

Europeana Learning Scenario

Title

School uniforms, yes or no?

Author(s)

Željka Starčević

Summary

Table of summary

Subject	English
Topic	Education in Great Britain, the USA and Croatia
Age of students	14-15
Preparation time	30-45'
Teaching time	Two 45-minute lessons, followed by essay writing
Online teaching material	https://app.qr-code-generator.com/create https://play.google.com/store/apps/details?id=com.mobile.qrcodereader https://padlet.com/zeljkastar/hr4ac0tsuyf7 https://www.youtube.com/watch?time_continue=2&v=cNOBJbL6wBg http://www.womeninadria.com/skolske-uniforme/ https://www.greatschools.org/gk/articles/school-uniforms/
Offline teaching material	Student handouts Self-assessment rubrics Peer assessment rubrics
Europeana resources used	http://blog.europeana.eu/2018/09/back-to-school-historic-school-uniforms-in-europeana-collections/ https://www.europeana.eu/portal/en/record/09403/o_vase_2289.html https://www.europeana.eu/portal/en/record/09403/o_vase_25.html https://www.europeana.eu/portal/en/explore/galleries/children-reading https://www.europeana.eu/portal/en/collections/fashion?view=grid&q=school&f%5BR EUSABILITY%5D%5B%5D=open https://www.europeana.eu/portal/en/collections/fashion?f%5BREUSABILITY%5D%5B%5D=open&page=3&q=school&view=grid



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Integration into the curriculum

Every school year, there is a topic about schools and education in which students learn about different educational systems. Throughout the topics they learn how to write an essay and improve all four learning skills. In the EFL curriculum, one of the units with the 7th and 8th graders (14-15 year old students) is “The education in Great Britain and the USA”, where they deal with differences between the two educational systems, compare it to their national schools, express agreement and disagreement about the value of wearing school uniforms and write a for and against essay. Therefore the topic and the debate on School uniforms yes or no, fits perfectly into our national curriculum, because students practice and improve all four language skills, together with collaborative and other skills.

Aim of the lesson

To enhance basic vocabulary, associated with school uniforms.

To develop and improve all language skills (reading, listening, speaking, writing - writing an essay).

To develop students’ communication skills in English language by participating actively in a class debate, as well as their critical thinking skills and collaboration skills.

To develop students’ digital skills by using different tools: Padlet, QR code reader, Mentimeter, Europeana web page.

Trends

- Collaborative Learning: students focus on group work
- Peer learning: through the discussion students learn from each other
- Flipped classroom: students prepare for the debate at home using the multimedia sources provided by the teacher and during classroom time they dig deeper into the topic
- Cloud Based Learning: data, tools, software are all online and can be reached and modified from different devices.
- Teacher’s role: the teacher acts as a mentor, supporting groups and individuals
- BYOD: Bring Your Own Device

21st century skills

21st century skills are taught in this scenario in the context of English as a foreign language. The whole learning scenario enhances and develops students’ good collaboration skills, good communication skills, critical thinking skills, information literacy, adaptability, creativity, initiative and responsibility.

Activities

Name of activity	Procedure	Time
Brainstorming	Pupils use QR code reader to look at the Europeana photos. They form 4 groups (5-6 students), discuss the photos, notice similarities and differences and brainstorm/guess the topic (see Annex 1).	10'
Exploring the Europeana Collections and blog, Group discussion	In groups students reveal the last QR code and read the blog about the history of school uniforms (see Annex 2). They open the Padlet and follow the instructions there, where they explore more from the Europeana collection and answer the questions they get: https://padlet.com/zeljkastar/hr4ac0tsuyf7	20'
Presentation of group work	Students present their work on the Padlet. They read each other's contributions to gather information about the topic.	10'
Students' reflection	Students have a 5 minute talk about their work in order to comment on what was done well and what was not.	5'
Homework assignment	Students get their homework assignments divided in two groups. One group should explore the internet (web pages suggested by the teacher) and the other group should interview their peers, parents, teachers etc., to gather as many reasons for both FOR and AGAINST school uniforms. They should present their research on the same Padlet where they have presented their previous work. The links and the instruction for the assignment is given by the teacher to every student separately on a survey handout. (See Annex 3)	
Introduction into the debate	Teacher opens the discussion regarding the homework assignment with the questions like: Did you find more for or against reasons? Was it hard to do the task? Who did you ask for the opinion?	2'
Preparing for the debate	The class is divided in two groups depending on the level of their English and their strengths. One group should explore all the reasons FOR the school uniforms which they've already written in the Padlet as a homework assignment, and add some more ideas if possible. The other group should do the same with the reasons AGAINST the school uniforms. They discuss the reasons among themselves and give last instructions to each other, especially to help "weaker" students perform well in the debate. The teacher also chooses 3 pupils and introduces them as "the jury for the debate". While the groups prepare for the debate, these three students are given the assessment criteria and the instructions on how to observe the group work.	10'
Class debate	Pupils take part in a class debate: School uniforms, yes or no?	15-20'

Name of activity	Procedure	Time
Debate conclusion	The jury chooses the winner and explains the reasons according to the previously given criteria (see Annex 4).	3'
Peer assessment	Pupils in each group assess their members' contribution to the group work on an assessment handout prepared by the teacher. They discuss it as a group.	10'
Self-assessment	After the completion of the topic, pupils do the self-assessment rubric prepared by the teacher.	5'
Homework Essay-first draft	Pupils create the first draft of their essay – School uniforms, yes or no? They are allowed to use Padlet from the previous lessons. Teacher reminds them to revise the structure of the essay and the most frequent linking words.	
Follow-up For and against essay	Pupils write a FOR and AGAINST essay on the topic: School uniforms, yes or no?	45'

Assessment

Student reflect on their work through conversation.

Students do peer assessment after the debate (see Annex 6).

Students do self-assessment using the rubric prepared by the teacher (see Annex 5).

***** AFTER IMPLEMENTATION *****

Student feedback

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Teacher's remarks

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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.

ANNEX 1

QR codes – Use the QR reader to reveal the hidden hints.

<https://play.google.com/store/apps/details?id=com.mobile.qrcodereader>



Each QR code represents one picture from the Europeana collection.

Using QR code reader on your mobile phone look at the pictures and compare them, find similarities and differences. Write your ideas on this worksheet.

ANNEX 2

Group 1- Read the blog and write the answer to the following question.

Use the Padlet to write the answer. <https://padlet.com/zeljkastar/hr4ac0tsuyf7>



What did a research on school uniforms in 2017 show?

Group 2- Read the blog and write the answer to the following question.

Use the Padlet to write the answer. <https://padlet.com/zeljkastar/hr4ac0tsuyf7>



What did school children wear before school uniforms made of polyester?

Group 3- Read the blog and write the answer to the following question.

Use the Padlet to write the answer. <https://padlet.com/zeljkastar/hr4ac0tsuyf7>



How much money a year, on average, do parents spend on school uniforms for one child in the UK?

Group 4- Read the blog and write the answer to the following question.

Use the Padlet to write the answer. <https://padlet.com/zeljkastar/hr4ac0tsuyf7>



Where did school uniforms originate and when?

ANNEX 3

Group 1: Do some research on the Internet, in the books, students' books etc. to find as many good and bad sides of wearing school uniforms at schools. After collecting all the information, use the Internet connection on your smartphone or the computer/tablet to copy them in the Padlet here: <https://padlet.com/zeljastar/hr4ac0tsuyf7>

You can explore some of these web pages. Feel free to visit some more.

<https://www.europeana.eu/portal/en/collections/fashion?view=grid&q=school&f%5BREUSABILITY%5D%5B%5D=open>

<https://www.europeana.eu/portal/en/explore/galleries/children-reading>

https://www.youtube.com/watch?time_continue=2&v=cNOBJbL6wBg

<http://www.womeninadria.com/skolske-uniforme/>

<https://www.greatschools.org/gk/articles/school-uniforms/>

Group 2 Interview your family members or friends and take notes here. After collecting all the information, use your Internet connection on the smartphone or the computer/tablet to copy them in the Padlet here: <https://padlet.com/zeljastar/hr4ac0tsuyf7>

You can ask your family members or friends/teachers the following question:

What are the good and bad sides of wearing school uniforms at schools?

GOOD SIDES	BAD SIDES

ANNEX 4

Assessment Criteria for the debate to be used by the jury

	Levels of Performance			
Criteria	1	2	3	4
1. Organization and Clarity: viewpoints and responses are outlined both clearly and orderly.	Unclear in most parts	Clear in some parts but not over all	Mostly clear and orderly in all parts	Completely clear and orderly presentation
Group FOR				
Group AGAINST				
2. Use of Arguments: reasons are given and explained to support viewpoint	Few or no relevant reasons given but not explained	Some relevant reasons given shortly	Many reasons given: fairly relevant and explained	Most relevant reasons given and explained in support
Group FOR				
Group AGAINST				
4. Use of Rebuttal: arguments made by the other teams are responded to and dealt with effectively.	No effective counter-arguments made	Few effective counter-arguments made	Some effective counter-arguments made	Many effective counter-arguments made
Group FOR				
Group AGAINST				

ANNEX 5

Self-assessment

	Levels of Performance- self assessment			
Criteria	1	2	3	4
Contributions	I rarely gave useful ideas in my group. Sometimes I refused to participate.	Sometimes I gave useful ideas in my group. I did what it was required to carry out this task.	I often gave useful ideas in my group. I was a very important member of the group and I did my best to carry out this task.	I gave useful ideas in my group all the time. I was one of the leaders of the group who put a lot of effort on this task.
Attitude	I have often been critical about the project or about the work done by other members of the group. I have often had a negative attitude about the task(s).	I have occasionally been critical about the project or the work done by other members of the group. I have usually had a positive attitude about the task(s).	I have rarely been critical about the project or the work done by others. I have often had a positive attitude about the task(s).	I have never been critical about the project or about the work done by others. I have always had a positive attitude about the task(s).
Working with Others	I have rarely listened to, shared with, and supported the efforts of others.	I have often listened to, shared with, and supported the efforts of others, but sometimes I was not a good team member.	I have usually listened to, shared with, and supported the efforts of others.	I have always listened to, shared with, and supported the efforts of others. I tried to keep people working well together.
Relevance to students interest	The content of this lesson has not been of any	The content of this lesson has not been very	The content of this lesson has	The content of this lesson has been very important for

	interest to me	important for me, as it has not been very connected to my interests.	been quite important for me. I have enjoyed it because it has been relevant for me and according to my interests	me. I have enjoyed it very much because it has been relevant for me and according to my interests
I would give myself grade				

ANNEX 6

Peer assessment

Group decision	Peer assessment			
	Levels of Performance			
Criteria	1	2	3	4
Contributions	I rarely gave useful ideas in my group. Sometimes I refused to participate.	Sometimes I gave useful ideas in my group. I did what it was required to carry out this task.	I often gave useful ideas in my group. I was a very important member of the group and I did my best to carry out this task.	I gave useful ideas in my group all the time. I was one of the leaders of the group who put a lot of effort on this task.
Name of the student				
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4