Europeana Learning Scenario

(Teachers)

Title

The Most Important Day of the Year

Author(s)

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Abstract

Gender equality is not only a fundamental human right but a necessary foundation for a peaceful, prosperous and sustainable world. However, even though there has been progress in the last decades, too many problems remain. This LS aims to demonstrate that small actions and critical thinking can lead to future positive outcomes. Knowledge alone is not power, it's potential power, and it needs an environment to activate it and fulfill its full potential. Let the journey begin.

This learning scenario was created and implemented in a special school environment. The main goals are to enhance students' communication skills, empower individuals' positive self-esteem as community members, and broaden their knowledge about the importance of equality. The learning scenario is based on Finnish Core Curriculum and the phenomenon-based learning approach where students investigate and build their knowledge together in cross-curricular environments.

You can find more information and examples of the Finnish approach and phenomenon-based learning which includes also parts of this Learning Scenario here.

Keywords

Diversity, Gender Equality, Inclusion, Social and Emotional Skills, Social Equality

Table of summary

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Subject	History, English language, Mother tongue (Finnish), Craftwork, Arts, Social Studies,
Topic	Collaborative learning promotes social skills and the ability to learn how to direct your own learning.
Age of students	10 – 13
Preparation time	5h

Co-financed by the Connecting Europe Facility of the European Union

Teaching time	6 lessons x 45min
Online teaching material	Google Sites, Google Classroom, Word Search Generation, Seppo gamification tool
Offline teaching material	paper, glue, scissors, plywood, and coloured pencils.
Europeana resources used	Pioneers | Europeana Women writing birds | Europeana Party crowd | Europeana Women's History | Europeana Women at work | Europeana Picturing women at work | Europeana A woman's work is never done | Europeana

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Integration into the curriculum

Basic Education Act, Act on General Upper Secondary Education, and National Curriculum place the development of self-assessment skills at their very core. Finnish Core Curriculum also supports the student in the growth of self-regulation which can be seen that the control of learning itself is transferred to both the group and the student.

Aim of the lesson

The lesson aims to increase students understanding of gender equality and its importance for society. It also empowers students by respecting and appreciating what makes them different. The project also intents students to think critically about the prevailing structures and enhance their understanding of teamwork benefits.

Outcome of the lesson

Outcome of the project is to support a student's belief in his or her own ability to learn. Self-assessment practice is based on the students' right to set a goal for their learning and it focuses on their own and group reflection on their choices in relation to the set objectives. Based on these fundamentals of learning students realize the importance of diversity and equality aspects in life.

Trends

Project-based learning

Learner-centred learning

Holistic approach

Collaborative learning

Flipped learning

Key competences

Every situation and practice is designed to promote and enhance student learning by using social cohesion. While focusing on learner-centred culture led by the self-determination theory students are encouraged and introduced to promote digital intelligence where social. emotional and cognitive abilities are practiced collaboratively.

Activities

Name of activity	Procedure	Time
Lesson 1 Activation	**The chat clock - activity** Transverse skills to focus and practice: communication, time management, teamwork. Each student draws a clock where they mark four agreed-on timeslots for four different meetings at 12/15/18/21 o'clock. The exercise begins by filling students' personal calendars with four different classmates. Before the activities, the whole group discussed what are the different ways to start the conversation and how to ask for a meeting vice versa how to answer suggestions are. "Hi, how are you?", "Do you have time for a meeting at ...?" etc. When all students have arranged the meetings and their calendars are fully booked, the next phase of exercise begins. **First meeting at 12:00** Definition of the word equality. Please discuss with your pair and make a mind map about equality and its meaning to you. **Second meeting at 15:00:** Read a text regarding the history of Women's International Day. Then, answer the questions related to the text. The texts are differentiated on three different levels (original text / plain language/text for students with narrow vocabulary)	45min

Name of activity	Procedure	Time
	Third meeting at 18:00: Find remarkable women who influenced and changed social structures with their actions. Please list the names and write down the area where they worked/influenced/challenged the status quo. (Europeana) **Fourth meeting at 21:00:** Explore the Mieli social-emotional cards. Name five positive and five negative feelings from them. After that, pick up five pictures and make a story based on them.	
Lesson 2 **Exploring the topic**	**The first part of the lesson** Each pair shows and tells their story created during the last meeting from the chat clock exercise. The other pair's task is to write down the five most essential words from the story and show them to others. **The second part of the lesson** Students read in pairs one to two texts (differentiation) from the Unicef handbook related to the current inequality cases related to gender inequality. They also fill out a self-evaluation sheet where they evaluate their feelings that were prompted during the reading and try to explain why they have this reaction.	45min
Lesson 3 **Let´s get familiar with Europeana and pioneers**	Europeana resource bank was introduced to the group. Students practiced English vocabulary which helped them to get more from Europeana resources. The tasks of the session were to choose one women pioneer who influenced history and research more information about her.	45min
Lesson 4 & 5 **Hands-on learning part**	Europeana resources were shown. Students create a heart-shaped collage based on the theme "equality." They also write a short letter in their Google Sites portfolio about how the world would look like in 2030 when it comes to equality.	90min

Name of activity	Procedure	Time
Lesson 6 **The exhibition**	Wrapping up the project by sharing thoughts about the learning experiences and what things have been the most challenging/valuable. This lesson also includes a small exhibition of each student collage.	45min

Assessment

- Students assess their learning with a dynamic self-assessment tool created with Google Sheets. The main point is to evaluate own participation, teamwork, and practice self-reflection. They can also see how their peers are evaluating their own work. Students are divided into smaller groups based on their own personal learning plans.
- Assessment is made by using colours. Red (I know, I can do better), Yellow (I did okay), Green (I was on fire).
- Students are provided with a general "Weekly plan." The plan shows what tasks we will do and how the project is seen, even though it can be divided into subjects.
- For the reading exercises, students have their own reading evaluation sheets. Students are encouraged to reflect on their listening skills, reading environment, and reading fluency.
- Quizzes and revision tasks crated on Seppo.io platform for gamified mobile learning and training.
- All assessment is designed and practiced to focus on promoting students learning.

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

Student feedback

Students were encouraged and guided to use self-and peer assessment which they found engaging. Students liked the social aspect of the learning and were inspired by the examples brought up during the scenario. The group also enjoyed balanced work on different topics in a versatile manner.

Teacher's remarks

As a teacher, you are responsible for creating positive and engaging learning environments where students actively participate in creating reciprocal interaction between themselves and the learning environments. The better teacher can take students' emotions into consideration and conversations the more engaging learning become. Emotions are always part of learning. They affect both observative and cognitive processes.

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 32 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

www.ateducation.org

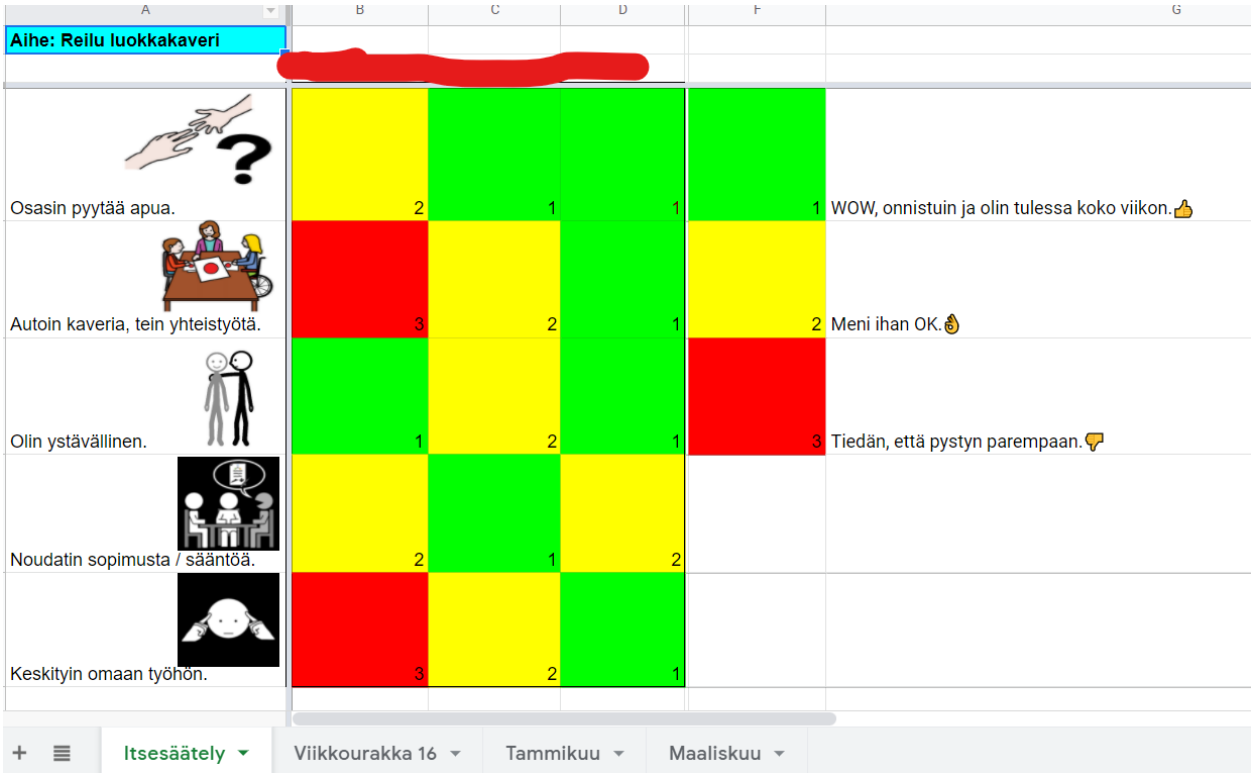
	A	B	C	D	E	F	G
	Aihe: Viikkourakka					**Arviointi**	
		[redacted]	[redacted]	[redacted]			
	Matematiikka - (Ville.utu.fi)					a	Osasin kaiken. Pystyn opettamaan kaveria.
	Pylväsdiagrammit	a	b	c		b	Tein tehtävät, mutta voisin harjoitella lisää.
	Ympyrädiagrammi, sektoridiagrammi	c	a	c		c	Yritin parhaani, mutta tarvitsen apua.
	Sadetilastot	d	a	a		d	En ole vielä saanut tehtävää.
	Merkitse tiedot diagrammiin	c	a	a			
	Ralli: Yksikkömuunnos	a	c	c			
	Massan yksikkömuunnokset g - kg	d	a	c			
	Äidinkieli						
	Kansainvälinen naistenpäivä	a	c	a			
	Viikonloppukooste / Osa 1	c	a	a			
	Viikonloppukooste / Osa 2	a	a	c			
	Kirjoita kuvasta (koko viikolle jakautuva tehtävä)	d	a	c			
	Rakenna tarina Mieli - korteista	a	a	a			
	Katsoin viikon videon ja kirjoitin kahdeksan lausetta	a	a	a			
	Lukuhetki kaverin kanssa x 5 x 20min	c	c	a			
	Englanti						
	Europenana project	b	a	a			
	Sanasokkelo - Word puzzle	a	a	a			
	International Women´s Day	c	c	c			

Weekly schedule:

Left side: ongoing tasks and projects for the week.

Center: students' names and their evaluation

Right side: a) I did everything, and I can explain the topic to my peers. b) I managed the tasks, but I need more practice. c) I tried my best, but I need more support. d) I haven't received the task yet.



Aihe: Reilu luokkakaveri	[redacted]				
Osasin pyytää apua.	2	1	1	1	WOW, onnistuin ja olin tulessa koko viikon.
Autoin kaveria, tein yhteistyötä.	3	2	1	2	Meni ihan OK.
Olin ystävällinen.	1	2	1	3	Tiedän, että pystyn parempaan.
Noudatin sopimusta / sääntöä.	2	1	2		
Keskityin omaan työhön.	3	2	1		

Itsesäätely | Viikkourakka 16 | Tammikuu | Maaliskuu

Dynamic self-evaluation sheet:

Left side: evaluation of social-emotional skills and teamwork. a) I asked for support. b) I helped my peers and participated in teamwork. c) I was polite and friendly to others. d) I respected agreements and rules. e) I focused on my own work.

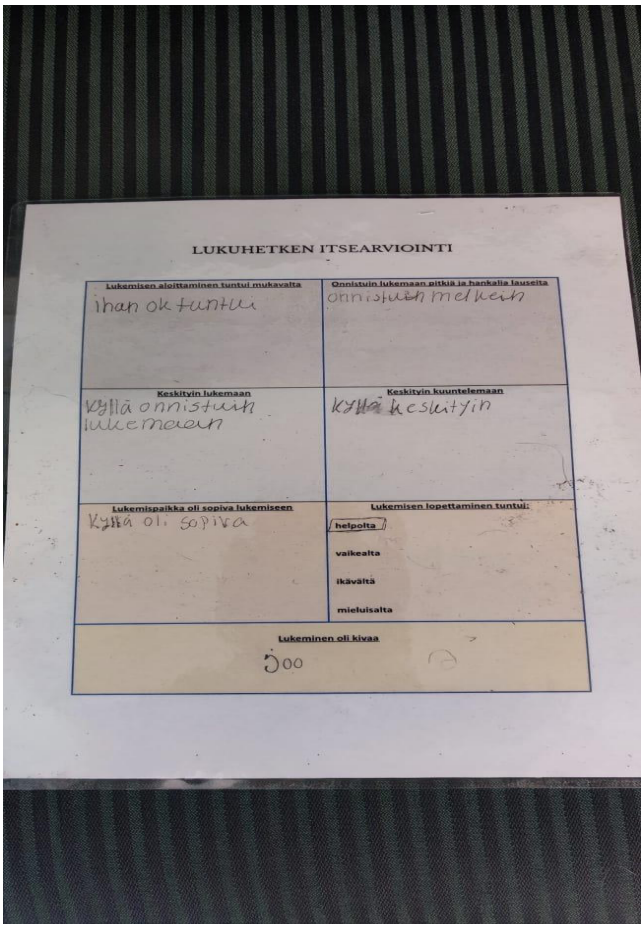
Center: students' names and their evaluation

Right side: a) I was on FIRE the whole week. b) I did okay. c) I know that I can do better.

Seppo.io **offers a lot of different task variations**

The Chat clock

Picture collage



Reading self-evaluation sheet

Mieli social-emotional cards