation](#)
- [Heritage Dilemma Cards – Intangible Cultural Heritage Discussion Activity](#)
- [Activity 2_Sensory Mapping Worksheet](#)
- [Activity 1-INCH-5 Domains Handout](#)

4.4 Intergenerational Learning

Lead Partner: UNO – Asociación Uno

Estimated Duration: around 4 hours

Module Description and Objectives

This module was developed to introduce participants to the concept of intergenerational learning and explore its role in safeguarding, transmitting, and revitalising Intangible Cultural Heritage (ICH) within rural and remote communities.

The module aims to support participants in understanding how knowledge, skills, memories, values, and cultural practices are shared between generations through everyday interaction, participation, and community life. Particular attention is given to the importance of intergenerational relationships in maintaining cultural continuity, strengthening social cohesion, reinforcing the sense of place, and addressing the risk of losing local knowledge and traditions within rural communities.

Through a combination of conceptual presentations, experiential learning, participatory mapping exercises, collaborative group work, and reflective discussions connected to the participants' selected training case, the module encourages participants to analyse intergenerational dynamics within their chosen place and reflect on opportunities for strengthening knowledge transmission and community participation.

Participants engage in practical activities where they identify living and at-risk knowledge, map generational relationships within their selected place, and design realistic intergenerational learning moments connected to their training case.

The activities are grounded in participants' own local contexts and encourage reflection on how intergenerational exchange can contribute to heritage preservation, active citizenship, social inclusion, and sustainable community development.

The module is supported by presentations, activity templates, mapping tools, and facilitation guidelines developed by UNO to ensure consistency, participation, and transferability across different educational and community contexts.

WP2- Training Modules

Module Overview

Module overview-Intergenerational Learning		
Brief description and aim of the module	This module introduces participants to intergenerational learning as a key approach for understanding, sustaining, and revitalising Intangible Cultural Heritage (ICH) in rural and remote contexts. Through a combination of experiential learning, conceptual input, and practical group work, participants explore how knowledge is transmitted (or interrupted) between generations in their chosen training case.	
	The module guides participants from personal connection to place, through mapping generational relationships, to identifying living and at-risk knowledge, and finally to designing a concrete intergenerational learning moment. All activities are grounded in the participants’ own training case, ensuring continuity across the training week and preparing the ground for later modules.	
Schedule		
Duration (minutes)	Name of activity (as written in the activity template) or presentation segment (specify slide numbers) Also specify breaks in between activities	Materials needed (make sure they are also mentioned in the activity template(s))
15–20	Icebreaker – “My Place in 1 Object”	If participants share digitally: laptop, projector and screen.If not: no materials needed beyond participants’ objects.
30	Presentation: Intergenerational Learning & Intangible Cultural Heritage	Laptop;Projector and screen;Presentation.
75	Activity 1 – Mapping the Generations of My Place	<u>If working digitally</u> : participants’ own devices (laptop, tablet, or smartphone). <u>If working on paper</u> : Generational Map template printed; flipchart sheets or A3 paper; markers; sticky notes. <u>For presentations</u> : If working digital:laptop,projector and screen.If working on paper: just group outputs.
15	Break	—
45-50	Activity 2 – Lost & Living Knowledge of My Place	<u>If working digitally</u> : participants’ own devices (laptop, tablet, or smartphone).

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		If working on paper: flipchart sheets or A3 paper; markers; sticky notes in two colours. Completed Generational Map from Activity 1 from each group
45–60	Activity 3 – Designing an Intergenerational Learning Moment	If working digitally: participants' own devices (laptop, tablet, or smartphone). If working on paper: flipchart sheets or A3 paper; markers. Outputs from Activity 1 and Activity 2. For collection: trainer device (phone or laptop) to document group outputs.

Table 13 -“Module overview-Intergenerational learning”

Activities

The following activities was developed as part of the module to support the learning objectives and facilitate active participation throughout the training session:

Activity 1: Mapping the Generations of My Place	
Brief description of the activity:	This participatory activity invites participants to visually map the different generations connected to their chosen rural or remote place, identifying key actors, knowledge holders, and types of Intangible Cultural Heritage (ICH) associated with each generation. Through individual or pair work followed by group reflection, participants analyse intergenerational relationships, identify gaps or weak links in knowledge transmission, and recognise opportunities for intergenerational learning actions. The activity is directly connected to the participants' training case and prepares the ground for subsequent activities in the module.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key	- Identify the different generations connected to their chosen place - Recognise key actors and knowledge holders related to local ICH - Analyse how knowledge and practices are transmitted across generations - Identify gaps, weak links, and opportunities for intergenerational learning - Reflect on intergenerational dynamics within their local context

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skills and knowledge to be developed.	
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	75 minutes
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.	<u>Core materials:</u> • A3 paper or flipchart sheets • Markers (different colours) • Sticky notes <u>Digital & presentation tools:</u> • Laptop (for trainer) • Projector and screen (to show the example generational map) <u>Optional / alternative tools:</u> • Participants' own devices (laptop, tablet, or smartphone) • Digital whiteboard or mapping tools (if preferred by participants)
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to	• Prepare a simple example of a generational map (digital slide or flipchart) to be shown at the beginning of the activity or use the example that is already prepared. • Ensure the laptop, projector, and screen are set up and working properly.

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ensure the session runs smoothly	• Arrange the room to allow for individual or pair work and small-group sharing (tables or clusters of chairs). • Prepare analogue materials (A3 paper, markers, sticky notes) and place them where participants can easily access them. • Inform participants that they may choose to work either on paper or using their own digital devices (laptop, tablet, or smartphone), and that both options are equally valid.		
Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Step 1 – Introduction and instructions The trainer briefly recalls key concepts from the Intergenerational Learning presentation and explains the purpose of the activity. Participants are invited to think about their chosen place as a community of people and generations rather than as a physical location. The trainer introduces the concept of a generational map and presents a simple example using the projector or flipchart.	• Laptop • Presentation "Intergenerational learning" • Projector and screen • Example generational map (digital slide or flipchart)	10 minutes
	Step 2-Mapping the Generations of My Place Participants work in pairs of 4 or 5 to complete the Generational Map using	• Generational Map template (printed or digital)	30 minutes

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	their chosen training case. They identify the different generations connected to their place, key actors and roles, the knowledge and practices held by each generation, and the strength of connections between generations. The focus is on people, relationships, and everyday practices linked to Intangible Cultural Heritage, rather than on institutions or formal structures. Participants may complete the map using paper or digital tools.	• A3 paper or flipchart sheets (if working on paper) • Markers and sticky notes (if working on paper) • Participants' own devices (laptop, tablet, or smartphone – optional)	
	Step 3- Plenary Presentation of Generational Maps Each group presents their completed Generational Map to the whole group. Presentations should be brief and focus on key insights rather than detailed explanations. Groups are invited to highlight one strong intergenerational connection and one gap or weak link identified in their map. The trainer facilitates the plenary by managing time and encouraging attentive listening, without opening discussion or	• Completed Generational Maps (paper or digital) • Projector and screen (if maps are presented digitally)	20 minutes

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	problem-solving at this stage.		
	Step 4-Debriefing and Reflexions In plenary, the trainer facilitates a short debriefing of the activity. Participants are invited to briefly share how it was to map the generations of their place and what stood out to them during the process. The focus is on immediate impressions, observations, and reflections rather than analysis or solution-building. The trainer closes the debriefing by acknowledging the diversity of situations across places and highlighting that the maps will be used as a basis for the next activities in the module.	• Flipchart or whiteboard (optional, to note key points) • Markers	15 minutes
Tips for the Trainer:	Before and During the Activity • Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. • Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers.		

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- Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition.
- Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively.

Additional Tips

a) Activity-specific facilitation tips

- Remind participants to work on the same training case they selected before the training week, as this activity feeds into all following modules.
- Encourage groups to keep their maps simple and readable; detailed explanations can be shared verbally during presentations.
- If groups get stuck, use guiding questions such as:
 - “Who usually does this activity in your place?”
 - “Who learned it from whom?”
 - “Who is missing from this picture?”
- Prevent early problem-solving: if groups start proposing solutions, remind them that this activity is about mapping, not fixing.
- Keep presentations short and focused (1–2 minutes per group) to preserve energy for reflection.

b) Other:

- Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively.
- Manage time carefully to maintain focus while ensuring all participants contribute.
- Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions).

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	Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	Denisa Vornicu-Asociacion Uno; d.vornicu@associaciouno.eu

Table 14 -“Activity-Mapping the generation of my place”

Activity 2: Lost & Living Knowledge of My Place	
Brief description of the activity:	This activity builds on the Generational Map developed in Activity 1. Participants analyse which forms of knowledge and practices related to their place are actively transmitted across generations (“living knowledge”) and which are fragile, disappearing, or no longer shared (“lost or at-risk knowledge”). By distinguishing between these two categories, participants sharpen their understanding of intergenerational dynamics and identify priority areas for future intergenerational learning actions and community engagement.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	- Identify forms of Intangible Cultural Heritage that are actively transmitted in their place - Recognise knowledge and practices that are fragile or at risk of disappearing - Reflect on the role of intergenerational learning in maintaining or reviving knowledge - Prioritise areas of intervention for future actions linked to their training case
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping	45-50 minutes

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the trainer manage time effectively during the session			
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.	- Completed Generational Map from Activity 1 (paper or digital) - A3 paper or flipchart sheets (<i>if working on paper</i>) - Markers (<i>if working on paper</i>) - Sticky notes in two colours (<i>if working on paper</i>) - Participants' own devices (laptop, tablet, or smartphone) (<i>if working digitally</i>)		
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	- Ensure that the same groups formed during Activity 1 will continue working together for this activity. - Check that each group has access to their completed Generational Map from Activity 1 (paper or digital). - Review the slides explaining the difference between living knowledge and lost or at-risk knowledge and ensure it is ready to be displayed during the activity. - Or the trainer has to create their own presentation if they don't want to present the existing slides. - Ensure materials for both paper-based and digital work are available and clearly explained to participants.		
Description:	Step name and description	Materials needed	Duration (minutes)

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A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Step 1 – Introduction: Lost & Living Knowledge The trainer introduces the concepts of living knowledge and lost or at-risk knowledge. Living knowledge refers to practices and know-how that are still actively practiced and transmitted across generations. Lost or at-risk knowledge refers to practices that are no longer transmitted regularly, are confined to one generation, or have lost their place in everyday life. The trainer explains that identifying both is essential for understanding intergenerational learning and for prioritising future actions linked to the training case.	• Laptop • Projector and screen • Presentation “Lost and Living Knowledge”	10 minutes
	Step 2– Identifying Lost & Living Knowledge (Group Work) Working in the same groups as Activity 1, participants review their completed Generational Map and identify concrete	• Completed Generational Map from Activity 1 (paper or digital) • A3 paper or flipchart sheets (if	25 minutes

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	examples of knowledge and practices connected to their place. Groups distinguish between living knowledge (actively practiced and transmitted) and lost or at-risk knowledge (weak or missing transmission). Examples are noted either on paper or digitally, depending on the group's chosen working method.	working on paper) • Markers (if working on paper) • Sticky notes in two colours (if working on paper) • Participants' own devices (laptop, tablet, or smartphone) (if working digitally)	
	Step 3- Prioritisation of At-Risk Knowledge Groups briefly discuss which examples of lost or at-risk knowledge are most relevant or urgent to address through intergenerational learning or community engagement. Each group selects one or two priority examples that could realistically be supported in future actions. The aim is to focus attention, not to design solutions yet.	• Outputs from Step 2 (paper or digital)	10 minutes

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If needed, insert more rows by right-clicking this cell and choosing Insert rows below.	Step 4-Debriefing and Reflexions In plenary, the trainer facilitates a short debriefing of the activity. Participants are invited to briefly share reflections on how it felt to distinguish between living knowledge and lost or at-risk knowledge in their place. The focus is on capturing immediate impressions and insights, rather than analysis or problem-solving. The trainer closes the activity by reinforcing the importance of intergenerational learning for keeping knowledge alive.	• None (optional flipchart if the trainer wishes to note one or two reflections)	5 minutes
Tips for the Trainer:	Before and During the Activity • Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. • Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition.		

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- Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively.

Additional Tips

- c) Activity-specific facilitation tips
 - Remind participants to continue working with the same training case and the same group as in Activity 1.
 - Emphasise that “lost” does not mean gone forever; it refers to weak or missing intergenerational transmission.
 - Encourage participants to be specific and concrete when naming knowledge or practices (e.g. “traditional bread-making” rather than “food”).
 - If groups struggle to categorise a practice, reassure them that overlap is normal and that the goal is reflection, not precision.
 - Prevent early solution-building; remind participants that designing actions will come in the next activity.
 - Keep the debriefing short and reflective, focusing on how the exercise felt rather than conclusions.
 - If groups get stuck, use guiding questions such as:
 - Who practices this today?”
 - “Who used to practice it before?”
 - “When was the last time generations learned this together?”
- d) Other:
 - Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively.
 - Manage time carefully to maintain focus while ensuring all participants contribute.
 - Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions).

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	Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	Denisa Vornicu-Asociacion Uno; d.vornicu@associaciouno.eu

Table 15 - "Activity-Lost and living knowledge of my place"

Activity 3: Designing an Intergenerational Learning Moment	
Brief description of the activity:	In this activity, participants translate their analysis into action by designing a small, realistic intergenerational learning moment linked to their training case. Participants focus on one concrete situation in which different generations could meet, exchange knowledge, and learn together in a meaningful way. The activity supports the transition from reflection to intention by helping participants imagine how intergenerational learning can take place in practice, based on the realities of their place.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	- Identify a concrete situation where intergenerational learning can take place - Clarify who is involved and how learning happens between generations - Connect knowledge, place, and people in a realistic learning moment - Reflect on how intergenerational learning can be intentionally supported
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage	45-60 minutes

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time effectively during the session			
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.	• Outputs from Activity 1 (Generational Map) • Outputs from Activity 2 (Lost & Living Knowledge) • A3 paper or flipchart sheets (if working on paper) • Markers (if working on paper) • Participants' own devices (laptop, tablet, or smartphone) (if working digitally)		
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	• Ensure that the same groups formed during Activity 1 will continue working together for this activity. • Check that each group has access to their completed Generational Map from Activity 1 (paper or digital). • Ensure materials for both paper-based and digital work are available and clearly explained to participants. • Plan how to collect the intergenerational learning moments developed by each group (e.g. photos of paper outputs, short written descriptions, or digital files).		
Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions	Step 1 – Introduction: Imagining an Intergenerational Learning Moment	• None	5 minutes

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for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	The trainer explains that participants will now design one intergenerational learning moment based on what they identified as living or at-risk knowledge. The trainer clarifies that this is not about creating a project or programme, but about imagining a specific, realistic situation where generations meet and learning happens naturally. The focus is on relevance, feasibility, and connection to the place.		
	Step 2- Designing the Learning Moment (Group Work) Working in their groups, participants design one intergenerational learning moment connected to their place. Groups describe the learning moment by answering the following guiding questions: • Which generations are involved? • What knowledge or practice is being shared? • Where does the learning take place?	• A3 paper or flipchart sheets (if working on paper) • Markers (if working on paper) • Participants' own devices (if working digitally)	25-30 minutes

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	- How does learning happen (e.g. by doing, observing, storytelling, mentoring)? - What makes this moment meaningful for the people involved? Groups keep their descriptions simple and grounded in reality.		
	Step 3- Plenary Sharing of Learning Moments Each group briefly presents their intergenerational learning moment to the whole group. Presentations focus on the core idea of the learning moment rather than on details or implementation. After each presentation, the trainer ensures that the learning moment is collected and documented, either by gathering the paper output, taking a photo, or saving the digital file. These collected learning moments can be used later in the training if its needed.	- Completed descriptions of the intergenerational learning moments (paper or digital) - Projector and screen (<i>only if groups present digitally</i>) <u>Trainer's device (smartphone or laptop) to collect the outputs, by:</u> - taking photos of paper-based work, and/or	10-15 minutes

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		- saving digital files shared by the groups <u>Optional (only if useful)</u> • Flipchart or whiteboard to note recurring ideas (<i>not required</i>) • Markers (<i>if using flipchart</i>)	
If needed, insert more rows by right-clicking this cell and choosing Insert rows below.	Step 4-Debriefing and Reflexions In plenary, the trainer facilitates a short debriefing of the activity. Participants are invited to reflect on how it felt to imagine a concrete intergenerational learning moment and what they found easy or challenging. The trainer closes the debriefing by reinforcing that even small, simple moments can play an important role in strengthening intergenerational learning.	• None (optional flipchart if the trainer wishes to note one or two reflections)	5 minutes
Tips for the Trainer:	Before and During the Activity • Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity.		

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- Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths.
- Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers.
- Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition.
- Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively.

Additional Tips

- “Example for the trainer to share with the audience if they need one: Place: Village community kitchen ; Who: Elders + youth ; What: Traditional bread-making ; How: Cooking together and storytelling ;Where: Community kitchen, once a month”
- Activity-specific facilitation tips
- Encourage participants to keep the learning moment small, specific, and realistic
- Remind groups that learning moments can already exist or be easily created
- Avoid pushing participants toward formal programmes or complex structures
- Support groups who struggle by asking: “Where do generations already meet?”
- Keep the focus on learning and exchange, not outcomes or outputs
- Other:

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	• Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. • Manage time carefully to maintain focus while ensuring all participants contribute. • Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). • Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	Denisa Vornicu-Asociacion Uno; d.vornicu@associaciouno.eu

Table 16 -“Activity–Designing an Intergenerational moment”

Supporting Materials

The educational materials and resources developed for this module include presentations, activity templates, mapping tools, trainer guidance materials, and practical learning resources designed to support participatory and experiential intergenerational learning activities. The supporting materials developed for this module can be downloaded from the #ASenseofEU online repository:

- [Intergenerational Learning Presentation](#)
- [Living Knowledge & Lost or At-Risk Knowledge Presentation](#)
- [Generational Map – Template](#)
- [Generational Map – Example](#)

4.5 Community Engagement

Lead Partner: Open Impact

Estimated Duration: around 4 hours

Module Description and Objectives

This module was developed to introduce participants to the concepts of community engagement and community mapping, and to explore their role in safeguarding Intangible Cultural Heritage (ICH) and supporting sustainable tourism development within rural and remote communities.

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The module aims to support participants in understanding how local communities can actively participate in identifying, preserving, and promoting their own heritage, while also reflecting on the importance of participation, inclusion, trust, co-creation, and active citizenship within tourism development processes.

Particular attention is given to the relationship between local identity, community wellbeing, and the safeguarding of intangible cultural heritage through community-based approaches. The module encourages participants to critically reflect on the role of communities not only as beneficiaries of tourism development, but also as active contributors, decision-makers, and knowledge holders.

Through a combination of conceptual presentations, participatory reflection, collaborative group work, critical thinking exercises, and practical mapping activities connected to the participants' selected training case, the module encourages participants to analyse community participation processes, identify hidden cultural assets, reflect on risks related to the commodification of heritage, and explore participatory approaches to safeguarding local identity and traditions.

Participants also engage in practical activities where they identify cultural, sensory, social, and environmental dimensions of their selected place and collaboratively develop participatory community maps highlighting local assets, stories, traditions, and community connections.

The module is supported by presentations, participatory mapping exercises, activity templates, and facilitation guidelines developed by Open Impact to ensure consistency, participation, and transferability across different educational and community contexts.

Module overview

Module overview – Community Engagement & Mapping	
Brief description and aim of the module	This module provides the theoretical and practical tools to involve local communities in the tourism development process. It aims to move from top-down "spectator tourism" to a participatory model where residents co-create the narrative. The module focuses on identifying Intangible Cultural Heritage (ICH) through participatory mapping.
Schedule	

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Duration (minutes)	Name of activity (as written in the activity template) or presentation segment (specify slide numbers) Also specify breaks in between activities	Materials needed (make sure they are also mentioned in the activity template(s))
15'	Intro & Icebreaker: Discussion on local heritage pride.	Projector, Sticky notes
20'	Presentation: The "Science and Art" of Community Engagement.	PPT Slides
40'	Activity 1: ICH Risks & Community Safeguarding	Pens an paper
25'	Presentation: The Ladder of Participation & Inclusion Strategies.	PPT Slides
30'	Activity 2: Asset ID in Remote Areas	Pens an paper
15'	Presentation: Theory of Community vs. Standard Mapping.	PPT Slides
45'	Activity 3: Mapping the "Invisible"	Local map, colored markers
10'	Debriefing & Reflection: Integrating mapping into tourism products.	Local map

Table 17 - "Module overview-Community Engagement"

Activities

The following activities were developed as part of the module to support the learning objectives and facilitate active participation throughout the training session:

ICH Risks & Community Safeguarding	
Brief description of the activity:	A critical thinking exercise where participants identify the risks of commodifying heritage (e.g., "Disneyfication") and propose community-led solutions.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of	Recognize threats to ICH authenticity and define safeguarding strategies.

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the session, helping the trainer focus on the key skills and knowledge to be developed.	
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	40 minuts
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.	Pens and paper.
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	The trainer prepares pens and paper for each group and, if needed, selects one example of tourism-related pressure on local traditions to introduce the activity and stimulate discussion. Ensure the space allows small group work and group sharing.

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Description	Step name and description	Materials needed	Duration (minutes)
	Step 1 Risk Identification Groups list 3 potential negative impacts of tourism on local traditions (e.g., loss of meaning, exclusion of locals).	None	15 min
	Step 2 Strategy Building Groups propose "Counterweights" based on community engagement principles (e.g., community-led tours, profit-sharing).	None	15 min
	Step 3 Sharing Each group presents their "Safe Development" strategy.	None	10 min
Tips for the Trainer:	Before and During the Activity - Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. - Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths.		

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	• Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. • Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips • Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. • Manage time carefully to maintain focus while ensuring all participants contribute. • Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). • Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	elisa.marrocu@openimpact.it

Table 18-“Activity- ICH Risks & Community Safeguarding”

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Asset ID in Remote Areas	
Brief description of the activity:	- Select a remote area from your training case. - Identify 3 hidden assets (a story, a skill, a ritual). - Define one method to involve the local community (or diaspora) in sharing these.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	By the end of the activity, participants will be able to identify three hidden assets in a remote area and suggest one simple way to share them with the local community or diaspora.
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	40 minutes
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the	Pens and paper.

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activity where the material is needed. Also copy to the module overview.			
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	The trainer prepares pens and paper for each group, ensures participants understand the concept of “hidden assets,” and briefly explains the three categories: story, skill, and ritual. The trainer may prepare one example in advance to support participants.		
Description:	Step name and description	Materials needed	Duration (minutes)
	Step 1 The trainer briefly introduces the activity and explains the task: participants will identify three hidden assets from a remote area, focusing on one story, one skill, and one ritual.	None	15 min
	Step 2 Participants work in pairs and share their ideas, discussing the hidden assets they identified and one simple way to involve the local community or diaspora in sharing them.	Pens and paper	15 min

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	Step 3 Volunteers share their reflections with the group. The trainer highlights common ideas and key insights.	None	10 min
Tips for the Trainer:	Before and During the Activity • Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. • Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. • Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips • Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. • Manage time carefully to maintain focus while ensuring all participants contribute. • Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions).		

WP2- Training Modules

	Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	elisa.marrocu@openimpact.it

Table 19 - "Activity- Asset ID in Remote Areas"

Mapping the "Invisible"	
Brief description of the activity:	A hands-on mapping session where participants draw their sensory and social experience of a place on a physical map.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	Translate intangible data (sounds, smells, social rules) into a visual resource for planning.
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	45 minutes
Materials needed:	Physical paper map of the area, colored markers, post-its, tape.

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A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.			
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	Adapt the map: if you are in a rural village, use a hand-drawn topographical map. If you are in a city, use a standard street map but encourage participants to "draw over the lines." Language & symbols: in multicultural groups, encourage the use of drawings and universal symbols (e.g., a musical note for sounds) to overcome language barriers. Always end by asking: "how does this map change the way we would design a tour for this area?" this connects the exercise to professional tourism development.		
Description:	Step name and description	Materials needed	Duration (minutes)
	Step 1 Sensory plotting: draw icons for "sensory anchors" (where do you hear music? Where are the distinct smells? Where is it quiet?).	Physical paper map of the area, colored markers, post-its.	15 min
	Step 2 Social hubs (10 min): mark locations where locals	Physical paper map of the area,	15 min

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	naturally gather (unwritten "social rules" of the space).	colored markers, post-its.	
	Step 3 Personal connections (10 min): participants mark a spot that reminds them of a tradition from their own home/culture (creating an "international bridge").	Physical paper map of the area, colored markers, post-its.	10 min
	Step 4 Gallery walk: groups look at each other's maps to see overlapping "hotspots" of heritage.	Tape	10 min
Tips for the Trainer:	Before and During the Activity - Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. - Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. - Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. - Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. - Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal		

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	stories that may emerge during the activity. Address any conflicts constructively. Additional Tips • Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. • Manage time carefully to maintain focus while ensuring all participants contribute. • Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). • Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	elisa.marrocu@openimpact.it

Table 20 -“Activity- Mapping the invisible”

Supporting Materials

The educational materials developed for this module, including presentations and supporting learning resources, can be downloaded from the #ASenseofEU online repository:

[Community Engagement Presentation](#)

4.6 Digitalisation

Lead Partner: UNO – Asociación Uno

Estimated Duration: around 4 hours

Module Description and Objectives

This module was developed to introduce participants to the role of digitalisation in the safeguarding, visibility, transmission, and promotion of Intangible Cultural Heritage (ICH) within rural and remote communities.

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The module aims to support participants in understanding how digital tools can strengthen the visibility, accessibility, documentation, and continuity of intangible cultural heritage while ensuring that communities remain at the centre of safeguarding processes. Particular attention is given to the relationship between digital visibility, cultural recognition, participation, intergenerational transmission, and sustainable heritage practices.

Through a combination of conceptual presentations, digital exploration activities, participatory reflection, collaborative group work, practical exercises, and design-oriented learning connected to the participants' selected training case, the module encourages participants to critically analyse the digital presence of their selected place and explore how digital tools can support community-based heritage initiatives.

Participants are encouraged to identify gaps in the online representation of intangible cultural heritage, evaluate appropriate digital tools, and collaboratively design realistic digital components aligned with safeguarding objectives, local participation, accessibility, and community capacity.

The module also introduces participants to several international best practice examples demonstrating how digital tools can support heritage safeguarding, participatory mapping, storytelling, and community engagement, including examples from Sweden, Spain, and Romania. These examples encourage reflection on how digitalisation can strengthen connections between heritage, place, identity, and community participation while avoiding overly extractive or purely promotional approaches.

The activities developed within the module encourage participants to approach digitalisation as a supportive and complementary layer that strengthens heritage continuity and participation rather than replacing lived cultural practice and community interaction.

The module is supported by presentations, guiding questions, activity templates, digital exploration exercises, and facilitation guidelines developed by UNO to ensure consistency, participation, feasibility, and transferability across different educational and community contexts.

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Module Overview

Module overview-Digitalisation		
Brief description and aim of the module	This module explores how digital tools can support the safeguarding, visibility, and transmission of Intangible Cultural Heritage (ICH) in rural and remote contexts. Participants analyse the digital presence of their chosen training case, evaluate appropriate digital tools, and design a realistic digital component aligned with community capacity and safeguarding objectives. The module moves from awareness and exploration to strategic selection and practical design, ensuring that digitalisation is understood as a supportive layer that strengthens heritage continuity rather than replacing lived cultural practice.	
Schedule		
Duration (minutes)	Name of activity (as written in the activity template) or presentation segment (specify slide numbers) Also specify breaks in between activities	Materials needed (make sure they are also mentioned in the activity template(s))
10	Energizer” “My Digital Habit””	None;
25-30	Presentation: Digitalisation in ICH	Laptop;Projector and screen;Presentation.
75	Activity 1 – Digital Mapping of My place	<u>If working digitally:</u> Participants’ own devices (laptop, tablet, or smartphone); Stable internet connection. <u>If working on paper:</u> A3 paper or flipchart sheets;Markers. <u>For presentations:</u> .projector,screen
15	Break	—
45	Activity 2 – Choosing the right Digital Tool	<u>If working digitally:</u> Participants’ own devices (laptop, tablet, or smartphone). <u>If working on paper:</u> A3 paper or flipchart sheets;Markers. <u>For presentations:</u> Slide with digital tool categories;Slide with guiding evaluation questions; Projector and screen.
50	Activity 3 – Designing a Digital Component	<u>If working digitally:</u> Participants’ own devices (laptop, tablet, or smartphone). <u>If working on paper:</u> A3 paper or flipchart sheets;Markers.

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		For collection: Trainer device (phone or laptop) to document and collect group outputs; For Presentations: Projector and screen (if groups present digitally).
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Table 21 - "Module overview Digitalization"

Activities

The following activities were developed as part of the module to support the learning objectives and facilitate active participation throughout the training session:

Activity 1: Digital Mapping of My Place	
Brief description of the activity:	In this activity, participants analyse the current digital presence of their chosen training case. By exploring search engines, social media platforms, websites, and digital maps, they assess how their place and its Intangible Cultural Heritage are represented online. The activity helps participants identify strengths, gaps, and opportunities in digital visibility.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	- Assess the current digital visibility of their place - Identify who is shaping the digital narrative - Recognise gaps in online representation of ICH - Reflect on the relationship between digital presence and safeguarding
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	75 minutes

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Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.	<u>Core materials:</u> - Participants' own devices (laptop, tablet, or smartphone) - Stable internet connection <u>Digital & presentation tools:</u> - Laptop (for trainer) - Projector and screen (to show the example generational map) <u>Optional / alternative tools</u> - A3 paper or flipchart sheets (for groups who prefer taking notes on paper) - Markers		
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	- Ensure participants work in groups based on their chosen training case (either continuing previous groups or forming new groups around the same place). - Confirm that each group has access to at least one digital device. - Ensure stable internet connection. - Review the slide with the guiding questions to support digital exploration and ensure it is ready to be displayed during the activity. - Ensure the projector and screen are set up and working properly.		
Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is	Step 1 – Introduction and instructions The trainer briefly recalls key concepts from the Digitalisation presentation and explains the purpose of the activity. Participants	- Laptop - Projector and screen - Slide with guiding questions	10 minutes

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implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	are invited to analyse the digital presence of their chosen place and reflect on how Intangible Cultural Heritage is represented online. The trainer presents the guiding questions that will support their exploration and clarifies that the goal is analysis, not solution-building.		
	Step 2- Digital Exploration of My Place Participants work in groups based on their chosen training case. Using search engines, digital maps, social media platforms, websites, and video platforms, they explore how their place appears online and answer the guiding questions introduced in Step 1 to structure their analysis. Groups take notes digitally or on paper.	- Participants' own devices (laptop, tablet, or smartphone) - Internet connection - Paper and markers (optional)	40 minutes
	Step 3-Presentation Each group briefly presents:	Projector and screen (optional, if groups wish)	15 minutes

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	- One strength in the digital presence of their place - One gap or missing element related to ICH visibility The trainer highlights recurring patterns and prepares the transition toward digital tool selection in the next activity.	to show examples)	
If needed, insert more rows by right-clicking this cell and choosing Insert rows below.	Step 4-Debriefing and Reflexions In plenary, the trainer facilitates a short debriefing. Participants are invited to reflect on what surprised them during the exploration and how digital visibility relates to safeguarding. The trainer reinforces that digital presence influences recognition, participation, and continuity, while reminding participants that digitalisation must support , not replace ,lived practice.	- Flipchart or whiteboard (optional, to note key points) - Markers	10 minutes
Tips for the Trainer:	Before and During the Activity - Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. - Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths.		

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- Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers.
- Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition.
- Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively.

Additional Tips

- Remind participants that this activity is about analysis and observation, not designing digital solutions yet.
- Encourage groups to focus specifically on intangible cultural heritage (ICH) and not only on general tourism or promotional content.
- Support participants who may feel less confident using digital tools; ensure that at least one person per group can navigate online platforms comfortably.
- Encourage critical thinking by asking follow-up questions such as:
 - "Who benefits from this digital representation?"
 - "Whose voice is missing?"
 - "Is the content community-driven or externally produced?"
- Remind participants that the absence of digital presence does not mean the heritage lacks value — it may simply reflect limited digital capacity.
- Keep the discussion grounded in safeguarding: digital visibility should support heritage, not reduce it to marketing.

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	Manage time carefully to ensure enough space for plenary sharing and reflection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	Denisa Vornicu-Asociacion Uno; d.vornicu@associaciouno.eu

Table 22 -“Activity– Digital Mapping of my Place”

Activity 2: Choosing the Right Digital Tool	
Brief description of the activity:	In this activity, participants evaluate different types of digital tools and select one that could realistically support the safeguarding and visibility of Intangible Cultural Heritage in their chosen training case. Building on the digital mapping carried out in Activity 1, participants connect identified gaps or weaknesses with appropriate digital solutions. The focus is on feasibility, sustainability, and relevance to the community, rather than technological complexity.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	- Identify appropriate digital tools for their local context - Evaluate feasibility and sustainability of digital solutions - Connect digital tools to safeguarding objectives - Make informed decisions based on community capacity
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session.	45 minutes

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Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.	Core materials: • Outputs from Activity 1 (notes on digital presence) • A3 paper or flipchart sheets • Markers Digital option: • Participants' own devices (laptop, tablet, smartphone) Presentation tools: • Laptop (trainer) • Projector and screen		
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	• Ensure materials for both paper-based and digital work are available and clearly explained to participants. • Review the slide on categories of digital tools in advance. • Ensure the presentation is available and functioning properly. • Ensure participants continue working in the same groups as Activity 1. • Prepare the evaluation framework slide and guiding questions. • Check internet access and technical setup (projector, screen, devices). • Ensure materials for both paper-based and digital work are available and clearly explained to participants		
Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section	Step 1 – Introduction: From Analysis to Selection	• Laptop • Projector and screen • Presentation	5 minutes

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provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	The trainer briefly recalls the findings from Activity 1 and introduces the categories of digital tools (documentation, digital storytelling, social media and online platforms, digital archives and mapping tools). The trainer explains how each category can support the safeguarding and visibility of Intangible Cultural Heritage. Participants are reminded that the goal is not to choose the most innovative tool, but the most appropriate and sustainable one for their local context.	“Category of Digital tools”	
	Step 2– Tool Evaluation and Selection (Group Work) Participants continue working in the same groups formed in Activity 1 of this module, ensuring continuity with the digital mapping exercise and the identified gaps. The trainer displays the guiding evaluation questions on a slide to structure the group	• Outputs from Activity 1 • Slide with guiding evaluation questions • Projector and screen • A3 paper or digital document • Markers (if working on paper)	30 minutes

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	discussion and decision-making process. Each group reviews the categories of digital tools and selects one tool that could realistically address a gap identified in Activity 1.	Participants' own devices (optional)	
	Step 3– Mini Presentation Each group briefly presents the digital tool they selected and explains their reasoning based on the evaluation criteria shown on the slide. Groups are invited to highlight: - The digital tool chosen - The gap from Activity 1 that it addresses - Why it is realistic for their context - One potential challenge or limitation The trainer facilitates short and focused presentations (1–2 minutes per group), ensuring time discipline and encouraging attentive listening. The aim is not to evaluate or rank proposals, but to surface patterns and realistic approaches.	- Slide with guiding evaluation questions (still displayed) - Projector and screen - Groups' notes (paper or digital)	10 minutes

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If needed, insert more rows by right-clicking this cell and choosing Insert rows below.	Step 4-Debriefing and Transition The trainer facilitates a short plenary debriefing. Participants are invited to reflect on: • What influenced their choice of tool • Whether simplicity or complexity felt more realistic • What common challenges emerged across groups The trainer highlights that choosing the right tool is about alignment with community capacity and safeguarding needs, not technological ambition. The activity concludes with a clear transition: in the next activity, participants will further develop their selected digital tool into a concrete and realistic digital component for their place.	• None (optional flipchart if the trainer wishes to note one or two reflections)	5 minutes
Tips for the Trainer:	Before and During the Activity • Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. • Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths.		

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- Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers.
- Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition.
- Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively.

Additional Tips

Activity-specific facilitation tips:

- Remind participants to continue working with the same training case and the same group as in Activity 1 to ensure continuity with the digital mapping findings.
- Emphasise that the goal is not to choose the most innovative or technologically advanced tool, but the most appropriate and sustainable one for their local context.
- Encourage participants to clearly link their selected tool to a specific gap identified in Activity 1.
- Support groups in thinking realistically about local capacity, skills, and resources.
- If groups tend toward overly complex solutions (e.g., AI, VR, large platforms), gently guide them back to feasibility and community ownership.
- Prevent early over-design; remind participants that detailed development of the digital component will happen in the next activity.
- Keep presentations short and focused (1–2 minutes per group) to preserve energy and momentum.
- If groups get stuck, use guiding questions such as:

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	▪ “What digital gap did you identify earlier?” ▪ “Who would realistically manage this tool in your community?” ▪ “Is this tool sustainable after initial enthusiasm?” ▪ “What is the simplest version of this idea?” Other: • Be enthusiastic and supportive—encourage confidence even among participants with limited digital experience. • Foster critical thinking without discouraging creativity. • Manage time carefully to ensure all groups can present. • Adjust explanations depending on the group’s digital literacy level. • Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	<i>Denisa Vornicu-Asociacion Uno;</i> <i>d.vornicu@associaciouno.eu</i>

Table 23 -“Activity– Choosing the Right Digital Tool”

Activity 3: Designing a Digital Component	
Brief description of the activity:	This activity builds on the digital tool selected in Activity 2. Participants develop a concrete and realistic digital component that supports the safeguarding and visibility of Intangible Cultural Heritage in their chosen training case. By defining its purpose, target audience, format, management, and sustainability, participants move from tool selection to structured design grounded in community capacity.

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Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	• Develop a realistic digital component linked to their chosen training case • Connect digital tools to safeguarding objectives • Define roles, responsibilities, and sustainability measures • Anticipate potential risks and limitations
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	50 minutes
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.	Core materials: • Selected digital tool from Activity 2 • Outputs from Activity 1 (digital gaps identified) • A3 paper or flipchart sheets • Markers Digital option: • Participants' own devices (laptop, tablet, smartphone) Presentation tools: • Laptop (trainer) • Projector and screen
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to	• Ensure participants continue working in the same groups as in Activity 2. • Review the slide with the guiding design questions and ensure it is ready to be displayed during the activity. • Check that the projector and technical setup are functioning properly.

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ensure the session runs smoothly			
Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Step 1 – Introduction: From Tool to Design The trainer explains that participants will now further develop the digital tool selected in Activity 2 into a concrete and realistic digital component. The trainer emphasises that the aim is to design something feasible and sustainable, not a complex or large-scale project. The trainer presents the slide with the guiding design questions, explaining how these questions will structure the group work and support clear, focused development. Participants are reminded to stay grounded in safeguarding objectives and community capacity.	• Slide with guiding design questions • Laptop • Projector and screen	5 minutes

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	Step 2- Designing the Digital Component (Group Work) Participants remain in the same groups as in Activity 2 and further develop the digital tool they selected into a concrete and realistic digital component. Using the guiding design questions displayed on the slide, groups work through the following aspects: • Define clearly what will be created (e.g., short video series, digital map entry, social media storytelling campaign, online archive section). • Specify which ICH element the component supports. • Identify who will be responsible for creating and maintaining it. • Define the target audience. • Explain how the component will be	• Slide with guiding design questions (displayed) • Outputs from Activity 2 (selected digital tool) • A3 paper or flipchart sheets • Markers (if working on paper) • Participants' own devices (if working digitally)	30 minutes
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	sustained and updated over time. Anticipate possible risks or challenges (technical, financial, ethical, participation-related). Groups summarise their digital component in a structured and concise format, either on paper or digitally.		
	Step 3– Presentation of Digital Components Each group presents their designed digital component to the plenary. Presentations should be concise (2–3 minutes per group) and focus on clarity rather than detail. Groups are invited to explain: - The selected digital tool - The concrete digital component designed - Which ICH element it supports - Why it is realistic and sustainable - One potential challenge	- Presentation of the digital components of each group (paper or digital) - Projector and screen (<i>only if groups present digitally</i>) <u>Trainer's device (smartphone or laptop) to collect the outputs, by:</u> - taking photos of paper-based work, and/or	10 minutes

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		- saving digital files shared by the groups <u>Optional (only if useful)</u> • Flipchart or whiteboard to note recurring ideas (<i>not required</i>) • Markers (<i>if using flipchart</i>)	
If needed, insert more rows by right-clicking this cell and choosing Insert rows below.	Step 4-Debriefing and Reflexions The trainer facilitates a short debriefing of the activity. As well the trainer facilitates a short plenary reflection to consolidate learning from the Digitalisation module. Participants are invited to reflect on: • What felt realistic in your design process? • What challenges did you identify? • How does digitalisation support safeguarding without replacing lived practice? • What role does community capacity	• None (optional flipchart if the trainer wishes to note one or two reflections)	5 minutes

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	play in digital sustainability?		
Tips for the Trainer:	Before and During the Activity • Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. • Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. • Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips Activity-specific facilitation tips: • Encourage participants to keep the digital component small, specific, and realistic rather than ambitious or technologically complex. • Remind groups that digital tools should support safeguarding and community practice, not replace lived heritage. • Emphasise sustainability — ask participants to consider who will maintain or update the digital component over time. • Support groups who struggle by asking: “What is the simplest version of this idea?” or “Who in your community could realistically manage this?”		

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	• Keep the focus on alignment with identified gaps from Activity 1, rather than creating something entirely new. • Prevent over-design; this is about structuring a realistic component, not developing a full project or business plan. • Encourage clarity in defining the target audience and purpose. Other: • Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. • Manage time carefully to maintain focus while ensuring all participants contribute. • Adjust explanations depending on the group's digital literacy level. • Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	<i>Denisa Vornicu-Asociacion Uno;</i> <i>d.vornicu@associaciouno.eu</i>

Table 24 -“Activity- Designing a Digital Component”

Supporting Materials:

The educational materials and resources developed for this module include presentations, digital exploration exercises, guiding questions, activity templates, facilitation guidelines, and practical learning resources designed to support community-based and participatory approaches to digital heritage safeguarding. The supporting materials developed for this module can be downloaded from the #ASenseofEU online repository:

[Digitalisation & Intangible Cultural Heritage Presentation](#)

[Presentation – Digital Tools Categories](#)

[Activity 1 – Digital Mapping of My Place: Guiding Questions](#)

[Activity 2 – Choosing the Right Digital Tool: Guiding Questions](#)

[Activity 3 – Designing a Digital Component: Guiding Questions](#)

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4.7 ICH-based Tourism in Rural Areas

Lead Partner: Incipit Consulting

Estimated Duration: around 6 hours

Module Description and Objectives

This module was developed to introduce participants to the relationship between tourism, Intangible Cultural Heritage (ICH), and rural development, with a particular focus on how local traditions, knowledge, practices, and identities can become meaningful and sustainable tourism experiences in rural and remote areas.

The module aims to support participants in understanding how tourism products and experiential tourism can contribute to the safeguarding, interpretation, valorisation, and transmission of intangible cultural heritage while strengthening local identity, community participation, and sustainable rural development.

Particular attention is given to the evolution of cultural tourism from approaches centred primarily on tangible heritage towards more experiential, participatory, and community-based models focused on emotions, authenticity, storytelling, local knowledge, and lived cultural experiences.

Through a combination of conceptual presentations, participatory reflection, analysis of international best practice examples, collaborative group work, trainer-guided workshops, peer feedback activities, and practical tourism product development exercises connected to the participants' selected training case, the module progressively guides participants through the process of designing, refining, and structuring their own ICH-based tourism product rooted in their local context.

The module also introduces participants to several international and rural best practice examples demonstrating how intangible cultural heritage can be transformed into structured tourism experiences. These examples include Rapone – The Fairy Tale Village in Southern Italy, the UNESCO-recognised tradition of Transhumance, and the BeCountry digital platform for rural experiential tourism.

Through these case studies, participants analyse how cultural practices, oral traditions, pastoral knowledge, gastronomy, rural lifestyles, and community narratives can become authentic, meaningful, and economically sustainable tourism products while maintaining strong connections to local identity and community participation.

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Participants engage in practical group activities where they analyse tourism experiences, identify tourism product components, reflect critically on the relationship between heritage and tourism, and progressively develop their own tourism product concept through a structured tourism product template.

The module also encourages reflection on the risks of over-commercialisation, cultural commodification, and the importance of maintaining community ownership and participation within heritage-based tourism initiatives.

The module is supported by presentations, tourism product concept templates, best practice examples, guiding questions, reflection activities, peer feedback exercises, and facilitation guidelines developed by Incipit Consulting to ensure consistency, participation, practical application, and transferability across different educational and community contexts.

Module Overview

Module overview – ICH-based tourism in rural areas	
Brief description and aim of the module	This module explores how tourism can contribute to the safeguarding, interpretation, and valorisation of Intangible Cultural Heritage (ICH) in rural and remote areas. Building on the concept of Sense of Place and the content of the other training modules, participants explore how cultural practices, traditional knowledge, and local identity can be transformed into meaningful and sustainable tourism experiences. The module adopts a place-based and participatory approach. Participants progressively develop and refine a tourism product based on their own local context, applying concepts and examples explored throughout the training. Through a combination of conceptual input, analysis of best practice examples, and trainer-guided project work, the module supports participants in structuring, reviewing, and improving a tourism product rooted in intangible cultural heritage. The module aims to enable participants to understand the relationship between tourism and intangible cultural heritage, to use cultural heritage elements as a basis for tourism experiences, and to structure and refine a tourism product that is coherent, feasible, and connected to existing local resources and services.

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	By the end of the module, participants will have refined a tourism product concept and will be prepared to present and further develop it in their local context.	
Schedule		
Duration (minutes)	Name of activity (as written in the activity template) or presentation segment (specify slide numbers) Also specify breaks in between activities	Materials needed (make sure they are also mentioned in the activity template(s))
120 minutes	Activity 1 - Understanding ICH-based tourism products and introducing the participants' tourism product development process	• PowerPoint presentation • Computer • Projector and screen • Flipchart or whiteboard • Markers • Sticky notes • Participants' laptops or notebooks
80 minutes	Step 1: Presentation: Understanding tourism products and experiential tourism	
10 minutes	35 slides	
	Break	
30 minutes	Step 2: Instructions for developing participants' tourism product project	
	5 slides	
120 minutes	Activity 2 - Analysis of best practice examples and tourism experiences based on rural intangible cultural heritage	• PowerPoint presentation • Computer • Projector and screen • Internet connection • Flipchart or whiteboard • Markers • #ASenseofEU research: Best practice examples • Participants' laptops or notebooks
5 minutes	Step 1: Introduction to best practices and their role in tourism product development	
	3 slides	
25 minutes	Step 2: Presentation of best practice example: Rapone – Fairy Tale Village	
	7 slides	
25 minutes	Step 3: Presentation of best practice example: "Transumanza"	
	7 slides	
25 minutes	Step 4: Presentation of best practice example : BeCountry platform	
	7 slides	
	Break	

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15 minutes	Step 5: Guided reflection and application of best practice ideas to participants' tourism products	
25 minutes	1 slide	
120 minutes	Activity 3 - Refinement and preparation of participants' tourism products for presentation	• PowerPoint presentation • Computer • Projector and screen • Tourism product concept template • Flipchart and markers (optional) • Participants' laptops or notebooks
10 minutes	Step 1: Introduction to the activity and objectives 3 slides	
60 minutes	Step 2: Trainer-guided workshop: refining and structuring the tourism product 6 slides	
	Break	
10 minutes	Step 3: Peer feedback and discussion 2 slides	
20 minutes	Step 4: Final refinement and preparation for presentation 2 slides	
20 minutes		

Table 25 - Module "ICH-based tourism in rural areas" overview

Activities

The following activities were developed as part of the module to support the learning objectives and facilitate active participation throughout the training session:

Activity 1: Understanding ICH-based tourism products and introducing the participants' tourism product development process	
Brief description of the activity:	This activity introduces participants to the key theoretical foundations of tourism products and experiential tourism, with a focus on Intangible Cultural Heritage (ICH) as a resource for rural tourism development. The activity combines short lecture segments with interactive reflections, peer exchange, and guided exercises.

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	Participants will also receive initial instructions for their ongoing project: developing a tourism product based on ICH in their chosen rural place.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	By the end of the activity participants will be able to: • Understand what a tourism product is and its key components (attractions, services, infrastructures, image) • Understand experiential tourism and its relevance for ICH valorisation • Recognise the role of ICH in creating authentic tourism experiences • Identify potential elements of an ICH-based tourism product in their chosen place • Understand the structure and expectations of their tourism product development project • Begin reflecting on their own tourism product concept
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	120 minutes
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the	• PowerPoint presentation of main topic (key concepts of tourism product and experiential tourism) • Power point slides with reflection/discussion/guiding questions • Computer • Projector and screen • Flipchart or whiteboard • Markers • Sticky notes • Participants' laptops or notebooks

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material is needed. Also copy to the module overview.			
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	The trainer should: • Prepare a PowerPoint presentation • Prepare reflection/discussion questions • Prepare worksheets or slides with instructions for the participants' tourism product project • Prepare a flipchart with the key concepts • Ensure that the room allows for discussion in small groups • Ensure that the technical equipment is functioning properly (computer, projector, internet connection)		
Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Step 1: Presentation: Understanding tourism products and experiential tourism This activity consists of a PowerPoint presentation delivered by the trainer introducing the key concepts of tourism product and experiential tourism. The presentation provides participants with the conceptual foundation needed to understand how tourism products are structured and how experiential tourism creates value through meaningful and engaging visitor experiences. The presentation also prepares participants for developing their own ICH-	PowerPoint presentation on the key concepts of tourism product and experiential tourism, including also reflection slides (Tot.: around 35 slides) Flipchart Markers <i>Power Point Presentation will be attached</i>	80 minutes + 10 minutes break

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	based tourism product during the training week. Interactive questions are included in selected slides to encourage reflection and engagement.		
	Step 2: Instructions for developing participants' tourism product project The trainer provides clear instructions on how participants should proceed in developing their tourism product during the training course. The trainer explains that participants will progressively develop their tourism product by applying the concepts presented earlier and the knowledge and tools introduced in the upcoming thematic modules. Participants are reminded that developing a tourism product requires progressively defining key elements such as: • the target visitors • the experience to be offered • the activities included in the experience • the tourism attractions and services needed to support the experience • the ways in which the tourism experience could be communicated and distributed to potential visitors	PowerPoint slides (4) with project instructions, upcoming module overview, and reflection questions Possible slides to use in this step: Slide 1 Developing your tourism product: a progressive process During this training, you will progressively develop your ICH-based tourism product. You will do this by: • applying the concepts presented in this session • integrating the knowledge introduced in the upcoming thematic modules • using the tools and examples provided throughout the training	30 minutes

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	The trainer briefly introduces the content of the upcoming modules and explains how each of them will support the development of the participants' tourism product. The trainer explains that each of these modules will present relevant best practice examples. These examples will demonstrate approaches, methods, and solutions that participants can consider when developing their tourism product. The trainer also explains that in the final phase of the training, participants will analyse tourism best practices and work on refining their own tourism product through guided feedback and revision. Participants are instructed to actively reflect on their tourism product during each module and progressively improve their project by applying both the concepts and the best practice examples presented. A short pair discussion is included to help participants connect their project ideas with the elements of tourism product development and the upcoming modules. Quick discussion Discuss with a partner:	Your tourism product will evolve step by step. Slide 2 What does developing a tourism product involve? Developing a tourism product means progressively defining: • Who is your target visitor? • What are the primary and secondary motivations, and what are the key requests and expectations of your target group? • What experience will you offer? • Which ICH element is at its core? • Which activities are included? • Which services are needed? • Which local stakeholders should be involved as partners? • How will it be communicated and distributed?	
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	• Which module do you think will help you the most? • What aspect of your tourism product would you like to develop further?	You will refine these elements step by step. Slide 3 How each module will support your project • The Sense of Place module will help you understand the identity and unique characteristics of your place and how these can make it attractive to visitors. • The Intangible Cultural Heritage module will help you identify cultural traditions, practices, and knowledge that can become meaningful tourism experiences. • The Intergeneration al Learning module will help you understand how knowledge, traditions, and skills are transmitted between generations and how these exchanges can strengthen	
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		cultural heritage and enrich tourism experiences. • The Community Engagement module will help you understand how local people, organisations, and stakeholders can contribute to and support tourism experiences. • The Digitalisation module will help you explore how digital tools can document, communicate, and enhance your tourism product. Slide 4 Your role during the training Throughout the week: • Reflect continuously on your tourism product idea • Take notes during each module • Identify elements that can strengthen your concept	
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		• Be ready to adjust and refine your idea Your tourism product will evolve step by step.	
Tips for the Trainer:	Before and During the Activity • Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. • Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. • Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips • Encourage participants to focus on ideas relevant to their own context • Support participants who may have difficulty identifying applicable ideas • Emphasise that best practices are sources of inspiration, not models to replicate • Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively.		

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	- Manage time carefully to maintain focus while ensuring all participants contribute. - Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	Maria Stella Minuti – Incipit Consulting m.minuti@incipitconsulting.it Oderisi Nello Fiorucci – Incipit Consulting n.fiorucci@incipitconsulting.it

Table 26 -“Activity– Understanding ICH-based tourism”

Activity 2: Analysis of best practice examples and tourism experiences based on rural intangible cultural heritage	
Brief description of the activity:	This activity aims to help participants understand how rural intangible cultural heritage and local cultural elements can contribute to tourism development. Through the analysis of selected best practice examples and structured tourism experiences, participants will explore how traditional knowledge, cultural practices, and local identity can be transformed into meaningful tourism products. The activity also aims to help participants recognise the key components of tourism products and identify ideas and approaches that may inspire and strengthen their own tourism product development.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key	By the end of the activity, participants will be able to: - recognise how intangible cultural heritage can contribute to tourism experiences - understand how tourism products can be built around rural cultural practices - analyse best practice examples and identify key elements relevant for tourism development

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skills and knowledge to be developed.	identify elements that can inspire and strengthen their own tourism product
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	120 minutes
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.	- PowerPoint presentation of main topic (best practices presentation) - Power point slides with reflection/discussion/guiding questions - Computer - Projector and screen - Internet connection - Flipchart or whiteboard - Markers #ASenseofEU research: Best practice examples - Participants' laptops or notebooks
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	The trainer should: - Prepare a PowerPoint presentation of the selected best practices - Select and prepare links, images, and short videos showing best practice examples and tourism experiences based on rural cultural heritage - Prepare discussion questions - Prepare slides with guiding questions for group discussion - Prepare a flipchart for group discussion - Ensure that the room allows for discussion in small groups - Ensure that the technical equipment is functioning properly (computer, projector, internet connection)

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Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Step 1: Introduction to best practices and their role in tourism product development The trainer introduces the objective of the activity and explains the role of best practice examples in supporting tourism product development. The trainer explains that best practices and real tourism experiences help illustrate how cultural heritage, local identity, and traditional knowledge can be transformed into meaningful tourism experiences. The trainer presents the key aspects that participants should observe during the analysis, such as the experience offered, the role of cultural elements, and how the initiative creates value for visitors. Participants are encouraged to reflect on how these examples may inspire their own tourism product development.	PowerPoint slides introducing the activity (3) Computer Projector and screen Possible slides to use in this step: <i>Slide 1</i> <i>Why analyse best practice examples?</i> Best practices help us understand: • how cultural heritage can become a tourism experience • how ideas are translated into structured tourism products • how local identity can create value for visitors They are not models to copy, but sources of inspiration. <i>Slide 2</i> <i>What should you observe?</i> While listening to the examples, pay attention to: • What is the core cultural element? • What type of experience is offered?	5 minutes

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		• Who is the target visitor? • What activities are included? • Which services support the experience? • Which local stakeholders are involved? • How is the experience communicated? <i>Slide 3</i> <i>Look beyond the surface</i> Do not focus only on: • what they do Focus on: • how the experience is structured • how the cultural element is transformed into value • how different actors collaborate • how the experience is made coherent	
	Step 2: Presentation of best practice example: Rapone – Fairy Tale Village The trainer presents the case of Rapone, a rural village that has enhanced its attractiveness through the valorisation of traditional storytelling and local cultural identity. The trainer explains how local traditions and oral heritage have been	PowerPoint presentation (7 slides) Computer Projector and screen Internet connection <i>Power Point Presentation will be attached</i>	25 minutes

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	transformed into cultural experiences through storytelling initiatives, installations, and community-based activities. The trainer highlights how the initiative has contributed to strengthening local identity and increasing the visibility and attractiveness of the village. Links, images, or short videos may be used to illustrate the best practice. Participants are encouraged to reflect on how similar cultural elements could be used in tourism development.		
	Step 3: Presentation of best practice example: "Transumanza" The trainer presents transhumance as an example of living cultural heritage connected to traditional pastoral practices. The trainer explains the cultural, historical, and social significance of transhumance and its importance as intangible cultural heritage. The trainer also presents examples of tourism experiences and tourism offers based on transhumance, such as guided walking routes, experiential activities with shepherds, and educational	PowerPoint presentation (7 slides) Computer Projector and screen Internet connection <i>Power Point Presentation will be attached</i>	25 minutes

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	and cultural tourism initiatives. The trainer highlights how traditional practices can be transformed into meaningful tourism experiences and tourism products. Links, images, or short videos may be used to illustrate how transhumance is currently used in tourism contexts. Participants are encouraged to reflect on how traditional cultural practices can become valuable tourism resources.		
If needed, insert more rows by right-clicking this cell and choosing Insert rows below.	Step 4: Presentation of best practice example: BeCountry platform The trainer presents selected examples of tourism experiences available on the BeCountry platform. The trainer explains how traditional rural practices and cultural heritage are transformed into structured tourism products that visitors can experience. Examples such as truffle hunting, shepherd experiences, and other rural activities are presented. The trainer highlights key tourism product components, such as the experience offered, target visitors, activities included, and services provided.	PowerPoint presentation (7 slides) Computer Projector and screen Internet connection <i>Power Point Presentation will be attached</i>	25 minutes + 15 minutes break

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	Participants are encouraged to reflect on how intangible cultural heritage can be transformed into structured tourism products.		
If needed, insert more rows by right-clicking this cell and choosing Insert rows below.	Step 5: Guided reflection and application of best practice ideas to participants' tourism products Participants reflect on the best practice examples presented during this session and in previous modules and consider how these examples relate to their own tourism product. Participants may work individually or in small groups, depending on how their tourism product is being developed. Participants are asked to reflect on whether and how best practice examples have already influenced their tourism product, or how they could contribute to further developing their ideas. Participants identify relevant elements, approaches, or inspiration and write their reflections on a flipchart or in their notes. After the reflection phase, participants briefly share one relevant idea or reflection with the group.	PowerPoint slide with guiding questions Flipchart Markers Possible slide to use in step 5 <i>Reflection: best practices and your tourism product</i> Work individually or in your group. Reflect and identify: • What ideas from the best practices analysed today and in the previous days have already inspired or could inspire your tourism product? • How could you apply or adapt these ideas in your own context? Write your ideas. Be ready to share one idea.	25 minutes

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	The trainer facilitates a short discussion and highlights how best practice examples can support tourism product development.		
Tips for the Trainer:	Before and During the Activity • Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. • Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. • Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips • Encourage participants to focus on ideas relevant to their own context • Support participants who may have difficulty identifying applicable ideas • Emphasise that best practices are sources of inspiration, not models to replicate		

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	• Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. • Manage time carefully to maintain focus while ensuring all participants contribute. • Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). • Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	Maria Stella Minuti – Incipit Consulting m.minuti@incipitconsulting.it Oderisi Nello Fiorucci – Incipit Consulting n.fiorucci@incipitconsulting.it

Table 27 -“Activity– Analysis of best practice examples and tourism experiences based on rural intangible cultural heritage”

Activity 3: Refinement and preparation of participants’ tourism products for presentation	
Brief description of the activity:	This activity aims to support participants in reviewing, refining and structuring their tourism product developed during the training. Participants will review and improve their tourism product, clarify its key components, and prepare to present it to other participants and trainers. The activity helps participants consolidate their learning and prepare for the final presentation of their tourism product.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the	By the end of the activity, participants will be able to: • define the intangible cultural heritage element at the core of their tourism product • structure the experience and activities offered to visitors • identify the services needed to deliver the tourism product • assess whether the required services are available in their local context

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trainer focus on the key skills and knowledge to be developed.	• identify possible communication and distribution channels for their tourism products • present their tourism product in a clear and structured way
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	120 minutes
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.	• Power point slides with reflection/discussion/guiding questions • Computer • Projector and screen • Tourism product concept template • Flipchart and markers (optional) • Participants' laptops or notebooks
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	The trainer should: • Prepare a PowerPoint presentation to guide participants through the activity • Prepare the tourism product concept template • Prepare guiding questions to support participants • Ensure that the room allows for individual and group work • Ensure that the technical equipment is functioning properly (computer, projector)

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Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Step 1: Introduction to the activity and objectives The trainer introduces the objective of the activity and explains that participants will review, refine, and structure their tourism product in preparation for the final presentation. The trainer explains the expected outcome of the session and introduces the structured template that participants will use to finalise their tourism product concept. The trainer emphasises that participants will work step by step, guided by the trainer, to ensure that their tourism product is clear, coherent, and feasible. Participants may work individually or in small groups, depending on how their tourism product has been developed.	PowerPoint slides (3) Tourism product concept template (to be introduced and distributed) Computer Projector and screen <i>Tourism Product Concept Template is provided in the Annexes to this document</i> Possible slide to use in this step: Slide 1 <i>Refining your tourism product</i> During this session, you will: • review your tourism product • clarify its key components • improve coherence and feasibility • prepare it for presentation This is a consolidation phase. <i>Slide 2</i> <i>What does refining mean?</i>	10 minutes

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		Refining your tourism product means: • making your idea clearer • ensuring internal coherence • checking feasibility • strengthening the role of the ICH element • aligning experience, services and target You are not starting from scratch. You are improving what you have developed. <i>Slide 3</i> <i>The Tourism Product Concept Template</i> You will use a structured template to: • organise your ideas • check completeness • identify missing elements • prepare your final presentation The template will guide you step by step.	
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	Step 2: Trainer-guided workshop: refining and structuring the tourism product The trainer leads a structured workshop to guide participants in reviewing, clarifying, and refining their tourism product. Participants work individually or in small groups, following step-by-step instructions provided by the trainer through PowerPoint slides and the tourism product concept template. The trainer guides participants through the following sequence: 1. Tourism product statement Participants review and clarify the description of their tourism product to ensure it is clear and understandable. 2. Target visitors Participants review their target group and ensure that it is clearly defined and appropriate for the tourism product and specify the attractions and services required by the selected target group 3. Cultural heritage element Participants review the intangible cultural heritage element at the core of their tourism product and ensure that its role in the experience is clear.	PowerPoint slides guiding the refinement process (6). Each slide shows one step of the sequence described in the first column Tourism product concept template (used by participants) Participants' notes Computer Projector and screen	60 minutes + 10 minutes break
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	4. Experience and activities Participants review and refine the experience and activities, ensuring that they are coherent and clearly connected to the cultural heritage element. 5. Services and organisation Participants review the services required to deliver the tourism product and reflect on whether these services are already available in their local context or need to be developed. 6. communication and distribution of the tourism product Participants reflect on how their tourism experience could be communicated and sell to potential visitors. Throughout the process, the trainer provides guidance, clarification, and support, and ensures that participants progress through each step. By the end of this step, participants will have a clarified and structured tourism product concept ready for feedback and presentation preparation.		
	Step 3: Peer feedback and discussion Participants present their tourism product to another participant or group. Participants explain the key elements of their tourism product, including the	PowerPoint slide with instructions Tourism product concept template Participants' notes	20 minutes

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	cultural heritage element, the experience offered, and the services required. Participants provide constructive feedback to each other, focusing on clarity, coherence, and feasibility. Participants reflect on the feedback received and identify possible improvements. The trainer facilitates the activity and supports participants as needed, as follows: • organise pairs or groups • monitor time • observe discussions • support participants	Possible slides to use in this step: Slide 1 Peer feedback: present and review your tourism product Work in pairs or small groups. Presenter: Briefly present your tourism product (5 minutes). Explain: • your tourism product • the intangible cultural heritage element • the target visitors • the experience and activities • the services needed • the communication and distribution channels Slide 2 Peer feedback: present and review your tourism product Listener: Listen carefully and provide feedback. Consider: • Is the tourism product clear? • Is the intangible cultural heritage	
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		element well integrated? • Is the experience coherent and meaningful? • Are the services realistic and feasible? • Are the communication and distribution channels realistic and feasible?	
	Step 4: Final refinement and preparation for presentation Participants review and refine their tourism product based on the feedback received. Participants focus on clarifying their tourism product and ensuring that its key components are clearly defined. Participants prepare to present their tourism product to other participants and trainers. The trainer provides support and answers questions. This step prepares participants for the final presentation session as follow: • invite review • support clarification • answer questions • verify completeness	PowerPoint slide with final instructions Tourism product concept template Participants' notes or notebooks Computer Projector and screen Possible slides to use in this step: Slide 1 Prepare to present your tourism product Check that your tourism product is clear and complete: • Tourism product description • Cultural heritage element • Target visitors • Experience and activities	20 minutes

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		• Services and organisation • Communication and distribution channels You will present your tourism product in the next session. Slide 2 Final check Can you explain your tourism product clearly in 2–3 minutes? If not, clarify the missing elements now	
Tips for the Trainer:	Before and During the Activities • Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. • Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. • Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal		

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	stories that may emerge during the activity. Address any conflicts constructively. Additional Tips • Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. • Manage time carefully to maintain focus while ensuring all participants contribute. • Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	Maria Stella Minuti – Incipit Consulting m.minuti@incipitconsulting.it Oderisi Nello Fiorucci – Incipit Consulting n.fiorucci@incipitconsulting.it

Table 28 -“Activity– Refinement and preparation of participants’ tourism products for presentation”

Supporting Materials

The educational materials and resources developed for this module include presentations and practical resources designed to support participants in developing and refining Intangible Cultural Heritage-based tourism products connected to rural and remote contexts. The supporting materials developed for this module can be downloaded from the #ASenseofEU online repository:

[Activity 1 Presentation – Understanding ICH-based Tourism Products](#)

[Activity 2 Presentation – Best Practice Examples & Tourism Experiences](#)

[Activity 3 Presentation – Refinement and Preparation of Tourism Products](#)

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4.8 Summary, Evaluation, and Presentation

Lead Partner: NCK – Nordic Centre of Heritage Learning and Creativity

Estimated Duration: around 3 hours

Module Description and Objectives

This module was developed to provide participants with an opportunity to consolidate, reflect on, present, and evaluate the knowledge, experiences, and tourism product concepts developed throughout the training mobility.

The module aims to support participants in summarising their learning journey, communicating their tourism product ideas in a creative and engaging way, reflecting on their personal and professional development, and evaluating the overall training experience. Particular attention is given to reflection, peer learning, presentation skills, creativity, collaboration, and the sharing of ideas connected to Intangible Cultural Heritage (ICH), Sense of Place, and community-based tourism development.

Through a combination of collective reflection, creative visual presentation activities, peer exchange, poster exhibitions, open discussion, evaluation exercises, and facilitated group reflection, participants are encouraged to review and consolidate the concepts, methodologies, and practical experiences explored throughout the training programme. Participants engage in practical group activities where they transform their tourism product concepts into visual posters designed to communicate their ideas to a wider audience in an attractive and accessible way. Using their Tourism Product Concept Templates, participants create presentations that combine text, drawings, visual storytelling, and creative elements to communicate the identity, values, and experiences connected to their proposed tourism products.

The module also includes a poster exhibition and presentation session where participants present their tourism product ideas to the group, receive feedback from peers and trainers, and reflect collectively on the strengths, originality, and development potential of the proposed concepts. In addition, participants engage in a facilitated evaluation and reflection process where they assess the training activities, identify key learning outcomes, reflect on future applications of the acquired knowledge, and discuss how heritage-based initiatives and community engagement can contribute to sustainable rural development.

The module is supported by presentations, creative poster-making activities, evaluation tools, reflection questions, facilitation guidelines, and collaborative discussion exercises developed by NCK to ensure participation, reflection, creativity, and transferability across different educational and community contexts.

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Module overview

Module overview – Summary/Evaluation/Presentation		
Brief description and aim of the module	Summary – Evaluation – Presentation Presentation of the case studies, evaluation of the training, summary of the week	
Schedule		
Duration (minutes)	Name of activity (as written in the activity template) or presentation segment (specify slide numbers) Also specify breaks in between activities	Materials needed (make sure they are also mentioned in the activity template(s))
10	Introduction to the schedule of the day	
100	Producing posters based on the content from case study templates	A3 paper sheets, coloured pencils, magazines, scissors, glue, tape
30	Exhibition opening. Presentations	
10	Break	
30	Presentations, continuing	
10	Break	
40	Evaluation and reflections	

Table 29 -Module" Summary/Evaluation/Presentation" overview

Activities

The following activities were developed as part of the module to support the learning objectives and facilitate active participation throughout the training session:

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Introduction to the Schedule of the Day	
Brief description of the activity:	An introduction of today's programme, to make everyone feel prepared and secure
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	10 minutes
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also	PC and projector

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copy to the module overview.			
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly			
Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Step 1 Asking how everyone feels, by making them relate to a gallery of pictures. Introducing the schedule of the day		10
Tips for the Trainer:	Before and During the Activity Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing		

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	ideas, emotions, and personal experiences connected to their local heritage or identity. • Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. • Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips • Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. • Manage time carefully to maintain focus while ensuring all participants contribute. • Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). • Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	NCK

Table 30 -Activity "Introduction Schedule of the Day"

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Producing posters based on the content from case study templates	
Brief description of the activity:	Participants create a poster presenting their case study, which means a place or activity that they would like to develop based on intangible cultural heritage.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	Transforming an idea into an appealing presentation. Communicating an idea to others. Creating an informative but at the same time inspirational collage.
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	100 minutes
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.	A3 paper sheets, coloured pencils, magazines, scissors, glue, tape

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Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly	The room must be furnished in a way that allows people to sit in the groups in which they have worked. Put chairs and tables in a position that makes it easy for companies of 2, 3, or 4 people sitting together (based on how large groups the participants have formed during the week).		
Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Step 1 Introduce the task. The participants already produced a document about their case study. Based on this document, it is time to create an inspirational poster that make others interested in your idea. Think of the poster as something that can be displayed in the tourism office of your town, or another space that you can think of.		5
	Step 2 Participants create their posters		95

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	Step 3 Tutors put up posters on display		
Tips for the Trainer:	Before and During the Activity - Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. - Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. - Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. - Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. - Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips - Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. - Manage time carefully to maintain focus while ensuring all participants contribute. - Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). - Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.		

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Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	NCK
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Table 31 -Activity "Producing Posters Based on the Content from the Study Templates"

Exhibition Opening	
Brief description of the activity:	The participants present their posters to the group
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	Talking in front of others
Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	105 minutes
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the	

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activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.			
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly			
Description:	Step name and description	Materials needed	Duration (minutes)
A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Step 1 Half of the participants present their posters. Depending on how many groups there are, time is split evenly to allow an equal amount of time to all groups. All time slots must include a couple of minutes for the feedback of others.		30
	Step 2 Break		10

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	Step 3 Presentations continue – the other half of the participants present their posters		20
	Step 4 Summarising the case study exercise. The tutors give their feedback, reflecting on what is similar between posters, and what sticks out.		10
Tips for the Trainer:	Before and During the Activity • Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing ideas, emotions, and personal experiences connected to their local heritage or identity. • Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. • Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips		

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	• Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. • Manage time carefully to maintain focus while ensuring all participants contribute. • Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). • Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	NCK

Table 32 -Activity "Exhibition Opening,Presentations"

Evaluation and reflections	
Brief description of the activity:	Participants fill out a digital survey about the training activities.
Learning Outcomes: Clearly defined goals and expected outcomes of the activity. This section outlines what participants will learn or achieve by the end of the session, helping the trainer focus on the key skills and knowledge to be developed.	Reflecting on your experiences, evaluate and grade activities, expressing opinions.

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Duration: The total time required to complete the activity. This section specifies the overall length of the activity, helping the trainer manage time effectively during the session	20		
Materials needed: A comprehensive list of all the materials and resources required for the activity. This section ensures that the trainer has everything prepared in advance to facilitate the activity smoothly and without interruptions. Copy from here to the respective step of the activity where the material is needed. Also copy to the module overview.	PC and projector to share link to evaluation. Participants need digital device such as tablet, phone, or PC to answer the evaluation.		
Preparation: This section outlines what the trainer needs to have ready before facilitating the activity, including any materials, space, or specific arrangements to ensure the session runs smoothly			
Description:	Step name and description	Materials needed	Duration (minutes)

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A detailed, step-by-step guide outlining how the activity should be conducted. This section provides clear instructions for the trainer to follow, ensuring each phase of the activity is implemented effectively. Specify materials needed (make sure that it is also mentioned in the materials overview on the first page) and duration of the step.	Step 1 The technical framework and the purpose of the evaluation is presented to the participants.		5
	Step 2 Participants answer the digital evaluation provided		20
	Step 3 Tutor facilitates an open discussion where the participants and tutors reflect on the training.		20
	Step 4 The #ASenseofEU team thanks all the participants for coming to Gubbio The #ASenseofEU team thanks our Italian hosts		5
Tips for the Trainer:	Before and During the Activity Set the atmosphere: Create a positive and open environment where participants feel comfortable sharing		

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	ideas, emotions, and personal experiences connected to their local heritage or identity. • Encourage inclusion: Pay attention to group dynamics—ensure all voices are heard, especially across different generations or experience levels. Pair participants with complementary strengths. • Be flexible: Adapt the tasks according to participants' comfort levels, local context, and available tools. Support those with less digital experience or language barriers. • Foster collaboration: Remind participants to plan, communicate, and distribute roles before starting the task. Emphasize cooperation over competition. • Promote respect and empathy: Encourage active listening, fair participation, and sensitivity to cultural and personal stories that may emerge during the activity. Address any conflicts constructively. Additional Tips • Be enthusiastic and supportive—motivate participants to engage both emotionally and creatively. • Manage time carefully to maintain focus while ensuring all participants contribute. • Adjust for group size or context (e.g., small rural groups, mixed ages, or hybrid sessions). • Document the process (photos, notes, quotes) for later reflection or inclusion in the Digital Collection.
Developed by: This/these persons can be contacted if you have any questions regarding how to conduct the activity.	NCK

Table 33 -Activity "Evaluation and Reflections"

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Supporting Materials

The educational materials and resources developed for this module include presentation and reflection materials designed to support collaborative learning, peer exchange, and evaluation of the training experience.

The supporting materials developed for this module can be downloaded from the #ASenseofEU online repository:

- [Summary, Evaluation, and Presentation](#)
- [Feedback Form](#)

4.9 Icebreakers and Energizers

Lead Partners: Consortium Partners

Estimated Duration: integrated throughout the training mobility

This collection of icebreakers and energizers was developed to support participant engagement, interaction, concentration, group cohesion, and active participation throughout the training mobility. The activities were designed as short and flexible exercises that can be integrated at different moments during the training programme in order to create a positive learning atmosphere, stimulate reflection, increase energy levels, and strengthen connections among participants.

The activities aim to support participants in getting to know each other, building trust within the group, reflecting on their personal experiences and cultural backgrounds, and connecting the thematic focus of the modules to their own places, communities, and everyday realities. Particular attention is given to participation, inclusion, emotional connection, creativity, and experiential learning.

The icebreakers and energizers combine reflection activities, pair discussions, group interaction, storytelling exercises, movement-based activities, and short plenary discussions connected to themes such as Intangible Cultural Heritage, Sense of Place, community identity, and digitalisation.

The activities are supported by facilitation guidelines, learning objectives, suggested timings, and trainer tips developed collaboratively by the consortium partners to ensure flexibility, participation, and transferability across project contexts. Here are some examples:

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Icebreaker – " My Place in 1 Object"	
LOs:	• Help participants to get to know each other ; • Create a safe and open learning atmosphere; • Encourage an emotional connection to participants' chosen place;
Duration:	Duration may vary. As an icebreaker, the activity should not be longer than 15-20 minutes.
Materials needed:	• One small object per participant (real or imagined) • Chairs arranged in small circles (4-5 people per group) • Timer (optional, to keep the pace dynamic)
Description:	Participants are divided into small groups of 4-5 people. Within each group, participants briefly introduce themselves and their chosen rural or remote place through one object that represents its identity, history, or Intangible Cultural Heritage. The object can be real or imagined. Each participant has about one minute to share: • what the object is • why it represents their place • what meaning or memory is connected to it After the sharing round, each group briefly identifies one common theme or symbol that emerged (e.g. nature, work, rituals, food, memory). The trainer then invites one representative per group to share this theme in plenary, linking it to the concepts of sense of place and cuural heritage.
Tips for the Trainer:	• Clearly explain the time limit to keep the activity dynamic • Move between groups to support participation and timing • Encourage respectful listening and curiosity • Reassure participants that imagined objects are equally valid • Keep the plenary feedback short and focused

Table 34- Activity" Icebreaker-My place in 1 Object"

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Energizer - "My digital habit"	
LOs:	Help participants to get Boost Energy and Focus
Duration:	Duration may vary. As an energizer, the activity should not be longer that 10-15 minutes.
Materials needed:	
Description:	Step 1 – Quick Individual Reflection (2–3 minutes) Ask participants: Think about the last 24 hours. What digital platform or tool did you use the most? Why? They can reflect silently for one minute. Step 2 – Pair Share (4 minutes) Participants turn to the person next to them and briefly share: What tool they used most What they use it for (information, communication, entertainment, work) Whether they ever used it for something cultural or heritage-related Step 3 – Plenary Debrief (3–4 minutes) Ask 3–4 volunteers: Which platforms were mentioned most? How many were linked to culture or heritage?
Tips for the Trainer:	• Keep it short and dynamic. • Encourage equal participation. • Keep the tone light and non-judgmental: There are no “right” or “wrong” digital habits — the aim is awareness, not evaluation.

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	• Make the connection explicit: Clearly link participants' everyday digital habits to how digital tools influence visibility, communication, and access to culture. • Transition smoothly into the module Digitalisation : Use a short concluding sentence to bridge the energizer to the Digitalisation presentation (e.g., "Digital tools already shape our daily lives — today we'll explore how they can also support safeguarding heritage.")
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Table 35 - Activity "Energizer-My digital habit"

Icebreaker - "You need a village"	
LOs:	Help participants to focus on their personal experience with ICH
Duration:	Duration may vary. As an energizer, the activity should not be longer than 15-20 minutes.
Materials needed:	
Description:	Step 1 – Quick Individual Reflection (2–3 minutes) Ask participants: How does your local community currently view its own heritage? Does the community there feel proud of their ICH, or is it overlooked? They can reflect silently for one minute. Step 2 – Pair Share (4 minutes) Participants turn to the person next to them and briefly share: Their community view on their ICH Whether they feel proud about it

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	Step 3 – Plenary Debrief (3–4 minutes) Ask 3–4 volunteers to share their experience on the relation between their community and ICH
Tips for the Trainer:	Start with a personal story about your ICH, share how it involves you and your community

Table 36 - Activity" Energizer-You need a village"

5. Conclusion

The Training Modules developed within Work Package 2 (WP2) of the #ASenseofEU project constitute a comprehensive educational resource designed to support adult learners, facilitators, community practitioners, cultural organisations, and local stakeholders working in rural and remote contexts. Developed collaboratively by the project consortium, the modules combine perspectives related to Sense of Place, Intangible Cultural Heritage (ICH), intergenerational learning, community engagement, digitalisation, and sustainable rural development within a coherent and participatory learning framework.

Through the integration of non-formal, experiential, and community-based learning methodologies, the Training Modules aim to strengthen participants' understanding of local heritage and community identity while supporting the development of practical competences related to participation, heritage interpretation, digital storytelling, and heritage-inspired local initiatives.

The collaborative and transnational development process enabled the integration of diverse European experiences, educational approaches, and community perspectives, contributing to the creation of a flexible and transferable training resource adaptable to different cultural and educational contexts.

The modules and activities were piloted and refined during the International Training Mobility organised in Gubbio, Italy, in March 2026. Feedback collected during the piloting phase contributed to the further improvement, clarification, and adaptation of the materials, supporting their practical applicability and educational coherence.

The Training Modules were designed not only as an integrated training programme within the framework of the #ASenseofEU project, but also as reusable educational resources that can continue to support adult education, community learning, heritage engagement, and rural development initiatives beyond the duration of the project.

The transnational collaboration of partners from different European rural contexts enabled the integration of diverse cultural perspectives and transferable practices.