Europeana Learning Scenario

Title
We give peace a chance

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Abstract

The learning scenario "We give peace a chance" provides students the opportunity to explore the topic of peace, research into ways of dealing with conflict, investigate and discuss acts of courage, enrich their vocabulary, collaborate, produce and reflect on their own work. It enhances cooperation, human dignity, and respect of human rights, encourages the development of empathy and medial literacy, and inspires learners to take positive action in local and global community. Students are introduced to the topic of peace with a song, observe the resources of Europeana, discover how peace is conveyed in them, and express what peace is for them, using their imagination and self-reflection. Next, they are asked to explore the stories of Anne Frank and Malala Yousafzai and engage their senses to connect to peace. Then, they reflect on their work, prepare an ebook and translate their ideas into appropriate action to promote peace. Finally, they reflect on their work to evaluate their participation.

It is a flexibly designed learning scenario which can easily shift between online and in-person teaching, adaptable to the circumstances and learners it will be used for. It promotes the values of compassion, equality, interdependence, tolerance, diversity, sustainability and nonviolence.

Keywords
Peace, Collaboration, Digital Literacy, Citizenship, Empathy

Table of summary

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Subject	English language, Literature, Art, History, Geography, ICT, Languages
Topic	Peace-Citizenship
Age of students	11-12
Preparation time	1 hour (time to prepare and moderate the online teaching material)
Teaching time	3 teaching periods
Online teaching material	Imagine, ImagineWorksheet, Padlet, The peace book, Answergarden, Anne Frank, Anne Frank-worksheet, Malala Yousafzai, Malala Yousafzai-worksheet, What does peace feel like, Tricider, GoogleDrive, menti: I give peace a chance, Mentimeter, Joomag, Student Self Reflection, Assessment Rubric, Teacher Reflective Rubric, wakelet, eclass

Offline teaching material	paper, pens, pencils, markers, coloured pencils
Europeana resources used	Resource 1, Resource 2, Resource 3, Resource 4, Resource 5, Resource 6, Resource 7, Resource 8, Resource 9

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Integration into the curriculum

The topic, content and resources of the learning scenario fit into the national curriculum and are appropriate for the students' English language level. The learning scenario involves reading, writing, listening, speaking and digital skills, enhances pair and group work and develops students' social and interpersonal and reflective skills. It is designed on an interdisciplinary approach combining English, History, Art and ICT.

Aim of the lesson

The students will develop listening, speaking, reading and writing communicative competences, and digital skills. They will raise their awareness on the issues of peace, war and conflict and enrich their vocabulary. They will enhance their reflection and their critical thinking skills and develop empathy.

Outcome of the lesson

The outcome of the lesson will be an ebook about peace which will include students' reflections and drawings, their research into the acts of courage of Anne Frank and Malala Yousafzai, peace and war, and their actions to promote peace.

Trends

- Project based learning
- Student Centered Learning
- Visual Search & Learning
- Learning materials
- Assessment

21st 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
Lesson 1:	**Imagine**	**45'**
Listen and find out	• Ss listen to the song "Imagine" by John Lennon and discuss what the song is about, while noting down key words • The T. hands out a worksheet with the lyrics of the song, Ss listen to the song again and fill in the missing words. • Ss discuss the vocabulary and the meaning of the song.	8'
Europeana	Ss are introduced to the Europeana platform and its resources	2'
Can you spot peace?	• Ss observe the 9 resources on the padlet and describe them • In pairs/groups they discuss how peace is conveyed in them and keep notes in their notebooks • They share their opinions with the whole class and write their answers under the resource they have selected	25
What is Peace for you?	• Ss discuss in pairs/groups what peace is for them, share their ideas with the whole class and write key concepts in their notebooks • Ss submit their answers in the answergarden Ss are asked to watch the The Peace Book in their e-class and submit additional answers in the answergarden	10
Lesson 2:	**Acts of Courage**	**45'**
	The T. asks Ss if they know stories about people who have suffered from wars/ conflicts. The class is divided into two groups • The 1st group, in pairs/groups, reads a text about Anne Frank and finds specific information. They discuss their answers and write them in their notebooks. • The 2nd group, in pairs/groups, reads a text about Malala Yousafzai and finds specific information. They discuss their answers and write them in their notebooks. • Ss present their findings to the whole class. They discuss about the consequences of the absence of peace/times of and management of conflict/ antisemitism/gender equity and about acts of courage.	40'
What does peace feel like?	• Ss work in pairs/groups and imagine what peace feels like, smells like, tastes like and looks like. They share their answers with the whole class and in the tricider. • Ss are asked to watch the What does Peace feel like in their e-class and submit additional answers in the Tricider	5
Lesson 3:	**We give peace a chance**	**45'**
Peace ebook	Ss work in groups on their ebook in google slides. Members of the groups are assigned a specific task to complete:	30'

Name of activity	Procedure	Time
	• What peace means • The consequences of the absence of peace • What peace feels, smells, tastes and looks like • Drawings • Acts of Courage/personalities	
I give peace a chance	Ss visit Menti: I give peace a chance and submit their answers	5
Reflect and evaluate	Ss discuss their work and give each other feedback. Ss reflect on their work and do the Self Reflection task. T. evaluates their work of the students using a rubric. After the lesson, the T. reflects on the implementation of the learning scenario with a specific rubric. The teacher uploads a wakelet with all the stages and products of their work on their eclass	10

Assessment

Students are assessed with a rubric that focuses on the skills of reading and writing, the use of technology and collaboration. There is a special rubric designed by the teacher to reflect on the implementation of the learning scenario which focuses on the knowledge of the subject matter, the structure of the lesson, the use of technology and the collaborative learning environment of the class.

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

Student feedback

At the end of every lesson, there is a quiz, designed with a web tool that helps students reflect about the lesson (answergarden, tricider, menti).

Before the end of the 3rd period of the lesson, the students are asked to reflect on their work and discuss about it with the whole class, discussing with their peers their engagement and their contribution.

At the end of the whole lesson, students reflect and evaluate themselves using a specific rubric in which they can also add their comments. (Rubric)

Teacher's remarks

Due to Covid-19 restrictions and the lockdown school closure, the LS was implemented both online on eclass and in person at school. It was, actually, implemented in all three classes of the 6th grade. 75 students were highly engaged and motivated to explore a real world issue, discover the stories of Anne Frank and Malala Yousafzai, use their imagination and creativity, pursue solutions, contribute constructively to their team work and assume responsibilities to achieve a common goal. After completing the lesson, some students even read to the whole class parts of the books they had at home about Anne Frank and Malala Yousafzai and engaged in further research into antisemitism, human rights

and gender equity. They, also, voluntarily created a video presentation and a powerpoint presentation to promote peace.

The activities of the Learning Scenario can also be implemented with the flipped classroom approach as students are guided to engage creatively in the subject matter in an interactive way.

The LS "We give peace a chance" can be used in eTwinning projects as it is or adapted. The specific learning scenario was used in the eTwinning project "Let's go Eco"

It can also be integrated in an SDGs Project as it promotes the use of the Sustainable Development Goals (SDG 16) and can inspire students to contribute to a better future for all. "We give a chance" learning scenario was integrated in the global collaboration of the Greek class in the Goals Project. The class was honored to be invited to present their work on the "Day of Solutions" global online event, on Wednesday, March 4th, 2021.

"We give peace a chance" created an authentic learning experience with students having the opportunity to explore, learn, discuss, collaborate, practice, discover, share resources and ideas, and suggest solutions to problems. It contributed to the building of a democratic, antiracist, inclusive and creative school culture.

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.