

# Europeana Learning Scenario

## Title

BreakOUT the glass ceiling

## Author

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## Abstract

This learning scenario focuses on invisible women and the invisible barriers that women have broken throughout history. Students will learn to create a breakout game to be played by their peers while they work on biographies in a collaborative and creatively way in their English lessons. They will also develop awareness about copyright issues and use the knowledge acquired in other subjects like philosophy and Science Culture. At the end of the learning scenario, students will reflect and think about solutions related to the topic SDGs 5- Gender Equality.

## Keywords

Invisible Women, Science Fair, Female Scientists, BreakOutEdu, SDG5

## Table of summary

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Subject	<i>English, Scientific Culture, Philosophy</i>
Topic	<i>Invisible Women</i>
Age of students	<i>16-18</i>
Preparation time	<i>1h</i>
Teaching time	<i>6h</i>
Online teaching material	<p><i>List here all the links of online tools, applications and support documents that you will use during the lesson, such as: Padlet, Kahoot, Historiana, etc.</i></p> <p><a href="#">Mentimeter</a>  <a href="#">Safer Internet Day</a>  <a href="#">Quizziz</a>  <a href="#">About copyright</a>  <a href="#">Biography: taking notes</a>  <a href="#">Genially</a></p>

	<a href="#">Wakalet</a> <a href="#">ZientziaKaiera: EmakumeakZientzian</a> <a href="#">MujeresconCiencia</a> <a href="#">5 Women who are inventing our world</a> <a href="#">SDGs descriptions and targets</a> <a href="#">Flipgrid</a> <a href="#">Gif maker</a>
Offline teaching material	-
Europeana resources used	<a href="#">Women In Science</a> <a href="#">Pioneers</a> <a href="#">Elisa Leonida Zamfirescu</a> <a href="#">The Graduates of the Royal Technical Academy</a> <a href="#">Laboratory</a>

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### Integration into the curriculum

The Basque educational system includes the priorities to improve the communicative skills through a designed plan, to activate coexistence and equity plans and an innovative STEAM plan, so the LS will fit the curriculum by coworking with other departments and by designing an interdisciplinary project that could also be part of an eTwinning project. It will also help develop the Student's Exit ICT Profile that is being redesigned at the moment.

Background:

Philosophy: They work on SDGs. They will be working on SDG 5.

Scientific Culture: A Science Fair will be organized starting in February 11 throughout 8th March.

English: Working on biographies. Taking part in "Safer Internet Day" by highlighting what Copyright and fair use are.

### Aim of the lesson

- To learn about how women have been treated throughout history.
- To collaborate with other curriculum areas to support education about women's role and their contribution to society.
- To develop language skills

## Outcome of the lesson

Apart from a reflection about copyright issues, students will contribute to the creation of a breakout for their partners and work on SDG5 Gender Equality. The game could be created for both their peers in another class or their eTwinning partners.

## Trends

Project-Based Learning  
 Collaborative Learning  
 STEAM learning  
 Gamification

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

**Creativity and Innovation:** Using ICT tools and creating with and for others.

**Collaboration:** Students work together to accomplish a common goal and share responsibility for collaborative work.

**ICT literacy:** ICT tools are used to research, organise, communicate and evaluate information.

**Critical thinking:** reflection and finding solutions

## Activities

Name of activity	Procedure	Time
<b>Introduction</b>	Discuss the meaning of “Glass Ceiling” by means of <a href="#">Mentimeter</a> and create a word cloud. We ask students about the International Day of Women in Science (11th February). Elicit what they have worked in other subjects about the topic.	15’
<b>Presentation</b>	The teacher presents the Europeana portal and uses it to explain Creative Commons attributions and fair use by searching different pictures with difference licenses. Prior knowledge will be assessed by playing <a href="#">Quizizz</a> and a conclusion drawn using the results.	35’
<b>Reading</b>	Students read in pairs about <a href="#">Elisa Leonida Zamfirescu</a> and take notes to <a href="#">complete her biography</a>	20’
<b>Playing a BreakOutEdu</b>	Students play an example of a <a href="#">breakout</a> game, which will be used as a template to edit it and add more female pioneers. Oral feedback will be provided at the end of the game.	40’
<b>Creating a BreakOutEdu</b>	Students are teamed in 3s. Why is there a locked room? Why do you need to open it? Students rewrite the introduction. They use the biography presentation	60’

	to find information about another invisible woman and take notes. They create questions for their game.	
<b>Presenting a draft</b>	Students share their work in class and get feedback from their peers. They make any necessary changes to improve their game. Their players will be students from another class. Therefore, they have to think about the difficulties other students' may have to solve the problems and adequate the questions.	20' 40'
<b>Collaborative game</b>	Each team plays another team's missions and assesses their peers using an online form based on the information provided in the assessment part.	60'
<b>Solutions: Smashing the glass ceiling</b>	Students record a Flipgrid video to reflect on how the glass ceiling can be smashed. Students compare the past and the present situation of invisible women. For inspiration <a href="#">article</a> , ( <a href="#">ZientziaKaiera: EmakumeakZientzian</a> <a href="#">MujeresconCiencia</a> articles in Basque language that could have been used in Philosophy or Science Culture, which will give them the evidence-based scientific input. Gifs"By 2030" that joins what they have learnt in philosophy (SDG5), Scientific Culture (using scientific evidence and data) and English could be created for the culmination of the project and Science Fair.	60'

## Assessment

### To be filled by creators

Explanation of clues, hints and solutions for each puzzle used	Number of Locks:	Content	Link/Description	Type of puzzle used	Clues/Hints	Solution

To be filled by players. Peer [assessment rubric](#) (to be uploaded in a form format)

## Student feedback

After the implementation, students will be asked to write an entry in their Learning Diaries by means of the [wakalet](#) that gathers their individual assessment of the course. Students will create a gif "By 2030..." for the Science Fair.

Students that play the game will assess the game. If it is played in the same school but in another group, they will use GClassroom and their own wakalet. If it is played by a partner school within an eTwinning project, students will post an entry in the forum.

## Teacher's remarks

Less time may be necessary once the coordination with the different subject teachers is defined and planned.

## 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.