

# VISITOR

VIRTUAL MUSEUMS IN THE COVID ERA



## LESSON PLAN

Immigration digital stories - An education project based on **2 hours** learning

**The Implementation stage – Stage 2: Humans and their stories**

Project Title	VISITOR (Virtual muSeums In The cOvid eRa)
Project reference No.	2020-1-FR01-KA226-SCH-095600

## PARTNERS





**Title of Lesson:** Immigration digital stories - An education project based on 2 hours learning  
**The Implementation stage – Stage 2: Humans and their stories**

**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 raising students' awareness of migration and refugees through the process of exploring migration stories through works of art. Additionally, students will collaboratively construct and narrate a digital story about migration.

**Age range:** 8-15

Lesson preparation for the teacher:

At least 1 hour is needed for the teacher to define the group of students.

At least 1 hour is needed for the teacher to prepare a rubric clearly indicates achievement criteria for the completion of the task. The specific rubric can be adapted using the 7 elements which are essential components for the construction of an engaging digital story.

**\*The above learning strategies linked to the educational material of module 2 of the e-learning course.**



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

By the end of the lessons students are expected to:

- be more aware of the immigrants' and the refugees' hardships and efforts to adapt to the host country without forgetting their past, origin or family as depicted in their stories featuring favourite objects.
- put themselves 'in the shoes' of an immigrant to understand the diachronic nature of migration and refugees as a global issue, as well as a part of European and Greek heritage.
- Express emotions, feelings, wishes and ideas through oral language and other types of language, as it would be in this case the artistic

We want to create a tangible digital storytelling final product where our students express their feelings through paintings, quotes and narration which is going to be placed in the school blog. Other students will be able to write and add positive thoughts, information e.t.c.

**Outcomes for Lesson 1, 2 and 3**

*Each group collaborate to plan, edit drafts and produce the following outcomes:*

- *Creation of the digital stories scenarios based on their own inspiration combined different historical circumstances of migration*
- *Digitalization of the story via different technological tools (use of Scratch, Movie Maker, Audacity e.t.c)*

**Lesson 1**

**Starter (First 10 minutes: How will you begin the lesson in an engaging way?)**

**Pre-activities:**

 **Choose a gamification approach to divide students' groups such as:**

- role play – promote collaborative learning via groups of programmers, script authors, audio engineers
- contracts among students to distribute responsibilities - students construct their rules
- Jigsaw strategy to enable each student of a group to specialize in one aspect of a topic

**\*The above learning strategies linked to the educational material of module 1 of the e-learning course.**

**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?)**

*The Creation of the digital stories scenarios based on their own inspiration combined different historical circumstances of migration.*

To engage students' motivation and avoid undue emphasis on the end product, process writing considers the non-linear, recursive nature of writing. This suggests a pre-planning and post-planning model instead of a pre-while-post writing one, given the constant going back and forth which is distinctive of the composing activity.

- Brainstorming, quick-writing, drafting, redrafting, revising and rearranging content instead of producing a single final draft which would inhibit learners' creativity

Also, the teachers can implement the following approaches:

***-Spider technique***

Each participant writes phrases in a circle inspired for the specific topic (immigration).

Around it, in 1–2 minutes, they write eight associations with the main phrase



**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?)

**-Think, Pair, share**

**Think**

Have students reflect on a given question or write a response in their journals.

**Pair**

Have students pair up and share their responses.

**Share**

When larger groups reconvene, ask pairs to report back on their conversations. Alternatively, you could ask students to share what their partner said. In this way, the strategy focuses on students' skills as careful listeners and lets them start writing the scenario of stories divided in small parts for each group.

**Ideas for homework:**

Motivate them to think about the digital background of story narration. They can mix historical photos with paintings encouraging them to visit the aggregator and find photos and other artifacts from the aggregator. Also, they can add some surrealism elements via Scratch.

Facilitate a constructive dialogue via a list of questions.

For example;

- Select an Image
  - Choose a piece of art, photograph, political cartoon, propaganda poster, video clip, or other piece of visual media that lends itself to deep analysis by students. This strategy works best when the image either reveals information about a particular time and place in history or reflects (intentionally or not) a particular perspective.
  - Lead Students through Analysis
  - Display the image or pass out copies to students, and then pose the following three questions in order. Pause after each question to give students time to reflect.
- ✓ What do you see? What details stand out? (At this stage, elicit observations, not interpretations.)
  - ✓ What do you think is going on? What makes you say that?
  - ✓ What does this make you wonder?
  - ✓ What broader questions does this image raise for you?



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

- ✓ An artefact from the aggregator to trigger them
- ✓ A guideline with questions

This LS aims to develop and improve the following skills:

- Learning and innovation skills, i.e. all the 4Cs (Creativity, Critical Thinking, Collaboration, Communication)
- Life and Career skills as preparation for after school life, i.e. Flexibility, Self-direction, Productivity, Social skills during group work for planning, producing and presenting the assigned tasks.

## Lesson 2

**Starter (First 10 minutes: How will you begin the lesson in an engaging way?)**

**Pre-activities:**

Provide the following digital stories to inspire them.

-Something easy to product it via Scratch

[https://drive.google.com/file/d/1T\\_7B7fCuh80W7B1HdffAAk-5CsSP95XO/view](https://drive.google.com/file/d/1T_7B7fCuh80W7B1HdffAAk-5CsSP95XO/view)

-Something more complicated

<https://drive.google.com/file/d/10zOgp5FY2jWKLtbYYL8ZkQiO-uLB4gK6/view>

**Tip!**

Think of dividing students into groups. Make leaders of the groups students who are good at programming. Facilitate other partners to program their stories.

**\*The above learning strategies are linked to the educational material of module 2 of the e-learning course.**



**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?)**

- First, the Audacity software will be used via groups for the processing of the sound files (record audio – scenarios of stories)
- Edit audio via Audacity

**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?)**

-Peer review among students.

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

-AUDACITY software

A presentation (ppt) with questions embedded.

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**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?)

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

*Picture of refugees*

XXXXXXXXXX

A presentation (ppt) with questions embedded.

This LS aims to develop and improve the following skills:

- Learning and innovation skills, i.e. all the 4Cs (Creativity, Critical Thinking, Collaboration, Communication) since students are engaged in creative activities during the five lessons.
- Global Awareness of a national and global issue.
- Life and Career skills as preparation for after school life, i.e. Flexibility, Self-direction, Productivity, Social skills during group work for planning, producing and presenting the assigned tasks.