

# Europeana Learning Scenario

## Title

Where am I from? Human Migration

## Author

Michaela Lišková

## Summary

The project is about multicultural environment and experience of children with diverse origins. The purpose is to identify the current word “migration” and to discover each family’s backstory and the reasons why each family migrated, discover each one’s identity, talk about feelings and impacts of migration, listen to the stories of others, create a poster about each one and share it with the class/group.

### Table of summary

Subject	English as a foreign language.
Topic	Where am I from? My origins. Where do I live with my family? Migration of the people.
Age of students	9-11 years
Preparation time	45 minutes
Teaching time	1 week- 5 lessons of 45 minutes
Online teaching material	Migration video for primary school <a href="https://youtu.be/ayBByVpyUDI">https://youtu.be/ayBByVpyUDI</a>  Critical reflection methodology <a href="https://www.rwctic.org/">https://www.rwctic.org/</a>
Offline teaching material	Paper, glue, crayons, individual family photos
Europeana resources used	<ul style="list-style-type: none"> <li>Discover stories and reading material: <a href="http://blog.europeana.eu">blog.europeana.eu</a>.</li> <li>Reading material: <a href="#">Share your migration story</a>.</li> <li>Video on <a href="#">Share your migration story: “Every object tells a story”</a>.</li> <li>Reading: <a href="#">Me and my Bicycle!</a></li> </ul>

## License

- **Attribution-NonCommercial-ShareAlike CC BY-NC-SA.** This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms.

## Integration into the curriculum

Writing and Reading.



## Aim of the lesson

- To understand the current word “migration”.
- Critical thinking: understanding reasons, positive and negative impacts of migration.
- Creative writing of an individual story. Listening to others.

## Trends

- Lifelong Learning: learning does not stop when leaving school.
- Time spent in classroom is used to reflect, discuss, develop topic.
- Learning materials: shift from textbooks to web resources and open source books.

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

- *Learning skills: Critical thinking, Creativity, Communication*
- *Life skills: Social skills, Initiative and Self-Direction, Information and Media*

## Activities

Name of activity	Procedure	Time
<b>Lesson 1</b>		
<b>Class discussion</b>	Class discussion about each one’s experience of the multicultural environment of the school. Discover the roots of each one’s family, the movement of people in Europe and the World.	10 min
<b>Class discussion</b>	What the word “migration” means.	5 min
<b>Watch the video</b>	Migration video for primary school. Project on screen. <a href="https://youtu.be/ayBByVpyUDI">https://youtu.be/ayBByVpyUDI</a>	10 min
<b>Critical thinking</b>	Oral reactions and reflections: “What did I see?”.	10 min
<b>Watch the video</b>	From <a href="https://contribute.europeana.eu/migration">https://contribute.europeana.eu/migration</a> , video “Every object tells a story”. <a href="https://youtu.be/l2E0GJycWQc">https://youtu.be/l2E0GJycWQc</a> (this video comes with subtitles in 13 languages). Project on screen.	1 min
<b>Critical thinking</b>	Sharing migration stories: each pupil takes this idea at home and will reflect with his/her parents. Pupils may find an object/picture they could bring back to school to share with others.	9 min
<b>Lesson 2</b>		
<b>Class discussion</b>	Start with the end of the previous lesson (discussion with my family). Ask pupils to share with the class (object or picture can be used).	15 min
	Europeana blog: <a href="#">“from cuddly toys to tea leaves – a child’s view of migration”</a> .	10 min

<b>Europeana blog. Interactive learning and reading.</b>	Project on screen and read aloud 1-3 stories. Moving house is a big deal (moving to another country, learning another language, making new friends, facing a new culture...). During the Europeana Migration campaign, while adults shared stories about their childhood, one can also find stories about children from children, each illustrated by an object that means something to them. This blog explores some of the themes from these stories.	
<b>Story writing.</b>	Writing my family story. Where am I from? Where are my parents and grandparents from? Where am I living now? My family migration. My experience and my feelings (See annex 2).	20 min

### Lesson 3

<b>Interactive learning and reading.</b>	Read the short story " <a href="#">Me and my bicycle</a> ". Project on screen. Every object tells a story. Read and comment with the class.	15 min
<b>Class discussion</b>	Reading reflection.	5 min
<b>Critical thinking and writing</b>	Writing "My object tells a story" using methods of <a href="#">RWCT program</a> (Reading and Writing for Critical Thinking). Children will use the provided template for grammatical categories of verbs, nouns and adjectives (see annex 1). Each pupil draws his/her object.	25 min

### Lesson 4

<b>Creating od poster.</b>	Each pupil creates a personal poster about his/her family, friends, migration, favorite national objects and food. Creative writing and drawing, and printing photos.	45 min
----------------------------	---	--------

### Lesson 5

<b>Posters presentation.</b>	Each pupil presents his/her own poster and choses a place in the classroom to display it.	20 min
<b>Project assessment.</b>	Formative assessment. Template for pupil's self-assessment (see annex 3).	15 min
<b>Class discussion</b>	Conclusion of the project.	10 min

## Assessment

Formative assessment (teacher- student, student-student), pupils self-assessment template (see annex 3).

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

### Student feedback

Pupils engagement refers to the degree of attention, curiosity and interest. Using the self-assessment template, pupils are engaged to share their opinions and feelings with teacher and others.

### Teacher's remarks

Pupils aged 9-11 years confirmed that they hear daily about migration without understanding clearly what it means.

The Europeana blog about Sharing migration story showed them that people migration is not a new phenomenon.

Pupils were particularly interested in creating the poster. Timing for this activity was 45 minutes, some of them needed more time.

With pupils aged 10-11, the project was extended by one lesson to talk about the refugees arriving in Italy (as the country where we live).

### 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.