



**HOW DO WE GET VISITORS
TO CONNECT EMOTIONALLY
TO THE SACRIFICE OUR
PARKS MEMORIALIZE?**

STANDARD OPERATING PROCEDURE OF ORAL HISTORY AND ITS INTERPRETATION

**2 DAY
WORKSHOP
FEBURARY 24/25
2025**

About the Workshop

We aim to build a multi-tiered SOP of Oral History with Story ; Storyteller ; Visitor AMME/WAPA staff weave together these three tiers into a park specific SOP of Oral History.

From asynchronous learning prior to and leading up the workshop, participants will learn of Oral History and its best practices within NPS and nationally. As participants listen to video recordings or read supportive materials they learn, then answer several weekly Reflection Questions. These questions are meant to bring each participant into Emotional Engagement with park Interpretive materials. Either from previous NPS trainings and/or traditional practices with personal connection. This emotional connection to our places and oral history work will prime participants to engage in the primary question of the SOP of Oral History:

How do we get visitors to connect emotionally to the sacrifice these parks memorialize?

Best Practices

—
towards
embracing Long
Term Memory with
connecting to our
Visitors

Workshop Syllabus

Oral Histories of Difficult Histories

Outline and Practicalities Instructor Jennifer Craig can be reached at jcraig@usaconservation.org or jennifer_craig@partner.nps.gov . Please include in the Subject Line : Oral History of Difficult Histories training.

Workshop NPS WAPA + AMME

GOAL

Standard Operating Procedure of Oral History for:

- 1) its Interpretation towards embracing Long Term Memory with connecting to our Visitors
- 2) collecting new oral histories, public engagement on oral histories and care for the emotions that come with working in difficult histories intrinsic to the nature of work in WWII Marianas Islands

Primary question of the SOP of Oral History:

How do we get visitors to connect emotionally to the sacrifice these parks memorialize?

AMME/WAPA staff will work together in a 2-day workshop (February 24/25 2025) to weave together Story / Storyteller / Visitor into a park specific SOP of Oral History.

From asynchronous learning prior to and leading up the workshop, participants will learn of Oral History and its best practices within NPS and nationally. As participants learn they listen to video recordings or read supportive materials, then answer several weekly Reflection Questions. These questions are meant to bring each participant into Emotional Engagement with the Interpretive materials available to them for each park. These materials may be from previous NPS trainings and traditional practices they have personally attended and felt connected to. This will prime the participants to emotionally connect to our places and oral history work. This priming will prepare participants to engage in the primary question of the SOP of Oral History: How do we get visitors to connect emotionally to the sacrifice these parks memorialize?

Workshop Resources:

Difficult Histories Mental Health pamphlets

SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach

Esp pages 14 to 16, SAMPLE QUESTIONS TO CONSIDER WHEN IMPLEMENTING A TRAUMA-INFORMED APPROACH

Guampedia notes on Oral History Digitizing – emotional and spiritual impacts ; stories and storytellers with connection to personnel ; guampedia.com visitor experience with oral history pages

Planning Templates

1st Day - February 24

Morning

START 8:30am - Participants come together in AMME conference room and go over Workshop Syllabus

All participate in Roundtable discussion of course syllabus asynchronous learning and Reflection Questions

BREAK

Mid-morning

handouts provided of *Difficult Histories Mental Health* pamphlets

Review what is *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*, and go over pages 14 to 16, SAMPLE QUESTIONS TO CONSIDER WHEN IMPLEMENTING A TRAUMA-INFORMED APPROACH

BREAK

Afternoon

Participants in 3 groups for in-depth discussion drawing on Reflection Questions/SAMHSA's Questions and template completion of 3 themes:

STORY / STORYTELLER / VISITOR

Planning your oral history project – templates to guide/organize these discussions will be provided – Templates include: Stakeholders/People involved in the Project, Project Planning Phases, Engagement Plan, Uncertainty Review, Charter, Documentation Plan

¹ Substance Abuse and Mental Health Services Administration

Staffing – Template Stakeholders/People involved in the Project

Create an organigram or hierarchy of the project team. You might need new staff, volunteers or interns, or a combination of these to deliver your project across a range of roles, **what of these roles are expected to be performed by 1 person simultaneously**, for example:

- project manager
- oral historian or oral history trainer
- interviewers/fieldworkers
- translators
- transcribers
- archivist
- data manager
- outreach worker/educator/artist to run workshop sessions
- evaluator
- web designer

Time – Template Project Panning Phases

People often underestimate the time needed to run an effective oral history project. It takes time to build relationships with potential partners, volunteers and participants, and the process of collecting and documenting your interviews can be time-consuming too. Plan different phases into your project.

An experienced full-time interviewer can be expected to complete interviews with between 30 to 50 people in a year (150–250 hours). Longer whole-life stories might take more hours over several days or weeks.

On average it takes two hours to summarise a one-hour interview (2:1 ratio). Full word-for-word transcriptions take longer (6:1 ratio). You will need to allocate sufficient time to do this. You might also need to employ a qualified transcriber. You can use speech-to-text software, but it will still require manual checking and correcting, which may be significant depending on the audio quality of the recording and transcriber experience with cultural factors such as names, places, languages, etc.

So, as well as the interview time, also plan for:

- training, preparation and research
- building and maintaining relationships with interviewees and/or volunteers
- discussing the pre-interview documents with interviewees and obtaining permission / getting interviewee recording agreements
- uploading and backing-up copies of the recorded interviews
- documenting each interview (with a written summary)
- transcribing or translating interviews if required
- choosing and editing extracts from the interviews and developing outputs

Equipment and Partners – Template Uncertainty Review

First decide whether to record in audio or video format. Each has its merits but video tends to be more expensive and require different skills. Generally, one-to-one audio interviews encourage a confidential and relaxed atmosphere for people to speak openly. The outputs you want to create might also influence your format (for example, audio-visual displays or YouTube films will require video interviews). It is also possible to combine longer audio interviews with shorter selective follow-up video recordings, especially where there is something visually interesting to document, such as a place or piece of equipment.

For both formats, you will also need computer equipment and software to access, rename, backup and document the recordings. Video requires large data storage. Seek up-to-date advice on the most suitable equipment with NPS Oral History, be familiar with the technical options and get quotes for costs. Discuss with NPS Oral History what you prefer/is practical from the Oral History Society website's [advice on equipment](#) and [advice on recording remotely via the internet](#).

Consider the partnerships you will need. Working with community organisations, colleges or youth groups can help you reach different people, recruit volunteers and interviewees, and collect new stories.

Partnerships with a local museum, library or archive will help ensure the oral histories are documented and archived to professional standards, held in compliance with data protection legislation and accessible in the long term. Consider where to deposit oral histories and other materials for the future, and approach potential partners as part of your planning – they will need to agree to accept your recordings and there may be related costs which you can include in your budget.

You might also need to develop partnerships to share the oral histories. For example, work with host organisations if you want to show an exhibition, or teachers if you plan to produce school resources.

- travelling to interviews
- cancellations and postponements

Project outputs - Template Engagement Plan

Think about how you want to engage the public with your oral history project, eg: events, publications, performances, learning resources or a website, and plan in the resources you will need.

Project Outline – Template Charter

Summarize the other templates into 1 document. You may have multiple goals, list critical constraints and major deliverables

Evaluation – Template Documentation Plan

Evaluation of your project needs to be built in from the outset. Ongoing feedback from staff, volunteers and participants and partners can help you achieve your targets and outcomes, and ensure quality throughout the delivery of the project. Your evaluation should focus on what has changed as a result of your project.

BREAK

Evening

END 4pm - Before end of day – Each Group (STORY / STORYTELLER / VISITOR) will lay out a plan for what of the planning still remains and sketch out what will be discussed in the morning

2nd Day - February 25

Morning

START 8:30 am - Participants come together in AMME conference room and go over Workshop Syllabus completed yesterday

All participate in Roundtable discussion of what is remaining to complete of their templates from Day 1 and confirm plan to complete templates

Complete Templates

Each group identifies who will discuss the templates with the whole group.

BREAK

Mid-morning

Each group's designee will present their work completed in the templates – NOTE what links between each theme or stands separately

Using the Charter Template as a main document, with notes added after presentations from other groups work together as one large group to create SOP of Oral History for each park. Recall primary question: ***How do we get visitors to connect emotionally to the sacrifice these parks memorialize?***

BREAK

Afternoon

Continue and complete creating large group SOP of Oral History for each park. Recall primary question: How do we get visitors to connect emotionally to the sacrifice these parks memorialize?

BREAK

Evening

END 4pm - Reflect on workshop. What of the workshop was surprising? What of the workshop was useful? How will this SOP be made available to NPS park staff and will it be shared to the wider NPS?

WORKSHOP FINISHED