

# Europeana Learning Scenario

## Title

“Children on the move”

## Author(s)

Maria Marrone

## Summary

The lesson was designed to help students in feeling empathy and solidarity: *Migrant children are like us; children with their dreams and their fears.*

### Table of summary

Subject	Literature, History, Geography, Global Citizenship Education (GCED)
Topic	A world of rights
Age of students	12-14 years
Preparation time	3 h
Teaching time	9 h
Online teaching material	<a href="https://answergarden.ch/">https://answergarden.ch/</a> <a href="https://www.coe.int/en/web/compass/migration#Youth%20and%20migration">https://www.coe.int/en/web/compass/migration#Youth%20and%20migration</a> <a href="https://www.coe.int/en/web/compass/children">https://www.coe.int/en/web/compass/children</a> <a href="http://www.unicef.org/crc">www.unicef.org/crc</a> <a href="https://historiana.eu/#/historical-content/source-collections/paintings-of-everyday-life">https://historiana.eu/#/historical-content/source-collections/paintings-of-everyday-life</a>
Offline teaching material	Activity Plan Software for Presentation Summary of The Convention on the Rights of the Children (CRC) PC, smartboard small squares of paper (approx 8cm x 8cm), 3 per participant Pens or pencils, Colors.
Europeana resources used	<a href="https://www.europeana.eu/portal/en/collections/migration">https://www.europeana.eu/portal/en/collections/migration</a> <a href="https://www.europeana.eu/portal/en/exhibitions/leaving-europe/the-homeland-of-migrating-groups#ve-anchor-section_5614-js">https://www.europeana.eu/portal/en/exhibitions/leaving-europe/the-homeland-of-migrating-groups#ve-anchor-section_5614-js</a> <a href="https://www.europeana.eu/portal/en/exhibitions/leaving-europe/contact-with-homelands#ve-anchor-section_5771-js">https://www.europeana.eu/portal/en/exhibitions/leaving-europe/contact-with-homelands#ve-anchor-section_5771-js</a> <a href="https://www.europeana.eu/portal/en/exhibitions/people-on-the-move/faces-of-migration">https://www.europeana.eu/portal/en/exhibitions/people-on-the-move/faces-of-migration</a> <a href="https://www.europeana.eu/portal/en/exhibitions/people-on-the-move/migrant-workers">https://www.europeana.eu/portal/en/exhibitions/people-on-the-move/migrant-workers</a> <a href="https://www.europeana.eu/portal/it/collections/photography">https://www.europeana.eu/portal/it/collections/photography</a>

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## Integration into the curriculum

The theme of migration is part of National Indications and New scenarios for the middle school curriculum, issued by the Italian Ministry of Education.

## Aim of the lesson

The purpose of this scenario is help students to reflect about the effect of stereotypes and prejudices, that prevent the communication between different cultures.

## Trends

Project-Based Learning, Student Centered Learning, Collaborative Learning, Peer Learning

## 21<sup>st</sup> century skills

**Learning and Innovation Skills:** The activity included in the scenario asks to students to solve problems and take on tasks and autonomous initiatives

**Life and Career Skills:** Pupils take responsibility for the tasks to be managed independently, individually and in groups. ;

**Information, Media and Technology Skills:** Students are required to work on the language of media

## Activities

Name of activity	Procedure	Time
<b>Brainstorming</b>	Teacher ask to students what they think about reasons that encourage people to move in another country.	30 minutes
<b>Introduction</b>	Teacher introduce the topic with a presentation. At the end discussion between students were encouraged using some question: Which are the reasons of migration? Why do many migrant children arrive without parents? What would you bring with you if you had to leave from your home? How do you think the journey will be? What are the three most important features of a happy childhood?	60 minutes
<b>Workgroup</b>	Teachers facilitate a work group about stereotypes in mass media language. Pupils have to identify stereotypes and prejudices that describe the children migrants in a document/video provided by teachers. In particular, they have to find information about how they live and their habits. Teachers ask to students to answer this question:  <i>Which are your ideas?</i> <i>How were they formed?</i>  Each group prepares 3 slides for the plenary discussion. Debriefing and evaluation.	100 minutes

<b>CRC</b>	Teacher distributes a fact sheet: A summary of the rights under the Convention on the Rights of the Child. Each small group is to discuss the statements and consider how each one is relevant to their lives.	50 minutes
<b>Europeana For CRC</b>	Students explore Europeana platform searching for photographs, images, paintings, letters to be associated to each point of CRC. In addition, students were asked to rewrite freely 3 articles from CRC or create a new one. Debriefing and evaluation	180 minutes
<b>Homework</b>	At home students are encouraged to search on Europeana a photo, image, painting and write a short story starting about this.	60 minutes (in relation to students' learning styles)
<b>Europeana "A small book"</b>	All the works were collected in an e-book, including the material used by students to present their activities to school peers.	60 minutes

### Assessment

*Initial assessment of knowledge and skills, Formative evaluation to identify problems and related solutions, Final evaluation on the effectiveness of the Scenario*

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

### Student feedback

*The students can provide feedback either in written form, a short story or prepare a lesson for the other classmates.*

- *Success indicators (included in a shared rubrics for students self evaluation):*
- *Behaviours marked by greater respect, with peers, with parents, with school staff.*
- *Greater autonomy and responsibility.*
- *Greater self-esteem and awareness of one's abilities and attitudes.*
- *Ability to work in a group.*
- *Acquisition of knowledge.*

### Teacher's remarks

*Teachers self-assessment. The variety of methods and techniques used by the teacher - Student Centred Learning and Collaborative Learning - has fostered participation and motivation for learning, critical thinking. The Debriefing has helped pupils reflect on their learning and how each learns.*

### About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating

access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.