

Newsletter
Nov 2024



Registration open soon!

Re:Action

- Time Travels in a changing world. Conference moved to 4-5 March 2025 in Kalmar and Online. Welcome!

In Year 2004 an international group met in Vimmerby, Kalmar county, Sweden and created Bridging Ages International. Since then, a lot has happened, and the world around us have changed a lot. New matters have raised, and the Time Travel method continue to develop in many directions.

This conference will explore the past, the present and the future. How is the Times travel method adopting to the world around us, and how can we keep the Time Travel method relevant for another 20 years? Read more about the conference on the next page.

Hope to see you there!

In this Newsletter you can also read about:

- A imaginary Day with Abbot Francis at Emaus Mission dating 1904. Sr. Caroline Mjomba, CPS, Emaus Mission, August 2024 write about her experience of participating the Emaus mission station Time travel in South Africa
- The Time Travel method as part of a 15-year journey – The Ostrobothnian Children's Culture Network BARK. Former Bridging Ages President Annina Ylikoski writes about her journey with BARK in Finland.
- Summer Session of Latvian museum. Here is an article about the traditional summer session of Latvian museum educators, by Museum Director Agrita Ozola, Latvia.
- Utilizing YouTube to further a nonprofit's mission and diversify its audience. Scott Green share his work, using You Tube, and encourage Bridging Ages to be better at video representation of what you are doing.

Re:Action

- Time Travels in a changing world.

4-5th March 2025 Kalmar, Sweden, and Online

Join us in our conference where we recognise the 20 years past with Bridging ages and look forward to the next 20+ years!

We are hoping for a good mix of old experiences and cutting age implementations of the Time Travel Method.

More info www.bridgingages.com

During the first day we will highlight the 20 years anniversary with presentations from different countries painting the history of Bridging Ages. We will learn how the method have been used in different contexts and with different goals. As well as new ways of using the method.

In the evening, we will host an anniversary dinner in Kalmar.

The second day will be filled with presentations about Time Travel method globally giving you insights and inspiration for further development. School and education will be the main theme during this day. Later in the afternoon we will host the annual AGM of Bridging Ages International. You can take part of the program with us in Kalmar or online where ever you are!

Welcome!

Where: Kalmar, Sweden

When: 4-5 March 2025

Registration:

Online: free

On site: 1250 SEK (inkl anniversary dinner Tuesday Evening)

Only day activities: 750 SEK

Registration will open during Nov.



A imaginary Day with Abbot Francis at Emaus Mission dating 1904

Time Travel Event - 15 August 2024



On 15 August, 2024, Emaus Mission and Emaus Junior Secondary School had the privilege to experience one Time Travel Event organized by Gulshera Khan of Time Travel and Applied Heritage from Port Shepstone Twinning Association, S. Africa. She is a former elected president of Bridging Ages International. Gulshera Khan, an Indian lady, is a Muslim. I particularly mention her Faith, because surprisingly she has an incredible passion for Abbot Francis. "I am fascinated by the life of Abbot Francis" reiterated Gulshera when she sensed that I was amazed by her knowledge of the person of Abbot Francis and his legacy.

The one historical event and story chosen was the opening and blessing of the Emaus new Church, St. Francis Xavier Parish, by Abbot Francis Pfanner on 9 December, 1904. We will recall that when Abbot Francis arrived at Shimper's Nek on 24 April 1894 and named it Emaus, there were no buildings in place. He first lived in a tent which also served as chapel and then in a temporary wooden hut. Until the required bricks were made for a chapel, Abbot Francis said Mass in the original tent. Soon it proved too small for the growing number of local people attending Mass on Sundays. He decided to build a church. After many years of hard work of making thousands of bricks and even bricklaying by his loyal sisters Angela, Edmunda, Pacifica, Laurentina, brother Xavier and brother Melchior, the church building and his brick house were finally completed in 1904. It was a spectacular sight then for the local

communities who saw Emaus Mission Station grow and now the church building was going to be officially opened and blessed. This was the scenario that formed the Time Travel Event.

The day before the Time Travel Event, Gulshera and her four companions from Port Shepstone, met with Emaus Junior Secondary School Principle, two teachers together with grade 7 learners and two youth members from Emaus village to introduce them to the Event. Deacon Khumalo Mbulelo, CMM serving at Emaus Mission and CPS Novice Judith Missa currently on her Formative Apostolic Experience at Emaus community, were also present at the briefing session to take the role of Abbot Francis and teacher of artwork respectively.

The goal of the Time Travel Event was to: ☐ make people realize the work of Abbot Francis ☐ appreciate the foundation of Emaus Mission Station and the relations to the local communities ☐ introduce the Time Travel Method as a way to reflect and learn ☐ reflect on the needs of the community in a rural area and the role of the Mission Station



On 15 Aug, all participants gathered on the Mission compound to begin the celebration. Two ladies taking the roles of Sisters Angela Michel and Edmunda Freundorfer appeared glamorous in the Red Sisters' habit, while deacon Mbulelo and one teacher who took the roles of Abbot Francis and brother Nivard



respectively, were fitted well in the Trappists' habit. One of the visitors took the role of Inkosi (traditional chief). The learners and some teachers, representing the young people and adults from the local communities, looked attractive in their traditional attire. All the enacting costume and props were brought along by Gulshera. Participants were then divided into groups to carry out different activities, like decorating the premises, traditional games, learning English and poetry, artwork, carpentry, gardening, kitchen etc. These were going to be showcased before the Abbot and his visitors. As the participants went on with their activities and the makeshift kitchen prepared a simple meal (fruits, juice, bread and jam), they had a chance to talk about their community needs. How are they to be met? Is it first with prayer then work (ora et labora) or first work and then prayer (labora and ora) ? How are the two connected? They all eagerly awaited the arrival of the Abbot. Lo and behold, there he was descending from the hill, most probably from praying the Stations of the Cross. He was met by brother Nivard. The air was filled with joyous singing of welcome. Before Abbot Francis and the Inkosi addressed the participants, they walked around to see what everyone was busy doing and asking them about their excitement for the day.

Everyone was then served with the simple meal before showcasing their different items In his



address that was translated into Zulu by the Inkosi, he commended the participants for their hard work and encouraged them to appreciate working together for the good of the community. He reiterated his famous quote: We cannot all do great things, but we can do small things with great love. It was now time to officially open and bless the new church. All moved in procession, with song and dance, to the original church of 1904. They were still to imagine themselves in the year 1904. Abbot Francis gave his address of joy to see so many people turn up for the celebration.

After a brief but meaningful speech, characteristic of Abbot Francis, Gulshera told all the participants to close their eyes and imagine themselves once again in 1904. She reckoned how important it was for the community to continue to work and pray together in harmony for the common good. Slowly, she told the participants to open their eyes and get back to the year 2024. The learners were asked to share their imaginary experience of the difference between the year 1904 and 2024. They exuded much interest. To wind up the Time Travel Event, all the participants moved to the Emaus Heritage Centre to get back into their own attire and for the learners to do an evaluation of the experience of the Time Travel. Though this Time Travel Event was for educational purposes, to create reflection on a contemporary issue, like addressing the needs of the local community by going back to what was at a particular moment in time, it provided the participants with a deeper appreciation of Abbot Francis and his works.

Reported by Sr. Caroline Mjomba, CPS, Emaus Mission, August 2024



The Time Travel method as part of a 15-year journey – The Ostrobothnian Children's Culture Network BARK

In August 2009 a new children's culture network started its activities - the Ostrobothnian Children's Culture Network BARK, administered by the Regional Council of Ostrobothnia and co-financed by the Ministry of Culture and Education in Finland. The region consisted of 15 municipalities and the task was to develop heritage education. The aim was to create activities with keywords such as quality, equality, child-oriented activities and art and culture. The field was vast and there were no ready-made structures on how to proceed. In my previous work, I had done Time Travels and been to a couple of Bridging Ages conferences. Time Travels became an easy way to work in a big area with many local heritage museums.

The beginning was of course a time of establishing; discussing, piloting as well as creating a "props bank" with clothes and other props needed in Time Travels. The guiding principle was that we travelled extensively in the region to reach the target group equally: children and young people in all areas of our region. In this goal, Time Travels were perfect, as the activities had to be geographically, linguistically, and socio-economically equal. Heritage education and Time Travels became the backbone for our activities, and this still applies 15 years later.

By offering programmes to entire year groups in the municipalities, we try to achieve the most equal activities possible and create platforms for participation and engagement. For example, if a Time Travel is organised at the local heritage museum, all 6th graders are invited from all the schools in the municipality. Today, there are cultural curriculums in most of our municipalities, which list the classes that go to the library, museum or theatre or take part in a music workshop. BARK has been involved in this work with cultural curriculums from the beginning and our work to support and inspire

the municipalities in this development continues.

Co-operation with a wide range of agencies has been essential from the start. No two municipalities were the same, and flexibility was needed to make things work. What worked in one municipality was a total disaster in another. Partners include museums, local heritage associations, libraries, archives, artists and schools. There have been many Time Travels during the years, mostly from the 1700s onward. The most popular Time Travels today are the Homefront 1943 and emigration 1903. The most typical participant is an 8 grader and most of our Time Travels are 2 h long.

The collaboration with the partners in Bridging Ages has been a central part of our Time Travel story. Countless projects, conferences and seminars have given ideas, aha-moments and created new projects, methods, and programs. For me personally, the work in Africa really affected my view on history and heritage education, on connecting the past with the present. During these 17 years I have been active as board member, vice-president and president, the work really has lived in time and the way of working with Time Travels has evolved from a history lesson to a way of connecting the past with the present. As the picture of heritage and history has evolved, so has the Time Travel method; today there are Time Travels in different formats: digital, hybrid as well as dancing.

And how will we celebrate? By various engaging projects and Time Travels with children and youth to different times, of course!

Annina Ylikoski, Ostrobothnian Children's Culture Network BARK, Regional Council of Ostrobothnia

Summer Session of Latvian museum

The traditional summer session of Latvian museum educators was focused on the most important aspect of a museum educator's work - creating a mobile, successful and engaging story for the audience. The summer session "Mind Games at the Museum" took place on 12–13 August, 2024 in Tukums and its surroundings. The theme of this year's summer session raised issues of mentoring in museum education. By getting to know the most outstanding cultural heritage sites of Tukums District - Durbe Castle, Jaunpils Castle and Jaunmokas Manor House, museum educators and museum communication specialists was encouraged to pay more attention to the diversity of museum collections and the possibilities of their interpretation.

The session was attended by 46 participants. The session included lectures on storytelling and writing techniques, group work and various programmes, including Time Travel which took place at Jaunpils Castle, a popular tourist site. Participants had the opportunity to dress up in medieval costumes and take part in the events of the second half of the 16th century, when the first Duke of Courland and Semigallia, Gotthard Kettler, and Ties von der Recke fought over the ownership of the castle.

The collection of costumes and the event at the Jaunpils castle received many compliments on the professionalism of the acting of the

programme hosts. After the programme, Tukums Museum asked the participants to give their evaluation by filling in the questionnaire.

Most of the participants said that they had experienced a wonderful journey through time, in which they felt very comfortable. They said that this kind of programme helps them to get a better feeling for the story of Jaunpils Castle. Several participants appreciated the humorous conversations led by hosts. The role-playing activities helped them to make historical events more memorable. Some participants felt that the programme should focus more on the content and its revelation in the spoken text. Some would have liked to see less improvisation in the programme and more adherence to the real story and historical truth.

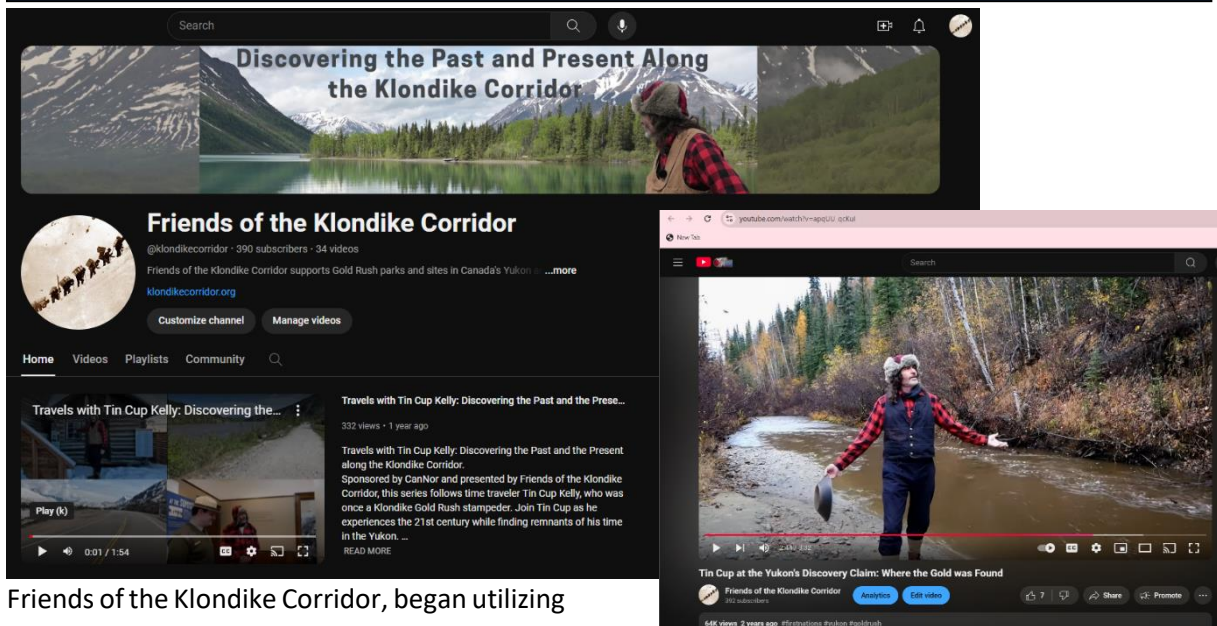
All participants of the Museum Educators' Summer Session agreed that it was very interesting to take part in such a programme and to get to know the experience of other colleagues.

Tukums Museum has been organising professional activities for museum educators since 2017. The summer sessions are organised in cooperation with Promotional Society of Museology in the Baltics and supported by Latvian State Culture Capital Foundation.

Agrita Ozola, Tukums Museum director



Utilizing YouTube to further a nonprofit's mission and diversify its audience



Friends of the Klondike Corridor, began utilizing YouTube to great effect in 2022. Friends of the Klondike Corridor supports parks and sites in Canada's Yukon and the U.S. that highlight Klondike Gold Rush history. Working with historic sites in Seattle, Washington, Skagway, Alaska, and the Yukon in Canada, we endeavor to preserve the historical story of the Klondike Gold Rush through preservation, education, and community outreach, while also promoting visitation to these wondrous places. Friends of the Klondike Corridor honors the importance of Indigenous peoples in this history and recognizes their modern contributions to these communities. We also highlight other overlooked voices such as immigrants and women, who were a vital part of the Klondike story. You'll see that both those important themes are prevalent throughout our YouTube videos.

We began using our YouTube channel with a more focused intent after receiving a generous COVID recovery grant from the Canadian Northern Economic Development Agency (CanNor). Our goal with this grant was to promote tourist sites and businesses in Alaska and the Yukon while telling great stories from the history of the Klondike Gold Rush. To facilitate this connection from the present to the past, the ever useful and always powerful

time travel theme was employed. We conceptualized a character named Tin Cup Kelly, who, as a time traveling stamper from the Klondike Gold Rush era, could amble around the Yukon and Alaska exploring the people and places of today while recalling the stories of his time.

Our first Tin Cup trip was in March of 2022. We shot a lot of rough video footage as we developed the character and the concept. With that first "shoot" we figured out how to best present Tin Cup on camera. Though each site visit plan was outlined, my on-camera performances were all improvisation not unlike what we all do when we stage a Time Travel. My colleagues and I quickly became adept at using the state-of-the-art video and sound equipment that the grant enabled us to purchase. Sound glitches and character outtakes aside, we successfully smoothed out the character of Tin Cup and the means to showcase him in a professional manner in the first months of the project.

Also important to the project was the means to create and publish the finished product. YouTube was the logical choice considering its popularity. Though many YouTube videos are edited for mass consumption with a goal of generating as many views as possible, I decided

that for this project telling the strong story of the history and being cinematic in presentation was more important. As such many of Tin Cup's videos are over ten minutes long, appealing to an older audience whose attention span hasn't been shortened by short-form social media content.

Though I had video editing experience, learning to create a consistent framing of Tin Cup while provocatively conveying the history and effectively promoting the tourist sites had a steep learning curve. We utilized the program PowerDirector to do the editing then uploaded the assembled product to YouTube. Technically YouTube is fairly simple once you work through some of its idiosyncrasies. We worked out an early system where, once the video was in draft form, I would post it so that only my colleagues and my videographer friend could view it. They would look at it in a timely manner and offer me specific feedback identifying technical issues or historical inaccuracies. Once corrected, we'd upload and premiere the video for the public. Keep in mind that once posted for public viewing, only rudimentary edits are allowed. If you redo your video and repost it, your viewer count will reset. That is why checking and double checking your video and determining that it is your final version is important.

It is also very important to gain a basic understanding of how YouTube viewer logistics works. It took us some time to figure out why some videos did better than others. And honestly much of it remains a mystery. To gain large viewership, cross platform endorsement and paid advertising are effective tools. We used Facebook to cross promote our videos and we spent a limited amount of money on Google advertising to expand our audience. Our video with the highest viewership utilizing

cross promotion only was one which highlighted the history of Dyea, Alaska. The video, which exploded to 60,000 views by way of advertising, was one where we focused on the discovery of gold that led to the Klondike stampede. Keywords play a big part in viewership and gold is obviously a popular search term.

I feel YouTube could help Bridging ages introduce more people to our mission and effectively introduce them to the Time Travel Method. Manuals and written articles remain important but video representation of what you are doing as a nonprofit has become a vital tool in our modern world. Friends of the Klondike Corridor now has a larger following thanks to our YouTube series. The Tin Cup concept and character has also helped us procure other grants and has led to a wider knowledge of what we do. It has become a very effective tool in enlivening the Klodike story in schools for our current National Park Foundation grant project. Furthermore, it is wonderful to receive support from what is now a global Tin Cup fanbase.

Creating videos to promote Bridging Ages will also lead us to open other creative concepts such as using catchphrases and developing accompanying marketing materials. A Tin Cup comic book is in development and his catchphrase, "ya gotta get on up here," is used as a way to express the goal of the YouTube project which was to encourage viewers to "experience the wonders of the Yukon, the riches of the Klondike and the allure of Alaska in this ongoing video series." I leave it to Ebbe and the rest of our Bridging Ages brain trust to come up with the catchphrase and the tagline for our YouTube Time Travel series. Perhaps, "Travel to the Past to understand the Future."

Scott Green, Bridging Ages U.S. and Canada



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