INTERNATIONAL YOUTH COMPETITION ON “LOCAL JEWISH CEMETERIES”

by the European Jewish cemetery Initiative (ESJF) and Centropa

Co-funded by the European Commission
INTERNATIONAL YOUTH COMPETITION ON “LOCAL JEWISH CEMETERIES”

TABLE OF CONTENTS

Useful information 3
Contact 5
Competition categories 6
Competition guidelines 8
Researching Jewish Cemeteries / Topics for research 9
Historical research and photos 12
Where you can research 13
What not to do 14
Visit of Jewish cemeteries 14
Step-by-Step guide: Movies 15
Step-by-Step guide: Cemetery profile 19
Step-by-Step guide: Online brochure 21
We hereby invite school students from Ukraine, Hungary, Poland, Slovakia, Croatia, Lithuania, and Georgia to send us their creative projects in one of three categories:

- **Movies**
- **Cemetery profiles on Google Sites**
- **Online Brochures**

**STORIES ARE UNIVERSAL. STORYTELLING CONNECTS US ALL. TELL US YOUR STORY OF YOUR REGION’S JEWISH CEMETERY!**

**USE THE FOLLOWING DATABASES AND MATERIALS TO CREATE YOUR PROJECT:**

**CENTROPA:** Here you will find biographies, interviews, photos, historical context, and films
[https://www.centropa.org](https://www.centropa.org)

**ESJF European Jewish Cemeteries Initiative:**
Here you will find maps, historical overviews, descriptions, and photographs
[https://www.esjf-surveys.org/surveys-esjf/](https://www.esjf-surveys.org/surveys-esjf/)

**ESJF Guide – Jewish Cemeteries in the classroom:**
Here you will find an introduction to Jewish cemeteries, introduction to symbols and epitaphs as well as practical exercises with answers:
[https://issuu.com/esjf/docs/jewish_cemeteries_in_the_classroom_-_an_esjf_guide](https://issuu.com/esjf/docs/jewish_cemeteries_in_the_classroom_-_an_esjf_guide)

**SUBMISSION DEADLINE**
March 25, 2021
THE JURY

All projects will be reviewed by an international jury formed by six experts in audiovisual projects and Jewish history. All participants will be informed about the competition results by the end of April.

The winning projects will be presented during an official Award Ceremony in May 2021.

The winning projects will also be published online and shared with our global school network.

YOUTH COMPETITION WINNERS AND PRIZES

<table>
<thead>
<tr>
<th>1ST PLACE</th>
<th>a gift card for electronic equipment, value 300 EUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2ND PLACE</td>
<td>a gift card for electronic equipment, value 250 EUR</td>
</tr>
<tr>
<td>3RD PLACE</td>
<td>a gift card for electronic equipment, value 200 EUR</td>
</tr>
<tr>
<td>HONORABLE MENTIONS</td>
<td>cinema tickets</td>
</tr>
</tbody>
</table>
Please make sure you read our guidelines. Do you have a question? Do you need help realizing your project? We are glad to share practical tips with you. Get in touch with our county coordinators or subscribe to our Facebook page.

CENTROPA AND ESJF

We are looking forward to your projects!

FURTHER QUESTIONS?
CONTACT YOUR COUNTRY COORDINATOR:

Ukraine: Andrii Koshelnyk
koshelnyk1986@gmail.com

Lithuania: Gintare Liorancaite and Saulius Skucius
gintare.liorancaite@gmail.com; sauliusskucas@gmail.com

Poland: Ewa Arendarczyk
ewa.arendarczyk@galiciajewishmuseum.org

Hungary: Sári Szilágyi
szilagyi@centropa.org

Georgia: Teona Dalakishvili
teonadalak@gmail.com

Croatia: Tomislav Simic and Daniela Sterjova
tomislav.simic@hugokon.org; sterjova@hotmail.com

Slovakia: Dr. Jana Odrobiňáková
jana.odrobinakova@muzeumsnp.sk
BE CREATIVE, GET ACTIVE - SHARE THIS CALL TO FELLOW TEACHERS AND STUDENTS.

1. Watch one of our best practice examples, made by teenage students in Greece and Poland: The first film is about the Jewish cemetery in Thessaloniki in Greece. The second is about the Jewish history of the Polish town Biala Podlaska, and also discusses the fate of the town’s two Jewish cemeteries.

La Puerta Redonda (Thessalonikis’ old Jewish Cemetery)
The Jewish history of Biała Podlaska

2. Carefully read our guidelines, and follow them when making your film. Most importantly, your film must be between 5 and 8 minutes long.

3. Think of topics for your film. Use the databases to research about a cemetery in your country; pick one which you would like to discover more and let others know about. Try to use a creative approach to telling the Jewish Cemetery’s story.

4. Upload the movie on youtube.com or another media platform like vimeo.com

5. Send an email to your country coordinator with a link to your work, along with your name, the town where you live, the name of your school, and the name of your teacher.
1. See an example of what a cemetery profile could look like: Old Jewish Cemetery (Jewish Museum Frankfurt).

2. Decide what you would like to create a cemetery profile about. Use the databases to research a cemetery in your country. Here you will find maps, historical overviews, descriptions, and photographs. You may also consult with your town archive or conduct research in your local library. If there’s a Jewish community in your town, you can also contact them and ask for help.

3. Create your cemetery profile with our template. For example, focus on one of the following options: The Story of a Jewish Cemetery and combine it with a biography, or activities deciphering epitaphs (advanced level), symbols/decorations, and/or map comparison.

4. Send an email to your country coordinator with a link to your work, along with your name, the town where you live, the name of your school, and the name of your teacher.

1. Look at this best practice example, Zsidó Temető Zine, created by Haver, an NGO from Hungary. Do not worry if you can’t understand the language. It should give you some inspiration.

2. Create a brochure for a Jewish Cemetery to introduce the Jewish cemetery to the public.

3. Carefully read our guidelines, and follow them when making your brochure. Most importantly, keep in mind that your brochure must include 12 photos (minimum) and around 500 words.

4. Use the databases listed on page 3. to research a cemetery in your country. Here you will find maps, historical overviews, descriptions, and photographs.

5. Send an email to your country coordinator with the link of your work, along with your name, the town where you live, the name of your school, and the name of your teacher.
1. Introduction

We are delighted that you are interested in creating a student project. We hope the following guidelines help you to successfully work on your project.

How to use these guidelines:

Please read chapters 1-6 before you start. These chapters detail important things to consider and remember before you participate! If you have already decided which category you would like to enter, reading the guidelines for the chosen category is a must.
First of all, explore the Jewish cemeteries of your region/country and find a cemetery that you would like to know more about! The following links give an overview of the cemeteries in your country:

**Databases on Jewish cemeteries**

**For Lithuania, Ukraine, Slovakia:**

ESJF European Jewish Cemeteries Initiative. The largest database of Jewish cemeteries sites in Eastern Europe (including maps, historical overviews, descriptions, and photographs) https://www.esjf-surveys.org/surveys-esjf/

Lithuanian cemeteries http://www.litvak-cemetery.info/

**All countries**

International Jewish Cemetery Project (by the International Association of Jewish Genealogical Societies) http://iajgsclemetery.org/eastern-europe

Online Worldwide Burial Registry by Jewishgen (JOWBR) https://www.jewishgen.org/databases/Cemetery/tree/CemList.htm
Possible topics for all categories

The general topic is “Local Jewish cemeteries”. Here are some topic suggestions for the categories. Please keep in mind that these are recommendations. If you would like to combine different topics that is also possible. Please just make sure that your focus is on telling the story of the cemetery.

Jewish cemetery and a biography and/or element of Jewish cemeteries

Use the databases to research a cemetery in your country and pick one about which you would like to discover more and let others know. Try to use a creative approach when telling the Jewish Cemetery’s story and focus on the points:

• The Story of the Jewish cemetery you picked
• Situation of the Jewish cemetery today

Note: if there are not many traces left of a cemetery in your hometown, but you would still like to tell its hidden story, do not hesitate to use creative ways of making it visible. This best practice example may give you some ideas: “The Jewish history of Biała Podlaska”

Additional advanced options

If you feel more at ease with the Hebrew alphabet and are able to locate, read and calculate the Hebrew date in the text of an epitaph, do so. This is a good way of applying the theoretical material in practice.

• Explore the tombstones in your local Jewish cemetery and try to identify as many dates as possible. Use the relevant section of the ESJF manual.
• Calculate the dates and convert them to the Gregorian calendar.
• Based on the results you have gathered, find the answers to the following questions:
  » How old is the cemetery?
  » How old is the oldest tombstone at the cemetery?
  » The newest?
  » Which year or decade is most prevalent in the cemetery?
  » What could it mean?
• Tell us about what you found in your competition entry.
Map comparison

Old maps can be a useful resource in locating a Jewish cemetery.

- Find old maps of your city or town. They might be kept in a local library or can perhaps be simply searched for on the internet. On page 74 of the ESJF Manual: Jewish Cemeteries in the classroom, you will find some links.
- Compare the old maps to the new ones. If you are using Google Maps, make sure to adjust the scale so that it fits the old one. Using the two kinds of maps, find the answers to the following questions: How many Jewish cemeteries can you find on the old map? How many are there now? If the cemetery was preserved, is it still in its old place? Has its size changed since the time the old map was released? How? If the cemetery was destroyed, what now occupies its former site? Visit the site, ask locals if they are aware of the Jewish cemetery which was once there.

Additionally (not mandatory) explore your local Jewish cemetery and find recurring types of decoration. Choose a topic, according to your findings. For example, “Animals and birds on the Jewish tombstones in my city” or “The most popular Jewish symbol”. Take pictures. If possible, use a professional quality camera.

- Choose the best photos to be shown in your project
- You should accompany your visual material with historical information on the Jewish community in your city or region and/or on the Jewish cemetery you are presenting.
- Use the relevant part of the ESJF Manual: https://issuu.com/esif/docs/jewish_cemeteries_in_the_classroom_-_an_esif_guide to explain the meanings of the symbols and ornaments. Additionally, you may consult the reading list provided at the end of that section in the manual.
3. Historical Research and Photos

For all categories, it is essential that you research and collect interesting pictures to tell the story of the Jewish cemetery you picked.

Where to get good photos?

Aside from websites, national and city libraries and archives will have photos about Jewish history or places. So will local Jewish museums. Remember, if you search in Google and type in the name of a town + Jewish, you may get lots of photos. To filter the pictures you can use: edit the picture search and choose: for noncommercial reuse. This helps you to find copyright free pictures. If you found a good picture you would like to use and you are unsure if you are allowed to use it, try to contact the organization which owns it. Tell them about your project and your motivation and kindly ask for their permission.

What resolution is necessary?

Be careful to choose high resolution photos, at least 1084 x 824—otherwise, they will not look good.

Going to a museum or archive

Getting pictures to scan should not prove too difficult, but it might take a long time and might cost money.

Taking your own pictures

You can also simply take a good photo with your own camera. However, it is important to make a good quality photo. See sample above. And be sure to shoot in high resolution! Later, you can use a photo editing program to cut the photo out.
4. WHERE YOU CAN RESEARCH

Use the recommended links in the ESJF Guidebook on page 74.

You will find useful links and databases as well as a handout for symbols and much more useful information.

Note on sources: You might want to refer to the internet for facts. That is not a problem, so long as you cite specific, reputable sources for your information. Yad Vashem, the US Holocaust Memorial Museum, and the Jewish Virtual Library are all acceptable resources and there are others in each country and language.

When it comes to listing Jewish population figures and dates and numbers regarding the Holocaust, provide at least two sources for every fact, just to be sure.

Remember: these stories will be seen by experts around the world.

IMPORTANT TIP!

After finishing your project, submit it to your English teacher to check for grammar and storytelling flow, and to your history teacher, to do some fact checking.

We at Centropa would also be glad to give you feedback, just send our country coordinators your question or contact us on Facebook!
5. WHAT NOT TO DO

We ask you to follow these rules:

- Do not use re-enactment.
- Do not copy someone else’s work.
- Do not use sources and state facts which are dubious and unreliable. If you are not sure about the source’s credibility, send us an email.
- Please make sure you are not stealing photos from someone. This can lead to lawsuits. If you are not sure if you can use the pictures, send us an email.
- Do not show graphic pictures of violence or photos of murdered people.

6. VISITING A JEWISH CEMETERY

Any Jewish cemetery, active or inactive, is a place of special religious importance to anyone of the Jewish faith. As such, visitors to the cemetery, whether they came for personal reasons or research purposes, have to abide by a few simple rules. This section will focus on these rules, as well as some rituals related to visiting the cemetery. Men should cover their heads. In Judaism, it is obligatory in general that men wear head coverings at all times. At a Jewish cemetery, especially an operational one, men (regardless of their religion) will most likely be asked to wear a kippah out of respect for the deceased. Such coverings are usually provided on site. [Note: If you don’t have a kippa, feel free to use another head covering, like a baseball cap, a hat, etc.] Eating, drinking and smoking while at the cemetery is prohibited.

On the one hand, Jews consider it disrespectful of the deceased; on the other, the cemetery is perceived as an extremely ritually impure place. Due to the impure state of the cemetery, you might be asked to wash your hands before leaving the cemetery. For that purpose, most cemeteries are equipped with hand-washing facilities.

Mourners partake in a number of rituals and customs at the cemetery, such as: the recitation of mourning prayers, or kaddish, which is not itself a mourning prayer but an expression of praise for God, the lighting of candles next to the tombstones, and the placement of small stones on them. Placing flowers on graves is not a Jewish tradition, but is considered more of a Christian custom, and as such is not as encouraged. In general, all customs related to cemeteries and funerals are thought to be highly honourable, according to Jewish customs. For example, being a member of a Chevra Kadisha* is considered a very respectable occupation; to take part in a funeral or to come across a funeral procession was also perceived as a great honour. According to one of the customs, the individual who encountered a funeral procession is obligated to give money to charity immediately afterwards.

* GLOSSARY Chevra Kadisha (from Aramaic “holy society”) is a special burial fraternity — a group of people who prepare the body of the deceased for the funeral and conduct the burial. It is a crucial part of almost every Jewish community, and its members are treated with great respect. [ESJF Guide Book, p. 52]
The filmmaking process can involve many students:

- some can do the historical research (teachers will have to assist, and you can also consult the Centropa team for historical questions through our country coordinators by mail or subscribe to our Facebook page)
- others can find and scan the photos and then work with Photoshop to make them look better
- others can write the script
- some can find copyright-free music that will be used in the film
- still others can narrate or put in the English subtitles.

What to include in the film

For a film of 7 minutes, you need to include at least 40 photos (roughly 1 photo per every 10 seconds), and you can use your own photos or archival photos as long as these can be used for free. Please credit each photo’s source at the end of the film.

Following is a step-by-step guide on how to make a film on the Jewish cemeteries of your town or region.

**PLEASE NOTE:**
- The film should be in your mother tongue with English subtitles.
- The film needs to be made, and told, entirely by students, not by teachers or professionals.

**STEP 1**

The first step is to do a research:

a. When did Jews first come to the city?

b. How many cemeteries were there at the peak of the Jewish population?

c. What was the peak Jewish population and when was that?

d. Who were the most famous Jews who came from here, or from around here?
   Are some maybe buried in the cemetery?

e. How many Jews live here now and which Jewish cemeteries are here now?
   If there are no Jewish cemeteries left: are there still some traces / signs of commemoration?

f. What were the occupations of the Jewish people in the town?

g. What happened here during the Holocaust?

h. What happened to the Jews of the town after the Holocaust?

i. Describe the Jewish community today and its activities.
**STEP 2**

Locating good photos to tell the story with.

Research photos from the databases, Centropa, websites, national and city libraries, archives, or the local Jewish museum. For more information about photo research, please see the chapter: Historical research and photos.

**STEP 3**

Video Shooting

At this point, you have some old photos and you have done good research. You should now visit the Jewish sites in your town (or a nearby town) to take good photos with your digital cameras or shoot video. Many cell phones now offer the option for shooting video, but it would be better to use something of higher quality, if possible.

When shooting a video, here are a few basic rules:

- If the object or person you are filming is moving, then you can hold the video camera and film it. If the person is sitting, or if you are filming a synagogue or cemetery, then use a tripod!
- If you want to show us the dome of a synagogue and the altar, then slowly pan up or down.
- Each shot should last 20 seconds.
- If you are going to be listening to someone, try and find a way to get a small microphone in front of him or her, because the microphone on the camcorder usually won’t be good enough—especially if they are outside on the street, where there is too much noise. We realize you may not be able to find a mike for this, but do try. **Important:** If you choose to interview one person, please do not solely feature the interview in your film. Of course an interview can be a nice addition to the film, but it shouldn’t be the sole content.
STEP 4

Creating a Storyboard

The students then need to create a storyboard—in English. The storyboard needs to be in MS word, and the photos dragged and dropped into the word doc (please note: don’t drag high res photos into your word doc as it will crash!).

Remember: We want you to tell us a story. Use photos or video or both, but make it a story for us. If your school has a creative writing or theater course, then this teacher can help.

Here is an example of a basic story line on a town’s Jewish history—but remember, you can use video or still photos or both. That’s up to you.

Please remember – this is only meant to be a guideline. You would need to adjust it to the story of your town’s/region’s Jewish cemetery. Also, if you find other ways of telling the story of your Jewish cemetery, go ahead!

This is a picture of our town, which was founded in 1300. Around 30,000 people live here today, and we would like to introduce you to our town’s Jewish history- by telling you the story of our Jewish cemetery, and the people who are buried there.

Jews lived here since the 1700s, and at their peak, in 1930, there were 10,000 Jews here.

Jewish families contributed in many ways to the growth of our city. They were workers, tavern owners, doctors, lawyers. Some shops were owned by Jewish families, like the one owned by Mr Herskovits.

We had two Jewish schools in our town. Here is the graduating class of 1920.

Our Jewish cemetery has around 5,000 graves, but it is overgrown.

Here is a monument in the Jewish cemetery to those who were deported and killed during World War II. We counted 98 names on this memorial.

There are not many Jews today in our town. Bernard Cohen is one of the members of our town’s small Jewish community. He was a dentist before he retired in 2005.

When we visited the local Jewish cemetery, we discovered the grave of his parents - Berta and Hermann Cohen.
STEP 4
Creating a Storyboard

The next step is to create a storyboard - in English. The storyboard needs to be in MS word, and the photos dragged and dropped into the word doc (please note: don’t drag high res photos into your word doc as it will crash!).

Remember: We want you to tell us a story. Use photos or video or both, but make it a story for us. If your school has a creative writing or theater course, then this teacher can help.

Here is an example of a basic story line on a town’s Jewish history—but remember, you can use video or still photos or both. That’s up to you.

Please remember – this is only meant to be a guideline. You would need to adjust it to the story of your town’s/region’s Jewish cemetery. Also, if you find other ways of telling the story of your Jewish cemetery, go ahead!

1. This is a picture of our town, which was founded in 1300. Around 30,000 people live here today, and we would like to introduce you to our town’s Jewish history - by telling you the story of our Jewish cemetery, and the people who are buried there.

2. Jews lived here since the 1700s, and at their peak, in 1930, there were 10,000 Jews here.

3. Jewish families contributed in many ways to the growth of our city. They were workers, tavern owners, doctors, lawyers. Some shops were owned by Jewish families, like the one owned by Mr Herskovits.

4. We had two Jewish schools in our town. Here is the graduating class of 1920.

5. Our Jewish cemetery has around 5,000 graves, but it is overgrown.

6. Here is a monument in the Jewish cemetery to those who were deported and killed during World War II. We counted 98 names on this memorial.

7. There are not many Jews today in our town. Bernard Cohen is one of the members of our town’s small Jewish community. He was a dentist before he retired in 2005.

8. When we visited the local Jewish cemetery, we discovered the grave of his parents - Berta and Hermann Cohen.

Continue writing your script like this, with pictures and text, to tell a full story.
STEP 5
Video Production

You need to make your own video, which can be done in many programs now — Microsoft Movie Maker, Sony Vegas, Apple iMovie, etc. If your school has an IT department or a teacher who specializes in video, then please have them help with the recording of the narration.

TIPS!

1. Collecting
   - Collect your materials and place them into a single folder
     - Images
     - Video Clips
     - Audio Files
     - Sound Effects

2. Importing
   - Open your software and make sure you have access to “import” the materials you collected into your software
   - Import all materials so that you can arrange them into an organized film.

3. Arrangement
   - Your software will have a “timeline” or “project area” where you can arrange your materials to create your film.
   - Do your narration first, at the speed and tone you wish, and then add the materials.
   - Once narration is complete, add your images, audio files, video clips, and sound effects.

REMEMBER TO SAVE FREQUENTLY DURING THIS PROCESS!

1. Converting
   - Finalize your film into a .MOV or a .MP4 file
   - Save the finalized version to your computer
   - Use the saved file to share online: upload the film on YouTube.

IMPORTANT!

At the end of the film, you must list credits with:
- the names of the students who participated
- music you used
- photos and film footage you used, sources, and bibliography

Again – please do NOT steal music and photos, but look for music and photos that is copyright free. A good starting point for your search is the Free Music Archive for music and Flickr CC or Wikimedia Commons for photos. Please make yourself familiar with the different licenses attributed to the respective works.

Finally, the credit section of your film should include a thank you to those people who helped – your teacher, the city library, Jewish community, or whoever helped with research.

Send an email to your country coordinator with a link to your work, along with your name, the town where you live, the name of your school, and the name of your teacher.
What to include in the Cemetery profile

After you chose the cemetery and the topic which you would like to learn more about, start with the following:

STEP 1
Create your website using Google Sites. Here is a template [link: https://sites.google.com/d/1VHjoUP2vOn7-RoDCHPq6aHVq3ca4wY/c/1fSMSWZQY0NEskdGSE3Ty2iXn_9A2ISL/edit] you can use, to get you an idea. You do not need to stick to this template, you can create the website the way you want.

IMPORTANT: make sure you don’t publish the site yet. Only send the link to fellow students and your teachers and when you are done to us.

STEP 2
As a group: research as much as you can about the Jewish cemetery and Jewish history of the town. You will find some tips in the ESJF guidebook for useful links for the research.

STEP 3
Collect your research and decide on a general table of content for your cemetery profile. You have many options when creating these. One possible outline could be:

a. Very short description of the Jewish cemetery (location, age)*
b. Jewish history of the town*
c. History of the cemetery*
d. For example: the graves
e. Symbols / decoration
f. Biography of someone buried here or analysis of their grave
g. The Jewish cemetery today*
h. The Jewish community today*
i. Media about the Jewish cemetery
j. Literature*
k. Weblinks*
l. Notes*

The profile creating process can involve many students:

• someone can do the historical research (teachers will have to assist, and you can also consult the Centropa team for historical questions)
• someone can find and scan the photos and then work with photoshop to make them look better
• others can write the different sections
• someone can be the “tech person” and do the content management, inserting everything into the template
• others can translate the website to English.

PLEASE NOTE:
• The film should be in your mother tongue with English subtitles.
• The film needs to be made, and told, entirely by students, not by teachers or professionals.

Please note: You are free to modify the table of contents and add more points of course! But please make sure you always include the points marked with *
STEP 4
Start editing the googlesite template. If you click on the right hand side on “INSERT”, you can add pictures, maps, a table of contents, and much more. If you click on “PAGES”, you can even create subpages. Designate someone who is in charge of caring for the template. Someone else could be responsible for researching photos and researching the rights.

STEP 5
If you can’t find any information on the internet, you can also interview someone. For example, an expert from a museum or archive, and write down your results in a text. Please keep in mind to not only make the cemetery profile about the interview. You could try to find someone whose relative is buried here and who you could talk to.

You can be creative, but please always check with the person you are interviewing if they are agreeing to be quoted and if it is okay to share their story. To double check, you should also send them the article you have written about them.

STEP 6
If you are done writing your articles, someone needs to translate the texts into English. Ask your teacher and/or English teacher to double-check grammar and words. Show the articles to your teacher/history teacher to check for facts and historical accuracy.

STEP 7
Insert your results into the profile template and make sure all the fonts are the same size and style. Upload your pictures or maps and make sure you add a small photo caption of what you can see.

Also make sure to add all your sources (literature, links, etc.) at the bottom of your project profile.

STEP 8
Finally, the credit section of your cemetery profile should include a thank you to the people who helped — your teacher, the city library, Jewish community — or whoever helped with research.

STEP 9
Send an email to your country coordinator with a link to your work, along with your name, and the town where you live, the name of your school, and the name of your teacher.
9. Step-by-Step Guide Online Brochure

The profile creating process can involve many students:

- someone can do the historical research (teachers will have to assist, and you can also consult the Centropa team)
- someone can find and scan the photos and then work with Photoshop to make them look better
- others can write the different sections
- someone can do the content management and put together the brochure
- others can translate the brochure into English

Please note:
- The film should be in your mother tongue with English subtitles.
- The film needs to be made, and told, entirely by students, not by teachers or professionals.

Step 1

Look at this best practice example, Zsidó Temető Zine, created by Haver, an NGO from Hungary. Do not worry if you can't understand the language. It should give you some inspiration. Decide which cemetery you want to tell us about. Ask yourself the following questions if you were a visitor:

1. What would you like to know about the cemetery?
   - What are important dates and facts?
2. What is the history of the cemetery?
3. What is the situation today?
4. Why is the cemetery an interesting place to visit?
5. What can you see/learn during your visit?
6. What is interesting for other students?
7. How should the title page of your brochure look? What will make it look interesting?

Please note:
- The film should be in your mother tongue with English subtitles.
- The film needs to be made, and told, entirely by students, not by teachers or professionals.
STEP 2

Start researching, collecting your results in a separate word-document. Make sure you check your sources and write down the sources you used. If you are unsure if you can use the sources, ask your teacher or us.

STEP 3

It’s a brochure. It’s not a book. Too much information will just confuse the readers and dilute the main point of the brochure.

Start writing the short text for your brochure. A brochure should not include too much text. Write only a couple of sentences per page to accompany your photo material, which should include the most important information.

Visit the Jewish Cemetery if possible and take some pictures. If the cemetery is not accessible then look for pictures online. Pick the best pictures to illustrate the written text.

STEP 4

Start creating the brochure design. Open a word-document and create your own draft. The brochure should be approximately 12-16 pages long (1st page: Title page, Back: where you can include directions for example), and include 1-2 photos per page. Be sure to write for each page an accompanying short text - your brochure should be approximately 500 words in total.

Finally, the credit section of your brochure should include a thank you to the people who helped – your teacher, the city library, Jewish community, or whoever helped with research. Please provide the source of every photo and text item that you used.

Now it is time to upload the brochure to ISSUU.

STEP 5

Create a free ISSUU account. You should create an account which you can use as a group. You can also ask your teacher for help with this.

STEP 6

Upload your document. It will automatically create the online brochure. IMPORTANT: Please make sure you choose the option: “only listed” and do not publish your work yet.

STEP 7

Send an email to your country coordinator with a link to your work, along with your name, the town where you live, the name of your school, and the name of your teacher.