

# Europeana Learning Scenario

## Title

Break & Keep silence

## Author(s)

Judit Benedek

## Abstract

Silent films are very useable in education. In this Learning Scenario I try to use them as inspiration for speaking and writing activities. Dubbing, script writing and film making are the main parts. An A2 language level is necessary.

## Keywords

silent film, film making, dub, script, writing

## Table of summary

### *Table of summary*

Subject	English, Media
Topic	silent film dubbing, silent film making
Age of students	13-15
Preparation time	30 min
Teaching time	5x45 min (5 lessons)
Online teaching material	<a href="#">Rubistar</a> , <a href="#">Mentimeter</a> , <a href="#">timer</a>
Offline teaching material	tablets and/or smartphones
Europeana resources used	<a href="#">Destiny is Changeless</a> <a href="#">Distant Relative</a> <a href="#">The Mills of the Gods</a>

## Licenses

**Attribution CC BY.** This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.



## Integration into the curriculum

Entertainment as a topic is part of our national curriculum. Students have to understand texts about it and have to be able to talk about it.

Speaking is part of every language learning programme. Our students, when they finish elementary school, have to be at least on level A2 (CEF).

## Aim of the lesson

Dubbing a silent film is a great way to get students talking. They can use their imagination and create something unique. The main aim of the first 2 lessons is to create unique pieces of oral work.

The main aim of the last 3 lessons is to combine previous knowledge with new one and show the result in a creative and entertaining way.

## Trends

Project-based learning

Collaborative working

Mobile learning

Edutainment

Visual search and learning

BYOD

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

Creativity

Problem solving

Communication

Collaboration

Information literacy

Media literacy

Flexibility

Adaptability

Social skills

Productivity

## Activities

Name of activity	Procedure	Time
<b>Topic introduction</b>	Students have to create groups. Everyone gets a piece of paper with one word on each. They have to create 4 different sentences using the words. The words of one sentence will form one group.	10'
<b>Europeana</b>	Groups visit the Europeana website. They use these filters: <ul style="list-style-type: none"> <li>- Silent movie</li> <li>- Free re-use</li> </ul> This way they will find silent movies. After previous check, I would recommend 3 possible films: 'The Distant Relative' 'Destiny is Changeless' 'The Milly of the Gods' Students have to choose one of these.	15'
<b>Dubbing</b>	After the groups choose one film, they have to dub the first 3-4 minutes. They have to choose who will dub whom, write the text and say it together with the film.	45'
<b>Performance</b>	Groups present their dubbings to the other groups.	20'
<b>Script writing introduction</b>	Students (in groups) will learn how to write a basic script. They get different statements and they have to choose which they think are about script writing. (all of them)	15'
<b>Script writing</b>	Groups have to write a very simple script for their own films. It has to be a silent film.	45'
<b>Make your film</b>	Groups have to make their own films based on their scripts. It should be 3-4 minutes.	45'
<b>Watch your film</b>	Groups show their creations to the other groups.	20'

## Assessment

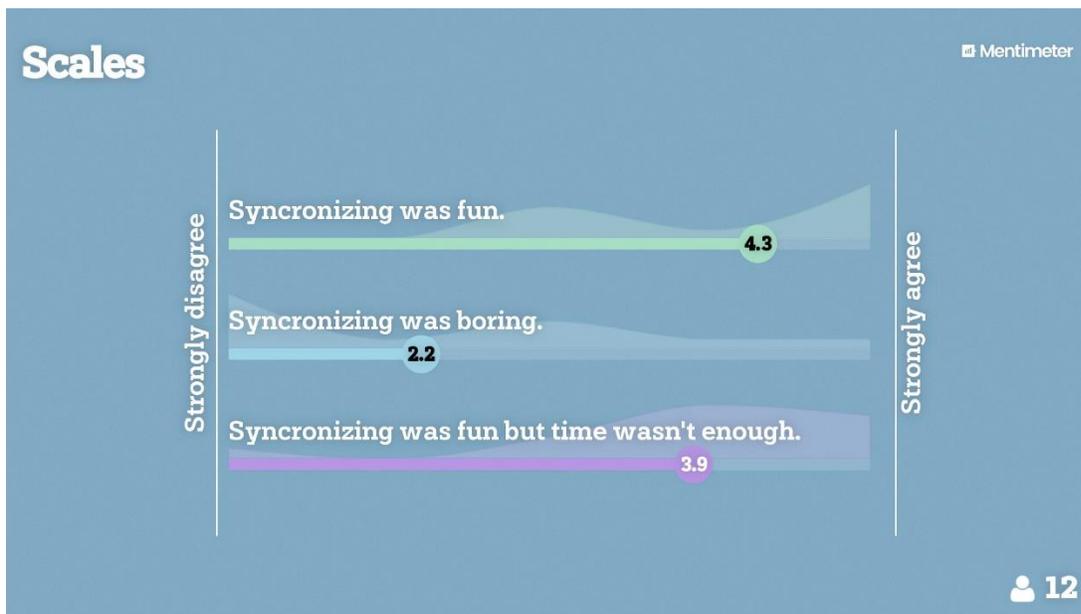
Students will be monitored while working in groups. A rubric chart will help the evaluation of their work.

The written script and the film will also be part of the assessment.

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

## Student feedback

I used Mentimeter to get feedback from my students. Here are the results:



**Teacher's remarks**

If the group has never used Europeana before, the introduction to the site should be added with extra timing.

Technology can cause difficult moments. Somehow YouTube didn't want to work, so we couldn't watch the videos on a big screen. Next time I'll definitely download the possible films.

Grouping also caused tough moments. Members of a group had some kind of conflict before the lesson, so I had to take one person from this group and put her into another one. However, it was very good to see how team work improved on the second day.

During dubbing, I set a timer. The students later complained that time was really short.

Next time I will definitely plan an additional lesson on body language to make the gestures in the films more impressive.

Some extra time would have been good for editing the film. This was made at home as homework. Next time I will plan extra time for this.

The students recommended dubbing their own films. This is a brilliant idea but unfortunately we didn't have time for it.

When I do this project again I will plan it for at least 8-10 lessons.

### 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**

**Sentences for groups**

Gestures and facial expressions are important.

It is always black and white.

It's recorded like a theatre play.

Beginning of the 19<sup>th</sup> century

facial	It
expressions	always
It's	black
a	Gestures
and	is
are	and
like	white
recorded	important
theatre	beginning
th	the

play	of
19	century

**Script writing statements**

arrange events
main event(s)
characters
title
set the scene
dialogue
something you want to tell in your story
main point of the scene
memorable name
protagonist

pick a genre
choose at least 3-4 settings
goal to achieve

### Rubric chart

CATEGORY	4	3	2	1	Score
Teamwork	All students contribute to the discussion and all are listened to respectfully. All team members contribute a fair share of the work.	Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	Some team members do not contribute a fair share of the work.	
Concept	Team has a clear picture of what they are trying to achieve. Each member can describe what they are trying to do and generally how his/her work will contribute to the final product.	Team has a fairly clear picture of what they are trying to achieve. Each member can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final product.	Team has brainstormed their concept, but no clear focus has emerged for the team. Team members may describe the goals/final product differently.	Team has spent little effort on brainstorming and refining a concept. Team members are unclear on the goals and how their contributions will help them reach the goal.	

Script	Script is complete and it is clear what each actor will say and do. Entries and exits are scripted as are important movements. Script is quite professional.	Script is mostly complete. It is clear what each actor will say and do. Script shows planning.	Script has a few major flaws. It is not always clear what the actors are to say and do. Script shows an attempt at planning, but seems incomplete.	There is no script. Actors are expected to invent what they say and do as they go along.	
--------	--	--	--	--	--