Europeana Learning Scenario

Title

I have a dream

Author

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Abstract

This scenario was thought within the democracy and participation topic launched by the EU for students aged 13-14. Although most activities were carried out in English, also the social science and language art teacher contributed to the topic. The main goal of this scenario is to make students aware of easy ways they can act to stimulate changes in the local or wider community. Namely, the scenario starts from the analysis of Martin Luther King's famous speech "I have a dream..." and then guides students to use the same troops in their campaign in favor of their dream. Students use clips from the large Europeana film collections with the right to reuse to create the video for their campaign.

Keywords

Active citizenship, communication, participation

Table of summary

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Subject	*English as a foreign language, Italian (mother tongue), History, Technology, Art and Music*
Topic	*Citizenship and participation*
Age of students	*13-14*
Preparation time	*60 min*
Teaching time	*5 hours*
Online teaching material	**Online tools** edu.glogster.com : to create posters on the local cause https://Spark.adobe.com : to create the video **Support documents** Shared document on Google to collect the videos and create the storyboard "I have a dream" worksheet with important parts of M.L. King's speech M.L. King's speech video www.thegoodlobby.eu
Offline teaching material	*Cardboard 30x70 n.2 sheets of different colours,Glue,Scissors*
Europeana resources used	*Filmoteca de Catalunya* *Museo Nazionale del Cinema Torino* *Netherlands Institute of Sound and Vision* *Other free to reuse videos in Europeana*

Integration into the curriculum

Italian (Mother tongue):

- The student listens and understands different types of text "directed" or "transmitted" by the media. He recognizes the source, the topic, the information and their organization as well as the purpose of the author.

- The student reads literary texts of different genres (novels, poems dramas) and starts to build their understanding in collaboration with the classmates and the teacher.

English as a foreign Language:

- The student describes orally situations and reports events and personal experiences, talks about studied topics.

- The student copes with new situations using the acquired language functions. The student uses the foreign language to learn new subjects also outside school and effectively collaborates with the classmates to carry out activities and projects.

History:

- The student uses his knowledge and skills to get oriented in the present complexity. The student understands different opinions and cultures, and nowadays major problems.

Technology

- The student knows the properties and features of the different means of communication and is able to use them efficiently and responsibly according to the needs for study and socialization.

Music and Art

- The student integrates other subjects and knowledge with his/her musical and artistic experiences using appropriate codes and coding systems.

Aim of the lesson

The students had the opportunity to search and analyze some of the speech figures they already knew in M.L.King's famous speech "I have a dream".

Furthermore, since it covers the knowledge of important events, traditions and people in British and American culture, and January is usually devoted to M.L.King and his fight for civil rights in the US, students created their videos in English.

It also fits the curriculum of history and citizenship in general, as well as of art and communication since by the end of this lesson the students will have become aware of tools they can use to involve the community in supporting a cause they believe is important for their town or locally.

Outcome of the lesson

The lesson will guide the students first to create a cardboard poster on their "dreams" for the world; then they will create online posters on local issues they would like to be addressed by policy-makers; finally they will produce a video to further support their cause, which can be posted on socials and the media to reach even more people.

Trends

Project-based learning, Student centred learning

21st century skills

This scenario integrates key competences, such as language arts, with 21st century themes such as global awareness and civic literacy. At the same time it develops

Collaboration: all activities are carried out in groups. Group members took the responsibility for searching on one of the Europeana collections indicated by the teacher and contributed on the same document the clips they selected.

Critical thinking: students were asked to apply their reasoning to Identify and ask significant questions that clarify various points of view and lead to better solutions

Creativity: Students reuse video clips to communicate their ideas creatively and effectively. Furthermore, they work in teams and have to take into account the inputs of all team members.

Media literacy: The scenario focuses on online lobbying and campaigning on social media. Students understand how media messages are constructed, and for what purposes and how media can influence beliefs and behaviors. Furthermore, it also teaches how to select the most appropriate media creation tools, characteristics, and conventions.

Activities

Name of activity	Procedure	Time
"I have a dream…"	Students are provided with the printed copy of M.L.King's speech and watch a video of this famous speech.	15 min
	Then, based on the printed part of the speech they are asked to work in pairs and highlight the figures of speech that they can recognize in the text (repetition, anaphora, similes, metaphor, etc.).	15 min
	Subsequently they are asked to join another pair and discuss together in groups of 4 for 15 minutes the purpose and the effect of the figures of speech they identified. Finally, each group is asked to share their findings and analyses, taking turns, with the whole class.	30 min

Name of activity	Procedure	Time
What is your dream for the world?	Students are asked to express individually their "dream" and write it in English on a cloud-shaped cardboard. The clouds are then read aloud to the class and collected in a class poster.	30 min
Lobbying	Teacher brainstorms with students on the meaning of lobbying using the site www.thegoodlobby.eu as a stimuli for discussion.	15 min
	Students are then asked to think of a good cause or issue for which they would lobby in their community. Students work in groups of three. At the end of the activity each group shares their cause with the class.	15 min
	The teacher then asks to create a poster to illustrate their cause/issue using Glogster.edu. The aim of this activity is to focus on efficient communication through not only words, but also visuals.	30 min
Lobbying on the socials	Teacher shows the table at pag. 7 of the publication "Social Media For Change" which reports the various social media and with their description, possible interaction and communication value. Teacher asks which type of interaction is the most common among all media and which of these media are most used by our local community and policy-makers. Students identify videos as the most common interaction and Facebook, YouTube and Instagram as the most popular social media. So, I suggest they make a video for the cause/issue they want to support.	20 min
Selecting clips	Teacher suggests using Europeana large video collections, namely Filmoteca de Catalunya, Museo Nazionale del Cinema Torino, Netherlands Institute of Sound and Vision, to create video messages. The teacher left the students free to choose the videos they liked and which could express their message more effectively. Therefore, students added the clip links in Google doc shared between the group members where they can also described why they believe the clip is interesting, how they would use it, and eventually decide all together the storyboard sequence	60 min
Our video message	Teacher suggests using AdobeSpark to create the video because it provides a template to guide in promoting an idea. Students start creating their videos and clipping the Europeana videos. Students are encouraged to add music and text to the clips and, possibly record some audio.	60 min.

Assessment

The assessment was done both on the final product and on the process. For the final product, the students were given in Classroom not only instructions, but also the rubric for assessing their final video. Rubrics are very useful because they tell students what the expected result should be and serve a guide in their work.

During the lesson teacher observed the way each group collaborated and organized to develop the video. This was used as a formative assessment to correct unwanted behaviours and have students learn how to work in teams also from a distance.

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

Student feedback

After completing the videos, the students were asked to provide feedback on how they wanted to use their videos. In the beginning, they were not persuaded they could make a change because no one would listen to them. Then I encouraged them to try and see what happens. In particular, some students did not focus on local issues, but on more global issues such as equality and pollution. I told them that their video in English could be used for this purpose.

Unfortunately, students could not publish their videos on the socials because schools were unexpectedly shut down. I hope that when we get back to school we can check the effect of our videos on the community after disseminating them on the socials

Teacher's remarks

At the beginning of the lesson students did not know they could have a voice in the local community. First of all because in my area we are not used to pressure policy makers to make things change in the community and then my students are quite young and they think no one is going to take them seriously.

I think this was a good lesson on how to participate in democracy and make your voice heard to the benefit of the whole community. I hope some of the causes supported by my students could produce some results through a campaign on the media led by them.

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