

# Europeana Learning Scenario

**Title: The World We Want**

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## Abstract

This unit aims to engage students in an active process of developing their critical thinking and digital competences. In groups they will prepare for a debate through online research (including Europeana collections) and will gather enough information to roleplay the given parts. The moderator will conduct the work (with the support of a secretary and a timekeeper) and challenge each team with some controversial questions. After the debate the class will discuss results and assess the activity. All the work is performed by students.

## Keywords

Human Rights, Discrimination, Reduced inequalities, Global Goals, Peace

## Table of summary

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<b>Subject</b>	English, History, Philosophy, Citizenship
<b>Topic</b>	Human Rights/Civil Rights movements; Sustainable Development Goals;
<b>Age of students</b>	17
<b>Preparation time</b>	2x90' (Pre-Debate online group work – research, gathering information)
<b>Teaching time</b>	90' (Debate/roleplay) 90' (Post-debate discussion and assessment) <i>(The time frame can be adapted)</i>
<b>Online teaching material</b>	<p><b>YouTube:</b> <a href="https://youtu.be/jgqL9n6kZc8">https://youtu.be/jgqL9n6kZc8</a> (accessed on 22.01.2021)</p> <p><b>#BlackLivesMatter movement</b></p> <ul style="list-style-type: none"> <li>- <a href="https://www.europeana.eu/en/blog/marking-black-history-month-in-britain">https://www.europeana.eu/en/blog/marking-black-history-month-in-britain</a> (accessed on 22.01.2021)</li> <li>- <a href="https://www.nationalgeographic.com/history/reference/people/nelson-mandela-fought-apartheid-work-not-complete/">https://www.nationalgeographic.com/history/reference/people/nelson-mandela-fought-apartheid-work-not-complete/</a> (accessed on 22.01.2021)</li> <li>- <a href="https://www.britannica.com/biography/Malcolm-X">https://www.britannica.com/biography/Malcolm-X</a> (accessed on 22.01.2021)</li> <li>- <a href="https://www.nationalgeographic.com/culture/people/reference/martin-luther-king-jr/">https://www.nationalgeographic.com/culture/people/reference/martin-luther-king-jr/</a> (accessed on 22.01.2021)</li> <li>- <a href="https://www.nationalgeographic.com/history/2020/07/alicia-garza-co-founded-black-lives-matter-why-future-hopeful/">https://www.nationalgeographic.com/history/2020/07/alicia-garza-co-founded-black-lives-matter-why-future-hopeful/</a> (accessed on 22.01.2021)</li> </ul> <p><b>#MeToo movement</b></p>



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<b>Offline teaching material</b>	Group work handouts: Google Docs /Google forms (working plan template; team peer/self-assessment; assessment rubrics)
<b>European resources used</b>	<p><b>Europeana:</b></p> <ul style="list-style-type: none"> <li>- <a href="https://www.europeana.eu/en/blog/marking-black-history-month-in-britain">https://www.europeana.eu/en/blog/marking-black-history-month-in-britain</a> (accessed on 22.01.2021)</li> <li>- <a href="https://www.europeana.eu/pt/exhibitions/people-on-the-move">https://www.europeana.eu/pt/exhibitions/people-on-the-move</a> (accessed on 22.01.2021)</li> <li>- <a href="https://www.europeana.eu/en/galleries/famous-migrants">https://www.europeana.eu/en/galleries/famous-migrants</a> (accessed on 22.01.2021)</li> <li>- <a href="https://www.europeana.eu/en/blog/i-am-the-change-refugees-art-and-activism">https://www.europeana.eu/en/blog/i-am-the-change-refugees-art-and-activism</a> (accessed on 22.01.2021)</li> <li>- <a href="https://www.europeana.eu/en/item/2084002/contributions_07cbc7c0_0c54_0136_fbbf_3e59990757ad">https://www.europeana.eu/en/item/2084002/contributions_07cbc7c0_0c54_0136_fbbf_3e59990757ad</a> (accessed on 22.01.2021 - "Escape from Hell" – A Kurd in Syria)</li> <li>- <a href="https://www.europeana.eu/en/exhibitions/70th-anniversary-of-the-schuman-declaration">https://www.europeana.eu/en/exhibitions/70th-anniversary-of-the-schuman-declaration</a> (accessed on 22.01.2021)</li> <li>- <a href="https://www.europeana.eu/en/exhibitions/pioneers">https://www.europeana.eu/en/exhibitions/pioneers</a> (accessed on 22.01.2021)</li> <li>- <a href="https://www.europeana.eu/en/exhibitions/leaving-europe">https://www.europeana.eu/en/exhibitions/leaving-europe</a> (accessed on 22.01.2021)</li> <li>- <a href="https://www.europeana.eu/pt/lgbtq">https://www.europeana.eu/pt/lgbtq</a> (accessed on 05.02.2021)</li> </ul> <p><b>Historiana:</b></p> <ul style="list-style-type: none"> <li>- <a href="https://historiana.eu/historical-content/source-collections/suffragettes-in-the-united-kingdom">https://historiana.eu/historical-content/source-collections/suffragettes-in-the-united-kingdom</a> (accessed on 22.01.2021)</li> <li>- <a href="https://historiana.eu/learning-activity/opening-europes-borders-border-controls-in-a-post-schengen-world">https://historiana.eu/learning-activity/opening-europes-borders-border-controls-in-a-post-schengen-world</a> (accessed on 22.01.2021)</li> </ul>

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### Integration into the curriculum

11<sup>th</sup> grade English curriculum – “A world of many cultures”; intercultural awareness  
 Citizenship – tolerance, respect, human rights, diversity, cultural awareness, 21<sup>st</sup> century skills

### Aim of the lesson

This LS aims to engage students in an active process of developing their critical thinking and digital competences. The topic of discussion is Human Rights, but other topics may be used under the same frame. Our work is based in the United Nations Sustainable Development Goals, hence the title.

### Outcome of the lesson

The outcome of this Learning Scenario is a roleplaying debate.

### Trends

Project-Based Learning  
 Collaborative Learning

Flipped Classroom  
 Student-Centred Learning  
 Peer Learning  
 Learning materials

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

Critical Thinking;  
 Communication;  
 Collaboration;  
 Creativity;  
 Information Literacy;  
 Media Literacy;  
 ICT (Information Communications and Technology);  
 Literacy;  
 Global Awareness

### Activities

Name of activity	Procedure	Time
Pre-debate activities	Class work 1. After some lessons of introduction to the Sustainable Development Goals for 2030, students discuss the topic “The World We Want” and each student writes an opinion essay about the world they wish for.	45’
	2. Students listen to Allan Watts’ “What’s wrong with our culture?” (videoclip/audioclip) and discuss the main ideas in small groups which they then share with the class. <a href="https://youtu.be/jgqL9n6kZc8">https://youtu.be/jgqL9n6kZc8</a> (accessed on 22.01.2021)	45’
	Group work (remotely or at school) 3. Teacher-student negotiation on the group members and topics. 4. Learners analyze the guidelines in Google Slides: <a href="https://tinyurl.com/y84ep24r">https://tinyurl.com/y84ep24r</a> 5. Learners fill in a working plan in Google Docs: <a href="https://tinyurl.com/y475um2u">https://tinyurl.com/y475um2u</a>	45’
	<b>Topics/Roles</b> - #BlackLivesMatter movement activist - #MeToo movement activist - LGBTQIA+ movement activist - Human Rights Watch activist - UNHCR (United Nations High Commissioner for Refugees) representative - MEP (Member of the European Parliament) Guidelines: <a href="https://www.emaze.com/@AOTOWCFQW/the-world-we-want">https://www.emaze.com/@AOTOWCFQW/the-world-we-want</a> (edited on 22.01.2021)	
	6. Students engage online research of material related to the topic assigned to each group in suggested platforms and websites. (remotely or at school)	2x90’
7. In groups students discuss the results of their research and organise the information to participate in a class debate as teams. Each team selects a spokesperson to represent them.	90’	
<b>Debate activities</b>	1. The debate moderators present the topics under discussion and ask the teams to prepare their arguments and two-minute interventions.	90’

Name of activity	Procedure	Time
	<p>2. Each team spokesperson plays the assigned role and presents the team arguments on the topics.</p> <p>3. Students debate with each other in roleplay.</p> <p>4. Interaction is expected and managed by the debate moderators and timekeepers (also students).</p> <p>5. A panel of judges observes, takes notes, interacts and punctuates the interventions.</p> <p><b>Suggested topics under discussion:</b>  <b>Moderators' suggestions</b></p> <ul style="list-style-type: none"> <li>- Should there be a worldwide law that prohibits anyone from being different, creating a common human being?</li> <li>- Should we support a cause and help if we don't know the people in need and if they have never helped us?</li> <li>- If there could be only one movement defending a single cause which one should it be? And why?</li> </ul> <p><b>Other suggestions:</b></p> <ul style="list-style-type: none"> <li>- Illegal immigrants should be sent home.</li> <li>- Gender is given too much importance.</li> <li>- Information is a weapon.</li> <li>- Europe has been addressing the refugees' crisis the best way possible.</li> <li>- All religions, cultures and beliefs deserve the same amount of respect, even if they are different from your own.</li> <li>- ...</li> </ul>	
<b>Post-debate activities</b>	1. Students and teacher discuss the debate interaction and conclusions are drawn.	90'
	2. Students review their opinion essay on the world they wish for and present solutions to the problems of today's society discussed previously.	45'

### Assessment

#### Observation chart (during the debate) – 4x5=20

- Quality of the arguments
- Fluency and accuracy
- Communication and interaction skills
- Group/Team dynamics

#### Assessment Rubrics for self/peer/team assessment (handout) – 5x4=20

- Contributions
- Problem-solving
- Attitude
- Focus on the task
- Working with others

#### Google Forms Questionnaire – giving feedback

- How do you assess each team's performance in the Class Debate?
- Which team had the best performance?

- Which team could have had a better performance?
- Did you like this activity?
- Write a final comment/ improvement suggestions about this activity.

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

### Student feedback

Google Forms

1 – group work assessment – <https://forms.gle/YVvewYo3PLCvPvbv7>

2 – teams’ performance in the debate – <https://forms.gle/uTDdLWfQVbDH9gUN9>

### Teacher’s remarks

After implementing the activity, I have realized that the students worked well in groups and got engaged in the research previously to the debate. The moderators were aware of their responsibility – I had provided them with some guidelines; however, they needed extra help to feel confident and get a clearer notion of their role. The debate itself had to be implemented online because of lockdown. Therefore, it wasn’t as lively as it would have been at school. Still, the students liked the activity and gave positive feedback. All in all, this was an engaging activity, although I would select less links of online sources of information or expand the research time, and definitely I would adjust the discussion issues so that more students could take part in the discussion.

### Students’ feedback

*To be completely honest, I got really surprised when I started the research with my group. I loved my group's involvement. We all were motivated to search for this cause and know everything about it. We had too much to say about it, and the questions deprived us to show our knowledge. Still, it is always good to learn more about such an important movement.*

*The next time we should have a little bit more time to discuss with the team.*

*More questions to discuss between the teams.*

*I really liked this activity because we could practice speaking in a more spontaneous way, without having the phrases memorized and also because we learn more about serious problems in our society.*

*It was a lovely activity, there was so much team work and everyone were doing great.*

*If we did this in a classroom environment, it would have gone way better.*

*It was a "challenge" to do this online debate, despite the difficulties and the time I think everyone did well.*

*I would like to do more works like this!*

### 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.

## Annexes

### WHAT IS WRONG WITH OUR CULTURE? (transcript)

"Why is it that we don't seem to be able to adjust ourselves to the physical environment without destroying it? Why is it that in a way this culture represents in a unique fashion the law of diminishing returns? That our success is a failure.

That we are building up - in other words - an enormous technological civilization which seems to promise the fulfilment of every wish almost at the touch of a button.

And yet as in so many fairy tales when the wish is finally materialized, they are like fairy gold, they are not really material at all.

In other words, so many of our products, our cars, our homes, our clothing, our food, It looks as if it were really the instant creation of pure thought; that is to say it's thoroughly insubstantial, lacking in what the connoisseur of wine calls body.

And in so many other ways, the riches that we produce are ephemeral. and as the result of that we are frustrated, we are terribly frustrated. We feel that the only thing is to go on and getting more and more.

And as a result of that the whole landscape begins to look like the nursery of a spoiled child who's got too many toys and is bored with them and throws them away as fast as he gets them, plays them for a few minutes.

Also we are dedicated to a tremendous war on the basic material dimensions of time and space. We want to obliterate their limitations. We want to get everything done as fast as possible. We want to convert the rhythms and the skills of work into cash, which indeed you can buy something with but you can't eat it.

And then rush home to get away from work and begin the real business of life, to enjoy ourselves. You know, for the vast majority of American families what seems to be the real point of life, what you rush home to get to is to watch an electronic reproduction of life. You can't touch it, it doesn't smell, and it has no taste.

You might think that people getting home to the real point of life in a robust material culture would go home to a colossal banquet or an orgy of love-making or a riot of music and dancing; But nothing of the kind.

It turns out to be this purely passive contemplation of a twittering screen. You see mile after mile of darkened houses with that little electronic screen flickering in the room. Everybody isolated, watching this thing. And thus in no real communion with each other at all. And this isolation of people into a private world of their own is really the creation of a mindless crowd.

And so we don't get with each other except for public expressions or getting rid of our hostility like football or prize-fighting.

And even in the spectacles one sees on this television it's perfectly proper to exhibit people slugging and slaying each other but oh dear no, not people loving each other, except in a rather restrained way.

One can only draw the conclusion that the assumption underlying this is that expressions of physical love are far more dangerous than expressions of physical hatred.

And it seems to me that a culture that has that sort of assumption is basically crazy and devoted - unintentionally indeed but nevertheless in-fact devoted not to survival but to the actual destruction of life."

Alan Watts

### Team Participation Rubrics

Reflecting on your teammates' participation within the group project, rate each teammate using the following rubric. Add your teammates' names at the bottom of the rubric and corresponding points you award them. The teamwork points will be averaged and figured into your teammates' final grade.

Teammate 1: \_\_\_\_\_

Teammate 2: \_\_\_\_\_

CATEGORY	Exemplary - 4	Proficient- 3	Partially proficient- 2	Unsatisfactory- 1
<b>Contributions</b>	Routinely provides useful ideas when participating in the group and in classroom discussion. Gathers information and shares useful ideas which fits the group's goals.	Usually provides useful ideas when participating in the group and in classroom discussion. Usually provides useful information and ideas to discussion.	Sometimes provides useful ideas when participating in the group and in classroom discussion. Sometimes provides useful information and ideas for discussion.	Rarely provides useful ideas when participating in the group and in classroom discussion. Almost never provides useful information or ideas to discussion.
<b>Problem-solving</b>	Actively looks for and suggests solutions to problems.	Improves on solutions suggested by other group members.	Does not suggest solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
<b>Attitude</b>	Is never publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Is rarely publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Is occasionally publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Is often publicly critical of the project or the work of other members of the group. Is often negative about the task(s).
<b>Focus on the task</b>	Consistently stays focused on the task and what needs to be done. Very self-directed. Works hard and helps others in the group.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person. A strong group member who tries hard.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes remind to keep this person on task. Sometimes an active group member but needs to try harder.	Rarely focuses on the task and what needs to be done. Lets others do the work. Sometimes chooses not to help out and does not complete the tasks.
<b>Working with Others</b>	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together and helps other members. Completes assigned tasks and does not depends on the others to do the work.	Usually listens to, shares, with, and supports the efforts of others. Usually helps to complete the group's tasks. Completes most assigned tasks.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. Does not follow through on most tasks and sometimes counts on others to do the work.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. Does not complete tasks and depends on others to do all the work. May refuse to participate.

Teammate 3: \_\_\_\_\_

Teammate 4: \_\_\_\_\_

Your self-assessment: \_\_\_\_\_

### CLASS OBSERVATION



Students	Rubrics categories					Total score
	Content	Interaction	Critical thinking and creativity	Presentation	Collaboration	
	1/2/3/4	1/2/3/4	1/2/3/4	1/2/3/4	1/2/3/4	20
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