

# Europeana Learning Scenario

## Title

Online Bullying Among Peers- Safer Internet Day

## Author

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## Abstract

This learning scenario is meant to be used with students who have been introduced to Europeana for the first time. It has been implemented with sixth grade (12-13-years-old) during the Croatian Language class (our Mother Tongue). The learning scenario deals with peer violence and takes place at the time of commemorating the Safer Internet Day, which we linked to the story of author B. Primorac on the same topic. The aim is to develop awareness of safe Internet crushing and prevention of peer violence. In addition, scenario develops the skills of writing, speaking and acting in an imagined situation, and finally completes students' skills in using digital tools.

## Keywords

Online peer violence, story, art, acting, safer internet day

## Table of summary

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<b>Subject</b>	Croatian Language (Mother Tangué), Art, Citizenship
<b>Topic</b>	Bullying among peers- Safer Internet Day
<b>Age of students</b>	12-13
<b>Preparation time</b>	45 minutes ( The teacher must explore the online platform <a href="http://www.europeana.eu">www.europeana.eu</a> prior to the activity)
<b>Teaching time</b>	3 x 45 minutes
<b>Online teaching material</b>	<ul style="list-style-type: none"> <li>• <i>Online application from Office365, Word or Google Doc for writing a story.</i></li> <li>• <i>Office 365 Forms or Google Forms for feedback</i></li> <li>• <i>Mentimeter for students to vote for the best story</i></li> <li>• <i>Canva or Adobe Spark for homework poster</i></li> </ul>
<b>Offline teaching material</b>	<i>Notebook</i>
<b>Europeana resources used</b>	<ul style="list-style-type: none"> <li>• <a href="#"><i>Engraving by L. Stocks after W. Mulready</i></a></li> <li>• <a href="#"><i>Coloured stipple engraving by C. Knight after H. Singleton</i></a></li> </ul>



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- [\*A boy with a supernumary arm, fighting off six assailants. Wood engraving\*](#)
- [\*A large man carrying a tankard and a wooden half-barrel is singing, with boys fighting in the background. Engraving\*](#)
- [\*A man is sitting at a desk in a room. Wood engraving\*](#)

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## Integration into the curriculum

In the Croatian Language curriculum themes for the 6<sup>th</sup> grade are talk on a given topic, speaking on a given topic, writing on a given topic, common reading of shorter texts, active conversation in which all students participate.

The student expresses himself creatively in his own interest, stimulated by different experiences and experiences of the literary text.

So this lesson fits completely into our national curriculum.

## Aim of the lesson

Students critique each form of peer violence and suggest ways to prevent it. To imagine yourself in the place of the abused person and to express feelings as a victim of violence, to discuss the consequences of peer violence. To conclude that no one should be exposed to any form of violence and that any violence should be prevented. Develop a habit of focused reading and self-solving, encourage creativity, develop collaborative learning and group task solving, recognize the importance of respect for each person.

## Outcome of the lesson

At the end of the lesson the students will recognize the online peer violence, understand the effects of violence. With this scenario, the students will be encouraged to work in groups, share their ideas and experiences, learn from each other (peer learning), create some innovative materials using ICT tools, discover the online platforms to learn.

## Trends

**Project-Based Learning:** students get fact-based tasks, problems to solve and they work in groups.

**Collaborative Learning:** Students work in groups and produce collaborative outcomes. The LS requires a lot of collaborative decision making.

**Peer Learning:** Students review the work of their peers and provide justification for their choices.

**Social media** is changing the way people interact, present ideas and information, and communicate.

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

Learning how to use and combine resources from Europeana. Developing communication skills: listening, reading (especially with understanding), writing and speaking. Developing the skills of collaboration, communication, group working, conscious, responsible and creative use of information and communication technologies.

## Activities

Name of activity	Procedure	Time
<b>Introduction</b>	<p>Getting to know Europeana – search alternatives, results.            Copyright issues – how to choose the item free to use.            Web search Europeana - students will find art paintings depicting violence.            Examples:</p> <ul style="list-style-type: none"> <li>• <a href="#"><i>Engraving by L. Stocks after W. Mulready.</i></a></li> <li>• <a href="#"><i>Coloured stipple engraving by C. Knight after H. Singleton.</i></a></li> <li>• <a href="#"><i>A boy with a supernumary arm, fighting off six assailants. Wood engraving.</i></a></li> <li>• <a href="#"><i>A large man carrying a tankard and a wooden half-barrel is singing, with boys fighting in the background. Engraving.</i></a></li> <li>• <a href="#"><i>A man is sitting at a desk in a room. Wood engraving.</i></a></li> </ul>	15 min
<b>Writing stories</b>	<p>We will discuss the following issues – Students give reasons for their responses:</p> <ul style="list-style-type: none"> <li>• What could be the reasons for fighting?</li> <li>• People who choose to bully feel powerful.</li> <li>• Bullying behaviors should be ignored.</li> <li>• We should treat people in the same manner that they treat us.</li> </ul> <p>Additional questions to explore the students' answers:</p> <ul style="list-style-type: none"> <li>• Why do you think that? (justification)</li> <li>• Can anyone build on that idea?</li> <li>• Does anyone have an alternative suggestion/different possibility?</li> <li>• Can you clarify that?</li> <li>• Could there be another way to think about this?</li> <li>• What might someone say if they disagreed with this?</li> <li>• What might follow from this?</li> </ul>	20 min
<b>Book text</b>	<p>Teacher divides students in group of four            They choose two images (each group) from Europeana            Task: writing a story inspired by the image they have chosen.</p>	10 min

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	The groups present their stories and the other students choose the best with <a href="http://www.mentimeter.com">www.mentimeter.com</a>	
<b>Acting imagined mockery</b>	On Safer Internet Day, we will analyze the story of Croatian writer Branka Primorac “An event I am ashamed” with theme peer violence. The students will determine the theme of the text, notice the relationships among the characters and highlight their characteristics, recognize the basic thought of the text.	45 min
<b>Final evaluation</b>	The students in the groups are tasked with preparing and later presenting in front of the class the imagined mockery school college they lead on the social network. The members of the groups should act as closely as possible to the online violence that happens on social networks. Through conversation, students will compare their imaginative stories inspired by works of art with online peer violence. When students have finished working with the tasks, they have to answer some questions (Google Forms or Microsoft Forms) to evaluate the lesson.	45 min
<b>Homework</b>	For homework, students will make digital posters (using Canva or Adobe Spark) according to the topic they receive – 1. Safer Internet Day or 2. Rules of conduct on the internet.	

### Assessment

Peer Assessment (group work) and individual assessment.

### Student feedback

Exit slips, Linolt.

### Teacher’s remarks

The Scenario was created during the Europeana English MOOC

### About the Europeana DSI-4 project

[Europeana](http://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.