

Europeana Learning Scenario

Title

No migration, no history!

Author(s)

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Summary

The project's overall goal is to raise awareness and promote accurate perceptions about migrants starting by learning from their local history to wider vision. It is important to encourage empathy and solidarity towards the situation of refugees and understand that their own country has also lived similar situations throughout history.

Table of summary

Subject	<i>History, Language, ICT</i>
Topic	<i>Refugees and migration. The idea is to learn what migration and refugeeism are and understand that migration has happened historically, even in their own country. Grow empathy and solidarity towards refugees and migrants situations.</i>
Age of students	<i>11-12 (YEAR 6)</i>
Preparation time	<i>1 to 2 previous coordinating meetings for teachers involved in the project to agree on activities and calendars, prepare materials and assessment.</i>
Teaching time	
Online teaching material	<p><i>Games:</i></p> <p>https://mylifeasarefugee.org/index.html https://www.unhcr.org/against-all-odds.html https://www.bbc.com/news/world-middle-east-32057601</p> <p><i>Video:</i></p> <p>https://youtu.be/IOZmqIwqur4</p> <p><i>Other information:</i></p> <p>http://metrocosm.com/global-immigration-map/ http://www.therefugeeproject.org/</p> <p><i>ICT tools (these or similar)</i></p> <p>www.poppet.com www.prezi.com www.glogsteredu.com www.canva.com www.piktochart.com</p>
Offline teaching material	<i>No offline material needed.</i>
Europeana resources used	https://www.europeana.eu/portal/es/explore/galleries/journeys-of-migration



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Integration into the curriculum

This Learning Scenario fits in the curriculum in different aspects:

- *Local and European history*
 - *Interpret the present from the analysis of changes and continuities over time to understand the society in which we live.*
 - *Value relevant social problems interpreting their causes and consequences to raise proposals for the future*
- *Citizenship*
 - *Identify own prejudices and stereotypes.*
 - *Reject discriminatory behaviors and attitudes.*
- *ICT*
 - *Search, contrast and select digital information considering various sources and digital environments.*
 - *Do group activities using virtual collaborative tools and environments.*
 - *Build new personal knowledge through treatment strategies of the information with the support of digital applications.*
- *Emotional intelligence (transversal)*

Aim of the lesson

- *Learn more about the topic of newly-arrived migrants in Europe.*
- *Understand the fact that migration has historically happened around the world.*
- *Learn from our own history.*
- *Grow empathy and solidarity towards the situation of immigrants and refugees among students and school community in general.*

Trends

Project-Based Learning, Collaborative learning, Mobile learning, Flipped Classroom.

21st century skills

- **Learning and Innovation Skills:** *Critical Thinking, Creativity, Collaboration and Communication.*
- **Information, Media and Technology Skills:** *Students conduct a research and produce with web 2.0 tools a presentation and blog post.*
- **Content Knowledge and 21st Century Themes:** *LS based on history*
- **Life and Career Skills:** *Social & Cross-Cultural Skills*

Activities

Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources.

Name of activity	Procedure	Time
Presentation of the project	<p>Students will be sent an activity through their LMS (Learning Management System) that contains a video and some questions to reflect on later in class.</p> <p>https://youtu.be/IOZmqIwqur4</p> <ul style="list-style-type: none"> ● What is migration? ● What are the different forms of migration? ● What are the push and pull factors for each form of immigration? ● Why is migration seen as a threat? Which are the fears (that) it causes? What is the effect of these fears? ● What the opportunities / positive aspect does migration present for the home country and for the host country? 	Up to each student's needs
Reflection	<p>Once back in the class, students and teachers reflect on the proposed questions using think-pair-share technique. Some other resources will be shown to understand migration, such as:</p> <p>http://www.therefugeeproject.org/</p> <p>After that, they create a mind maps in collaborative groups using an ICT tool (such as popplet.com). In the mind map they have to include pull and push factors of migration flows. Types of migration, threats, etc., might be included.</p>	1h
How does it feel to be a refugee?	<p>Some educational online games on the topic will be proposed in the ICT class. Students will have the chance to play in groups during the session. After that, the links will be posted on their google classroom so they can play the other games proposed.</p> <ul style="list-style-type: none"> ● https://mylifeasarefugee.org/index.html ● https://www.unhcr.org/against-all-odds.html ● https://www.bbc.com/news/world-middle-east-32057601 	1h + google classroom
Research about our own migration stories.	<p>Students work in collaborative groups of 4-5 students. The teacher provides every group with pictures from Europeana collection</p> <p>https://www.europeana.eu/portal/es/explore/galleries/journeys-of-migration</p> <p>Pictures represent different journeys of migrants during history. Some belong to our country and will be directly chosen to conduct the research. Others will be searched through other collections. Students will have to research about the migration periods lived by the country in history. Each group will be in charge of a different period (represented by the pictures the teacher gave them). They will need to remember what was done in the reflection activity –pull and push factors- and relate them to the factors of the period the work with.</p>	2 sessions of 1,5h.
Our migration's story.	<p>In the ICT lesson, each group of student creates a presentation about the period of migrations in history. They shall use the pictures collected in Europeana and other collections and the text about the reasons.</p>	2 sessions of 45 mins.

Dissemination of the project	Presentations will be posted by students in the school blog under the supervision of their tutor. Year 6 students, in groups, will be in charge of presenting their presentations and their reflections on the topic to year 5 and year 4 students at school.	15 mins of posting and 1h of assembly for the presentations in the classes.
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Assessment

Describe here the assessment method of the lesson, if any. For example, if you plan on assessing your students with a quiz, include here questions and answer options with color-coding the correct answers.

		% final mark	10	8	5	3
Team work	20%	All group members have actively worked and helped each other	Almost all group members have actively worked and helped each other	Half group members have actively worked and helped each other	There is a clear lack of collaboration among group members	
Personal commitment	20%	Student shares ideas, looks for information, respects each other's roles and cooperates with others to solve problems.	Student tries to share ideas, tries to help looking for information. There is kind of respect towards each other's roles and tries cooperates with others to solve problems.	Student rarely shares ideas, or looks for information, there is a little respect towards each other's roles and seldom cooperates with others to solve problems.	Student never shares ideas, nor looks for information, does not respect each other's roles and never cooperates with others to solve problems.	
Technology deliverables	30%	Mind map and presentation have been delivered in time and following the instructions	Mind map or presentation have been delivered out of time and following the instructions	Mind map and presentation have been delivered out of time and following the instructions	Neither mind map nor presentation have been delivered.	
Quality of work	30%	Presentation and mind map have a good quality both. The post to the blog and the presentation to other students have been successful.	Presentation or mind map have a good quality. The post to the blog and the presentation to other students have been somehow successful.	Presentation and mind map have a poor quality. The post to the blog and the presentation to other students haven't been done or it was poorly done.	Presentation and mind map have no quality at all. The post to the blog and the presentation to other students haven't been done.	

Student feedback

Students will be able to give feedback in each lesson, moreover after the project has been finished. Feedback will be oral and collected by the teacher.

Teacher's remarks

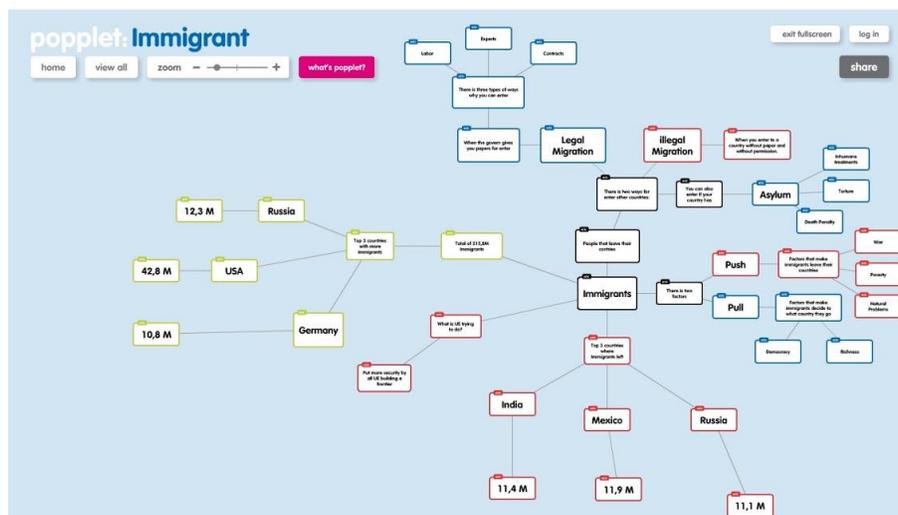
A Project-Based Learning scenario on migration

This learning scenario, created by Carol Barriuso combines PBL, Collaborative Learning and Flipped Classroom methodologies with Journeys of Migration Europeana Collection and it was created as a part of the Erasmus+ Ka2 project about migration "On the Road of Exile" that her school develops.

The project's main aim is to raise awareness, empathy and solidarity and promote accurate perceptions about migrants by learning from their country's history So to understand that their own country has also lived similar situations throughout history.

Understanding migration

After students watch a video sent through their Learning Management System (LMS), both students and teachers reflected on the proposed questions using think-pair-share technique and then students created mind maps in collaborative groups that summarize the content of the video.



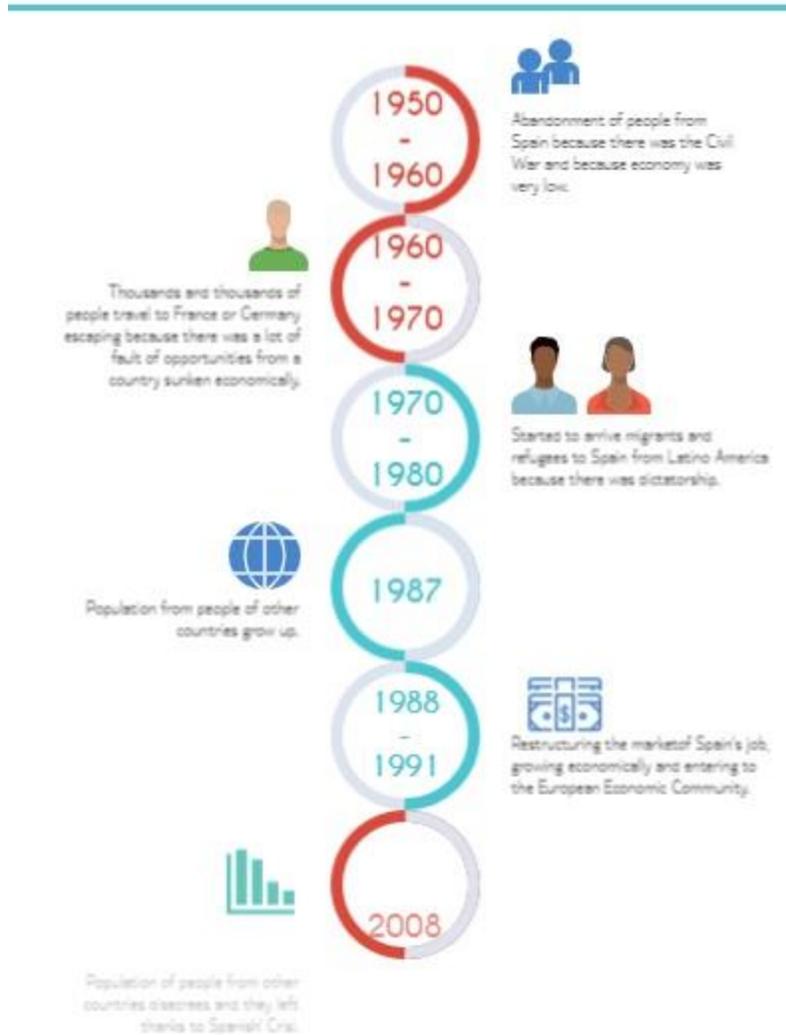
To grow empathy, they also played some educational online games in which they have to go within situations refugee and migrants go through in their lives. They really understood the difficulties migrants have to deal with, since they had no idea about it.

Using collaborative learning to fathom their country's migration history

Again in collaborative groups they carried out a research about their country's migration history and created timelines using online tools so that they internalize the different movements in history and as a part of their future presentations.

TIMELINE:

Migration and immigration on Spain



As a final activity, they had to make presentations to show the rest of the groups what they found out in their researches as well as their own reflections on migration's movements. They also posted these presentations into the school's blog so that parents and other members of the school community.

The evaluation of the activity was conducted after all the presentations were done. A general reflection on the issue was done with the whole group. A big difference was noticed between their first thoughts before the LS was implemented. Student's opinion about refugees and migration changed a lot, and they even wanted to create a charity event to gather money to give to NGOs that help these groups.

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.