

# Europeana Learning Scenario

(Museum Educators)

## Title

Ecology: a tool to re-invent the future

## Author(s)

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## Abstract

The current discussion around the environment, health and climate change has underlined the urgency to understand the responsibility of human behaviors in relationship with the existence and equilibrium of our living planet. This LS aims to provide a deep understanding of the concept of Ecology, encouraging the participants to imagine how the future of the planet will look like in case of the collapse of the ecosystems because of human actions. Through the use of artworks and creative-writing, participants are urged to raise awareness about the importance and personal responsibilities of nature preservation, as well as stimulated to imagine possible solutions.

## Keywords

Environment, Ecology, Climate change, Anthropocene, Creative writing

## Table of summary

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<b>Subject</b>	This learning scenario can be used to enrich the curriculum of natural science, art, creative writing.
<b>Topic</b>	Ecology, environmentalism.
<b>Age of participants</b>	15-18
<b>Suitable setting for implementation</b>	This learning scenario can be implemented in the physical museum/gallery (for example in science museums or institution that hosts art exhibitions on the topics of this LS) or online. A blended implementation is also possible. In case it's implemented in the museum/gallery, it will take place in the rooms where selected artworks from its collection/exhibition are present, as well as in a space where there is the suitable equipment to show the digital resources and permit the participants to work on them.
<b>Activity time</b>	3h
<b>Online educational material</b>	<ul style="list-style-type: none"> <li>• <a href="#">What the Ecology is</a>, general introduction from Wikipedia</li> <li>• <a href="#">Human Ecology</a>, notions from Wikipedia</li> <li>• Digital archive of museum/gallery where the LS is implemented (if present)</li> <li>• Padlet: to share the stories written by the participants and integrated them</li> </ul>



	with pictures
Offline educational material	<ul style="list-style-type: none"> <li>&gt;Paper, bloc notes, pencils</li> <li>&gt;Computers or tablets, with Internet connection</li> <li>&gt;Selected artworks from the museum/gallery on topics of nature/ecology/environment</li> </ul>
Europeana resources used	<p>Materials about Ecology:</p> <ul style="list-style-type: none"> <li><a href="#">Europeana blog post: Green through time</a></li> <li><a href="#">Europeana blog post: The human crisis</a></li> </ul> <p>Materials to introduce the task of Creative Writing:</p> <ul style="list-style-type: none"> <li><a href="#">Europeana blog post: Utopia and dystopia</a></li> </ul> <p>Gallery to select images:</p> <ul style="list-style-type: none"> <li><a href="#">Europeana gallery: Pollution, an industrial legacy</a></li> <li><a href="#">Europeana gallery: Electricity and power</a></li> <li><a href="#">Europeana gallery: Stormy weather</a></li> <li><a href="#">Europeana topic: Climate</a></li> <li><a href="#">Europeana gallery: National parks of Europe</a></li> </ul>

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### Integration into the curriculum

This LS can be integrated in the classes of Human Sciences, English and Civic Education of Italian upper secondary education National Curriculum. In all types of Italian *liceo*, from school year 2020/2021, the cross-curricular subject Civic Education is compulsory and one of its area of study is sustainable development (protection of the environment and of heritage, health education, respect for animals, etc.). In all types of *liceo*, Content and Language Integrated Learning (CLIL) is compulsory in the fifth year. In the *liceo linguistico*, CLIL is compulsory in one language starting from the third year up to the fifth. In all types of *liceo*, the teaching of Human Sciences includes Biology, Chemistry and Earth Sciences.

[https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-and-learning-general-upper-secondary-education-26\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-and-learning-general-upper-secondary-education-26_en)

### Aim of the educational activity

The aim of the LS is to make participants aware about how the human behavior affects the environment. Furthermore, through the creative-writing activity, they are stimulated to develop critical thinking and constructive approach to find possible solutions.

### Outcome of the educational activity

The tangible outcome of the educational activity will be the stories written by the participants, as well as the galleries of selected artworks presented on Padlet.

Non-tangible outcomes will be the development of skills such as critical thinking, collaborative work, creativity, pro-active approach to find solutions, ICT skills (Europeana platform + Padlet use).

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

- Critical Thinking and Problem Solving
- Collaboration and Communication
- Creativity
- Media & Technological Literacy
- Global Awareness

### Activities

Name of activity	Procedure	Time
<b>Introduction</b>	<p>-Participants discuss with the educator what they already know about the concept of Ecology and Human Ecology.</p> <p>-The educator shares with them the principal notions and details summarized from the Wikipedia articles about <a href="#">Ecology</a> and <a href="#">Human Ecology</a>. The two Wikipedia articles can be available for the participants through the computers at their disposal, or printed on papers (with main information already underlined by the educator).</p>	20 min
<b>Presentation of the tasks and activities</b>	<p>-The educator explains the aim of the activities: how participants will write a story/fiction connected to some of the “dystopian” consequences of human behavior in relationship with the environment, and how they will enrich the stories with a selection of pictures and artworks from Europeana galleries.</p> <p>-To provide some inputs for the creation of the stories, the educator looks with the participants at the Europeana blog posts <a href="#">Green through time</a> and <a href="#">The human crisis</a>.</p> <p>-To better understand what is a dystopian fiction (that participants will be asked to invent), the educator looks at the Europeana blog post <a href="#">Utopia and dystopia</a>.</p>	20 min
<b>Visit at the collection/exhibition of the Museum/Gallery</b>	<p>-The educator selects and shows to the participants some relevant artifacts/artworks (about the investigated topics) from the Museum or Exhibition where the LS is implemented, explaining their relevance with the investigated themes.</p> <p>If this LS is implemented in a physical Museum or Gallery, the present activity can be organized in the rooms that host the selected artworks/artifacts. If implemented online, the activity can be realized browsing the website or digital archive of the collection that stored the artworks/artifacts’ pictures.</p>	20 min

<b>Creative-writing activity</b>	<ul style="list-style-type: none"> <li>-The participants, divided in groups, are asked to invent and write a brief story about a dystopian future scenario (1 for each group) in which:</li> <li>- All animals are near to be extinguished</li> <li>- The pollution level is extreme and natural landscapes are almost destroyed</li> <li>- Climate change has twisted the ecosystems and human life</li> <li>- Natural resources (for example coal) are almost ended</li> </ul> <p>Working in group, participants are asked to describe in their stories how the future would look like in one of the above-mentioned contexts, as well as imagine possible real but also fantasy solutions to the problems described. Fantasy solutions are also encouraged because the aim is to arise their awareness on the topic and develop critical thinking and constructive approach to find solutions.</p>	60 min
<b>Integration with pictures and artworks</b>	<p>-At the end of the writing activity, participants are asked to make a selection, based on their stories, of pictures and artworks from Europeana galleries that can illustrate what they have invented. The suggested Europeana galleries to brows are:</p> <p><a href="#">Europeana gallery: Pollution, an industrial legacy</a>  <a href="#">Europeana gallery: Electricity and power</a>  <a href="#">Europeana gallery: Stormy weather</a>  <a href="#">Europeana topic: Climate</a>  <a href="#">Europeana gallery: National parks of Europe</a></p> <p>The selected images will be organized on Padlet by each group.</p>	20 min
<b>Reading of the stories</b>	<p>At the end of the activities, each group reads the stories invented and all participants sharing their opinions on them.</p>	40 min

### Participants' feedback

Participants are encouraged to share their ideas and doubts during the different discussions linked to the activities of the LS. At the end of the reading activity, participants are encouraged to join the discussion about the stories invented by their friends, as well as what the overall experience leaves them.

### Educator's remarks

*Add here your comments and evaluation **AFTER** the implementation of this activity. You can always use a rubric for self-assessment.*

### 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

<https://en.wikipedia.org/wiki/Ecology>

[https://en.wikipedia.org/wiki/Human\\_ecology](https://en.wikipedia.org/wiki/Human_ecology)