

Europeana Learning Scenario

Title

Home Sweet Home: A Journey of Empathy

Author(s)

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Abstract

This Learning Scenario initiates students in a WebQuest journey of empathy. It was designed to cater for students’ needs and interests. It involves students in a collaborative process writing project through a WebQuest and the processing of multimodal texts. Within the framework of the forthcoming International Day for the Elimination of Racial Discrimination on the 20th of March students follow five different people throughout their wanderings in Europeana Migration Stories. They get into their skin to find out the difficulties that arise when somebody finds himself in a new country. They share their feelings, show empathy and decide to get active by helping them cope in the new environment. In this context their WebQuest journey begins. Students become editors who work in teams to create Emotional Survival Guides which act as Handbooks. Each Handbook focuses on a particular European country. The Guides will be part of a booklet. This booklet will serve as survival kit for people who moved or are about to move in a new country. The booklet’s director, that is the teacher, provides everything they need for the research in the Home Sweet Home WebQuest. Students present their final products in class, vote for the best, create cover pages for the booklet and posters to promote their guides. In the end, they record their Handbooks’ presentations and broadcast them in a live radio show in the European School Radio.

Keywords

Migration, empathy, tolerance, intercultural education, Europeana

Table of summary

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Subject	<ul style="list-style-type: none"> • EFL • Social Studies • ICT • Art • Geography • History
Topic	<p>Creating Emotional Survival Guides for people who move to European countries.</p>

Age of students	<p>14-16 yo (or older)</p> <p>A minimum of B1 CEFR level of English is required. Besides, students must be computer literate and have previous experience in the use of Web 2.0 tools, so as to respond to the WebQuest effectively.</p>
Preparation time	<p><u>Students</u> need 1-2 teaching hours of training to get themselves familiar with Europeana Collections and the licenses that underlie images' redistribution. Moreover, students will need 1 teaching session to train themselves in the use of several Web 2.0 tools. The ICT teacher can support students, as well. The <u>teacher</u> will need to devote 1-2 hours to prepare any Web 2.0 material required for the implementation of the activities (Google Forms, feedback form, voting survey etc.). She should also personalise the PPT template according to the needs of the specific target group.</p>
Teaching time	<p>7 to 8 teaching hours</p> <p>The LS is versatile and can be implemented either in class, by distance learning (synchronous & asynchronous) or in a blended-mode. Tasks fall in three categories; before, during and after the WebQuest project:</p> <ul style="list-style-type: none"> • Session 1 – <u>Before</u> the WebQuest project (1h) • Session 2 – <u>During</u> the WebQuest project (3-4h) • Session 3 – <u>After</u> the WebQuest project (2h) • Learning Scenario Extension (1 h) <p>Depending on students' skills and the teachers' objectives, the teacher can devote more or less time for each activity.</p> <p>The teacher can also decide on the implementation or not of the LS's extension. For the extension, 1 teaching hour will suffice.</p>
Online teaching material	<p>Online Web 2.0 tools:</p> <ul style="list-style-type: none"> • Zunal WebQuest for the implementation of the LS • Google Forms for the division of students into groups • Popplet for creating a mindmap • Survey Monkey for voting the best Handbook • JotForm for feedback • Canva for the design of cover pages & posters • Thinglink for content upload • Audacity for recording • European School Radio for broadcasting <p>Templates</p> <ul style="list-style-type: none"> • PPT Handbook template <p>Resources</p> <ul style="list-style-type: none"> • European Union Official Website (visit WebQuest for the specific links) • Kids National Geographic (visit WebQuest for the specific links) • Simple English Wikipedia (visit WebQuest for the specific links)

Offline teaching material

For the students, who according to their learning style, prefer to work offline for the Handbook covers & posters:

- Paper, glue, printer, colouring pencils

Europeana resources used

I. Migration Stories

- Story A: [From Australia to Italy](#)
- Story B: [From Bulgaria to the United Kingdom](#)
- Story C: [From Bahrain to Ireland](#)
- Story D: [From India to Belgium](#)
- Story E: [From Syria to Netherlands](#)

II. Search Results:

- [Italian Art](#)
- [UK Buildings](#)
- [UK Art](#)
- [Irish Art](#)
- [Belgian Buildings](#)
- [Belgian Art](#)
- [Dutch Art](#)
- [Dutch Buildings](#)

II. Galleries:

- [Art](#)
- [Painting](#)
- [People](#)
- [Maps & Geography](#)
- [Music](#)

III. Exhibitions:

- [People on the move](#)
- [Celebrations in Europe](#)
- [Faces of Europe](#)
- [Edible plants from the Americas](#)

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Integration into the curriculum

This Learning Scenario favours an interdisciplinary approach. It complies with the national Greek curriculum of the 2nd Junior High School Grade in various subjects. In **English** as a foreign language there is a whole unit about [Unity in Diversity](#), where students grow empathy as they follow people and places to find out that we are different but alike. Similarly, in **Literature** there is a whole module about the longing and sorrow of people on the move and about the refugees. Besides, in **Modern Greek Language**

there is a [unit](#) about journeys, people from various places, culture, customs and traditions. **Geography** book, as well, focuses on [European Union](#), Europe and its people, their identities, their [cultural diversity](#) and problems, such as [migration](#).

Aim of the lesson

The Learning Scenario aims to familiarise students with Europeana and aid them develop inquiry skills through a WebQuest Project with an authentic framework: students exploit web resources to create emotional survival guides for people who move to a new European country. By the end of the project students are expected to:

1. reconsider the difficulties migrants may encounter as they reflect on Europeana migration stories,
2. expand their knowledge about European countries (culture, history, geography, customs & traditions etc.),
3. grow empathy, since they help people who find themselves in a new environment as migrants,
4. acquire the conscience of active citizenship (fighting against intolerance, prejudice and discrimination).

Outcome of the lesson

Students are expected to create several outcomes during the Home Sweet Home WebQuest project, depending on the number of the implemented activities:

1. Emotional Survivals Guides – Handbooks
2. a booklet that consists of all Handbooks
3. videos based on Handbooks
4. posters
5. cover pages for the booklet
6. an interactive map to showcase final products
7. a radio show in the European School radio

Trends

Project-Based Learning: The whole project is organised in the form of a realistic WebQuest Journey. All [tasks](#) in the WebQuest fall in three categories: before the project, during the project and after the project.

Collaborative Learning: Students work in groups throughout the WebQuest to research, write, create and produce the final products.

Visual Search & Learning: Throughout the project, learners work with images which either select from Europeana Galleries or create themselves (designing Handbooks' cover pages and posters). Thus, artful thinking and visual literacy grow.

Learning materials: There is a shift from textbook to web resources (Europeana Galleries & Home Sweet Home WebQuest).

21st century skills

Learning and innovation skills:

- **Creativity:** students are expected to create Emotional Survival Guides – Handbooks to help people who migrate in a European country, a booklet that consists of all Handbooks, videos based on Handbooks, posters and cover pages for the booklet, an interactive map to showcase all final products and last produce a radio show.
- **Critical thinking:** Throughout the WebQuest students get involved in inquiry-based learning where they assess quickly and critically not only the content relevance but the credibility of a web resource (both textual & visual). Furthermore, critical thinking skills are strengthened through skimming and scanning techniques employed to create handbooks, posters and the rest of the end products. In the same time, students have to evaluate critically information and visual material in order to select, interrelate or rearrange data for their final products.
- **Collaboration:** Students work in small groups to accomplish the tasks in the WebQuest Project. They assign roles within the group according to their particular abilities and talents (secretary, editor, Europeana image researcher, technology specialist, content builder, see [Task WebQuest page](#) & [Annex III](#) as well). As a result, all team members cooperate effectively and contribute to their team in a way that caters for their particular needs and learning style.

Information, media & technology skills:

- **ICT Literacy:** Students acquire skills of exploiting Europeana and other web resources for a process writing Project. They collaborate on-line to create and present PPT Presentations. In the same time, they use various Web 2.0 tools (Zunal WebQuest, Popplet, Canva, GoogleForms, SurveyMonkey, JotForm), in order to accomplish their WebQuest mission.

Activities

Name of activity	Procedure	Time
Activity 1	Teacher initiates students in the WebQuest:	
Teaching Session 1	<ul style="list-style-type: none"> • First, she shares the Welcome WebQuest Page with students (see also Annex I). 	
Introduction to the WebQuest Project	<ul style="list-style-type: none"> • Students have a brief discussion about the expression Home Sweet Home and about empathy to activate prior mental schemata and knowledge: <ul style="list-style-type: none"> - What makes a ‘home sweet home’ according to you? - Is home a place or a feeling? - Can ‘home’ represent a country? Why is having a home so important? - Can this expression be related to people who migrate? - What is empathy? - How can somebody develop empathy for migrants? 	10’

Name of activity	Procedure	Time
	<ul style="list-style-type: none"> Then, students visit Introduction WebQuest Page (see also Annex II) and learn that they are going to become editors of Emotional Survival Guides to help people who move to another country. Last, the teacher announces in class that students are going to use Europeana Resources throughout the WebQuest Project. <p>Interaction: teacher - whole class</p>	
<p>Activity 2</p> <p>Teaching Session 1</p> <p>Teams Formation & Assignment of roles</p>	<p>Students visit the Task WebQuest Page (see also Annex III) and focus on the before the project activities:</p> <ul style="list-style-type: none"> First, they read five migration stories in Europeana. Story A: From Australia to Italy Story B: From Bulgaria to the United Kingdom Story C: From Bahrain to Ireland Story D: From India to Belgium Story E: From Syria to Netherlands Secondly, they reflect on the stories and brainstorm the difficulties migrants have to cope with creating a Popplet Mindmap. Later, students decide on the most appealing one story. They show their empathy to the particular person who migrated by voting in a Google form. Then, students get divided into teams according to their votes. Last, all teams assign roles within the members: <ul style="list-style-type: none"> secretary, Europeana image researcher, technology specialist, content builder and editor. <p>Interaction: teacher – whole class, teamwork</p>	<p>30'</p>
<p>Activity 3</p> <p>Teaching Session 2</p>	<p>Students start working on the project by making a research:</p> <ul style="list-style-type: none"> First, they visit the WebQuest Process Page (see also Annex IV) and follow all the steps. They brainstorm what already know about their topic and use Popplet to keep their notes in a form of a mindmap. 	<p>40'</p>

Name of activity	Procedure	Time
<p>Hands on! Let the empathy journey begin! (research activity)</p>	<ul style="list-style-type: none"> • Then, they skim and scan multimodal texts in the provided websites (from Europeana and other sites), so as to get the information they need for their Handbooks. • Students apply critical thinking, so as to decide on what to include in their Handbooks (info, text, images and sounds). • Teacher monitors the whole activity, acting as a facilitator. <p>Interaction: teamwork</p>	
<p>Activity 4 Teaching Session 2 Let's be productive! (drafting & redrafting activity)</p>	<p>Students start writing their Handbooks using the provided PPT Template:</p> <ul style="list-style-type: none"> • They engage themselves in process writing; draft and redraft their work before they submit the final products. • They focus on the process, rather than the form. • They negotiate meanings and evaluate content. <p>Interaction: teamwork</p>	40'
<p>Activity 5 Teaching Session 2 Let's accomplish the mission! (editing activity – final product)</p>	<p>Students cooperate again in teams to edit their Emotional Survival Guides:</p> <ul style="list-style-type: none"> • They select the proper visual material to accompany their texts. • In the same time, they make sure that everything complies with the licenses of redistribution. • They check grammar and spelling. • Finally, they add motion and sound in the PPT presentations. <p>Interaction: teamwork</p>	40'
<p>Activity 6 Teaching Session 3 Let's present our Handbooks!</p>	<p>Students in teams present their Handbooks in class: Italy Handbook, U.K. Handbook, Ireland Handbook, Belgium Handbook and Netherlands Handbook:</p> <ul style="list-style-type: none"> • They try to comply with the time limits set by the teacher (5' for each group). • All members take active roles in the presentation. <p>Interaction: teamwork</p>	30'

Name of activity	Procedure	Time
<p>Activity 7 –</p> <p>Teaching Session 3</p> <p>Feedback for all!</p> <p>(peer to peer & teacher evaluation)</p>	<ul style="list-style-type: none"> Both teacher and students provide their feedback to each team for their Handbooks. Students are assessed according to the four preset Evaluation criteria in the Evaluation WebQuest Page (see also Annex V): <ol style="list-style-type: none"> final product & application of critical thinking, writing, creativity and ICT skills, collaboration and presentation skills. In the end, each individual votes the best Handbook in the SurveyMonkey. <p>Interaction: teacher - whole class / learner - learner</p>	<p>10'</p>
<p>Activity 8</p> <p>Teaching Session 3</p> <p>Let's promote our Handbooks!</p>	<ul style="list-style-type: none"> Students work in teams to create Videos of their Handbooks. They create posters using Canva. They create cover pages for their booklet using Canva, as well. They select the appropriate multimodal material (music, text, video or hyperlinks) to complete their mission. In this context, not only do they enhance their creativity, but also their visual and digital literacy. <p>Interaction: teamwork</p>	<p>20'</p>
<p>Activity 9</p> <p>Teaching Session 3</p> <p>We can do better together!</p> <p>(e-book creation)</p>	<ul style="list-style-type: none"> All teams collaborate to create a booklet that consists of all their Handbooks. The book's editor, that is the teacher, monitors the activity. <p>Interaction: teamwork</p>	<p>10'</p>
<p>Activity 10</p> <p>Teaching Session 3</p>	<ul style="list-style-type: none"> Students create an Interactive Map in ThingLink. Teacher provides help. 	<p>10'</p>

Name of activity	Procedure	Time
<p>Sharing is caring!</p> <p>(upload of migrations stories posters & Handbooks)</p>	<ul style="list-style-type: none"> Students upload in the map multimedia content: <ol style="list-style-type: none"> the Europeana Migration Stories they followed on the WebQuest, the videos of their Emotional Survival Guides - Handbooks, the posters etc Last, students visit WebQuest Conclusion Page (see also Annex VI), reflect on the project and leave their feedback about the WebQuest Journey in the Self-Reflection Jotform prepared by the teacher. <p>Interaction: teamwork</p>	
<p>Activity 11</p> <p>LS extension</p> <p>Let's become radio producers!</p> <p>(broadcast on European School Radio)</p>	<p>Students become radio producers, so as to promote their Emotional Survival Guides:</p> <ul style="list-style-type: none"> First, they use Audacity to record their Handbook presentation. Then, they register on the European School Radio community, they upload their sound archives and schedule their broadcast. <p>Handbooks' presentation order is determined on the basis of their popularity in the SurveyMonkey voting activity.</p> <p>Interaction: teamwork</p>	<p>40'</p>

Assessment

Students present their final products (Emotional Survival Guides) in class during a Special Presentation Day. The teacher provides her process feedback evaluating student performance in terms of the pre-set criteria stated clearly in [Evaluation WebQuest Page](#) (see [Annex V](#) and also attached table below). Process feedback encourages interaction between the teacher-facilitator and the learners. Moreover, self-evaluation and peer evaluation take place when students vote for the most appealing Handbook.

	Excellent	Very Good	Average	Needs Improvement	Score
Final Product & Critical Thinking	Creative, informative. Task completed. Appropriate images & text included. Appropriate heading & paragraphs. Critical thinking applied successfully on the selection of the material.	Almost creative & informative. Task completed. Satisfactory images & text. One or two missing elements. Satisfactory critical thinking skills.	Somewhat creative & informative. Almost adequate images & text. Some missing elements. Average critical thinking skills.	Missing creativity. Task incomplete. Missing images, text etc. Limited critical thinking skills.	25%
Writing, Creativity & ICT skills	Impeccable grammar & syntax. Wide range of vocabulary. Excellent punctuation. Very creative final product. Excellent use of ICTs.	Proper grammar & syntax. Few minor mistakes. Proper vocabulary. Satisfactory punctuation. Creative final product. Proper use of ICTs.	Some confusion in understanding due to violation of grammar & syntax rules. Spelling mistakes. Average punctuation. Rather creative final product. Some ICT problems arose.	Not proper use of grammar & syntax. Poor vocabulary. Punctuation & spelling problems. No creativity in writing. Confusion in understanding. Limited ICT skills.	25%
Collaboration	Students worked as a team throughout the WebQuest. Each contribution was substantial.	Students collaborated with each other but not during the whole stages of the WebQuest.	There were some conflicts in the group. Some students did not collaborate with the rest.	Poor collaboration. Many conflicts.	25%

	Excellent	Very Good	Average	Needs Improvement	Score
Presentation	Impeccable presentation of the final product. Participation of all members of the group.	Very good presentation of the final product. One or two members of the group did not participate as much as they should.	Satisfactory presentation of the final product. Not all members of the group participated.	Poor presentation of the final product. Most members of the group did not participate.	25%
					Total Score: 100%

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

Student feedback

After the implementation of the learning scenario, students visit [WebQuest Conclusion Page](#) (see also [Annex VI](#)), reflect on the project and leave their feedback about the WebQuest Journey in a Self-Reflection [Jotform](#) prepared by the teacher.

Teacher's remarks

All in all, the project's implementation has been a meaningful and fruitful experience for both learners and the teacher. The bulk of information in Europeana resources impressed the overwhelming majority of the students. In the same time, teacher witnessed an increase in motivation. Most students were eager to work in groups throughout the WebQuest, despite the distant mode due to Covid-19 restrictions. Even the weaker students cooperated with their peers actively and tried to do their best to complete the tasks. A considerable number of them took the initiative to send the teacher e-mails asking for clarifications and informing her about their progress. I even received a screenshot from a 'thank you' note written by the hand of a student, who really appreciated that she had the chance to discover a whole new world through Europeana.

Besides, the Learning Scenario initiated all into a journey of empathy. Most of the students identified themselves with the people in the Europeana Migration Stories, as they resemble their family stories. It was this identification, as well, that triggered their interest for the project and urged them to participate actively. Therefore, the [Guides](#) are not only addressed to them, but to everyone in the same situation; their parents and relatives. In this way, guides stand as a window to intercultural dialogue. Students

made their first step towards their cultural awareness. They became agents of change through their Emotional survival guides. They grew empathy learning to care and accept diversity.

As a last remark, the extension of the LG scenario, that is the radio broadcast, was not implemented because both students and the teacher agreed that the recording would be better to take place in the school's studio (music lab). Hopefully, when schools are open again, students will have the chance to promote their Guides in the whole European community. Anticipation can become really encouraging. A particular student came up with the brilliant idea to create a short radio spot highlighting Europeana and its Galleries, so as to help his peers in Europe benefit from the resources.

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

I. [WebQuest Welcome Page](#)

WebQuest

HOME SWEET HOME: A JOURNEY OF EMPATHY

Welcome



Welcome: Home Sweet Home: A journey of empathy

Description: Students are invited to an adventure. Five migration stories in Europeana are their starting point. First, they walk along with five different people throughout their wanderings. Then, they use Europeana Resources to create Emotional Survival Guides - Handbooks for people who find themselves in a new country under different circumstances.

Grade Level: 6-8

Curriculum: Social Studies

Keywords: europeana, empathy, migration, tolerance, intercultural competence, acceptance, respect, diversity, emotional intelligence, on the move

Author(s): [Athanasia Kakali](#)

II. [WebQuest Introduction Page](#)

WebQuest

HOME SWEET HOME: A JOURNEY OF EMPATHY

Introduction



Europeana Photo Credits: [Älgårås Järnvägsstation: Bertil Svensson, Högshult. Utvandrade till USA. Tandtekniker i Chicago. På fotot startar återresan dit efter ett besök i hembygden 1930, Gunnar Berggren, 1930, Västergötlands museum, Sweden, PD.](#)

Dear students,

Within the framework of the forthcoming **International Day for the Elimination of Racial Discrimination** on the **20th of March** you wander along with five different people who moved country. You follow their stories, get into their skin, share their feelings, show empathy and help them cope in the new environment.

You will become **EDITORS** of **EMOTIONAL SURVIVAL GUIDES for people on the move!** Your guides will be part of a booklet that will serve as survival kit for people who have left behind homes and countries! The director of the booklet (that is your teacher) is going to help you. All you need is a lot of research! Let the journey begin...

So, hands on!

III. [WebQuest Tasks Page](#)

WebQuest

HOME SWEET HOME: A JOURNEY OF EMPATHY

Tasks



Europeana Photo Credits: [Souvenir de Voyage. 1603--Compagnie Fraissinet.- "Corte-II" - E.L., Okänd fotograf, ND, Sjöhistoriska Museet, Sweden, PD.](#)

- BEFORE THE PROJECT -

TASK A. Find your Group.

Which migration story would you like to follow? Choose the one that appeals to you the most, find your group and start the journey!

Europeana Migration Story A: [From Australia to Italy!](#)

Europeana Migration Story B: [From Bulgaria to the United Kingdom!](#)

Europeana Migration Story C: [From Bahrain to Ireland!](#)

Europeana Migration Story D: [From India to Belgium!](#)

Europeana Migration Story E: [From Syria to Netherlands!](#)

Please enter your answer here: [Europeana Migration Story Google Form](#)

TASK B. Assign roles within the group.

Each group must have:

- A. a secretary
- B. an editor
- C. a Europeana image researcher
- D. a technology specialist and
- E. content builder(s)

- DURING THE PROJECT -**TASK C. Accomplish the mission.**

You are going to work in teams in order to help people who leave their countries feel again like being at home.

You have to cooperate with each other in order to create **Emotional Survival Guides - Handbooks**.

- Follow the steps in the **Process Page**.
- Use all **Europeana resources** provided there.
- Draft & redraft your work before you submit the final product!
- Use the given template.
- Check the **license** when you attach images from **Europeana galleries**.

- AFTER THE PROJECT -**TASK D. Handbooks Presentation Day.**

You are going to present your **Handbooks** in class in a **Special Presentation Day**.

- Each team member should have a part in the presentation.
- Duration of each presentation: **5 minutes**.
- Your work - presentation is going to be evaluated according to certain criteria. Please check **Evaluation Page**.
- Keep notes about each presentation & take part in the discussion.
- Vote for the best Emotional Survival guide - HandBook here: [SurveyMonkey](#).
- Leave your feedback in the **Self-Reflection Form** here: [Jotform Feedback](#).

Enjoy your journey!
Good Luck,
Your teacher,

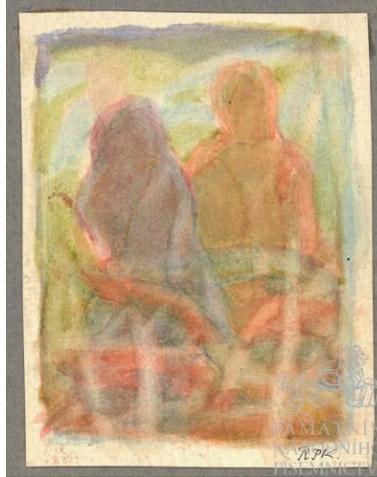
Athanasia Kakali!

IV. [WebQuest Process Page](#)

WebQuest

HOME SWEET HOME: A JOURNEY OF EMPATHY

Process



Europeana Photo Credits: [Skica k figurální kompozici, Pollak \(Karlín\) Richard, 1928, Památník národního písemnictví, Czech Republic, CC BY-NC-SA.](#)

Dear students,

Collaborate together with the other members of your group in order to create your Handbooks. Your writing adventures are just about to begin!

1. **Brainstorm** what you already know about the place you are going to present. You may use [Popplet](#) to keep notes in the form of a **mindmap**.
2. Skim and scan the websites below, so as to get the information you need for your Handbooks. Be critical and make decisions on what to include in your Handbooks.
3. Use the given attached **PPT template** to complete the task.
4. **Draft** and **redraft** your work before you submit your Handbooks.
5. Browse the [Europeana Collections](#) by topic and country to **find images** for your Handbooks. Be careful with the license of the images and give credits.

Good Luck!

A. Italy

[kids.nationalgeographic - Italy](#)

[simple.wikipedia - Italy](#)

[europa.eu - Italy](#)

Europeana Collections:

[Italian Art](#)

B. United Kingdom

[kids.nationalgeographic -UK](#)

[simple.wikipedia - UK](#)

Europeana Collections:

[UK Art](#)

[UK Buildings](#)

C. Ireland:

[kids.nationalgeographic - Ireland](#)

[simple.wikipedia - Ireland](#)

[europa.eu - Ireland](#)

Europeana Collections:

[Irish Art](#)

D. Belgium:

[kids.nationalgeographic - Belgium](#)

[simple.wikipedia - Belgium](#)

[europa.eu - Belgium](#)

Europeana Collections:

[Belgian Buildings](#)

[Belgian Art](#)

E. Netherlands

[kids.nationalgeographic - Netherlands](#)

[simple.wikipedia - Netherlands](#)

[europa.eu - Netherlands](#)

Europeana Collections:

[Dutch Art](#)

[Dutch Buildings](#)

Europeana Resources for ALL TEAMS :

I. Search Results in Europeana Collections:

- [Art](#)
- [Painting](#)
- [People](#)
- [Maps & Geography](#)
- [Music](#)

Tip: You can select some music from the Europeana Music collection above for your Handbooks.

II. Europeana Exhibitions:

[People on the move](#)

[Celebrations in Europe](#)

[Faces of Europe](#)

[Edible plants from the Americas](#)

V. [WebQuest Evaluation Page](#)

WebQuest					
HOME SWEET HOME: A JOURNEY OF EMPATHY					
Evaluation					
<p>Europeana Photo Credits: Vluchtelingenwee, Hahn Albert Draughtsman, 1914, International Institute of Social History, Netherlands, PD.</p>					
#	Excellent	Very Good	Average	Needs Improvement	Score
Final Product & Critical Thinking	Creative, informative. Task completed. Appropriate images & text included. Appropriate heading & paragraphs. Critical thinking applied successfully on the selection of the material.	Almost creative & informative. Task completed. Satisfactory images & text. One or two missing elements. Satisfactory critical thinking skills.	Somewhat creative & informative. Almost adequate images & text. Some missing elements. Average critical thinking skills.	Missing creativity. Task incomplete. Missing images, text etc. Limited critical thinking skills.	25%
Writing, Creativity & ICT skills	Impeccable grammar & syntax. Wide range of vocabulary. Excellent punctuation. Very creative final product. Excellent use of ICTs.	Proper grammar & syntax. Few minor mistakes. Proper vocabulary. Satisfactory punctuation. Creative final product. Proper use of ICTs.	Some confusion in understanding due to violation of grammar & syntax rules. Spelling mistakes. Average punctuation. Rather creative final product. Some ICT problems arose.	Not proper use of grammar & syntax. Poor vocabulary. Punctuation & spelling problems. Confusion in understanding. No creativity in writing. Limited ICT skills.	25%

Collaboration	Students worked as a team throughout the WebQuest. Each contribution was substantial.	Students collaborated with each other but not during the whole stages of the WebQuest.	There were some conflicts in the group. Some students did not collaborate with the rest.	Poor collaboration. Many conflicts.	25%
Presentation	Impeccable presentation of the final product. Participation of all members of the group.	Very good presentation of the final product. One or two members of the group did not participate as much as they should.	Satisfactory presentation of the final product. Not all members of the group participated.	Poor presentation of the final product. Most members of the group did not participate.	25%
Total Score: 100%					

VI. [WebQuest Conclusion Page](#)

WebQuest

HOME SWEET HOME: A JOURNEY OF EMPATHY

Conclusion



Europeana Photo Credits: [Refugees in Kowel, K.u.k. Kriegspressequartier, Lichtbildstelle – Wien, 1916, Austrian National Library, Austria, PD.](#)

Dear students,

Our WebQuest journey has come to an end. Our mission is accomplished!

The Emotional Survival Guides - Handbooks are ready to help anyone who finds himself in a new environment and is being vulnerable. Your Handbooks may help these people regain strength and confidence. You should feel proud of yourselves! You actually made a contribution to put an end to intolerance, prejudice and discrimination.

You have really made a difference! Always continue to advocate for **equality** and **tolerance**. Care. Show **empathy**. Keep working hard to **create change**. And if you want to further **walk in the shoes** of those people who are on the move and therefore more easily susceptible to prejudice and discrimination, you can elaborate on more migration stories from the Europeana repository [here!](#)

Your teacher,

Athanasia Kakali.

P.S. Don't forget to leave your feedback in the **Self-Reflection Form** here: [JotForm Feedback](#)