

Europeana Learning Scenario

(Teachers)

Title

The 8 Stages of Life According to Erikson

Author(s)

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Abstract

Students will be familiarized with Erikson's perspective. According to **Erikson**, a person passes through **eight** developmental **stages** that build on each other. At each **stage** faces a crisis. Students will search on Europeana's platform pictures, paintings and drawings that can illustrate each of those stages. Furthermore, they will be invited to prepare a set of questions, and conduct an interview, to a person they choose, that represents some of the ages. To conclude, they will record it on video and present their conclusions in flipgrid, as well as build an Erickson timeline. All the outcomes will be presented and summarized in a small e-book. Moreover, this LS can be implemented on distance learning.

Keywords

Psychology; Stages of Life; Erikson.

Table of summary

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Subject	<i>Psychology, and other Human Sciences.</i>
Topic	<i>Stages of development</i>
Age of students	<i>16-17</i>
Preparation time	<i>90 min</i>
Teaching time	<i>330 min</i>
Online teaching material	EdPuzzle FlipGrid Genialy Quizz
Offline teaching material	<i>Whiteboard, schoolbook; paper</i>

**Europeana
resources
used**

[Resource 1](#) – Europeana Collections

[Resource 2](#) – Children’s query

[Resource 3](#) – Teenager’s query

[Resource 4](#) – Youngs’s adult query

[Resource 5](#) – Photography collection

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Integration into the curriculum

Studying different perspectives of human development is part of the curriculum for Psychology classes, for students to know different perspectives like the one proposed by Erickson, or Freud; Erikson; Rogers; Gesell and so on.

Aim of the lesson

- To understand that Erikson's theory is centered on psychosocial development rather than psychosexual development;
- To discuss the importance of life context to one’s development;
- To understand that each stage is defined by a central crisis that the individual must grapple with to move on to the next stage;
- To discuss if there is still plenty of room for continued growth and development throughout one’s life.

Outcome of the lesson

Students will produce, in small work groups, an interview video, besides an infographic or interactive presentation, about the 8 stages of psychosocial development, as well as a timeline about Erikson’s biography, illustrated with Europeana’s images, that will be gathered in an e-book.

Trends

List the relevant trends that the lesson incorporates: <http://www.allourideas.org/trendiez/results>

- Student Centered Learning: students and their needs are at the centre of the learning process
- Collaborative Learning: a strong focus on group work
- Outdoor Education: learning outside of the school building in the “real” environment
- Peer Learning: students learn from peers and give each other feedback
- Edutainment: playful learning. Learning while having fun.
- Visual Search & Learning: images and multimedia are more powerful than verbal stimuli
- Mobile Learning: we get access to knowledge through smartphones and tablets. This translates to learning anytime, anywhere.

Key competences

Add here how the learning scenario promotes key competences. To find out more: [Key competences for lifelong learning - Publications Office of the EU \(europa.eu\)](#)

Literacy competence- ability to identify, understand, express, create and interpret concepts, feelings, facts, and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way. Students will read some texts, from which they will select concepts and information, and then prepare an interview. In addition, they are going to perform a task on Edpuzzle, and answer to a Quizziz, as well as build a timeline with Timetoast, or similar.

Digital competence- involves the confident, critical, and responsible use of digital tools, and engagement with digital technologies, for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation, safety, and intellectual property, consequently, students will be invited to explore a set of digital tools

Personal, social, and learning to learn competence- is the ability to reflect upon oneself effectively, manage time and information, work with others in a constructive way, remain resilient, and manage one’s own learning: to achieve that development, students will work collaboratively, and they will perform a peer review.

Citizenship competence - based on knowledge of basic concepts and phenomena relating to individuals, groups, work organisations, society, economy, and culture, therefore, students will gain awareness about human interactions and development.

Competence in cultural awareness and expression- being engaged in understanding, developing, and expressing one’s own ideas and sense of place or role in society in a variety of

ways and contexts; to achieve this competence, students will discuss and express their knowledge about Erikson’s theory.

Activities

Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources. If you are using any external documents, please scroll to the end of the document and add them to the Annex. Add more rows to the table if needed.

Name of activity	Procedure	Time
Motivation circle, warm up	All class will watch some parts of the film “A kid like Jake”, then debate some aspects related with human development. The teacher will present Europeana’s platform and explore some images. After assigning groups, students are invited to complete a task on Edpuzzle about Erik Erikson and, furthermore, to build a Timeline of the author biography with Timetoast (https://www.timetoast.com/) or a similar tool.	100
Concepts and Vocabulary	Students will become acquainted with the topic by watching videos, reading, and analysing parts of a given text, in an asynchronous session, with some important concepts, such as psychosocial development stages; competences; experience; major characteristics of each stage, and so on.	50
Instructions	Students are instructed to prepare some interview questions for a person they choose, to verify how each one deals with the two conflicting states of each age; in addition, they are oriented to make some Europeana’s research to find illustrative images of each stage of life.	30
Learning outside classroom	The interview should be recorded on video, and students must make sure that, if it is a child, their face in the film is profiled side-on or from behind to reduce automatic identification.	50
Achieving conclusions	Students will reach conclusions from the observations they made and compare them with the ones Erikson arrived at; they will also prepare an infographic about the eight ages using Europeana’s images.	50
Producing and presenting the outcomes	Students will produce and present to the class the results of their study: Timeline, Video and Infographic. They will proceed to peer assessment (with the two stars and a wish strategy), after some discussion about the new knowledge they gained. All the materials are gathered in an e-book	50

Assessment

The teacher will use evaluation **rubrics** as they can be found on <https://view.genial.ly/62040679be9a8e0018604fb2/interactive-content-evaluation-rubric>.

The students will use “Two stars and a wish” which is designed to provide student feedback via peer- and self-assessment. In short, it asks Two Stars – areas where the student’s work excelled – and one Wish – an area where there can be some level of improvement. The Edpuzzle and Quizziz will be corrected automatically.

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

Student feedback

Teacher will use Socratic dialogue, which translates to the question-and-answer method employed by Socrates in Plato's Dialogue, to know what students treasured more and less, and how they value the work done. Simple white board will be used to register the ideas.

Teacher’s remarks

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

<https://view.genial.ly/6217db48339b2f0011c1f3e4/interactive-content-erik-eriksons-8-stages-of-psycho-social-development>

