

VISITOR

VIRTUAL MUSEUMS IN THE COVID ERA



LESSON PLAN

Immigration digital stories - An education project based on 5 hours of learning scenarios (3 stages-5 hours duration)

**The Planning stage – Stage 1: Humans and their stories-
(duration 1 hour)**

Project Title	VISITOR (Virtual muSeums In The cOvid eRa)
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PARTNERS





Title of Lesson: Immigration digital stories - An education project based on 5 hours of learning scenarios (3 stages-5 hours duration)

The Planning stage – Stage 1: Humans and their stories-(duration 1 hour)

Background *(What Museum artefact are you using for your lesson? What curriculum areas does your lesson address, (e.g. History, Science, Language, etc.)? What age range is your lesson suitable for? What pre and post activities do you envisage? How will the work be assessed?)*

This learning scenario (LS) mainly focuses on Historical issues and focuses on raising students' awareness of migration and refugees through works of art. The migration topic is always timely, as Greece and other European countries are countries of origin and/or hosting immigrants.

Age range: 8-15

Lesson preparation

At least 4 hours are needed for the teacher to prepare slides shown in each lesson with the introduction to the activities and define the student groups.

Learning Objectives *(What are the learning objectives addressed referenced to your own national curriculum ?)*

By the end of the lesson students are expected to:

- be more aware of the immigrants' and the refugees' efforts to adapt to the host country
- put themselves 'in their shoes'.
- understand the diachronic nature of migration as a global part of European and Greek history.
- express emotions, feelings, and ideas about migration

We want to create a tangible digital storytelling final product where our students express their feelings through paintings, quotes and narration. The end-product is going to be placed in the school blog so that other primary students will be able to write and add positive thoughts.



Lesson Starter (First 20 minutes: How will you begin the lesson in an engaging way?)

Pre-activities:

👉 **Example: how to introduce students to the learning curricula of Digital Museum:**

Make a presentation (ppt) with questions embedded about:

Step 1. Look

Take a look and gather evidence for one minute for each artefact that you provide them

Focus on:

- Facial expression
- Focal point
- Clothing
- Setting
- Objects
- Size
- Colors
- Textures

Step 2. Think

Example of questions to trigger learners:

- What is the artist trying to teach me in this photo?
- What is the artist's message?
- What emotions does it arouse in you?

Step 3. Talk

Students in small groups which group are defined by teacher share their ideas

I believe _____
because I can see _____

When I see _____
it makes me feel _____

Main Activity (25 minutes: What is the task children need to do? How are the children organized - pairs, groups, etc.? How is the work differentiated? What extension activity is there?)

This is a think-pair-share activity with all students based on their observations and thoughts about immigrants. The students will look at the photos and discuss possible reasons for relocating.

1. Think

PAST: Asia Minor War, photos from <https://aggregator.visitor-project.eu/>

The photo
https://www.benaki.org/index.php?option=com_collectionitems&view=collectionitem&id=161206&Itemid=&lang=el#
depicts refugees who leave Smyrna in August of 1922.

The Asia Minor Catastrophe overturned the population balances of centuries in the wider region of Asia Minor, Pontus and Eastern Thrace. They arrival in Greece, as a host country
https://www.benaki.org/index.php?option=com_collectionitems&view=collectionitem&id=139963&Itemid=&lang=el (Refugees from Thrace, Florina, 1935)

https://www.europeana.eu/en/item/122/https_www_searchculture_gr_aggregator_edm_ELIA_00_0100_22_439103 (Refugees from Samos in a refugee camp)

IN OUR DAYS:

https://www.europeana.eu/en/item/2051904/data_euscreenXL_1129227 (Arrivals of Syrian refugee refugees began)

https://www.europeana.eu/en/item/2051904/data_euscreenXL_1673737 (Hundreds of dead refugees in the Mediterranean sea)

2. Pair

How to define the theme of your digital story in accordance with the information you selected:

two potential approaches:

-Spider technic

Each student writes the word in a circle in the centre

Around it, in 3–4 minutes, students write eight associations with the word

Participants then share their “spider chart” with a teacher and discuss the similarities and differences.

Or brainstorming

Groups of five work together to analyze the topic

The groups split up and new groups are formed



Plenary (10 minutes: How will the children share what they have learned? How will you link back to the Learning Objectives? How will you link to the next lesson?)

Immigration is linked to:

- The theme about racism,
- Greek History (e.g. Minor Asia war),

Ideas for homework:

Students research the past:

1. They research stories of immigrants and refugees.
2. They select photos of immigrants or refugees around the world, and they imagine a potential story. They can use <https://aggregator.visitor-project.eu/>
3. Copy and paste the link below:

https://www.youtube.com/watch?v=98dAfpJPjY&ab_channel=OrestisFilippidis

make your artefact (e.g., a drawing or, a digital collage etc.) based on the lyrics of this song

Resources (What is needed to run this lesson (e.g., PowerPoints, Worksheets, iPad, Internet access, Video Projection, Interactive whiteboard, etc.)? Attach example documents and jpeg of artefact).

Picture of refugees:

<https://aggregator.visitor-project.eu/>

A presentation (ppt) with questions embedded.

Find resources here:

<https://aggregator.visitor-project.eu/>

This lesson aims to develop and improve the following skills:

- Creativity, Critical Thinking, Collaboration skills among students
- Awareness of national, European and international themes.

Life skills such as Flexibility, Self-direction, Productivity and Social skills during group work for planning, producing, and presenting the above tasks.