



„RECALL: A Study of Central European Places of Memory for Collective Remembrance”

2023-1-HU01-KA220-HED-000154286

Sample video script for a module

Module Title: *The Emancipation of Women in Central Europe*

Target Duration: 30-35 minutes (video) + 15-20 minutes (e-learning tasks)

Target Audience: University students, researchers, and history enthusiasts

The module titled *"The Emancipation of Women in Central Europe"* serves as a main exploration of the struggles, achievements, and legacies of the women's rights movements across Hungary, Poland, and the Czech Republic. Designed for university students, researchers, and history enthusiasts, this 30–35-minute session provides a comprehensive narrative that bridges the 19th-century foundations of women's emancipation with its enduring impact on contemporary gender equality discussions.

Structured into clearly defined sections, the module begins with an engaging introduction that contextualizes the topic and sets the tone for the session. It highlights the key milestones, influential figures, and socio-political dynamics that shaped the movements for women's rights. The visual and narrative elements are meticulously designed to not only educate but also inspire critical thinking, encouraging learners to connect historical struggles with modern challenges and opportunities.

This video script outlines a structured yet dynamic approach to delivering the content. From the introductory slides that showcase historical images to the comparative analyses of past and present realities, the module ensures an immersive learning experience. Each section of the script provides actionable guidelines for content, visuals, and narration, empowering coordinators and experts to craft a compelling and impactful presentation.

The module's primary goals include:

- Enhancing historical understanding by examining the origins and development of women's rights movements in Central Europe.
- Encouraging critical reflection on societal norms, resistance, and resilience in the face of adversity.
- Connecting historical milestones to contemporary issues of gender equality, fostering a deeper appreciation for the continuity of advocacy efforts.

The following sections offer a detailed breakdown of the module, emphasizing collaborative script development, engaging content delivery, and the alignment of visuals and narration with learning objectives. This comprehensive approach ensures that the module not only educates but also resonates with a diverse audience, leaving learners with a lasting understanding of Central Europe's transformative journey toward gender equality.

This document is intended solely as a **sample** to illustrate the structure, content flow, and general approach of the Recall Microcourse project documentation. All names, dates, figures,



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and other data included herein are **not definitive or verified** and should not be treated as accurate or factual. The content is designed to serve as a **conceptual framework** and example of how the final document might appear.

For this reason, any specific historical references, technical details, or individual contributions are subject to change and **must be independently verified** before inclusion in the official documentation. This document's purpose is to provide an example of formatting, style, and thematic organization, and it should not be used as a reference for any decision-making or implementation.

1. Introduction (1-2 minutes)

- **Visual:** Opening slide with the module title, accompanied by a historical photograph of women participating in a suffrage march.
- **Voiceover/Presenter Script:**
"Welcome to this module on 'The Emancipation of Women in Central Europe.' In this session, we will explore how the role of women evolved from the 19th century to the mid-20th century, focusing on Hungary, Poland, and the Czech Republic. We'll examine key milestones, influential figures, and the socio-political forces that shaped the fight for gender equality."

Module Section: 1. Introduction (1–2 minutes)

The introduction is a critical part of the video module, setting the tone for the content and engaging learners by providing context and outlining the significance of the topic. The goal is to immediately capture the audience's attention, provide a clear overview of the module, and align it with the broader learning outcomes. Below are detailed instructions for developing the introduction, including its content, structure, and visual elements.

Content requirements for the introduction

1. **Module context and relevance:**
 - Briefly introduce the topic and explain its historical or cultural significance.
 - Highlight why this topic is relevant in the context of Central European history and its modern implications.
 - Connect the topic to the overall theme of the course, such as shared heritage or cross-national connections.
2. **Example script for the coordinator:**
"Welcome to this module on 'The Emancipation of Women in Central Europe.' Over the next few minutes, we will explore how women's roles and rights evolved in Hungary, Poland, and the Czech Republic, shedding light on their struggles, victories, and enduring impact on society. By the end of this module, you will understand the historical context of women's emancipation in Central Europe, recognize the pivotal

figures who drove the movement, and analyze how these achievements have shaped modern gender equality discussions.”

3. **Learning objectives:**

- Clearly state what learners can expect to gain from the module.
- Use simple, action-oriented language to outline key objectives.

4. **Engaging question or hook (optional):**

- Pose a thought-provoking question or share an intriguing fact to spark curiosity.
- Connect this element to the learners' prior knowledge or current societal issues.

5. **Example script:**

"Did you know that the first women in Central Europe gained voting rights over a century ago? Yet, their fight for equality remains relevant today. Let's dive into their remarkable journey."

Visual elements for the introduction

1. **Opening slide:**

- Title of the module prominently displayed.
- Use a compelling historical image, such as a photograph of women participating in a suffrage march or a related protest.
- Include a subtitle or tagline that encapsulates the theme of the module (e.g., *'Breaking Barriers, Building Futures'*).

2. **Dynamic visual support:**

- Add short video clips or animations, if available, to create a dynamic introduction.
- Use transitions between slides to maintain a professional yet engaging flow.

Audio and narration guidelines

- Ensure the narration is clear, concise, and engaging.
- The tone should balance professionalism with approachability, keeping learners interested without being overly formal.
- Avoid jargon or overly complex language; prioritize clarity and accessibility.

Learning outcomes to align with

The introduction should align with the following outcomes for the module:

1. **Historical Understanding:** Explain the origins and development of women's emancipation movements in Central Europe.
2. **Critical Thinking:** Encourage learners to reflect on why these movements were necessary and how they relate to broader societal changes.

3. **Relevance to Modern Issues:** Establish a connection between historical struggles and contemporary gender equality debates.

Submission expectations for coordinators and Experts

1. **Coordinator Responsibilities:**

- Provide the overarching structure of the introduction, ensuring alignment with the learning objectives and the course's thematic framework.
- Outline the key points to cover and guide experts in maintaining a coherent narrative.

2. **Expert Responsibilities:**

- Develop the detailed script content for the introduction, including key facts, narratives, and any relevant data or historical insights.
- Suggest specific visual elements (e.g., images or videos) to accompany the narration, ensuring these are historically accurate and engaging.

3. **Final Deliverables:**

- A complete, polished script for the introduction.
- A description or sample of the visual elements to be used.
- Notes on how the introduction ties into the subsequent sections of the module.

2. Historical context (5-7 minutes)

- **Visual:** Timeline showing major events in women's rights across the three countries, such as the establishment of women's associations or the granting of voting rights.

- **Voiceover/Presenter Script:**

"The 19th century marked a turning point for women's emancipation in Central Europe. Industrialization brought new opportunities, but societal norms still confined women to traditional roles. Let's begin with Hungary, where the establishment of the National Association for Women in 1867 paved the way for political activism. In Poland, despite the partitions, women played a significant role in maintaining cultural identity. Similarly, in the Czech lands, education became a critical tool for challenging the status quo."

Module Section: 2. Historical Context (5–7 minutes)

The historical context section serves to provide learners with the necessary background to understand the topic's development over time. It should focus on presenting key events, milestones, and socio-political dynamics that shaped the topic, while maintaining a balance between breadth and depth. This section should be engaging, informative, and closely aligned with the module's learning outcomes, offering a foundation for subsequent discussions.

Content requirements for the historical context

1. **Introduction to the historical framework:**

- Briefly introduce the historical period or periods under discussion, identifying key eras or turning points.
 - Highlight the overarching theme, such as the societal forces that prompted women’s emancipation or resistance to these changes.
2. **Example script for the coordinator:**
- "To understand the journey of women’s rights in Central Europe, we need to start with the late 19th century—a time of rapid industrialization and social change. This era set the stage for women to begin challenging traditional roles and advocating for equality. In Hungary, the founding of the National Association for Women in 1867 marked a main moment, as it advocated for access to education and employment opportunities. In Poland, despite political partitions, women maintained their cultural identity and campaigned for suffrage, achieving voting rights in 1918. Similarly, in the Czech lands, the turn of the 20th century saw increasing activism, with women demanding equal educational opportunities and political representation."
3. **Major events and developments:**
- Provide a chronological overview of significant events in each country, emphasizing similarities and differences.
 - Cover notable milestones, such as the formation of women’s organizations, landmark legal changes, and key protests or campaigns.
 - Highlight the interplay between national and regional developments.
4. **Socio-political dynamics:**
- Explain the broader societal and political forces that influenced women’s rights, such as the impact of industrialization, the role of religion, or the influence of global movements.
 - Address how different governments and ideologies either supported or resisted these changes.
5. **Example script:**
- "The industrial revolution reshaped Central European societies, offering women new opportunities in the workforce while also exposing them to harsh inequalities. These shifts created fertile ground for advocacy, but traditional norms and political instability often posed significant barriers to progress."
6. **Visualizing the timeline:**
- Provide a structured timeline with key dates and events for each country.
 - Use this timeline to show connections and contrasts between the three nations, illustrating how they influenced one another.

Visual elements for the historical context

1. **Interactive Timeline:**
- A visually engaging timeline displaying key dates, events, and figures related to women’s emancipation in Hungary, Poland, and the Czech Republic.



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- Include images, such as photographs of protests, meeting minutes from early women’s associations, or headlines announcing voting rights.
2. **Example:**
 - **1867 (HU):** Founding of the National Association for Women.
 - **1918 (PL):** Women gain suffrage rights following Poland's independence.
 - **1920 (CZ):** Universal suffrage established in Czechoslovakia.
 3. **Maps and charts:**
 - Show geographical connections or disparities, such as regional variations in women’s rights across Central Europe.
 - Use comparative charts to visualize progress, e.g., the timeline of suffrage rights in Central Europe vs. Western Europe.
 4. **Archival footage or documents:**
 - Integrate short archival clips or scans of historical documents, such as petitions, association charters, or political speeches.

Audio and narration guidelines

- Maintain an engaging tone while narrating the timeline and historical events.
- Use storytelling techniques to humanize the context, such as sharing anecdotes about key figures or movements.
- Ensure clear explanations of why certain events were pivotal in advancing women’s rights.

Learning outcomes to align with

This section should help learners:

1. **Understand historical progression:** Grasp the chronological development of women’s rights in Central Europe.
2. **Recognize regional interconnections:** Identify shared and divergent paths among Hungary, Poland, and the Czech Republic.
3. **Analyze contextual forces:** Understand the socio-political dynamics that shaped the women’s emancipation movement.

Submission expectations for coordinators and experts

1. **Coordinator responsibilities:**
 - Define the structure of the timeline and key events to cover.
 - Ensure the historical narrative is cohesive across the three countries.
2. **Expert responsibilities:**
 - Provide detailed content for each major event, including historical context, significance, and visual suggestions.
 - Recommend primary sources, archival materials, or images to support the timeline.

3. Final deliverables:

- A detailed script for the historical context section.
- A visual storyboard or mockup of the timeline.
- A list of supplementary materials, such as primary sources or additional readings.

Suggestions for interactive elements and assignments

1. Quiz:

- **Question:** "Which Central European country was the first to grant women suffrage rights?"
 - a) Hungary
 - b) Poland
 - c) Czech Republic

2. Drag-and-Drop timeline activity:

- Learners arrange events in chronological order to reinforce the sequence of key milestones.

3. Reflection prompt:

- "How do you think the societal shifts during industrialization influenced women's rights in Central Europe? Provide examples from two countries."

3. Key figures (5-7 minutes)

- **Visual:** Portraits of key activists (e.g., Rosika Schwimmer, Kazimiera Bujwidowa, and Eliška Krásnohorská) with a brief biography shown next to their image.
- **Voiceover/Presenter Script:**

"Let's look at some of the remarkable individuals who spearheaded the movement for women's rights. In Hungary, Rosika Schwimmer was a trailblazer in advocating for suffrage and peace. Meanwhile, in Poland, Kazimiera Bujwidowa championed women's access to higher education, breaking barriers for future generations."

Module Section: 3. Key Figures (5–7 minutes)

The "Key Figures" section aims to humanize the historical narrative by introducing influential individuals who played key roles in advancing women's rights in Central Europe. By showcasing their lives, achievements, and the challenges they faced, this segment connects learners to the personal dimensions of the emancipation movement, fostering empathy and a deeper understanding of the topic.

Content requirements for key figures

1. Introduction to key figures:

- Start with an overview of why individual contributions were essential to the progress of women's rights in Central Europe.

- Briefly explain the historical and cultural contexts that enabled or hindered these figures' activism.
2. **Example script for coordinator:**
- "Movements for women's rights are often associated with collective efforts, but they are also driven by remarkable individuals whose determination and vision paved the way for change. Let's explore some of the most influential figures in Hungary, Poland, and the Czech Republic, and the legacies they left behind."
3. **Profiles of activists (2–3 figures per module):**
- Highlight at least one key activist from each country to ensure a balanced representation.
 - Include the following for each figure:
 - **Name and background:** Brief biographical details, including their social, cultural, or political origins.
 - **Achievements:** The key contributions they made to women's rights or social change.
 - **Challenges:** The obstacles they faced and how they overcame them.
4. **Example Script for Experts:**
- **Hungary (Rosika Schwimmer):**

"Born in Budapest in 1877, Rosika Schwimmer was a suffragist, peace activist, and one of Hungary's most prominent advocates for women's rights. She co-founded the Feminist Association and campaigned for women's suffrage, ultimately contributing to Hungary granting voting rights to women in 1920. Despite her achievements, Schwimmer faced significant resistance, particularly as her pacifist stance during World War I made her a controversial figure."
 - **Poland (Kazimiera Bujwidowa):**

"Kazimiera Bujwidowa, a Polish social reformer and advocate for education, dedicated her life to improving women's access to higher learning. Born in 1867, she fought tirelessly for the inclusion of women in Kraków's Jagiellonian University, an effort that bore fruit in 1897. Her work not only opened doors for women in academia but also inspired future generations of activists."
 - **Czech Republic (Eliška Krásnohorská):**

"A writer and feminist, Eliška Krásnohorská was a leading figure in the Czech women's movement. Her activism was instrumental in the establishment of the Minerva School for Girls in Prague, the first secondary school for girls in the Czech lands. Through her literary works and activism, Krásnohorská challenged traditional gender roles and inspired women to seek education and independence."
5. **Broader impact:**

- Conclude this section by discussing how these individuals’ efforts contributed to larger movements and influenced the historical trajectory of women’s rights in Central Europe.

6. **Example script:**

"These activists not only achieved significant milestones in their lifetimes but also laid the groundwork for future generations. Their courage and vision remind us that individual actions, when combined with collective efforts, can bring about transformative change."

Visual Elements for key figures

1. **Portraits and biographies:**

- Display high-quality images or portraits of each activist, accompanied by brief biographical details.
- Use a consistent format for each figure, such as:
 - Name
 - Years of life
 - Key achievement
 - A short quote or notable statement.

2. **Historical documents and artifacts:**

- Include scans of letters, speeches, or organizational charters associated with these figures.
- For example, Rosika Schwimmer’s advocacy writings or a photograph of the Minerva School for Girls.

3. **Infographics:**

- Use a timeline or map to contextualize where and when each activist operated.
- Highlight key moments, such as legislative milestones or public campaigns they led.

Audio and narration guidelines

- Use an engaging and respectful tone to highlight the significance of each figure’s contributions.
- Incorporate quotes or excerpts from their writings or speeches where possible to add authenticity and depth.
- Clearly explain how each figure’s achievements connected to broader historical movements.

Learning outcomes to align with

This section should help learners:

1. **Identify Pioneers:** Recognize the key individuals who played significant roles in advancing women’s rights in Central Europe.

2. **Analyze Contributions:** Understand the specific achievements and strategies of these activists and their impact on the movement.
3. **Reflect on Challenges:** Appreciate the obstacles faced by these individuals and how they navigated societal and political resistance.

Submission expectations for Coordinators and Experts

1. **Coordinator responsibilities:**
 - Identify a diverse selection of figures from Hungary, Poland, and the Czech Republic.
 - Ensure the narrative includes a balance of personal achievements and historical context.
2. **Expert responsibilities:**
 - Develop detailed profiles for each activist, including specific examples of their contributions and challenges.
 - Suggest relevant visual materials (portraits, documents) to support the narrative.
3. **Final deliverables:**
 - A complete script detailing the key figures and their significance.
 - A curated set of images, quotes, and supplementary materials.

Suggestions for interactive elements and assignments

1. **Quiz:**
 - **Question:** "Which Czech feminist was instrumental in founding the Minerva School for Girls?"
 - a) Rosika Schwimmer
 - b) Kazimiera Bujwidowa
 - c) Eliška Krásnohorská
2. **Matching activity:**
 - Match each activist to their achievement:
 - Rosika Schwimmer → Suffrage in Hungary
 - Kazimiera Bujwidowa → Women in academia
 - Eliška Krásnohorská → Education reform in Czech lands
3. **Reflection prompt:**
 - "Choose one of the activists discussed and write a short paragraph on how their work resonates with contemporary movements for gender equality."

4. Major achievements (8-10 minutes)

- **Visual:** Highlighted milestones, such as the introduction of voting rights for women (e.g., Hungary: 1920, Poland: 1918, Czechoslovakia: 1920), supported by archival footage or images of suffrage rallies.

- **Voiceover/Presenter Script:**

"The early 20th century saw significant progress. In Poland, women achieved voting rights in 1918, marking a triumph for decades of activism. Hungary followed suit in 1920, and the newly established Czechoslovakia granted suffrage to women that same year. These victories, however, were just the beginning of a broader struggle for equality in education, employment, and politics."

Module Section: Major Achievements (8–10 minutes)

The "Major Achievements" section provides a comprehensive overview of the milestones that marked significant progress in women's rights across Central Europe. This segment should highlight key legislative, social, and cultural achievements, focusing on their broader historical significance and the impact they had on subsequent generations. By illustrating these milestones through visuals and narratives, the section should empower learners to understand how incremental changes led to lasting transformations.

Content requirements for major achievements

1. **Introduction to milestones:**

- Start by framing the importance of these achievements within the broader struggle for equality.
- Emphasize the collective efforts, including grassroots activism, organizational work, and individual contributions, that made these milestones possible.

2. **Example script for Coordinator:**

"The fight for women's rights in Central Europe was marked by perseverance and resilience. Each milestone achieved was a step forward, paving the way for further progress. Let's explore some of the key victories that shaped the movement and transformed society."

3. **Highlight key legislative achievements:**

- **Voting Rights:** Discuss the timelines and significance of women achieving suffrage in the three countries:
 - Poland: 1918
 - Hungary: 1920
 - Czechoslovakia: 1920
- Provide context for these milestones, such as the political and social movements that influenced them.

4. **Example script for Experts:**

"In 1918, as Poland regained its independence, women were granted the right to vote—a recognition of their indispensable role in preserving national identity during the partitions. Hungary followed in 1920, extending suffrage to women after years of advocacy by figures like Rosika Schimmer. Similarly, in 1920, the newly established Czechoslovakia granted universal suffrage, signaling a commitment to democratic principles in its founding constitution."

5. Social and educational progress:

- Highlight advancements in education, such as the founding of schools for girls (e.g., Minerva School for Girls in Prague) and the inclusion of women in universities.
- Discuss societal shifts, such as increased participation of women in the workforce and professional fields during and after World War I.

6. Example script:

"Education became a cornerstone of women's emancipation. In the Czech lands, the Minerva School for Girls was a groundbreaking institution, providing secondary education to young women for the first time. Across Central Europe, higher education gradually opened its doors to women, empowering them to pursue careers in fields previously dominated by men."

7. Cultural and symbolic achievements:

- Explore the representation of women in art, literature, and media during this period, as symbols of empowerment and progress.
- Mention international collaborations or recognition of Central European activists on a global scale.

8. Example script:

"Beyond legislation, women's emancipation found expression in art and literature. Writers like Eliška Krásnohorská in the Czech lands and Zofia Nałkowska in Poland used their works to challenge societal norms, inspiring broader cultural change."

9. Broader impact:

- Explain how these achievements set the stage for further advancements in women's rights during the 20th century.
- Discuss how these milestones influenced regional and global women's movements.

10. Example script:

"These achievements not only advanced women's rights in Central Europe but also inspired movements beyond the region. They demonstrated that collective advocacy and determination could overcome deeply rooted inequalities, leaving a legacy that continues to inspire."

Visual Elements for major achievements

1. Highlighted milestones on a timeline:

- Use a visually engaging timeline to mark key achievements, such as the introduction of suffrage and the establishment of educational institutions.
- Include annotations with dates, brief descriptions, and relevant images.

2. Example:

- 1918 (PL): Women gain voting rights in Poland.
- 1920 (HU): Suffrage extended to women in Hungary.
- 1920 (CZ): Universal suffrage granted in Czechoslovakia.

3. Archival footage and photographs:

- Incorporate historical footage or images of suffrage rallies, legislative announcements, and prominent women leaders.

4. Documents and media:

- Include scans or excerpts from legal texts, petitions, or educational charters to provide authenticity and depth.

5. Comparison charts:

- Create charts comparing the progress of women’s rights in Central Europe to other regions during the same period.

Audio and narration guidelines

- Use a tone of optimism and celebration to convey the significance of these achievements.
- Include quotes from activists or contemporary commentators that emphasize the emotional and societal impact of these milestones.
- Narrate stories of ordinary women whose lives were transformed by these advancements, making the content relatable and personal.

Learning outcomes to align with

This section should help learners:

1. **Recognize milestones:** Identify key achievements in the history of women’s rights in Central Europe.
2. **Understand broader contexts:** Analyze the political, social, and cultural forces that enabled these achievements.
3. **Appreciate legacy:** Reflect on how these milestones influenced subsequent movements for equality and social justice.

Submission expectations for Coordinators and Experts

1. Coordinator responsibilities:

- Define the scope of milestones to cover, ensuring a balance between legislative, social, and cultural achievements.
- Provide a timeline structure and key events for experts to elaborate on.

2. Expert responsibilities:

- Develop detailed narratives for each milestone, including background, significance, and outcomes.
- Recommend archival materials, photographs, and other visuals to enhance the presentation.

3. Final deliverables:

- A polished script for the "Major Achievements" section.
- A visual storyboard or mockup of the timeline and supporting graphics.



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- A curated list of supplementary materials for learners.

Suggestions for interactive elements and assignments

1. Quiz:

- **Question:** "In which year did women gain the right to vote in Czechoslovakia?"
 - a) 1918
 - b) 1920
 - c) 1925

2. Matching activity:

- Match the country to its milestone:
 - Poland → 1918: Suffrage rights granted.
 - Hungary → 1920: Voting rights for women.
 - Czech Republic → Minerva School for Girls founded.

3. Reflection prompt:

- "Choose one milestone discussed in this section and explain its long-term impact on society in Central Europe."

5. Challenges and Resistance (5-7 minutes)

- **Visual:** Newspaper clippings, caricatures, and other primary sources illustrating opposition to women's rights movements.
- **Voiceover/Presenter Script:**

"Despite these achievements, resistance remained strong. Traditionalist views and political instability often hindered progress. For instance, during the interwar period, many Central European countries grappled with the tension between modernity and conservatism, affecting women's ability to exercise their newfound rights."

Module section: challenges and resistance (5–7 minutes)

The "Challenges and Resistance" section is crucial for understanding the broader social and political context of women's rights movements in Central Europe. This segment focuses on the opposition faced by activists, both systemic and cultural, and how these challenges shaped the trajectory of the movements. By showcasing resistance through historical examples and primary sources, the section provides learners with a nuanced view of the struggles involved in achieving progress.

Content requirements for challenges and resistance

1. Introduction to resistance:

- Begin by framing the societal and political resistance as a reflection of entrenched norms and fears of change.



- Highlight the diverse forms of opposition, from institutional barriers to cultural pushback.
- 2. **Example script for Coordinator:**

"Every movement for progress faces resistance, and the fight for women's rights in Central Europe was no exception. From political institutions to societal norms, the opposition came in many forms, challenging activists at every turn."
- 3. **Systemic challenges:**
 - Discuss how legal and political systems often excluded women, making it difficult to enact meaningful change.
 - Provide examples of laws or policies that explicitly limited women's rights.
- 4. **Example script for Experts:**

"In the late 19th and early 20th centuries, the legal systems in Central Europe were heavily patriarchal. In Hungary, for instance, laws restricted women's inheritance rights and barred them from holding certain professions, reinforcing their dependence on male family members."
- 5. **Cultural and social resistance:**
 - Explore societal attitudes, including the belief in traditional gender roles, that hindered women's rights movements.
 - Highlight how media, literature, and public discourse often perpetuated stereotypes about women's capabilities.
- 6. **Example script:**

"Cultural resistance was equally pervasive. Many believed that a woman's place was in the home, and this sentiment was echoed in newspapers and public debates. Women who sought higher education or political roles were often caricatured as abandoning their 'natural' duties as wives and mothers."
- 7. **Notable examples of resistance:**
 - Use specific incidents or examples to illustrate opposition:
 - Protests or petitions against suffrage movements.
 - Public backlash against women entering male-dominated professions or universities.
 - Writings or speeches by influential figures opposing women's rights.
- 8. **Example script:**

"When the Minerva School for Girls was established in Prague, it faced immediate backlash from conservative groups who argued that educating women to such a high level would disrupt family life. Similarly, in Poland, women advocating for suffrage were accused in the press of undermining national unity."
- 9. **Response to resistance:**
 - Conclude by showing how activists responded to these challenges, such as through strategic alliances, public campaigns, or leveraging international support.
 - Highlight the resilience and adaptability of the women's rights movements in overcoming opposition.

10. Example script:

"Despite the resistance, activists found innovative ways to push forward. In Hungary, women's associations collaborated with progressive politicians to challenge restrictive laws, while in Poland and the Czech lands, alliances with broader social reform movements helped amplify their voices."

Visual Elements for challenges and resistance

1. Primary sources:

- Include scans or images of newspaper clippings, political cartoons, or caricatures that depict opposition to women's rights movements.
- Highlight headlines or excerpts that showcase the language and attitudes of the time.

2. Photographs and artifacts:

- Use images of protest marches or public gatherings where activists faced counter-protests or other forms of opposition.

3. Infographics:

- Create a visual representation of systemic barriers, such as laws restricting women's rights or professions closed to women.

4. Contrasting images:

- Show a comparison of resistance (e.g., caricatures) and progress (e.g., women achieving suffrage) to emphasize the eventual triumph over these challenges.

Audio and narration guidelines

- Use a reflective and analytical tone to discuss the resistance without diminishing the activists' accomplishments.
- Incorporate quotes from contemporary critics or opponents to provide authenticity and depth.
- Balance the discussion by highlighting how resistance was met with resilience and determination.

Learning outcomes to align with

This section should help learners:

1. **Understand opposition:** Identify the systemic, cultural, and social barriers faced by women's rights movements in Central Europe.
2. **Analyze resistance:** Examine how these challenges reflected broader societal norms and fears of change.
3. **Appreciate activist resilience:** Recognize the strategies used by activists to overcome resistance and advance their cause.

Submission expectations for Coordinators and Experts

1. Coordinator responsibilities:

- Provide a clear outline of the types of resistance to cover (e.g., legal, cultural, media-driven).
- Ensure the narrative connects resistance to the achievements highlighted in previous sections.

2. Expert responsibilities:

- Develop detailed examples of resistance, supported by primary sources or historical anecdotes.
- Suggest visual materials, such as clippings or caricatures, to illustrate resistance.

3. Final deliverables:

- A complete script detailing challenges and resistance, with supporting visuals.
- A curated set of primary sources and supplementary materials for deeper exploration.

Suggestions for interactive elements and assignments

1. Quiz:

- **Question:** "Which Central European country faced significant cultural backlash when a secondary school for girls was established?"
 - a) Hungary
 - b) Poland
 - c) Czech Republic

2. Source analysis activity:

- Provide a scanned newspaper article or caricature opposing women’s rights and ask learners to analyze its language and tone.

3. Prompt:

"What societal attitudes does this source reveal? How might activists have responded to such resistance?"

4. Reflection Prompt:

- "Describe one systemic or cultural challenge faced by women’s rights activists and discuss how they overcame it."

6. Modern Legacy and Reflection (3-5 minutes)

- **Visual:** A comparison of historical images with modern photographs of women in leadership roles in Hungary, Poland, and the Czech Republic.
- **Voiceover/Presenter Script:**

"The emancipation of women in Central Europe laid the foundation for today’s movements for gender equality. While significant challenges persist, the legacy of these early activists continues to inspire. As we reflect on this journey, it’s clear that the fight for equality is both a historical and contemporary issue."

The "Modern Legacy and Reflection" section serves as the culmination of the module, bridging historical achievements with their contemporary impact. This segment should highlight the lasting influence of the women's rights movements in Central Europe, using a reflective tone to encourage learners to connect past struggles with present-day advancements and ongoing challenges. By juxtaposing historical milestones with modern developments, the section fosters a deeper understanding of progress and its complexities.

Content Requirements for modern legacy and reflection

1. Introduction to modern legacy:

- Begin by summarizing the historical journey covered in the module.
- Emphasize how the efforts of past activists laid the groundwork for contemporary advancements in gender equality.

2. Example script for Coordinator:

"The journey toward gender equality in Central Europe has been long and challenging, yet the achievements of the past continue to shape our present. From gaining voting rights to breaking barriers in education and leadership, the legacy of these movements is visible in the strides women have made today."

3. Highlight modern Achievements:

- Discuss significant progress made by women in Central Europe in recent decades, such as:
 - Increased representation in politics and leadership roles.
 - Greater access to education and professional opportunities.
 - Legal and societal shifts supporting gender equality.

4. Comparison of past and present:

- Use specific examples to draw connections between historical movements and modern advancements.
- Highlight the continuity of advocacy efforts, showing how past struggles paved the way for current successes.

5. Example script:

"The granting of suffrage in the early 20th century was a turning point, enabling women to participate in shaping their nations. Today, this participation has expanded, with women leading national policies and international initiatives. This progress is a testament to the resilience and vision of those who came before."

6. Ongoing challenges and reflections:

- Address remaining issues, such as gender wage gaps, underrepresentation in certain sectors, and societal biases.
- Encourage learners to reflect on how historical lessons can inform future efforts for equality.

7. Example script:

"While significant progress has been made, challenges persist. Women continue to face disparities in pay, representation, and societal expectations. Reflecting on the

resilience of past activists can inspire us to address these issues and strive for a more equitable future.”

8. Call to action:

- Conclude with an invitation for learners to engage with these issues, whether through further study, activism, or dialogue.

9. Example script:

“The legacy of Central Europe’s women’s rights movements reminds us that progress is possible, but it requires continuous effort. Let’s honor this legacy by staying informed, advocating for equality, and supporting initiatives that advance gender justice.”

Visual elements for modern legacy and reflection

1. Comparative imagery:

- Use side-by-side visuals to contrast historical moments (e.g., suffrage rallies, early women’s organizations) with modern photographs of women in leadership roles, classrooms, or protests.

2. Examples:

- Historical: Women voting for the first time in Poland in 1918.
- Modern: A female prime minister or minister addressing the parliament.

3. Statistics and infographics:

- Include visuals showing trends over time, such as:
 - Women’s representation in politics or leadership from the early 20th century to today.
 - Educational attainment and workforce participation rates among women.

4. Quotes and Testimonials:

- Display quotes from historical figures alongside modern leaders, highlighting the continuity of advocacy for women’s rights.

Audio and narration guidelines

- Use a tone of optimism and inspiration, celebrating progress while acknowledging remaining challenges.
- Incorporate quotes from both historical and contemporary figures to connect the past with the present.
- Ensure the narration ties the visuals together, emphasizing the continuity and evolution of the women’s rights movement.

Learning outcomes to align with

This section should help learners:



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1. **Connect past and present:** Understand how historical movements influenced modern advancements in gender equality.
2. **Recognize progress:** Appreciate the strides made in women’s political, social, and professional representation.
3. **Reflect on challenges:** Acknowledge ongoing disparities and consider how historical lessons can guide future efforts for equality.

Submission expectations for Coordinators and Experts

1. **Coordinator responsibilities:**
 - Define the scope of modern examples and ensure they align with historical milestones covered in previous sections.
 - Provide a clear structure for the reflection portion, encouraging a balanced discussion of progress and challenges.
2. **Expert responsibilities:**
 - Develop detailed narratives for modern achievements, supported by specific examples and data.
 - Recommend visual materials, such as comparative images or infographics, to enhance the presentation.
3. **Final deliverables:**
 - A polished script for the "Modern Legacy and Reflection" section.
 - A curated set of visuals and supplementary materials.

Suggestions for interactive elements and assignments

1. **Quiz**
2. **Reflection prompt:**
 - "Identify a modern leader or movement in Central Europe that continues the legacy of early women’s rights activists. Discuss how their work builds on historical achievements."
3. **Discussion activity:**
 - Provide learners with a set of historical and modern quotes about women’s rights. Ask them to compare the language and themes, reflecting on what has changed and what remains consistent.

7. Conclusion (2 minutes)

- **Visual:** Closing slide with key takeaways and an invitation to explore additional resources.
- **Voiceover/Presenter Script:**

"Thank you for joining us in this exploration of women’s emancipation in Central Europe. We hope this module has provided you with valuable insights into the

historical struggles and achievements that shape our present. Don't forget to complete the interactive quiz and check out the recommended readings for further study."

Module Section: Conclusion (2 minutes)

The conclusion serves as the final touchpoint for the module, summarizing the key insights and encouraging learners to reflect on what they have learned. This section should reinforce the module's main themes, connect them to the overall course objectives, and inspire learners to further explore the subject. The tone should be reflective and forward-looking, leaving learners with a sense of accomplishment and curiosity.

Content requirements for the conclusion

1. **Recap key takeaways:**

- Briefly summarize the main points covered in the module, emphasizing their significance.
- Ensure each section is represented, reinforcing the learning outcomes.

2. **Example script for Coordinator:**

"In this module, we've explored the journey of women's rights in Central Europe, from the struggles of early activists to the milestones they achieved, and the legacy they've left behind. We've seen how systemic challenges were met with resilience, how individual figures shaped history, and how their work continues to inspire progress today."

3. **Encourage reflection:**

- Pose a reflective question or thought for learners to consider, connecting the module's content to contemporary issues or personal experiences.

4. **Example script for Experts:**

"As we reflect on these achievements, it's important to ask: What lessons can we draw from the past to address the challenges women still face today? How can we, as individuals, contribute to advancing equality in our communities and beyond?"

5. **Call to Action:**

- Encourage learners to engage further by exploring additional resources, participating in discussions, or applying their knowledge in real-world contexts.
- Direct them to supplementary materials or related modules in the course for a deeper dive into the topics.

6. **Example script:**

"If you'd like to explore these themes further, check out the additional resources we've provided, including articles, primary sources, and interactive activities. And don't forget to participate in the discussion forum, where you can share your thoughts and learn from others."

Visual elements for the conclusion

1. Closing Slide with Key Takeaways:

- Display a concise summary of the module’s main points.
- Use bullet points or icons to make the information visually appealing and easy to digest.

2. Example:

- *Key Takeaways:*
 - Women’s rights movements in Central Europe faced systemic and cultural challenges.
 - Activists like Rosika Schwimmer and Kazimiera Bujwidowa were instrumental in achieving progress.
 - The legacy of these movements is evident in modern leadership and societal advancements.

3. Call-to-Action Slide:

- Include links or QR codes to:
 - Additional reading materials or articles.
 - Online archives of primary sources.
 - Discussion forums or interactive activities.

Audio and narration guidelines

- Use an encouraging and reflective tone, leaving learners with a sense of accomplishment and curiosity.
- Keep the narration concise and engaging, ensuring that the conclusion remains impactful despite its brevity.
- Emphasize the value of continued learning and exploration.

Learning outcomes to align with

This section should help learners:

1. **Consolidate knowledge:** Recap and solidify their understanding of the module’s content.
2. **Encourage reflection:** Reflect on the relevance of the module’s themes to contemporary issues.
3. **Inspire further learning:** Feel motivated to explore additional resources and continue engaging with the course.

Submission expectations for Coordinators and Experts

1. Coordinator responsibilities:

- Outline the key takeaways to be included in the conclusion.
- Ensure the tone and content align with the overall course objectives.

2. Expert responsibilities:

- Develop a concise script summarizing the module.



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- Suggest additional resources or activities for learners to explore.
- 3. **Final deliverables:**
 - A polished script for the conclusion section.
 - A closing slide design with key takeaways and calls to action.

Suggestions for interactive elements and assignments

1. **Discussion forum prompt:**
 - "What aspect of the women's rights movement in Central Europe did you find most impactful, and why? Share your thoughts and engage with others' perspectives."
2. **Additional resource recommendation:**
 - Provide links to related primary sources, academic articles, or multimedia content.
3. **Reflection assignment:**
 - Ask learners to write a short paragraph answering:
 - "How can the lessons from the women's rights movement in Central Europe inspire actions for gender equality today?"

Accompanying presentation structure

1. **Slide 1:** Title slide with module name and relevant image.
2. **Slide 2:** Timeline of major events in women's emancipation.
3. **Slide 3:** Profiles of key activists with brief descriptions.
4. **Slide 4:** Highlighted achievements (e.g., suffrage, education access).
5. **Slide 5:** Challenges and examples of societal resistance.
6. **Slide 6:** Comparative modern reflections (historical vs. current roles).
7. **Slide 7:** Summary and additional resources.

Interactive e-learning test suggestions

1. **Multiple Choice Question:**

When did women in Hungary gain the right to vote?

 - a) 1918
 - b) 1920
 - c) 1925
 - d) 1930
2. **Matching Exercise:**
 - Match the figure to their achievement:
 - Rosika Schimmer → Suffrage Advocacy
 - Kazimiera Bujwidowa → Access to Education
 - Eliška Krásnohorská → Women's Literature and Activism

3. Reflective Prompt:

Describe how the achievements of early women’s rights activists continue to influence gender equality in Central Europe today.

This script and presentation format ensure a cohesive, engaging, and informative experience, making the historical content accessible and meaningful to learners.

1. Multiple-Choice Questions (MCQs)

- **Objective:** Test factual knowledge and comprehension.
 - **Automation:** Predefined correct answers allow instant feedback and scoring.
 - **Example Question:**
 - "When did women in Hungary gain the right to vote?"
 - a) 1918
 - b) 1920
 - c) 1925
 - d) 1930
-

2. Drag-and-Drop Matching

- **Objective:** Test associations and categorization skills.
 - **Automation:** Correct matches are predefined, and learners receive instant feedback upon submission.
 - **Example Task:**
 - Drag figures (e.g., Rosika Schimmer, Kazimiera Bujwidowa) to their corresponding achievements (e.g., Suffrage Advocacy, Educational Reform).
-

3. Timeline Sorting

- **Objective:** Assess chronological understanding of events.
 - **Automation:** Learners reorder events by dragging them into the correct sequence. Predefined correct order allows instant scoring.
 - **Example Task:**
 - "Arrange these milestones in chronological order:
 - Women gain suffrage in Poland.
 - Minerva School for Girls founded in Prague.
 - Women gain suffrage in Hungary."
-

True/False Questions

- **Objective:** Evaluate basic understanding of key facts or concepts.
 - **Automation:** Predefined answers enable automated assessment.
 - **Example Question:**
 - "True or False: The Minerva School for Girls was the first secondary school for women in Hungary."
-

5. Fill-in-the-Blank

- **Objective:** Test recall and vocabulary.
 - **Automation:** Learners type in responses, which are automatically checked against a predefined correct answer.
 - **Example Task:**
 - "The first secondary school for girls in the Czech lands was called _____."
-

6. Image-Based Hotspot Questions

- **Objective:** Assess visual and spatial understanding.
 - **Automation:** Learners click on specific areas of an image, and predefined correct hotspots determine the score.
 - **Example Task:**
 - "Click on the part of the map where the Minerva School for Girls was established."
-

7. Matching Pairs

- **Objective:** Reinforce associations between terms and definitions, events, or concepts.
 - **Automation:** Automatically score based on correct pairings.
 - **Example Task:**
 - Match terms to their definitions:
 - Suffrage → The right to vote
 - Feminist Association → Hungarian organization advocating for women's rights
-

8. Sentence Completion

- **Objective:** Test understanding of key concepts through sentence context.
 - **Automation:** Automated assessment is based on a predefined correct word or phrase.
 - **Example Task:**
 - "In _____, women in Poland gained the right to vote, marking a significant step in the suffrage movement."
-

9. Interactive Dropdown Menus

- **Objective:** Test recognition and association by selecting correct answers from dropdowns.
 - **Automation:** Dropdown options have predefined correct answers for automated scoring.
 - **Example Task:**
 - "Select the year women in Hungary were granted suffrage:
 - [Dropdown: 1918, 1920, 1925, 1930]"
-

10. Multiple-Answer Questions

- **Objective:** Evaluate understanding of multifaceted concepts or events.
 - **Automation:** Predefined combinations of correct answers allow automated scoring.
 - **Example Question:**
 - "Which of the following were challenges faced by women's rights activists in Central Europe? (Select all that apply):
 - Legal restrictions
 - Lack of access to education
 - Widespread public support
 - Cultural resistance"
-

BONUS TASKS

11. Word Bank Completion:

- Learners drag terms from a word bank to fill blanks in a passage.

12. Ordering Sentences:

- Learners arrange sentences into a coherent paragraph based on the lesson.

14. Numeric Input:

- Answer questions requiring numeric values, such as "In which year did women in Czechoslovakia gain suffrage?"